



## Practice Test 2

# AP<sup>®</sup> 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. Fill in only the ovals for numbers 1 through 55 on your answer sheet. Because this section offers only four answer options for each question, do not mark the (E) answer circle for any question.

Indicate all of your answers to the multiple-choice questions on the 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. After you have decided which of the suggested answers is best, completely fill in the corresponding oval on the answer sheet. Give only one answer to each question. If you change an answer, be sure that the previous mark is erased completely. Here is a sample question and answer.

#### Sample Question

The first president of the United States was  
 (A) Millard Fillmore  
 (B) George Washington  
 (C) Benjamin Franklin  
 (D) Andrew Jackson

#### Sample Answer

(A) ● (C) (D)

Use your time effectively, working as rapidly 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 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 its designated page. Fill in the circle on the Section I, Part B: Short-Answer Response booklet indicating whether you answered Question 3 or Question 4. Failure to do so may delay your score.

**GO ON TO THE NEXT PAGE.**

**UNITED STATES HISTORY**  
**SECTION I, Part A**  
**Time—55 minutes**  
**55 Questions**

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

**Questions 1–5 refer to the excerpt below.**

“In the name of God, Amen. We, whose names are underwritten, the loyal subjects of our dread Sovereign Lord King James, by the Grace of God, of Great Britain, France, and Ireland King, Defender of the Faith, etc. Having undertaken for the Glory of God and advancement of the Christian Faith, and the Honor of our King and Country, a Voyage to plant the First Colony in the Northern Parts of Virginia, do by these presents, solemnly and mutually, in the presence of God and one another, covenant and combine ourselves together into a civil body politic, for our better ordering and preservation and furtherance of the ends aforesaid; and by virtue hereof do enact, constitute, and frame such just and equal Laws, Ordinances, Acts, Constitutions and Offices from time to time, as shall be thought most meet and convenient for the general good of the Colony, unto which we promise all due submission and obedience. In witness whereof we have hereunder subscribed our names at Cape Cod, the 11th of November, in the year of the reign of our Sovereign Lord King James, of England, France and Ireland the eighteenth, and of Scotland the fifty-fourth. Anno Domini 1620.”

William Bradford, *Of Plymouth Plantation*, 1646

1. Consistent with the excerpt above, the pilgrims settling in Plymouth would NOT be expected to support which of the following views?
  - (A) A strong desire to remove Catholic beliefs from the Anglican Church
  - (B) A commitment to the Calvinist principles of daily life
  - (C) A desire to establish a society of religious freedom
  - (D) A belief that governance should be derived from the will of the governed
2. The teachings of which of the following early colonists would be most consistent with the 17th-century views of the Massachusetts Bay Colony?
  - (A) Roger Williams
  - (B) John Cotton
  - (C) William Penn
  - (D) Anne Hutchinson
3. The First Great Awakening was marked by a period of
  - (A) political activism in the early colonies
  - (B) philosophical enlightenment
  - (C) religious fervor
  - (D) increased commercialization
4. The English Civil Wars had which of the following direct impacts on Puritan New England?
  - (A) “Heightened” religious hysteria resulting from a fear that increased urban commercialism would undermine their way of life
  - (B) Increased taxation and economic turmoil to pay for costs associated with the English Civil Wars
  - (C) Reduced access of trade between colonists and Native Americans
  - (D) Reduced immigration due to increased religious tolerance and political representation in England
5. While Massachusetts Bay Colony was established by Protestants seeking religious freedom, which of the following colonies was established as a destination and haven for Catholics fleeing religious persecution?
  - (A) Pennsylvania
  - (B) Maryland
  - (C) Virginia
  - (D) New York

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## Questions 6–7 refer to the excerpt below.

“It is important for us, my brothers, that we exterminate from our lands this nation which seeks only to destroy us. You see as well as I that we can no longer supply our needs, as we have done from our brothers, the French...and when we wish to set out for our winter camp they do not want to give us any credit as our brothers the French do.... Therefore, my brothers, we must all swear their destruction and wait no longer. Nothing prevents us; they are few in numbers, and we can accomplish it.”

Chief Pontiac of the Ottawa, speaking to a war council, 1763

6. In addition to the Ottawa, Pontiac’s speech was delivered to several other tribes present at the war council meeting including which of the following?
- (A) Huron  
(B) Iroquois  
(C) Seminoles  
(D) Cherokee
7. Pontiac’s rebellion led directly to
- (A) onset of the Seven Years’ War  
(B) a proclamation forbidding settlement west of the Appalachian Mountains  
(C) the passage of the Intolerable Acts  
(D) the ending of the fur trade in North America

## Questions 8–9 refer to the excerpt below.

“Whereas by an Act made in the last session of Parliament, several duties were granted, continued, and appropriated, towards defraying the expenses of defending, protecting, and securing, the British Colonies and Plantations in America: and whereas it is just and necessary, that Provision be made for raising a further revenue within your Majesty’s Dominions in America, towards defraying the said expenses: We, your Majesty’s most dutiful and loyal Subjects, the Commons of Great Britain in Parliament assembled, have therefore resolved to give and grant unto your Majesty the several rates and duties herein after mentioned.”

