

Sample Exam Questions

The sample questions that follow illustrate the relationship between the curriculum framework and the redesigned AP U.S. History Exam and serve as examples of the types of questions that appear on the exam. Each question is followed by the main learning objectives, skills, and key concepts it addresses. A question may partially address other learning objectives, skills, or key concepts, but only the primary ones are listed. For multiple-choice questions, the correct answer is also provided. The short-answer question, document-based question, and long essay question sections are followed by a description of what good responses will include.

Section I

Part A: Multiple-Choice Questions

As demonstrated in the following examples, question sets will be organized around two to five questions that focus on a primary source, secondary source, or historical issue.

Questions 1–3 refer to the excerpt below.

“Be it enacted ... That after the five and twentieth day of March, 1698, no goods or merchandizes whatsoever shall be imported into, or exported out of, any colony or plantation to his Majesty, in Asia, Africa, or America ... in any ship or bottom, but what is or shall be of the built of England, Ireland, or the said colonies or plantations ... and navigated with the masters and three fourths of the mariners of the said places only ... under pain of forfeiture of ships and goods.”

— English Parliament, Navigation Act, 1696

- The excerpt most directly reflects which of the following goals for England’s North American colonies?
 - Developing them as a producer of manufactured goods
 - Aiding them in developing trade with other European nations
 - Integrating them into a coherent imperial structure based on mercantilism
 - Protecting them from American Indian attacks

Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
WOR-1.0 Explain how cultural interaction, cooperation, competition, and conflict between empires, nations, and peoples have influenced political, economic, and social developments in North America.	Contextualization	2.1.III

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2. One direct long-term effect of the Navigation Act was that it
- (A) promoted commercial treaties with Spain and France throughout the 1700s
 - (B) contributed to the rise of opposition that ultimately fostered the independence movement
 - (C) encouraged colonists in North America to expand trade agreements with American Indians
 - (D) led to the imposition of heavy taxes on the North American colonists in the early 1700s

Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
WOR-1.0 Explain how cultural interaction, cooperation, competition, and conflict between empires, nations, and peoples have influenced political, economic, and social developments in North America.	Causation	2.1.III

3. The goals presented in the excerpt from the act have the most in common with which of the following?
- (A) Increases in the federal tariff in the 1820s
 - (B) Progressive Era antitrust reforms in the 1900s
 - (C) Free-trade policies in the 1990s
 - (D) Federal tax reductions in the 2000s

Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
CUL-4.0 Explain how different group identities, including racial, ethnic, class, and regional identities, have emerged and changed over time.	Comparison	4.1.I

Questions 4–6 refer to the excerpts below.

“Still, though a slaveholder, I freely acknowledge my obligations as a man; and I am bound to treat humanely the fellow creatures whom God has entrusted to my charge. ... It is certainly in the interest of all, and I am convinced it is the desire of every one of us, to treat our slaves with proper kindness.”

— Letter from former South Carolina governor
James Henry Hammond, 1845

“Standing with God and the crushed and bleeding slave on this occasion, I will, in the name of humanity which is outraged, in the name of Liberty which is fettered, in the name of the constitution and Bible, which are disregarded and trampled upon, dare to call in question and denounce ... slavery ‘the great sin and shame of America!’”

— Frederick Douglass, speech titled “The Meaning of
July Fourth for the Negro,” 1852

4. The excerpt from James Henry Hammond is most clearly an example of which of the following developments in the mid-19th century?
- (A) The decline of slavery in Southern states as a result of gradual emancipation laws
 - (B) The increasingly restrictive nature of slavery in the South enforced by stronger slave codes
 - (C) The expanding use of moral arguments by Northern antislavery activists
 - (D) The growing tendency among Southern slaveholders to justify slavery as a positive good

Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
NAT-2.0 Explain how interpretations of the Constitution and debates over rights, liberties, and definitions of citizenship have affected American values, politics, and society.	Contextualization	4.3.II, 5.2.I

Sample Exam Questions

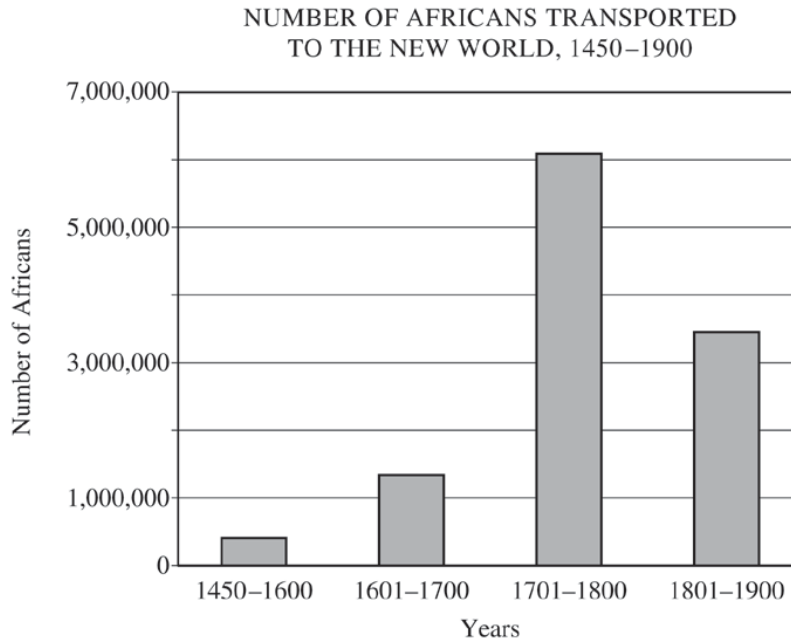
5. Which of the following groups would be most likely to support the perspective of Frederick Douglass in the excerpt?
- (A) Southern Democrats
 - (B) Southern planters
 - (C) Northern abolitionists
 - (D) Northern merchants

Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
POL-2.0 Explain how popular movements, reform efforts, and activist groups have sought to change American society and institutions.	Analyzing Evidence, Contextualization	5.2.I

6. The language used in both excerpts most directly reflects the influence of which of the following?
- (A) The Second Great Awakening
 - (B) States' rights
 - (C) Manifest Destiny
 - (D) American nationalism

Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
CUL-1.0 Explain how religious groups and ideas have affected American society and political life.	Comparison	4.1.II

Questions 7 and 8 refer to the graph below.



