

AP[®] U.S. HISTORY

FREE PRACTICE TEST



USE THIS SHEET TO RECORD YOUR ANSWERS FOR THE EXAM.

SECTION 1: MULTIPLE-CHOICE QUESTIONS 1–55

Indicate your answers to the exam questions by filling in each circle completely.
Mark only one response per question.

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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 fill in the corresponding circle on the answer sheet.

Questions 1–3 refer to the excerpt below.

“Now this infinite multitude of Men are by the Creation of God innocently simple, altogether void of and averse to all manner of Craft, Subtlety and Malice, and most Obedient and Loyal Subjects to their Native Sovereigns; and behave themselves very patiently, submissively and quietly towards the Spaniards, to whom they are subservient and subject; so that finally they live without the least thirst after revenge, laying aside all litigiousness, Commotion and hatred.

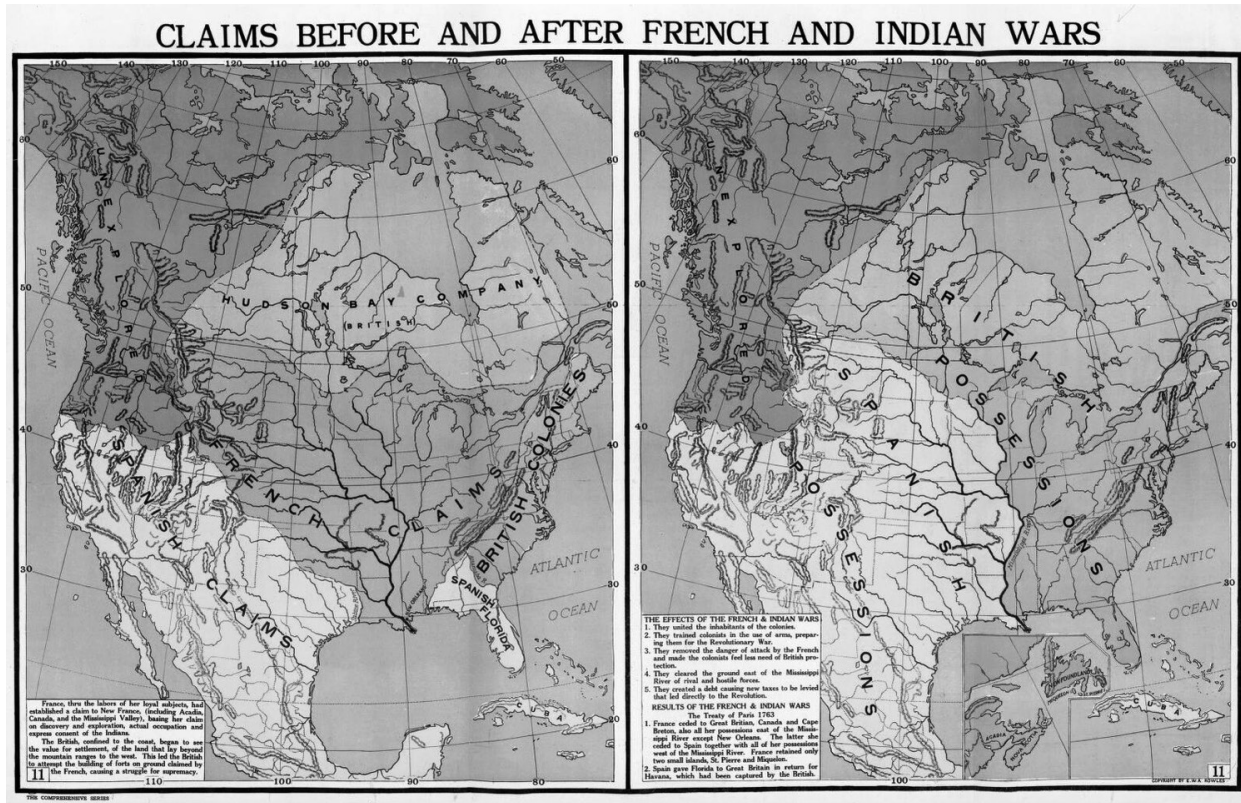
This is a most tender and effeminate people, and so imbecile and unequal-balanced temper, that they are altogether incapable of hard labor, and in few years, by one Distemper or other soon expire, so that the very issue of Lords and Princes, who among us live with great affluence, and fare deliciously, are not more effeminate and tender than the Children of their Husbandmen or Laborers.”

Bartolomé de las Casas, Spanish missionary, writing of his impressions of the character of indigenous peoples in North America in *A Brief Account of the Destruction of the Indies*, 1552

- Las Casas’s description most directly supports which prevailing sixteenth-century idea?
 - The religious supremacy of the Roman Catholic Church
 - The divine right of monarchs to rule over citizens
 - The intellectual and moral superiority of Europeans
 - The centrality of human beliefs, values, and ideas
- The ideas expressed in the excerpt foreshadowed which of the following practices?
 - European colonization
 - Trans-Atlantic slavery
 - Protestant Reformation
 - Exploitation of resources
- The ideas expressed in this excerpt differ from the ideas of the British colonists in what way?
 - The British viewed the American Indians as a threat and engaged in open warfare against them.
 - The British viewed the American Indians as models for political organization and attempted to emulate Native American practices in their own government.
 - The British viewed the American Indians as a source of great economic power and robbed them of gold and silver.
 - The British viewed the American Indians as equals and sought to learn as much as possible about North America from them.

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Questions 4–6 refer to the maps below.



Courtesy of Library of Congress: 2009581137

- The maps most directly illustrate which of the following?
 - Westward movement of British colonists
 - American Indian resistance to colonization
 - Declining influence of the Spanish Empire
 - Increasing economic value of coastal property
- The change in Great Britain's territorial boundaries directly resulted in which of the following?
 - Greater animosity between Great Britain and Spain
 - A significant decrease in Atlantic coastal populations
 - Less economic dependency on cotton and tobacco crops
 - Increased conflict between settlers and American Indian tribes
- The change in territorial boundaries best explains the passage of which of the following?
 - Treaty of Paris, 1763
 - Currency Act of 1764
 - Stamp Act of 1765
 - Articles of Association, 1774

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Questions 7–10 refer to the excerpt below.

