AP® United States History Exam

SECTION I, Part A: Multiple Choice

2018

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

At a Glance

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

Instructions

Section I, Part A of this exam contains 55 multiple-choice questions. Fill in only the circles for numbers 1 through 55 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
40 minutes
Number of Questions
3
Percent of Total Score
20%
Writing Instrument
Pen with black or dark blue ink
Questions 1 and 2
Mandatory
Question 3 or 4
Choose One Question

Instructions

For Section I, Part B of this exam, answer Question 1 and Question 2 and **either** Question 3 **or** Question 4. Write your responses in the Section I, Part B: Short-Answer Response booklet. You must write your response to each question on the lined page designated for that response. Each response is expected to fit within its designated page. Fill in the circle on the Section I, Part B: Short-Answer Response booklet indicating whether you answered Question 3 or Question 4. Failure to do so may delay your score.

Form I
Form Code 4OBP4-S
07

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UNITED STATES HISTORY

SECTION I, Part A

Time—55 minutes

55 Questions

Directions: Each of the questions or incomplete statements 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 and 2 refer to the following excerpt.

> "We have as yet no certaine proofe or experience concerning the vertues of . . . Corne, although the . . . Indians . . . are constrained to make a virtue of necessitie, and think it a good food: whereas we may easily judge that it nourisheth but little, and is of a hard . . . digestion, a more convenient food for swine than for men."
>
> John Gerard, English botanist, *The Herball or Generall Historie of Plantes*, 1597

1. The development that brought "corne" to the attention of botanists such as Gerard is best known as the

   (A) Columbian Exchange

   (B) encomienda system

   (C) trans-Atlantic slave trade

   (D) Enlightenment

2. Gerard's description of "corne" in the excerpt best reflects which of the following?

   (A) Curiosity about American Indian ways of life

   (B) Assumptions about the superiority of European culture

   (C) Inability to find uses for North American crops

   (D) Concerns about economic threats posed by North American imports

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Questions 3 - 5 refer to the following excerpt.

> "Various are the reports and conjectures of the causes of the present Indian war. Some impute it to an imprudent zeal in the magistrates of Boston to christianize those heathen before they were civilized and enjoining them the strict observation of their laws. . . . Some believe there have been vagrant and Jesuitical priests, who have made it their business, for some years past, to go from Sachem to Sachem, to exasperate the Indians against the English and to bring them into a confederacy, and that they were promised supplies from France and other parts to extirpate [eradicate] the English nation out of the continent of America."
>
> Edward Randolph, report of King Philip's War (Metacom's War) in New England, 1676

3. The confederacy formed to "exasperate the Indians against the English" was motivated primarily by which of the following?

   (A) Fraudulent trade deals between the leaders of Plymouth Colony and the Wampanoags

   (B) Dispossession of Wampanoag land and threats to their sovereignty

   (C) Forced religious conversion of Wampanoags by Puritan missionaries

   (D) Intermarriage with the English, which threatened Wampanoag cultural independence

4. Which of the following best characterizes relations between the English and American Indians in New England following Metacom's War?

   (A) Peaceful accommodation between both groups

   (B) Religious freedom for the English and American Indians

   (C) Dramatic decline and dispersion of the American Indian population

   (D) Recognition of American Indian property and land rights

5. Compared with French and Spanish interactions with American Indians, English interaction with American Indians more often promoted

   (A) respect for political alliances

   (B) cultural blending

   (C) separation between the groups

   (D) assimilation of Americans Indians into colonial societies

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Questions 6 and 7 refer to the following excerpt.

> "That a British and American legislature, for regulating the administration of the general affairs of America, be proposed and established in America, including all the said colonies; within, and under which government, each colony shall retain its present constitution, and powers of regulating and governing its own internal police, in all cases whatsoever.
>
> "That the said government be administered by a President General, to be appointed by the King and a Grand Council, to be chosen by the representatives of the people of the several colonies, in their respective assemblies, once in every three years."
>
> Joseph Galloway, "A Plan of a Proposed Union Between Great Britain and the Colonies," proposal debated by the First Continental Congress, 1774

6. The excerpt most strongly suggests that in 1774 which of the following was correct?

   (A) The American colonists were united in their desire for independence from Great Britain.

   (B) The American colonists felt the need to unite against the threat from American Indians.

   (C) Some members of the First Continental Congress sought a compromise between submission to British authority and independence.

   (D) Some members of the First Continental Congress thought it would be relatively easy to unify the colonies and win independence from Great Britain.

7. The key concern that Galloway's plan was designed to address was the

   (A) lack of American representation in the British Parliament

   (B) demand for back pay for veterans of the French and Indian War (Seven Years' War)

   (C) complaint about high tariffs imposed on colonial merchants for exports to Great Britain

   (D) continuing security threat posed by the French in Canada

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Questions 8 - 10 refer to the following excerpt.

