



Practice Test 4

AP[®] United States History Exam

SECTION I, PART A: Multiple Choice

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

At a Glance

Time

55 minutes

Number of Questions

55

Percent of Total Score

40%

Writing Instrument

Pencil required

Instructions

Section I, Part A, of this exam contains 55 multiple-choice questions. 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

Instructions

Section I, Part B, of this exam contains 3 short-answer questions. Write your responses on a separate sheet of paper.

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.

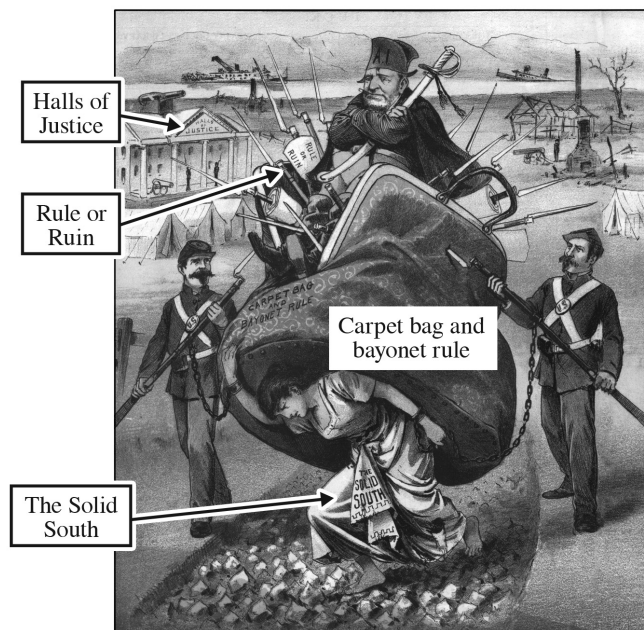
“I long to hear that you have declared an independency—and by the way in the new Code of Laws which I suppose it will be necessary for you to make I desire you would Remember the Ladies, and be more generous and favorable to them than your ancestors. Do not put such unlimited power into the hands of the Husbands. Remember all Men would be tyrants if they could. If particular care and attention is not paid to the Ladies we are determined to foment a Rebellion, and will not hold ourselves bound by any Laws in which we have no voice, or Representation.”

Abigail Adams, Letter to John Adams, 1776

1. This passage best reflects which of the following issues?
 - (A) The pursuit of an Equal Rights Amendment
 - (B) Women’s access to education
 - (C) The American Women’s Suffrage Movement
 - (D) The disparity of rights afforded to the different genders during the Colonial period
2. According to the excerpt, which event was Abigail Adams most concerned with?
 - (A) The Declaratory Act
 - (B) The Boston Tea Party
 - (C) The creation of a post-Revolution government
 - (D) The ratification of the Code of Laws
3. When Abigail Adams notes that she hopes her husband would “be more generous and favorable to them than your ancestors,” she is most directly referring to
 - (A) the historical subjugation of women
 - (B) the loss of rights that women in the colonies experienced
 - (C) the high regard her husband’s ancestors placed upon women
 - (D) the hope that the revolution will include women in the militias

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Questions 4 – 6 refer to the illustration below.



