



## Practice Test 4

# 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 1–3 refer to the excerpt below.**

“From the large body of poor drifters, many of them diseased, feckless, or given to crime, came a great part of the labor supply of the rich sugar islands and the American mainland. From the London of Pepys and then of Hogarth, as well as from many lesser ports and inland towns, the English poor, lured, seduced, or forced into the emigrant stream, kept coming to America for the better part of two centuries. It is safe to guess that few of them, and indeed few persons from the other sources of emigration, knew very much about what they were doing when they committed themselves to life in America.”

Richard Hofstadter, historian, *America at 1750: A Social Portrait*, 1971

1. The people described in the above quote were most likely
  - (A) slaves
  - (B) indentured servants
  - (C) inmates in a penal colony
  - (D) fugitives seeking religious freedom
2. The need for labor on the American mainland in 1750 was most directly the result of
  - (A) the cultivation of tobacco
  - (B) expansion of Northern manufacturing
  - (C) the invention of the cotton gin
  - (D) the decline of slavery after Bacon’s Rebellion
3. The people described in the quote above most likely emigrated to
  - (A) Northern New England
  - (B) New Amsterdam
  - (C) The Chesapeake
  - (D) St. Augustine

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Questions 4–6 refer to the excerpt below.

“I think the authors of that notable instrument intended to include all men, but they did not mean to declare all men equal in all respects. They did not mean to say all men were equal in color, size, intellect, moral development, or social capacity. They defined with tolerable distinctness in what they did consider all men created equal—equal in ‘certain inalienable rights, among which are life, liberty, and the pursuit of happiness.’ This they said, and this they meant. They did not mean to assert the obvious untruth that all were then actually enjoying that equality, or yet that they were about to confer it immediately upon them. In fact, they had no power to confer such a boon. They meant simply to declare the right, so that the enforcement of it might follow as fast as circumstances should permit.”

Abraham Lincoln, October 15, 1858

4. The excerpt directly quotes which of the following historical documents?
- (A) The Magna Carta
  - (B) The Declaration of the Rights of Man
  - (C) The Declaration of Independence
  - (D) The U.S. Constitution
5. At that time of Lincoln’s speech, the ideas expressed in the excerpt would have been directly opposed by
- (A) Daniel Webster
  - (B) Stephen Douglas
  - (C) William Lloyd Garrison
  - (D) Andrew Johnson
6. The excerpt best reflects which of the following?
- (A) Disagreement over the application of the phrase “all men are created equal” to people of certain racial groups
  - (B) Fear that the United States would be split by a civil war
  - (C) Conflicts over how slavery could be contained to the Southern states
  - (D) Beliefs that the secession of South Carolina was imminent

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Questions 7–10 refer to the excerpts below.

“The United States hereby agrees and stipulates that the country north of the North Platte river and east of the summits of the Big Horn mountains [in South Dakota] shall be held and considered to be un-ceded Indian territory, and also stipulates and agrees that no white person or persons shall be permitted to settle upon or occupy any portion of the same; or without the consent of the Indians, first had and obtained, to pass through the same.”

Treaty of Fort Laramie Article XVI, 1868

“[General George A.] Custer’s journey began at Fort Abraham Lincoln on the Missouri River on July 2, 1874. By the end of that month they had reached the Black Hills [of South Dakota], and by mid-August had confirmed the presence of gold fields in that region. The discovery of gold was widely reported in newspapers across the country. Custer’s florid descriptions of the mineral and timber resources of the Black Hills, and the land’s suitability for grazing and cultivation...received wide circulation, and had the effect of creating an intense popular demand for the ‘opening’ of the Hills for settlement.”

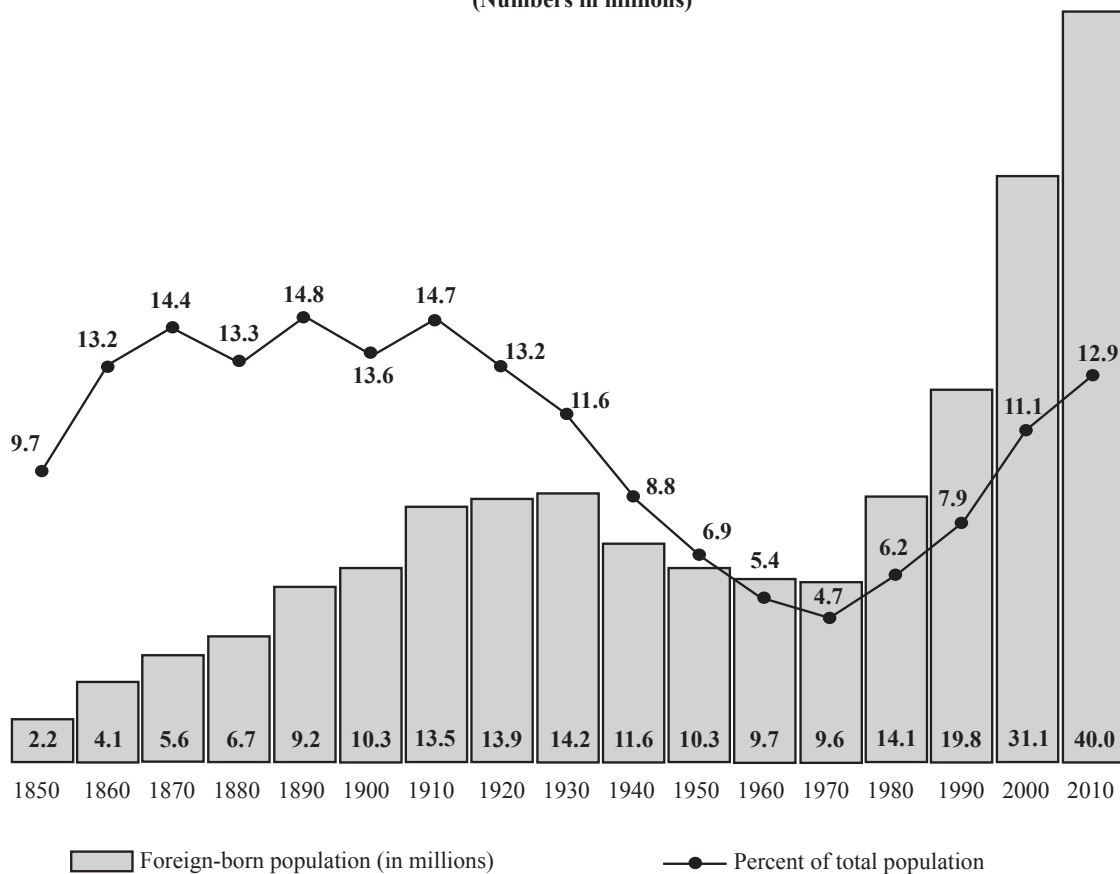
*United States v. Sioux Nation of Indians*, 1980