7. The pattern depicted on the graph from 1450 to 1800 best serves as evidence of which of the following?
- (A) The replacement of indigenous labor and indentured servitude by enslaved Africans in New World colonies
 - (B) The development of varied systems of racial categorization in the European colonies
 - (C) The effectiveness of the abolitionist movement in Europe and the Americas
 - (D) The susceptibility of enslaved populations to New World diseases

Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
WXT-1.0 Explain how different labor systems developed in North America and the United States, and explain their effects on workers’ lives and U.S. society.	Analyzing Evidence, Contextualization	1.2.II, 2.2.II

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8. Which of the following contributed most directly to the change in the number of Africans transported to the New World after 1800?
- (A) The emergence of a more industrial economy in Great Britain and the United States
 - (B) The outlawing of the international slave trade by Great Britain and the United States
 - (C) The increased resistance to slavery within African nations
 - (D) The influence of major slave rebellions in Haiti and elsewhere

Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
NAT-2.0 Explain how interpretations of the Constitution and debates over rights, liberties, and definitions of citizenship have affected American values, politics, and society.	Causation	3.2.II

Questions 9–11 refer to the excerpt below.

“As the early years at Hull House show, female participation in that area of reform grew out of a set of needs and values peculiar to middle-class women in the late nineteenth and early twentieth century. Settlement workers did not set out to become reformers. They were rather women trying to fulfill existing social expectations for self-sacrificing female service while at the same time satisfying their need for public recognition, authority, and independence. In the process of attempting to weave together a life of service and professional accomplishment, they became reformers as the wider world defined them.”

— Robyn Muncy, historian, *Creating a Female Dominion in American Reform, 1890–1935*, published in 1991

9. Women working in settlement houses such as Hull House initially sought to help
- (A) formerly enslaved men and women adjust to life after slavery
 - (B) immigrants adapt to American customs and language
 - (C) farmers fight unfair banking practices
 - (D) American Indians resist encroachment on their lands

Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
POL-2.0 Explain how popular movements, reform efforts, and activist groups have sought to change American society and institutions.	Contextualization	6.3.II

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10. Settlement house work as described by Muncy had the most in common with women's activism during which of the following earlier periods?
- (A) The Protestant evangelism of the mid-1700s
 - (B) The decade leading up to the American Revolution
 - (C) The two decades following the American Revolution
 - (D) The Second Great Awakening in the first half of the 1800s

Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
POL-2.0 Explain how popular movements, reform efforts, and activist groups have sought to change American society and institutions.	Comparison	4.1.III

11. Which of the following was the most direct effect of the trend described in the excerpt?
- (A) The development of the Progressive movement to address social problems associated with industrial society
 - (B) The emergence of the Populist Party's efforts to increase the role of government in the economy
 - (C) The election of large numbers of women to political offices
 - (D) The increased participation of women in factory work

Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
POL-2.0 Explain how popular movements, reform efforts, and activist groups have sought to change American society and institutions.	Causation	7.1.III

Questions 12–15 refer to the excerpt below.

“Economic growth was indeed the most decisive force in the shaping of attitudes and expectations in the postwar era. The prosperity of the period broadened gradually in the late 1940s, accelerated in the 1950s, and soared to unimaginable heights in the 1960s. By then it was a boom that astonished observers. One economist, writing about the twenty-five years following World War II, put it simply by saying that this was a ‘quarter century of sustained growth at the highest rates in recorded history.’ Former Prime Minister Edward Heath of Great Britain agreed, observing that the United States at the time was enjoying ‘the greatest prosperity the world has ever known.’”

— James T. Patterson, historian, *Grand Expectations: The United States, 1945–1974*, published in 1996

12. Which of the following factors most directly contributed to the economic trend that Patterson describes?
- (A) A surge in the national birthrate
 - (B) The expansion of voting rights for African Americans
 - (C) Challenges to conformity raised by intellectuals and artists
 - (D) The gradual emergence of détente with the Soviet Union

Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
MIG-2.0 Analyze causes of internal migration and patterns of settlement in what would become the United States, and explain how migration has affected American life.	Causation	8.3.I

13. One significant result of the economic trend described in the excerpt was the
- (A) rise of the sexual revolution in the United States
 - (B) decrease in the number of immigrants seeking entry to the United States
 - (C) rise of the Sun Belt as a political and economic force
 - (D) decrease in the number of women in the workforce

Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
MIG-2.0 Analyze causes of internal migration and patterns of settlement in what would become the United States, and explain how migration has affected American life.	Causation	8.3.I

Sample Exam Questions

14. Many of the federal policies and initiatives passed in the 1960s address which of the following about the economic trend described in the excerpt?
- (A) Affluence had effectively eliminated racial discrimination.
 - (B) Pockets of poverty persisted despite overall affluence.
 - (C) A rising standard of living encouraged unionization of industrial workers.
 - (D) Private industry boomed in spite of a declining rate of federal spending.

Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
POL-2.0 Explain how popular movements, reform efforts, and activist groups have sought to change American society and institutions.	Contextualization	8.2.II

15. The increased culture of consumerism during the 1950s was most similar to developments in which of the following earlier periods?
- (A) The 1840s
 - (B) The 1860s
 - (C) The 1910s
 - (D) The 1920s

Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
WXT-3.0 Analyze how technological innovation has affected economic development and society.	Periodization	7.2.I

Questions 16–19 refer to the excerpt below.

“Yet, after all our years of toil and privation, dangers and hardships upon the ... frontier, monopoly is taking our homes from us by an infamous system of mortgage foreclosure, the most infamous that has ever disgraced the statutes of a civilized nation. ... How did it happen? The government, at the bid of Wall Street, repudiated its contracts with the people; the circulating medium was contracted. ... As Senator Plumb [of Kansas] tells us, ‘Our debts were increased, while the means to pay them was decreased.’ [A]s grand Senator ... Stewart [of Nevada] puts it, ‘For twenty years the market value of the dollar has gone up and the market value of labor has gone down, till today the American laborer, in bitterness and wrath, asks which is the worst: the black slavery that has gone or the white slavery that has come?’”