Stamp Act, 1765

8. The justification to raise the Stamp Act “towards defraying the said expenses” is largely in response to
- (A) the high costs to produce and import paper into the British colonies  
(B) the high costs to support and maintain a standing army in the British colonies  
(C) the high costs of Indian removal and resettlement  
(D) the high costs of the French and Indian War
9. The revenue-generating measures imposed by the British in the mid-18th century were largely opposed by the colonists for all of the following reasons EXCEPT
- (A) a lack of representation in British Parliament  
(B) a perceived infringement upon the rights of the colonies to self-govern  
(C) a post-war economic depression was already limiting economic growth in the colonies  
(D) a desire to declare independence from Great Britain

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Questions 10–13 refer to the image and excerpt below.



*Join, or Die*, Benjamin Franklin, 1754

“It is in vain, sir, to extenuate the matter. Gentlemen may cry, ‘Peace, Peace,’ but there is no peace. The war is actually begun! The next gale that sweeps from the north will bring to our ears the clash of resounding arms! Our brethren are already in the field! Why stand we here idle? What is it that gentlemen wish? What would they have? Is life so dear, or peace so sweet, as to be purchased at the price of chains and slavery? Forbid it, Almighty God! I know not what course others may take; but as for me, give me liberty or give me death.”

Patrick Henry, speaking at the Second Virginia Convention, 1775

10. The political cartoon “Join, or Die” by Ben Franklin was designed to unite the colonies in response to
- rising anti-British sentiment over taxation without representation in Parliament
  - conflicts over territorial rights with the French and Native Americans
  - increased conflict over religious differences between the colonies
  - an economic downturn resulting from the Seven Years’ War
11. Consistent with his speech, Patrick Henry would have been identified at the time as a(n)
- loyalist
  - conservative
  - radical
  - isolationist
12. Which of the following statements below most accurately reflects colonial attitudes regarding the declaration of independence from Great Britain?
- Most colonists considered the war against Great Britain necessary and openly supported its efforts.
  - Most colonists viewed the declaration of independence with apprehension and were sympathetic to British interests in the colonies.
  - Most colonists were largely indifferent and wished for resolution of the rising hostilities as fast as possible.
  - Most colonists were slaves and resisted for calls of independence viewing the British as more likely to grant them liberty.
13. Which of the following Acts of Parliament was passed in direct response to the events of the Boston Tea Party?
- Coercive Acts
  - Tea Act
  - Townshend Acts
  - Currency Act

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Questions 14–16 refer to the image below.



*Declaration of Independence*, John Trumbull, 1818

14. Which of the following was NOT included in the Declaration of Independence?
- (A) The laws of governance to be used in the newly formed United States
  - (B) Principles of individual liberties and rights of people
  - (C) Grievances against the British crown
  - (D) Justification for why the American colonies should independently self-govern
15. The preamble to the Declaration of Independence, which included the language “all men are created equal,” was used as a partial justification by many Northerners to push for the adoption of the
- (A) 13th Amendment
  - (B) 19th Amendment
  - (C) Articles of Confederation
  - (D) U.S. Constitution
16. Which of the following was seen as a major weakness of the Articles of Confederation?
- (A) It lacked laws to oversee any governance of the nation.
  - (B) It limited the ability of the nation to levy taxes and tariffs.
  - (C) It prevented the establishment of a legislative branch of government.
  - (D) It was unable to form and adopt new laws and resolutions.

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Questions 17–19 refer to the excerpt below.

“After an unequivocal experience of the inefficiency of the subsisting federal government, you are called upon to deliberate on a new Constitution for the United States of America. The subject speaks its own importance; comprehending in its consequences nothing less than the existing of the union, the safety and welfare of the parts of which it is composed, the fate of an empire in many respects the most interesting in the world. It has been frequently remarked that it seems to have been reserved to the people of this country, by their conduct and example, to decide the important question, whether societies of men are really capable or not of establishing good government from reflection and choice, or whether they are forever destined to depend for their political constitutions on accident and force. If there be any truth in the remark, the crisis at which we are arrived may with propriety be regarded as the era in which that decision is to be made; and a wrong election of the part we shall act may, in this view, deserve to be considered as the general misfortune of mankind.”

*The Federalist Papers*, 1788

17. Regarding adoption and ratification of the U.S. Constitution, the writer of the excerpt above would be most likely to agree with which of the following statements?
- (A) A more established central government as proposed in the U.S. Constitution would lead to despotism and a possible return to monarchical rule.
  - (B) Adoption and ratification of the proposed U.S. Constitution would result in the loss of states' rights to self-govern.
  - (C) Failure to include adoption of a Bill of Rights along with the U.S. Constitution would result in loss of individual rights and threatened public liberties.
  - (D) The U.S. Constitution should be ratified and does not need an additional Bill of Rights.
18. This excerpt was most likely written by
- (A) Alexander Hamilton
  - (B) Patrick Henry
  - (C) Thomas Jefferson
  - (D) Samuel Adams
19. The Federalist Party of the early 1800s supported which of the following views?
- (A) A national bank was necessary to encourage foreign investment and maintain national economic security.
  - (B) The provisions of the U.S. Constitution should be applied strictly as written.
  - (C) The French Revolution would result in a more just form of government with more governance provided to the people.
  - (D) Agriculture and farming are the backbone of the American economy.

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Questions 20–21 refer to the excerpt below.

“The cession of Louisiana and the Floridas by Spain to France works most sorely on the U.S. On this subject the Secretary of State has written to you fully. Yet I cannot forbear recurring to it personally, so deep is the impression it makes in my mind. It completely reverses all the political relations of the U.S. and will form a new epoch in our political course. Of all nations of any consideration France is the one which hitherto has offered the fewest points on which we could have any conflict of right, and the most points of a communion of interests.... There is on the globe one single spot, the possessor of which is our natural and habitual enemy. It is New Orleans, through which the produce of three-eighths of our territory must pass to market, and from its fertility it will long yield more than half of our whole produce and contain more than half our inhabitants. France placing herself in that door assumes to us the attitude of defiance.”