7. Based on the wording of the Treaty of Fort Laramie, white settlement of the Black Hills in the 1870s
  - (A) was a violation of the terms of the treaty
  - (B) was justified, since gold prospecting was not mentioned in the treaty
  - (C) was a threat to Indian interests in the region, though not illegal
  - (D) was beneficial to the economic interests of both Indian tribes and white settlers in the region
8. Which of the following generalizations can be correctly inferred from the above excerpts?
  - (A) Treaties such as Fort Laramie successfully controlled the incursion of white settlers into Sioux Indian territories in the years following the Civil War.
  - (B) Treaties between the U.S. government and American Indians after the Civil War generally encouraged the formation of strong, independent tribes.
  - (C) Treaties such as Fort Laramie were often short-lived, leading to future conflict between the U.S. government and the affected Indian tribes.
  - (D) The Treaty of Fort Laramie was in place for over one hundred years until the U.S. Supreme Court finally ruled it unconstitutional.
9. Article 16 of the treaty most likely reflected which of the following sentiments?
  - (A) A desire by many American Indians to peacefully share land with white settlers
  - (B) A desire by many in the U.S. government to peacefully share land with native Indian tribes
  - (C) A desire by many American Indians to legally establish claim to their native lands
  - (D) A desire by many American Indians to forever ban white trespass onto their native lands
10. The 1980 decision in *United States v. Sioux Nation of Indians* most likely stated that
  - (A) the seizure of land for gold prospecting in the 1870s was a violation of the Treaty of Fort Laramie
  - (B) Custer’s seizure of land for gold prospecting was justified under the Fourth Amendment to the U.S. Constitution
  - (C) the Sioux Nation had failed to establish its claim to the Black Hills region and had thus no rights to compensation for any prior seizures of land
  - (D) the 1868 Treaty of Fort Laramie made no provision for the undisturbed use of land by the Sioux Nation

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Questions 11–14 refer to the table below.

Foreign-Born Population and Percentage of Total Population  
for the United States: 1850 to 2010  
(Numbers in millions)



Source: U.S. Census Bureau

11. Which of the following most directly contributed to the overall trend depicted in the table?
- (A) Worldwide economic and banking crises  
 (B) The progressive industrialization of the United States after the Civil War  
 (C) The rise of the Populist Party  
 (D) A rise in refugees following major wars in Europe and Asia
12. According to the table, the total foreign-born population was dramatically lower in 1970. This is most likely due in part to
- (A) a decline in the need for agricultural labor  
 (B) the internment of Japanese Americans during World War II  
 (C) immigration acts passed in the 1920s which limited the number of immigrants from certain countries  
 (D) the Chinese Exclusion Act of 1882

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13. Nativist sentiment in the time periods depicted in the table manifested in all of the following ways EXCEPT
- (A) establishment of settlement houses
  - (B) mandatory literacy tests
  - (C) the rise of the eugenics movement
  - (D) increased membership in the Ku Klux Klan
14. The majority of immigrants who arrived in the United States between 1960 and 1990 settled in the
- (A) Northwest
  - (B) Midwest
  - (C) South
  - (D) Southwest

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Questions 15–17 refer to the excerpt below.

“Under free trade the trader is the master and the producer the slave. Protection is but the law of nature, the law of self-preservation, of self-development, of securing the highest and best destiny of the race of man. [It is said] that protection is immoral.... Why, if protection builds up and elevates 63,000,000 [the U.S. population] of people, the influence of those 63,000,000 of people elevates the rest of the world. We cannot take a step in the pathway of progress without benefitting mankind everywhere. Well, they say, ‘Buy where you can buy the cheapest’.... Of course, that applies to labor as to everything else. Let me give you a maxim that is a thousand times better than that, and it is the protection maxim: ‘Buy where you can pay the easiest.’ And that spot of earth is where labor wins its highest rewards.”

President William McKinley, 1892

15. Protectionism, as defined by McKinley’s quote, is
- (A) opposed to free trade
  - (B) supportive of free trade
  - (C) designed to lower prices on consumer goods
  - (D) harmful to organized labor unions
16. Which political party would have opposed McKinley’s argument in this excerpt?
- (A) Republicans
  - (B) Democrats
  - (C) Know-Nothings
  - (D) Whigs
17. In order to achieve his goals, President McKinley would be most likely to support
- (A) raising tariffs on imported goods
  - (B) raising taxes on American corporations
  - (C) raising prices on retail goods
  - (D) lowering tariffs on imported goods

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Questions 18 –20 refer to the excerpt below.

“At the end of its war for independence, the United States comprised thirteen separate provinces on the coast of North America. Nearly all of 3.9 million people made their living through agriculture while a small merchant class traded tobacco, timber, and foodstuffs for tropical goods, useful manufactures, and luxuries in the Atlantic community. By the time of the civil war, eight decades later, the United States sprawled across the North American continent. Nearly 32 million people labored not just on farms, but in shops and factories making iron and steel products, boots and shoes, textiles, paper, packaged foodstuffs, firearms, farm machinery, furniture, tools, and all sorts of housewares. Civil War–era Americans borrowed money from banks; bought insurance against fire, theft, shipwreck, commercial losses, and even premature death; traveled on steamboats and in railway carriages; and produced 2 to 3 billion of goods and services, including exports of 400 million. This dramatic transformation is what some historians of the U.S. call the market revolution.”

John Lauritz Larson, historian, *The Market Revolution in America*, 2009

18. Before the Civil War, which of the following resulted most directly from the trends described in the excerpt?
- (A) A decline in sectional tensions between the North and South
  - (B) A strengthening of traditional gender roles
  - (C) Greater equality among wealthy and poorer classes
  - (D) An increased need for slavery in the South
19. In what other time period did the United States see similar economic growth?
- (A) The Revolutionary War era
  - (B) The Gilded Age
  - (C) The Progressive Era
  - (D) The Great Depression
20. Which of the following contributed most directly to the Market Revolution?
- (A) Improvements in transportation
  - (B) Increased immigration
  - (C) The rise of the abolition movement
  - (D) An increase in federal tariffs on imported goods

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**Questions 21–23 refer to the excerpt below.**

“Real obstructions of the law, giving real aid and comfort to the enemy, I should have been glad to see punished more summarily and severely than they sometimes were. But I think that our intention to put out all our powers in aid of success in war should not hurry us into intolerance of opinions and speech that could not be imagined to do harm, although opposed to our own. It is better for those who have unquestioned and almost unlimited power in their hands to err on the side of freedom.”