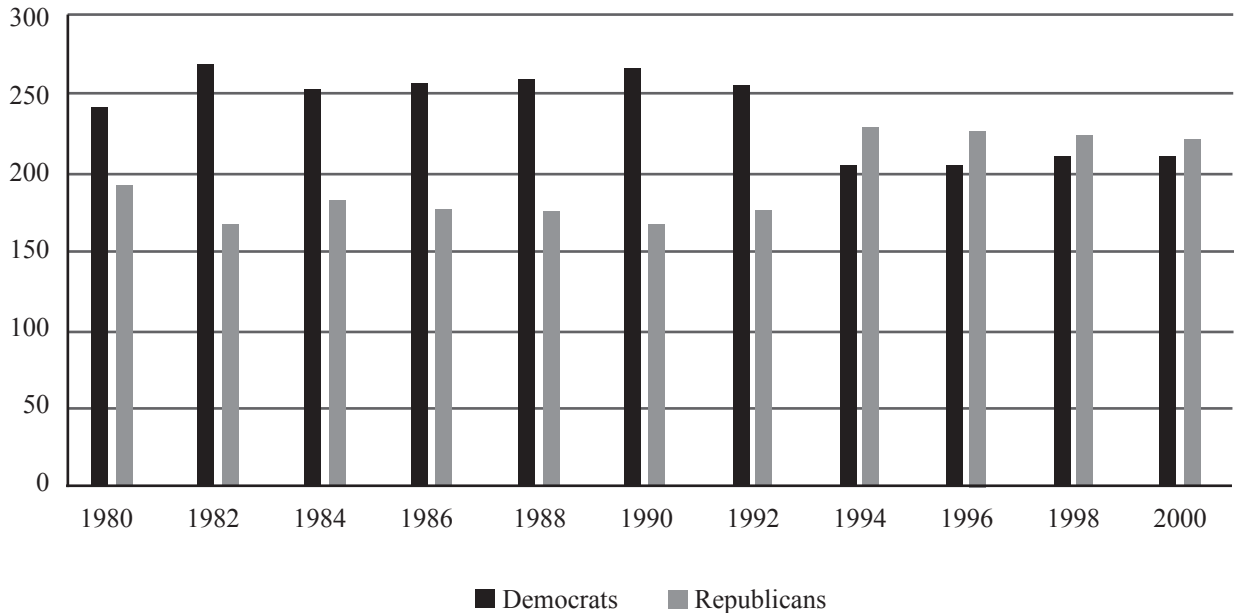
Puck Magazine, 1872

4. The cartoon above supports which of the following points of view?
- (A) President Grant plans to lead an armed invasion of the South.
 - (B) The southern states must carry the full weight of the Civil War costs.
 - (C) The United States government played a role in carpetbagging.
 - (D) The Grant Administration plans to confiscate weapons from Southerners.
5. Which of the following legislative acts paved the way for the event depicted in the illustration?
- (A) The Freedmen's Bureau Bill, giving assistance to freed slaves in the Reconstruction South.
 - (B) The Morrill Act, offering land grants for the establishment of agricultural colleges.
 - (C) The Reconstruction Act, dividing the South into military districts.
 - (D) The Enforcement Act, protecting the rights of African Americans to vote and receive equal protection.
6. Supporters of President Grant would respond to the artist of this cartoon by noting which of the following?
- (A) The protection of the rights of freedmen is necessary for a successful Reconstruction.
 - (B) Southern Democrats should share equally in the process of Reconstruction.
 - (C) The former Confederate states are responsible for their own rebuilding.
 - (D) Military Reconstruction is unconstitutional.

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Questions 7 – 10 refer to the graph below.

Number of Seats in Congress Won by Each Party
from the 1980 Election to the 2000 Election



7. Which of the following conclusions is most directly supported by the overall trend depicted in the graph?
- (A) For the most part, the party of the presidential election winner gained a majority of the seats in Congress.
 - (B) In Congressional elections, the American electorate tended to favor the party that opposed the president.
 - (C) Republican congressional dominance continued through much of the late 20th century.
 - (D) The Contract with America allowed the Democrats to maintain power.
8. The trend in the graph most directly contributed to which of the following developments after 2000?
- (A) A sustained budgetary surplus
 - (B) A powerful check on the power of the executive
 - (C) Congressional support for neoconservative legislation
 - (D) A wave of bipartisan cooperation in Congress
9. The pattern depicted in the first half of this graph (pre-1990) was characterized by
- (A) dominance of the GOP in federal politics
 - (B) the need for bipartisanship to pass legislation
 - (C) close congressional votes due to an evenly split legislature
 - (D) unchecked Democratic power in the U.S. government
10. Which of the following events highlighted the most dramatic change featured in the graph?
- (A) The midterm elections brought about a Republican Congress to balance out the federal government during the presidency of Bill Clinton.
 - (B) The year of George H.W. Bush's election changed the balance of Congress.
 - (C) Ronald Reagan enjoyed a long period of his party's electoral success in Congress.
 - (D) Bill Clinton's reelection coincided with the loss of his party's control over Congress.

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Questions 11 - 14 refer to the excerpt below.

“As to conditions in South Carolina, Mr. Hine states his opinion thus: ‘In general, I found these were considerably worse than conditions in North Carolina, both as to the age and number of small children employed, though several of the mill towns in North Carolina approached the worst ones in South Carolina....In Chester, South Carolina, an overseer told me frankly that manufacturers all the South evaded the child labor law by letting youngsters who are under age help older brothers and sisters. The names of the younger ones do not appear on the company books and the pay goes to the older child who is above twelve.’”

Rev. A. E. Seddon, et.al., “Account of Investigations Made in the Cotton Mills of North and South Carolina,” 1909

11. The situation presented in the passage above was primarily driven by
- (A) strict labor laws
 - (B) the demands of an agricultural economy
 - (C) loose enforcement of the Supreme Court’s ruling
 - (D) the increased work opportunities presented by the Industrial Revolution
12. Which of the following trends was typical of labor situations like that in South Carolina?
- (A) There were strict limits placed on the amount of hours children may work.
 - (B) Women and children provided cheap labor sources for companies trying to save money.
 - (C) Employers preferred to hire men.
 - (D) A dearth of laborers drove up wages.
13. Mr. Hine’s reference to “letting youngsters who are under age help older brothers and sisters” most likely reflected which of the following sentiments of the era?
- (A) The most productive labor force is often the youngest.
 - (B) Child labor was a positive social force with measurable benefits for children.
 - (C) Congress had no power to regulate business that did not participate in interstate commerce.
 - (D) It was more preferable for children to engage in rigorous labor than it was for women.
14. Which of the following actions contributed the most to reducing the circumstances faced by the children described in this excerpt?
- (A) Widespread campaigns spearheaded by the captains of industry
 - (B) Executive orders from the McKinley administration
 - (C) Supreme Court decisions of the 1880s and 1890s
 - (D) Legislative successes at the state and local level during the Progressive movement

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Questions 15 - 17 refer to the excerpt below.

“The People of the State of Illinois to all Constables, Sheriffs and Coroners of State, Greeting:

Whereas complaint hath been made before me, one of the justices of the peace within and for the county of Hancock aforesaid, upon the oath of Francis M. Higbee of said county, that Joseph Smith, [et. al.], of said county did on the 10th day of June instant commit a riot at and within the county aforesaid, wherein they, with force and violence broke into the office of the *Nauvoo Expositor*, and unlawfully and with force burned and destroyed the printing press, type and fixtures of the same, being the property of William Law.”

Warrant for the Arrest of Joseph Smith, 1844

15. Following issuance of this warrant, where did Joseph Smith’s supporters ultimately take refuge?
- (A) California
 - (B) Utah
 - (C) Pennsylvania
 - (D) Michigan
16. Joseph Smith’s unpopularity among the established class in Illinois stemmed from which of the following?
- (A) Refusal to pay taxes
 - (B) Forming the Church of Latter Day Saints
 - (C) Running for Congress against a popular incumbent
 - (D) Accumulating debt as governor
17. The events surrounding the issuance of this warrant can best be understood in the context of which larger American trend?
- (A) Populism
 - (B) Abolition
 - (C) The Second Great Awakening
 - (D) Manifest Destiny

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Questions 18 and 19 refer to the image below.