“I was sitting in the audience at the Summit Meeting of Negro Leaders yesterday when you said we must have patience. On hearing you say this, I felt like standing up and saying, ‘Oh no! Not again.’

I respectfully remind you sir, that we have been the most patient of all people. When you said we must have self-respect, I wondered how we could have self-respect and remain patient considering the treatment accorded us through the years.

17 million Negroes cannot do as you suggest and wait for the hearts of men to change. We want to enjoy now the rights we feel we are entitled to as Americans. This we cannot do unless we pursue aggressively goals which all other Americans achieved 150 years ago.”

Jackie Robinson, professional baseball player, letter to President Eisenhower, May 13, 1958

7. Robinson’s appeal most directly refers to the need for which of the following civil rights goals?
- (A) Suffrage
 - (B) Desegregation
 - (C) Nonviolent protest
 - (D) Labor rights
8. The ideas expressed by Robinson most directly contributed to which of the following?
- (A) The Montgomery bus boycott
 - (B) The Supreme Court decision in *Brown v. Board of Education*
 - (C) Passage of the Civil Rights Act of 1964
 - (D) The civil rights campaign led by Martin Luther King Jr.
9. Which of the following groups most strongly opposed Robinson’s point of view?
- (A) Southern Democrats
 - (B) Northern Republicans
 - (C) Congress of Racial Equality
 - (D) Student Nonviolent Coordinating Committee
10. The argument delineated by Robinson regarding rights of citizens most directly influenced which of the following in the late twentieth century?
- (A) The legalization of abortion
 - (B) The expansion of LGTB rights
 - (C) Superfund legislation
 - (D) The decline of unions

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Questions 11–13 refer to the late-nineteenth-century photograph below by photographer Lewis Wickes Hine.



Courtesy of Library of Congress LC-DIG-nclc-01824

11. Images that focused on conditions like these directly influenced which of the following?
- (A) Greater participation by factory workers in labor unions
 - (B) Increased lobbying for national child labor laws
 - (C) Decreased production at American textile mills
 - (D) Fewer international markets for American cotton products
12. The situation depicted in this image illustrates which of the following trends in late-nineteenth-century America?
- (A) The transition from slave labor to child labor in the American cotton industry
 - (B) The waning economic value of cotton products manufactured in America
 - (C) The rise of the Populist Party in American agrarian communities
 - (D) The increasing influence of Progressive politics and labor reform movements
13. Those who supported individuals like the young girl in this photo would likely have also supported which of the following ideas?
- (A) Workers have the right to organize and campaign for better wages and working conditions.
 - (B) Government should regulate food production, as outlined in the Federal Meat Inspection Act.
 - (C) Segregation, as upheld by the Supreme Court in *Plessy v. Ferguson*, should be maintained.
 - (D) The United States government has the right of control over lands that benefit the United States economy, including the Panama Canal.

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Questions 14–16 refer to the excerpt below.

“To understand political power right, and derive it from its original, we must consider, what state all men are naturally in, and that is, a state of perfect freedom to order their actions, and dispose of their possessions and persons, as they think fit, within the bounds of the law of nature, without asking leave, or depending upon the will of any other man.”

John Locke, philosopher, *Of the State of Nature*, 1690

14. The excerpt was written to refute which of the following seventeenth-century political practices?
- (A) Hereditary monarchs
 - (B) Colonization of the New World
 - (C) Protestant Reformation
 - (D) Republican governments
15. Locke’s ideas most directly influenced which of the following key rights delineated in the Declaration of Independence?
- (A) Consent of the governed
 - (B) All men are created equal
 - (C) Mankind are more disposed to suffer
 - (D) Right to life, liberty, and the pursuit of happiness
16. Which legislative action in twentieth-century American politics reflects a continuation of the ideas expressed in this excerpt?
- (A) Federal Income Tax Amendment
 - (B) Prohibition Amendment
 - (C) Civil Rights Act of 1964
 - (D) Bilingual Education Act

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Questions 17 and 18 refer to the 1833 political cartoon below, titled “King Andrew the First.”



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

17. This image most directly reflects which of the following?
- (A) The emergence of a constitutional monarchy in the United States
 - (B) The expansion of the executive branch through the powers of veto and executive order
 - (C) The limitations of the Constitution to preserve and protect the Second Bank of the United States against corruption
 - (D) The decreasing power of the legislative branch to make laws regarding the economy
18. Which of the following provides a later example of the continuation of the conflict represented in this image?
- (A) President Truman’s use of executive authority to deploy United States troops against North Korea
 - (B) President Truman’s development of the Truman Doctrine to shape foreign policy
 - (C) President Ford’s official pardon of President Nixon in 1974
 - (D) President Eisenhower’s dispatch of federal troops to Little Rock

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Questions 19–21 refer to the excerpt below.

“The Indian tribes residing within the limits of the United States, have, for a considerable time, been growing more and more uneasy at the constant diminution of the territory they occupy, although effected by their own voluntary sales: and the policy has long been gaining strength with them, of refusing absolutely all further sale, on any conditions; insomuch that, at this time, it hazards their friendship, and excites dangerous jealousies and perturbations in their minds to make any overture for the purchase of the smallest portions of their land. A very few tribes only are not yet obstinately in these dispositions. In order peaceably to counteract this policy of theirs, and to provide an extension of territory which the rapid increase of our numbers will call for, two measures are deemed expedient. First: to encourage them to abandon hunting, to apply to the raising stock, to agriculture and domestic manufacture, and thereby prove to themselves that less land and labor will maintain them in this, better than in their former mode of living. The extensive forests necessary in the hunting life, will then become useless, and they will see advantage in exchanging them for the means of improving their farms, and of increasing their domestic comforts.”