Supreme Court Justice Oliver Wendell Holmes, dissenting opinion in *Baltzer v. United States*, 1919

21. Ideas which correlate with the sentiments of Justice Holmes in the excerpt quoted above are mostly found in
- (A) the Declaration of Independence
  - (B) the First Amendment to the U.S. Constitution
  - (C) the Federalist Papers
  - (D) the Civil Rights Act of 1964
22. Justice Holmes’s statement in the excerpt was most likely a reaction to
- (A) the Wilson Administration’s prosecution of antiwar protestors during World War I
  - (B) the Great Migration of African Americans from the South to the North
  - (C) the successes of the women’s suffrage movement
  - (D) nativism after World War I
23. Which of the following actions is most directly opposed to the values expressed in the excerpt?
- (A) Efforts to detect communists in the federal government during the 1950s
  - (B) Antiwar protests during the early 1970s
  - (C) Nuclear disarmament treaties during the 1980s
  - (D) Military interventions in the Middle East after September 2001

**Questions 24 and 25 refer to the excerpt below.**

“Actual or potential resistance was a main factor in the development of Britain’s southern strategy. Influenced in part by slaves’ combative and aggressive behavior, British military leaders and Crown officials seized upon the idea of intimidating independence-minded white southerners with the threat of a slave rising without, however, actually inciting one. In the end the British strategy of manipulating conflict between the races became a rallying cry for white southern unity and impelled the South toward independence. The need to weaken slaves’ zeal for service with the British, which threatened to expose the moral absurdity of a society of slaveholders proclaiming the concepts of natural rights, equality, and liberty, formed part of the complex interaction of events that constituted the revolutionary war in the South. To that extent, the American Revolution in the South was a war about slavery, if not a war over slavery.”

Sylvia R. Frey, historian, *Water from the Rock: Black Resistance in a Revolutionary Age*, 1991

24. Which of the following primary sources would most likely support Frey’s argument in the excerpt?
- (A) Statistics measuring the growth of the slave population in the South throughout the 18th century
  - (B) The number of slave uprisings in the late 18th century
  - (C) Eighteenth-century purchase and sales records of slaves by the largest plantations in the South
  - (D) An 18th-century slaveholder’s diary documenting daily life on a plantation
25. Which of the following contributed most to the increased use of slave labor in the South during the 18th century?
- (A) The Spanish Mission system’s promotion of Catholicism
  - (B) Sustained cultivation and demand for tobacco and cotton
  - (C) The spread of ideas associated with European Enlightenment
  - (D) The policy of “salutary neglect” practiced by British monarchs

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Questions 26–28 refer to the excerpt below.

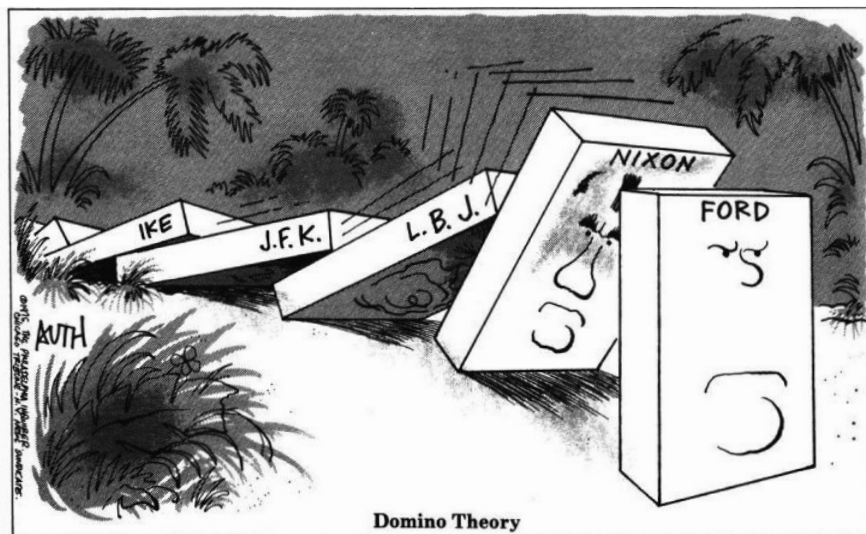
“Even after Emancipation, courts and legislatures struggled to determine what the end of slavery meant. Clearly African-Americans could no longer be treated as property, to be bought and sold. But, in 1865, it was not clear what rights ex-slaves would have.... Sadly, within half a century of the end of the Civil War most blacks in the United States, ninety percent of whom still lived in the former slave states, had been segregated, reduced to dire poverty, and denied access to the nation’s political institutions. It would take [time] to fulfill some of these promises laid out in the Thirteenth Amendment of the United States Constitution.”

Paul Finkelman, historian, “Slavery in the United States: Persons or Property?” from *The Legal Understanding of Slavery: From the Historical to the Contemporary*, 2012

26. The excerpt most strongly supports which of the following statements?
- (A) The Thirteenth Amendment guaranteed full human rights to emancipated slaves.
  - (B) After the Civil War, African Americans continued to be treated as property.
  - (C) The Thirteenth Amendment abolished the institution of slavery.
  - (D) Most African Americans in the United States continue to live in dire poverty.
27. Which of the following factors most directly fulfilled “some of the promises laid out in the Thirteenth Amendment” as mentioned in the excerpt?
- (A) The success of the Populist Party in the late 19th century
  - (B) A rise in Progressive reform movements in the early 20th century
  - (C) The resurgence of the Ku Klux Klan in the early 20th century
  - (D) The Civil Rights Movement of the mid-20th century
28. Which of the following statements best explains the uncertainty regarding the legal status of former slaves after the Civil War?
- (A) The American Constitution did not mention slavery until the adoption of the Thirteenth Amendment.
  - (B) Widespread racism prevented the Supreme Court from ruling favorably on the issue of African American civil rights.
  - (C) The Three-Fifths Compromise had previously established the idea that slaves possess only a fraction of the rights of non-slaves.
  - (D) The Emancipation Proclamation merely freed slaves but did not bestow upon them any specific rights or freedoms.

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Questions 29–32 refer to the image below.



