After 30 minutes, say:

There are 10 minutes remaining.

After 10 minutes, say:

Stop working and close both booklets. Look at the bottom front cover of your free-response booklet. Using the essay-choice labels that you set aside earlier, select the label that matches the question you chose to answer **(Question 2, Question 3, or Question 4) and apply it to the bottom front cover** of your free-response booklet, where indicated. For example, if you answered **Question 2 apply the label "2." Look up when you have finished. . . .**

Now put both booklets on your desk, faceup. Keep your booklets separate; don't put one inside the other. Put your unused labels next to the booklets....

If any students used extra paper for a question in the free-response section, have those students staple the extra sheets) to the first page corresponding to that question in their free-response exam booklets. Complete an Incident Report after the exam and return these free-response booklets with the extra sheets attached in the Incident Report return envelope (see page 68 of the *2018-19 AP Coordinator's Manual* for complete details).

Then say:

Remain in your seat, without talking, while the exam materials are collected....

Collect a free-response booklet, an orange booklet, and the unused labels from each student. Check for the following:

- Free-response booklet front cover: The student placed an AP number label and an essay-choice label in the appropriate boxes and printed their initials and today's date.
- Free-response booklet back cover: The student completed the "Important Identification Information" area.
- The student wrote answers in the free-response booklet and not in the orange booklet.

The orange booklets must be returned with the rest of your exam materials. Keep the orange booklets separate from the free-response booklets. Do not place the free-response booklets inside the orange booklets or vice versa.

You may discard the essay-choice labels after you have checked that all students have applied one label to each free-response booklet. When all exam materials have been collected and accounted for, return to students any electronic devices you may have collected before the start of the exam.

If you are giving the regularly scheduled exam, say:

You may not discuss or share the free-response exam content with anyone unless it is released on the College Board website in about two days. Your AP Exam score results will be available online in July.

If you are giving the alternate exam for late testing, say:

None of the content in this exam may ever be discussed or shared in any way at any time. Your AP Exam score results will be available online in July.

If any students completed the AP number card at the beginning of this exam, say:

Please remember to take your AP number card with you. You will need the information on this card to view your scores and order AP score reporting services online.

Then say:

You are now dismissed.

After-Exam Tasks

Before you leave the testing room, be sure to insert all of the Section I, Part B: Short-Answer Response Booklets inside the yellow short-answer response booklet return envelope(s) with the folds of the short-answer response booklets facing in the same direction. Insert no more than 25 booklets in a single envelope. Do not include multiple-choice answer sheets inside the short-answer booklet return envelopes). If you use more than one envelope, number the envelopes consecutively (1 of 3, 2 of 3, 3 of 3, etc.).

Do not tape or seal this envelope. Follow the directions on pages 76–77 of the *2018-19 AP Coordinator's Manual* for packing the yellow short-answer response booklet return envelope(s) in your return shipment to the AP Program.

Be sure to give the completed seating chart to the AP coordinator. Schools must retain seating charts for at least six months (unless the state or district requires that they be retained for a longer period of time). Schools should not return any seating charts in their exam shipments unless they are required as part of an Incident Report.

NOTE: If you administered exams to students with accommodations, review the *2018-19 AP Coordinator's Manual* and the *2018-19 AP SSD Guidelines* for information about completing the Nonstandard Administration Report (NAR) form, and returning these exams.

The exam proctor should complete the following tasks if asked to do so by the AP coordinator. Otherwise, the AP coordinator must complete these tasks:

- Complete an Incident Report for any students who used extra paper for the free-response section. (Incident Report forms are provided in the coordinator packets sent with the exam shipments.) **These forms must be completed with a No. 2 pencil.** It is best to complete a single Incident Report for multiple students per exam subject, per administration (regular or late testing), as long as all required information is provided Include all exam booklets with extra sheets of paper in an Incident Report return envelope (see page 68 of the *2018-19 AP Coordinator's Manual* for complete details).
- Return all exam materials to secure storage until they are shipped back to the AP Program. (See page 27 of the *2018-19 AP Coordinator's Manual* for more information about secure storage.) Before storing materials, check the "School Use Only" section on page 1 of the answer sheet and:
  - Fill in the appropriate section number circle in order to access a separate AP Instructional Planning Report (for regularly scheduled exams only) or subject score roster at the class section or teacher level. See "Post-Exam Activities" in the *2018-19 AP Coordinator's Manual.*
  - Check your list of students who are eligible for fee reductions and fill in the appropriate circle on their registration answer sheets.

Name:_____

Answer Sheet for AP United States History

Practice Exam, Section I

No.	Answer
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No.	Answer
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AP® United States History Exam

SECTION I, Part A: Multiple Choice

2019

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 4PBP4-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.

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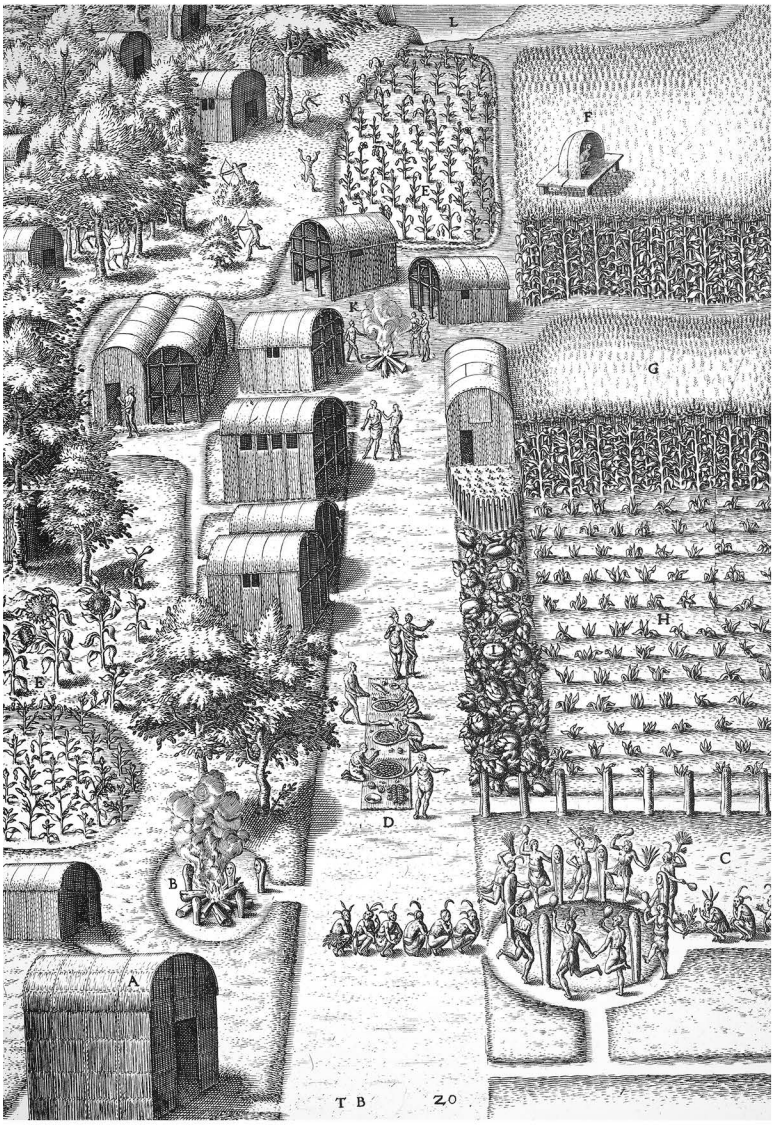
GO ON TO THE NEXT PAGE.