— Mary Elizabeth Lease, speech to the Woman’s Christian Temperance Union, 1890

16. In the speech, Lease was reacting primarily to the problems faced by which of the following groups?
- (A) Bankers
 - (B) Southern European migrants
 - (C) Farmers
 - (D) African Americans

Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
POL-2.0 Explain how popular movements, reform efforts, and activist groups have sought to change American society and institutions.	Analyzing Evidence, Contextualization	6.1.III

17. Lease’s views best reflect the influence of which of the following developments in social and political movements in the 1890s?
- (A) Increased calls for radical overthrow of the federal government
 - (B) Rising grassroots challenges to the dominant economic system
 - (C) Greater support for corporate power in agriculture
 - (D) Emerging ideological justifications for inequities of wealth

Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
POL-2.0 Explain how popular movements, reform efforts, and activist groups have sought to change American society and institutions.	Analyzing Evidence, Contextualization	6.3.II

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18. People who agreed with the argument made in the speech would most likely have recommended which of the following solutions?
- (A) Separate but equal segregated facilities to increase job opportunities for white workers
 - (B) Continuation of the gold standard as the basis for money
 - (C) Reduced government involvement in the economy in order to create more competition
 - (D) A stronger government role in the economic system

Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
POL-3.0 Explain how different beliefs about the federal government’s role in U.S. social and economic life have affected political debates and policies.	Contextualization	6.1.III

19. The economy described in the speech is most similar to the economy in which of the following decades?
- (A) 1910s
 - (B) 1930s
 - (C) 1950s
 - (D) 1960s

Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
WXT-1.0 Explain how different labor systems developed in North America and the United States, and explain their effects on workers’ lives and U.S. society.	Comparison	7.1.III

Answers to Multiple-Choice Questions

1. C	8. B	15. D
2. B	9. B	16. C
3. A	10. D	17. B
4. D	11. A	18. D
5. C	12. A	19. B
6. A	13. C	
7. A	14. B	

Part B: Short-Answer Questions

There are four short-answer questions on the exam. The following questions are meant to illustrate the various types of these questions. Note that the short-answer questions do not require students to develop and support a thesis statement.

1. Answer a, b, and c.
 - (A) Briefly explain ONE example of how contact between Native Americans and Europeans brought changes to Native American societies in the period 1492 to 1700.
 - (B) Briefly explain a SECOND example of how contact between Native Americans and Europeans brought changes to Native American societies in the same period.
 - (C) Briefly explain ONE example of how Native American societies resisted change brought by contact with Europeans in the same period.

LEARNING OBJECTIVES	HISTORICAL THINKING SKILLS	KEY CONCEPTS IN THE CURRICULUM FRAMEWORK
WOR-1.0 Explain how cultural interaction, cooperation, competition, and conflict between empires, nations, and peoples have influenced political, economic, and social developments in North America.	Patterns of Continuity and Change over Time	1.2.III, 2.1.II

What Good Responses Will Include

- A) A good response would describe **one** of several possible strong examples of how contact with Europeans changed Native American societies between 1492 and 1700, such as:
- Native American population declined as a result of disease and warfare (leading to “mourning wars” between Native American tribes).
 - Many Native Americans were enslaved and/or subjected to forced labor (the *encomienda* system).
 - Traditional tribal economies changed as a result of increased trade with Europeans.
 - Native Americans and Europeans began to intermarry in Spanish and French colonies, producing racially mixed populations and caste systems.

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- Some Native Americans converted to Christianity.
 - The introduction of new crops and livestock into Native American societies changed settlement patterns.
 - Domestic animals brought by Europeans changed the environment and destroyed Native American crops.
 - Views on gender roles, family, and property changed as a result of European influence.
 - The introduction of guns, other weapons, and alcohol stimulated cultural and demographic changes in some Native American societies.
 - Alliances with European nations changed politics and policies within and among tribes.
- B) A good response would describe **one additional** example from the same time period, as described above.
- C) A good response would provide a brief explanation of one example of Native American resistance to changes brought about by contact with Europeans in this period, such as:
- Tribes sometimes worked to preserve their traditional tribal culture, beliefs, language, and worldviews rather than accept or adapt to European ways and beliefs.
 - Some Native American people responded to European contact with violence and warfare, as in Metacom's Rebellion (King Philip's War) and the Pueblo Revolt (Popé's Rebellion).
 - Some Native Americans maintained their traditional religions rather than converting to Christianity.
 - Native Americans sometimes chose to flee rather than accept enslavement by Europeans.
 - Tribes sometimes formed alliances with one another, such as Metacom's alliance of tribes in New England, in order to resist encroaching European colonial societies.
 - Some tribes formed alliances with some Europeans to resist and wage war on other Europeans (or to play one European nation against another).

2. Answer a, b, and c.

- (A) Briefly explain why ONE of the following options most clearly marks the beginning of the sectional crisis that led to the outbreak of the Civil War.
- Northwest Ordinance (1787)
 - Missouri Compromise (1820)
 - Acquisition of Mexican territory (1848)
- (B) Provide an example of an event or development to support your explanation.
- (C) Briefly explain why one of the other options is not as useful to mark the beginning of the sectional crisis.

LEARNING OBJECTIVES	HISTORICAL THINKING SKILLS	KEY CONCEPTS IN THE CURRICULUM FRAMEWORK
NAT-2.0 Explain how interpretations of the Constitution and debates over rights, liberties, and definitions of citizenship have affected American values, politics, and society.	Periodization	3.3.I, 4.3.II, 5.2.II

What Good Responses Will Include

A) A good response would select **one** of the three options and provide a brief explanation of why it can be interpreted as best marking the beginning of the sectional crisis. Some explanations might include:

Northwest Ordinance (1787)

- The ordinance restricted slavery in the Old Northwest, which produced controversy.
- The ordinance established slave and nonslave territory in the nation — a situation that led to numerous debates.
- The ordinance provoked controversy by asserting the right of the federal government to act on issues involving slavery in the territories.
- The ordinance hardened regional identities between slave and nonslave regions.