Westward the Course of Empire Takes Its Way, Emanuel Leutze, 1861

18. Which of the following concepts is depicted in the painting?
- (A) Impressment
 - (B) Revivalism
 - (C) Manifest Destiny
 - (D) Transcendentalism
19. Which of the following events had the most significant impact on the image depicted above?
- (A) The Second Great Awakening
 - (B) The Underground Railroad
 - (C) The Hartford Convention
 - (D) The Louisiana Purchase

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Questions 20 - 23 refer to the excerpts below.

“The American people can not use a dishonest medium of exchange; it is ours to set the world its example of right and honor. We can not fly from our world duties; it is ours to execute the purpose of a fate that has driven us to be greater than our small intentions. We can not retreat from any soil where Providence has unfurled our banner; it is ours to save that soil for liberty and civilization.”

Senator Albert Beveridge, “The March of the Flag,” 1898

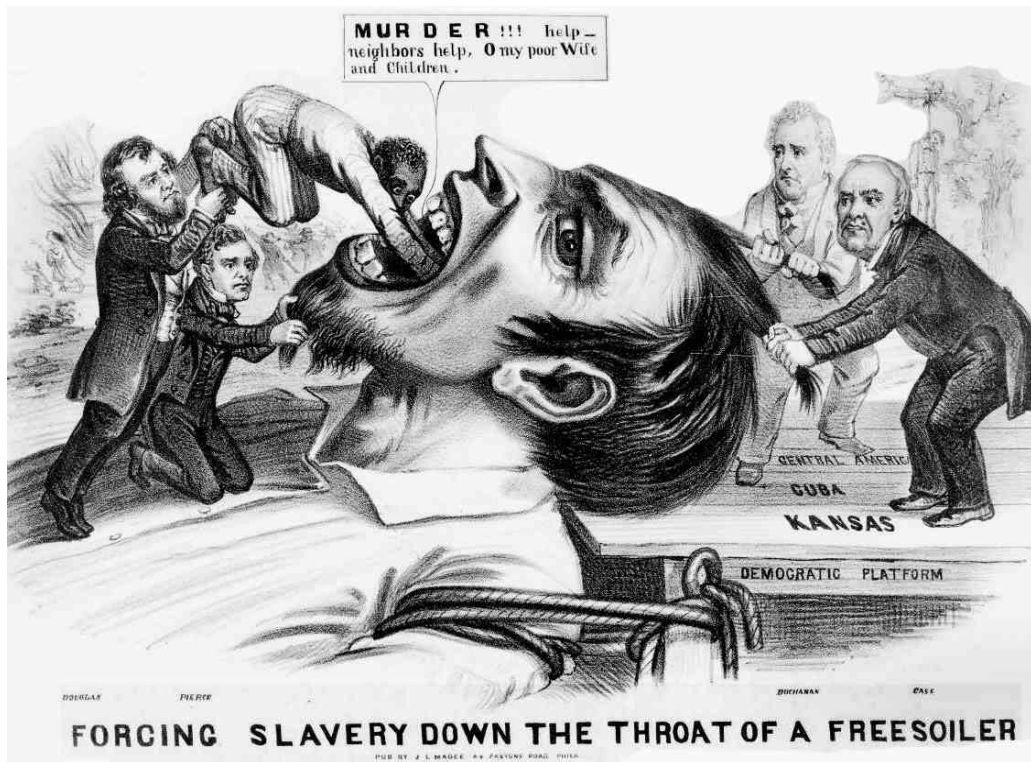
“We hold that the policy known as imperialism is hostile to liberty and tends toward militarism, an evil from which it has been our glory to be free. We regret that it has become necessary in the land of Washington and Lincoln to reaffirm that all men, of whatever race or color, are entitled to life, liberty, and the pursuit of happiness. We maintain that governments derive their just powers from the consent of the governed. We insist that the subjugation of any people is ‘criminal aggression’ and open disloyalty to the distinctive principles of our Government.”

American Anti-Imperialist League Platform, 1899

20. Which of the following would supporters of Beveridge’s assert about the United States as an “example of right and honor”?
- (A) Intervention in the Spanish colony of Cuba
 - (B) Exploitation of the sugar crop in Hawaii
 - (C) The purchase of Alaska
 - (D) The Open Door Policy in China
21. In the second excerpt, the American Anti-Imperialist League most consistently criticized imperialism by claiming that it
- (A) is unconstitutional
 - (B) is a waste of military spending
 - (C) is unjust to make profit from the land resources of a foreign people
 - (D) denies people in colonized lands access to core American values
22. These arguments from the late 1800s mirror arguments about what other foreign policy issue in American history?
- (A) The Vietnam War
 - (B) World War I
 - (C) The Monroe Doctrine
 - (D) The Persian Gulf War
23. In asserting that “we can not retreat from any soil where Providence has unfurled our banner,” Albert Beveridge argues that
- (A) the United States has a moral obligation to take care of the people in its colonies
 - (B) American expansion must increase at any cost
 - (C) military commitments have become so entrenched in the colonies that the United States cannot leave
 - (D) anti-imperialist groups lack patriotism

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Questions 24 - 26 refer to the 1856 illustration below.