Source: Tony Auth, “Domino Theory,” *The Philadelphia Inquirer*, ©1976

29. The image most closely reflects the political results of which of the following opinion trends in U.S. political and foreign policy in the 20th century?
- (A) A decline in public support for the Korean War
  - (B) An increase in public support for the Vietnam War
  - (C) The inability to achieve a clear victory during World War II
  - (D) The desire to contain communism in developing parts of the world
30. The image most directly supports the idea that U.S. foreign policy during the 20th century emphasized
- (A) stopping the spread of communism in Asia
  - (B) a Cold War arms race with the Soviet Union
  - (C) the desire to defend human rights in developing nations
  - (D) supporting the Non-Aligned Movement in Asia
31. Which of the following is the most direct result of the situation portrayed in the cartoon?
- (A) President Ford pursued nuclear disarmament treaties with the Soviet Union in the mid-1970s.
  - (B) U.S. involvement in World War II brought an end to military conflict in Europe.
  - (C) Because of the unpopularity of the Vietnam War, there was widespread public resistance to the passage of the War Powers Resolution of 1973.
  - (D) In 1975, President Ford officially ended U.S. involvement in the Vietnam War.
32. Which of the following conflicts was most influenced by the “domino theory” mentioned in the cartoon?
- (A) The Revolutionary War, since it motivated other countries to push for independence and political reform
  - (B) The Civil War, since the Confederate states left the Union in quick succession
  - (C) World War II, since multiple countries around the world ultimately joined the conflict
  - (D) The Korean War, since it involved the attempt to contain communism

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Questions 33–36 refer to the excerpts below.

“The wisest among my race understand that the agitation of questions of social equality is the extremest folly, and that progress in the enjoyment of all the privileges that will come to us must be the result of severe and constant struggle rather than of artificial forcing. No race that has anything to contribute to the markets of the world is long in any degree ostracized. It is important and right that all privileges of the law be ours, but it is vastly more important that we be prepared for the exercise of these privileges. The opportunity to earn a dollar in a factory just now is worth infinitely more than the opportunity to spend a dollar in an opera-house.”

Booker T. Washington, “Atlanta Compromise” speech, 1895

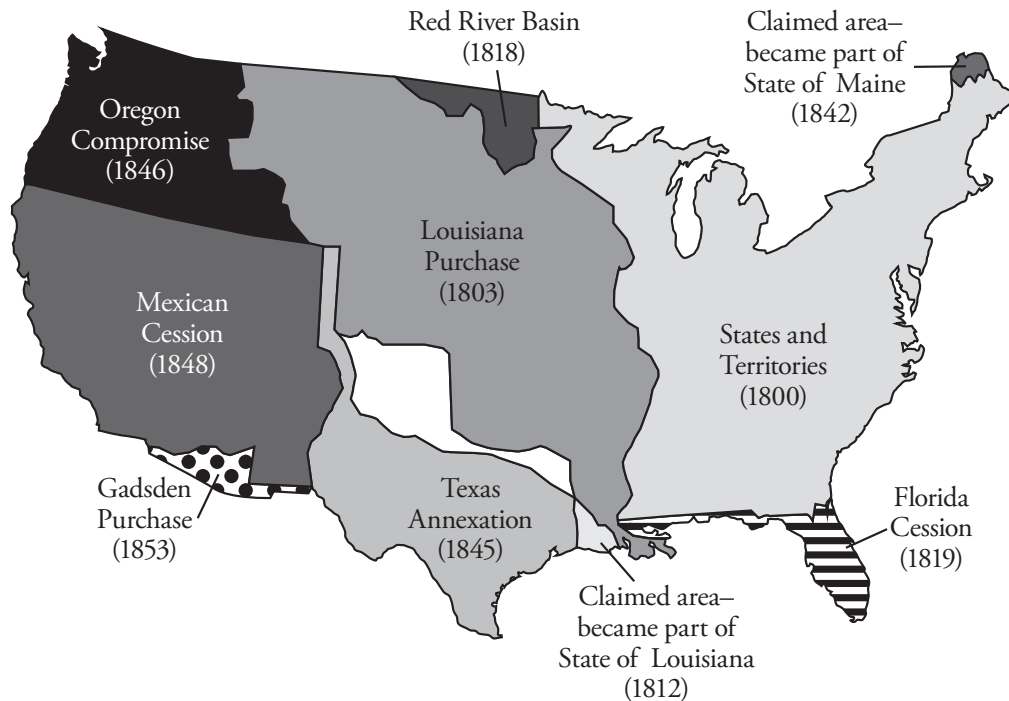
“This group of men honor Mr. Washington for his attitude of conciliation toward the white South; they accept the “Atlanta Compromise” in its broadest interpretation.... But, nevertheless, they insist that the way to truth and right lies in straightforward honesty, not in indiscriminate flattery; in praising those of the South who do well and criticizing uncompromisingly those who do ill; in taking advantage of the opportunities at hand and urging their fellows to do the same, but at the same time in remembering that only a firm adherence to their higher ideals and aspirations will ever keep those ideals within the realm of possibility.”

W.E.B. Dubois, “Of Mr. Booker T. Washington and Others,” 1903

33. Which of the following actions by people living in the late 19th century would be an example of “artificial forcing” as mentioned in the Booker T. Washington excerpt?
- (A) An African American buys property from a white landowner and starts a successful business.
  - (B) An African American runs for state elected office.
  - (C) A group of African Americans organize politically to challenge Jim Crow laws.
  - (D) African Americans in the South start a school for poor children in their community.
34. Booker T. Washington and W.E.B. Dubois most disagreed on whether
- (A) confrontation of the white majority was the most effective means of creating social change
  - (B) the most desirable goal was equal rights for African Americans
  - (C) inequalities in wealth had their roots in slavery
  - (D) African Americans had opportunities for bettering their social standing
35. It can be demonstrated from the excerpts that Booker T. Washington and W.E.B. Dubois shared the view that
- (A) the movement for advancement of African Americans was part of a broader effort for social change in other segments of society
  - (B) desegregation of schools was a desirable goal
  - (C) violence was a necessary part of any movement for social change
  - (D) African Americans should enjoy greater rights and social privileges than they had previously been given
36. W.E.B. Dubois’s statements suggest that he most disagreed with
- (A) the sentiments expressed in the Atlanta Compromise
  - (B) the notion that expanded rights and privileges for African Americans would happen slowly over time
  - (C) the idea that expanded rights and privileges for African Americans would happen naturally without direct political action
  - (D) the folly of agitation regarding questions of social equality

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Questions 37–39 refer to the map below.