Missouri Compromise (1820)

- The compromise restricted slavery above Missouri's southern border in the Louisiana Purchase, creating slave and nonslave areas.
- The compromise further asserted the right of the federal government to intervene over states' actions on the issue of slavery (especially in the territories), producing controversy.
- The compromise hardened regional identities between slave and nonslave areas as the nation expanded westward.
- The compromise only solved immediate problems, and the unresolved long-term problems went on to contribute to the outbreak of the Civil War.

Acquisition of Mexican territory (1848)

- The acquisition raised debates over whether the newly annexed territories would allow or restrict slavery (e.g., the Wilmot Proviso).
- The acquisition increased the controversy in Congress over the balance between the supporters of slave power interests and those who supported free soil.
- The acquisition led to the Compromise of 1850 and the very controversial Fugitive Slave Act, which forced more Northerners to confront the issue of slavery.
- The acquisition served as a precursor to the outbreak of several instances of violent sectional crisis in the decade of the 1850s.

B) A good response would provide **one** specific event or development that would support the explanation made in response to part (a), such as:

Northwest Ordinance (1787)

- The sectional debate over the Three-Fifths Compromise in the proposed Constitution
- The sectional debate over inclusion of a fugitive slave law in the Constitution
- The sectional debate over the slave trade at the Constitutional Convention
- Growth of antislavery organizations, especially in the North, after 1787
- Passage of emancipation acts in Northern states between 1787 and 1804
- Passage of state laws facilitating the emancipation of slaves in the upper South after 1787
- The creation of the American Colonization Society in 1816

Missouri Compromise (1820)

- The intensely sectional nature of the debates over slavery in Missouri and other future states addressed by the compromise
- The growth of Southern support for and influence in the emerging Democratic Party in the 1820s
- The creation of antislavery organizations in the 1820s by free blacks in the North
- The publication of and response to David Walker's *Appeal* in 1829
- Efforts in some Northern states to limit the effect of the Fugitive Slave Law of 1793
- The emergence of radical abolitionism in Northern localities and states in the 1820s
- The articulation of pro-slavery arguments by John C. Calhoun and other Southerners in the 1830s
- The nullification crisis of the 1830s
- The establishment of the American Anti-Slavery Society by Northern abolitionists in 1833
- The Kansas-Nebraska Act in 1854, which repealed the Missouri Compromise and led to "Bleeding Kansas"
- Sectional reactions to the Supreme Court's decision in *Dred Scott v. Sandford*, which declared the Missouri Compromise unconstitutional

Acquisition of Mexican territory (1848)

- The rise of the free soil movement across the North
- Sectional reactions to the Compromise of 1850 and the Fugitive Slave Act
- Calls for secession by Southern "fire eaters" after the crisis of 1850
- Northern resistance to the Fugitive Slave Law in the Compromise of 1850
- Sectional reactions to the Kansas-Nebraska Act
- The violence over the slavery issue known as "Bleeding Kansas"
- The collapse of the Second Party System due to sectional tensions
- The creation and sectional appeal of the Republican Party in the 1850s
- Sectional reactions to the *Dred Scott v. Sandford* decision
- The publication of George Fitzhugh's *Cannibals All!* in 1857
- The sectional divisions in the election of 1860 and South Carolina's reaction to its outcome

- C) A good response explaining why one of the other two options is not as useful to mark the beginning of the sectional crisis might address one of the following points:

Northwest Ordinance (1787)

- The intensity of the debates over sectional issues that took place following the ordinance faded over time.
- The emergence of the market economy and increasing westward expansion in the early 1800s distracted many people from focusing on the sectional crisis that had followed the Northwest Ordinance.
- The War of 1812 and subsequent “Era of Good Feeling” led to an emphasis on national unity over disunity.
- The intensity of the battles between Federalists and Jeffersonian Republicans in the 1800s often overshadowed distinctly sectional issues.

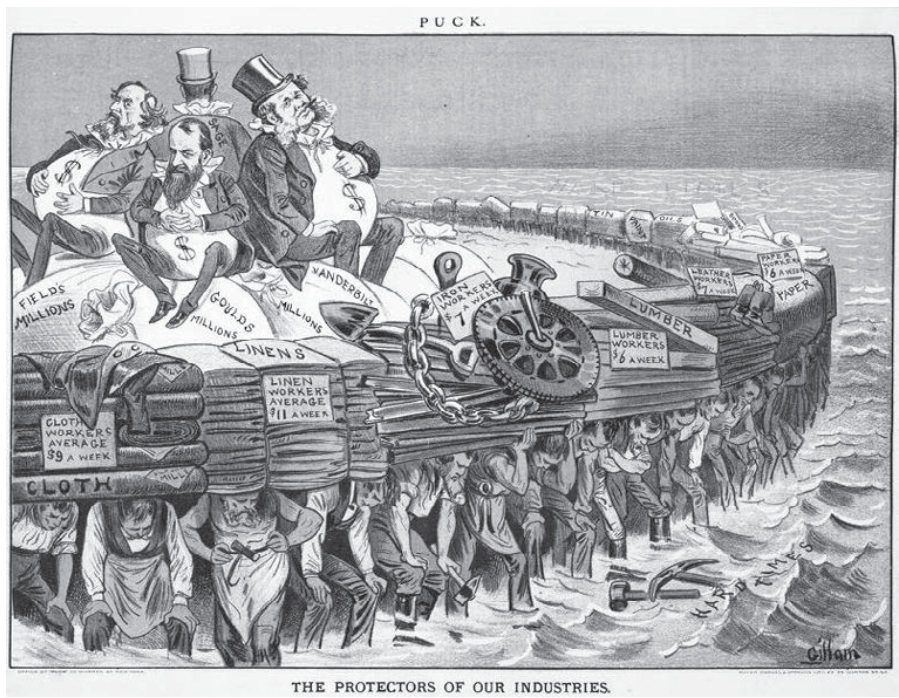
Missouri Compromise (1820)

- The continuation of the “Era of Good Feeling” limited the intensity of debates over sectional issues in the 1820s.
- The development of economic tensions due to the rise of factories and the industrial workplace distracted many people from emphasizing sectional issues.
- New industries such as textile manufacturing encouraged linkages between sections of the nation.
- Even though sectionalism increased after 1820, politicians in the Second Party System avoided policies that might cause another major confrontation until the crises of the 1850s led to Civil War.