24. What event most directly contributed to the issues presented in this image?
- (A) The Mexican-American war
 - (B) The Compromise of 1850
 - (C) The Kansas-Nebraska Act
 - (D) The Dred Scott Supreme Court case
25. What were the goals of the Free Soil Party?
- (A) To abolish slavery nationwide
 - (B) To prohibit the spread of slavery in new territories
 - (C) To provide free homesteads for farmers in the Midwest
 - (D) To allow voters to determine if slavery would spread to new territories
26. In the decade following the publication of the image, which of the following parties emerged as a viable opposition to the expansion of slavery?
- (A) The American Party
 - (B) The Republican Party
 - (C) The Populist Party
 - (D) The Socialist Party

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Questions 27 and 28 refer to the excerpt below.

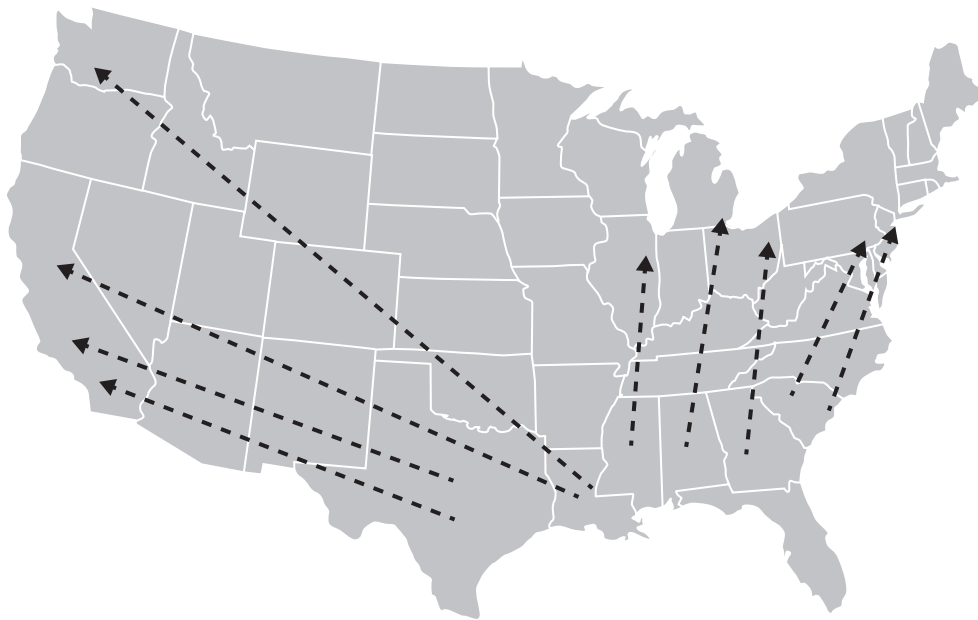
“It matters not in this case that these plaintiffs...had built their warehouses and established their business before the regulations complained of were adopted. What they did was from the beginning subject to the power of the body politic to require them to conform to such regulations as might be established by the proper authorities for the common good. They entered upon their business and provided themselves with the means to carry it on subject to this condition. If they did not wish to submit themselves to such interference, they should not have clothed the public with an interest in their concerns.”

Majority opinion of the United States Supreme Court, *Munn v. Illinois*, 1876

27. The restrictions imposed by the *Munn* decision most directly affirm what power of the federal government?
- (A) The power to place restrictions on speech
 - (B) The power to regulate interstate commerce
 - (C) The power to coin money
 - (D) The power of eminent domain
28. The *Munn* case emerged most directly from the context of which of the following?
- (A) Price gouging in the railroad industry
 - (B) The Black Codes of the Reconstruction Era
 - (C) Radical demonstrations by labor unions
 - (D) The trustbusting of the Progressive Movement

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Questions 29 - 31 refer to the map below.



Twentieth Century African American Migration Patterns

29. Which of the following trends contributed most directly to the migrations depicted in the map?
- (A) Deregulation in the manufacturing industry
 - (B) The proliferation of Jim Crow Laws
 - (C) Supreme Court decisions striking down Civil Rights legislation
 - (D) Increased agricultural production in the North
30. The initial stages of the migrations shown in the map were accelerated by
- (A) a drought in the American South
 - (B) young men avoiding conscription into World War I
 - (C) openings in manufacturing jobs caused by World War I
 - (D) educational opportunities in the northern and western states
31. Which of the following situations resulted from the migrations depicted in the map?
- (A) Widespread acceptance of the migrants in their new cities
 - (B) Congressional legislation prohibiting such migrations
 - (C) Increased racial tensions in northern cities
 - (D) Desegregation in the South

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Questions 32 and 33 refer to the excerpts below.

Article II

In the cession made by the preceeding article are included the adjacent Islands belonging to Louisiana all public lots and Squares, vacant lands and all public buildings, fortifications, barracks and other edifices which are not private property.—The Archives, papers & documents relative to the domain and Sovereignty of Louisiana and its dependances will be left in the possession of the Commissaries of the United States, and copies will be afterwards given in due form to the Magistrates and Municipal officers of such of the said papers and documents as may be necessary to them.

Article III

The inhabitants of the ceded territory shall be incorporated in the Union of the United States and admitted as soon as possible according to the principles of the federal Constitution to the enjoyment of all these rights, advantages and immunities of citizens of the United States, and in the mean time they shall be maintained and protected in the free enjoyment of their liberty, property and the Religion which they profess.

Treaty between the United States of America and the French Republic, 1802

32. The treaty between the United States and France was primarily driven by
- (A) Napoleon's sudden need to divest from the New World
 - (B) Jefferson's aggressive approach to increasing the land mass of the United States
 - (C) the threat of war between the two nations
 - (D) pressure from New England Federalists
33. The document reflects an early incarnation of which concept?
- (A) Non-Intercourse
 - (B) Embargos
 - (C) Manifest Destiny
 - (D) The Monroe Doctrine

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Questions 34 - 37 refer to the excerpt below.

