

UNITED STATES HISTORY

Course Description

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The College Board

The College Board is a not-for-profit membership association whose mission is to connect students to college success and opportunity. Founded in 1900, the association is composed of more than 5,600 schools, colleges, universities, and other educational organizations. Each year, the College Board serves seven million students and their parents, 23,000 high schools, and 3,800 colleges through major programs and services in college admissions, guidance, assessment, financial aid, enrollment, and teaching and learning. Among its best-known programs are the SAT[®], the PSAT/NMSQT[®], and the Advanced Placement Program[®] (AP[®]). The College Board is committed to the principles of excellence and equity, and that commitment is embodied in all of its programs, services, activities, and concerns.

For further information visit www.collegeboard.com.

The College Board and the Advanced Placement Program encourage teachers, AP Coordinators, and school administrators to make equitable access a guiding principle for their AP programs. The College Board is committed to the principle that all students deserve an opportunity to participate in rigorous and academically challenging courses and programs. All students who are willing to accept the challenge of a rigorous academic curriculum should be considered for admission to AP courses. The Board encourages the elimination of barriers that restrict access to AP courses for students from ethnic, racial, and socioeconomic groups that have been traditionally underrepresented in the AP Program. Schools should make every effort to ensure that their AP classes reflect the diversity of their student population.

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Welcome to the AP[®] Program

For over 50 years, the College Board's Advanced Placement Program (AP) has partnered with colleges, universities, and high schools to provide students with the opportunity to take college-level course work and exams while still in high school. Offering more than 30 different subjects, each culminating in a rigorous exam, AP provides motivated and academically prepared students with the opportunity to earn college credit or placement and helps them stand out in the college admissions process. Taught by dedicated, passionate AP teachers who bring cutting-edge content knowledge and expert teaching skills to the classroom, AP courses help students develop the study skills, habits of mind, and critical thinking skills that they will need in college.

AP is accepted by more than 3,600 colleges and universities worldwide for college credit, advanced placement, or both on the basis of successful AP Exam grades. This includes over 90 percent of four-year institutions in the United States.

More information about the AP Program is available at the back of this Course Description and at AP Central[®], the College Board's online home for AP teachers (apcentral.collegeboard.com). Students can find more information at the AP student site (www.collegeboard.com/apstudents).

AP Courses

More than 30 AP courses in a wide variety of subject areas are now available. A committee of college faculty and master AP teachers designs each AP course to cover the information, skills, and assignments found in the corresponding college course.

AP Exams

Each AP course has a corresponding exam that participating schools worldwide administer in May. Except for AP Studio Art, which is a portfolio assessment, each AP Exam contains a free-response section (essays, problem solving, oral responses, etc.) as well as multiple-choice questions.

Written by a committee of college and university faculty and experienced AP teachers, the AP Exam is the culmination of the AP course and provides students with the opportunity to earn credit and/or placement in college. Exams are scored by college professors and experienced AP teachers using scoring standards developed by the committee.

AP Course Audit

The intent of the AP Course Audit is to provide secondary and higher education constituents with the assurance that an "AP" designation on a student's transcript is credible, meaning the AP Program has authorized a course that has met or exceeded the curricular requirements and classroom resources that demonstrate the academic rigor of a comparable college course. To receive authorization from the College Board to label a course "AP," teachers must participate in the AP Course Audit. Courses authorized to use the "AP" designation are listed in the AP Course Ledger made available to colleges and universities each fall. It is the school's responsibility to ensure that its AP Course Ledger entry accurately reflects the AP courses offered within each academic year.

The AP Program unequivocally supports the principle that each individual school must develop its own curriculum for courses labeled “AP.” Rather than mandating any one curriculum for AP courses, the AP Course Audit instead provides each AP teacher with a set of expectations that college and secondary school faculty nationwide have established for college-level courses. AP teachers are encouraged to develop or maintain their own curriculum that either includes or exceeds each of these expectations; such courses will be authorized to use the “AP” designation. Credit for the success of AP courses belongs to the individual schools and teachers that create powerful, locally designed AP curricula.

Complete information about the AP Course Audit is available at www.collegeboard.com/apcourseaudit.

AP Reading

AP Exams—with the exception of AP Studio Art, which is a portfolio assessment—consist of dozens of multiple-choice questions scored by machine, and free-response questions scored at the annual AP Reading by thousands of college faculty and expert AP teachers. AP Readers use scoring standards developed by college and university faculty who teach the corresponding college course. The AP Reading offers educators both significant professional development and the opportunity to network with colleagues. For more information about the AP Reading, or to apply to serve as a Reader, visit apcentral.collegeboard.com/readers.

AP Exam Grades

The Readers’ scores on the free-response questions are combined with the results of the computer-scored multiple-choice questions; the weighted raw scores are summed to give a composite score. The composite score is then converted to a grade on AP’s 5-point scale:

AP GRADE	QUALIFICATION
5	Extremely well qualified
4	Well qualified
3	Qualified
2	Possibly qualified
1	No recommendation

AP Exam grades of 5 are equivalent to A grades in the corresponding college course. AP Exam grades of 4 are equivalent to grades of A–, B+, and B in college. AP Exam grades of 3 are equivalent to grades of B–, C+, and C in college.

Credit and Placement for AP Grades

Thousands of four-year colleges grant credit, placement, or both for qualifying AP Exam grades because these grades represent a level of achievement equivalent to that of students who have taken the corresponding college course. This college-level equivalency is ensured through several AP Program processes:

- College faculty are involved in course and exam development and other AP activities. Currently, college faculty:
 - Serve as chairs and members of the committees that develop the Course Descriptions and exams in each AP course.
 - Are responsible for standard setting and are involved in the evaluation of student responses at the AP Reading. The Chief Reader for each AP subject is a college faculty member.
 - Lead professional development seminars for new and experienced AP teachers.
 - Serve as the senior reviewers in the annual AP Course Audit, ensuring AP teachers' syllabi meet the curriculum guidelines of college-level courses.
- AP courses and exams are reviewed and updated regularly based on the results of curriculum surveys at up to 200 colleges and universities, collaborations among the College Board and key educational and disciplinary organizations, and the interactions of committee members with professional organizations in their discipline.
- Periodic college comparability studies are undertaken in which the performance of college students on AP Exams is compared with that of AP students to confirm that the AP grade scale of 1 to 5 is properly aligned with current college standards.

For more information about the role of colleges and universities in the AP Program, visit the Higher Ed Services section of the College Board Web site at professionals.collegeboard.com/higher-ed.

Setting Credit and Placement Policies for AP Grades

The College Board Web site for education professionals has a section specifically for colleges and universities that provides guidance in setting AP credit and placement policies. Additional resources, including links to AP research studies, released exam questions, and sample student responses at varying levels of achievement for each AP Exam are also available. Visit professionals.collegeboard.com/higher-ed/placement/ap.