37. The territorial acquisitions shown in the southwestern region of the map most directly resulted from
- treaties made with Indian tribes
  - the Louisiana Purchase
  - the Mexican-American War
  - the Spanish-American War
38. Which of the following provided the philosophical basis for the acquisition of land in the West during the time periods reflected on the map?
- The abolition movement
  - The belief in Manifest Destiny
  - Popular Sovereignty implemented under the Kansas-Nebraska Act
  - The policy of Containment
39. The acquisition of territory in the time periods shown in the map exacerbated debates regarding
- the Homestead Act
  - the sharing of mineral rights with native Indian tribes
  - the extension of citizenship rights to Indians
  - the expansion of slavery in newly acquired territories

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Questions 40 and 41 refer to the excerpts below.

“Under a government which imprisons any unjustly, the true place for a just man is also a prison.... Cast your whole vote, not a strip of paper merely, but your whole influence. A minority is powerless while it conforms to the majority; it is not even a minority then; but it is irresistible when it clogs by its whole weight. If the alternative is to keep all just men in prison, or give up war and slavery, the State will not hesitate which to choose. If a thousand men were not to pay their tax bills this year, that would...be...the definition of a peaceable revolution, if any such is possible.”

Henry David Thoreau, “Resistance to Civil Government,” 1849

“ [I] heard Thoreau’s lecture before the Lyceum on the relation of the individual to the State—an admirable statement of the rights of the individual to self-government, and an attentive audience. His allusions to the Mexican War, to Mr. Hoar’s expulsion from Carolina, his own imprisonment in Concord Jail for refusal to pay his tax, Mr. Hoar’s payment of mine when taken to prison for a similar refusal, were all pertinent, well considered, and reasoned. I took great pleasure in this deed of Thoreau’s.”

Bronson Alcott, *Journals*, 1848

40. Thoreau’s remarks in the excerpt most clearly demonstrate his support of which of the following ideas or events?
- (A) The Revolutionary War
  - (B) The Second Great Awakening
  - (C) Civil disobedience
  - (D) Transcendentalism
41. Henry David Thoreau’s actions later influence which of the following leaders
- (A) Theodore Roosevelt
  - (B) Martin Luther King, Jr.
  - (C) Huey Long
  - (D) Gloria Steinem

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Questions 42 and 43 refer to the excerpt below.

“The only proper basis for the protection of...all animals is an economic one, and must be based upon carefully constructed and properly enforced laws for the conservation of all species for the benefit of future generations of our citizens, rather than based on local opinion.... This expenditure for the protection of fish and game is clearly a wise economy, tending to prevent the annihilation of birds and other animals valuable to mankind which might otherwise become extinct.”

Massachusetts Commission on Economy and Efficiency, 1912

42. Which of the following developments may have contributed most directly to the opinions reflected in the excerpt?
- (A) A decrease in numbers of commercial fish in coastal and inland waters of the United States
  - (B) The erosion of agricultural soil during the Dust Bowl
  - (C) The growth of suburban housing in land previously held as wilderness
  - (D) The near extinction of the buffalo
43. What president encouraged the ideas of conservation and preservation during the early 20th century?
- (A) Theodore Roosevelt
  - (B) William McKinley
  - (C) Woodrow Wilson
  - (D) Warren G. Harding

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Questions 44–46 refer to the excerpt below.

“Unlike its apparent strength in current times, conservatism not so long ago was a decidedly unpopular and much-derided philosophy. As recently as the late 1970s, conservatism was seen as a permanent minority philosophy in America; in fact, it was so much in the minority that there was a question as to whether the conservative cause would even survive. Within mainstream political culture, conservative ideals had been marginalized for half a century, since the late 1920s. Thus, for conservatives, the story of that long hiatus from popular embrace, which reached its peak in the 1960s, is a story of dogged perseverance—a story of unrelenting commitment to a set of ideals rooted in three centuries of American history.”

Patrick M. Garry, historian, “A Turning Point for Modern Conservatism,” 2007

44. All of the following could support Garry’s assertions about conservatism EXCEPT
- (A) the defeat of Barry Goldwater in the Election of 1964
  - (B) the continued expansion of Great Society programs from the 1960s onward
  - (C) the election of Ronald Reagan in 1980
  - (D) the fall of the Berlin Wall in 1989
45. One way in which conservatism stands in opposition to liberal principles is by claiming that
- (A) liberalism threatens traditional family values
  - (B) liberals tend to engage in futile military interventions abroad
  - (C) liberals ignore the concerns of minority racial groups
  - (D) liberals devote too little money to social programs for the poor
46. Christian evangelicals in the late 20th century would be most likely to oppose
- (A) spending on social welfare programs
  - (B) federal tax cuts
  - (C) the Persian Gulf War
  - (D) national abortion rights

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**Questions 47–49 refer to the excerpts below.**

“I have at length the pleasure to enclose you the favorable result of the Convention at Boston. The amendments are a blemish, but are in the least Offensive form.... The Convention of New Hampshire is now sitting. There seems to be no question that the issue there will add a seventh pillar, as the phrase now is, to the Federal Temple.”

James Madison, letter to George Washington, 1788

“The adjournment of New Hampshire, the small majority of Massachusetts, a certainty of rejection in Rhode Island, the formidable opposition in the state of New York, the convulsions and committee meetings in Pennsylvania, and above all the antipathy of Virginia to the system, operating together, I am apprehensive will prevent the noble fabric from being enacted.”

Cyrus Griffin, letter to James Madison, 1788

47. The “pillar,” “temple,” and “noble fabric” mentioned in the excerpts above most closely refer to
- (A) the rise of sectionalism in the early Republic
  - (B) unity of the states in the ratification of the U.S. Constitution
  - (C) the proliferation of political parties in the early Republic
  - (D) the victory of George Washington in early presidential elections
48. In 1788, political disagreements typically centered on
- (A) balance of power between the states and federal government
  - (B) abolition of slavery
  - (C) westward expansion
  - (D) the election of George Washington
49. Which of the following political parties expressed the most opposition to the excessive use of federal power?
- (A) Federalists
  - (B) Democratic-Republicans
  - (C) Whigs
  - (D) Populists

**GO ON TO THE NEXT PAGE.**

Questions 50–52 refer to the excerpt below.

“Whereas it is expedient that new provisions and regulations should be established for improving the revenue of this kingdom, and for extending and securing the navigation and commerce between Great Britain and your Majesty’s dominions in America, which, by the peace, have been so happily enlarged: and whereas it is just and necessary, that a revenue be raised, in your Majesty’s said dominions in America, for defraying the expenses of defending, protecting, and securing the same; we, your Majesty’s most dutiful and loyal subjects, the commons of Great Britain, in parliament assembled, being desirous to make some provision, in this present session of parliament, towards raising the said revenue in America, have resolved to give and grant unto your Majesty the several rates and duties herein after-mentioned....”