“..Russian rulers have invariably sensed that their rule was relatively archaic in form, fragile and artificial in its psychological foundation, unable to stand comparison or contact with political systems of Western countries. For this reason they have always feared foreign penetration, feared direct contact between Western world and their own, feared what would happen if Russians learned truth about world without or if foreigners learned truth about world within. And they have learned to seek security only in patient but deadly struggle for total destruction of rival power, never in compacts and compromises with it.”

George Kennan, Telegram to the State Department, 1946

34. Kennan’s message in the excerpt most directly reflected which of the followed developments of the mid-twentieth century?
- (A) A prolonged period of recession
 - (B) The United States’ participation in proxy wars around the world
 - (C) The baby boom
 - (D) A Truman-endorsed doctrine of neutrality
35. Which of the following developments best represents a logical extension of the ideas expressed in the excerpt?
- (A) The United States joins the United Nations.
 - (B) The United States Congress passes the GI Bill.
 - (C) President Eisenhower presents Congress with the Federal Aid Highway Act.
 - (D) Foreign aid is given to Greece and Turkey to help rebuild after World War II.
36. The telegram most directly advocates a United States foreign policy that emphasizes
- (A) continued peace talks with the Soviet Union
 - (B) preventing the spread of Communism beyond where it already was practiced
 - (C) increased trade partnerships with Soviet nations
 - (D) aggressive military action taken against the Soviet Union
37. What was one domestic outcome of this increased tension between the United States and the Soviet Union?
- (A) The Second Red Scare
 - (B) The creation of the Interstate Highway System
 - (C) The de-segregation of the U.S. military
 - (D) The rise of a new consumer culture in the United States

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Questions 38 - 40 refer to the excerpt below.

“Both of these men, Mr. Hoover and Mr. Roosevelt, came out and said there had to be a decentralization of wealth, but neither one of them did anything about it. But, nevertheless, they recognized the principle. The fact that neither one of them ever did anything about it is their own problem that I am not undertaking to criticize; but had Mr. Hoover carried out what he says ought to be done, he would be retiring from the President’s office, very probably, 3 years from now, instead of 1 year ago; and had Mr. Roosevelt proceeded along the lines that he stated were necessary for the decentralization of wealth, he would have gone, my friends, a long way already, and within a few months he would have probably reached a solution of all of the problems that afflict this country.”

Senator Huey Long, radio address, 1934

38. Which of the following issues of the period was Long most likely concerned with in the excerpt?
- (A) The challenges President Roosevelt will face in his reelection campaign
 - (B) The economic downturn experienced by business leaders
 - (C) The disparity between the wealthy and the poor
 - (D) The legacy of President Hoover
39. When Long says “had Mr. Hoover carried out what he says ought to be done,” Long is referring most directly to
- (A) saving the banks from collapse
 - (B) ending Prohibition
 - (C) incentivizing businesses to hire more workers
 - (D) policies that impose higher taxes on wealthier Americans to benefit programs which aid the working class
40. The ideas of Huey Long, as expressed in the excerpt, had the most in common with the ideas of the
- (A) Federalists of the 1790s
 - (B) Whigs of the 1840s
 - (C) Know-Nothings of the 1850s
 - (D) Populists of the 1890s

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Questions 41 - 44 refer to the table below.

1824 Presidential Election Results

Presidential Nominee	State	Political Party	Electoral College Votes	Popular Vote
John Quincy Adams	MA	Democratic-Republican	84	113,122
Andrew Jackson	TN	Democratic-Republican	99	151,271
William H. Crawford	GA	Democratic-Republican	41	40,856
Henry Clay	KY	Democratic-Republican	37	47,531

41. The table supports which of the following conclusions about the 1824 presidential election?
- (A) Not a single candidate earned a plurality of votes.
 (B) Henry Clay was the least popular of the candidates.
 (C) None of the candidates secured the necessary majority of electoral votes to claim victory.
 (D) Andrew Jackson won the presidency.
42. Which of the following factors most directly contributed to the closeness of this election?
- (A) Because all candidates were from the same party and considered “political insiders,” they were viewed by much of the public as too similar to one another.
 (B) The support given the party caucus’s preferred candidate was balanced out by the popular support for alternate candidates.
 (C) The similar geographic origins of the candidates created an even split among the electorate.
 (D) The candidates were supported by roughly the same number of voters around the country.
43. Which of the following developments emerged due to the outcome of this election?
- (A) A corrupt bargain in which Henry Clay convinced Congress to elect Adams to the presidency
 (B) A cooperative relationship between the incoming president and his Congress
 (C) A renewed support for the caucus system
 (D) A political alliance created between Henry Clay and Andrew Jackson
44. Which of the following was a key difference between the top two vote earners?
- (A) Adams represented an agricultural region of the United States while Jackson campaigned on urban interests.
 (B) Adams advocated low tariffs while Jackson was interested in expanding the use of tariffs.
 (C) Adams supported a stronger federal government while Jackson advocated for more states’ rights.
 (D) Adams pushed for a “hard money” policy while Jackson ensured that the Second National Bank would continue.

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Questions 45 - 47 refer to the excerpt below.

“And certainly, certainly, this is the glory of America, with all of its faults. This is the glory of our democracy. If we were incarcerated behind the iron curtains of a Communistic nation we couldn’t do this. If we were dropped in the dungeon of a totalitarian regime we couldn’t do this. But the great glory of American democracy is the right to protest for right. My friends, don’t let anybody make us feel that we are to be compared in our actions with the Ku Klux Klan or with the White Citizens Council. There will be no crosses burned at any bus stops in Montgomery.”