The "AP Credit Policy Info" online search tool provides links to credit and placement policies at more than 1,000 colleges and universities. This tool helps students find the credit hours and/or advanced placement they may receive for qualifying exam grades within each AP subject at a specified institution. AP Credit Policy Info is available at www.collegeboard.com/ap/creditpolicy.

AP United States History

I N T R O D U C T I O N

The Advanced Placement Program (AP) offers a course and exam in AP United States History to qualified students who wish to complete studies in secondary school equivalent to an introductory college course in U.S. history. The AP U.S. History Exam presumes at least one year of college-level preparation, as is described in this book.

The inclusion of material in the Course Description and exam is not intended as an endorsement by the College Board or ETS of the content, ideas, or values expressed in the material. The material contained herein has been selected and periodically revised by high school and university instructors of history who serve as members of the AP U.S. History Development Committee. It reflects the content of an introductory college course in U.S. history and is based on survey data from more than 100 colleges and universities. The exam tests skills and knowledge gained from an introductory survey in U.S. history.

T H E C O U R S E

Purpose

The AP U.S. History course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in U.S. history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials—their relevance to a given interpretive problem, reliability, and importance—and to weigh the evidence and interpretations presented in historical scholarship. An AP U.S. History course should thus develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format.

College Courses

Introductory U.S. history courses vary considerably among individual colleges. Most institutions offer a survey course, with extensive chronological coverage and readings on a broad variety of topics in such special fields as economic history, cultural and intellectual history, and social history, in addition to political–constitutional and diplomatic history. Other colleges offer courses that concentrate on selected topics or chronological periods. However, both types of courses are concerned with teaching factual knowledge and critical analytic skills.

Since there is no specific college course that an AP course in U.S. History can duplicate in detailed content and coverage, the aim of an AP course should be to provide the student with a learning experience equivalent to that obtained in most college introductory United States history courses.

Teaching the Course

AP courses are designed to give students a grounding in the subject matter of U.S. history and in major interpretive questions that derive from the study of selected themes. One common approach is to conduct a survey course in which a textbook, with supplementary readings in the form of documents, essays, or books on special themes, provides substantive and thematic coverage. A second approach is the close examination of a series of problems or topics through reading specialized writings by historians and through supplementary readings. In the latter kind of course, the teacher can devote one segment to a survey by using a concise text or an interpretive history. Whichever approach is used, students need to have access to materials that provide them with an overview of U.S. history and enable them to establish the context and significance of specialized interpretive problems.

Although there is little to be gained by rote memorization of names and dates in an encyclopedic manner, a student must be able to draw upon a reservoir of systematic factual knowledge in order to exercise analytic skills intelligently. Striking a balance between teaching factual knowledge and critical analysis is a demanding but crucial task in the design of a successful AP course in history.

The Teachers' Resources section of AP Central (apcentral.collegeboard.com) offers reviews of textbooks, articles, Web sites, and other teaching resources. The electronic discussion groups (EDGs) accessible through AP Central also provide a moderated forum for exchanging ideas, insights, and practices among members of the AP professional community.

Themes in AP U.S. History

The U.S. History Development Committee's notes about the themes:

- The themes listed in this section are designed to encourage students to think conceptually about the American past and to focus on historical change over time.
- These themes should be used in conjunction with the topic outline on pages 7–11.
- The themes are not presented in any order of importance; rather, they are in alphabetical order. These ideas may serve as unifying concepts to help students synthesize material and place the history of the United States into larger analytical contexts.
- These themes may also be used to provide ideas for class projects.
- AP U.S. History courses may be constructed using any number of these themes.
- Teachers and students should also feel free to develop their own course themes as they look at the American past through a variety of lenses and examine U.S. history from multiple perspectives.
- Teachers who wish for their course to be authorized to use the “AP” designation via the AP Course Audit must indicate that they use at least one theme or topic, similar to the ones below, to structure the course.

American Diversity

The diversity of the American people and the relationships among different groups. The roles of race, class, ethnicity, and gender in the history of the United States.

American Identity

Views of the American national character and ideas about American exceptionalism. Recognizing regional differences within the context of what it means to be an American.

Culture

Diverse individual and collective expressions through literature, art, philosophy, music, theater, and film throughout U.S. history. Popular culture and the dimensions of cultural conflict within American society.

Demographic Changes

Changes in birth, marriage, and death rates; life expectancy and family patterns; population size and density. The economic, social, and political effects of immigration, internal migration, and migration networks.

Economic Transformations

Changes in trade, commerce, and technology across time. The effects of capitalist development, labor and unions, and consumerism.

Environment

Ideas about the consumption and conservation of natural resources. The impact of population growth, industrialization, pollution, and urban and suburban expansion.

Globalization

Engagement with the rest of the world from the fifteenth century to the present: colonialism, mercantilism, global hegemony, development of markets, imperialism, and cultural exchange.

Politics and Citizenship

Colonial and revolutionary legacies, American political traditions, growth of democracy, and the development of the modern state. Defining citizenship; struggles for civil rights.

Reform

Diverse movements focusing on a broad range of issues, including anti-slavery, education, labor, temperance, women's rights, civil rights, gay rights, war, public health, and government.

Religion

The variety of religious beliefs and practices in America from prehistory to the twenty-first century; influence of religion on politics, economics, and society.

Slavery and Its Legacies in North America

Systems of slave labor and other forms of unfree labor (e.g., indentured servitude, contract labor) in American Indian societies, the Atlantic World, and the American South and West. The economics of slavery and its racial dimensions. Patterns of resistance and the long-term economic, political, and social effects of slavery.

War and Diplomacy

Armed conflict from the precolonial period to the twenty-first century; impact of war on American foreign policy and on politics, economy, and society.

Topic Outline

The U.S. History Development Committee's notes about the topic outline:

- This topic outline is intended as a general guide for AP teachers in structuring their courses and for students in preparing for the AP U.S. History Exam.
- The outline is not intended to be prescriptive of what AP teachers must teach, nor of what AP students must study.
- The topics listed here provide some broad parameters for the course and may be expanded or modified for instruction.