Questions 1 and 2 refer to the following image from 1590.



The Native American village of Secotan (in present-day North Carolina), line engraving by Theodor de Bry, 1590, made from a watercolor by John White

Granger, NYC — All rights reserved.

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1. The image best serves as evidence that many Native American groups had developed farming techniques that

(A) spread tobacco cultivation throughout the continent

(B) supported permanent villages

(C) allowed for continuous warfare

(D) differed dramatically from English agricultural practices

2. By the early 1600s, which of the following had most changed the circumstances of villages such as Secotan in eastern North America?

(A) The establishment of permanent settlements by English colonists

(B) The impact of epidemic diseases introduced by Europeans

(C) The decline of the fur and beaver trades

(D) The introduction of new foods into the Native American diet

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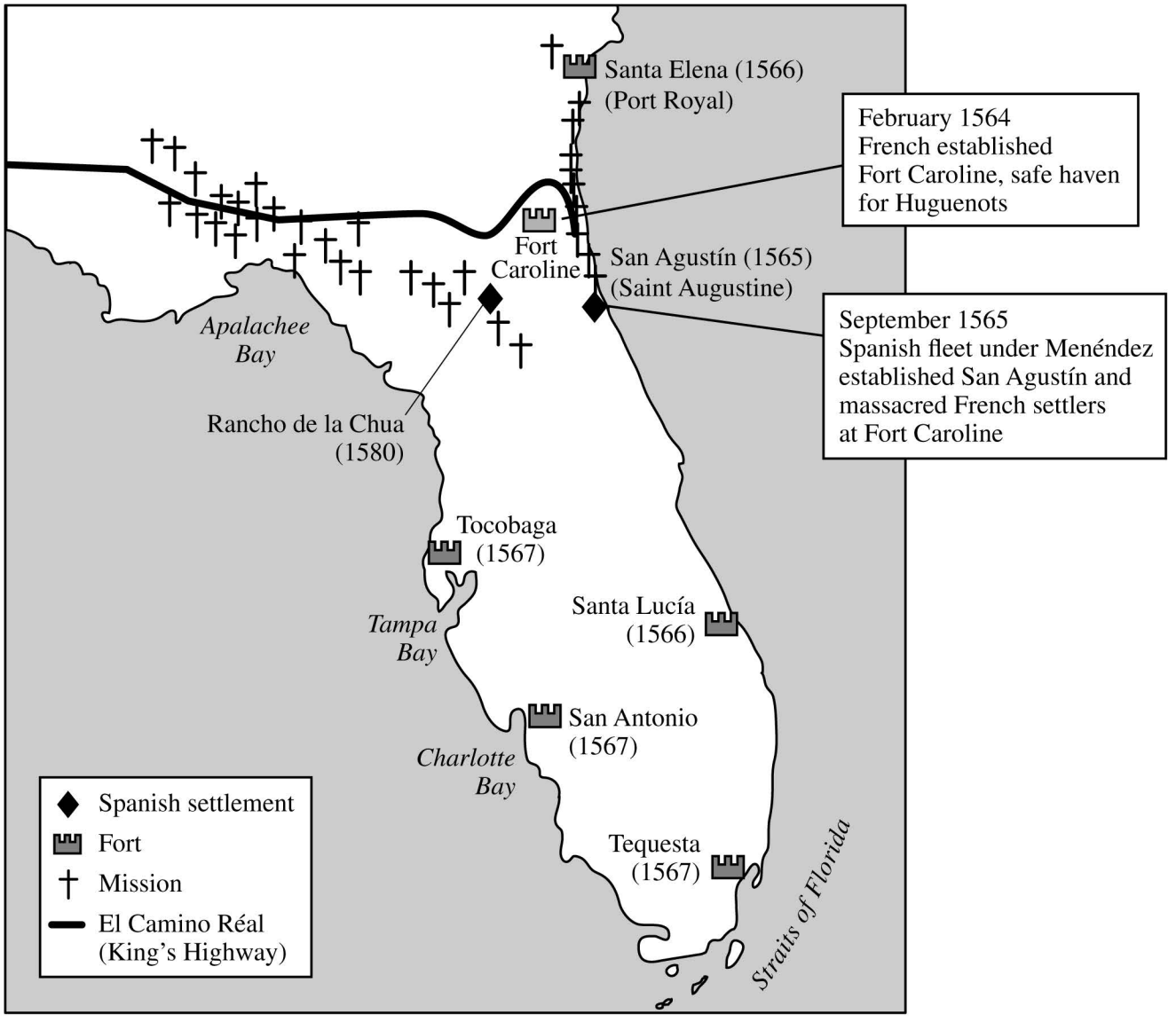
Questions 3 and 4 refer to the following map.

SPANISH FLORIDA, 1565–1680



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3. Which of the following best explains the presence of the Spanish in the areas depicted on the map?

(A) The emergence of competition between European powers in the Americas

(B) The outbreak of rebellion by the Pueblo Indians

(C) The spread of maize culture from American Indians to the Spanish colonists

(D) The introduction of African slavery to Spanish Florida

4. Which of the following was a major difference between the Spanish colonies in the Americas in the 1500s and the English colonies in the Americas in the early 1600s?

(A) The Spanish adopted African slavery in their colonies, while the English relied more on American Indian labor.

(B) The Spanish more actively sought to convert American Indians to Christianity than did the English.

(C) The Spanish tried to change American Indian worldviews, while the English generally accommodated them.

(D) The Spanish rejected assimilating American Indians into their culture, while the English favored assimilation.

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Questions 5 - 7 refer to the following excerpt.

"We ... the loyal subjects of our dread sovereign lord, King James, ... having undertaken for the glory of God, and advancement of the Christian faith, and honor of our king and country, a voyage to plant the first colony in the northern parts of Virginia, do by these presents solemnly and mutually in the presence of God and one another, covenant and combine ourselves together into a civil body politic... and by virtue hereof to enact, constitute, and frame such just and equal laws, ordinances, acts, constitutions, and offices, from time to time, as shall be thought most meet [proper] and convenient for the general good of the colony unto which we promise all due submission and obedience."

The Mayflower Compact, the first governing document of the Plymouth colony, 1620

5. Which of the following best describes the primary purpose of the document from which the excerpt was taken?

   (A) Organizing a system of rules and order in the colony

   (B) Promoting a Protestant denomination

   (C) Advocating for intercolonial cooperation

   (D) Encouraging further English investment in the colony

6. The ideas introduced in the excerpt most directly contributed to which of the following patterns among the British North American colonies?

   (A) The imposition of strict regulation by the Crown and Parliament

   (B) The establishment of local representative assemblies

   (C) The pursuit of trade with England and the West Indies

   (D) The development of agricultural economies

7. Participation in the "civil body politic" referenced in the excerpt would have been most available to which of the following?

   (A) Members of the English nobility

   (B) Sailors and soldiers

   (C) Male church members

   (D) Indentured servants

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Questions 8 - 11 refer to the following excerpt.

"We are reduced to the alternative of choosing an unconditional submission to the tyranny of irritated ministers, or resistance by force. . . .

"We fight not for glory or for conquest. We exhibit to mankind the remarkable spectacle of a people attacked by unprovoked enemies, without any imputation or even suspicion of offense. They boast of their privileges and civilization, and yet proffer no milder conditions than servitude or death.

"In our own native land, in defense of the freedom..., and which we ever enjoyed till the late violation of it—for the protection of our property, acquired solely by the honest industry of our forefathers and ourselves, against violence actually offered, we have taken up arms."