Rev. Martin Luther King, Jr., The Montgomery Bus Boycott Speech, 1955

45. Martin Luther King references “the iron curtains of a Communistic nation” in order to
- (A) highlight the importance of the fight against Communism
 - (B) reference a nation that models the ideals King espouses
 - (C) draw a contrast between how the United States and the Soviet Union afford civil liberties
 - (D) point out the flaws of American democracy
46. This speech was most directly influenced by which event?
- (A) The passage of the Voting Rights Act
 - (B) The arrest of a civil rights activist in Montgomery, Alabama
 - (C) The backlash experienced by the Little Rock Nine
 - (D) The Greensboro Sit-ins
47. The reference to “no crosses burned at any bus stops” underscores which ideal?
- (A) To fight injustice by any means necessary
 - (B) The pursuit of black nationalism
 - (C) To remain neutral
 - (D) A commitment to nonviolence

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Questions 48 and 49 refer to the excerpt below.

“If I am right, the problem that has no name stirring in the minds of so many American women today is not a matter of loss of femininity or too much education, or the demands of domesticity. It is far more important than anyone recognizes. It is the key to these other new and old problems which have been torturing women and their husbands and children, and puzzling their doctors and educators for years. It may well be the key to our future as a nation and a culture. We can no longer ignore that voice within women that says: ‘I want something more than my husband and my children and my home.’”

Betty Friedan, *The Feminine Mystique*, 1963

48. Which of the following primary sources would most likely support Friedan’s argument in the passage?
- (A) Marriage records from the middle of the twentieth century
 - (B) Diary entries of housewives with references to their ambitions
 - (C) Data showing the the true costs of the demands of domesticity
 - (D) Speeches by early twentieth-century suffragettes
49. Friedan’s argument in the excerpt most strongly influenced the
- (A) women’s liberation movement
 - (B) lowering of the median age of first marriage
 - (C) ratification of the Nineteenth Amendment
 - (D) passage of new laws to guarantee equal wages among the sexes

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Questions 50 and 51 refer to the excerpt below.

“The right of citizens of the United States to vote in any primary or other election for President or Vice President, for electors for President or Vice President, or for Senator or Representative in Congress, shall not be denied or abridged by the United States or any State by reason of failure to pay any poll tax or other tax.”

Twenty-fourth Amendment to the Constitution, 1964

50. Which form of voter suppression remained legal following the passage of this amendment?
- (A) Literacy tests
 - (B) Property taxes
 - (C) Grandfather clauses
 - (D) Sex discrimination
51. Poll taxes were originally created in reaction to which of the following?
- (A) Women’s suffrage
 - (B) The end of slavery
 - (C) The direct election of senators
 - (D) Lowering of the voting age

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Questions 52 - 55 refer to the excerpt below.

“The economic ills we suffer have come upon us over several decades. They will not go away in days, weeks, or months, but they will go away. They will go away because we as Americans have the capacity now, as we’ve had in the past, to do whatever needs to be done to preserve this last and greatest bastion of freedom.

“In this present crisis, government is not the solution to our problem; government is the problem. From time to time we’ve been tempted to believe that society has become too complex to be managed by self-rule, that government by an elite group is superior to government for, by, and of the people. Well, if no one among us is capable of governing himself, then who among us has the capacity to govern someone else? All of us together, in and out of government, must bear the burden. The solutions we seek must be equitable, with no one group singled out to pay a higher price.”

President Ronald Reagan, First Inaugural Address, 1981

52. Which of the following proved to be an asset to Ronald Reagan’s 1980 campaign?
- (A) His candid arguments that Americans were largely responsible for the economic crisis
 - (B) His status as an outsider
 - (C) Popular support of the Republican Party in the late 1970s
 - (D) His considerable experience in national politics
53. Which of the following is an example of the “economic ills” Reagan refers to in the speech?
- (A) Irresponsibly low tax rates
 - (B) An excessive military budget
 - (C) The burst of the dotcom bubble
 - (D) The energy crisis
54. President Reagan supported which of the following economic policies?
- (A) Keynesian economics
 - (B) Trickle-down economics
 - (C) Welfare state
 - (D) Deficit spending
55. When President Reagan insists that the “solutions we seek must be equitable, with no one group singled out to pay a higher price,” the group he refers to is most likely which of the following?
- (A) Immigrant communities
 - (B) Wealthy Americans and business interests
 - (C) African Americans
 - (D) The middle class

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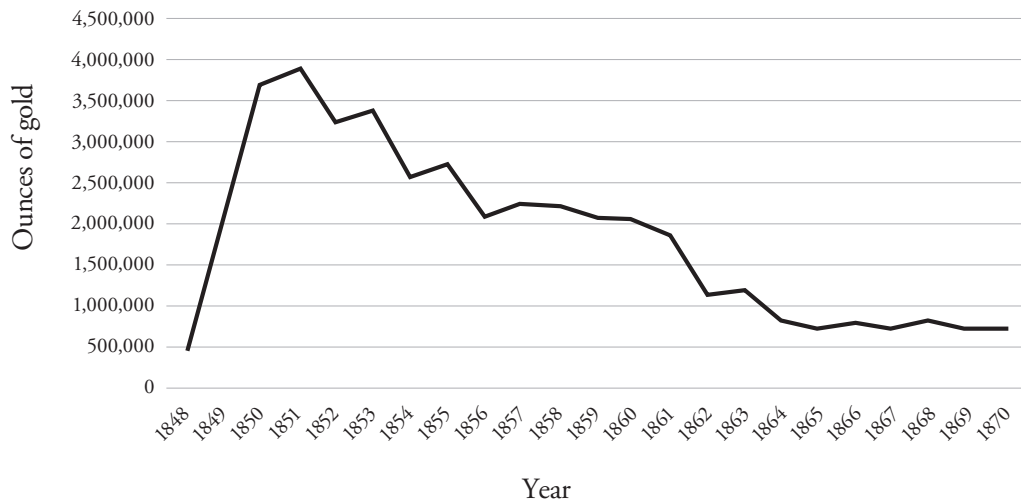
UNITED STATES HISTORY
SECTION I, Part B
Time—40 minutes
3 Questions

Directions: Read each question carefully and write your responses on a separate sheet of paper.