1. Pre-Columbian Societies

Early inhabitants of the Americas

American Indian empires in Mesoamerica, the Southwest, and the Mississippi Valley

American Indian cultures of North America at the time of European contact

2. Transatlantic Encounters and Colonial Beginnings, 1492–1690

First European contacts with American Indians

Spain's empire in North America

French colonization of Canada

English settlement of New England, the Mid-Atlantic region, and the South

From servitude to slavery in the Chesapeake region

Religious diversity in the American colonies

Resistance to colonial authority: Bacon's Rebellion, the Glorious Revolution, and the Pueblo Revolt

3. Colonial North America, 1690–1754

Population growth and immigration

Transatlantic trade and the growth of seaports

The eighteenth-century back country

Growth of plantation economies and slave societies

The Enlightenment and the Great Awakening

Colonial governments and imperial policy in British North America

4. The American Revolutionary Era, 1754–1789

The French and Indian War
The Imperial Crisis and resistance to Britain
The War for Independence
State constitutions and the Articles of Confederation
The federal Constitution

5. The Early Republic, 1789–1815

Washington, Hamilton, and shaping of the national government
Emergence of political parties: Federalists and Republicans
Republican Motherhood and education for women
Beginnings of the Second Great Awakening
Significance of Jefferson's presidency
Expansion into the trans-Appalachian West; American Indian resistance
Growth of slavery and free Black communities
The War of 1812 and its consequences

6. Transformation of the Economy and Society in Antebellum America

The transportation revolution and creation of a national market economy
Beginnings of industrialization and changes in social and class structures
Immigration and nativist reaction
Planters, yeoman farmers, and slaves in the cotton South

7. The Transformation of Politics in Antebellum America

Emergence of the second party system
Federal authority and its opponents: judicial federalism, the Bank War, tariff controversy, and states' rights debates
Jacksonian democracy and its successes and limitations

8. Religion, Reform, and Renaissance in Antebellum America

Evangelical Protestant revivalism
Social reforms
Ideals of domesticity
Transcendentalism and utopian communities
American Renaissance: literary and artistic expressions

9. Territorial Expansion and Manifest Destiny

Forced removal of American Indians to the trans-Mississippi West
Western migration and cultural interactions
Territorial acquisitions
Early U.S. imperialism: the Mexican War

10. The Crisis of the Union

Pro- and antislavery arguments and conflicts
Compromise of 1850 and popular sovereignty
The Kansas–Nebraska Act and the emergence of the Republican Party
Abraham Lincoln, the election of 1860, and secession

11. Civil War

Two societies at war: mobilization, resources, and internal dissent

Military strategies and foreign diplomacy

Emancipation and the role of African Americans in the war

Social, political, and economic effects of war in the North, South, and West

12. Reconstruction

Presidential and Radical Reconstruction

Southern state governments: aspirations, achievements, failures

Role of African Americans in politics, education, and the economy

Compromise of 1877

Impact of Reconstruction

13. The Origins of the New South

Reconfiguration of southern agriculture: sharecropping and crop-lien system

Expansion of manufacturing and industrialization

The politics of segregation: Jim Crow and disfranchisement

14. Development of the West in the Late Nineteenth Century

Expansion and development of western railroads

Competitors for the West: miners, ranchers, homesteaders, and American Indians

Government policy toward American Indians

Gender, race, and ethnicity in the far West

Environmental impacts of western settlement

15. Industrial America in the Late Nineteenth Century

Corporate consolidation of industry

Effects of technological development on the worker and workplace

Labor and unions

National politics and influence of corporate power

Migration and immigration: the changing face of the nation

Proponents and opponents of the new order, e.g., Social Darwinism and Social Gospel

16. Urban Society in the Late Nineteenth Century

Urbanization and the lure of the city

City problems and machine politics

Intellectual and cultural movements and popular entertainment

17. Populism and Progressivism

Agrarian discontent and political issues of the late nineteenth century

Origins of Progressive reform: municipal, state, and national

Roosevelt, Taft, and Wilson as Progressive presidents

Women's roles: family, workplace, education, politics, and reform

Black America: urban migration and civil rights initiatives

18. The Emergence of America as a World Power

American imperialism: political and economic expansion
War in Europe and American neutrality
The First World War at home and abroad
Treaty of Versailles
Society and economy in the postwar years

19. The New Era: 1920s

The business of America and the consumer economy
Republican politics: Harding, Coolidge, and Hoover
The culture of Modernism: science, the arts, and entertainment
Responses to Modernism: religious fundamentalism, nativism, and Prohibition
The ongoing struggle for equality: African Americans and women

20. The Great Depression and the New Deal

Causes of the Great Depression
The Hoover administration's response
Franklin Delano Roosevelt and the New Deal
Labor and union recognition
The New Deal coalition and its critics from the Right and the Left
Surviving hard times: American society during the Great Depression

21. The Second World War

The rise of fascism and militarism in Japan, Italy, and Germany
Prelude to war: policy of neutrality
The attack on Pearl Harbor and United States declaration of war
Fighting a multifront war
Diplomacy, war aims, and wartime conferences
The United States as a global power in the Atomic Age

22. The Home Front During the War

Wartime mobilization of the economy
Urban migration and demographic changes
Women, work, and family during the war
Civil liberties and civil rights during wartime
War and regional development
Expansion of government power

23. The United States and the Early Cold War

Origins of the Cold War
Truman and containment
The Cold War in Asia: China, Korea, Vietnam, and Japan
Diplomatic strategies and policies of the Eisenhower and Kennedy administrations
The Red Scare and McCarthyism
Impact of the Cold War on American society

24. The 1950s

Emergence of the modern civil rights movement
The affluent society and “the other America”
Consensus and conformity: suburbia and middle-class America
Social critics, nonconformists, and cultural rebels
Impact of changes in science, technology, and medicine

25. The Turbulent 1960s

From the New Frontier to the Great Society
Expanding movements for civil rights
Cold War confrontations: Asia, Latin America, and Europe
Beginning of Détente
The antiwar movement and the counterculture

26. Politics and Economics at the End of the Twentieth Century

The election of 1968 and the “Silent Majority”
Nixon’s challenges: Vietnam, China, and Watergate
Changes in the American economy: the energy crisis, deindustrialization, and the service economy
The New Right and the Reagan revolution
End of the Cold War

27. Society and Culture at the End of the Twentieth Century

Demographic changes: surge of immigration after 1965, Sunbelt migration, and the graying of America
Revolutions in biotechnology, mass communication, and computers
Politics in a multicultural society

28. The United States in the Post–Cold War World

Globalization and the American economy
Unilateralism vs. multilateralism in foreign policy
Domestic and foreign terrorism
Environmental issues in a global context

In addition to exposing students to the historical content listed above, an AP course should also train students to analyze and interpret primary sources, including documentary material, maps, statistical tables, and pictorial and graphic evidence of historical events. Students need to have an awareness of multiple interpretations of historical issues in secondary sources. Students should have a sense of multiple causation and change over time, and should be able to compare developments or trends from one period to another.

Teacher and student access to an adequate library is essential to the success of an AP course. Besides textbooks and standard reference works such as encyclopedias, atlases, collections of historical documents, and statistical compendiums, the library should contain a wide range of scholarly works in U.S. history, augmented annually by

new book purchases and subscriptions to scholarly periodicals. The course can also make profitable use of the Internet, television and audiovisual aids to instruction, and historical exhibits in local museums, historical societies, and libraries. Anthologies and paperback editions of important works of literature should be readily available for teachers dealing with cultural and intellectual history, as should collections of slides illustrating changing technology, the history of art, and architecture.

AP classes require extra time on the part of the instructor for preparation, personal consultation with students, and the reading of a much larger number of written assignments than would be given to students in regular classes. Accordingly, some schools reduce the assigned teaching hours for any teacher offering such a class or classes.