Declaration of the Causes and Necessity of Taking Up Arms, July 1775

8. The issuing of the declaration in the excerpt best serves as evidence of the

(A) Patriot inclusion of abolitionism as a goal of the resistance

(B) desire of the majority of colonists to launch offensive attacks against the British

(C) efforts of colonists to protect their rights as English subjects

(D) colonial demand for complete independence from Britain

9. The British Crown's response to actions like those in the excerpt was to

(A) declare the American colonies to be in open rebellion

(B) agree to meet with colonial representatives

(C) adopt a new form of imperial government

(D) appoint a new prime minister

10. Which of the following pieces of evidence could best be used to challenge the assertion in the excerpt that British attacks on the colonists had been "unprovoked"?

(A) The extension of a petition of reconciliation by members of the Second Continental Congress

(B) A series of popular boycotts, mob protests, and violence against royal officials

(C) Efforts by Quakers and Germans in the mid-Atlantic colonies to promote pacifism and remain neutral

(D) The outbreak of skirmishes between Patriot and Loyalist forces throughout the southern colonies

11. Which of the following most immediately built on the ideas expressed in the excerpt?

(A) The publication of the pamphlet *Common Sense*

(B) The drafting of the United States Constitution

(C) The issuing of George Washington's Farewell Address

(D) The writing of *The Federalist* papers

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Questions 12 - 14 refer to the following excerpt.

"As its preamble promised, the Constitution would 'ensure domestic tranquility' by allowing the federal government to field an army powerful enough to suppress rebellions like those that had flared up in Massachusetts, New Hampshire, and other states. Even more important, the Constitution would 'establish justice' by preventing the state assemblies from adopting relief measures that screened their citizens from either their Continental taxes or their private debts. . . . Excoriating [harshly criticizing] the legislatures for collecting too little money from taxpayers, the bondholders and their sympathizers noted with approval that the Constitution would take the business of collecting federal taxes away from the states and place it firmly in the hands of a powerful new national government."

Woody Holton, historian, "'From the Labours of Others': The War Bonds Controversy and the Origins of the Constitution in New England," *William and Mary Quarterly*, 2004

12. Which of the following historical events in the 1790s most directly followed from the developments described in the excerpt?

(A) Trade and manufacturing increased United States productivity and helped the federal government pay off its bonds more quickly.

(B) George Washington's neutrality allowed the United states to trade with France, Britain, and Spain simultaneously and pay down the debt.

(C) The federal government granted French merchants a monopoly on the sale of American tobacco to pay debts from the American Revolution.

(D) The federal government established a new economic policy in part by assuming states' debts from the American Revolution.

13. Which of the following most directly resulted from concerns over the increased power of the federal government in the late 1700s?

(A) Rebellions over the right to tax goods, such as the Whiskey Rebellion

(B) Slave uprisings, such as Nat Turner's Rebellion

(C) Revolts over requirements to pay taxes in hard currency, such as Shays' Rebellion

(D) Conflicts over access to land, such as Bacon's Rebellion

14. Which of the following issues did the framers of the United States Constitution most directly address?

(A) The domestic slave trade

(B) The establishment of a national bank

(C) The strengthening of central government powers

(D) Property qualifications required for voting

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Questions 15 - 17 refer to the following excerpt.

"Few wives in antebellum America enjoyed a life free from labor. Family life depended on the smooth performance of an extensive array of unpaid occupations in the household, and on the presence... of someone to provide that work—to supervise the children through the vicissitudes of a changing social and economic order; to make and mend clothes, quilts, pillows, and other household furnishings; to shop for items the household could afford..., and scavenge... for those it could not; to clean, cook, and bake; and, whenever necessary, to move from unpaid to paid labor to bolster the household income. The growth... of the cash economyl of the Northeast had not rendered this labor superfluous. Nor had it reduced housework to unskilled labor."

Jeanne Boydston, historian, *Home and Work*, 1990

15. Which of the following most directly contributed to the situation described in the excerpt?

(A) The abolitionist movement

(B) Increased immigration

(C) The market revolution

(D) The emergence of mass political parties

16. During the first half of the nineteenth century, some women increasingly "bolster[ed] the household income," as described in the excerpt, by

(A) obtaining positions in textile mills

(B) signing contracts for indentured servitude

(C) performing clerical and secretarial labor for large corporations

(D) participating in secular and religious reform associations

17. The growing number of women in the workforce in the second half of the twentieth century most directly contributed to

(A) the widespread belief that women's roles in the home should be abandoned entirely

(B) the ratification of a constitutional amendment guaranteeing women's equality

(C) legislation that restricted women's paid work to certain occupations

(D) increased social anxieties about the decline of the traditional nuclear family

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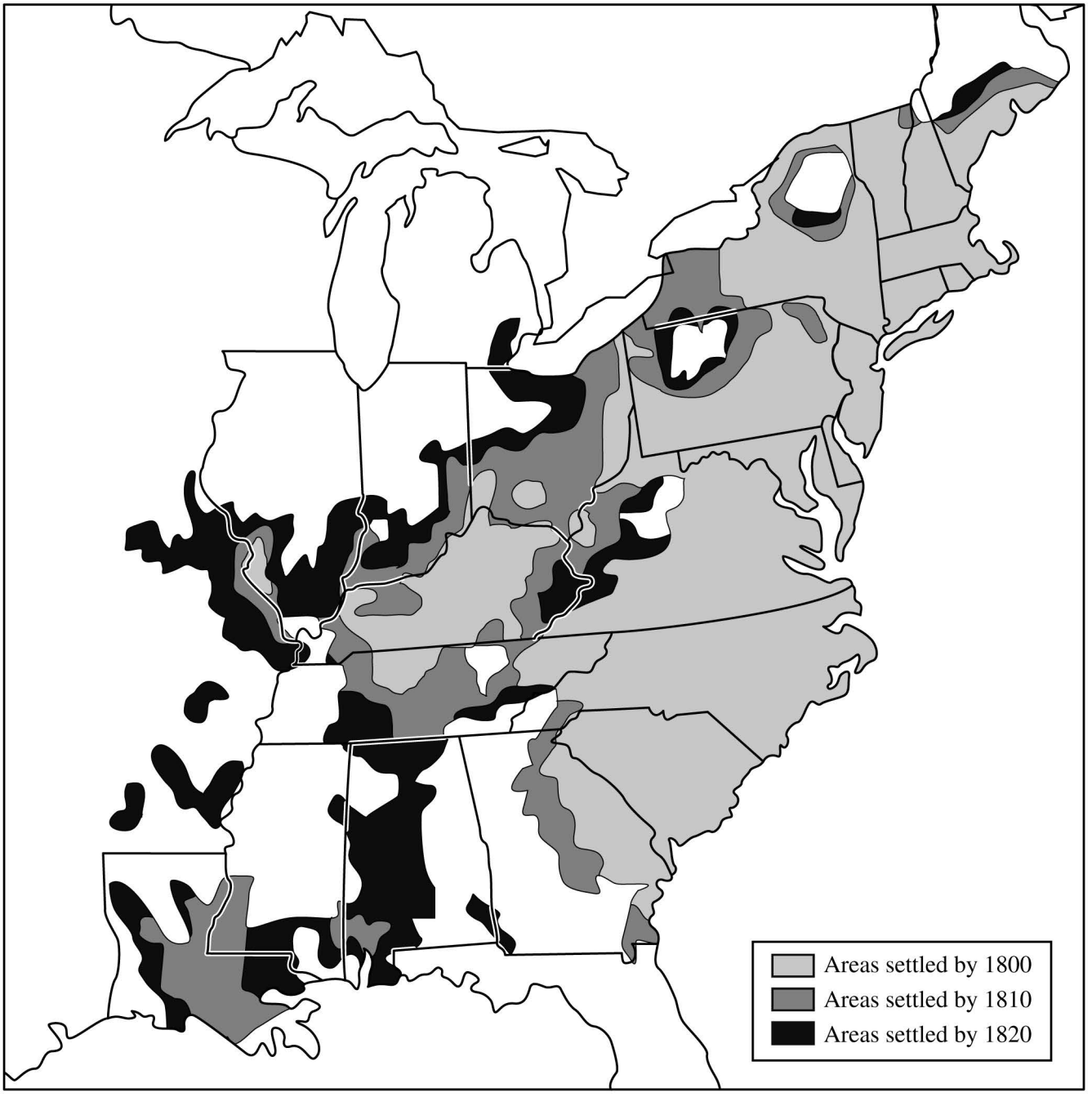
Questions 18 - 20 refer to the following map.