English Parliament, Sugar Act, 1764

50. According to the excerpt, the Sugar Act was passed for which of the following reasons?
- (A) To promote the interests of colonial manufacturers
  - (B) To raise money for the kingdom of Great Britain
  - (C) To establish an economic system based on mercantilism
  - (D) To promote peace with neighboring European colonies
51. One eventual effect of the Sugar Act was that it
- (A) was never enforced due to widespread colonial smuggling
  - (B) contributed to colonial unrest, thus fostering a move toward independence
  - (C) created tensions with France
  - (D) led to the Boston Tea Party
52. Which historical event prompted the need for the Sugar Act?
- (A) The Seven Years’ War (French and Indian War)
  - (B) The Boston Tea Party
  - (C) The Boston Massacre
  - (D) The Proclamation of 1763

**GO ON TO THE NEXT PAGE.**

**Questions 53–55 refer to the excerpt below.**

“Income inequality, moreover, had declined since the 1930s and was historically modest as of 1965 for a variety of reasons. Corporate salaries, while enabling a very comfortable lifestyle for those near the top, were far less remunerative than in later years.... To be sure, the United States was by no means an egalitarian society: in 1964, 34.6 million people (more than 17 percent of the population) lived below the government’s official poverty lines. For a family of four, this was \$3,130 a year. America’s social safety net, having expanded only slowly since World War II, remained more porous than those in northern European nations. Labor unions, which had grown substantially since the 1930s, were starting to weaken. Still, income inequality was as low in early 1965 as it ever had been in the modern history of the country.”

James T. Patterson, historian, *The Eve of Destruction: How 1965 Transformed America*, 2012

53. All of the following actions by the federal government could have served to lessen income inequality EXCEPT
- (A) the creation of a national minimum wage
  - (B) the desegregation of the military
  - (C) the creation of the Securities and Exchange Commission
  - (D) the creation of the Federal Housing Authority
54. One significant result of the economic trend described in the excerpt was the
- (A) weakening of the civil rights movement
  - (B) decrease in the number of immigrants seeking entry to the United States
  - (C) increase in the number of Americans living in suburban areas
  - (D) decrease in the number of women in the workforce
55. President Lyndon Johnson’s Great Society initiatives passed in the 1960s were designed to address which of the following issues mentioned in the excerpt?
- (A) Growing affluence had exaggerated the effects of racial discrimination.
  - (B) Pockets of poverty persisted despite overall affluence.
  - (C) A rising standard of living encouraged increased union membership among the working class.
  - (D) Private industry boomed in spite of a corporate tax rate.

**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 excerpts below.**

“John Brown’s effort was peculiar. It was not a slave insurrection. It was an attempt by white men to get up a revolt among slaves, in which the slaves refused to participate. In fact, it was so absurd that the slaves, with all their ignorance, saw plainly enough it could not succeed. That affair, in its philosophy, corresponds with the many attempts, related in history, at the assassination of kings and emperors. An enthusiast broods over the oppression of a people till he fancies himself commissioned by Heaven to liberate them. He ventures the attempt, which ends in little else than his own execution.”

Abraham Lincoln, speech given in 1860

“I said John Brown was an idealist. He believed in his ideas to that extent that he existed to put them all into action; he said ‘he did not believe in moral suasion, he believed in putting the thing through.’ He saw how deceptive the forms are. We fancy, in Massachusetts, that we are free; yet it seems the government is quite unreliable. Great wealth, great population, men of talent in the executive, on the bench—all the forms right,—and yet, life and freedom are not safe. Why? Because the judges rely on the forms, and do not, like John Brown, use their eyes to see the fact behind the forms.”

Ralph Waldo Emerson, “Remarks At a Meeting for the Relief of the Family of John Brown, at Tremont Temple, Boston,” 1859

1. Using the excerpts above, answer parts (a), (b), and (c).
  - a) Briefly explain ONE major historical difference between Lincoln’s and Emerson’s interpretations of the actions of John Brown.
  - b) Briefly explain ONE other specific historical event or development that is not explicitly mentioned in the excerpts that could be used to support Lincoln’s interpretation.
  - c) Briefly explain ONE other specific historical event or development that is not explicitly mentioned in the excerpts that could be used to support Emerson’s interpretation.

**GO ON TO THE NEXT PAGE.**

Question 2 is based on the following images.



Image 1: “Family in room in tenement house,” Jessie Tarbox Beals, 1910



Image 2: “Cornelia Stewart’s Bedroom,” late 1800s.  
Cornelia Stewart was the wife of A.T. Stewart of Stewart’s Department Store.

**GO ON TO THE NEXT PAGE.**

2. Using the images above, answer parts (a), (b), and (c).
  - a) Briefly explain the social and economic conditions of the people who lived in conditions similar to those in Image 1.
  - b) Briefly explain the social and economic conditions of the people who lived in conditions similar to those in Image 2.
  - c) Briefly explain ONE development in the period 1865 to 1940 that could be interpreted as a reaction to the discrepancies in the two lifestyles pictured in each photograph.

**GO ON TO THE NEXT PAGE.**

Question 3 or 4

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

3. Answer parts (a), (b), and (c).
  - a) Briefly explain ONE of the historical developments that led to the creation of the Compromise of 1850.
  - b) Briefly explain ONE of the components of the Compromise of 1850.
  - c) Briefly explain ONE outcome of the Compromise of 1850.

**GO ON TO THE NEXT PAGE.**



4. Answer parts (a), (b), and (c).
- a) Briefly explain ONE important way in which the Vietnam War (1955–1975) marked a change in the relationship between the United States and the rest of the world.
  - b) Briefly explain ONE important way in which the Vietnam War transformed United States society.
  - c) Briefly explain ANOTHER important way in which the Vietnam War transformed United States society.

**END OF SECTION I**

# 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. Analyze the extent to which the social and economic experiences of African Americans who migrated within the United States represented both change and continuity in the 20th century.