Although many schools are able to set up special college-level courses, in some schools AP study may take the form of tutorial work associated with a regular course or a program of independent study. Other methods used could include educational television, videotapes, and university correspondence courses.

Examples of the organization and content (including bibliography) of AP U.S. History courses or equivalent college courses can be found on AP Central.

T H E E X A M

The exam is 3 hours and 5 minutes in length and consists of two sections: a 55-minute multiple-choice section and a 130-minute free-response section. The free-response section begins with a mandatory 15-minute reading period. Students are advised to spend most of the 15 minutes analyzing the documents and planning their answer to the document-based essay question (DBQ) in Part A. Suggested writing time for the DBQ is 45 minutes.

Parts B and C each include two standard essay questions that, with the DBQ, cover the period from the first European explorations of the Americas to the present. Students are required to answer one essay question in each part in a total of 70 minutes. For each of the essay questions students choose to answer in Parts B and C, it is suggested they spend 5 minutes planning and 30 minutes writing.

Both the multiple-choice and the free-response sections cover the period from the first European explorations of the Americas to the present, although a majority of questions are on the nineteenth and twentieth centuries.

Period Covered	Approximate Percentage of Test (Multiple-choice section only)
Pre-Columbian to 1789	20%
1790 to 1914	45%
1915 to the present	35%

Whereas the multiple-choice section may include a few questions from the period since 1980, neither the DBQ nor any of the four essay questions in Parts B and C will deal exclusively with this period.

Together, the multiple-choice and free-response sections cover political institutions, behavior, and public policy; social change, and cultural and intellectual developments; diplomacy and international relations; and economic developments.

Material Covered	Approximate Percentage of Test (Multiple-choice section only)
Political institutions, behavior, and public policy	35%
Social change, and cultural and intellectual developments	40%
Diplomacy and international relations	15%
Economic developments	10%

The U.S. History Development Committee’s note on social and cultural history:

Much recent scholarship in U.S. history merges social and cultural history. Based on college curriculum survey data, the Development Committee decided to combine these two categories into one called social change, and cultural and intellectual developments.

A substantial number of social, cultural, and economic history questions deal with such traditional topics as the impact of legislation on social groups and the economy or the pressure brought to bear on political processes by social, economic, and cultural developments. Because historical inquiry is not neatly divided into categories, many questions pertain to more than one area.

The questions in the multiple-choice section are designed to test students' factual knowledge, breadth of preparation, and knowledge-based analytical skills. Essay questions are designed, additionally, to make it possible for students from widely differing courses to demonstrate their mastery of historical interpretation and their ability to express their views and knowledge in writing.

The standard essay questions may require students to relate developments in different areas (e.g., the political implications of an economic issue), to analyze common themes in different time periods (e.g., the concept of national interest in U.S. foreign policy), or to compare individual or group experiences that reflect socioeconomic, ethnic, racial, or gender differences (e.g., social mobility and cultural pluralism). Although historiography is not emphasized in the exam, students are expected to have a general understanding of key interpretations of major historical events. When questions based on literary materials are included, the emphasis will not be on literature as art but rather on its relation to politics, social and economic life, or related cultural and intellectual movements.

Answers to standard essay questions will be judged on the strength of the thesis developed, the quality of the historical argument, and the evidence offered in support of the argument, rather than on the factual information per se. Unless a question asks otherwise, students will not be penalized for omitting one or another specific illustration.

The required DBQ differs from the standard essays in its emphasis on the ability to analyze *and* synthesize historical data and assess verbal, quantitative, or pictorial materials as historical evidence. Like the standard essay, however, the DBQ will also be judged on its thesis, argument, and supporting evidence.

Although confined to no single format, the documents contained in the DBQ are unlikely to be the familiar classics (the Emancipation Proclamation or Declaration of Independence, for example), but their authors may be major historical figures. The documents vary in length and are chosen to illustrate interactions and complexities within the material. The material will include—where the question is suitable—charts, graphs, cartoons, and pictures, as well as written materials. In addition to calling upon a broad spectrum of historical skills, the diversity of materials will allow students to assess the value of different sorts of documents.

The DBQ will typically require students to relate the documents to a historical period or theme and, thus, to focus on major periods and issues. *For this reason, outside knowledge is very important and must be incorporated into the student's essay if the highest scores are to be earned.* It should be noted that the emphasis of the DBQ will be on analysis and synthesis, not historical narrative.

Scores earned on the multiple-choice and free-response sections each account for one-half of the student's exam grade. Within the free-response section, the DBQ counts for 45 percent; the two standard essays count for 55 percent. Information about the process employed in grading the exam, including the standards used and samples of student answers, can be found in the *2006 AP United States History Released Exam*. Ordering information for this and other publications can be found on p. 33.

Sample Multiple-Choice Questions

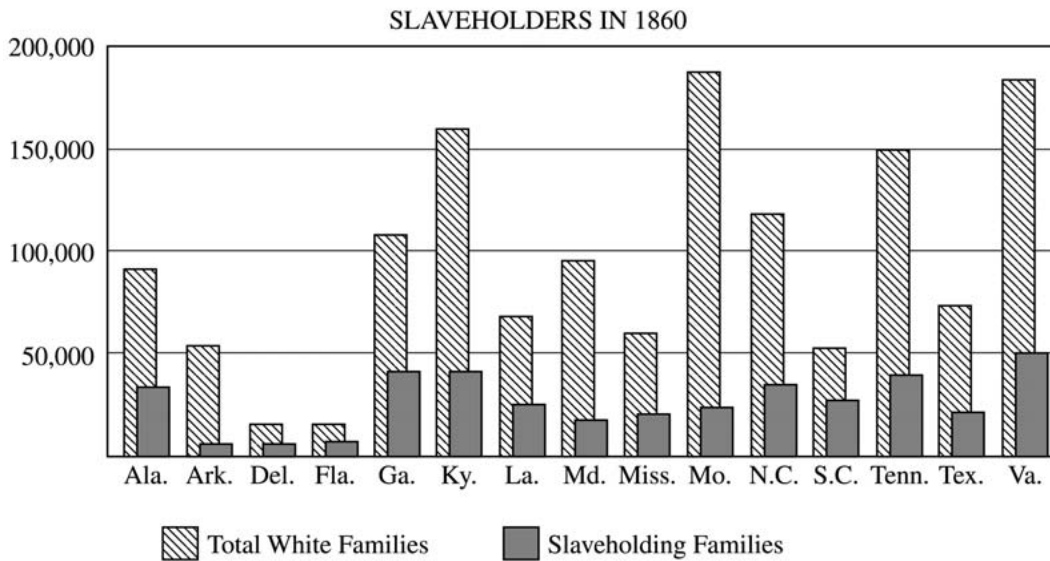
The 80 questions that appear in the multiple-choice section of the exam are designed to measure what students know of the subject matter commonly covered in introductory college courses in U.S. history. The difficulty of the multiple-choice section is deliberately set at such a level that a student has to answer about 60 percent of the questions correctly to receive a grade of 3, in addition to doing acceptable work on the broader questions in the free-response section.