Thomas Jefferson, a letter written to U.S. Ambassador (to France) Robert Livingston, 1802

20. Consistent with the excerpt above, which of the following was NOT a reason that France ultimately agreed to sell their New World holdings in the Louisiana Purchase?
- (A) The city and port of New Orleans were too costly to continue to protect and maintain.
  - (B) The French needed money to raise armies and prepare for war on the European continent.
  - (C) Failure to arrest a slave revolt led to fears among European powers of similar uprisings throughout the New World.
  - (D) American exploration and expansionism would apply increasing pressure on the French colony.
21. The decision of the United States to purchase the Louisiana Territory from France was not universally supported. Among those opposing this decision were the Quids who felt that
- (A) Jefferson had paid far too much for the territory
  - (B) Jefferson lacked the authority as president under the U.S. Constitution to purchase the land from France
  - (C) Jefferson risked starting war with Spain over territorial rights
  - (D) Jefferson would use the territory to support the addition of new pro-Republican states limiting Federalist power

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**Questions 22–24 refer to the excerpt below.**

“Sir, if you wish to avoid foreign commerce; give up all your prosperity. It is the thing protected, not the instrument of protection, that involves you in war. Commerce engenders collision, collision war, and war, the argument supposes, leads to despotism. Would the councils of that statesman be deemed who would recommend that the nation should be unarmed—that in the art of war, the material spirit, and martial exercises, should be prohibited...and that the great body of the people should be taught that the national happiness was to be found in perpetual peace alone? No, sir.”

Henry Clay, a speech in the House of Representatives, 1812

22. This excerpt would be most likely supported by
- (A) The Federalists
  - (B) The War Hawks
  - (C) The British
  - (D) The French
23. The War of 1812 directly led to which of the following?
- (A) The downfall of the Federalist Party
  - (B) Greater dependence on trade with Great Britain and France
  - (C) An increase in American territory
  - (D) The Monroe Doctrine
24. Henry Clay would later broker the Missouri Compromise which stated that
- (A) all new U.S. states would vote on whether they would support slavery in their territory
  - (B) states admitted in the North would enter as free states and those entering in the South would be slave states
  - (C) slavery would be prohibited in all new states admitted to the Union
  - (D) slave trade would be abolished in all new states, but slavery would be permitted

**Questions 25–26 refer to the excerpt below.**

“Mr. Adams is the Constitutional President and as such I would myself be the last man in the Commonwealth to oppose him upon any other ground than that of principle.... As to his character also, it is hardly necessary for me to observe, that I had esteemed him as a virtuous, able and honest man; and when rumor was stamping the sudden union of his and the friends of Mr. Clay with intrigue, barter and bargain I did not, nay, I could not believe that Mr. Adams participated in a management deserving such epithets.... But when these strange rumors became facts, when the predicted stipulation was promptly fulfilled, and Mr. Clay was Secretary of State, the inference was irresistible—I could not doubt the facts. It was well known that during the canvass Mr. Clay had denounced him as an apostate, as one of the most dangerous men in the union, and the last man in it that ought to be brought into the executive chair.”

Andrew Jackson, in a letter to Henry Lee, 1825

25. John Quincy Adams became president of the United States because of
- (A) a win of the Electoral College
  - (B) a win of the popular vote, but not the electoral college
  - (C) a vote of the House of Representatives
  - (D) the death of the existing president of the United States
26. The Election of 1824 saw nominees for president from which of the following political parties?
- I. The Federalists
  - II. The Whigs
  - III. Democratic-Republicans
- (A) II only
  - (B) III only
  - (C) I and III only
  - (D) II and III only

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Questions 27–30 refer to the image below.



*King Andrew the First*, Unknown Artist, c. 1833

27. This political cartoon of Andrew Jackson was least likely to have been sketched by a supporter of which of the following political parties?
- (A) Whig  
(B) National Republican  
(C) Anti-Masonic  
(D) Democratic
28. Which of the following famous court cases was used in defense of the constitutionality of the Second Bank of the United States?
- (A) *Gibbons v. Ogden*  
(B) *Marbury v. Madison*  
(C) *McCulloch v. Maryland*  
(D) *Chisholm v. Georgia*
29. The Nullification Crisis was triggered in response to
- (A) paper money being prohibited for payment of debts or services  
(B) Turner's Rebellion  
(C) arguments over the constitutionality of Jackson's Indian Removal Act  
(D) the passage of tariffs, which disproportionately affected Southern states
30. Which of the following was NOT a primary cause of the Panic of 1837?
- (A) Andrew Jackson's policy of depositing federal funds in state "pet banks"  
(B) Establishment of the Specie Circular for purchase of western lands  
(C) Discovery of gold in western territories  
(D) Overspeculation on the strength of commodities and investments

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Questions 31–34 refer to the excerpts below.

“The whole continent of North America appears to be destined by Divine Providence to be peopled by one nation, speaking one language, professing one general system of religious and political principles, and accustomed to one general tenor of social usages and customs. For the common happiness of them all, for their peace and prosperity, I believe it is indispensable that they should be associated in one federal Union.”