SETTLEMENT BY THE UNITED STATES, 1800–1820



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18. Which of the following most directly contributed to the spread of settlement depicted on the map?

(A) The development of transcontinental railroads

(B) Efforts to secure boundaries with Great Britain

(C) Federal grants for purchases of western land

(D) Sustained population growth after the American Revolution

19. Which of the following most likely accounts for the limits of United States settlement in portions of North Carolina and Georgia depicted on the map?

(A) Tobacco and sugarcane crops failed to thrive in those areas.

(B) American Indians maintained sovereign control over those regions.

(C) The Northwest Ordinance prohibited slavery in those regions.

(D) The lands were set aside for American Indian reservations.

20. The patterns of settlement shown in the map culminated in which of the following national crises by 1820 ?

(A) Outrage over the Federalist Party's disloyalty in proposing New England's secession

(B) Widespread opposition to the demands of the women's rights advocates at Seneca Falls

(C) The emergence of sectional tensions over the admission of the state of Missouri

(D) Disbelief at the violence resulting from popular sovereignty in Kansas

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Questions 21 - 23 refer to the following excerpt.

"[I am] commanded to explain to the Japanese that. . . . [the United States] population has rapidly spread through the country, until it has reached the shores of the Pacific Ocean; that we have now large cities, from which, with the aid of steam vessels, we can reach Japan in eighteen or twenty days; [and] that . . . the Japan seas will soon be covered with our vessels.

"Therefore, as the United States and Japan are becoming every day nearer and nearer to each other, the President desires to live in peace and friendship with your imperial majesty, but no friendship can long exist, unless Japan ceases to act toward Americans as if they were her enemies...

"Many of the large ships-of-war destined to visit Japan have not yet arrived in these seas, though they are hourly expected; and [the United States has], as an evidence of [its] friendly intentions . . . brought but four of the smaller ones, designing, should it become necessary, to return to Edo [Tokyo] in the ensuing spring with a much larger force."

Commodore Matthew C. Perry to the emperor of Japan, letter, 1853

21. The excerpt best supports the conclusion that in the 1850s, the United States government

(A) sought to prevent Japan from forming a naval alliance with the British empire

(B) was willing to intimidate Asian countries like Japan to secure economic opportunities

(C) attempted to monopolize Japanese commerce and to exclude the participation of Europeans in trade

(D) was interested in making the government of Japan more democratic

22. The population trend described in the excerpt most directly reflected which of the following domestic developments in the nineteenth century?

(A) The belief that it was the Manifest Destiny of the United States to control territory across the continent

(B) The question of the role of government in funding internal improvements

(C) The claim that the United States should limit European colonialism in the Western Hemisphere

(D) The dispute over whether Congress should reestablish a national bank

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23. Which of the following was a major United States foreign policy change in the Pacific region at the end of the nineteenth century?

(A) The United States began to accept unrestricted immigration from East Asia.

(B) The United States supported the formation of the Kingdom of Hawaii.

(C) The United States reduced the size of its navy through international agreements.

(D) The United States acquired new colonial possessions such as the Philippines.

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Questions 24 - 27 refer to the following excerpt.

"The question is simply this: can a negro whose ancestors were imported into this country and sold as slaves become a member of the political community formed and brought into existence by the Constitution of the United States, and as such become entitled to all the rights, and privileges, and immunities, guaranteed by that instrument to the citizen, one of which rights is the privilege of suing in a court of the United States in the cases specified in the Constitution?... It is the judgment of this court that it appears... that the plaintifi in error is not a citizen... in the sense in which that word is used in the Constitution."

United States Supreme Court Chief Justice Roger B. Taney,
Dred Scott v. *Sandford*, 1857

24. The decision in the excerpt held which of the following to be unconstitutional?

(A) The Northwest Ordinance

(B) The Louisiana Purchase

(C) The Missouri Compromise

(D) The Wilmot Proviso

25. Which of the following most likely supported the ideas expressed in the excerpt?

(A) Abolitionists

(B) Southern Democrats

(C) Free soil advocates

(D) Northern Republicans

26. Which of the following was the most immediate result of the decision in the excerpt?

(A) Tensions over slavery diminished.

(B) Support grew for the Republican Party.

(C) The United States fought a war with Mexico.

(D) Most slave states voted to secede from the Union.

27. Which of the following invalidated the decision in the excerpt?

(A) The Fourteenth Amendment

(B) *Plessy* v. *Ferguson*

(C) *Brown* v. *Board of Education of Topeka*

(D) The Civil Rights Act of 1964

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Questions 28 - 30 refer to the following excerpt.

"Formerly the individual was the pioneer of civilization; now, the railroad is the pioneer, and the individual follows, or is only slightly in advance.... The wild roses are blooming today, and the sod is yet unturned ...where, in a year or two will be heard the screech of the locomotive and the tramp of the approaching legions, another year will bring the beginning of the change; towns and cities will spring into existence, and the steam whistle and the noise of saws and hammers, and the click and clatter of machinery, the sound of industry will be heard. The prairies will be golden with the ripening harvest, and the field and the forest, the mine and the river, will all yield their abundance to the ever growing multitude."

George A. Batchelder, *A Sketch of the History and Resources of Dakota Territory*, 1870

28. Which of the following contributed most to the process described in the excerpt?

(A) The industrialization of urban areas in the Northeast

(B) The building of new roads and canals

(C) Increased immigration from eastern Europe

(D) Legislation that facilitated the distribution of western land

29. Which of the following was a long-term result of the developments described in the excerpt?

(A) The growth of political tensions between the United States and Mexico

(B) A conflict with Great Britain over the northern border of the United States

(C) A large-scale African American migration to the region

(D) The creation of farmers' groups to resist corporate control of agricultural markets

30. The settlement pattern described in the excerpt was most similar to earlier settlement patterns in that it was

(A) discouraged by the federal government through legislation

(B) motivated largely by the desire to expand Protestant Christianity

(C) accompanied by conflict with American Indians over landownership

(D) the source of political divisions over the expansion of slavery

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Questions 31 - 33 refer to the following excerpt.