Acquisition of Mexican territory (1848)

- Events after 1848, such as the rise of the Republican Party, were natural outgrowths of sectional tensions that extended as far back as 1787.
- Southern efforts to defend and preserve slavery, which were an important element in the tensions that led to the Civil War, arose before 1848, as seen in political speeches by John C. Calhoun and others.
- The sectional debates that arose after 1848 were continuations of conflicts that preceded that date, such as those involving the Fugitive Slave Law of 1793.
- The establishment of the Republican Party in the 1850s had its roots in political parties that formed earlier, such as the Free Soil Party and Whigs.

Sample Exam Questions



Courtesy of the Library of Congress, LC-USZC4-3108

3. Using the 1883 image above, answer a, b, and c.
- (A) Briefly explain the point of view about the economy expressed by the artist.
 - (B) Briefly explain ONE development in the period 1865 to 1910 that could be used to support the point of view expressed by the artist.
 - (C) Briefly explain ONE development in the period 1865 to 1910 that could be used to challenge the point of view expressed by the artist.

LEARNING OBJECTIVES	HISTORICAL THINKING SKILLS	KEY CONCEPTS IN THE CURRICULUM FRAMEWORK
WXT-1.0 Explain how different labor systems developed in North America and the United States, and explain their effects on workers' lives and U.S. society.	Analyzing Evidence	6.1.II

What Good Responses Will Include

- A) A good response would present a brief explanation of the elements in the cartoon that express the artist's point of view on a particular economic topic.
- The artist expresses the view that businessmen are exploiting labor by depicting the businessmen as moneybags who are protecting themselves and their wealth from hard times by riding on the backs of low-paid laborers.
 - The artist expresses sympathy for the plight of industrial laborers who toil mightily and for low wages to produce the wealth enjoyed by lazy capitalists and keep the tycoons insulated from hard times.
 - The artist expresses the view that industrial capitalism is an exploitative and unfair system in which low-paid laborers work hard to build the basis on which wealthy capitalists lounge around, enjoying a life of luxury.
- B) A good response would mention one specific development within the period 1865 to 1910 that supports the artist's viewpoint, such as:
- Management's use of armed strikebreakers such as Pinkertons to defeat labor in the Pullman and Homestead strikes
 - The dramatic increase in the disparity of wealth between rich and poor through the late 19th century
 - The rise of monopolies and trusts and other large corporate businesses such as Standard Oil or U.S. Steel
 - The rise of newly rich businessmen such as Gould or Vanderbilt who lived lavish lifestyles
- C) A good response would mention one specific development within the period 1865 to 1910 that challenges the artist's viewpoint, such as:
- The articulation of the "Gospel of Wealth" and the philanthropic efforts of Andrew Carnegie
 - The benefits that an industrialized economy brought to many people in society through access to cheaper commodities, new technologies, and improvements in the standard of living
 - The rise of a middle class composed largely of managers and professionals
 - Efforts by the federal government to exercise some control and regulate industries, such as the Sherman Antitrust Act or the Northern Securities Case
 - The rise of civic-minded organizations such as the National Civic Federation in 1900 that emphasized cooperation between labor and capital
 - The increasing, even massive, number of migrants who chose to enter the United States in the late 19th and early 20th centuries

Sample Exam Questions

“Most [Progressive Era reformers] lived and worked in the midst of modern society and accepting its major thrust drew both their inspiration and their programs from its specific traits. ... They prized their organizations ... as sources of everyday strength, and generally they also accepted the organizations that were multiplying about them. ... The heart of progressivism was the ambition of the new middle class to fulfill its destiny through bureaucratic means.”

— Robert H. Wiebe, historian, *The Search for Order, 1877–1920*, published in 1967

“Women’s collective action in the Progressive era certainly expressed a maternalist ideology [a set of ideas that women’s roles as mothers gave them a responsibility to care for society as well]. ... But it was also sparked by a moral vision of a more equitable distribution of the benefits of industrialization. ... Within the political culture of middle-class women, gender consciousness combined with an awareness of class-based injustices, and talented leaders combined with grass-roots activism to produce an impressive force for social, political, and economic change.”

— Kathryn Kish Sklar, historian, “The Historical Foundations of Women’s Power in the Creation of the American Welfare State,” *Mothers of a New World*, 1993

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4. Using the excerpts, answer a, b, and c.
- (A) Briefly explain ONE major difference between Wiebe’s and Sklar’s historical interpretations.
 - (B) Briefly explain how ONE example from the period 1880 to 1920 not explicitly mentioned in the excerpts could be used to support Wiebe’s argument.
 - (C) Briefly explain how ONE example from the period 1880 to 1920 not explicitly mentioned in the excerpts could be used to support Sklar’s argument.
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LEARNING OBJECTIVES	HISTORICAL THINKING SKILLS	KEY CONCEPTS IN THE CURRICULUM FRAMEWORK
POL-2.0 Explain how popular movements, reform efforts, and activist groups have sought to change American society and institutions.	Interpretation	7.1.II