John Quincy Adams, letter to his father, 1811

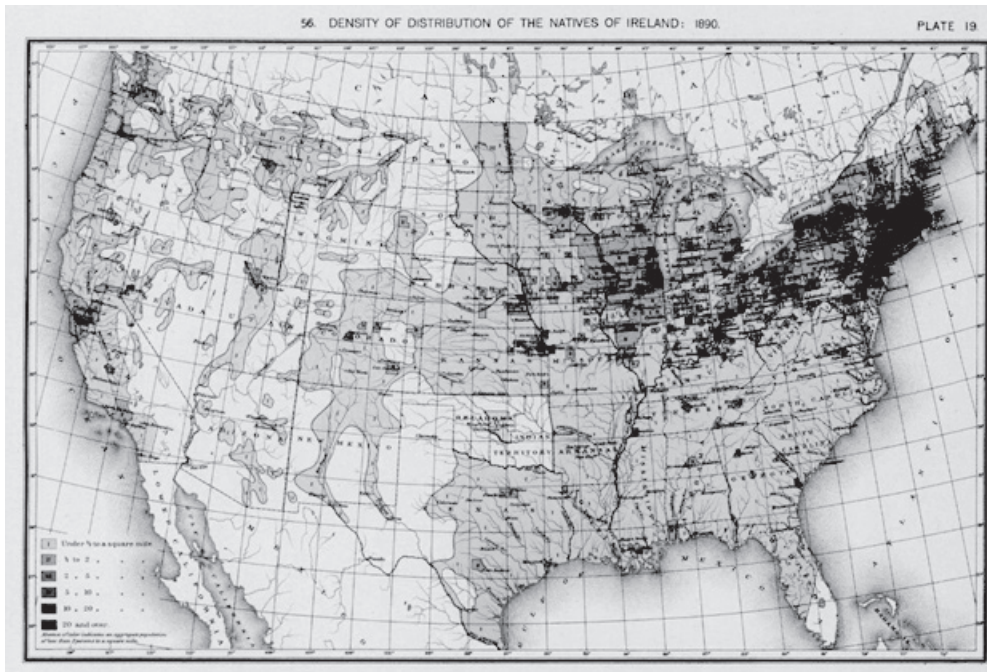
“In assuming responsibilities so vast I fervently invoke the aid of that Almighty Ruler of the Universe in whose hands are the destinies of nations and of men to guard this Heaven-favored land against the mischiefs which without His guidance might arise from an unwise public policy. With a firm reliance upon the wisdom of Omnipotence to sustain and direct me in the path of duty which I am appointed to pursue, I stand in the presence of this assembled multitude of my countrymen to take upon myself the solemn obligation ‘to the best of my ability to preserve, protect, and defend the Constitution of the United States.’”

James Polk, Inauguration Speech, 1845

31. The nature of both Adams’ and Polk’s excerpts above best reflect which of the following common views of the 19th century?
- (A) Laissez-faire economics
  - (B) Social Darwinism
  - (C) Manifest Destiny
  - (D) Nativism
32. The Polk presidency oversaw all of the following major events in U.S. history EXCEPT
- (A) the annexation of Texas into the United States
  - (B) the addition of California and Oregon as new states
  - (C) war with Mexico
  - (D) the Compromise of 1850
33. The Wilmot Proviso was both a unique and significant bill brought during the presidency of Polk before Congress because it
- (A) addressed that status of slavery in new states and territories
  - (B) represented the first proposal to use popular sovereignty to decide the status of slavery
  - (C) was supported or rejected strictly on territorial lines rather than party lines
  - (D) provided both legal protections and rights to slaves
34. Despite requests for admission as early as 1836, the annexation of Texas into the Union was delayed until 1845 mostly due to which of the following?
- I. Opposition to territorial growth and expansion into the West
  - II. Concern over how to manage slavery in the territory
  - III. Fear of war with Mexico
- (A) III only
  - (B) I and III only
  - (C) II and III only
  - (D) I, II, and III

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Questions 35–37 refer to the image below.



*Density of Distribution of the Natives of Ireland: 1890, Government release of 11th Census Results, 1898*

35. Consistent with the image above, Irish immigrants into the United States during the 19th century largely sought out settlement within
- (A) industrialized towns and cities
  - (B) plantations and mostly agrarian society
  - (C) the American western frontier
  - (D) port cities
36. How did European immigrants of the early and mid-19th century largely differ from those of the late 19th century?
- (A) Earlier immigrants were generally fleeing religious and social persecution, whereas later immigrants were typically seeking out improved opportunities for work.
  - (B) Earlier immigrants were mostly from Western Europe, whereas later immigrants included more from Southern and Eastern Europe.
  - (C) Earlier immigrants were mostly Catholics, whereas later immigrants generally were more often Protestants.
  - (D) Earlier immigrants were highly educated, whereas later immigrants were poorly educated.
37. Which of the following would have the greatest impact on curbing immigration into the United States?
- (A) Passage of the 13th and 14th Amendments
  - (B) The Chinese Exclusion Act of 1882
  - (C) The Quota Act of 1924
  - (D) The Naturalization Act of 1870

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Questions 38–41 refer to the excerpt below.

“Some man who seemed to be a stranger (a United States officer, I presume) made a little speech and then read a rather long paper—the Emancipation Proclamation, I think. After the reading we were told that we were all free, and could go when and where we pleased. My mother, who was standing by my side, leaned over and kissed her children, while tears of joy ran down her cheeks. She explained to us what it all meant, that this was the day for which she had been so long praying, but fearing that she would never live to see.”