> "In 1789 the flag of the Republic waved over 4,000,000 souls in thirteen states, and their savage territory which stretched to the Mississippi, to Canada, to the Floridas. The timid minds of that day said that no new territory was needed; and, for the hour, they were right. But [Thomas] Jefferson, through whose intellect the centuries marched; Jefferson, who dreamed of Cuba as an American state; Jefferson, the first Imperialist of the Republic-Jefferson acquired that imperial territory which swept from the Mississippi to the mountains, from Texas to the British possessions, and the march of the flag began!... Jefferson, strict constructionist of constitutional power though he was, obeyed the Anglo-Saxon impulse within him... And now obeying the same voice that Jefferson heard and obeyed, that [Andrew] Jackson heard and obeyed, that [James] Monroe heard and obeyed, that [William] Seward heard and obeyed, that [Ulysses] Grant heard and obeyed, that [Benjamin] Harrison heard and obeyed, our President today plants the flag over the islands of the seas, outposts of commerce, citadels of national security, and the march of the flag goes on!"
>
> Albert J. Beveridge, candidate for United States Senate, "The March of the Flag" speech, 1898

31. Based on the excerpt, Beveridge would have most likely opposed which of the following?

(A) Senator Henry Dawes's program to reform American Indian policy through forced assimilation

(B) Antiexpansionist groups that advocated Filipino independence

(C) The Chinese Exclusion Act and limits on immigration

(D) The doctrine of survival of the fittest as applied to society

32. Beveridge's ideas in the excerpt best support which of the following positions commonly expressed at the time?

(A) Mexico and Canada have no right to question or check United States expansion.

(B) The right of the United States to assert power over foreign lands is God given.

(C) The United States foreign policy has always been isolationist and reluctant to intervene abroad.

(D) A smaller federal government was necessary to face the foreign policy challenges of the twentieth century.

33. Beveridge's speech was written in the context of

(A) war with Great Britain during the James Madison administration

(B) efforts to gain concessions from Mexico through conflict

(C) debates in the aftermath of war with Spain

(D) the decision to avoid war with France during the John Adams administration

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GO ON TO THE NEXT PAGE.

Questions 34 - 37 refer to the following excerpt.

"To turn the administration of our civic affairs wholly over to men may mean that the American city will continue to push forward in its commercial and industrial development, and continue to lag behind in those things which make a city healthful and beautiful... If women have in any sense been responsible for the gentler side of life which softens and blurs some of its harsher conditions, may they not have a duty to perform in our American cities? ... If woman would fulfill her traditional responsibility to her own children; if she would educate and protect from danger factory children who must find their recreation on the street . . . then she must bring herself to the use of the ballot—that latest implement for self-government."

Jane Addams, "Why Women Should Vote," *Ladies' Home Journal*, 1910

34. The ideas expressed in the excerpt most clearly reflect the ideals of which of the following?

(A) Progressivism

(B) Conservatism

(C) Expansionism

(D) States' rights

35. Addams' ideas expressed in the excerpt have most in common with which of the following historical views about women?

(A) The seventeenth-century Puritan belief that women must be governed by their husbands and fathers

(B) The belief of some mid-nineteenth-century reformers that women could act as the moral voice in society

(C) The argument of some nineteenth-century advice books that women's sphere was restricted to the home and family

(D) The rejection of traditional gender roles by feminists in the mid-twentieth century

36. Which of the following would have been most likely to support the sentiments expressed by Addams in the excerpt?

(A) Know-Nothings

(B) Machine politicians

(C) Southern Democrats

(D) Settlement house workers

37. The concerns Addams raises in the excerpt were most directly a reaction to which of the following?

(A) Social injustice and rising economic inequality

(B) The expansion of government regulation of corporations

(C) The transformation of rural society by mechanized agriculture

(D) Fears about the growing number of immigrants in the United States

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GO ON TO THE NEXT PAGE.

Questions 38 - 40 refer to the following excerpt.

"We must have tax reform. The method of raising revenue ought not to impede the transaction of business; it ought to encourage it. I am opposed to extremely high rates, because they produce little or no revenue, because they are bad for the country, and, finally, because they are wrong. We cannot finance the country, we cannot improve social conditions, through any system of injustice, even if we attempt to inflict it upon the rich. Those who suffer the most harm will be the poor.... The wise and correct course to follow in taxation and all other economic legislation is not to destroy those who have already secured success but to create conditions under which everyone will have a better chance to be successful."

President Calvin Coolidge, inaugural address, 1925

38. In the excerpt, Coolidge was reacting most directly against

(A) Progressive efforts to regulate the economy

(B) the consolidation of corporations into trusts and holding companies

(C) conspicuous consumption by some segments of society

(D) the promotion of laissez-faire economic policies

39. Members of which of the following groups would have been most likely to agree with the perspective expressed by Coolidge in the excerpt?

(A) Business executives

(B) Farm laborers

(C) Industrial workers

(D) Recent immigrants

40. The ideas expressed in the excerpt by Coolidge were most similar to the ideas of which of the following?

(A) Anti-imperialists in the 1890s

(B) New Dealers in the 1930s

(C) Great Society supporters in the 1960s

(D) New conservatives in the 1980s

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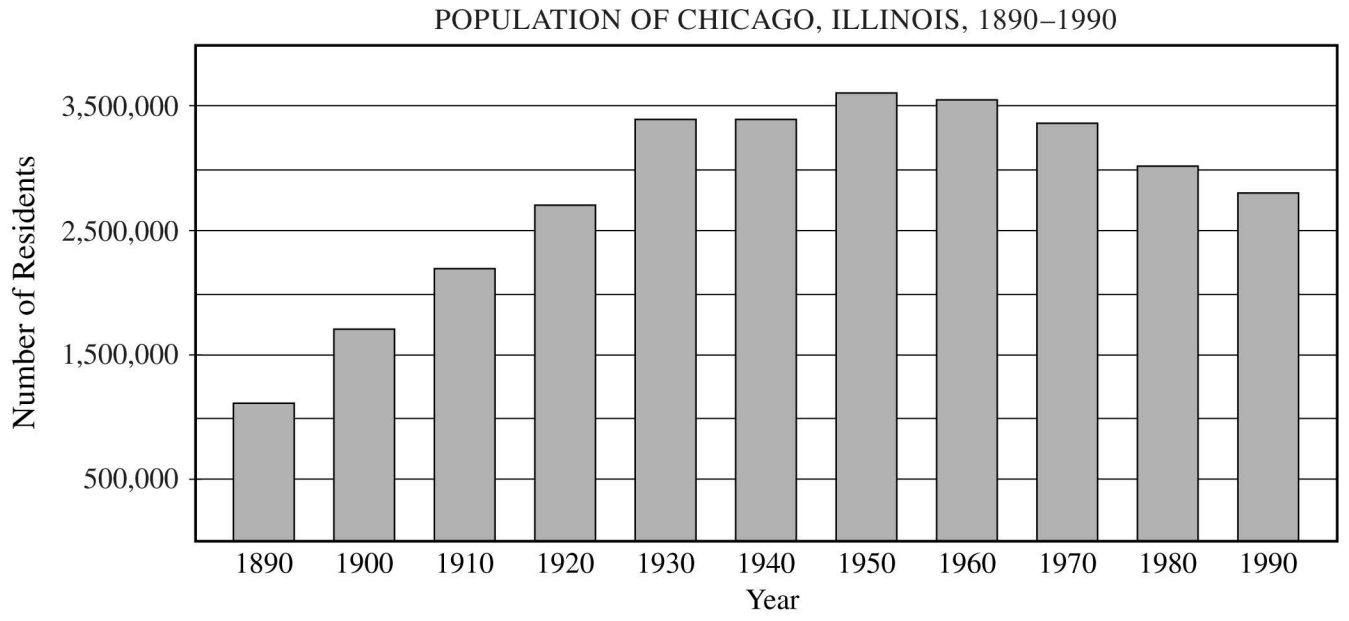
Questions 41 - 44 refer to the following graph.



