AP® United States History Exam

SECTION I, Part A: Multiple Choice

2016

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

At a Glance

Time
55 minutes
Number of Questions
49
Percent of Total Score
40%
Writing Instrument
Pencil required

Instructions

Section I, Part A of this exam contains 49 multiple-choice questions. Fill in only the circles for numbers 1 through 49 on your multiple-choice 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 multiple-choice 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 circle on the multiple-choice 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	Sample Answer
Chicago is a (A) state (B) city (C) country (D) continent	Ⓐ ● Ⓒ Ⓓ Ⓔ

Use your time effectively, working as quickly 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
50 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 in the Section I, Part B: Short Answer 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.

Form Code 4NBP-P-0701
07

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UNITED STATES HISTORY

SECTION I, Part A

Time—55 minutes

49 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.

> "Let us, then, fellow-citizens, unite with one heart and one mind. Let us restore to social intercourse that harmony and affection without which liberty and even life itself are but dreary things. And let us reflect that, having banished from our land that religious intolerance under which mankind so long bled and suffered, we have yet gained little if we countenance a political intolerance as despotic, as wicked, and capable of as bitter and bloody persecutions. . . . We have called by different names brethren of the same principle. We are all Republicans, we are all Federalists. If there be any among us who would wish to dissolve this Union or to change its republican form, let them stand undisturbed as monuments of the safety with which error of opinion may be tolerated where reason is left free to combat it."
>
> Thomas Jefferson, first inaugural address, 1801

1. The excerpt best reflects which of the following?

   (A) Conflicts over how the Constitution should be implemented and interpreted

   (B) Fear that the United States would be overtaken by a foreign power

   (C) Disagreement over the consequences of the French Revolution for the United States

   (D) Secessionist pressures coming from slaveholders in the South

2. Which of the following issues of the period was Jefferson most likely concerned with in the excerpt?

   (A) The growth of slave labor

   (B) The creation of political parties

   (C) The expansion of the right to vote

   (D) The growth of various Protestant religious groups

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3. In highlighting "the safety with which error of opinion may be tolerated," Jefferson was referring most directly to

   (A) passage of the Alien and Sedition Acts, which were designed to suppress criticism of the government

   (B) Great Britain's efforts to deny colonists their political rights in the years before the American Revolution

   (C) the use of government force to put down popular uprisings like Shays' Rebellion and the Whiskey Rebellion

   (D) restrictive anti–American Indian policies that conflicted with the nation's professed political ideals

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Questions 4 - 7 refer to the excerpt below.

"Article 2: [T]he United States now solemnly agrees that no persons . . . shall ever be permitted to pass over, settle upon, or reside in . . . this reservation for the use of said Indians.

"Article 6: If any individual belonging to said tribes of Indians, or legally incorporated with them, being the head of a family, shall desire to commence farming, he shall have the privilege to select . . . a tract of land within said reservation, not exceeding three hundred and twenty acres in extent.

"Article 11: [T]he tribes who are parties to this agreement hereby stipulate that they will relinquish all right to occupy permanently the territory outside their reservations . . . but yet reserve the right to hunt on any lands north of North Platte, and on the Republican Fork of the Smoky Hill river, so long as the buffalo may range thereon in such numbers as to justify the chase. . . . They will withdraw all opposition to the construction of the railroads now being built on the plains. . . . They will not attack any persons at home, or travelling, nor molest or disturb any wagon trains, coaches, mules, or cattle belonging to the people of the United States."

Second Treaty of Fort Laramie, agreed between the United States government and various bands of the Sioux nation, 1868

4. The conflict between the Sioux nation and the United States was primarily driven by differing

   (A) styles of farming

   (B) claims to land

   (C) forms of government

   (D) family structures

5. Which of the following was typical of agreements such as the Fort Laramie Treaty between the United States government and American Indians in the post–Civil War West?

   (A) They frequently led to the formation of a common interest between the United States government and American Indians in controlling the activities of White settlers.

   (B) They generally led to the formation of strong, independent American Indian nations.

   (C) They usually lasted a short time before being broken by settlers' incursions onto American Indian reservations.

   (D) They led to the abandonment of most reservations as American Indian families sought economic opportunities in urban areas.

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6. Article 6 of the treaty most likely reflected which of the following sentiments?

   (A) A desire by many American Indians to change their way of life

   (B) A hope held by some in government that American Indians would adopt lifestyles similar to the lifestyles of White settlers

   (C) A need felt by many American Indians to more clearly legitimize their claims to the land

   (D) A wish by some in government to protect American Indian landholdings from encroachments by railroads

7. Which of the following contributed to reducing the conflict that article 11 and similar provisions of other treaties were designed to address?

   (A) The rerouting of several major railroads to avoid tribal lands

   (B) A decrease in the number of White settlers traveling near reservations

   (C) The implementation of government conservation policies that protected large areas of public land

   (D) The destruction of nearly the entire population of buffalo

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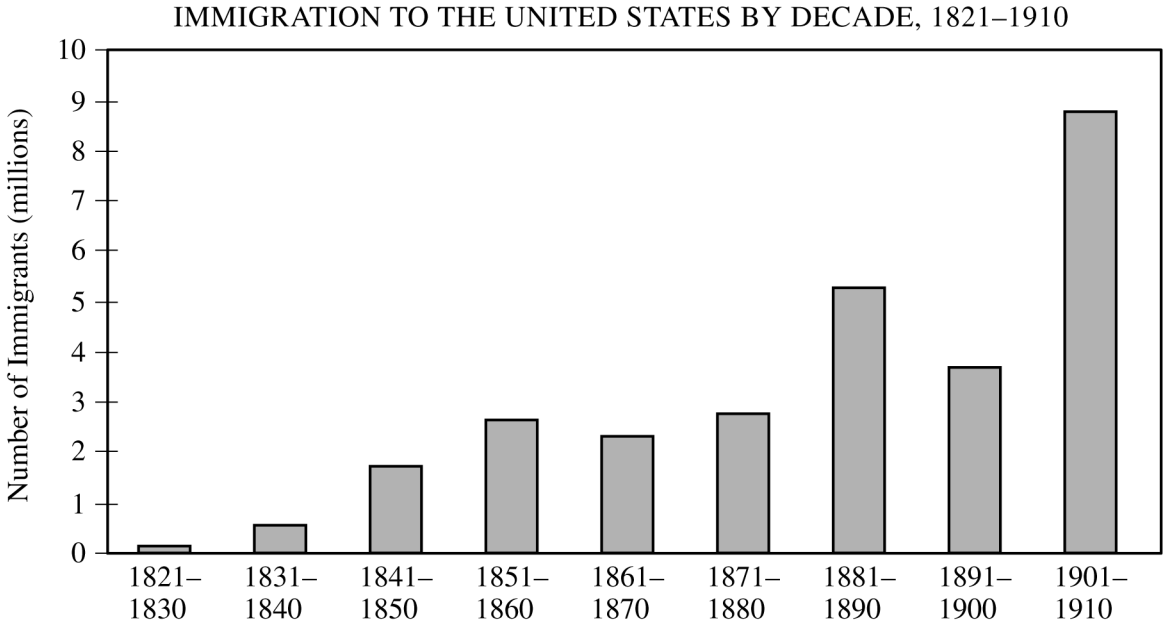
Questions 8 - 11 refer to the graph below.