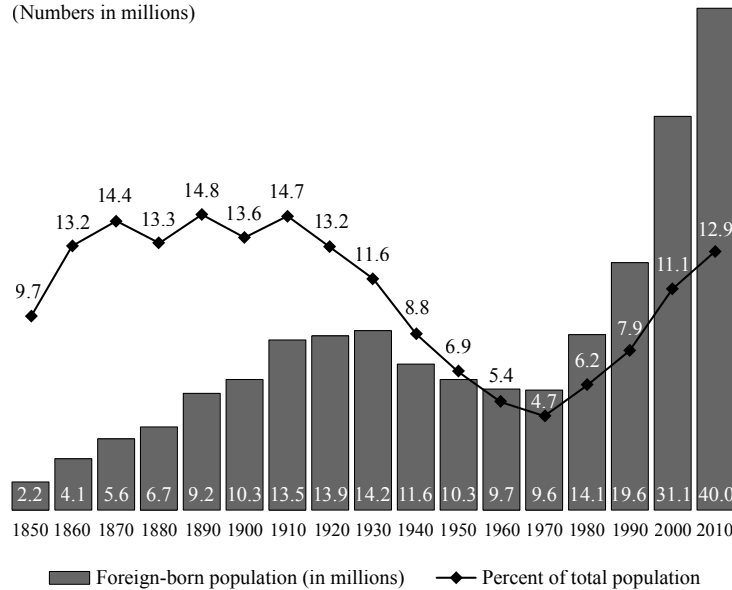
Thomas Jefferson, Letter to Congress, January 18, 1803

19. Jefferson’s ideas regarding American Indian tribal attitudes toward white settlers reflects which prevailing belief about territorial expansion?
- (A) American Indians should be compensated for any land acquired by the United States government that is considered a tribal territory.
 - (B) Expansion of United States territory should not come at the expense of American Indian tribes, and white settlers should respect tribal boundaries.
 - (C) American Indian tribes should be relocated from tribal territories to make room for white settlers in newly acquired territories.
 - (D) Expansion of United States territory will lead to increased cooperation and trade with American Indian tribes.
20. Jefferson envisioned that his plan for the lands west of the Mississippi would result in which of the following?
- (A) A decrease in American dependence on overseas imports
 - (B) An increase in American agricultural production and export
 - (C) An expansion of interstate highways and water routes
 - (D) A decline in American manufacturing and trade
21. The beliefs expressed in this excerpt regarding American economic opportunity differ from the prevailing beliefs of the Federalists in which way?
- (A) The Federalists believed in an economic system that was centered around a national bank and increased industry.
 - (B) The Federalists wanted to cultivate the lands west of the Mississippi River to build an economy centered around agricultural production.
 - (C) The Federalists sought to expand trade with American Indian tribes to be less financially dependent on foreign powers.
 - (D) The Federalists hoped to secure trade routes west of the Mississippi River to increase exports to France and Spain.

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Questions 22–24 refer to the graph below.

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



Courtesy of the U.S. Census Bureau

22. Which of the following was a primary contributor to the trend shown from 1850 to 1890 in the graph?
- (A) Financial incentives offered by the United States government to entice migrants to populate the West
 - (B) Political and economic upheavals in Western Europe and Southeast Asia
 - (C) Emerging transportation innovations that made immigration easier and more affordable
 - (D) Increased industrial progress and the need for workers to manufacture products in the United States
23. The information represented in the graph from 1860 to 1890 contributed most significantly to which of the following cultural changes?
- (A) Increased segregation in the South with the legalization of Jim Crow laws through *Plessy v. Ferguson*
 - (B) Deportation of American Indians from the Southeast to Oklahoma through the Indian Removal Act
 - (C) Emergence of literary realism with works like *The Adventures of Huckleberry Finn* and the introduction of American jazz music
 - (D) Growth of social reform movements like the Temperance Movement, the Salvation Army, and Hull House
24. The change in data represented in the graph from 1860 to 1880 most directly influenced which of the following trends?
- (A) Increased suburban migration and the development of intercity transportation to ferry workers from the suburbs to the city
 - (B) Passage of the Dawes Act to dismantle tribal governments and open new lands for increasing numbers of white settlers
 - (C) Increased agricultural production in the South and decreased dependence on industrialization for economic growth
 - (D) Passage of the Civil Rights Act of 1875, which prohibited discrimination based on race in public places like hotels and railroads

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Questions 25–28 refer to the excerpt below.

“No more, America, in mournful strain
Of wrongs, and grievance unredressed complain,
No longer shalt thou dread the iron chain,
Which wanton Tyranny with lawless hand
Had made, and with it meant to enslave the land.
Should you, my lord, while you peruse my song,
Wonder from whence my love of Freedom sprung,
Whence flow these wishes for the common good,
By feeling hearts alone best understood,
I, young in life, by seeming cruel fate
Was snatched from Africa’s fancied happy seat:
What pangs excruciating must molest,
What sorrows labor in my parent’s breast?
Steeled was that soul and by no misery moved
That from a father seized his babe beloved:
Such, such my case. And can I then but pray
Others may never feel tyrannical sway?”