## Document 1

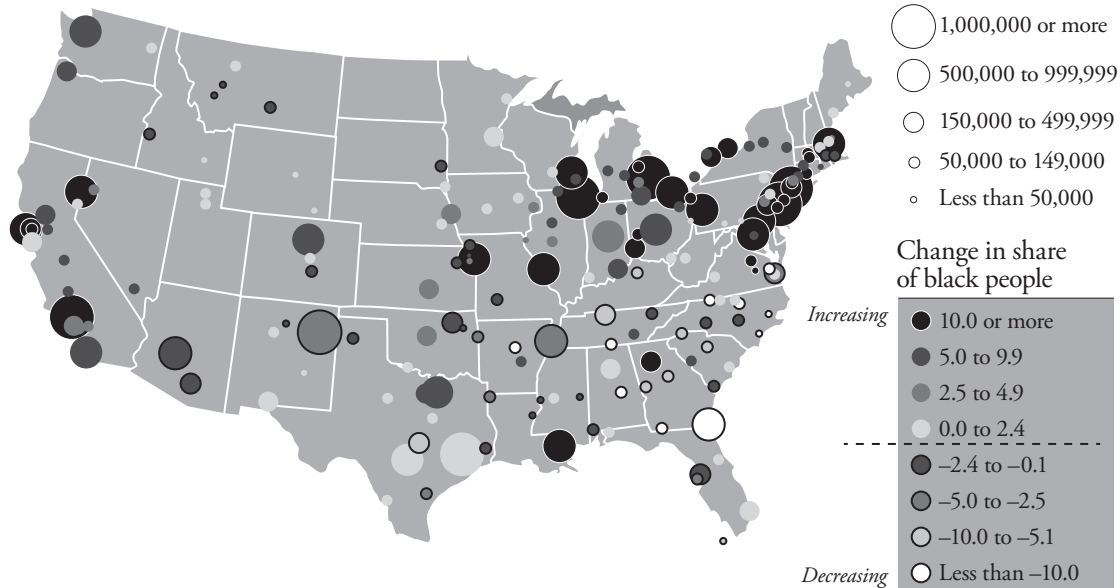
Source: *The Promised Land: The Great Black Migration and How it Changed America*, by Nicholas Lemann, 1991

[The Great Migration] was one of the largest and most rapid mass internal movements in history—perhaps the greatest not caused by the immediate threat of execution or starvation. In sheer numbers it outranks the migration of any other ethnic group—Italians or Irish or Jews or Poles—to [the United States]. For blacks, the migration meant leaving what had always been their economic and social base in America, and finding a new one.

## Document 2

Source: U.S. Census

### The Second Great Migration 1940 – 1970



**GO ON TO THE NEXT PAGE.**

Document 3

Source: A sign outside the Sojourner Truth housing project in Detroit, 1942



GO ON TO THE NEXT PAGE.

## Document 4

Source: Table 14. Illinois—Race and Hispanic Origin for Selected Large Cities and Other Places: Earliest Census to 1990, United States Census Bureau

Census year (national rank through 100, state rank through 3) <sup>1</sup>	Total population		Race										Hispanic origin (of any race)		White, not of Hispanic origin	
			White		Black		American Indian, Eskimo, and Aleut		Asian and Pacific Islander		Other race					
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
<b>Chicago</b>																
1980 (2, 1) .....	3 005 072	100.0	1 490 216	49.6	1 197 000	39.8	6 072	0.2	69 191	2.3	242 593	8.1	422 063	14.0	1 299 557	43.2
Sample.....	3 005 078	100.0	1 512 411	50.3	1 197 174	39.8	6 804	0.2	73 745	2.5	214 944	7.2	423 357	14.1	1 311 808	43.7
1970 (2, 1) .....	3 366 957	100.0	2 207 767	65.6	1 102 620	32.7	6 575	0.2	29 687	0.9	20 308	0.6	(NA)	(NA)	(NA)	(NA)
15% sample.....	3 362 947	100.0	2 219 145	66.0	1 098 824	32.7			44 978	1.3			247 343	7.4	1 985 295	59.0
5% sample.....	3 366 805	100.0	2 217 712	65.9	1 102 457	32.7			46 636	1.4			247 857	7.4	1 992 024	59.2
1960 (2, 1) .....	3 550 404	100.0	2 712 748	76.4	812 637	22.9	3 394	0.1	19 182	0.5	2 443	0.1	(NA)	(NA)	(NA)	(NA)
1950 (2, 1) .....	3 620 962	100.0	3 111 525	85.9	492 265	13.6	775	-	14 163	0.4	2 234	0.1	(NA)	(NA)	(NA)	(NA)
1940 (2, 1) .....	3 396 808	100.0	3 114 564	91.7	277 731	8.2	274	-	4 239	0.1	(X)	(X)	16 438	0.5	3 098 126	91.2
5% sample.....	(NA)	100.0	3 118 680	91.8	(NA)	(NA)	(NA)	(NA)	(NA)	(NA)	(X)	(X)	16 460	0.5	3 102 220	91.3
1930 .....	3 376 438	100.0	3 137 093	92.9	233 903	6.9	246	-	5 196	0.2	(X)	(X)	(NA)	(NA)	(NA)	(NA)
"Mexican" in Other race ...	3 376 438	100.0	3 117 731	92.3	233 903	6.9	246	-	5 196	0.2	19 362	0.6	(NA)	(NA)	(NA)	(NA)
1920 (2, 1) .....	2 701 705	100.0	2 589 169	95.8	109 458	4.1	94	-	2 984	0.1	(X)	(X)	(NA)	(NA)	(NA)	(NA)
1910 (2, 1) .....	2 185 283	100.0	2 139 057	97.9	44 103	2.0	108	-	2 015	0.1	(X)	(X)	(NA)	(NA)	(NA)	(NA)
1900 (2, 1) .....	1 698 575	100.0	1 667 140	98.1	30 150	1.8	8	-	1 277	0.1	(X)	(X)	(NA)	(NA)	(NA)	(NA)
1890 (2, 1) .....	1 099 850	100.0	1 084 998	98.6	14 271	1.3	14	-	567	0.1	(X)	(X)	(NA)	(NA)	(NA)	(NA)
1880 (4, 1) .....	503 185	100.0	496 495	98.7	6 480	1.3	37	-	173	-	-	-	Black			
1870 (5, 1) .....	298 977	100.0	295 281	98.8	3 691	1.2	5	-	-	-	-	-	Total	Free	Slave	
1860 (9, 1) .....	112 172	100.0	111 214	99.1	958	0.9	-	-	-	-	-	-	955	100.0	955	100.0
1850 (24, 1) .....	29 963	100.0	29 640	98.9	323	1.1	(NA)	(NA)	(NA)	(NA)	(NA)	(NA)	323	100.0	323	100.0
1840 (92, 1) .....	4 470	100.0	4 417	98.8	53	1.2	(NA)	(NA)	(NA)	(NA)	(NA)	(NA)	53	100.0	53	100.0

## Document 5

Source: "The New Great Migration: Black Americans' Return to the South, 1965–2000," by William H. Frey

The list of metro areas that experienced the largest net losses of black migrants changed most abruptly between the late 1960s and late 1970s... with the exception of Pittsburgh, the 10 largest net losses at the metropolitan level between 1965 and 1970 occurred in the South, and mostly in Deep South areas, including three each in Alabama (Birmingham, Mobile, and Montgomery) and Louisiana (New Orleans, Lafayette, and Shreveport). But in the late 1970s, industrial shake-outs in the Northeast and Midwest fueled a new migration of blacks out of several metropolitan areas that were their major destinations in earlier decades.... In fact, only New Orleans—a metro that continues to lose black migrants today—represents the South on the "bottom 10" list in the late 1970s....