Use complete sentences; an outline or bulleted list alone is not acceptable. On test day, you will be able to plan your answers in the exam booklet, but only your responses in the corresponding boxes on the free-response answer sheet will be scored.

Question 1 is based on the chart below.

Production from California Gold Rush



1. Using the chart above, answer parts a, b, and c.
 - a) Briefly explain ONE way in which the Gold Rush transformed the West.
 - b) Briefly explain one way in which the Gold Rush impacted the development of the United States.
 - c) Briefly explain a SECOND economic boom in American history and how it impacted a particular region of the United States.

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2. Answer parts a, b, and c.
 - a) Briefly explain ONE reason for the emergence of the Populist movement during the final decades of the nineteenth century.
 - b) Briefly explain one example of how the goals of the Populist movement were challenged during the same time period.
 - c) Briefly explain one way that the Populist movement impacted the United States in the years following its prominence.

GO ON TO THE NEXT PAGE.

Choose EITHER Question 3 or Question 4

3. With regard to William Lloyd Garrison, Frederick Douglass, Harriet Beecher Stowe, answer parts a, b, and c.
- Briefly explain which of the three people had the largest impact on the abolition of slavery.
 - Briefly explain why the other two people did not play as large of a role in abolishing slavery, making sure to explain their roles in the abolition movement.
 - Briefly explain how one other person or group helped to abolish slavery.

Question 4 is based on the excerpts below.

“I believe, Your Honor, in common with all Socialists, that this nation ought to own and control its own industries. I believe, as all Socialists do, that all things that are jointly needed and used ought to be jointly owned that industry, the basis of our social life, instead of being the private property of a few and operated for their enrichment, ought to be the common property of all, democratically administered in the interest of all.

“I am opposing a social order in which it is possible for one man who does absolutely nothing that is useful to amass a fortune of hundreds of millions of dollars, while millions of men and women who work all the days of their lives secure barely enough for a wretched existence.”

Eugene Debs, Statement to the Court, 1918

“Upon these two basic certainties, first that the “Reds” were criminal aliens and secondly that the American Government must prevent crime, it was decided that there could be no nice distinctions drawn between the theoretical ideals of the radicals and their actual violations of our national laws. An assassin may have brilliant intellectuality, he may be able to excuse his murder or robbery with fine oratory, but any theory which excuses crime is not wanted in America. This is no place for the criminal to flourish, nor will he do so so long as the rights of common citizenship can be exerted to prevent him.”

A. Mitchell Palmer, “The Case Against the ‘Reds,’” 1920

4. Using the excerpts above, answer parts a, b, and c.
- Briefly explain the impact that World War I had on both these excerpts.
 - Briefly explain how ONE historical event or development prior to Debs’s statement could be used to support his assertion about industry.
 - Briefly explain how ONE historical event or development prior to Palmer’s statement could be used to support his assertion about radicals.

END OF SECTION I

AP[®] United States History Exam

SECTION II: Free Response

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

At a Glance

Total Time

1 hour, 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 either question 2, 3, or 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 **2. 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 period: 15 minutes

Suggested writing time: 45 minutes

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.

- State a relevant thesis that directly addresses all parts of the question.
 - Support the thesis or a relevant argument with evidence from all, or all but one, of the documents.
 - Incorporate analysis of all, or all but one, of the documents into your argument.
 - Focus your analysis of each document on at least one of the following: intended audience, purpose, historical context, and/or point of view.
 - Support your argument with analysis of historical examples outside the documents.
 - Connect historical phenomena relevant to your argument to broader events or processes.
 - Synthesize the elements above into a persuasive essay that extends your argument, connects it to a different historical context, or accounts for contradictory evidence on the topic.
1. To what extent does the outcome of the Constitutional Convention represent change and/or continuity in respect to the ideals set out in the Declaration of Independence?