Phillis Wheatley, poet, *To the Right and Honorable William, Earl of Dartmouth*, 1773

25. The comparison established in this excerpt most directly supports the development of which of the following ideas?
- (A) American independence
 - (B) Manifest Destiny
 - (C) Religious freedom
 - (D) Capitalism
26. Wheatley’s experiences and expression of ideas would most directly impact which movements in the late nineteenth century?
- (A) Labor reform and child welfare
 - (B) Civil rights and women’s suffrage
 - (C) Social Gospel and temperance
 - (D) Conservation and environmentalism
27. Which of the following amendments to the Constitution most directly refuted the ideas expressed in Wheatley’s excerpt?
- (A) Voting laws that tied suffrage to race, gender, and property rights
 - (B) Right of citizens to maintain an organized militia and to bear arms
 - (C) Inability of states to administer formal treaties with foreign powers
 - (D) Freedom of religion, speech, assembly, and the press
28. The ideas expressed in Wheatley’s poem most directly reflect a national political debate regarding which of the following?
- (A) Establishment of a national bank
 - (B) Interstate commerce controlled by the Federal government
 - (C) Participation in the trans-Atlantic slave trade
 - (D) Limits of the presidential term of office

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Questions 29 and 30 refer to the excerpt below.

“The Constitution has conferred on Congress the right to establish a uniform rule of naturalization, and this right is evidently exclusive, and has always been held by this court to be so. Consequently, no State, since the adoption of the Constitution, can, by naturalizing an alien, invest him with the rights and privileges secured to a citizen of a State under the Federal Government, although, so far as the State alone was concerned, he would undoubtedly be entitled to the rights of a citizen and clothed with all the rights and immunities which the Constitution and laws of the State attached to that character.

It is very clear, therefore, that no State can, by any act or law of its own, passed since the adoption of the Constitution, introduce a new member into the political community created by the Constitution of the United States. It cannot make him a member of this community by making him a member of its own. And, for the same reason, it cannot introduce any person or description of persons who were not intended to be embraced in this new political family which the Constitution brought into existence, but were intended to be excluded from it.”

United States Supreme Court, *Dred Scott v. John F. A. Sanford*, March 6, 1857

29. Which of the following was the most immediate impact of the decision outlined in this excerpt?
- (A) Democrats and Republicans began a war of words in the nation’s papers regarding the decision.
 - (B) Abolitionist groups gained supporters, and John Brown organized a raid on Harpers Ferry to encourage a slave rebellion.
 - (C) Southern politicians began formulating a plan of secession to leave the Union and form the Confederate States of America.
 - (D) The Missouri Compromise of 1820 was deemed unconstitutional and slavery could expand to free territories.
30. The decision in the *Dred Scott* case was directly overturned by which post–Civil War amendments?
- (A) The Twelfth and Thirteenth Amendments
 - (B) The Thirteenth and Fourteenth Amendments
 - (C) The Fifteenth and Sixteenth Amendments
 - (D) The Sixteenth and Seventeenth Amendments

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Questions 31 and 32 refer to the excerpt below.

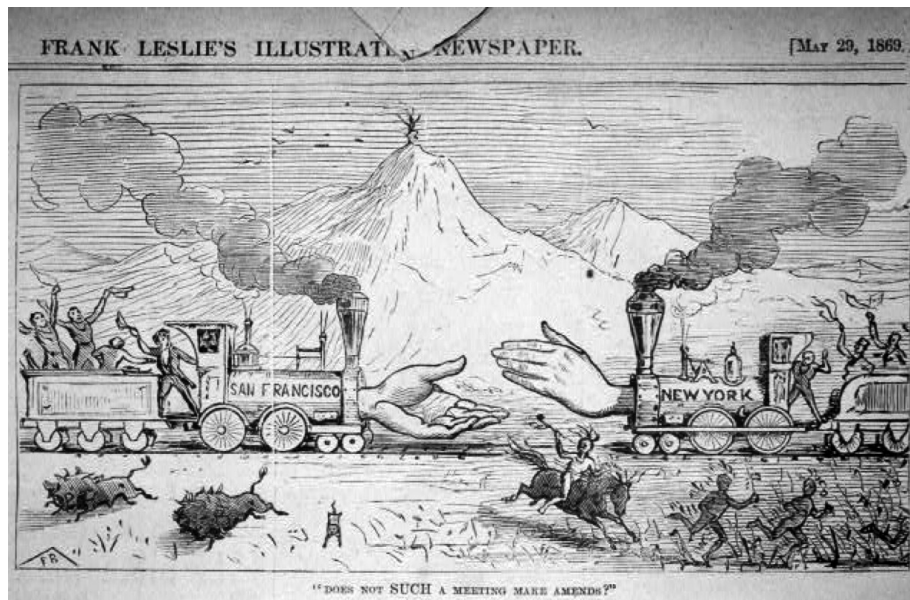
“It would be unjust to assume that these women were conscious heroines. They wrought with courage and purpose equal to these traits in the men, but probably none of the Pilgrims had a definite vision of the future. With words of appreciation that are applicable to both sexes, ex-President Charles W. Eliot has said: ‘The Pilgrims did not know the issue and they had no vision of it. They just loved liberty and toleration and truth, and hoped for more of it, for more liberty, for a more perfect toleration, for more truth, and they put their lives, their labors, at the disposition of those loves without the least vision of this republic, or of what was going to come out of their industry, their devotion, their dangerous and exposed lives.’”

Annie Russell Marble, *The Women Who Came in the Mayflower*, 1920

31. The excerpt suggests an alternative perspective for early British migration to North America that most sharply contrasts with which of the following popular ideas?
- (A) Early British colonists wanted to establish a Christian community that would serve as a model for the rest of the world.
 - (B) Early British colonists came to North America to escape religious persecution and practice their faith quietly and inconspicuously.
 - (C) Early British colonists sought political stability, wealth, and freedom from social caste systems.
 - (D) Early British colonists cultivated relationships with American Indian tribes for the sole purpose of religious conversion.
32. In which way did Puritan religious beliefs most directly influence the decisions of the United States founders in framing the Constitution?
- (A) Belief in a monotheistic God influenced the decision to have a sole figurehead represent the United States to the world in the form of president.
 - (B) The Christian doctrine of salvation led to the implementation of a legal system based on judicial review.
 - (C) The desire of the Puritans to worship free from government influence was expressed in the legal separation of church and state.
 - (D) A focus on acts of mercy and charity developed into the establishment of laws that maintained the well-being of citizens.