Booker T. Washington, *Up From Slavery: An Autobiography*, 1907

38. The Emancipation Proclamation had which of the following impacts?
- (A) It declared that all slaves in the United States were granted citizen rights.
  - (B) It declared that all slaves in states in open rebellion were free.
  - (C) It declared that slavery in Union-held territories was illegal.
  - (D) It declared that slavery throughout the United States was illegal.
39. Copperheads viewed the Emancipation Proclamation as
- (A) a necessary step to end the Civil War
  - (B) an egregious attempt by the president to push unneeded social revolution
  - (C) a precursor to open rebellion by Southern states over the nature of slavery
  - (D) an overly sympathetic gesture to the South
40. Which of the amendments to the U.S. Constitution provided direct Federal legitimacy and support to the Emancipation Proclamation?
- (A) The 13th Amendment
  - (B) The 14th Amendment
  - (C) The 15th Amendment
  - (D) The 16th Amendment
41. Establishment of the Freedmen’s Bureau provided all of the following EXCEPT
- (A) support for the establishment of schools and institutions of higher education for African Americans
  - (B) public assistance to freed slaves to find jobs and housing
  - (C) reallocation of land and property to freed slaves
  - (D) aiding freed slaves with money and food for those in need

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Questions 42–45 refer to the excerpt below.

“Every contract, combination in the form of trust or otherwise, or conspiracy, in restraint of trade or commerce among the several States, or with foreign nations, is declared to be illegal.... Every person who shall monopolize, or attempt to monopolize, or combine or conspire with any other person or persons, to monopolize any part of the trade or commerce among the several States, or with foreign nations, shall be deemed guilty of a felony.”

Sherman Antitrust Act, 1890

42. Andrew Carnegie’s opinion of the Sherman Antitrust Act would have been
- (A) favorable, because it sought to prevent the formation of highly influential monopolies and trusts
  - (B) favorable, because it ensured that competition between companies would continue to allow for regulation of prices and political influence
  - (C) unfavorable, because it restricted capitalism
  - (D) unfavorable, because it concentrated the majority of wealth in the hands of a few
43. The Sherman Antitrust Act is most closely associated with the policies and actions of which U.S. president?
- (A) William McKinley
  - (B) Benjamin Harrison
  - (C) Theodore Roosevelt
  - (D) Calvin Coolidge
44. Which of the following failed to strengthen the legality of the Sherman Antitrust Act?
- (A) Passage of the Clayton Antitrust Act
  - (B) Passage of the Interstate Commerce Act
  - (C) Formation of the Federal Trade Commission
  - (D) Implementation of the McKinley Tariff
45. Which of the following business magnates is accurately paired with his theater of industry?
- (A) Cornelius Vanderbilt—Steel
  - (B) J.P. Morgan—Oil
  - (C) John D. Rockefeller—Railroads
  - (D) John Jacob Aster—Furs

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Questions 46–48 refer to the excerpt below.

“It is not enough to be well-meaning and kindly, but weak; neither is it enough to be strong, unless morality and decency go hand in hand with strength. We must possess the qualities which make us do our duty in our homes and among our neighbors, and in addition we must possess the qualities which are indispensable to the make-up of every great and masterful nation—the qualities of courage and hardihood, of individual initiative and yet of power to combine for a common end, and above all, the resolute determination to permit no man and no set of men to sunder us one from the other by lines of caste or creed or section. We must act upon the motto of all for each and each for all. There must be ever present in our minds the fundamental truth that in a republic such as ours the only safety is to stand neither for nor against any man because he is rich or because he is poor, because he is engaged in one occupation or another, because he works with his brains or because he works with his hands. We must treat each man on his worth and merits as a man. We must see that each is given a square deal, because he is entitled to no more and should receive no less.”

Theodore Roosevelt, a speech to farmers in New York, 1903

46. The “square deal” referred to by Roosevelt in the excerpt above was a program of
- (A) reduced taxation on the lower class, enhanced protections for businesses, and isolationism on the global market
  - (B) increased federal regulation of banking, tighter restrictions on trusts, and more support for domestic infrastructure
  - (C) conservation of natural resources, control of corporations, and protection of consumers
  - (D) radical social change, including enfranchisement of women and the prohibition of alcohol
47. Which of the following works had a critical role in shaping policy decisions within Roosevelt’s Square Deal?
- (A) L. Frank Baum’s *The Wizard of Oz*
  - (B) Upton Sinclair’s *The Jungle*
  - (C) John Steinbeck’s *The Grapes of Wrath*
  - (D) William Faulkner’s *As I Lay Dying*
48. In contrast to Roosevelt’s Square Deal, FDR’s First New Deal program aimed to
- (A) improve crumbling domestic infrastructure
  - (B) provide work and stabilize the labor force
  - (C) restore confidence in the economy and banking system
  - (D) ensure financial support for retired and disabled workers

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Questions 49–50 refer to the excerpt below.

“The Allied and Associated Governments affirm and Germany accepts the responsibility of Germany and her allies for causing all the loss and damage to which the Allied and Associated Governments and their nationals have been subjected as a consequence of the war imposed upon them by the aggression of Germany and her allies.”

The Treaty of Versailles, Article 231, 1919

49. This excerpt from Article 231 of the Treaty of Versailles has been credited by some historians as contributing to the rise of Nazism and the later onset of World War II. All of the following have been provided as justifications of this view EXCEPT
- (A) legally justifying the demand for war reparations, leading to rampant inflation in Germany
  - (B) establishing public indignation towards Allied governments for attributing full blame on Germany for World War I
  - (C) political instability with the abdication of the German monarchy
  - (D) formation of new formalized multinational alliances for protection and mutual interests
50. As a major part of the Treaty of Versailles, President Wilson sought to establish a League of Nations to
- (A) assemble an international forum for settling disputes through diplomacy and arbitration rather than war
  - (B) provide a stabilizing multinational security force to protect and defend international law
  - (C) counter future German aggression in Europe and Africa
  - (D) establish a common currency and international regulatory body for trade and economic growth

**GO ON TO THE NEXT PAGE.**

Questions 51–53 refer to the excerpt below.