United States Census Bureau

41. Which of the following factors most likely contributed to the trend in Chicago's population from 1890 to 1940 ?

(A) Increasing birth rates

(B) Job opportunities in industry

(C) The promise of religious freedom

(D) Growing employment in agriculture

42. Which of the following groups was LEAST likely to have contributed to the trend in Chicago's population from 1890 to 1940 ?

(A) African American migrants from the southern United States

(B) Immigrants from eastern and southern Europe

(C) Immigrants from northern and western Europe

(D) Immigrants from eastern and southern Asia

43. Which of the following factors was most likely responsible for the change in Chicago's population from 1950 to 1990 ?

(A) Migration to the suburbs and surrounding regions

(B) Federal policies discouraging immigration

(C) Decreasing birth rates among city dwellers

(D) Continued racial discrimination in urban public housing

44. One effect of the population changes that occurred nationwide from 1950 to 1990 was the

(A) decreased economic influence of immigrants on United States society

(B) decreased economic importance of the Pacific Northwest

(C) increased economic importance of the Northeast

(D) increased economic influence of the South and West

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GO ON TO THE NEXT PAGE.

Questions 45 - 47 refer to the following excerpt.

"In the councils of government, we must guard against the acquisition of unwarranted influence, whether sought or unsought, by the military-industrial complex. The potential for the disastrous rise of misplaced power exists and will persist.

"We must never let the weight of this combination endanger our liberties or democratic processes. We should take nothing for granted. Only an alert and knowledgeable citizenry can compel the proper meshing of the huge industrial and military machinery of defense with our peaceful methods and goals, so that security and liberty may prosper together."

President Dwight Eisenhower, farewell address, 1961

45. Eisenhower's concerns expressed in the excerpt emerged most directly from the context of the

(A) First World War

(B) Second World War

(C) Cold War

(D) Vietnam War

46. Which of the following most directly contributed to the developments Eisenhower warned "we must guard against"?

(A) The internment of Japanese Americans

(B) The increased employment of women in defense manufacturing

(C) The growth of the nuclear arsenal

(D) The desire to protect oil supplies in the Middle East

47. Which of the following best characterizes the military-industrial complex in the decade following Eisenhower's speech?

(A) Popular protest forced greater separation between the military and industry.

(B) Private industry lost significant influence with the federal government.

(C) The military lost significant influence in the federal government.

(D) The concerns about the military and industry largely persisted.

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GO ON TO THE NEXT PAGE.

Questions 48 - 50 refer to the following excerpt.

"One of the tragedies of the struggle against racism is that up to now there has been no national organization which could speak to the growing militancy of young black people in the urban ghetto. There has been only a civil rights movement whose tone of voice was adapted to an audience of liberal whites. It served as a sort of buffer zone between them and angry young blacks....

"An organization which claims to speak for the needs of a community—as does the Student Nonviolent Coordinating Committee—must speak in the tone of that community, not as somebody else's buffer zone. . . .

"The need for psychological equality is the reason why SNCC today believes that blacks must organize in the black community. Only black people can convey the revolutionary idea that black people are able to do things themselves. Only they can help create in the community an aroused and continuing black consciousness that will provide the basis for political strength."

Stokely Carmichael, "What We Want," 1966

48. The ideas expressed in the excerpt arose most directly in reaction to which of the following?

(A) A Supreme Court decision that ordered the desegregation of public schools

(B) Persecution of African American labor union organizers during the Red Scare

(C) Discrimination and disenfranchisement that continued despite legislative gains

(D) An increase in conservative political activism by Black evangelical churches

49. Which of the following resulted most directly from the ideas expressed in the excerpt?

(A) The redirection of federal funding from urban social programs to the Vietnam War

(B) Building sentiment among Civil Rights activists for the use of passive resistance and peaceful protest

(C) Intensification of political and cultural debates over changes in African American family structures

(D) Growing opposition among Civil Rights activists to Democratic political leaders who supported the status quo

50. The ideas expressed in the excerpt could best be used to support which of the following perspectives at the time?

(A) Violence is the best means for African Americans to change their status.

(B) Integration should be rejected as the primary goal of the African American rights movement.

(C) Separatism would not help African Americans achieve a more powerful political voice.

(D) Economic inequality accounts for the persistence of racial discrimination.

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Questions 51 - 53 refer to the following excerpt.

"No thoughtful person can question that the American economic system is under broad attack. This varies in scope, intensity, in the techniques employed, and in the level of visibility.

"There always have been some who opposed the American system...

"But what now concerns us is quite new in the history of America. We are not dealing with sporadic or isolated attacks from a relatively few extremists or even from the minority socialist cadre. Rather, the assault on the enterprise system is broadly based and consistently pursued...

"The most disquieting voices joining the chorus of criticism come from perfectly respectable elements of society: from the college campus, the pulpit, the media, the intellectual and literary journals, the arts and sciences, and from politicians."

Memorandum from Lewis F. Powell, Jr., attorney and future United States Supreme Court Justice, to Eugene B. Sydnor of the United States Chamber of Commerce, 1971

51. The ideas expressed in the memo were most consistent with which of the following foreign policy beliefs after 1945 ?

(A) A global capitalist economy led by the United States would help stabilize the international system.

(B) A nonaligned movement would help balance out the communist nations in the global order.

(C) Collective security alliances provided the best means to protect United States commercial interests.

(D) The United States should unilaterally support postwar decolonization movements.

52. Those who shared Powell's perspective most likely opposed which of the following developments in the United States?

(A) The rise of the military-industrial complex during the 1950s and the 1960s

(B) An increase in the standard of living in the decades following the Second World War

(C) Laws limiting the power of labor unions in the 1920s

(D) The creation of social welfare and regulatory agencies under the New Deal and Great Society

53. Based on the excerpt, Powell would have been most likely to support which of the following during the 1980s?

(A) An increase in union membership for jobs in the service sector

(B) The curtailment of civil liberties in order to combat terrorist threats

(C) Significant tax cuts and the deregulation of many industries

(D) The relaxation of immigration policies and the granting of amnesty

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GO ON TO THE NEXT PAGE.

Questions 54 and 55 refer to the following excerpt.

"The Moral Majority, Christian Voice, and other groups of the 1970s and 1980s had a far broader issue agenda than their predecessors. The core agenda involved opposition to abortion, civil rights protection for gays and lesbians, and the ERA [Equal Rights Amendment to the Constitution, which would have guaranteed equal rights for women], and support for school prayer and tuition tax credits for religious schools. But the organizations staked positions on a variety of other issues as well. [Jerry] Falwell . . . consistently supported increases in defense spending. The *Moral Majority Report*, the organization's newsletter, attempted to build support for conservative economic issues as well, including a subminimum wage, a return to the gold standard, and cuts in social welfare spending."

Clyde Wilcox, historian, 2003

54. The excerpt most directly reflects which change in United States society during the 1970s and 1980s?

(A) The widespread closing of public schools

(B) An increase in the number of traditional nuclear families

(C) The rise of political activism among evangelicals

(D) The emergence of a youth-based counterculture

55. The position on defense spending advocated by the Moral Majority and similar groups during the 1980s indicates that they would have been most likely to support the

(A) significant arms reductions made by the Soviet Union and the United States

(B) Cold War rhetoric used by Republicans

(C) resurgent isolationist policies advocated by Democrats

(D) limitation of services for military veterans

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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.

"The members of the Philadelphia convention which drafted the Constitution were, with a few exceptions, immediately, directly, and personally interested in, and derived economic advantages from, the establishment of the new system. The Constitution was essentially an economic document based upon the concept that the fundamental private rights of property are [superior] to government and morally beyond the reach of popular majorities."