8. Which of the following most directly contributed to the overall trend depicted in the graph?

   (A) Global fluctuations in credit and stock markets

   (B) The transformation of the United States into an industrial society

   (C) Progressive Era reforms of social conditions in the United States

   (D) The outbreak of global war

9. The trend depicted in the graph most directly contributed to which of the following developments after 1920 ?

   (A) A decline in internal migration

   (B) Federal efforts to return Mexican immigrants to their homeland

   (C) Restrictions on immigration from eastern and southern Europe

   (D) Total exclusion of immigration from China

10. The pattern depicted in the graph in the first half of the nineteenth century most directly resulted in

    (A) the formation of a political party that promoted nativism

    (B) federal provision of financial assistance to immigrants

    (C) the establishment of settlement houses

    (D) a more unified national culture that embraced immigrants

11. The majority of immigrants who arrived in the United States between 1821 and 1880 settled in the

    (A) West and Midwest

    (B) South and Midwest

    (C) South and Northeast

    (D) Midwest and Northeast

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Questions 12 - 14 refer to the excerpt below.

> "The Americas were discovered in 1492, and the first Christian settlements established by the Spanish the following year. . . . [I]t would seem . . . that the Almighty selected this part of the world as home to the greater part of the human race. . . . [T]heir delicate constitutions make them unable to withstand hard work or suffering and render them liable to succumb to almost any illness, no matter how mild. . . . It was upon these gentle lambs . . . that, from the very first day they clapped eyes on them, the Spanish fell like ravening wolves upon the fold, or like tigers and savage lions who have not eaten meat for days. . . . The native population, which once numbered some five hundred thousand, was wiped out by forcible expatriation to the island of Hispaniola."
>
> Bartolomé de Las Casas, 1552

12. An implication of Las Casas' argument is that a major cause of the decline of the native populations in the Americas after 1492 was the

    (A) importation of European and African wildlife to the Americas

    (B) large-scale clashes between native armies and the Spanish

    (C) resistance of indigenous groups to religious conversion

    (D) epidemics brought to the Americas by Europeans

13. Which of the following most directly resulted from the change in the Native American population described by Las Casas?

    (A) The Spanish introduced new crops into the Americas, altering the native diet.

    (B) The Spanish imported Africans as a new source of labor.

    (C) Laborers on Hispaniola launched a large-scale rebellion against their Spanish oppressors.

    (D) The remaining native groups established alliances with the Spanish colonists.

14. In their colonization of the Americas, the Spanish used the encomienda system to

    (A) organize and regulate Native American labor

    (B) improve trade relations with Native Americans

    (C) draft Native Americans into the Spanish military

    (D) limit intermarriage between Spaniards and Native Americans

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Questions 15 - 17 refer to the excerpt below.

> "We demand a graduated income tax. . . . Transportation being a means of exchange and a public necessity, the government should own and operate the railroads. . . . The land, including all the natural sources of wealth, is the heritage of the people, and should not be monopolized for speculative purposes, and alien ownership of land should be prohibited. . . . [W]e demand a free ballot and a fair count . . . to every legal voter. . . . [W]e favor a constitutional provision limiting the office of President and Vice-President to one term, and providing for the election of Senators of the United States by a direct vote of the people."
>
> People's (Populist) Party platform, 1892

15. Which of the following best describes the overarching goals of the Populist Party in the late nineteenth century?

    (A) Establishment of a transcontinental network of trains and the improvement of roads in the western United States

    (B) Expansion of United States influence in Central America and access to new international markets

    (C) Social and political reform guided by the idea of the survival of the fittest

    (D) Cooperative democracy and a stronger governmental role in the economic system

16. Activists formed the Populist Party most directly in response to the

    (A) growth of corporate power in agriculture and economic instability in farming

    (B) emergence of concerns about abuses of the environment

    (C) development of reform movements inspired by the Second Great Awakening

    (D) rise of monopolies and reduction of wages for industrial workers

17. The ideas of the Populist Party, as expressed in the excerpt, had the most in common with the ideas of the

    (A) Federalists in the 1790s

    (B) Progressive movement

    (C) Whigs in the 1830s

    (D) Civil Rights movement

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Questions 18 - 20 refer to the excerpt below.

> "Few historians would dispute that the market revolution brought substantial material benefits to most northeasterners, urban and rural. . . . Those who benefited most from the market revolution—merchants and manufacturers, lawyers and other professionals, and successful commercial farmers, along with their families—faced life situations very different from those known to earlier generations. The decline of the household as the locus of production led directly to a growing impersonality in the economic realm; household heads, instead of directing family enterprises or small shops, often had to find ways to recruit and discipline a wage-labor force; in all cases, they had to stay abreast of or even surpass their competitors."
>
> Sean Wilentz, historian, "Society, Politics, and the Market Revolution, 1815–1848," published in 1997

18. Which of the following cultural and social shifts resulted most directly from the trends described in the excerpt?

    (A) A sharp decline in regional differences

    (B) The emergence of new ideas about the proper roles of husbands and wives

    (C) A decline in the income gap between those in the wealthiest class and those in the working class

    (D) An increase in the importance placed on extended family relationships

19. Which of the following pieces of historical evidence from the United States census could best be used to support the argument in the excerpt?

    (A) Data showing changes in the number of textile mills

    (B) Data showing population growth in the West

    (C) Data showing the growth of the slave population

    (D) Data showing changes in cotton production and price

20. Which of the following historical developments contributed most directly to the market revolution?

    (A) The emergence of new forms of transportation

    (B) The increased number of women in the paid workforce

    (C) The emergence of southern opposition to tariffs

    (D) The decline of slavery in the Northeast

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Questions 21 - 23 refer to the excerpt below.

> "The most stringent protection of free speech would not protect a man in falsely shouting fire in a theater and causing a panic. . . . The question in every case is whether the words used are used in such circumstances and are of such a nature as to create a clear and present danger that they will bring about the substantive evils that Congress has a right to prevent. It is a question of proximity and degree. When a nation is at war, many things that might be said in time of peace are such a hindrance to its effort that their utterance will not be endured so long as men fight, and that no Court could regard them as protected by any constitutional right."
>
> Majority opinion of the United States Supreme Court in *Schenck* v. *United States*, 1919

21. The restrictions imposed by the Schenck decision most directly contradicted which of the following earlier developments in the United States?

    (A) Arguments for self-government asserted in the Declaration of Independence

    (B) Protection of liberties through the adoption of the Bill of Rights in 1791

    (C) Assertion of federal power over states' rights in the 1819 *McCulloch* v. *Maryland* decision

    (D) Expansion of voting rights during President Andrew Jackson's administration

22. The Schenck case emerged most directly from the context of which of the following?

    (A) Critiques by radicals of United States foreign policy

    (B) African American migration from the rural South to the urban North

    (C) Challenges by women to their prescribed status in society

    (D) Nativist resistance to migration from abroad

23. The federal government most enhanced its legal authority to address threats considered a clear and present danger during which of the following later periods?