> "The petition of a great number of blacks detained in a state of slavery in the bowels of a free and Christian country humbly showeth that . . . they have in common with all other men a natural and inalienable right to that freedom which the Great Parent of the Universe has bestowed equally on all mankind and which they have never forfeited by any compact or agreement whatever. . . .
>
> "[E]very principle from which America has acted in the course of their unhappy difficulties with Great Britain pleads stronger than a thousand arguments in favor of your petitioners. They therefore humbly beseech your honors to give this petition its due weight and consideration and cause an act of the legislature to be passed whereby they may be restored to the enjoyments of that which is the natural right of all men."
>
> Petition for freedom to the Massachusetts Council and the House of Representatives for the State of Massachusetts, January 1777

8. The ideas expressed in the excerpt contributed most directly to which of the following?

   (A) The extension of voting rights to African Americans in the North

   (B) The end of the trans-Atlantic slave trade

   (C) The mass migration of African Americans from the South to the North

   (D) The adoption of plans for gradual emancipation in the North

9. Which of the following developments from the 1800s emerged from ideas most similar to those expressed in the excerpt?

   (A) Campaigns by moral reformers to promote temperance

   (B) Efforts by American Indians to achieve political sovereignty through treaties with the United States government

   (C) The ratification of the Fourteenth Amendment to the United States Constitution

   (D) The passage of legislation by southern states intended to nullify federal laws

10. Which of the following most likely helped to prompt the petition in the excerpt?

    (A) American colonists' declaration of independence from Britain

    (B) British promises of land for service in the American Revolution

    (C) The passage of the Stamp Act, a tax imposed on the American colonies by the British Parliament

    (D) The proliferation of religious revivals in the eighteenth century, commonly referred to as the Great Awakening

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Questions 11 - 13 refer to the following excerpt.

> "We, therefore, the people of the State of South Carolina, in convention assembled, do declare and ordain . . . that the several acts and parts of acts of the Congress of the United States, purporting to be laws for the imposing of duties and imposts on the importation of foreign commodities . . . are unauthorized by the Constitution of the United States, and violate the true meaning and intent thereof and are null, void, and no law, nor binding upon this State. . . ."
>
> South Carolina Ordinance of Nullification, 1832

11. The ideas expressed in the excerpt emerged most directly from a larger intellectual debate over the

    (A) balance between individual freedom and public order

    (B) expansion of slavery into the western territories

    (C) priorities of United States foreign policy

    (D) relationship between the federal government and the states

12. The excerpt most directly expresses an economic perspective that

    (A) prioritized regional interests

    (B) discouraged international trade

    (C) sought to protect United States manufacturing

    (D) supported the interests of organized labor unions

13. Arguments similar to those expressed in the excerpt were later employed to justify which of the following?

    (A) The entry into the Mexican-American War

    (B) The passage of the Kansas-Nebraska Act

    (C) The secession of most Southern states

    (D) The ratification of the Fourteenth Amendment

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Questions 14 - 16 refer to the following excerpt.

> *"Resolved*, That woman is man's equal. . . .
>
> *"Resolved*, That woman has too long rested satisfied in the circumscribed limits which corrupt customs . . . have marked out for her, and that it is time she should move in the enlarged sphere . . . assigned her.
>
> *"Resolved*, That it is the duty of the women of this country to secure to themselves their sacred right to the elective franchise.
>
> *"Resolved*, . . . That, being invested by the Creator with the same capabilities, and the same consciousness of responsibility for their exercise, it is demonstrably the right and duty of woman, equally with man, to promote every righteous cause, by every righteous means."
>
> Declaration of Sentiments and Resolutions (Seneca Falls Convention), 1848

14. The language and themes of the excerpt were most directly inspired by the

    (A) Articles of Confederation

    (B) Declaration of Independence

    (C) Northwest Ordinance

    (D) United States Constitution

15. Which other "righteous cause" would participants in the Seneca Falls Convention have been most likely to support?

    (A) Expansionism

    (B) Nativism

    (C) Abolitionism

    (D) Conservationism

16. In the decades following the Civil War, the woman's rights movement that began at Seneca Falls focused its energies most strongly on

    (A) achieving the right to vote

    (B) receiving equal pay for equal work

    (C) ending domestic violence

    (D) gaining equal access to higher education

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Questions 17 - 19 refer to the following excerpt.

> "For a few years in the 1850s, ethnic conflict among whites rivaled sectional conflict as a major political issue. The immediate origins of this phenomenon lay in the sharp increase of immigration after 1845. . . . The average quadrupled in the 1830s. But even this paled in comparison with the immigration of the late 1840s. . . . During the decade 1846–1855, more than three million immigrants entered the United States—equivalent to 15 percent of the 1845 population. This was the largest proportional increase in the foreign-born population for any ten-year period in American history. . . . Equal in significance to the increase in the foreign-born population were changes in its composition."
>
> James M. McPherson and James K. Hogue, historians, *Ordeal By Fire: The Civil War and Reconstruction*, 2010

17. Which of the following most directly contributed to "the sharp increase of immigration after 1845" referenced in the excerpt?

    (A) The Second Great Awakening

    (B) Crop failures and revolutions in Europe

    (C) Removal of American Indians from the Southeast

    (D) Tariff policies during Andrew Jackson's administration

18. Which of the following could best be used as evidence to support the argument in the excerpt that "ethnic conflict among whites rivaled sectional conflict as a major political issue" of the period?