Charles Beard, historian, *An Economic Interpretation of the Constitution of the United States*, 1913

"Anxious and uncertain, the convention delegates... brought to bear their political experience, their sensitivities to legal loopholes, their commitment to representative government, and they focused their energies and attentions on resolving existing conflicts, correcting existing errors, and protecting ... against a descent into tyranny. When they were done, they submitted their handiwork to the citizens for ratification rather than attempting to impose it by assassination or military force. In this way, they invited their neighbors to share responsibility for the fate of their experiment in representative government."

Carol Berkin, historian, *A Brilliant Solution: Inventing the American Constitution*, 2002

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

a) Briefly describe ONE major difference between Beard's and Berkin's historical interpretations of the drafting of the United States Constitution.

b) Briefly explain how ONE specific historical event, development, or circumstance in the period 1776–1800 that is not directly mentioned in the excerpts could be used to support Beard's interpretation.

c) Briefly explain how ONE specific historical event, development, or circumstance in the period 1776–1800 that is not directly mentioned in the excerpts could be used to support Berkin's interpretation.

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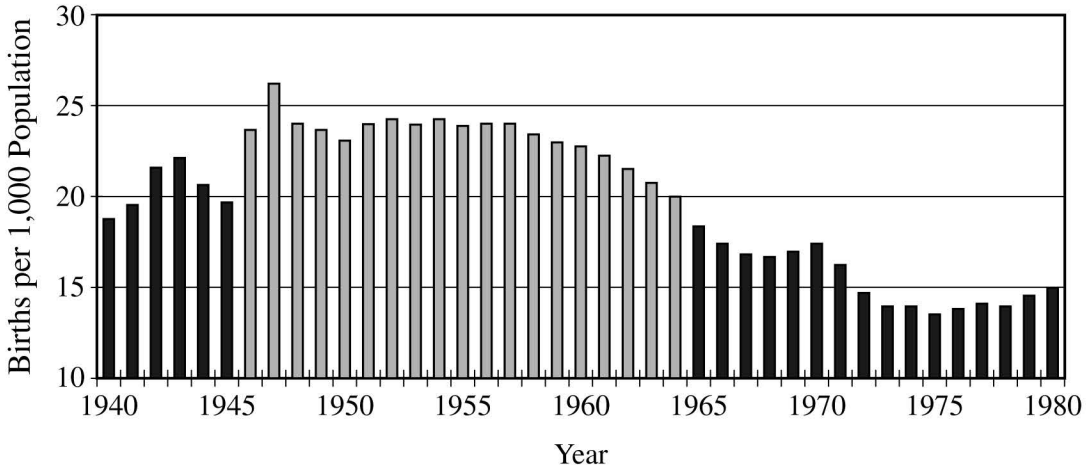
GO ON TO THE NEXT PAGE.

UNITED STATES BIRTH RATES, 1940–1980



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

a) Briefly describe how ONE specific historical event or development contributed to the high birth rates in the United States from 1946 to 1964.

b) Briefly describe ONE specific historical effect of the high birth rates on United States society from 1946 to 1964.

c) Briefly explain ONE specific historical change in United States society from 1965 to 1980 that resulted from the trend in birth rates from 1946 to 1964.

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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). Confine your response to the period from 1776 to 1877.

a) Briefly describe ONE specific historical difference between the ideas of republican motherhood and the ideas of the Seneca Falls Convention.
b) Briefly describe ONE specific historical similarity between the ideas of republican motherhood and the ideas of the Seneca Falls Convention.
c) Briefly explain ONE specific historical effect of either republican motherhood or the Seneca Falls Convention.

4. Answer (a), (b), and (c). Confine your response to the period from 1919 to 1960.

a) Briefly describe ONE specific historical difference between the United States reaction to international events following the First World War (1919–1930) and following the Second World War (1945–1960).
b) Briefly describe ONE specific historical similarity between the United States reaction to international events following the First World War and following the Second World War.
c) Briefly explain ONE specific historical reason for a difference between the United States reaction to international events following the First World War and following the Second World War.

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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 EXAM LABEL ON YOUR SECTION I, PART B: SHORT-ANSWER RESPONSE BOOKLET
- 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

2019

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 4PBP4-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 to which transportation innovation contributed to American national unity in the period from 1800 to 1860.

Document 1

Source: Robert Fulton, inventor, to Albert Gallatin, Secretary of the Treasury, letter, 1807.

Having . . . considered the advantages which canals will produce in point of wealth to individuals and the nation, I will now consider their importance to the union and their political consequences.

. . . Numerous have been the speculations on the duration of our union, and intrigues have been practiced to sever the western from the eastern states. The opinion endeavored to be inculcated, was, that the inhabitants beyond the mountains were cut off from the market of the Atlantic states; that consequently they had a separate interest, and should use their resources to open a communication to a market of their own; that remote from the seat of government they could not enjoy their portion of advantages arising from the union, and that sooner or later they must separate and govern for themselves.

. . . What stronger bonds of union can be invented than those which enable each individual to transport the produce of his industry 1,200 miles for 60 cents the hundred weight? Here then is a certain method of securing the union of the states, and of rendering it as lasting as the continent we inhabit.

Document 2

Source: President John Quincy Adams, inaugural address, March 1825.

To the topic of internal improvement, . . . the magnificence and splendor of their public works are among the imperishable glories of the ancient republics. The roads and aqueducts of Rome have been the admiration of all after ages, and have survived thousands of years after all her conquests have been swallowed up in despotism or become the spoil of barbarians. Some diversity of opinion has prevailed with regard to the powers of Congress for legislation upon objects of this nature. . . . Nearly twenty years have passed since the construction of the first national road was commenced. The authority for its construction was then unquestioned. . . . Repeated, liberal, and candid discussions in the Legislature have conciliated the sentiments and approximated the opinions of enlightened minds, upon the question of constitutional power. I can not but hope that, by the same process of friendly, patient, and persevering deliberation, all constitutional objections will ultimately be removed.

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Document 3

Source: Thomas Jefferson to William Branch Giles, letter discussing the United States Supreme Court decision in *Gibbons* v. *Ogden*, December 1825.

Take together the decisions of the federal court, the doctrines of the President, and the misconstructions of the constitutional compact, acted on by the legislature of the federal branch and it is but too evident that the three ruling branches of that department are in combination to strip their Colleagues, the States authorities of the powers reserved by them. . . . Under the power to regulate Commerce they assume indefinitely that also over agriculture and manufactures. . . . Under the authority to establish post roads, they claim that of cutting down mountains for the construction of roads, of digging canals, and, aided by a little sophistry on the words "general welfare" a right to do, not only the acts to effect that which are specifically enumerated and permitted, but whatsoever they shall think, or pretend will be for the general welfare. . . . The states should be watchful to note every material usurpation on their rights, [and] to denounce them as they occur.

Document 4

Source: Samuel Breck, member of the Pennsylvania Senate and former member of the United States House of Representatives, journal entry, 1833.

As an instance of the rapid manner in which travelers get along, I may instance Mrs. Lloyd's trip to Richmond in Virginia. She left Philadelphia at six o'clock A.M. . . . and arrived in the evening of the second day from Philadelphia at the city of Richmond, thus traversing without fatigue a distance of five hundred miles in a little more than thirty-six hours!

Undoubtedly, a traveler will be able to go from Baltimore to New York by the light of a summer's sun when the locomotives shall be placed on the Amboy [New Jersey] railroad. An invitation to a three-o'clock dinner in New York or Philadelphia may now be complied with by the individual who takes his breakfast in either of these cities; and with the loco[motive], when established, he may start from one city in the morning and return again in the evening from a visit to the other.