    (A) In the 1970s, following antiwar protests against United States involvement in Vietnam

    (B) In the 1980s, following the renewed United States concerns over the Soviet threat

    (C) In the 1990s, following United States military interventions in Somalia

    (D) In the 2000s, following the terrorist attacks in the United States

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Questions 24 and 25 refer to the excerpt below.

> "Slavery, though imposed and maintained by violence, was a negotiated relationship. . . . First, even as they confronted one another, master and slave had to concede, however grudgingly, a degree of legitimacy to the other. . . . [T]he web of interconnections between master and slave necessitated a coexistence that fostered cooperation as well as contestation. Second, because the circumstances of such contestation and cooperation continually changed, slavery itself continually changed. . . . Slavery was never made, but instead was continually remade, for power—no matter how great—was never absolute, but always contingent."
>
> Ira Berlin, historian, *Many Thousands Gone: The First Two Centuries of Slavery in North America*, 1998

24. Which of the following primary sources would most likely support Berlin's argument in the excerpt?

    (A) Data showing the growth of the enslaved population during the 1700s

    (B) Records of purchases and sales of slaves from a plantation in the South

    (C) Diary entries from a slaveholder discussing plantation life

    (D) Speeches about slavery given by officials in the British colonial government

25. Which of the following contributed most to the increasing use of African slave labor in North America during the 1600s and 1700s?

    (A) Successful colonial attempts to convert enslaved Africans to Christianity

    (B) European demand for agricultural products grown in the colonies

    (C) The spread of European Enlightenment ideas in the colonies

    (D) A decline in regional distinctiveness among the colonies

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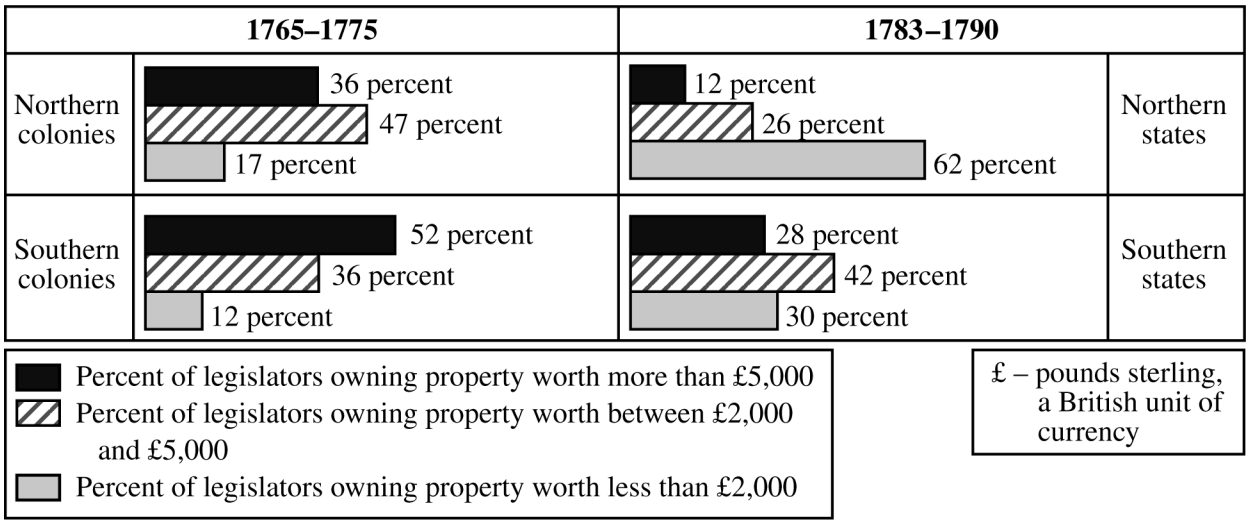
Questions 26 - 28 refer to the graph below.

VALUE OF PROPERTY OWNED BY COLONIAL AND STATE LEGISLATORS



26. The graph most strongly supports which of the following arguments?

    (A) The American Revolution led to an overall decrease in the value of property owned by citizens in the former colonies and new states.

    (B) The American Revolution resulted in increased political power for men of less wealth.

    (C) The governments of southern colonies and states were generally more democratic than those of northern colonies and states.

    (D) Property qualifications for holding office became more closely aligned with voting qualifications after the American Revolution.

27. Which of the following factors most directly contributed to the change between the two periods shown in the graph?

    (A) A rise in secular reform inspired by the Second Great Awakening

    (B) A fear of too much popular influence in government

    (C) An expansion of political democracy for White men

    (D) A growing reluctance to locate political power in legislative assemblies

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28. Which of the following statements best explains the change over time in the composition of legislatures depicted in the graph?

(A) Women became involved in politics through their participation in the grassroots independence movement.

(B) The concept of republican self-government encouraged individual talent.

(C) Factory jobs provided workers with increased free time that some used to participate in politics.

(D) Participation in labor unions encouraged workers to engage in politics.

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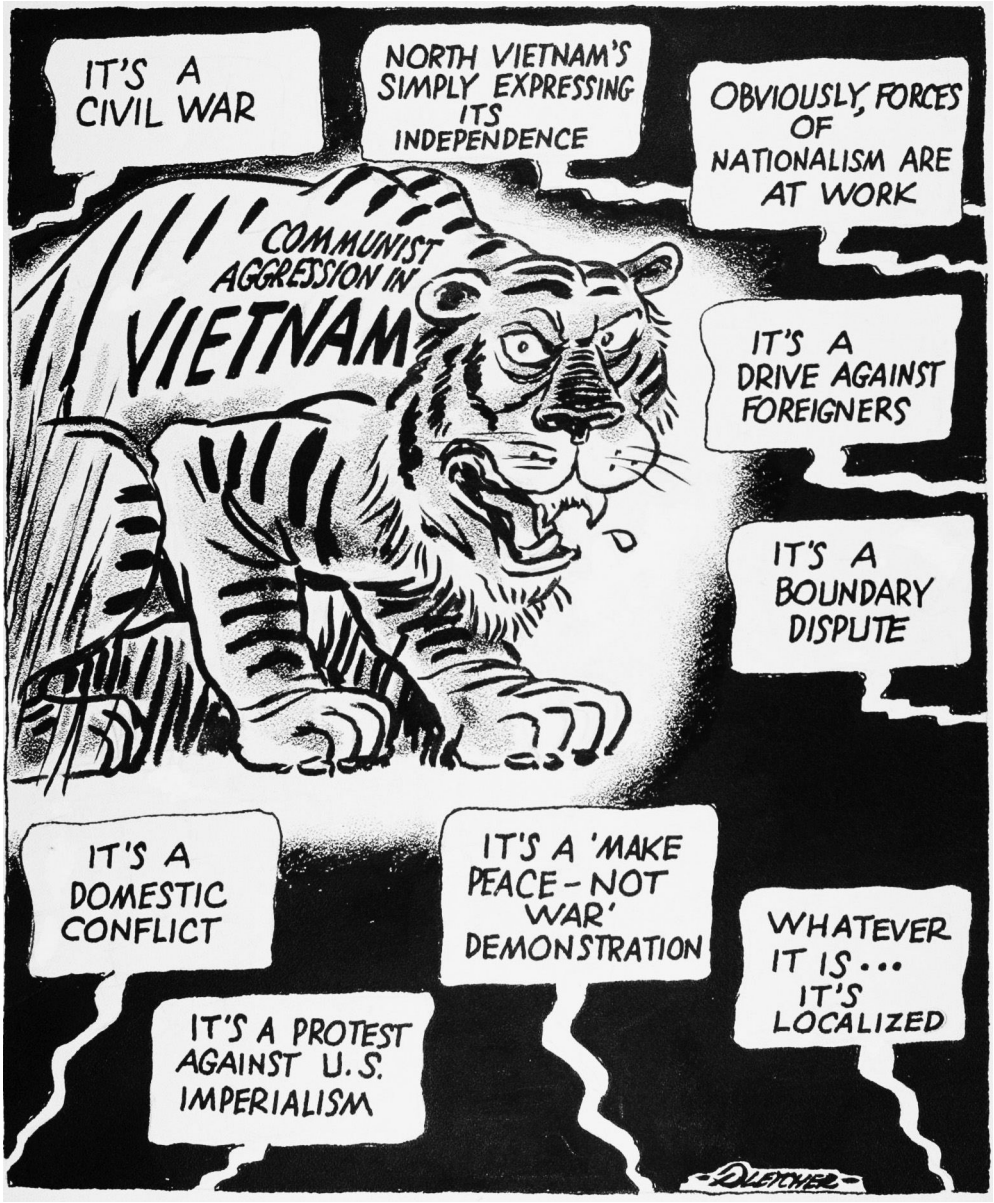
Questions 29 - 32 refer to the 1967 image below.