    (A) Growing concern about the political and cultural influence of Catholic immigrants

    (B) Growing fear of political radicalism among southern and eastern European immigrants

    (C) Increasing cultural influence of European Romanticism in the United States

    (D) Increasing support for the antislavery cause among the immigrant community

19. The conflict described in the excerpt is most similar to conflict in what other period?

    (A) The period from after the Seven Years' War through the 1760s

    (B) The period from after the War of 1812 through the 1820s

    (C) The period from after the First World War through the 1920s

    (D) The period from after the Second World War through the 1950s

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Questions 20 - 22 refer to the following excerpt.

> "It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us—that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion—that we here highly resolve that these dead shall not have died in vain—that this nation, under God, shall have a new birth of freedom—and that government of the people, by the people, for the people, shall not perish from the earth."
>
> Abraham Lincoln, Gettysburg Address, November 1863

20. After 1863, which of the following most fulfilled the "new birth of freedom" that the excerpt refers to?

    (A) Ratification of the Thirteenth, Fourteenth, and Fifteenth Amendments

    (B) The compromise that resolved the election of 1876

    (C) Establishment of the Ku Klux Klan and similar organizations

    (D) Supreme Court rulings such as *Plessy* v. *Ferguson*

21. Which of the following most directly contributed to the conflict referred to in the excerpt?

    (A) Disputes over taxation and representation

    (B) Tensions between isolationism and international engagement

    (C) Disagreements over whether to allow slavery in new territories

    (D) Debates about the role of religion in society and government

22. Lincoln's main purpose in the excerpt was to

    (A) advocate racial equality

    (B) encourage the punishment of the South

    (C) propose expanded democratic voting rights

    (D) gain continued support for the war effort

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Questions 23 - 25 refer to the following excerpt.

> "In August 1865, the photographer Marcus Ormsbee . . . took a formal portrait of several groups of craft workers in their different shops. . . . At the center of the photograph, at Outcault's carpentry shop, stands the conventional artisan trio of master, journeyman, and apprentice, still at the heart of the city's workshop world—yet class differences mark these craftsmen's every feature. . . . Brooding above everyone, a new brick manufactory seals off its employees from the street and from public view. Small shop and large enterprise converge; New York remains a blend of old and new."
>
> Sean Wilentz, historian, *Chants Democratic,* 1984

23. Which of the following most directly led to the changes described in the excerpt?

    (A) Innovative uses of photography to achieve social change

    (B) Technological innovations in the production of goods

    (C) The economic hardship resulting from years of civil war in the United States

    (D) The end of the apprenticeship system in craft work

24. The conditions described in the excerpt most directly contributed to the

    (A) decrease in tariffs for manufactured goods

    (B) growth of an organized labor movement

    (C) expansion of government regulation of industry

    (D) loss of class distinctions in the United States

25. Which of the following is one important continuity in urban life in the United States throughout the nineteenth century?

    (A) Anarchism and similar radical ideologies attracted many workers.

    (B) Settlement houses assisted immigrants with adapting to life in the United States.

    (C) Workers and employers consistently maintained amicable relationships.

    (D) Immigrants formed an important part of the manufacturing workforce.

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Questions 26 - 28 refer to the following 1871 image.



William M. "Boss" Tweed: "As long as I count the votes, what are you going to do about it?"

Fotosearch/Getty Images

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26. The image was created most directly in response to

(A) social reform efforts by settlement-house workers

(B) poll taxes and literacy tests that blocked African Americans from voting

(C) the power gained by urban political machines

(D) the exclusion of women from voting

27. Which of the following changes to the United States during the nineteenth century most directly contributed to the development depicted in the image?

(A) The rapid growth of cities

(B) The dismantling of the national bank

(C) The acquisition of territory in the West

(D) The rise of the People's (Populist) Party

28. During the late nineteenth century, politicians such as the one depicted in the image most likely would have opposed which of the following?

(A) Social services provided to immigrants by local politicians

(B) Granting American Indians full citizenship and voting rights

(C) The expansion of the transcontinental railroad system

(D) Calls for reforms to local and state governments

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Questions 29 - 32 refer to the following 1901 image.

Columbia's Easter Bonnet



Courtesy of the Library of Congress

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29. The ideas addressed in the image most directly relate to

(A) opposition to the United States collective security arrangement with Western Europe

(B) the fear of increased militarism among European and Pacific powers

(C) the increased visibility of women's organizations that criticized imperialism

(D) debates about United States acquisition of overseas territories

30. Which of the following most directly led to the circumstances illustrated by the image?

(A) The United States victory in the Spanish-American War

(B) The Supreme Court ruling in *Plessy* v. *Ferguson*

(C) The United States contributions to the Allied victory in the First World War

(D) The ratification of the Nineteenth Amendment to the Constitution

31. The ideas expressed through the image reveal that in 1901, which of the following was most true of the United States?

(A) Theories of survival of the fittest had been widely rejected by the public.

(B) Efforts to spread democracy overseas had been largely peaceful.

(C) Interventionism had become a more prevalent feature of foreign policy.

(D) Women were encouraged to join the armed forces.