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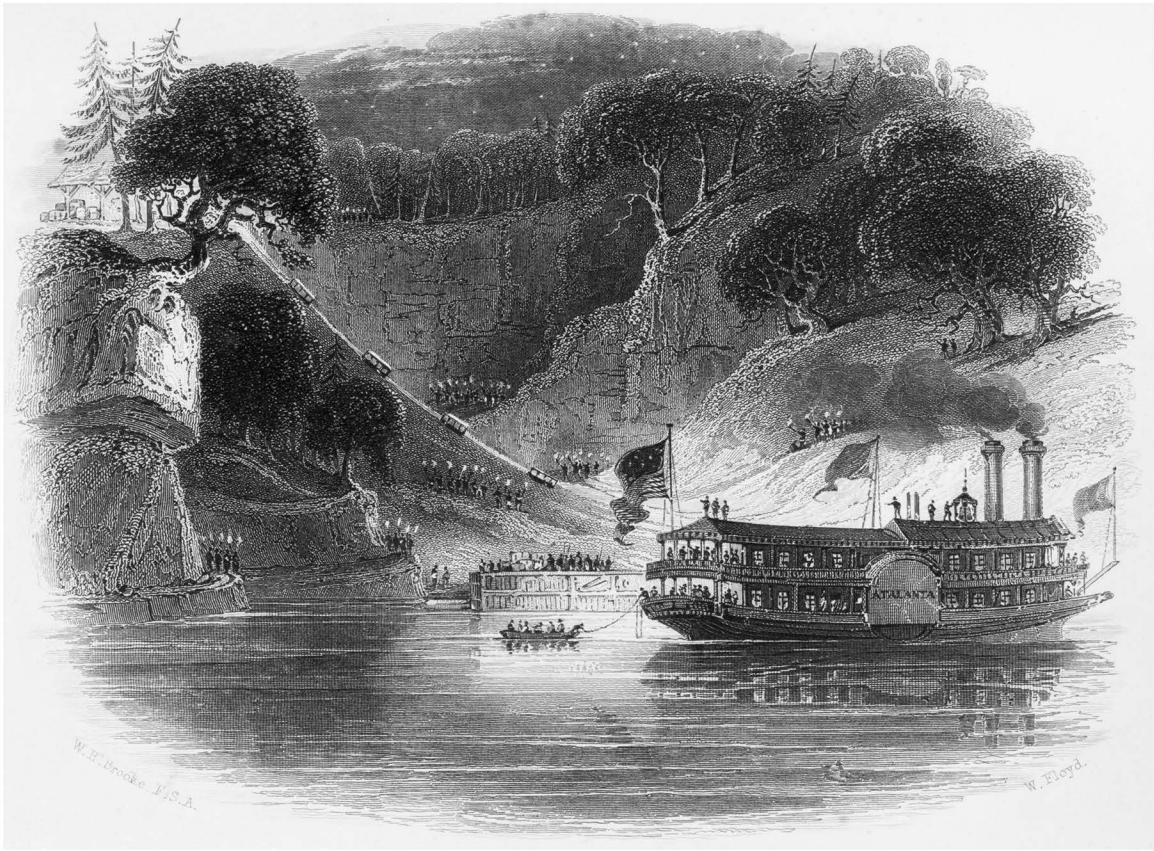
GO ON TO THE NEXT PAGE.

Document 5

Source: Engraving in James S. Buckingham, English traveler, *The Slave States of America*, 1842.



The engraving *Slaves Shipping Cotton by Torch-Light* depicts the loading of cargo on the Alabama River, bound for the port of Mobile, Alabama, on the Gulf of Mexico.

Courtesy of Library of Congress

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GO ON TO THE NEXT PAGE.

Document 6

Source: Jesse Chickering, political economist, *Immigration into the United States*, 1848.

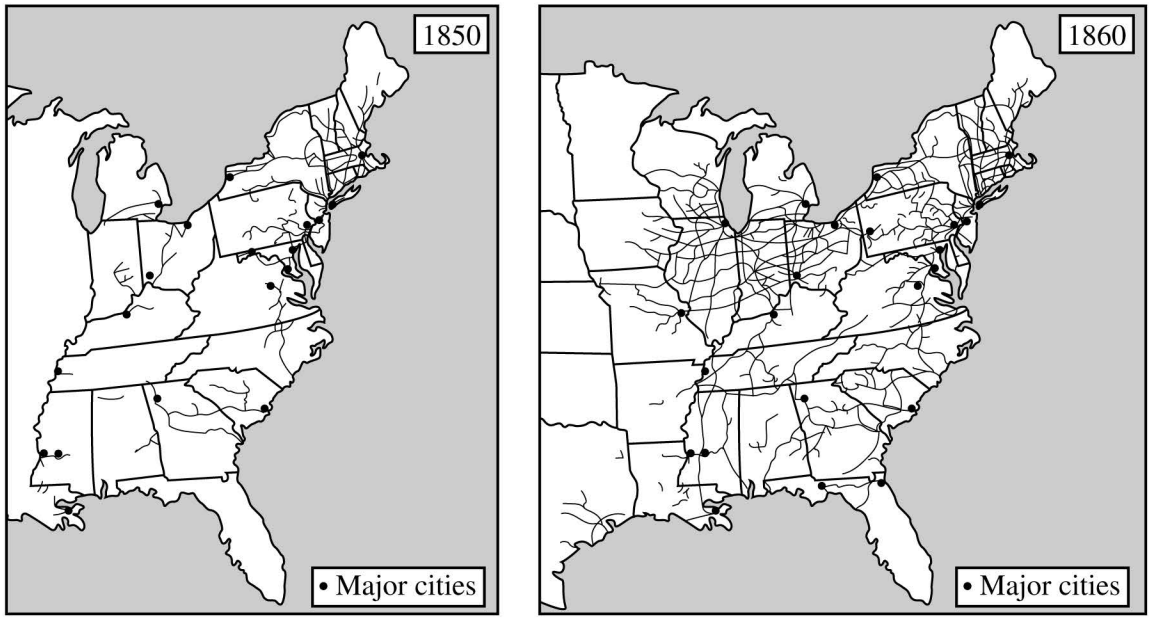
We have . . . arrived at a period in the history of foreign immigration, when the number of foreigners coming here, one half of whom may be considered adults, nearly equals the whole natural increase of the white population of the United States. Such a mass of population annually diffused among these states, must . . . have most important effects on the condition and character of the people.

. . . The moral and physical condition of these immigrants, after undergoing many trials, which are to be expected from settling in a foreign country, is generally very much improved. . . . But is the country truly benefitted by this great foreign immigration? Have the people been made wiser or better or happier? It has been said that without these foreigners our rail-roads and canals could not have been constructed. . . . [But] the progress of the internal improvements, a year or two in advance of what they would have been without this foreign labor, will be a very poor compensation, if offset by the corruption of manners, the forfeiture of freedom, and the transfer of power to those who know not how to use it wisely.

Document 7

Source: Extent of United States railroads in 1850 and 1860.

UNITED STATES RAILROADS, 1850 AND 1860



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 the Columbian Exchange fostered change in the Americas in the period from 1491 to 1700.

3. Evaluate the extent to which the Gilded Age economy fostered change in the United States in the period from 1870 to 1900.

4. Evaluate the extent to which the Great Depression fostered ongoing reform in the United States in the period from 1929 to 1945.

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 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.