What Good Responses Will Include

- A) A good response would provide an explanation of one major difference in the interpretations presented in the excerpts, such as:
- Wiebe emphasizes that Progressivism was a broadly based middle-class movement, whose members desired to achieve their group's success, while Sklar emphasizes the role of women working in collaboration with grassroots reformers.
 - Wiebe emphasizes that Progressives sought solutions that accepted the tenets of modern society and were bureaucratic in nature, while Sklar emphasizes the importance of a moral vision and the interactions of gender, class, and grassroots efforts to achieve greater economic equality.
- B) A good response would provide an explanation of one piece of specific evidence — from the period 1880 to 1920 and not mentioned in the excerpts — that supports Wiebe's interpretation, such as:
- Municipal reforms, such as the city manager movement
 - Calls for public control of municipal utilities such as electricity and natural gas
 - Support for the prohibition of alcohol
 - The creation of governmental regulatory agencies such as the Federal Trade Commission and a strengthened Interstate Commerce Commission
 - Calls for municipal political reform through the use of the initiative, referendum, and recall
 - Efforts to use principles of scientific management and efficiency to improve local and state governments
- C) A good response would provide an explanation of one piece of specific evidence — from the period 1880 to 1920 and not mentioned in the excerpts — that supports Sklar's interpretation, such as:
- Support for women's rights, including woman suffrage
 - Efforts to reform working conditions, especially with regard to child labor
 - The establishment of settlement houses such as Hull House in Chicago and the Henry Street Settlement in New York to provide for the social and intellectual needs of immigrants
 - The influence of Socialist writers such as Upton Sinclair and politicians such as Eugene Debs in pointing out economic inequalities in society
 - The emergence of the Social Gospel movement as an impetus for social reforms
 - The growing influence of "muckrakers" in journalism who exposed what they saw as evil and corruption in politics, the economy, and society in general
 - Women's involvement in efforts to prohibit alcohol

Section II

Part A: Document-Based Question

There will be one document-based question on the exam. The document-based question will have one of the following historical thinking skills as its main focus: **historical causation**, **patterns of continuity and change over time**, **comparison**, **interpretation**, or **periodization**. All document-based questions will also always assess the historical thinking skills of **argumentation**, **analyzing evidence**, **contextualization**, and **synthesis**.

For the sample question shown below, the main historical thinking skill being assessed is **patterns of continuity and change over time**. The directions to students will explain the discrete tasks necessary to score well on this question.

Directions: *Question 1 is based on the accompanying documents. The documents have been edited for the purpose of this exercise. You are advised to spend 15 minutes planning and 40 minutes writing your answer.*

Write your responses on the lined pages that follow the questions.

In your response you should do the following.

- ▶ *State a relevant thesis that directly addresses all parts of the question.*
- ▶ *Support the thesis or a relevant argument with evidence from all, or all but one, of the documents.*
- ▶ *Supports the thesis or a relevant argument by accounting for historical complexity, relating diverse historical evidence in a cohesive way.*
- ▶ *Focus your analysis of each document on at least one of the following: author's point of view, author's purpose, audience, and/or historical context.*
- ▶ *Support your argument with analysis of historical examples outside the documents.*
- ▶ *Connect historical phenomena relevant to your argument to broader events or processes.*
- ▶ *Synthesize the elements above into a persuasive essay.*

Question 1. Analyze major changes and continuities in the social and economic experiences of African Americans who migrated from the rural South to urban areas in the North in the period 1910–1930.

Document 1

Source: *Southern African American folk saying, 1910s*

De white man he got ha'f de crop
Boll-Weevil took de res'.
Ain't got no home,
Ain't got no home.

Document 2

Source: *Letter from a prospective African American migrant, April 27, 1917*

New Orleans, La., 4/27/17

Dear Sirs:

Being desirous of leaving the South for the betterment [sic] of my condition generally [sic] and seeking a Home Somewhere in Ill' Chicago or some other prosperous town I am at sea about the best place to locate having a family dependent upon me for support. I am informed by the *Chicago Defender* a very valuable paper which has for its purpose the Uplifting of my race, and of which I am a constant reader and real lover, that you were in position to show some light to one in my condition.

Seeking a Northern Home. If this is true Kindly inform me by next mail the next best thing to do Being a poor man with a family to care for, I am not coming to live on flowry [sic] Beds of ease for I am a man who works and wish to make the best I can out of life I do not wish to come there hoodwinked not know where to go or what to do so I Solicite [sic] your help in this matter and thanking you in advance for what advice you may be pleased to Give I am yours for success.

Document 3

Source: Dwight Thompson Farnham, Northern white efficiency expert, article titled "Negroes as a Source of Industrial Labor," Industrial Management, August 1918

A certain amount of segregation is necessary at times to preserve the peace. This is especially true when negroes are first introduced into a plant. It is a question if it is not always best to have separate wash rooms and the like. In places where different races necessarily come into close contact and in places where inherited characteristics are especially accentuated, it is better to keep their respective folkways from clashing wherever possible.

Document 4

Source: Jackson (Mississippi) Daily News, a southern white-owned newspaper, on the race riot in Chicago, July 28, 1919

The only surprising feature about the race riot in Chicago yesterday is that it did not assume larger proportions.

Trouble has been brewing in that city for several months, and nothing short of exceptionally good work by the police department can prevent further clashes.

The native white population of Chicago bitterly resents the influx of negro labor, and especially the housing of blacks in white neighborhoods.

... the decent, hard-working, law-abiding Mississippi negroes who were lured to Chicago by the bait of higher wages, only to lose their jobs, or forced to accept lower pay after the labor shortage became less acute, are hereby notified that they will be welcomed back home and find their old positions waiting for them.

Mississippi may lynch a negro when he commits the most heinous of all crimes, but we do not blow up the innocent with bombs, or explode sticks of dynamite on their doorsteps.

Document 5

Source: Lizzie Miles, African American singer, lyrics to the song "Cotton Belt Blues," 1923

Look at me. Look at me.
And you see a gal,
With a heart bogged down with woe.
Because I'm all alone,
Far from my Southern home.
Dixie Dan. That's the man.
Took me from the Land of Cotton
To that cold, cold minded North.
Threw me down. Hit the town.
And I've never seen him henceforth.
Just cause I trusted. I'm broke and disgusted,
I got the Cotton Belt Blues.