Nine Blind Men and the Tiger



Times Picayune-Landov

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29. The image most closely reflects which of the following developments in the political climate in the United States?

(A) Declining public support for fighting communism in developing countries

(B) A growing public debate over the merits and rationale for the Vietnam War

(C) A growing public realization that the United States was unlikely to achieve a clear victory in the Vietnam War

(D) A renewed public commitment to the containment of communism

30. The image most directly illustrates a United States foreign policy that emphasized

(A) stopping the spread of communism in Africa, Asia, and the Middle East

(B) containing communism in Eastern Europe

(C) placing greater importance on human rights

(D) supporting the Non-Aligned Movement among Middle Eastern and Asian countries

31. Which of the following developments is the most direct effect of the situation portrayed in the image?

(A) Increased public opposition to the use of nuclear weapons

(B) Expanded use of military force to achieve foreign policy goals in Eastern Europe

(C) Reduced congressional oversight of United States military interventions

(D) Reduced public trust in the federal government and the president

32. Which of the following was a key difference between the Korean War and the Vietnam War?

(A) The chances of a direct military clash between the United States and the Soviet Union was greater in the Vietnam War.

(B) United States leaders could more easily argue that communist aggression led to the Vietnam War.

(C) Public opposition was more significant for the Vietnam War than for the Korean War.

(D) The press was more adversarial toward United States policy during the Korean War.

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Questions 33 - 36 refer to the excerpts below.

"We know through painful experience that freedom is never voluntarily given by the oppressor; it must be demanded by the oppressed. Frankly, I have yet to engage in a direct-action campaign that was 'well timed' in the view of those who have not suffered unduly from the disease of segregation. . . . We must come to see, with one of our distinguished jurists, that 'justice too long delayed is justice denied.' We have waited for more than 340 years for our constitutional and God-given rights. The nations of Asia and Africa are moving with jetlike speed toward gaining political independence, but we still creep at horse-and-buggy pace toward gaining a cup of coffee at a lunch counter."

Martin Luther King, Jr., African American leader, "Letter from Birmingham Jail," 1963

"The White man knows that the Black revolution is worldwide. . . . So I cite these various revolutions, brothers and sisters, to show you that you don't have a peaceful revolution. You don't have a turn-the-other-cheek revolution. There's no such thing as a nonviolent revolution. The only kind of revolution that's nonviolent is the Negro revolution. The only revolution in which the goal is loving your enemy is the Negro revolution. It's the only revolution in which the goal is a desegregated lunch counter, a desegregated theater, a desegregated park, and a desegregated public toilet. . . . That's no revolution. Revolution is based on land. . . . Land is the basis of freedom, justice, and equality. . . . A revolutionary wants land so he can set up his own nation, an independent nation."

Malcolm X, African American leader, "Message to the Grass Roots," 1963

33. In noting that he had "yet to engage in a direct-action campaign that was 'well timed,'" Martin Luther King, Jr., was most likely arguing against

    (A) African American activists who asserted that King's tactics were taking too long to produce results

    (B) Civil Rights activists who believed that more thought should be given to the precise timing of boycotts, demonstrations, and direct actions

    (C) environmental activists who believed that the struggle for more effective conservation measures should take precedence over the Civil Rights movement

    (D) White Americans who argued that African Americans should be more patient and that civil rights should not be brought about by civil disobedience tactics

34. At the time the excerpts were written, Martin Luther King, Jr., disagreed with Malcolm X in that King believed that

    (A) confrontation would be an effective means of achieving change

    (B) the most desirable outcome of Civil Rights activism would be equal rights and racial integration

    (C) Civil Rights activism has its roots in earlier historical patterns

    (D) moderation and conciliation would hamper African Americans from gaining civil rights

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35. Martin Luther King, Jr., and Malcolm X shared the view that

(A) the movement for Black advancement in the United States was part of a global process of social change

(B) it was desirable to work for the desegregation of public facilities

(C) violence was a necessary part of the movement for Black social and political advancement

(D) using the courts to challenge the constitutionality of barriers to Black advancement was not a useful strategy