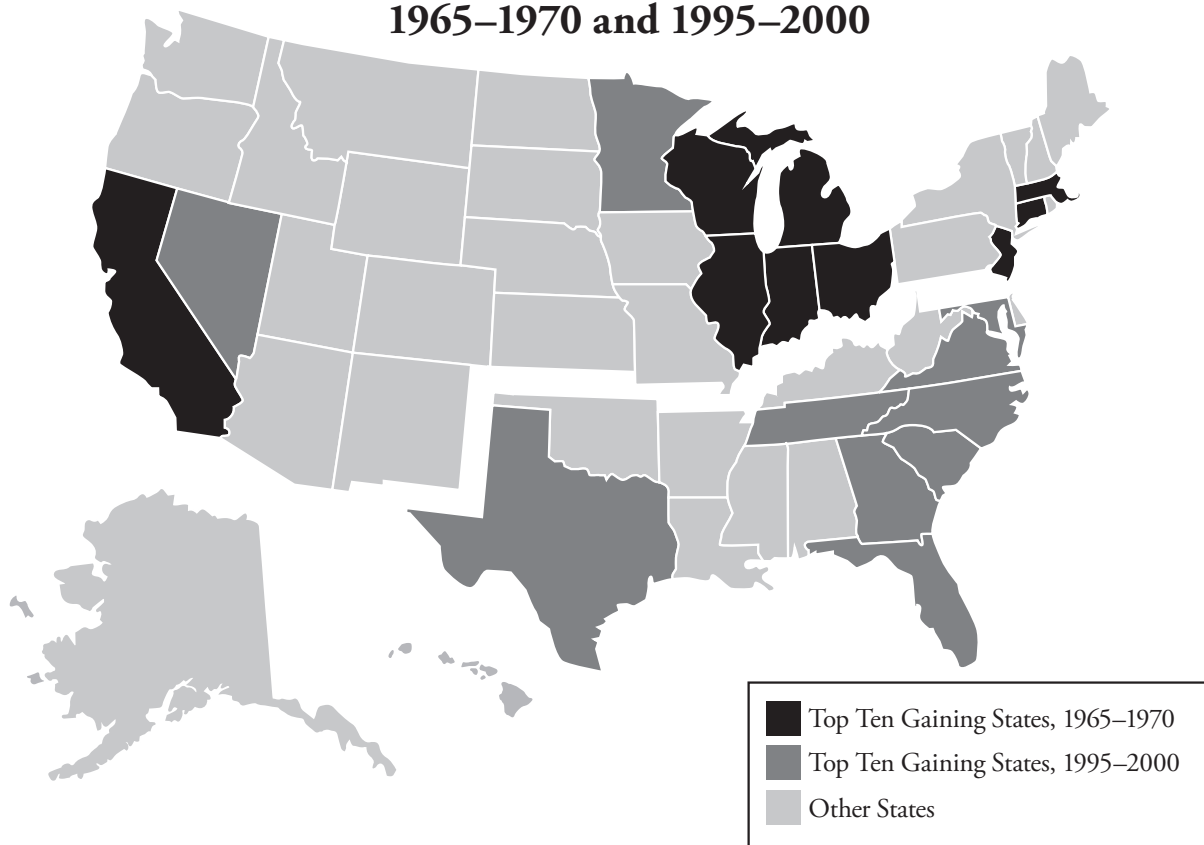
Now, more educated blacks are migrating to Southern destinations at higher rates than those with lower educational levels ... [this] pattern is mirrored in white migration to the South during the same period. As with the black population, the South gained whites at all education levels, though net gains were larger for higher-educated whites.

GO ON TO THE NEXT PAGE.

Document 6

Source: "The New Great Migration: Black Americans' Return to the South, 1965–2000" by William H. Frey

### Top 10 States for Black Net Migration Gains, 1965–1970 and 1995–2000



END OF DOCUMENTS FOR QUESTION 1

GO ON TO THE NEXT PAGE.

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

In your response, you should do the following.

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

2. Evaluate the extent to which the Seven Years' War (French and Indian War, 1754–1763) was a contributing factor leading to the American Revolution.

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

3. Evaluate the extent to which the Mexican-American War (1846–1848) was a contributing factor leading to the Civil War.

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

4. Evaluate the extent to which World War I was a contributing factor leading to the first Red Scare.

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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**2. TEST FORM**

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**Section I** Start with number 1 for each new section.  
 If a section has fewer questions than answer spaces, leave the extra answer spaces blank.

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11.  A  B  C  D
12.  A  B  C  D
13.  A  B  C  D
14.  A  B  C  D
15.  A  B  C  D

16.  A  B  C  D
17.  A  B  C  D
18.  A  B  C  D
19.  A  B  C  D
20.  A  B  C  D
21.  A  B  C  D
22.  A  B  C  D
23.  A  B  C  D
24.  A  B  C  D
25.  A  B  C  D
26.  A  B  C  D
27.  A  B  C  D
28.  A  B  C  D
29.  A  B  C  D
30.  A  B  C  D

31.  A  B  C  D
32.  A  B  C  D
33.  A  B  C  D
34.  A  B  C  D
35.  A  B  C  D
36.  A  B  C  D
37.  A  B  C  D
38.  A  B  C  D
39.  A  B  C  D
40.  A  B  C  D
41.  A  B  C  D
42.  A  B  C  D
43.  A  B  C  D
44.  A  B  C  D
45.  A  B  C  D

46.  A  B  C  D
47.  A  B  C  D
48.  A  B  C  D
49.  A  B  C  D
50.  A  B  C  D
51.  A  B  C  D
52.  A  B  C  D
53.  A  B  C  D
54.  A  B  C  D
55.  A  B  C  D