Students often ask whether they should guess on the multiple-choice questions. Haphazard or random guessing is unlikely to improve scores because one-fourth of the number of questions answered incorrectly will be subtracted from the number of questions answered correctly. (No points are deducted for a blank answer.) However, if a student has some knowledge of the question and can eliminate one or more answer choices, selecting the best answer from among the remaining choices is usually to his or her advantage.

Following are questions comparable to those appearing in the multiple-choice section of the exam. As a group, they reflect the types of history (i.e., political, social, economic, cultural/intellectual, and diplomatic) and chronological periods covered. An answer key to the multiple-choice questions can be found on page 24.

Directions: Each of the questions or incomplete statements is followed by five suggested answers or completions. Select the one that is best in each case.

1. Alexander Hamilton's economic program was designed primarily to
 - (A) prepare the United States for war in the event Britain failed to vacate its posts in the Northwest
 - (B) provide a platform for the fledgling Federalist Party's 1792 campaign
 - (C) establish the financial stability and credit of the new government
 - (D) ensure northern dominance over the southern states in order to abolish slavery
 - (E) win broad political support for his own candidacy for the presidency in 1792
2. The development of the early nineteenth-century concept of "separate spheres" for the sexes encouraged all of the following EXCEPT
 - (A) accepting women as intellectual equals of men
 - (B) idealizing the home as a haven in a competitive world
 - (C) designating the home as the appropriate place for a woman
 - (D) emphasizing childrearing as a prime duty of a woman
 - (E) establishing a moral climate in the home
3. The Kentucky and Virginia resolutions, the Hartford Convention, and the *South Carolina Exposition and Protest* were similar in that all involved a defense of
 - (A) freedom of the seas
 - (B) freedom of speech
 - (C) the institution of slavery
 - (D) states' rights
 - (E) presidential power in foreign affairs



4. The graph above refutes which of the following statements?
- (A) There were more Black people than White people in the antebellum South.
 - (B) Most southern families held slaves.
 - (C) Most southern families lived in rural areas.
 - (D) The southern population was much smaller than that of the North.
 - (E) Slaveholders were an extremely powerful group.
5. Frederick Jackson Turner’s “frontier hypothesis” focused on the importance of
- (A) the traditions of western European culture
 - (B) the absence of a feudal aristocracy
 - (C) Black people and Black slavery
 - (D) the conflict between capitalists and workers
 - (E) the existence of cheap unsettled land
6. During the closing decades of the nineteenth century, farmers complained about all of the following EXCEPT
- (A) rising commodity prices
 - (B) high interest charges
 - (C) high freight rates
 - (D) high storage costs
 - (E) large middleman profits

7. The Roosevelt Corollary to the Monroe Doctrine did which of the following?
 - (A) Prohibited United States intervention in the Caribbean.
 - (B) Warned against European seizure of the Panama Canal.
 - (C) Sought to end the wave of nationalization of American-owned property in the Caribbean.
 - (D) Declared the United States to be the “policeman” of the Western Hemisphere.
 - (E) Provided United States military support for democratic revolutions in Latin America.

8. One of the principal reasons the “noble experiment” of Prohibition failed was that it led to an enormous increase in
 - (A) drinking among minors
 - (B) absenteeism among factory workers
 - (C) the divorce rate
 - (D) child abuse
 - (E) law enforcement challenges

9. *Brown v. Board of Education of Topeka* was a Supreme Court decision that
 - (A) was a forerunner of the Kansas-Nebraska Act
 - (B) established free public colleges in the United States
 - (C) declared racially segregated public schools inherently unequal
 - (D) established free public elementary and secondary schools in the United States
 - (E) provided for federal support of parochial schools

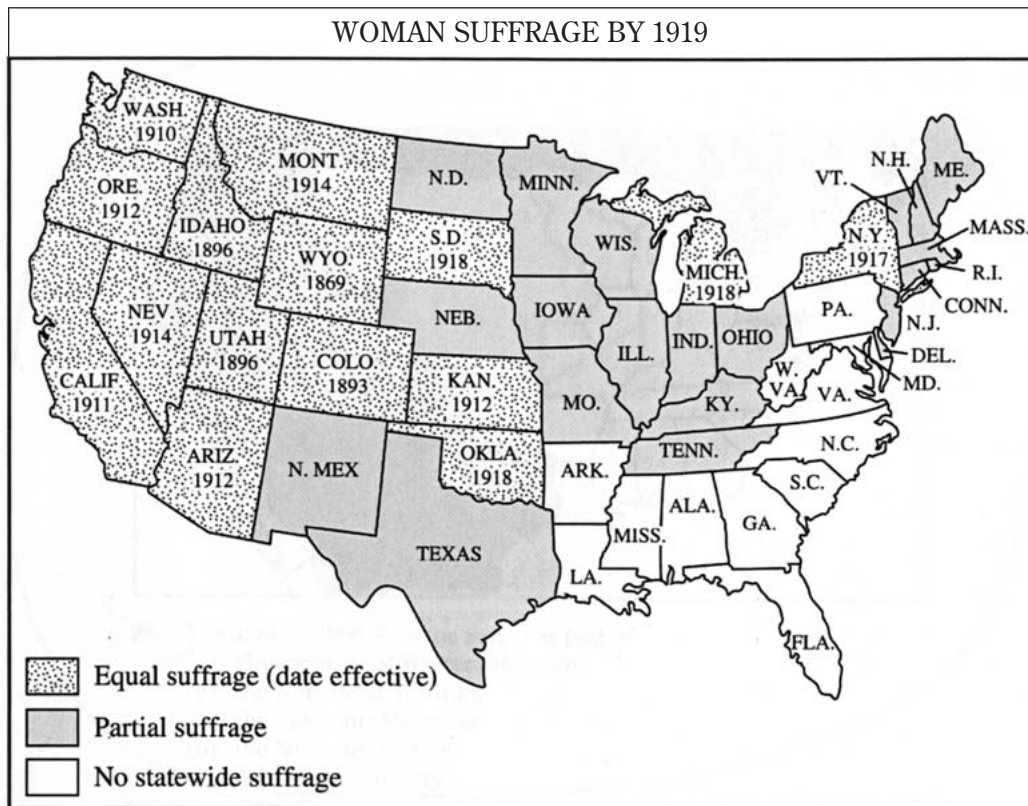
10. Joseph McCarthy’s investigative tactics found support among many Americans because
 - (A) evidence substantiated his charges against the army
 - (B) there was widespread fear of communist infiltration of the United States
 - (C) both Truman and Eisenhower supported him
 - (D) he worked closely with the FBI
 - (E) he correctly identified numerous communists working in the State Department