32. The developments referenced by the image most directly contributed to United States involvement in

(A) competition with Russia in opening trade with Japan

(B) the suppression of an independence movement in the Philippines

(C) acquisition of territory from Mexico through the Treaty of Guadalupe Hidalgo

(D) an international monetary system that supported free trade between nations

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Questions 33 - 35 refer to the following excerpt.

> "The National Progressive Party, committed to the principle of government by a self-controlled democracy expressing its will through representatives of the people, pledges itself to secure such alterations in the fundamental law of the several States and of the United States as shall insure the representative character of the government."
>
> Progressive Party Platform, 1912

33. The excerpt suggests that Progressives in the early twentieth century most typically sought to

    (A) challenge political inequality

    (B) advocate a return to agrarianism

    (C) justify the inequality of wealth

    (D) oppose United States imperialism

34. Progressivism, as described in the excerpt, has the most in common with which of the following later domestic policy initiatives?

    (A) President Lyndon Johnson's protection of voting rights during the Great Society

    (B) President Ronald Reagan's deregulation of industries

    (C) President Bill Clinton's changes to welfare policy

    (D) President Herbert Hoover's support for increased tariffs during the Great Depression

35. Which of the following groups is most credited with advancing Progressivism?

    (A) Anarchist activists

    (B) Recent immigrants

    (C) Agricultural workers

    (D) Middle-class women

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Questions 36 - 38 refer to the following excerpt.

> "Beginning in the 1930s and lasting into the 1950s, black Chicago experienced a cultural renaissance. . . . Chicago had become a major destination for black southern migrants. . . . It was also an urban industrial center. This fact gave a unique working-class and internationalist perspective to the cultural work that would take place there. . . .
>
> "A desire to live freely in 'the metropolis' continued to characterize the aspirations of migrants as second-wave Chicago migrants arrived. . . . The 1930s and 1940s witnessed a resurgence of black working-class political radicalism that was captured and reflected in the expressive visual and literary productions of Chicago Black Renaissance artists."
>
> Darlene Clark Hine, historian, *The Black Chicago Renaissance*, 2012

36. The "political radicalism" referred to in the excerpt was most directly a response to the experience of

    (A) desegregation

    (B) economic depression

    (C) mass consumption

    (D) nativism

37. Before moving to Chicago, the people described in the excerpt most likely were engaged in which of the following?

    (A) Sharecropping or tenant farming

    (B) Gang labor on the railways

    (C) Mining and other extractive industries

    (D) Manufacturing in urban factories

38. Which of the following most likely contributed to the decline of the "political radicalism" referred to in the excerpt?

    (A) The drafting of young men to fight in Vietnam

    (B) Racial discrimination in the United States armed forces during the Second World War

    (C) Anticommunist measures during the Cold War

    (D) Neglect of Black artists and culture during the New Deal

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Questions 39 - 41 refer to the following excerpt.

"In the future days, which we seek to make secure, we look forward to a world founded upon four essential human freedoms.

"The first is freedom of speech and expression—everywhere in the world.

"The second is freedom of every person to worship God in his own way—everywhere in the world.

"The third is freedom from want—which, translated into world terms, means economic understandings which will secure to every nation a healthy peacetime life for its inhabitants—everywhere in the world.

"The fourth is freedom from fear—which, translated into world terms, means a world-wide reduction of armaments to such a point and in such a thorough fashion that no nation will be in a position to commit an act of physical aggression against any neighbor—anywhere in the world."

President Franklin D. Roosevelt, State of the Union address, January 1941

39. Roosevelt's speech was most likely intended to increase public support for

    (A) extending New Deal programs to guarantee unemployment benefits

    (B) integrating the United States armed forces

    (C) aiding the Allies in Europe during the Second World War

    (D) enhancing rights protected by the United States Constitution

40. Which of the following most directly contributed to Roosevelt's view that "freedom from want" was necessary?

    (A) The inspiration of Woodrow Wilson's vision for an international democratic order

    (B) The experience of domestic and global economic upheavals during the 1930s

    (C) The memory of federal agencies violating some Americans' civil liberties in the 1920s

    (D) The fear of the Soviet threat to spread communism to nations in the West

41. Which of the following most immediately increased enthusiasm in the United States for upholding the freedoms outlined in the excerpt?

    (A) The passage of a federal law providing veterans with financial aid in housing and education

    (B) The successful detonation of an atomic bomb as part of the Manhattan Project

    (C) The growing number of women working in defense manufacturing

    (D) The attack on the United States at Pearl Harbor

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Questions 42 - 44 refer to the following excerpt.

> "[After the Second World War, Americans] wanted . . . a secure country. Security would enable them to take advantage of the fruits of prosperity and peace. . . . And so they adhered to an overarching principle that would guide them in their personal and political lives: containment. . . . Domestic containment was bolstered by a powerful political culture that rewarded its adherents and marginalized its detractors. . . . [C]ontainment aptly describes the way in which public policy, personal behavior, and even political values were focused on the home. . . . Vast numbers of American women and men during the early years of the cold war . . . got married, moved to the suburbs, and had babies. . . . [F]ew were willing to give up the rewards of conforming for the risks of resisting the domestic path."
>
> Elaine Tyler May, historian, *Homeward Bound: American Families in the Cold War Era*, 1988

42. The rise of what the excerpt describes as "domestic containment" most directly contributed to which of the following characteristics of United States society during the period?