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Questions 33–35 refer to the 1869 political cartoon below, “Does Not Such a Meeting Make Amends?” by Frank Beard.



Courtesy of the Library of Congress, 2002720304

33. The image most directly reflects which of the following?
- (A) The increasing diversity of American citizens
 - (B) The reunification of the nation around a central goal
 - (C) The rising sense of national unity that occurred after the Civil War
 - (D) The growing animosity between former slaves and American Indians
34. The event showcased in the image most directly resulted in which of the following trends?
- (A) Increasing immigration to the western states as railroads offered steady and relatively unskilled employment opportunities
 - (B) Increased mobility for American citizens that resulted in the Great Migration to northern cities
 - (C) Violent conflicts between American Indians and the United States government that resulted in a decline in American Indian populations
 - (D) New forms of communication that resulted in a faster sharing of news and greater political participation by citizens
35. The ideas depicted in the illustration most directly reflect which of the following concepts?
- (A) American exceptionalism
 - (B) Government support for industry
 - (C) American isolationism
 - (D) Manifest Destiny

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Questions 36 and 37 refer to the illustration below, titled “The Anarchist Riot in Chicago.”



Courtesy of the Library of Congress, 99614182

36. What is most likely the purpose of this image?
- (A) To discredit labor unions by characterizing their members as violent anarchists
 - (B) To build sympathy for working class citizens by illustrating their economic plight
 - (C) To honor police officers by showing their fortitude and order during a dangerous situation
 - (D) To highlight the dangers of urbanization and encourage citizens to move to the suburbs
37. Which of the following was a major contrast between labor unions as depicted in the image and farm movements like the Grange?
- (A) The public was more sympathetic to the plights of farmers than to the plights of laborers.
 - (B) Farm movements spread rapidly across the country given the high proportion of the population engaged in farming, while labor unions struggled to spread outside of major urban centers.
 - (C) Labor unions had less economic power than farm movements because union members were from poorer classes.
 - (D) The goal of the farm movement was to decrease exports, while the goal of the labor movement was to increase imports.

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Questions 38–41 refer to the excerpt below.

“In the past year the work of the Negro hater has flourished in the land. Step by step the defenders of the rights of American citizens have retreated. The work of stealing the black man’s ballot has progressed and fifty and more representatives of stolen votes still sit in the nation’s capital. Discrimination in travel and public accommodation has so spread that some of our weaker brethren are actually afraid to thunder against color discrimination as such and are simply whispering for ordinary decencies (politeness).

Against this the Niagara Movement eternally protests. We will not be satisfied to take one jot or tittle less than our full manhood rights. We claim for ourselves every single right that belongs to a freeborn American, political, civil, and social; and until we get these rights we will never cease to protest and assail (attack) the ears of America. The battle we wage is not for ourselves alone, but for all true Americans. It is a fight for ideals, lest this our common fatherland, false to its founding, become in truth the land of the Thief and the home of the Slave—a by word and a hissing among the nations for its sounding pretensions (posing) and pitiful accomplishment.”

W. E. B. Du Bois, American civil rights activist, *Speech Given at Harpers Ferry*, 1906

38. This excerpt was written in direct response to which of the following?
- (A) The effects of the legalization of segregation through *Plessy v. Ferguson*
 - (B) Progressive laws mandating United States senators be elected through popular vote
 - (C) Voter laws legalizing poll taxes and literacy tests to disenfranchise black voters
 - (D) The growing economic disparity between laborers, farmers, and corporate leaders
39. Historians would most likely use the information presented in this excerpt to support which of the following claims?
- (A) Reformers during the Progressive Era championed voting rights for African Americans.
 - (B) The Niagara Movement marked the beginning of the modern civil rights movement.
 - (C) W. E. B. Du Bois worked to extend John Brown’s legacy by speaking at Harpers Ferry.
 - (D) The efforts of civil rights activists were weakened by United States involvement in World War I.
40. Which of the following Progressive Era ideas most directly contrasts Du Bois’s argument in this excerpt?
- (A) Educational and economic growth comes before social and political change.
 - (B) Political and social reform is a prerequisite for gaining economic opportunity.
 - (C) Voting is a fundamental right that should be granted to all citizens.
 - (D) American idealism cannot be spread throughout the world if not practiced by citizens.
41. Which international event most contributed to the continuation of ideas expressed in Du Bois’s excerpt?
- (A) World War I
 - (B) World War II
 - (C) Korean War
 - (D) Cuban Missile Crisis

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Questions 42 and 43 refer to the excerpt below.

“The strongest reason for giving woman all the opportunities for higher education, for the full development of her faculties, forces of mind and body; for giving her the most enlarged freedom of thought and action; a complete emancipation from all forms of bondage, of custom, dependence, superstition; from all the crippling influences of fear, is the solitude and personal responsibility of her own individual life. The strongest reason why we ask for woman a voice in the government under which she lives; in the religion she is asked to believe; equality in social life, where she is the chief factor; a place in the trades and professions, where she may earn her bread, is because of her birthright to self-sovereignty; because, as an individual, she must rely on herself.”

Elizabeth Cady Stanton, a women’s rights activist, *Solitude of Self*, January 18, 1892

42. Stanton’s claim that a woman should be given equal opportunities “because of her birthright to self-sovereignty” was most directly reflected in which of the following?
- (A) *Roe v. Wade*
 - (B) Title IX
 - (C) Affirmative action
 - (D) Nineteenth Amendment
43. The ideas expressed in Stanton’s excerpt most directly resulted in which of the following during the late nineteenth century?
- (A) Emergence of women pursuing work in the fields of social science and home economics
 - (B) Increased number of women obtaining graduate degrees from predominately male universities
 - (C) Decreased number of women participating in manufacturing jobs and joining labor unions
 - (D) Waning support for higher education among middle and upper class white women

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Questions 44–46 refer to the excerpt below.