11. The Tet offensive of 1968 during the Vietnam War demonstrated that
 - (A) bombing North Vietnam had severely curtailed Vietcong supplies
 - (B) the army of South Vietnam was in control of the South
 - (C) American strategy was working
 - (D) a negotiated settlement was in the near future
 - (E) the Vietcong could attack major cities throughout South Vietnam

12. Liberty of conscience was defended by Roger Williams on the grounds that
- (A) all religions were equal in the eyes of God
 - (B) the signers of the Mayflower Compact had guaranteed it
 - (C) Puritan ideas about sin and salvation were outmoded
 - (D) theological truths would emerge from the clash of ideas
 - (E) the state was an improper and ineffectual agency in matters of the spirit
13. By the end of the seventeenth century, which of the following was true of women in New England?
- (A) They had begun to challenge their subordinate role in society.
 - (B) They were a majority in many church congregations.
 - (C) They voted in local elections.
 - (D) They frequently divorced their husbands.
 - (E) They could lead town meetings.
14. The First Great Awakening led to all of the following EXCEPT
- (A) separatism and secession from established churches
 - (B) the renewed persecution of witches
 - (C) the growth of institutions of higher learning
 - (D) a flourishing of the missionary spirit
 - (E) a greater appreciation for the emotional experiences of faith
15. The Embargo Act of 1807 had which of the following effects on the United States?
- (A) It severely damaged American manufacturing.
 - (B) It enriched many cotton plantation owners.
 - (C) It disrupted American shipping.
 - (D) It was ruinous to subsistence farmers.
 - (E) It had little economic impact.
16. The National Road was constructed primarily for the purpose of
- (A) demarcating the southwestern boundary of the Louisiana Purchase
 - (B) promoting trade and communication with the Old Northwest
 - (C) opening the Southwest to ranchers
 - (D) assisting the movement of settlers to the Oregon Country
 - (E) relieving overpopulation and crowding in the Northeast
17. The idea of Manifest Destiny included all of the following beliefs EXCEPT:
- (A) Commerce and industry would decline as the nation expanded its agricultural base.
 - (B) The use of land for settled agriculture was preferable to its use for nomadic hunting.
 - (C) Westward expansion was both inevitable and beneficial.
 - (D) God had selected America as a chosen land and people.
 - (E) The ultimate extent of the American domain was to be from the tropics to the Arctic.

18. The National Organization for Women (NOW) was founded in 1966 in order to
- (A) encourage women to believe in the “feminine mystique”
 - (B) challenge sex discrimination in the workplace
 - (C) oppose the proposed Equal Rights Amendment
 - (D) advocate restrictions on access to abortion
 - (E) advocate equal access for women to athletic facilities
19. The American Federation of Labor under the leadership of Samuel Gompers organized
- (A) skilled workers in craft unions in order to achieve economic gains
 - (B) all industrial and agricultural workers in “one big union”
 - (C) unskilled workers along industrial lines
 - (D) workers and intellectuals into a labor party for political action
 - (E) workers into a fraternal organization to provide unemployment and old-age benefits
20. In the period 1890–1915, all of the following were generally true about African Americans EXCEPT:
- (A) Voting rights previously gained were denied through changes in state laws and constitutions.
 - (B) The National Association for the Advancement of Colored People (NAACP) endorsed the Back-to-Africa movement.
 - (C) African American leaders disagreed on the principal strategy for attaining equal rights.
 - (D) Numerous African Americans were lynched, and mob attacks on African American individuals occurred in both the North and the South.
 - (E) African Americans from the rural South migrated to both southern and northern cities.
21. Conservative Republican opponents of the Treaty of Versailles argued that the League of Nations would
- (A) isolate the United States from postwar world affairs
 - (B) prevent the United States from seeking reparations from Germany
 - (C) violate President Wilson’s own Fourteen Points
 - (D) limit United States sovereignty
 - (E) give England and France a greater role than the United States in maintaining world peace

22. Which of the following best characterizes the stance of the writers associated with the literary flowering of the 1920s, such as Sinclair Lewis and F. Scott Fitzgerald?
- (A) Sympathy for Protestant fundamentalism
 - (B) Nostalgia for the “good old days”
 - (C) Commitment to the cause of racial equality
 - (D) Advocacy of cultural isolationism
 - (E) Criticism of middle-class conformity and materialism
23. Before 1492, many American Indian cultures were strongly influenced by the
- (A) spread of corn cultivation
 - (B) ravages of smallpox epidemics
 - (C) regular contacts with Africa
 - (D) invention of the spoked wheel
 - (E) domestication of horses
24. The American Colonization Society was established in the early nineteenth century with the goal of
- (A) encouraging immigration from Ireland and Germany
 - (B) encouraging Chinese contract laborers to emigrate to the United States
 - (C) settling White Americans on western lands
 - (D) settling American Indians on reservations
 - (E) transporting African Americans to Africa
25. The high inflation rates of the late 1960s and early 1970s were due in part to
- (A) major state and federal tax increases
 - (B) increased investment in major industries
 - (C) spending on social-welfare programs and the Vietnam War
 - (D) a decline in foreign trade
 - (E) deregulation of key transportation and defense industries
26. Which of the following was true of a married woman in the colonial era?
- (A) She would be sentenced to debtors’ prison for debts incurred by her husband.
 - (B) She could vote as her husband’s proxy in elections.
 - (C) She generally lost control of her property when she married.
 - (D) She had no legal claim on the estate of her deceased husband.
 - (E) Her legal rights over her children were the same as those of her husband.
27. Which of the following colonies required each community of 50 or more families to provide a teacher of reading and writing?
- (A) Pennsylvania
 - (B) Massachusetts
 - (C) Virginia
 - (D) Maryland
 - (E) Rhode Island



28. Which of the following generalizations can be supported by the information provided in the map above?
- (A) Frontier life tended to promote the acceptance of greater political equality for women.
 - (B) Fewer women lived in the southeastern states than in other parts of the country; therefore, suffrage was less of an issue.
 - (C) None of the states of the Confederacy granted votes to women before 1920.
 - (D) The Seneca Falls Movement resulted in gains in the area of political and legal rights for women.
 - (E) States that made free public education a priority led the way in extending the vote to women.
29. Which of the following was true of the French-American Alliance formed in 1778?
- (A) It contributed little to the American victory in the Revolutionary War.
 - (B) It restricted French naval activity to the high seas, far from the North American coast.
 - (C) It influenced the British to offer generous peace terms in the Treaty of Paris in 1783.
 - (D) It allowed the French to repossess their North American colonies lost in 1763.
 - (E) It specifically prohibited the deployment of French troops on North American soil.