    (A) White Southern resistance to school integration

    (B) Greater cultural homogeneity

    (C) Evangelical Protestant churches' increased political engagement

    (D) The popularity of liberal politics

43. The pattern described in the excerpt of Americans who "got married, moved to the suburbs, and had babies" most directly contributed to which of the following long-term developments?

    (A) Increased immigration from abroad

    (B) Greater concern about the environment

    (C) Wage stagnation for the working and middle classes

    (D) The rise of youth rebellion through the counterculture

44. A desire for greater national security in the United States emerged immediately after the Second World War because of fear of which of the following?

    (A) The spread of international communism

    (B) Decolonization in Africa and Asia

    (C) The emergence of détente

    (D) Oil crises in the Middle East

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Questions 45 - 48 refer to the following graph.



United States Bureau of Labor Statistics

45. The overall trend from 1960 to 1970 depicted on the graph resulted from all of the following EXCEPT the

    (A) growth of corporations

    (B) continuation of federal investment

    (C) adoption of digital technologies

    (D) development of new consumer products

46. A development related to the overall trend from 1960 to 1980 depicted on the graph was the

    (A) increase in public concern regarding air and water quality

    (B) widespread replacement of male factory workers with female workers

    (C) creation of the first trusts and monopolies

    (D) ban of free-trade agreements between North American countries

47. The overall trend from 1980 to 2010 depicted on the graph was most directly caused by the

    (A) reliance of the United States on fossil fuels

    (B) increasing integration of the United States into the world economy

    (C) reforms to the United States social welfare system

    (D) boom in the United States financial and stock markets

48. The overall trend from 1980 to 2010 depicted on the graph most directly led to a decline in

    (A) income inequality

    (B) immigration from abroad

    (C) concern about the environment

    (D) union membership

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Questions 49 and 50 refer to the following excerpt.

> "We are people of this generation, bred in at least modest comfort, housed now in universities. . . . Freedom and equality for each individual, government of, by, and for the people—these American values we found good. . . . As we grew, however, our comfort was penetrated by events too troubling to dismiss. . . . The declaration 'all men are created equal' rang hollow before the facts of Negro life. . . . The proclaimed peaceful intentions of the United States contradicted its economic and military investments in the Cold War status quo. . . . America rests in national stalemate, . . . its democratic system apathetic and manipulated rather than 'of, by, and for the people.'"
>
> Students for a Democratic Society, "The Port Huron Statement," 1962

49. Which of the following most directly contributed to the sentiments expressed in the excerpt?

    (A) Concerns about the declining role of the United States in Western Europe

    (B) The increasing use of federal power to combat racial discrimination

    (C) Social inequalities exposed during the Civil Rights movement

    (D) Support for the equality of gays and lesbians

50. Based on the excerpt, Students for a Democratic Society would most likely support

    (A) greater global economic integration under United States leadership

    (B) expanded attempts to repress communists in the United States

    (C) a decrease in United States intervention in Asia

    (D) reduced spending for government social programs

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Questions 51 - 53 refer to the following excerpt.

> "I will not accept the excuse that the federal government has grown so big and powerful that it is beyond the control of any president, any administration or Congress. We are going to put an end to the notion that the American taxpayer exists to fund the federal government. The federal government exists to serve the American people. . . . We are taxing ourselves into economic exhaustion and stagnation, crushing our ability and incentive to save, invest, and produce. This must stop."
>
> Ronald Reagan, speech accepting the Republican Party's nomination for president, 1980

51. Reagan's administration implemented the ideas expressed in the excerpt by

    (A) increasing defense spending

    (B) reducing regulation of industry

    (C) expanding protection of the environment

    (D) eliminating major entitlement programs such as Medicaid

52. Which of the following would be most likely to support the views expressed in the excerpt?

    (A) White males in the Sunbelt

    (B) Women in the Northeast

    (C) African Americans in the Midwest

    (D) Latinos in the Southwest

53. The excerpt reflects many Americans' belief at the time that the federal government

    (A) was responsible for building infrastructure such as roads and schools

    (B) had been unable to solve social and economic problems

    (C) should vigorously resist communism abroad

    (D) should avoid interfering in moral issues

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Questions 54 and 55 refer to the following excerpt.

> "What is the phenomenon of globalization . . . ? Fundamentally, it is the closer integration of the countries and peoples of the world which has been brought about by the enormous reduction of costs of transportation . . . and the breaking down of artificial barriers to the flow of goods, services, capital, knowledge, and (to a lesser extent) people across borders."
>
> Joseph E. Stiglitz, economist, *Globalization and Its Discontents*, 2002

54. Which of the following earlier trends was most similar to the pattern described in the excerpt?

    (A) The development of Atlantic world commerce in the 1600s and early 1700s

    (B) The appearance of economic cycles in the early 1800s

    (C) The restrictions on immigration in the latter half of the 1800s

    (D) The increases in worldwide tariffs during the Great Depression

55. Which of the following contributed most directly to the trend described in the excerpt?

    (A) The implementation of protective tariffs by trading nations

    (B) The spread of computer technology and Internet use

    (C) The growth of labor unions' economic influence

    (D) The increased number and size of cities in the United States

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GO ON TO THE NEXT PAGE.