“Some say shift the tax burden to business and industry, but business doesn’t pay taxes. Oh, don’t get the wrong idea. Business is being taxed, so much so that we’re being priced out of the world market. But business must pass its costs of operations—and that includes taxes—on to the customer in the price of the product. Only people pay taxes, all the taxes. Government just uses business in a kind of sneaky way to help collect the taxes. They’re hidden in the price; we aren’t aware of how much tax we actually pay.”

President Ronald Reagan, *Address to the Nation on the Economy*, February 5, 1981

44. Reagan’s address was delivered as a direct result of which of the following?
- (A) Release of American hostages in Iran
 - (B) High inflation and double-digit unemployment
 - (C) Stock market crash and movement to recession
 - (D) Decreasing participation in labor unions
45. Reagan’s tax initiatives, outlined in this excerpt, most directly resulted in which of the following trends?
- (A) An increase in money supply as a result of lower tax obligations
 - (B) Deregulation in industry that negatively impacted the environment
 - (C) A growing middle class and service industry to support them
 - (D) Lower unemployment rates and an increase in manufacturing
46. Which of the following trends, brought about by the policies initiated by Reagan in this excerpt, has continued through the twenty-first century?
- (A) Low unemployment rates in manufacturing
 - (B) Decreased value of the American dollar
 - (C) Increasing disparity between the wealthy and poor
 - (D) Emergence of a stronger, more diverse middle class

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Questions 47 and 48 refer to the image below.



Courtesy of the Library of Congress, LC-USZ62-17121

47. The ideas captured in this image were most directly influenced by which of the following?
- (A) Emergence of American nationalism and expansion of populist ideas
 - (B) Diminished economic growth and the increased political influence of labor unions
 - (C) Continued support of isolationist policies and the desire to avoid international conflict
 - (D) Long-held prejudices against Asian immigrants and the attack on Pearl Harbor
48. Which of the following was the direct result of the ideas captured in this image?
- (A) Development of the atomic bomb
 - (B) Relocation of Japanese Americans to internment camps
 - (C) War bond sales and victory gardens
 - (D) Increasing number of females in the workforce

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Questions 49–52 refer to the excerpt below.

“One way of life is based upon the will of the majority, and is distinguished by free institutions, representative government, free elections, guarantees of individual liberty, freedom of speech and religion, and freedom from political oppression.

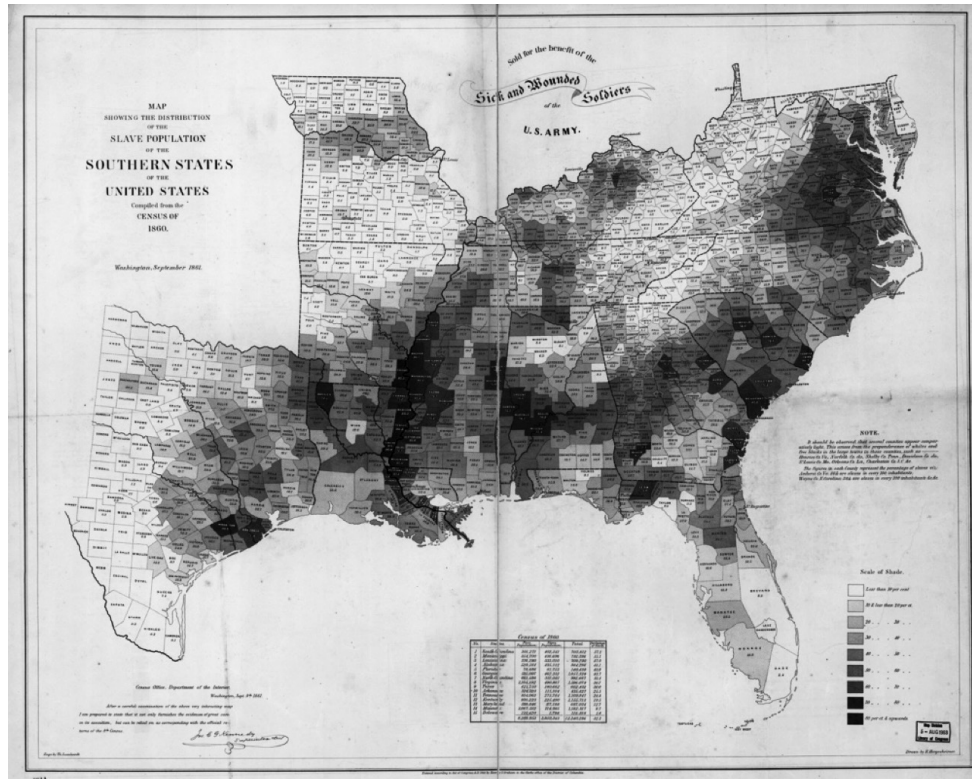
The second way of life is based upon the will of a minority forcibly imposed upon the majority. It relies upon terror and oppression, a controlled press and radio; fixed elections, and the suppression of personal freedoms.”

President Harry Truman, Address Before a Joint Session of Congress, 1947

49. In this excerpt, Truman’s primary goal was which of the following?
- (A) Contrast Communist totalitarianism with United States democracy
 - (B) Reestablish the foreign policy practice of American isolationism
 - (C) Encourage a military conflict with the Soviet Union
 - (D) Build political momentum for an invasion of the Soviet Union
50. The arguments delineated by Truman in this excerpt were used as justification for which of the following actions?
- (A) Division of Germany into zones
 - (B) Birth of the German Democratic Republic
 - (C) Establishment of the United Nations Atomic Energy Commission
 - (D) Passage of the Marshall Plan to provide aid to Europe after WWII
51. In which way were the ideas in Truman’s excerpt inadvertently refuted by the actions of anti-Communist groups in the mid-twentieth century?
- (A) Anti-Communist groups encouraged tolerance and “freedom from political oppression.”
 - (B) Anti-Communist groups encouraged nationalism and “suppression of personal freedoms.”
 - (C) Anti-Communist groups encouraged a free press and “guarantees of personal liberty.”
 - (D) Anti-Communist groups encouraged isolationism and “the will of the minority.”
52. Which of the following was a long-term effect of the United States foreign policy as outlined in the Truman Doctrine?
- (A) Lagging economic growth due to increased dependence on imports from Europe
 - (B) Growing agricultural markets due to decreased consumption of European wheat
 - (C) Long-term economic growth due to favorable trade relationships with Europe
 - (D) Declining manufacturing jobs due to lack of need for war materials

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Questions 53–55 refer to the map below.