“The United States has received from the Greek Government an urgent appeal for financial and economic assistance.... The very existence of the Greek state is today threatened by the terrorist activities of several thousand armed men, led by Communists, who defy the government’s authority at a number of points, particularly along the northern boundaries.... Greece must have assistance if it is to become a self-supporting and self-respecting democracy.... One of the primary objectives of the foreign policy of the United States is the creation of conditions in which we and other nations will be able to work out a way of life free from coercion.... This is no more than a frank recognition that totalitarian regimes imposed on free peoples, by direct or indirect aggression, undermine the foundations of international peace and hence the security of the United States.... I believe that it must be the policy of the United States to support free peoples who are resisting attempted subjugation by armed minorities or by outside pressures.”

Harry Truman, speaking to a joint session of Congress, 1947

51. In this excerpt, Truman advocates for an American doctrine of support in
- (A) international economic regulation and assistance for growing economies
  - (B) isolationism and neutrality to avoid future wars
  - (C) the recovery of nations destroyed in World War II
  - (D) opposing the growing geopolitical influence of communism
52. Among the goals of Truman’s domestic policy (dubbed the Fair Deal) was to
- (A) expand social and political rights of women and minorities
  - (B) aid in the reintegration of war veterans into American society
  - (C) provide financial support and resources to banks to counter an ongoing recession
  - (D) provide legal protections for unions and workers’ rights
53. The era of McCarthyism aligns most closely with what other period in U.S. history?
- (A) The Red Scare
  - (B) Populism
  - (C) The Temperance movement
  - (D) Counterculture

**GO ON TO THE NEXT PAGE.**

Questions 54–55 refer to the excerpt below.

“Your imagination, your initiative, and your indignation will determine whether we build a society where progress is the servant of our needs, or a society where old values and new visions are buried under unbridled growth. For in your time we have the opportunity to move not only toward the rich society and the powerful society, but upward to the Great Society.

The Great Society rests on abundance and liberty for all. It demands an end to poverty and racial injustice, to which we are totally committed in our time. But that is just the beginning.

The Great Society is a place where every child can find knowledge to enrich his mind and to enlarge his talents. It is a place where leisure is a welcome chance to build and reflect, not a feared cause of boredom and restlessness. It is a place where the city of man serves not only the needs of the body and the demands of commerce but the desire for beauty and the hunger for community.”

Lyndon B. Johnson, commencement speech, 1964

54. All of the following were new programs and initiatives instituted as a part of Johnson’s Great Society EXCEPT
- (A) the Civil Rights Act
  - (B) the Economic Opportunity Act
  - (C) the Voting Rights Act
  - (D) the Social Security Act
55. The domestic policy and vision of the Great Society aligns most closely with which of the following political stances today?
- (A) Liberals
  - (B) Evangelicals
  - (C) Moderates
  - (D) Conservatives

**GO ON TO THE NEXT PAGE.**

**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.

**Question 1 is based on the excerpt and map below.**

“Nowhere had the Federalists exerted themselves to do battle for the administration with greater enthusiasm than at the Virginia capital where the Republicans had so forcefully launched their attack five months before. According to Randolph’s eyewitness account, John Marshall had taken the lead and was constantly on the speaker’s stand ‘concluding every third sentence with the horrors of war.’ Two weeks of petitioning and public meetings were climaxed on April 25 with an all-day demonstration ending in the adoption of a series of resolutions condemning the Republican program and demanding the execution of the Jay Treaty....

A strong segment of the New York citizenry was behind his call for the Jay negotiation papers, but by the end of March nothing that the Republicans had done had roused public opinion to the proportions that would be necessary to drive Federalism from power in November. The great ground swell only made its appearance after Washington’s call to battle, and if the petition struggle of April, 1796, was a gauge of public opinion, as Federalists claimed it was, the radicals had made a tragic blunder in allowing the sanctity of George Washington’s name to become a political football. Federalists were not slow in exploiting the mistake.”

Stephen G. Kurtz, *The Presidency of John Adams: The Collapse of Federalism, 1795–1800*

**GO ON TO THE NEXT PAGE.**



Map of the United States in 1803 from *Old Map File Manuscript and Annotated Maps of the United States and Its Territories, 1790–1946*, U.S. National Archives and Records Administration

1. Using the excerpt and the map above, answer parts (a), (b), and (c).
  - a) Briefly outline the main characteristics of both Federalists and Anti-Federalists during this time period.
  - b) Explain the effect of factionalism on ONE of the following events.
    - Washington's Farewell Address
    - The Federalist Papers
    - The Sedition Act
  - c) Analyze the reasons for the decline of Federalism in the following decades. Use at least ONE specific piece of evidence.

**GO ON TO THE NEXT PAGE.**

**Question 2 is based on the following excerpt.**

“The situation was inescapable. Germany was unable to make the payments due on July 1, and without these payments made to them our debtors, under the stress of the depression, could hardly have paid us.... It was clear that financial disaster at this vulnerable spot might well drag down some of the surrounding countries. It did not appear that Germany was permanently down and out—the Germans are not the kind to give up—and therefore the nation must be saved in order once more to take its place as one of the world’s safeguards against disorder and despair. If Germany was unable to buy, there would have been further drops in the prices of such commodities as foodstuffs, cotton, and minerals. If financial disaster brought revolution, the holders of German securities the world over would suffer. In other words, Germany was a key spot. With her rescue, the tide might well turn, to the benefit of all.”