36. Malcolm X's statement suggests that he strongly agreed with

(A) radical leftist movements

(B) conservation movements

(C) the youth counterculture

(D) the sexual revolution

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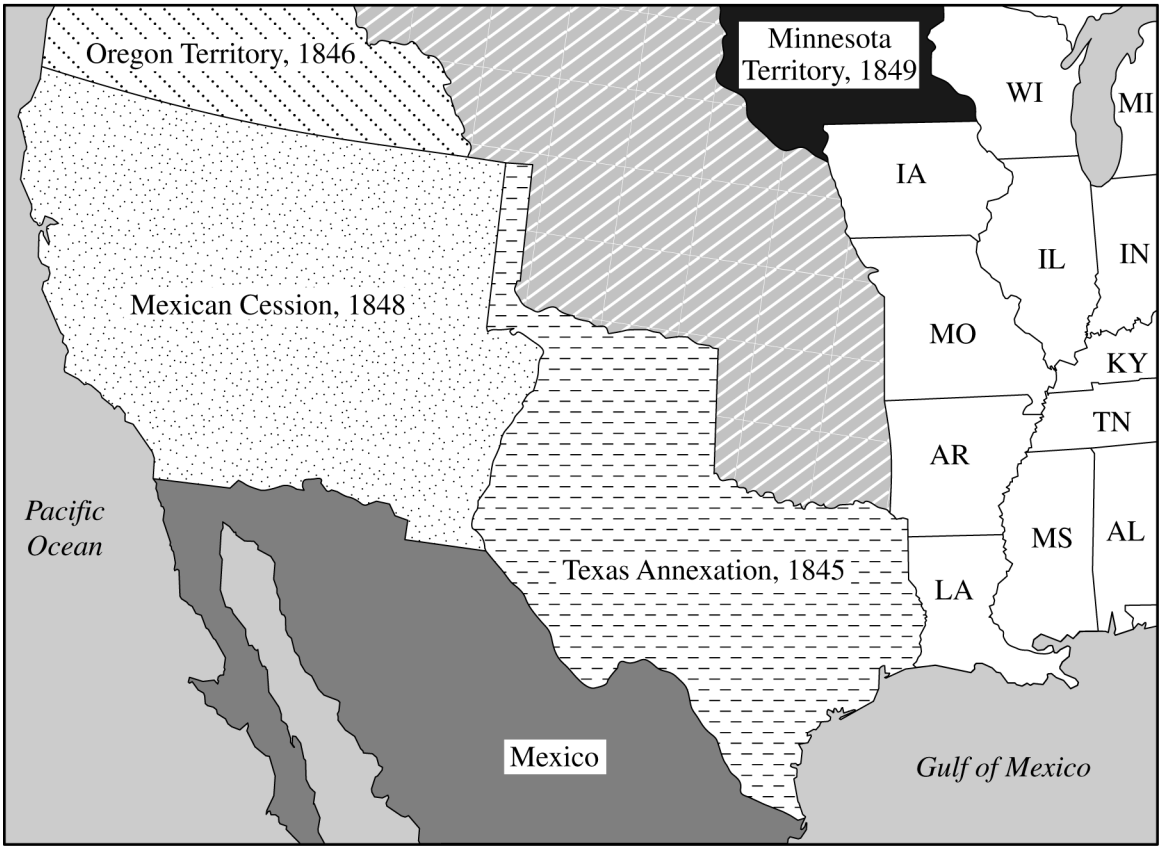
Questions 37 - 39 refer to the map below.

UNITED STATES TERRITORIAL CLAIMS AS OF 1849



37. The territorial changes shown in the southwestern region of the map most directly resulted from

    (A) treaties made with American Indian nations

    (B) the purchase of land from France and Spain

    (C) the Spanish-American War

    (D) the Mexican-American War

38. Which of the following ideas contributed most directly to the territorial changes shown in the map?

    (A) Abolitionism

    (B) Manifest Destiny

    (C) Popular sovereignty

    (D) Containment

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39. The acquisition of territory in the southwestern region shown in the map intensified controversies in the United States about

(A) granting free land in the new territories

(B) rights to mineral wealth and resources in the new territories

(C) extending citizenship to people already in the territories

(D) allowing slavery in the new territories

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Questions 40 and 41 refer to the excerpt below.

> "Free should the scholar be,—free and brave. . . . We have listened too long to the courtly muses of Europe. . . . We will walk on our own feet; we will work with our own hands; we will speak our own minds. Then shall man be no longer a name for pity, for doubt, and for sensual indulgence. . . . A nation of men will for the first time exist."
>
> Ralph Waldo Emerson, transcendentalist writer, 1837

40. Emerson's remarks in the excerpt most directly reflected which of the following developments during the early nineteenth century?

    (A) The emergence of a national culture

    (B) The Second Great Awakening

    (C) The expansion of a market economy

    (D) The growth of national political parties

41. Which of the following developments best represents a logical extension of the ideas expressed in the excerpt?

    (A) The rise of big business in the Gilded Age

    (B) The expansion of participatory democracy in the Progressive Era

    (C) The rise of Social Darwinism in the late nineteenth century

    (D) The increasing support for the annexation of overseas territories

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Questions 42 and 43 refer to the excerpt below.

> "For each of us, as for the robin in Michigan or the salmon in the Miramichi, this is a problem of ecology, of interrelationships, of interdependence. We poison the caddis flies in the stream and the salmon runs dwindle and die. . . . We spray our elms and the following springs are silent of robin song, not because we sprayed the robins directly but because the poison traveled, step by step, through the now familiar elm leaf-earthworm-robin cycle. These are matters of record, observable, part of the visible world around us."
>
> Rachel Carson, *Silent Spring*, 1962

42. Which of the following developments contributed most directly to the conditions described in the excerpt?

    (A) The erosion of soil on the Great Plains

    (B) The growth of suburban housing on previously undeveloped land

    (C) The increase in government regulation of natural resources

    (D) The growth of higher education

43. Carson's argument in the excerpt most strongly influenced the

    (A) rise of a counterculture among young people

    (B) passage of new laws to reduce pollution

    (C) establishment of the National Park System

    (D) growing number of farmers in the United States

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Questions 44 - 46 refer to the excerpt below.

> "The Republican electoral triumph in 2004 was the culmination of a half-century of struggle by the Right to achieve political power in the United States. In the immediate aftermath of the Second World War, a small band of intellectuals launched a movement to stop what they saw as the advance of the collectivist state embodied in modern liberalism and the New Deal political order. They were joined by anti-Communist activists across grassroots America. . . . In their struggle against the dominant liberal state, conservatives gained control of the Republican party by defeating its liberal eastern wing."
>
> Donald T. Critchlow, historian, *The Conservative Ascendancy: How the GOP Right Made Political History*, 2007

44. Which of the following best supports Critchlow's assertion about the Republican Party?

    (A) The end of the Cold War

    (B) The 1980 election of Ronald Reagan as president

    (C) The continued expansion of Great Society programs

    (D) The political scandals under Richard Nixon's administration in the 1970s

45. The new conservative movement most consistently criticized modern liberalism by claiming that it

    (A) threatened traditional visions of morality

    (B) engaged in imperialist expansionism abroad

    (C) ignored racial discrimination and poverty at home

    (D) devoted too few resources to alleviating poverty

46. The success of the new conservative movement in achieving its goals was most challenged by the

    (A) ongoing popularity of many social welfare programs

    (B) reform of federal tax policies

    (C) Persian Gulf War in the early 1990s

    (D) increased role of Christian evangelicals in the Republican Party

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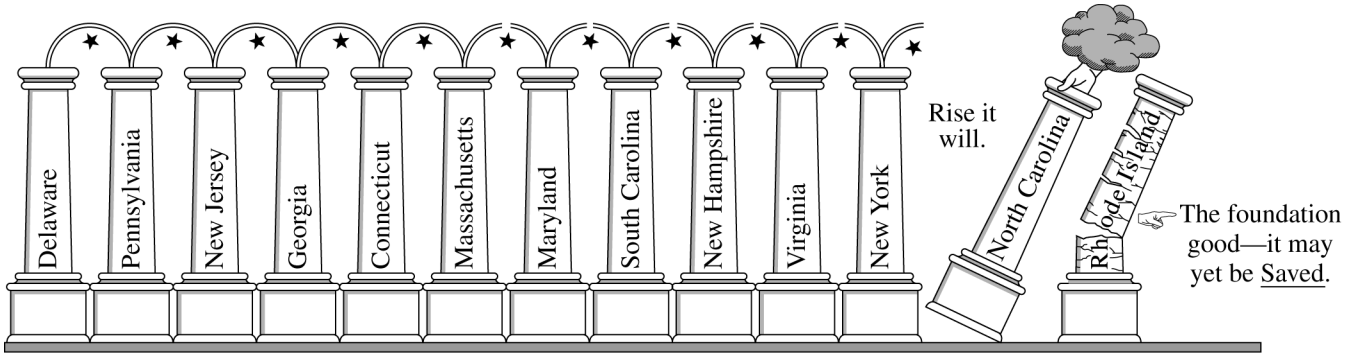
Questions 47 - 49 refer to the August 1788 image below.