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—40 minutes

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

Write your responses in the Section I, Part B: Short-Answer Response booklet. You must write your response to each question on the lined page designated for that response. Each response is expected to fit within the space provided.

In your responses, be sure to address all parts of the questions you answer. Use complete sentences; an outline or bulleted list alone is not acceptable. You may plan your answers in this exam booklet, but no credit will be given for notes written in this booklet.

> "If American sectionalism entered a new phase in 1846, it was neither because North and South clashed for the first time nor because the issue of slavery for the first time assumed importance. As early as the Confederation, North and South had been at odds. . . . Once the government under the Constitution went into effect, bitter sectional conflicts raged. . . . This sectional rivalry tended to become institutionalized in the opposing [political] organizations. . . . No matter which region embraced nationalism and which particularism, sectional conflict remained a recurrent phenomenon."
>
> David M. Potter, *The Impending Crisis, 1848–1861*, published in 1976

> "The Civil War represented an utter and unique breakdown of the normal democratic political process. When one section of the country refused to accept the decision of a presidential election, secession and the ensuing war became the great exception to the American political tradition of compromise. The rending of the nation was the one time that conflict seemed too irrepressible, too fundamental, to be contained within common consensual boundaries. Because the war was such an anomaly, both participants and later historians have been fascinated with its causes since the shooting started."
>
> Michael F. Holt, *The Political Crisis of the 1850s*, published in 1978

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

a) Briefly describe ONE major difference between Potter's and Holt's historical interpretations of the Civil War.
b) Briefly explain how ONE specific historical event or development during the period 1786–1861 that is not explicitly mentioned in the excerpts could be used to support Potter's interpretation.
c) Briefly explain how ONE specific historical event or development during the period 1786–1861 that is not explicitly mentioned in the excerpts could be used to support Holt's interpretation.

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GO ON TO THE NEXT PAGE.



Michelin North America, Inc.

2. Using the 1928 image above, answer (a), (b), and (c).

a) Briefly describe ONE perspective about women's roles during the 1920s expressed through the image.
b) Briefly explain ONE specific historical development or circumstance from 1900 to 1929 that led to changes in women's roles during the 1920s such as that depicted in the image.
c) Briefly explain ONE specific historical development in business OR culture that led to the creation and use of images such as the one above during the 1920s.

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GO ON TO THE NEXT PAGE.

Question 3 or 4

.

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

3. Answer (a), (b), and (c), confining your response to the period 1700 to 1776.

a) Briefly describe ONE specific historical difference in North America between the First Great Awakening and the Enlightenment.
b) Briefly describe ONE specific historical similarity in North America between the First Great Awakening and the Enlightenment.
c) Briefly explain ONE specific historical effect in North America of either the First Great Awakening or the Enlightenment.

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

a) Briefly describe ONE specific historical similarity between the United States reasons for involvement in the Korean War and its reasons for involvement in the Vietnam War.
b) Briefly describe ONE specific historical difference between the United States experience in the Korean War and in the Vietnam War.
c) Briefly explain ONE specific historical effect of either the Korean War or the Vietnam War on United States society.

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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.

- **FILLED IN THE CIRCLE ON THE LAST PAGE OF THE SECTION I, PART B: SHORT-ANSWER RESPONSE BOOKLET THAT INDICATES WHETHER YOU ANSWERED SHORT-ANSWER QUESTION 3 OR SHORT-ANSWER QUESTION 4**
- **PLACED YOUR AP NUMBER LABEL ON YOUR SECTION I, PART B: SHORT-ANSWER RESPONSE BOOKLET**
- **COMPLETED THE IDENTIFICATION INFORMATION AS REQUESTED ON THE FRONT OF THE SECTION I, PART B: SHORT-ANSWER RESPONSE 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

2018

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

At a Glance

Total Time
1 hour and 40 minutes
Number of Questions
2
Percent of Total Score
40%
Writing Instrument
Pen with black or dark blue ink

Question 1 (DBQ): Mandatory

Suggested Reading and Writing Time
1 hour
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
45 minutes
Percent of Total Score
25%

Question 2, 3, or 4: Choose One Question

Answer Question 2, Question 3, or Question 4
Suggested Writing Time
40 minutes
Percent of Total Score
15%

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, 3, and 4. 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, 3, or 4 if you finish Question 1 early. You may review your responses if you finish before the end of the exam is announced.

After the exam, you must apply the label that corresponds to the 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 I
Form Code 4OBP4-S
07

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 and 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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GO ON TO THE NEXT PAGE.

1. Evaluate the extent of change in United States foreign policy in the period 1783 to 1828.

Document 1

Source: President George Washington, Neutrality Proclamation, April 1793.