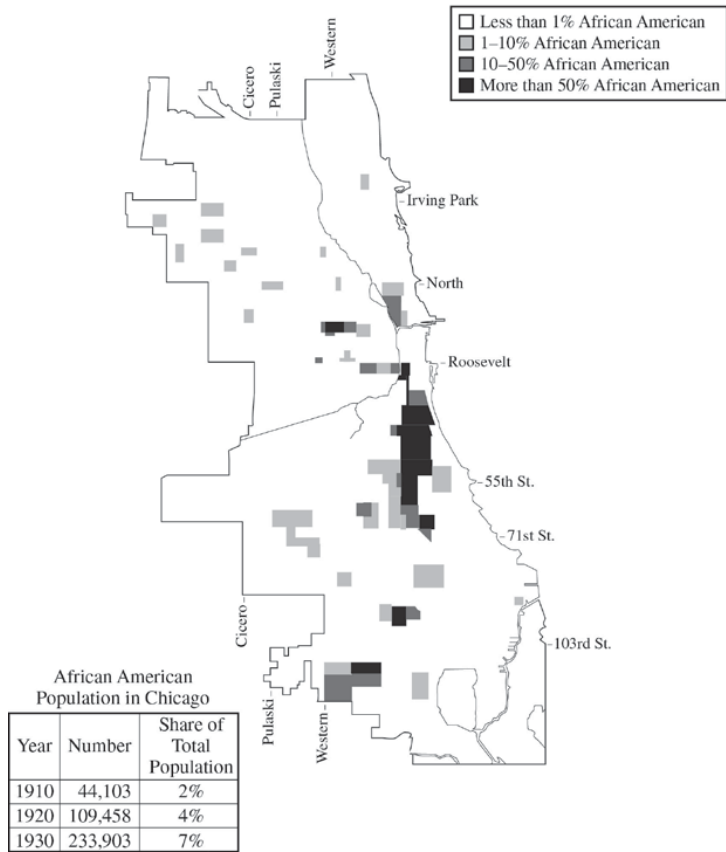
Document 6

Source: George Schuyler, an African American journalist, article in The Messenger, a political and literary magazine for African Americans, August 1925

It is generally thought by both Negroes and whites that Negroes are the chief strikebreakers in the United States. This is far from the truth. The Negro workers' part in strikes has been dramatized by virtue of the striking contrast of race which invariably provoked race riots. But the fact is that there are many more scabs among the white than black workers, partially because there are numerous industries in which Negroes are not permitted to work, which, too, are by no means one hundred percent organized. Out of twenty or more millions of workers in the United States, less than five million are organized. Note the potential for scabs!

Document 7

DISTRIBUTION OF AFRICAN AMERICAN POPULATION IN CHICAGO, 1930



Learning Objectives	Key Concepts in the Curriculum Framework
<p>MIG-2.0 Analyze causes of internal migration and patterns of settlement in what would become the United States, and explain how migration has affected American life.</p>	<p>7.2.II</p>

What Good Responses Will Include

A good response would draw on six or seven documents (that is, **all** or **all but one** of the documents provided) to present an analysis of each element mentioned in the question: changes and continuities in the social and economic experiences of African American migrants from the rural South to the industrialized North between 1910 and 1930.

Given the thrust of the question, the thesis should focus on the historical thinking skill of **patterns of continuity and change over time**. It should address the experience of African American migration from South to North with respect to social and economic issues and to the particular time period noted (1910–1930). It might also connect the specific theme to broader regional, national, or global processes.

The analysis of the documents should provide evidence to support the thesis. In order to receive full credit, the essay should support the thesis with evidence from all or all but one of the documents and should incorporate more in-depth analyses examining at least one of the following for at least four of the documents: author's point of view, author's purpose, audience, and/or historical context. A strong essay, however, does not simply list the characteristics of one document after another. Instead, it makes connections between documents or parts of documents to craft a convincing argument. For instance, a good essay might note that migration to the North was popular among many African Americans in the South. The letter written by an African American in New Orleans (document 2) and the growth of Chicago's African American population from 1910 to 1930 (document 7) support that claim. As another example, several documents mention the presence of racism in the North, and they connect in multiple ways. While documents 5 and 7 present evidence of social segregation, document 6 focuses on race-related economic issues. Documents 3 and 4 provide support for Northern racism in both social and economic matters. Some documents also contain evidence of Southern racism. The folk saying (document 1) references the economic struggle caused by sharecropping, and the excerpt from the Jackson *Daily News* (document 4) admits that lynching occurred in Mississippi.

A good essay would observe that the documents also reflect differences in point of view, audience, format, etc. Document 4 is intent on convincing African Americans to remain in the South, or to return there, for their own good. Since the newspaper is owned by whites and its audience is probably white to a large degree, the article might well reflect concerns about the negative economic effect that African American migration will have on the economic situation of Southern whites. Document 3 poses an explanation about why racial segregation in Northern factories is sometimes necessary. But the point of view of the writer, who is white and writing for an audience of industrial managers who are also likely white, raises important considerations in evaluating the document. A good essay will weave crucial observations such as these into the analysis that creates the overall historical argument.

Sample Exam Questions

It is also important to consider the role that outside knowledge will play in a good response. Note that the directions mention that a well-integrated essay includes “knowledge of U.S. history beyond/outside the documents.” Outside knowledge might follow up on specific references in the documents, such as the reference to the Chicago race riot of 1919 (document 4) or the development of sharecropping and/or the pestilence caused by the boll weevil in the post–Civil War South (document 1). In other cases, students might use outside knowledge to provide context and demonstrate continuity and change beyond the time period specified in the question. Mention of the rise of legalized social segregation in the South and its acceptance by the Supreme Court in the *Plessy v. Ferguson* case would be helpful and appropriate. So would a reference to the philosophy Booker T. Washington manifested in his Atlanta Exposition address in 1895, imploring African Americans to remain in the South and enhance their importance for the region’s economy. A good response might note, too, that the evidence in the documents provided does **not** reference the Harlem Renaissance, which was an important development in the experience of many African Americans in the urban North during the 1920s. The inclusion of knowledge that extends beyond the documents themselves should strengthen the argument and demonstrate an appreciation for the nuances of historical thinking.

Finally, a good response demonstrates an understanding of the broader context of issues relevant to the question. As mentioned above, a strong essay connects the issues raised by the documents to broader discussions of racism in U.S. history; it might also mention the transition from an agricultural to an industrial economy, various motivations that have influenced migration within the nation, and the development of housing patterns in urban environments.