Courtesy of the Library of Congress, 99447026

53. The map most directly reflects which of the following trends in the mid-nineteenth century?
- (A) Southern economic growth
 - (B) Emergence of industrialization
 - (C) Westward expansion of slavery
 - (D) Increasing dependency on slave labor
54. The growing separation between slave and free areas reflected in this map primarily resulted in which of the following?
- (A) The Missouri Compromise
 - (B) *Dred Scott v. Sandford*
 - (C) The Great Migration
 - (D) Kansas-Missouri Border War
55. The pattern of population distribution reflected in the map best explains which of the following?
- (A) The Texas oil boom in the latter decades of the nineteenth century
 - (B) The post-war economic decline of the South's agricultural economy
 - (C) The influx of Irish and Italian immigrants in the late nineteenth century
 - (D) The growth of the transcontinental railroad and westward migration

END OF SECTION A.

UNITED STATES HISTORY

SECTION I, Part B

Time—40 minutes

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

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.

“The political system of the allied powers is essentially different in this respect from that of America. This difference proceeds from that which exists in their respective Governments; and to the defense of our own, which has been achieved by the loss of so much blood and treasure, and matured by the wisdom of their most enlightened citizens, and under which we have enjoyed unexampled felicity, this whole nation is devoted. We owe it, therefore, to candor and to the amicable relations existing between the United States and those powers to declare that we should consider any attempt on their part to extend their system to any portion of this hemisphere as dangerous to our peace and safety. With the existing colonies or dependencies of any European power we have not interfered and shall not interfere. But with the Governments who have declared their independence and maintain it, and whose independence we have, on great consideration and on just principles, acknowledged, we could not view any interposition for the purpose of oppressing them, or controlling in any other manner their destiny, by any European power in any other light than as the manifestation of an unfriendly disposition toward the United States.”

President Monroe, address to Congress that would later become known as *The Monroe Doctrine*, 1823

“During the nineteenth century the United States built up alongside of this Doctrine a personal policy, which does not represent the interests of the continent, but quite the reverse; wherefore it inspires fear rather than sympathy in the states of Latin-America. This so-called policy of hegemony consists of intervention by the United States, on behalf of its own interests, in the domestic affairs of certain states of Latin-America, especially those that are situated in or near the Caribbean Sea, and those bordering the Gulf of Mexico. This policy is the well-nigh natural result of the tremendous territorial, economic, and maritime superiority of the United States.”

Dr. Alejandro Alvarez, *The Monroe Doctrine from the Latin-American Point of View*, 1917

1. Using the excerpts above, answer (a), (b), and (c).
 - a) Briefly describe ONE major difference between Monroe’s and Alvarez’s historical arguments regarding United States foreign policy.
 - b) Briefly explain how ONE specific historical event or development from the period 1800 to 1848 that is not explicitly mentioned in the excerpts could be used to support Monroe’s argument.
 - c) Briefly explain how ONE specific historical event or development from the period 1800 to 1848 that is not explicitly mentioned in the excerpts could be used to support Alvarez’s argument.

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WILSON'S SUGGESTION FOR A CARTOON



2. Using the 1912 campaign image above, answer parts (a), (b), and (c).
 - a) Briefly describe ONE perspective expressed by the artist about the relationship between politics and economics.
 - b) Briefly explain ONE event or development that led to the historical situation depicted in the image.
 - c) Briefly explain ONE specific impact that the relationship between politics and economics had on American society from the period 1890 to 1945.

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Question 3 or 4

Directions: Answer either Question 3 or Question 4.

3. Answer (a), (b), and (c). Confine your response to the period from 1754 to 1800.
- a) Briefly describe ONE specific historical difference between the policies of the Federalists as typified by John Adams and the policies of the Democratic-Republicans as typified by Thomas Jefferson.
 - b) Briefly describe ONE specific historical similarity between the policies of the Federalists as typified by John Adams and the policies of the Democratic-Republicans as typified by Thomas Jefferson.
 - c) Briefly explain ONE specific historical effect of the election of 1800 in which Democratic-Republican Thomas Jefferson defeated Federalist John Adams.
4. Answer (a), (b), and (c).
- a) Briefly describe ONE specific historical impact the Cold War had on United States foreign policy in the period 1945–1980.
 - b) Briefly describe ONE specific historical impact the Cold War had on United States domestic policy in the period 1945–1980.
 - c) Briefly explain ONE specific historical impact the Cold War had on United States economic development and technological changes in the period 1945–1980.

END OF SECTION I

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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.

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1. Evaluate the extent to which efforts to reconstruct the South immediately following the Civil War were effective in the period 1865–1877.

Document 1

Source: 13th Amendment to the United States Constitution, 1865

Section 1.

Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction.

Section 2.

Congress shall have power to enforce this article by appropriate legislation.

Document 2

Source: The Black Code of St. Landry's Parish, Louisiana, 1865

SECTION 1. *Be it ordained by the police jury of the parish of St. Landry,* That no negro shall be allowed to pass within the limits of said parish without a special permit in writing from his employer. Whoever shall violate this provision shall pay a fine of two dollars and fifty cents, or in default thereof shall be forced to work four days on the public road, or suffer corporeal punishments as provided hereinafter.