Whereas it appears that a state of war exists between Austria, Prussia, Sardinia, Great Britain, and the United Netherlands, of the one part, and France on the other; and the duty and interest of the United States require, that they should with sincerity and good faith adopt and pursue a conduct friendly and impartial toward the belligerent powers:

I have therefore thought fit by these presents to declare the disposition of the United States to observe the conduct aforesaid towards those powers respectively; and to exhort and warn the citizens of the United States carefully to avoid all acts and proceedings whatsoever, which may in any manner tend to contravene such disposition.

Document 2

Source: Treaty of Greenville, August 1795.

A treaty of peace between the United States of America and the tribes of Indians called the Wyandots, Delawares, Shawnees, Ottawas, Chippewas, Potawatomis, Miamis, Eel Rivers, Weas, Kickapoos, Piankashaws, and Kaskaskias. . . .

Article 1st: Henceforth all hostilities shall cease; peace is hereby established, and shall be perpetual; and a friendly intercourse shall take place between the said United States and Indian tribes. . . .

Article 4th: In consideration of the peace now established . . . the United States relinquish their claims to all other Indian lands northward of the River Ohio, eastward of the Mississippi, and westward and southward of the great lakes and the waters uniting them, according to the boundary line agreed on by the United States and the King of Great Britain, in the treaty of peace made between them in the year 1783. . . .

Article 5th: To prevent any misunderstanding about the Indian lands relinquished by the United States . . . the meaning of that relinquishment is this: the Indian tribes who have a right to those lands, are quietly to enjoy them, hunting, planting, and dwelling thereon so long as they please, without any molestation from the United States; but when those tribes or any of them shall be disposed to sell their lands, or any part of them, they are to be sold only to the United States, and until such sale, the United States will protect all the said Indian tribes in the quiet enjoyment of their lands against all citizens of the United States, and against all other white persons who intrude upon the same. And the said Indian tribes again acknowledge themselves and all their people to be under the protection of the said United States and no other power whatever.

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Document 3

Source: Letter from Thomas Jefferson to James Monroe (United States minister to France), September 1795.

Mr. Jay's treaty has at length been made public. So general a burst of dissatisfaction never before appeared against any transaction. Those who understand the particular articles of it, condemn these articles. Those who do not understand them minutely, condemn it generally as wearing a hostile face to France. This last is the most numerous class, comprehending the whole body of the people, who have taken a greater interest in this transaction than they were ever known to do in any other. It has, in my opinion, completely demolished the monarchical party here. The chamber of commerce in New York, against the body of the town, the merchants in Philadelphia, against the body of their town, also, and our town of Alexandria have come forward in its support.

Document 4

Source: James L. Cathcart, United States consul at Tripoli, letter to the Secretary of State, May 1800.

The only conclusion which can be drawn from the Bashaw's [pasha of Tripoli, Yusuf Karamanli] proceedings is that he wants a present, and if he does not get one, he will forge pretences to commit depredations on the property of our fellow citizens; His letter to the President will be the means of keeping him quiet until he receives an answer. . . . I therefore can see no alternative, but to station some of our Frigates in the Mediterranean, otherwise we will be continually subject to the same insults which the Imperials [Austria-Hungary], Danes, Swedes, and Ragusians [region in modern day Croatia] have already suffered and will still continue to suffer, if they do not keep a sufficient Naval force in this Sea to protect their trade.

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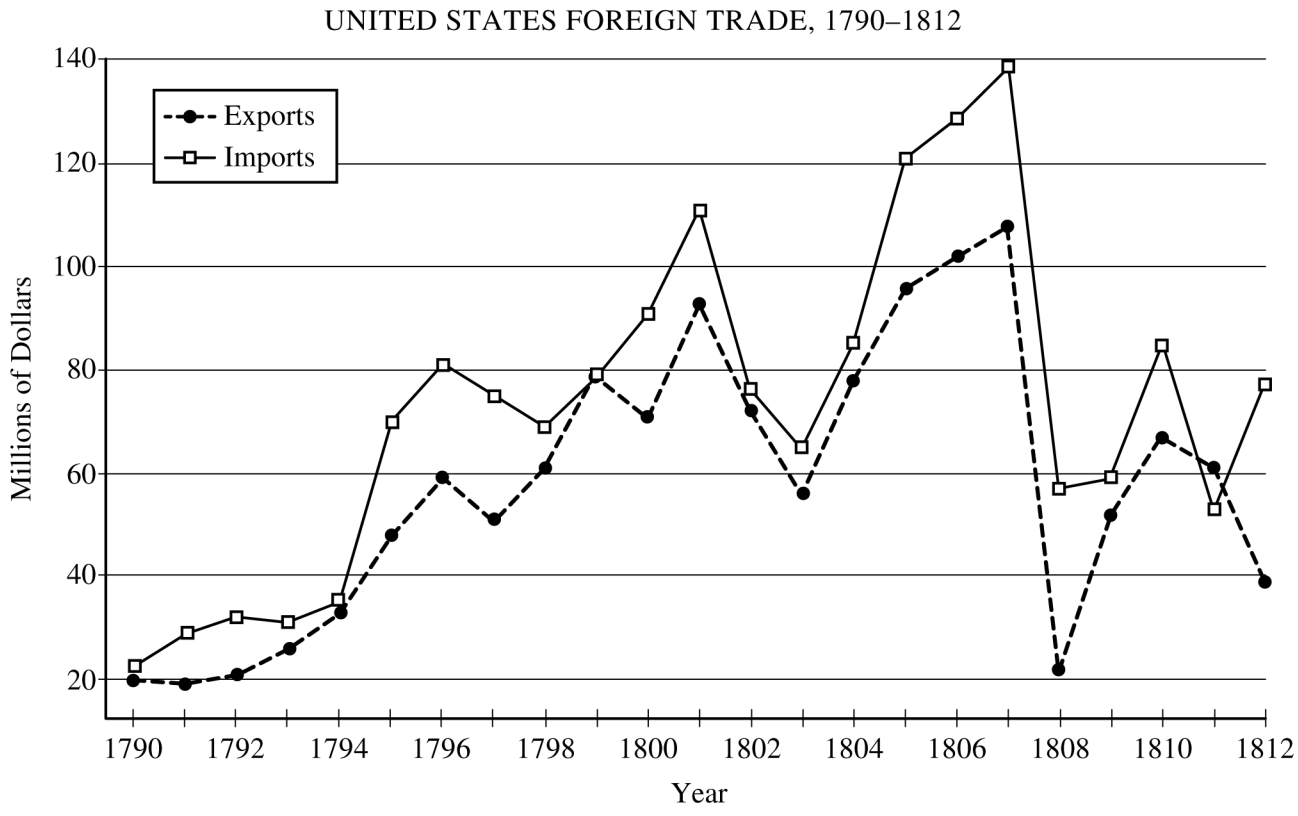
GO ON TO THE NEXT PAGE.