William R. Castle, Under Secretary of State, address to the Women’s National Republican Club, 1932

2. Using both the excerpt above and your knowledge of history, answer parts (a), (b), and (c).
  - a) Outline at least ONE root cause of the Great Depression.
  - b) Describe the effect of the Great Depression upon the federal government’s willingness to address foreign policy issues.
  - c) Explain the long-term effect of U.S. foreign policy in the 1930s.

**GO ON TO THE NEXT PAGE.**

Question 3 or 4

**Directions:** Answer either Question 3 or Question 4.

3. American domestic manufacturing took a large step forward from 1800 to 1830. Answer parts (a), (b), and (c).
  - a) Briefly explain ONE of the advances in manufacturing technology that made this growth possible.
  - b) Briefly explain ONE of the changes in transportation that made this growth possible.
  - c) Briefly describe ONE legal or labor development that contributed to this growth.

**GO ON TO THE NEXT PAGE.**



4. Many historians view the 1970s as an era marked by growing distrust in government. Answer parts (a), (b), and (c).
- a) Discuss ONE reason for elevated public trust in federal government in the decades prior to the 1970s.
  - b) Choose ONE of the events below and discuss why your choice represents a growing lack of faith in elected officials.
    - The exit from the Bretton-Woods Agreement
    - The Pentagon Papers
    - The Watergate scandal
    - The Iran hostage crisis
  - c) Briefly explain why one of the other options is less persuasive.

**END OF SECTION I**

**GO ON TO THE NEXT PAGE.**

# AP<sup>®</sup> 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, 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**

60 minutes

**Reading Period**

15 minutes. Use this time to read Question 1 and 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%


### Instructions

The questions for Section II are printed in the orange Questions and Documents booklet. You may use that booklet to organize your answers and for scratch work, but you must write your answers in this Section II: Free Response booklet. No credit will be given for any work written in the Questions and Documents booklet.

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. If you have time, you may also read Questions 2, 3, and 4. Do not begin writing in this booklet until the proctor tells you to do so.

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.

**After the exam, you must apply the label that corresponds to the long-essay question you answered—Question 2, 3, or 4. For example, if you answered Question 2, apply the label . Failure to do so may delay your score.**

**GO ON TO THE NEXT PAGE.**

## UNITED STATES HISTORY

## SECTION II

Total Time—1 hour, 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.

**GO ON TO THE NEXT PAGE.**

1. Describe the growth of an imperialistic U.S. foreign policy during the late 19th and early 20th centuries. Using your knowledge of the period, construct an essay that explains the roots of this policy, as well as the arguments of those who opposed it.

### Document 1

Source: Charles Francis Adams, Jr., historian and great-grandson of John Adams, in a letter to Hon. Carl Schurz (December 21, 1898)

In 1862, when the United States was involved in the War of the Rebellion, the Europeans took advantage of the situation to invade Mexico, and to establish there a “stable government.” They undertook to protect that people against themselves, and to erect for them a species of protectorate, such as we now propose for the Philippines. As soon as our war was over, we insisted upon the withdrawal of Europe from Mexico. What followed is matter of recent history. It is unnecessary to recall it. We did not reduce Mexico into a condition of “tutelage,” or establish over it a “protectorate” of our own. We, on the contrary, insisted that it should stand on its own legs; and, by so doing, learn to stand firmly on them, just as a child learns to walk, by being compelled to try to walk, not by being kept everlastingly in “leading strings.” This was the American, as contradistinguished from the European policy; and Mexico to-day walks firmly.

Finally take the case of Venezuela in 1895. I believe I am not mistaken when I say that, during the twenty-five preceding years, Venezuela had undergone almost as many revolutions. It certainly had not enjoyed a stable government. Through disputes over questions of boundary, Great Britain proposed to confer that indisputable blessing upon a considerable region. We interfered under a most questionable extension of the Monroe Doctrine, and asserted the principle of “Hands-off.” Having done this—having in so far perpetuated what we now call the scandal of anarchy—we did not establish “tutelage,” or a protectorate, ourselves. We wisely left Venezuela to work out its destiny in its own way, and in the fullness of time. That policy was far-seeing, beneficent, and strictly American in 1895. Why, then, make almost indecent haste to abandon it in 1898?

Instead, therefore, of finding our precedents in the experience of England, or that of any other European power, I would suggest that the true course for this country now to pursue is exactly the course we have heretofore pursued under similar conditions. Let us be true to our own traditions, and follow our own precedents. Having relieved the Spanish islands from the dominion of Spain, we should declare concerning them a policy of “Hands-off,” both on our own part and on the part of other powers. We should say that the independence of those islands is morally guaranteed by us as a consequence of the treaty of Paris, and then leave them....

**GO ON TO THE NEXT PAGE.**

## Document 2

Source: Vladimir Lenin, *Imperialism: The Last Stage of Capitalism*, 1917

In the United States, the imperialist war waged against Spain in 1898 stirred up the opposition of the “anti-imperialists,” the last of the Mohicans of bourgeois democracy. They declared this war to be “criminal”; denounced the annexation of foreign territories as being a violation of the constitution, and they denounced the “jingo treachery” by means of which Aguinaldo, leader of the rebel native Philipinos, was deceived (first the Americans promised him the independence of his country; then they landed troops and annexed it). They quoted the words of Lincoln: “It is self-government when the white man governs himself; but when he governs himself and also governs others, it is no longer self-government, it is despotism.”