The Federal Edifice

47. The image most directly reflects the belief held by many in 1788 that

    (A) a stronger central government was a positive step

    (B) political democracy had not extended far enough

    (C) rebellions in the Caribbean had the potential to spread northward

    (D) outlawing slavery in all states was a desired goal

48. Which of the following most directly addressed reservations about the process depicted in the image?

    (A) The rise of sectional unity in the new republic

    (B) The addition of the Bill of Rights to the Constitution

    (C) The establishment of the nation's first political parties

    (D) The election of George Washington as the nation's first president

49. In the decade following the publication of the image, which of the following groups expressed the most opposition to the exercise of power by the national government?

    (A) Loyalists

    (B) Whigs

    (C) Federalists

    (D) Democratic-Republicans

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END OF PART A

IF YOU FINISH BEFORE TIME IS CALLED,

YOU MAY CHECK YOUR WORK ON PART A.

DO NOT GO ON TO PART B UNTIL YOU ARE TOLD TO DO SO.

MAKE SURE YOU HAVE DONE THE FOLLOWING.

- **PLACED YOUR AP NUMBER LABEL ON YOUR MULTIPLE-CHOICE ANSWER SHEET**
- **WRITTEN AND GRIDDED YOUR AP NUMBER CORRECTLY ON YOUR MULTIPLE-CHOICE ANSWER SHEET**
- **TAKEN THE AP EXAM LABEL FROM THE FRONT OF THIS BOOKLET AND PLACED IT ON YOUR MULTIPLE-CHOICE ANSWER SHEET**

UNITED STATES HISTORY

SECTION I, Part B

Time—50 minutes

3 Questions

Directions: Read each question carefully and write your responses in the Section I, Part B: Short Answer booklet on the lined pages provided for that question.

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. Only your responses on the designated pages of the Section I, Part B: Short Answer booklet will be scored.

> "The New Deal economic policies . . . implanted several 'stabilizers' that have been . . . successful in averting another such depression. . . . Such safeguards restored confidence in the discredited banking system and established a firm economic foundation that performed well for decades thereafter. The New Deal was also responsible for numerous other notable changes in American life. In the space of a decade government laws eliminated sweatshops, severely curtailed child labor, and established enforcement standards for hours, wages, and working conditions. . . . The New Deal's safety net . . . firmly established the principle that the government had an obligation to assist the needy."
>
> Roger Biles, historian, 1991

> "My principal problem with Roosevelt and the New Deal [is] not over specific reforms or his social programs, but with the failure of the United States to recover from the depression during the eight peacetime years that he and his policies governed the nation. . . . There were certainly positive contributions under the New Deal, but they may not have outweighed the negative aspects of the period. When one examines the full range of New Deal proposals . . . the outline emerges of a form of government alien to any definition of liberalism except that of New Dealers themselves. Historians need to weigh more thoroughly and objectively the implications for the United States if Roosevelt's programs had been fully implemented. They also need to assess the costs in human misery of the delay in recovery, and of reduced U.S. influence abroad at a critical time in world affairs owing to its economic prostration."
>
> Gary Dean Best, historian, 1990

1. Using the excerpts above, answer (a), (b), and (c).

a) Briefly explain ONE major difference between Biles's and Best's historical interpretations of the New Deal.
b) Briefly explain how ONE specific historical event or development during the period 1932 to 1980 that is not mentioned directly in the excerpts could be used to support Biles's interpretation.
c) Briefly explain how ONE specific historical event or development during the period 1932 to 1980 that is not mentioned directly in the excerpts could be used to support Best's interpretation.

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GO ON TO THE NEXT PAGE.

2. Answer (a), (b), and (c).

a) Briefly explain how ONE specific environmental or geographical feature of the New England colonies contributed to the region's unique development before 1754.
b) Briefly explain how ONE specific environmental or geographical feature of the middle colonies contributed to the region's unique development before 1754.
c) Briefly explain how ONE specific environmental or geographical feature of the southern colonies contributed to the region's unique development before 1754.

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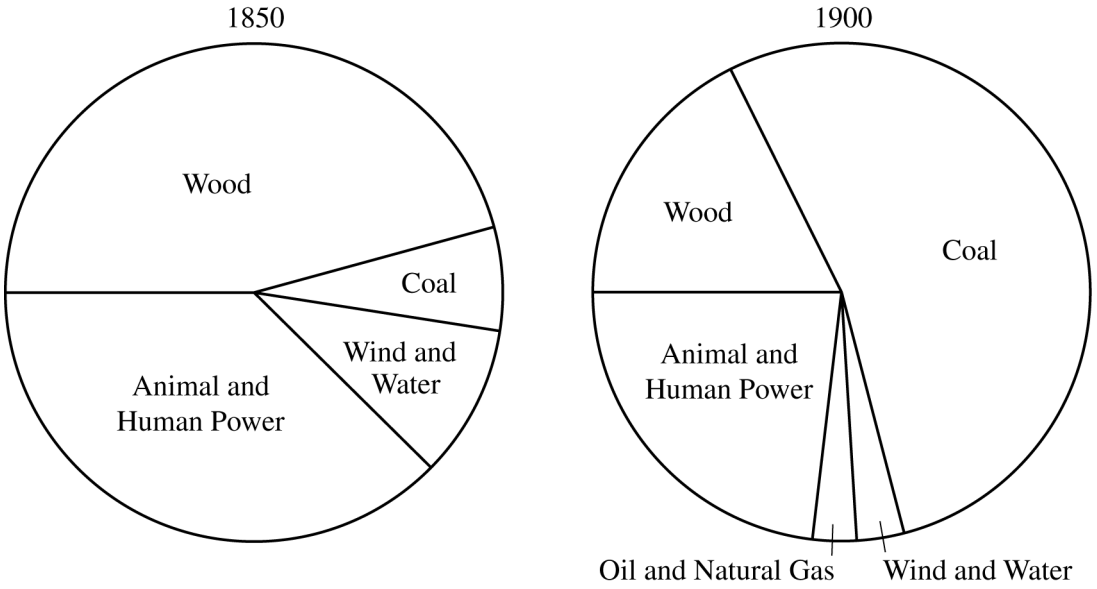
UNITED STATES ENERGY SOURCES, 1850 AND 1900



3. Using the pie charts above, answer (a), (b), and (c).

a) Briefly explain ONE specific historical event or development that accounts for the changes in United States energy sources between 1850 and 1900.

b) Briefly explain ONE specific historical effect of the changes in United States energy sources between 1850 and 1900.

c) Briefly explain a SECOND specific historical effect of the changes in United States energy sources between 1850 and 1900.