SECTION 2. *Be it further ordained,* That every negro who shall be found absent from the residence of his employer after 10 o'clock at night, without a written permit from his employer, shall pay a fine of five dollars, or in default thereof, shall be compelled to work five days on the public road, or suffer corporeal punishments as provided hereinafter.

SECTION 3. *Be it further ordained,* That no negro shall be permitted to rent or keep a house within said parish. Any negro violating this provision shall be immediately ejected and compelled to find an employer; and any person who shall rent, or give the use of any house to any negro, in violation of this section, shall pay a fine of five dollars for each offence.

SECTION 4. *Be it further ordained,* That every negro is required to be in the regular service of some white person, or former owner, who shall be held responsible for the conduct of said negro. But said employer or former owner may permit said negro to hire his own time by special permission in writing, which permission shall not extend over seven days at any one time. Any negro violating the provisions of this section shall be fined five dollars for each offence, or in default of the payment thereof shall be forced to work five days on the public road, or suffer corporeal punishment as hereinafter provided.

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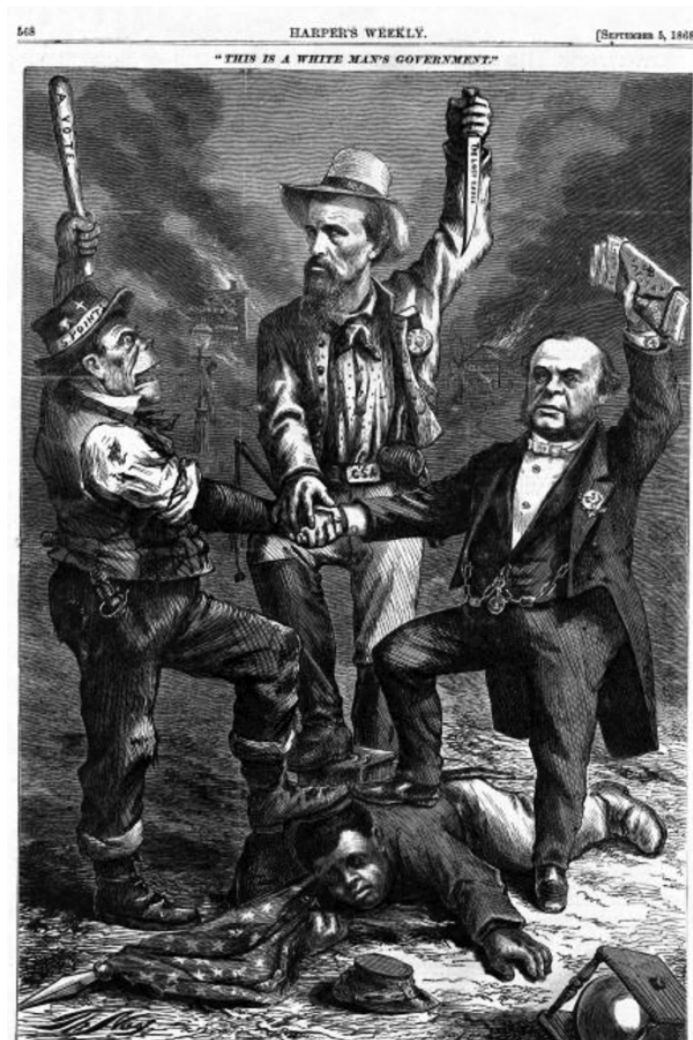
Document 3

Source: Frederick Douglass, "Reconstruction," *The Atlantic*, December 1866

Fortunately, the Constitution of the United States knows no distinction between citizens on account of color. Neither does it know any difference between a citizen of a State and a citizen of the United States. Citizenship evidently includes all the rights of citizens, whether State or national. If the Constitution knows none, it is clearly no part of the duty of a Republican Congress now to institute one. The mistake of the last session was the attempt to do this very thing, by a renunciation of its power to secure political rights to any class of citizens, with the obvious purpose to allow the rebellious States to disfranchise, if they should see fit, their colored citizens. This unfortunate blunder must now be retrieved, and the emasculated citizenship given to the negro supplanted by that contemplated in the Constitution of the United States, which declares that the citizens of each State shall enjoy all the rights and immunities of citizens of the several States,—so that a legal voter in any State shall be a legal voter in all the States.

Document 4

Source: "This Is a White Man's Government," cartoon, *Harper's Weekly*, 1868



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Document 5

Source: 15th Amendment to the United States Constitution, 1870

Section 1.

The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any state on account of race, color, or previous condition of servitude.

Section 2.

The Congress shall have power to enforce this article by appropriate legislation.

Document 6

Source: *New York Times*, February 26, 1870

“Mr. Revels, the colored Senator from Mississippi, was sworn in and admitted to his seat this afternoon at 4:40 o’clock. There was not an inch of standing or sitting room in the galleries, so densely were they packed; and to say that the interest was intense gives but a faint idea of the feeling which prevailed throughout the entire proceeding . . .

. . . The question was then put on the admission, which was passed by the same strict drawing of the party lines. Only one thing remained, which was that the first colored Senator elect should advance to the Speaker’s desk and be sworn . . .

. . . The ceremony was short. Mr. Revels showed no embarrassment whatever, and his demeanor was as dignified as could be expected under the circumstances. The abuse which had been poured upon him and on his race during the last two days might well have shaken the nerves of any one.”

Document 7

Source: “Carpetbagger,” cartoon, Harper’s Weekly, 1872



END OF DOCUMENTS FOR QUESTION 1

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 Trans-Atlantic Slave Trade fostered economic change and long-term differentiation in the American colonies in the period from 1607–1808.

 3. Evaluate the extent to which the War of 1812 marked a turning point in the American foreign policy, analyzing what changed and what stayed the same from the period before the war to the period after it.

 4. Evaluate the extent to which the creation of the internet in the 1980s both changed communication methods in the United States and show continuity with previous technologies.

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

STOP**END OF EXAM**