But all this criticism shrank from recognizing the indissoluble bond between imperialism and the trusts, and, therefore, between imperialism and the very foundations of capitalism....

## Document 3

Source: Treaty of Guadalupe Hidalgo (1848)

**Article IV**

Immediately after the exchange of ratifications of the present treaty all castles, forts, territories, places, and possessions, which have been taken or occupied by the forces of the United States during the present war, within the limits of the Mexican Republic, as about to be established by the following article, shall be definitely restored to the said Republic, together with all the artillery, arms, apparatus of war, munitions, and other public property, which were in the said castles and forts when captured, and which shall remain there at the time when this treaty shall be duly ratified by the Government of the Mexican Republic....

The final evacuation of the territory of the Mexican Republic, by the forces of the United States, shall be completed in three months from the said exchange of ratifications, or sooner if possible; the Mexican Government hereby engaging, as in the foregoing article to use all means in its power for facilitating such evacuation, and rendering it convenient to the troops, and for promoting a good understanding between them and the inhabitants.

**Article XI**

It shall not be lawful, under any pretext whatever, for any inhabitant of the United States to purchase or acquire any Mexican, or any foreigner residing in Mexico, who may have been captured by Indians inhabiting the territory of either of the two republics; nor to purchase or acquire horses, mules, cattle, or property of any kind, stolen within Mexican territory by such Indians.

**Article XII**

In consideration of the extension acquired by the boundaries of the United States, as defined in the fifth article of the present treaty, the Government of the United States engages to pay to that of the Mexican Republic the sum of fifteen millions of dollars....

**GO ON TO THE NEXT PAGE.**

Document 4

Source: Political Cartoon from the Chicago Tribune by John T. McCutcheon (1914)



GO ON TO THE NEXT PAGE.

## Document 5

Source: *Industrial Liberty: Our Duty to Rescue the People of Cuba, Porto Rico, and the Philippine Islands from That Greatest of All Evils—Poverty* by Charles E. Buell, Secretary, U.S. Special Commission to Porto Rico (1900)

The Philippine Islands are west of the United States, and near the southern coast of Asia, they are in longitude 120 degrees and 130 degrees and latitude 5 and 20, and are about 6,300 miles from San Francisco, and 600 miles from Hong Kong, China.

The Island of Luzon, on which the capital city, Manila, is located, is about the size of New York State, Mindanao is nearly as large, and the next largest islands are Samar, Panay, Mindoro, Leyet, Negros, and Cebu. These are among the best known....

The published statements of W.B. Wilcox, Paymaster, U.S. Navy, and Ensign L.R. Sargent, U.S. Navy, who, in 1898, made a visit to the most distant districts of the Island of Luzon, are highly commendable to the character and ability of the natives whom they met and associated with.

They were cordial and honorable in their treatment of our men at that time, and these people were found to be comfortably situated, and enjoying life since the departure of the Spaniards. They are an intelligent and a polite people; ambitious to improve their condition every way. They are patriotic and high-minded, as described by these officers, and while they may have since entertained a mistaken idea regarding our intentions towards them, and given us battle, they are capable of being won over to a brotherly regard for our people.

With proper care and direction, these people will become happy, and a strength to our nation. There should be no desire to, in the least, encroach upon their property....

**GO ON TO THE NEXT PAGE.**



Source: U.S. Census Bureau (1940)

**TABLE 1.—POPULATION OF THE UNITED STATES AND ITS TERRITORIES AND POSSESSIONS: 1940, 1930, AND 1920**

AREA	Gross area (land and water) in square miles, 1940	POPULATION		
		1940	1930	1920
United States and all territories and possessions.....	3, 735, 223	150, 621, 231	<sup>1</sup> 138, 439, 069	<sup>2</sup> 118, 107, 150
Continental United States.....	3, 022, 387	131, 669, 275	122, 775, 046	105, 710, 620
Territories and possessions, exclusive of the Philippines.....	597, 236	2, 477, 023	2, 061, 570	1, 680, 292
Alaska.....	586, 400	<sup>3</sup> 72, 524	<sup>3</sup> 59, 278	55, 036
American Samoa.....	76	12, 908	10, 055	8, 056
Guam.....	206	22, 290	18, 509	13, 275
Hawaii <sup>4</sup> .....	6, 433	423, 330	368, 336	255, 912
Panama Canal Zone.....	553	51, 827	39, 467	22, 858
Puerto Rico.....	3, 435	1, 869, 255	1, 543, 913	1, 299, 809
Virgin Islands of the United States.....	133	24, 889	22, 012	<sup>2</sup> 25, 346
The Philippines.....	115, 600	<sup>5</sup> 16, 356, 000	<sup>1</sup> 13, 513, 000	<sup>2</sup> 10, 599, 000
Military and naval services, etc., abroad.....		118, 933	80, 453	117, 238

GO ON TO THE NEXT PAGE.

Document 7

Source: Political cartoon by Victor Gilliam (1899)



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. Compare and contrast the development of the Massachusetts Bay Colony with the development of the Virginia colony in the 17th century.
3. Analyze the ways in which Prohibition led to a rise in organized crime.
4. Describe the changing role of women in the labor force from 1920 to 1960.

In your argument, analyze both changes and continuities in the relevant time period.

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

**STOP**

**END OF EXAM**

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