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GO ON TO THE NEXT PAGE.

END OF SECTION I

IF YOU FINISH BEFORE TIME IS CALLED,

YOU MAY CHECK YOUR WORK ON THIS SECTION.

DO NOT GO ON TO SECTION II UNTIL YOU ARE TOLD TO DO SO.

MAKE SURE YOU HAVE DONE THE FOLLOWING.

- **PLACED YOUR AP NUMBER LABEL ON YOUR SECTION I, PART B: SHORT ANSWER BOOKLET**
- **COMPLETED THE IDENTIFICATION INFORMATION AS REQUESTED ON THE FRONT AND BACK OF THE SECTION I, PART B: SHORT ANSWER BOOKLET**
- **USED THE SAME SET OF AP NUMBER LABELS ON ALL AP EXAMS YOU HAVE TAKEN THIS YEAR**

AP® United States History Exam

SECTION II: Free Response

2016

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

At a Glance

Total Time
1 hour, 30 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
55 minutes
Reading Period
15 minutes. Use this time to read Question 1 and to plan your answer. You may begin writing your response before the reading period is over.
Suggested Writing Time
40 minutes
Percent of Total Score
25%

Question 2 or 3: Choose One Question

Answer either question 2 or 3
Suggested Writing Time
35 minutes
Percent of Total Score
15%

IMPORTANT Identification Information

PLEASE PRINT WITH PEN:

1. First two letters of your last name ☐☐
   First letter of your first name ☐
2. Date of birth
   ☐☐ Month ☐☐ Day ☐☐☐☐ Year
3. Six-digit school code
   ☐☐☐☐☐☐
4. Unless I check the box below, I grant the College Board the unlimited right to use, reproduce, and publish my free-response materials, both written and oral, for educational research and instructional purposes. My name and the name of my school will not be used in any way in connection with my free-response materials. I understand that I am free to mark "No" with no effect on my score or its reporting.
   No, I do not grant the College Board these rights. ☐

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 (DBQ). If you have time, you may also read Questions 2 and 3. You may begin writing your responses before the reading period is over.

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 or 3 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 question you answered. For example, if you answered Question 2, apply the label 2 to the front cover. Failure to do so may delay your score.

Form Code 4NBP-P-0701

THIS PAGE MAY BE USED FOR PLANNING YOUR ANSWERS. NOTES WRITTEN IN THIS ORANGE BOOKLET WILL NOT BE SCORED. WRITE ALL YOUR RESPONSES IN THE SECTION II BOOKLET.

SECTION II QUESTIONS AND DOCUMENTS BEGIN ON PAGE 4.

UNITED STATES HISTORY SECTION II

Total Time—1 hour, 30 minutes

Question 1 (Document-Based Question)

Suggested reading and writing time: 55 minutes

It is suggested that you spend 15 minutes reading the documents and 40 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.

- **Thesis:** Present a thesis that makes a historically defensible claim and responds to all parts of the question. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.
- **Argument Development:** Develop and support a cohesive argument that recognizes and accounts for historical complexity by explicitly illustrating relationships among historical evidence such as contradiction, corroboration, and/or qualification.
- **Use of the Documents:** Utilize the content of at least six of the documents to support the stated thesis or a relevant argument.
- **Sourcing the Documents:** Explain the significance of the author's point of view, author's purpose, historical context, and/or audience for at least four documents.
- **Contextualization:** Situate the argument by explaining the broader historical events, developments, or processes immediately relevant to the question.
- **Outside Evidence:** Provide an example or additional piece of specific evidence beyond those found in the documents to support or qualify the argument.
- **Synthesis:** Extend the argument by explaining the connections between the argument and ONE of the following.
    - A development in a different historical period, situation, era, or geographical area.
    - A course theme and/or approach to history that is not the focus of the essay (such as political, economic, social, cultural, or intellectual history).

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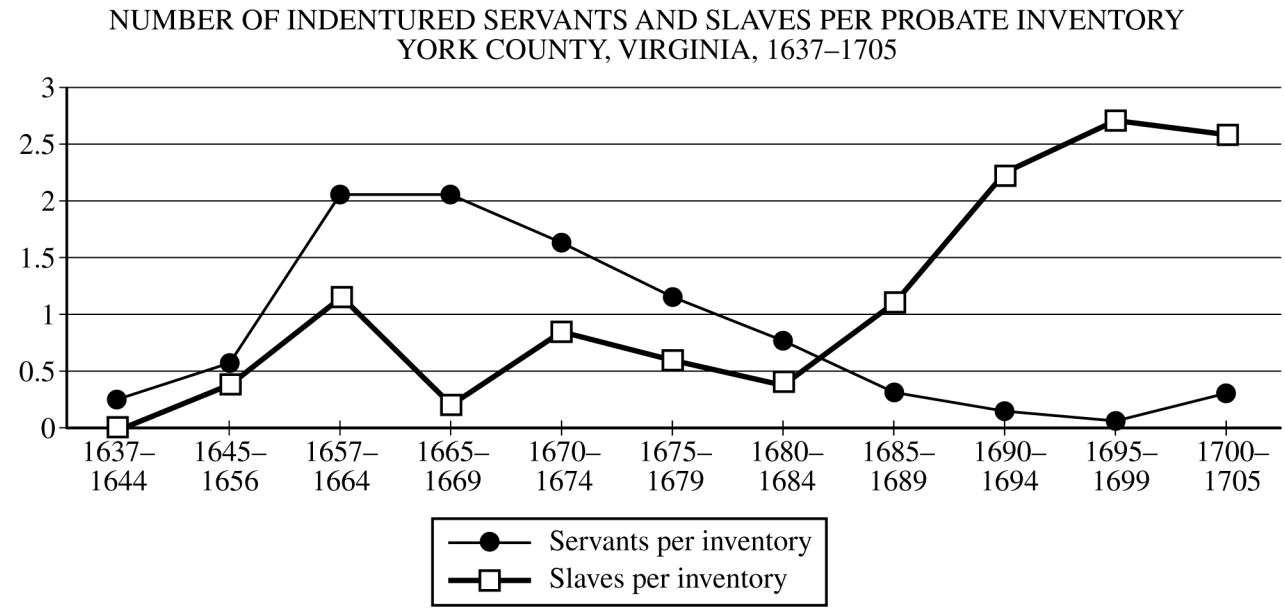
1. Explain the causes of the development of the institution of slavery in the period from 1607 to 1750.

Document 1



Document 2

Source: Evaluation of the estate of James Stone, measured in pounds of tobacco, York County, Virginia, probate court records, 1648.

Thomas Groves, 4 years to serve—1300 lb tobo [pounds of tobacco]
Francis Bomley for 6 years—1500 lb tobo
John Thackstone for 3 years—1300 lb tobo
Susan Davis for 3 years—1000 lb tobo
Emaniell, a Negro man—2000 lb tobo
Roger Stone 3 years—1300 lb tobo
Mingo, a Negro man—2000 lb tobo

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Document 3

Source: Captain Francis Pott, Court Records of Northampton County, Virginia, 1645–1651.