Document 5

Source: United States Foreign Trade, 1790–1812, from *Historical Statistics of the United States, Colonial Times to 1970*.



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Document 6

Source: Secretary of the Treasury Alexander James Dallas, *An Exposition of the Causes and Character of the War between the United States and Great-Britain*, 1815.

The United States had just recovered, under the auspices of their present constitution, from the debility which their revolutionary struggle had produced, when the convulsive movements of France excited throughout the civilized world the mingled sensations of hope and fear—of admiration and alarm. The interest which those movements, would in themselves, have excited, was incalculably increased, however, as soon as Great Britain became a party to the first memorable coalition against France, and assumed the character of a belligerent power . . . the difference of the scene would no longer exempt the United States from the influence, and the evils of the European conflict. On the one hand, their government was connected with France, by treaties of alliance and commerce; and the services which that nation had rendered to the cause of American independence. . . . On the other hand, Great Britain leaving the treaty of 1783 unexecuted, forcibly retained the American posts upon the northern frontier; and, slighting every overture to place the diplomatic and commercial relations of the two countries, upon a fair and friendly foundation, seemed to contemplate the success of the American revolution, in a spirit of unextinguishable animosity.

Document 7

Source: Secretary of State John Quincy Adams, an address delivered at the request of the Committee of the Citizens of Washington, on the occasion of reading the Declaration of Independence, July 4, 1821.

America, in the assembly of nations, since her admission among them, has invariably, though often fruitlessly, held forth to them the hand of honest friendship, of equal freedom, of generous reciprocity. She has uniformly spoken among them, though often to heedless and often to disdainful ears, the language of equal liberty, of equal justice, and of equal rights. She has, in the lapse of nearly half a century, without a single exception, respected the independence of other nations while asserting and maintaining her own. She has abstained from interference in the concerns of others, even when the conflict has been for principles to which she clings, as to the last vital drop that visits the heart. . . .

But she goes not abroad, in search of monsters to destroy. She is the well-wisher to the freedom and independence of all. She is the champion and vindicator only of her own. . . .

She well knows that by once enlisting under other banners than her own, were they even the banners of foreign Independence, she would involve herself, beyond the power of extrication, in all the wars of interest and intrigue, of individual avarice, envy, and ambition, which assume the colors and usurp the standard of freedom. The fundamental maxims of her policy would insensibly change from *liberty* to *force*. . . . She might become the dictatress of the world. She would be no longer the ruler of her own spirit.

END OF DOCUMENTS FOR QUESTION 1

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GO ON TO THE NEXT PAGE.

Question 2, 3, or 4 (Long Essay)

Suggested writing time: 40 minutes

Directions: Answer Question 2 **or** Question 3 **or** Question 4.

In your response you should do the following.

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

2. Evaluate the extent to which trans-Atlantic exchanges affected colonial culture in British North America in the period from 1700 to 1770.

3. Evaluate the extent to which immigration affected United States culture in the period from 1840 to 1898.

4. Evaluate the extent to which sustained economic growth affected United States culture in the period from 1940 to 1970.

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

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GO ON TO THE NEXT PAGE.

STOP

END OF EXAM

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

- **APPLY THE LABEL THAT CORRESPONDS TO THE LONG ESSAY 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 FRONT COVER.**
- **MAKE SURE YOU HAVE USED THE SAME SET OF AP NUMBER LABELS ON ALL AP EXAMS YOU HAVE TAKEN THIS YEAR.**

Student Answer Sheet for the Multiple-Choice Section

Use this section to capture student responses. (Note that the following answer sheet is a sample, and may differ from one used in an actual exam.)