30. At the beginning of the Civil War, Southerners expressed all of the following expectations EXCEPT:
- (A) The materialism of the North would prevent Northerners from fighting an idealistic war.
 - (B) Great Britain would intervene on the side of the South in order to preserve its source of cotton.
 - (C) Northern unity in the struggle against the Southern states would eventually break.
 - (D) The South's superior industrial resources would give it an advantage over the North.
 - (E) The justice of the South's cause would prevail.
31. Which of the following constitutes a significant change in the treatment of American Indians during the last half of the nineteenth century?
- (A) The beginnings of negotiations with individual tribes
 - (B) The start of a removal policy
 - (C) The abandonment of the reservation system
 - (D) The admission of all American Indians to the full rights of United States citizenship
 - (E) The division of the tribal lands among individual members
32. "This, then, is held to be the duty of the man of wealth: to consider all surplus revenues which come to him simply as trust funds, which he is called upon to administer and strictly bound as a matter of duty to administer in the manner which, in his judgment, is best calculated to produce the most beneficial results for the community—the man of wealth thus becoming the mere agent and trustee for his poorer brethren."
- These sentiments are most characteristic of
- (A) transcendentalism
 - (B) pragmatism
 - (C) the Gospel of Wealth
 - (D) the Social Gospel
 - (E) Reform Darwinism
33. Many Mexicans migrated to the United States during the First World War because
- (A) revolution in Mexico had caused social upheaval and dislocation
 - (B) immigration quotas for Europeans went unfilled as a result of the war
 - (C) the war in Europe had disrupted the Mexican economy
 - (D) American Progressives generally held liberal views on the issue of racial assimilation
 - (E) the United States government offered Mexicans land in exchange for military service

34. Which of the following has been viewed by some historians as an indication of strong anti-Catholic sentiment in the presidential election of 1928?
- (A) The increased political activity of the Ku Klux Klan
 - (B) The failure of the farm bloc to go to the polls
 - (C) Alfred E. Smith's choice of Arkansas senator Joseph T. Robinson as his running mate
 - (D) Alfred E. Smith's failure to carry a solidly Democratic South
 - (E) Herbert Hoover's use of "rugged individualism" as his campaign slogan
35. Under the Articles of Confederation the United States central government had no power to
- (A) levy taxes
 - (B) make treaties
 - (C) declare war
 - (D) request troops from states
 - (E) amend the Articles
36. Which of the following best describes the Harlem Renaissance?
- (A) The rehabilitation of a decaying urban area
 - (B) An outpouring of Black artistic and literary creativity
 - (C) The beginning of the NAACP
 - (D) The most famous art show of the early twentieth century
 - (E) The establishment of the back-to-Africa movement
37. Conscription policies in the First and Second World Wars differed significantly in that in the Second World War
- (A) African Americans were drafted into integrated units
 - (B) conscientious objectors were not officially recognized
 - (C) the draft began before the United States entered the conflict
 - (D) the draft was administered at the regional and federal levels by the armed forces
 - (E) exemptions were offered for a range of war-related occupations
38. All of the following concerns were addressed during the "Hundred Days" of the New Deal EXCEPT
- (A) banking regulation
 - (B) unemployment relief
 - (C) agricultural adjustment
 - (D) homeowner mortgage support
 - (E) court restructuring

39. Jimmy Carter and Ronald Reagan were similar as presidential candidates in that both
- (A) articulated the public’s desire for less involvement in foreign affairs
 - (B) capitalized on their status as Washington outsiders
 - (C) promised Congress increased control over domestic matters
 - (D) renounced private fund-raising in support of their campaigns
 - (E) had built national reputations as legislators
40. The Battle of Antietam, September 17, 1862, is considered pivotal to the outcome of the Civil War because it
- (A) represented the Union’s deepest thrust into southern territory
 - (B) forestalled the possibility of European intervention
 - (C) resulted in the border states joining the Confederacy
 - (D) marked the first use of Black troops by the Union army
 - (E) confirmed George McClellan’s status as the leading Union general

Answers to Multiple-Choice Questions							
1 – C	6 – A	11 – E	16 – B	21 – D	26 – C	31 – E	36 – B
2 – A	7 – D	12 – E	17 – A	22 – E	27 – B	32 – C	37 – C
3 – D	8 – E	13 – B	18 – B	23 – A	28 – A	33 – A	38 – E
4 – B	9 – C	14 – B	19 – A	24 – E	29 – C	34 – D	39 – B
5 – E	10 – B	15 – C	20 – B	25 – C	30 – D	35 – A	40 – B

Sample Free-Response Questions

The free-response section of the exam consists of three parts. Part A includes a document-based essay question (DBQ) that must be answered by all students. Parts B and C each include two standard essay questions. Students must choose one essay question from each part. Taken together, the DBQ and the essays in Parts B and C of Section II cover the period from the first European explorations of the Americas to the present. The following are sample questions.

Part A: Document-Based Essay Question (DBQ)

Directions: The following question requires you to construct a coherent essay that integrates your interpretation of Documents A–J *and* your knowledge of the period referred to in the question. High scores will be earned only by essays that both cite key pieces of evidence from the documents and draw on outside knowledge of the period.

1. Analyze the responses of Franklin D. Roosevelt’s administration to the problems of the Great Depression. How effective were these responses? How did they change the role of the federal government?

Use the documents and your knowledge of the period 1929–1941 to construct your essay.

Document A

Source: Meridel Lesueur, *New Masses*, January 1932.

It’s one of the great mysteries of the city where women go when they are out of work and hungry. There are not many women in the bread line. There are no flop houses for women as there are for men, where a bed can be had for a quarter or less. You don’t see women lying on the floor of the mission in the free flops. They obviously don’t sleep ... under newspapers in the park. There is no law I suppose against their being in these places but the fact is they rarely are.

Yet there must be as many women out of jobs in cities and suffering extreme poverty as there are men. What happens to them?

Document B

Source: Letter to Senator Robert Wagner, March 7, 1934.

It seems very apparent to me that the Administration at Washington is accelerating it's *[sic]* pace towards socialism and communism. Nearly every public statement from Washington is against stimulation of business which would in the end create employment.

Everyone is sympathetic to the cause of creating more jobs and better wages for labor; but, a program continually promoting labor troubles, higher wages, shorter hours, and less profits for business, would seem to me to be leading us fast to a condition where the Government must more and more expand it's relief activities, and will lead in the end to disaster to all classes.

Document C

Source: *The Evening Star* (Washington, D.C.), April 26, 1934.



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Library of Congress, Prints & Photographs Division,
Clifford Berryman Collection, LC-USZ62-17290.

Document D

Source: William Lloyd Garrison, Jr., "The Hand of Improvidence," *The Nation*, November 14, 1934.

The New Deal, being both a philosophy and a mode of action, began to find expression in diverse forms which were often contradictory. Some assisted and some retarded the recovery of industrial activity ... An enormous outpouring of federal money for human relief and immense sums for public-works projects started to flow to all points of the compass ... Six billion dollars was added to the national debt ... a bureaucracy in Washington grew by leaps and bounds ... and finally, to lend the picture the heightened academic touch, John Maynard Keynes, of Cambridge, England, ... commenced the plan of buying Utopia for cash.

Document E

Source: Library of Congress, Prints & Photographs Division, 1935.