I, Capt. Francis Pott, have taken to service two daughters of my Negro, Emanuell Dregis. The one whose name is Elizabeth is to serve thirteen years which will be complete and ended in the first part of March, 1658. And the other child whose name is Jane Dregis (being about one year old) is to serve the said Capt. Pott until she arrive to the age of thirty years old.

And I, the said Francis Pott, do promise to give them sufficient meat, drink, apparel and lodging and to use my best endeavor to bring them up in the fear of God and in the knowledge of our Savior Christ Jesus.

Document 4

Source: Virginia General Assembly, 1667.

Whereas some doubts have risen whether children that are slaves by birth, and by the charity and piety of their owners made partakers of the blessed sacrament of baptism, should by virtue of their baptism be made free, it is enacted and declared by this Grand Assembly that the conferring of baptism does not alter the condition of the person as to his bondage or freedom; that masters, freed from this doubt may more carefully endeavor the propagation of Christianity by permitting children, though slaves, to be admitted to that sacrament.

Document 5

Source: Letter from William Sherwood, a member of the Virginia House of Burgesses, to Sir Joseph Williamson, a member of the King's Privy Council in London, 1676.

A nation of Indians called [Susquehannas] having killed some of the Inhabitants of this Country were pursued and several destroyed by the English and Sir Wm. Berkeley our honorable Governor (who hath had long experience of war with the Indians) that he might provide for the safety of this Country caused our Assembly . . . to . . . enact that forts should be built at the heads of several rivers, being the most way for security of our frontier plantations, but as no good Law can be so made to please all men, especially the rude sort of people, one Mr. Nathanial Bacon a person of little experience and but of two years in the country, thinking himself wiser than the law, hath stirred up a great number of indigent and dissatisfied persons to obstruct the proceedings upon the acts of Assembly, raising forces [and] Marching in warlike posture, in terror of his Majesty's good subjects, the intent of which . . . is the subversion of the Laws and to Level all . . . this Mr. Bacon being styled by the rabble their General.

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Document 6

Source: Virginia General Assembly, October 1705.

Chapter XXII. An act declaring the Negro, Mulatto, and Indian slaves within this dominion, to be real estate.

Be it enacted, by the governor, council and burgesses of this present general assembly . . . that from and after the passing of this act, all Negro, mulatto, and Indian slaves . . . shall be held, taken, and adjudged, to be real estate . . . and shall descend unto the heirs and widows of persons departing this life, according to the manner and custom of land of inheritance. . . .

Chapter XLIX. An act concerning Servants and Slaves.

Be it enacted . . . that all servants imported and brought into this country, by sea or land, who were not Christians in their native country . . . shall be accounted and be slaves, and as such be here bought and sold notwithstanding a conversion to Christianity afterwards. . . .

And if any woman servant shall have a bastard child by a Negro, or mulatto, over and above the years service due to her master or owner, she shall immediately . . . pay down to the church-wardens of the parish wherein such child shall be born . . . fifteen pounds current money of Virginia. . . . And if a free Christian white woman shall have such bastard child, by a Negro, or mulatto, for every such offence, she shall, within one month after her delivery of such bastard child, pay to the church-wardens for the time being, of the parish wherein such child shall be born . . . fifteen pounds current money of Virginia. . . . And in both the said cases, the church-wardens shall bind the said child to be a servant, until it shall be of thirty-one years of age.

And be it further enacted, that no minister of the church of England, or other minister, or person whatsoever, within this colony and dominion, shall hereafter wittingly presume to marry a white man with a Negro or mulatto woman; or to marry a white woman with a Negro or mulatto man, upon pain of forfeiting and paying, for every such marriage the sum of ten thousand pounds of tobacco.

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Document 7

Source: Advertisement, *Virginia Gazette*, May 16, 1745.

RAN away, on the 18th Instant, from the Plantation of the late Col. William Wilson, deceased, two slaves belonging to the subscriber, the one a tall yellow fellow, named Emanuel, about 6 feet high, six or seven and twenty years of age; hath a scar on the outside of his left thigh, which was cut with an ax; he had on when he went away, a blue jacket, an Ozenbrig [course fabric] shirt and trousers, and a worsted cap; he speaks pretty good English, and calls himself a Portuguese; is by trade a cooper, and took with him some cooper's tools. The other is a short, thick, well-set fellow, stoops forward pretty much when he walks; does not speak so plain as the other; had on when he went away an Ozenbrig pair of trousers and shirt, a white Negro cotton jacket, and took with him an axe. They went away in a small cannoe, and were seen at Capt. Pearson's, on Nuse River, the 18th Inst. and 'tis believ'd are gone towards Virginia. Whoever take up the said Negroes, and brings them to my house on Trent River, North Carolina, or secures them so that I may have them again, shall have four Pistoles reward for each, paid by Mary Wilson.

END OF DOCUMENTS FOR QUESTION 1

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GO ON TO THE NEXT PAGE.

Question 2 or Question 3

Suggested writing time: 35 minutes

Directions: Choose EITHER Question 2 or Question 3.

In your response you should do the following.

- **Thesis:** Present a thesis that makes a historically defensible claim and responds to all parts of the question. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.
- **Application of Historical Thinking Skills:** Develop and support an argument that applies historical thinking skills as directed by the question.
- **Supporting the Argument with Evidence:** Utilize specific examples of evidence to fully and effectively substantiate the stated thesis or a relevant argument.
- **Synthesis:** Extend the argument by explaining the connections between the argument and one of the following.
    - A development in a different historical period, situation, era, or geographical area.
    - A course theme and/or approach to history that is not the focus of the essay (such as political, economic, social, cultural, or intellectual history).

2. Compare and contrast the impact of religion on the United States in the antebellum period (1800–1860) and in the second half of the twentieth century (1945–2000).

   In the development of your argument, explain the reasons for the similarities and differences. (*Historical thinking skill: Comparison*)

3. Compare and contrast the impact in the United States of anticommunism during the period 1917–1929 and the period 1939–1959.

   In the development of your argument, explain the reasons for the similarities and differences. (*Historical thinking skill: Comparison*)

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

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STOP

END OF EXAM

THE FOLLOWING INSTRUCTIONS APPLY TO THE COVERS OF THE SECTION II BOOKLET.

- **APPLY THE LABEL THAT CORRESPONDS TO THE FREE-RESPONSE QUESTION YOU ANSWERED, AS REQUESTED ON THE FRONT COVER.**
- **MAKE SURE YOU HAVE COMPLETED THE IDENTIFICATION INFORMATION AS REQUESTED ON THE FRONT AND BACK COVERS OF THE SECTION II BOOKLET.**
- **CHECK TO SEE THAT YOUR AP NUMBER LABEL APPEARS IN THE BOX ON THE COVER.**
- **MAKE SURE YOU HAVE USED THE SAME SET OF AP NUMBER LABELS ON ALL AP EXAMS YOU HAVE TAKEN THIS YEAR.**