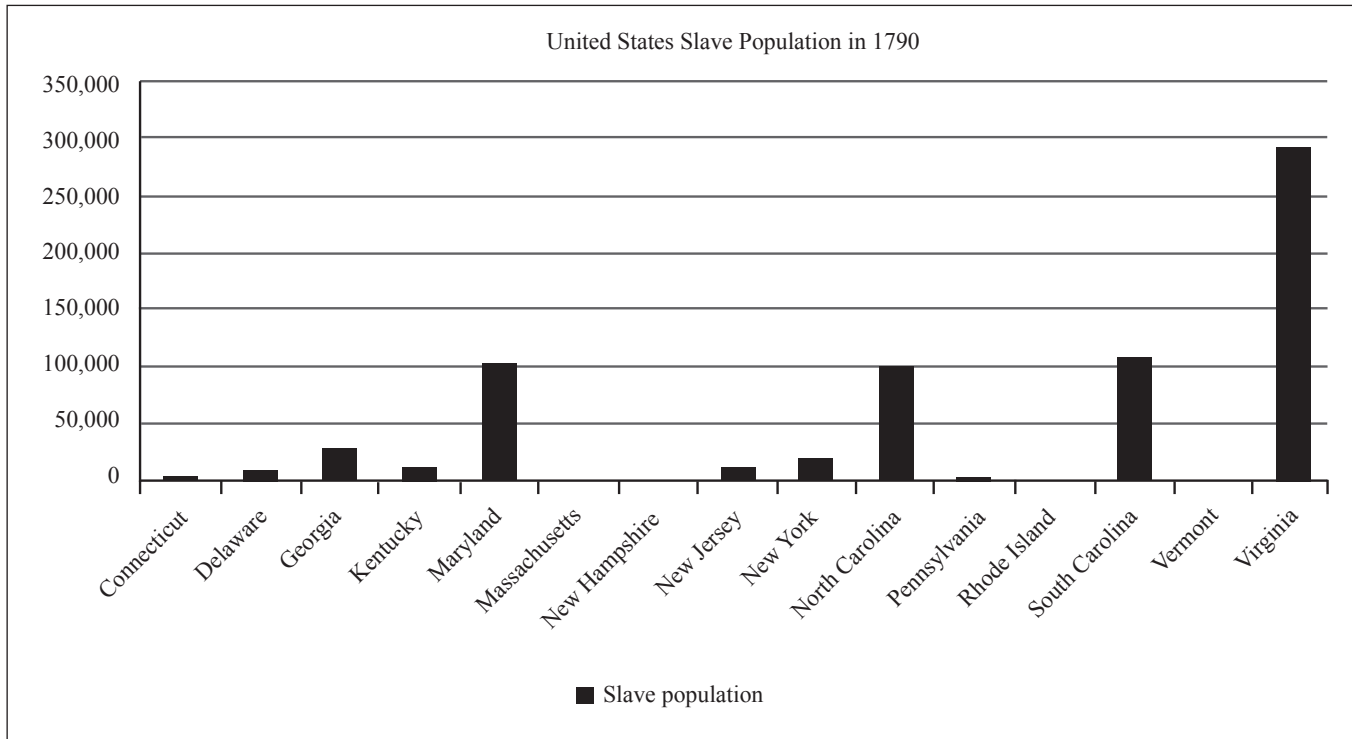
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Document 1

Source: The Declaration of Independence, Thomas Jefferson, et. al., 1776

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.

Document 2



GO ON TO THE NEXT PAGE.

Document 3

Source: James Madison, *Federalist #63*, 1788

Thus far I have considered the circumstances which point out the necessity of a well-constructed Senate only as they relate to the representatives of the people. To a people as little blinded by prejudice or corrupted by flattery as those whom I address, I shall not scruple to add, that such an institution may be sometimes necessary as a defense to the people against their own temporary errors and delusions.

Document 4

United States Population in 1790

Northern States		Southern States	
Connecticut	237,255	Delaware	59,096
Massachusetts	378,566	Georgia	82,548
New Hampshire	141,889	Kentucky	73,667
New Jersey	184,139	Maryland	319,728
New York	340,241	North Carolina	395,005
Pennsylvania	443,611	South Carolina	249,073
Rhode Island	69,112	Virginia	747,550

Document 5

Source: George Mason, *Virginia Journal*, September, 1787

In the House of Representatives there is not the substance but the shadow only of representation; which can never produce proper information in the legislature, or inspire confidence in the people; the laws will therefore be generally made by men little concerned in, and unacquainted with their effects and consequences.

GO ON TO THE NEXT PAGE.

Document 6

Source: Alexander Hamilton, Speech at the Philadelphia Convention, 1787

All communities divide themselves into the few and the many. The first are the rich and wellborn, the other the mass of the people....The people are turbulent and changing; they seldom judge or determine right. Give therefore to the first class a distinct, permanent share in the government. They will check the unsteadiness of the second, and as they cannot receive any advantage by change, they therefore will ever maintain good government.

Document 7

Source: Thomas Jefferson, Letter to Francis Hopkinson, 1789

What I disapproved from the first moment, also, was the want of a bill of rights to guard liberty against the legislative as well as the executive branches of the government; that is to say, to secure freedom in religion, freedom of the press, freedom from monopolies, freedom from unlawful imprisonment, freedom from a permanent military, and a trial by jury, in all cases determinable by the laws of the land. I disapproved, also, the perpetual reeligibility of the President. To these points of disapprobation I adhere.

END OF DOCUMENTS FOR QUESTION 1

GO ON TO THE NEXT PAGE.

Question 2, Question 3, or Question 4**Suggested writing time: 40 minutes****Directions:** Choose ONE of EITHER Question 2, 3 or 4.

In your response you should do the following.

- State a relevant thesis that directly addresses all parts of the question.
- Support your argument with evidence, using specific examples.
- Apply historical thinking skills as directed by the question.
- Synthesize the elements above into a persuasive essay that extends your argument, connects it to a different historical context, or connects it to a different category of analysis.

2. Evaluate the extent to which the Townshend Acts were a contributing factor leading to the Revolutionary War.

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

3. To what extent did the impact of immigration on the United States reflect both continuity and change in the mid-19th century (1820–1870) and in the industrial period (1880–1920)?

In the development of your argument, explain the reasons for the similarities and differences.

4. To what extent did the successes of two postwar periods in the United States, post–Civil War (1865–1876) and post–World War II (1945–1961), represent both continuity and change?

In the development of your argument, explain the reasons for the similarities and differences.

STOP**END OF EXAM**

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