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5. MAIL IT IN A SUFFICIENTLY PROTECTED, POSTPAID ENVELOPE.

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- Social Security Board

INFORMATION MAY BE OBTAINED AT ANY POST OFFICE

Document F

Source: Charles Evans Hughes, majority opinion, *Schechter v. United States*, 1935.

The question of chief importance relates to the provision of the codes to the hours and wages of those employed ... It is plain that these requirements are imposed in order to govern the details of defendants' management of their local business. The persons employed ... are not employed in interstate commerce. Their wages have no direct relation to interstate commerce ...

The authority of the federal government may not be pushed to such an extreme.

Document G

Source: NBC radio broadcast, John L. Lewis, December 13, 1936.

It is the refusal of employers to grant such reasonable conditions and to deal with their employees through collective bargaining that leads to widespread labor unrest. The strikes which have broken out ... especially in the automobile industry, are due to such "employee trouble."

Huge corporations, such as United States Steel and General Motors ... have no right to transgress the law which gives to the workers the right of self-organization and collective bargaining.

Document H

Source: "The New Deal in Review," editorial in *The New Republic*, May 20, 1940.

The government as an instrument of democratic action in the future has also been strengthened and renovated. This is not merely a matter of the addition of many new agencies, but of the more efficient organization of the whole executive department — including a planning board under the President which so far has been relatively unimportant but is capable of future development. The Courts, too, have been revived, partly by legislation, but principally by excellent new appointments, so that we now have a Supreme Court which is abreast of the times.

Document I

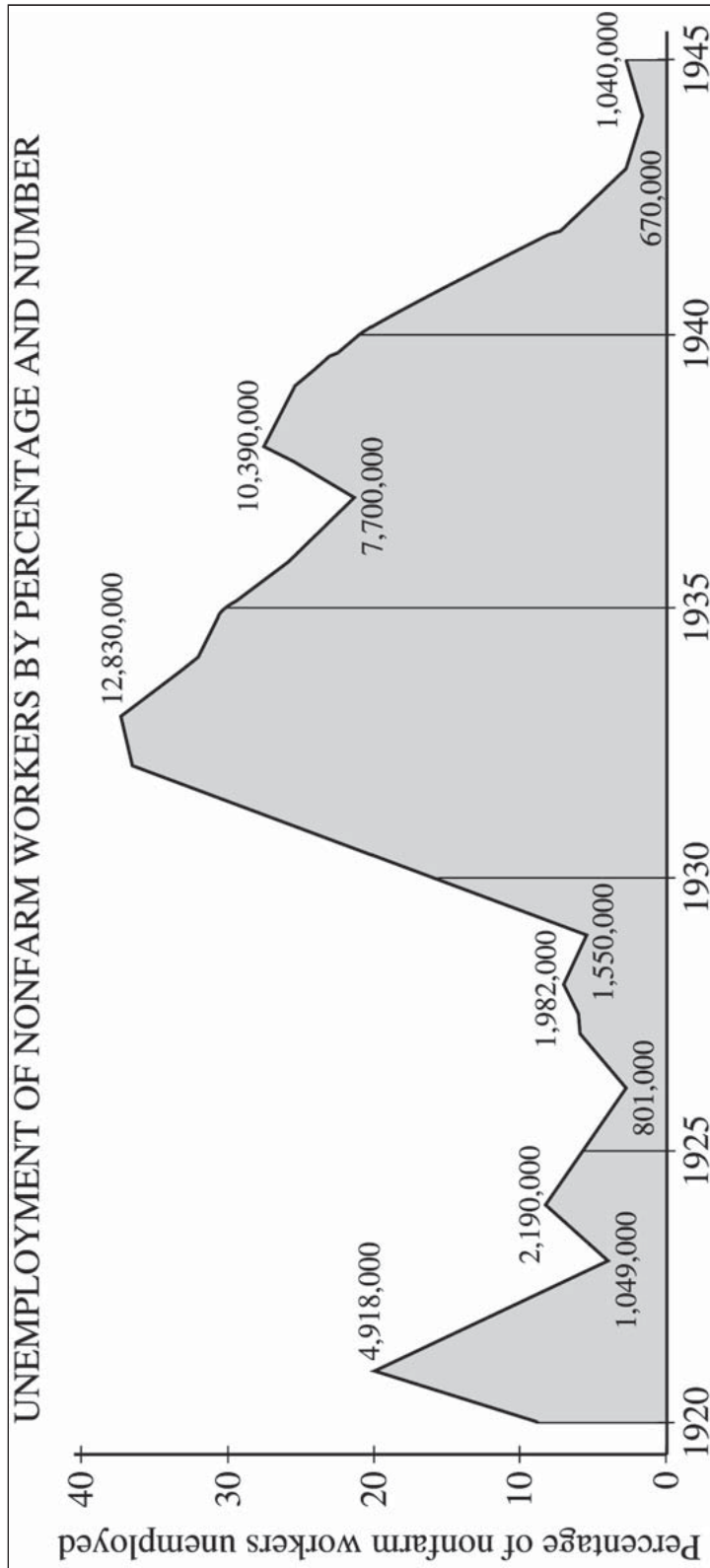
Source: “The Roosevelt Record,” editorial in *The Crisis*, November 1940.

To declare that the Roosevelt administration has tried to include the Negro in nearly every phase of its program for the people of the nation is not to ignore the instances where government policies have harmed the race ...

At Boulder Dam, for example, the administration continued the shameful policy begun by Hoover of forbidding Negroes to live in Boulder City, the government-built town. And in its own pet project, the TVA, the administration forbade Negroes to live in Norris, another government-built town at Norris Dam.

[The] most important contribution of the Roosevelt administration to the age-old color line problem in America has been its doctrine that Negroes are a part of the country and must be considered in any program for the country as a whole. The inevitable discriminations notwithstanding, this thought has been driven home in thousands of communities by a thousand specific acts. For the first time in their lives, government has taken on meaning and substance for the Negro masses.

Document J



Parts B and C: Standard Essay Questions

Part B

Directions: Choose ONE question from this part. You are advised to spend 5 minutes planning and 30 minutes writing your answer. Cite relevant historical evidence in support of your generalizations and present your arguments clearly and logically.

2. Evaluate the extent to which the Articles of Confederation were effective in solving the problems that confronted the new nation.
3. In what ways did developments in transportation bring about economic and social change in the United States in the period 1820 to 1860?

Part C

Directions: Choose ONE question from this part. You are advised to spend 5 minutes planning and 30 minutes writing your answer. Cite relevant historical evidence in support of your generalizations and present your arguments clearly and logically.

4. Evaluate the impact of the Civil War on political and economic developments in TWO of the following regions.
 - The South
 - The North
 - The WestFocus your answer on the period between 1865 and 1900.
5. Compare and contrast United States society in the 1920s and the 1950s with respect to TWO of the following:
 - race relations
 - role of women
 - consumerism

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