Part B: Long Essay Questions

Students will choose one of two long essay questions to answer in writing. The long essay requires that students demonstrate their ability to use historical evidence in crafting a thoughtful historical argument. For the sample questions presented here, students will analyze an issue using the historical thinking skills of **argumentation** and **patterns of continuity and change over time**. As with any essay, a good response begins with the development of a relevant **thesis**. Both of the questions in this sample set begin with a sentence describing a historical interpretation about continuity and change and then ask students to “support, modify, or refute” that interpretation. A solid thesis will take a stance that chooses one of these three options. In the rest of the essay, the student should provide evidence in a manner that is convincing, thoughtful, and built on a sound knowledge of historical information relevant to the topic.

The following questions are meant to illustrate an example of a question pairing that might appear in this part of the exam, in which both questions focus on the same historical thinking skills but apply them to different time periods. Therefore, the question pairing allows the student to make a choice concerning which time period and historical perspective he or she is best prepared to write about.

Question 1. Some historians have argued that the American Revolution was not revolutionary in nature. Support, modify, or refute this interpretation, providing specific evidence to justify your answer.

LEARNING OBJECTIVES	HISTORICAL THINKING SKILLS	KEY CONCEPTS IN THE CURRICULUM FRAMEWORK
<p>NAT-1.0 Explain how ideas about democracy, freedom, and individualism found expression in the development of cultural values, political institutions, and American identity.</p> <p>NAT-2.0 Explain how interpretations of the Constitution and debates over rights, liberties, and definitions of citizenship have affected American values, politics, and society.</p> <p>POL-1.0 Explain how and why political ideas, beliefs, institutions, party systems, and alignments have developed and changed.</p>	<p>Patterns of Continuity and Change over Time, Argumentation, Use of Evidence, Synthesis</p>	<p>3.1.II, 3.2.I</p>

What Good Responses Will Include

A good response to this question will support, modify, or refute the interpretation that the American Revolution was not revolutionary in nature. An essay **supporting** this interpretation would craft an argument using specific evidence that shows the American Revolution did not foster revolutionary change but instead maintained continuity. Although not required to do so, a good response might also acknowledge that the situation is nuanced and to some degree ambiguous. The essay might therefore

contend that for the most part, the historical evidence supports the claim made in the question stem, while pointing out that some contrary evidence exists as well.

In supporting the interpretation, a good essay might cite historical facts from any of a number of appropriate areas. It might note, for example, that the outcome of the American Revolution saw no broad change in the composition of those who dominated the social, political, and economic structure of the former colonies. Those individuals who were wealthy, powerful, and influential before the event continued to possess wealth, power, and influence later. George Washington, John Adams, and Thomas Jefferson could serve as examples. This approach would argue that the Revolution was basically a revolt by colonial elites against the elites in England.

Another analysis supporting the assertion made in the exam question might draw upon the work of historian Charles Beard, who famously argued that the creation of the Constitution in the late 1780s was a counterrevolution. Beard contended that the Constitution was created to maintain commercial and landowning elites' power, influence, and standing in the face of events such as Shays's Rebellion and other attempts at revolutionary change. Note that since the question does not confine the response to a particular time period, it would be appropriate to cite events and other evidence from the 1780s in the essay.

Other good responses might analyze the absence of revolutionary change for groups such as women, slaves, and Native Americans following the Revolution. In the case of women, the revolutionary rhetoric about natural rights did not result in their obtaining political or economic independence. Neither did the Revolution significantly change the plight of most slaves. While Northern states began to outlaw slavery, the vast majority of slaves lived in Southern states where their conditions were largely unchanged. Native Americans actually lost liberty.

Conversely, a good response might take the opposite approach and **refute** the assertion cited in the exam question, using persuasive evidence to contend that the Revolution **was** revolutionary in nature and that significant change did occur. This argument could point to a significant change in government, in that the Revolution did away with royal power and authority and instead substituted written state constitutions guaranteeing a republican form of government. In a similar vein, a good response might note that the Revolution did away with certain aristocratic practices such as primogeniture (which limited inheritance of land to the eldest son). This led to the possibility of a greater dispersion of the ownership of land.

Other appropriate arguments refuting the interpretation might assert that the Revolutionary period resulted in the spread of American democratic culture. The rise of pamphleteering prior to the Revolution indicated democratization in politics, as did the growing enfranchisement of citizens. A good response might point out that voter participation grew immediately before and following the Revolution, setting the stage for even greater democratization in the early 19th century. Natural rights rhetoric about liberty and equality, furthermore, gave women and African Americans a basis for combatting legal inequalities that limited their roles in society.

Finally, a good response might instead choose to **modify** the interpretation presented in the question. In all likelihood, this approach would emphasize that the totality of evidence is not clear-cut: that the American Revolution was in some ways revolutionary but in other ways was not. To make this argument, a good response would probably select facts supporting each of the two possibilities listed above, presenting proof that the Revolution was ambiguous.

Sample Exam Questions

In all of the above cases, a strong response will demonstrate knowledge of relevant chronology and incorporate a detailed understanding of historical events, arguments, and circumstances.

Question 2. Some historians have argued that the New Deal was ultimately conservative in nature. Support, modify, or refute this interpretation, providing specific evidence to justify your answer.

LEARNING OBJECTIVES	HISTORICAL THINKING SKILLS	KEY CONCEPTS IN THE CURRICULUM FRAMEWORK
POL-1.0 Explain how and why political ideas, beliefs, institutions, party systems, and alignments have developed and changed.	Patterns of Continuity and Change over Time, Analyzing Evidence, Argumentation, Synthesis	7.1.III
POL-3.0 Explain how different beliefs about the federal government's role in U.S. social and economic life have affected political debates and policies.		

What Good Responses Will Include

This question is similar to the first one in that it involves a historical interpretation and requires students to use the historical thinking skills of **argumentation** and **patterns of continuity and change over time**, but it focuses on a very different time period. Overall, the principles for crafting a good response to this question are the same as those explained for question 1. Once the student has developed the appropriate thesis for the essay, he or she must create a solid historical argument based on specific evidence, as noted at the end of the question.

A good response that **supports** the interpretation presented in the sample question might argue that Franklin Roosevelt's New Deal in the 1930s was ultimately conservative in that it preserved the capitalist economic system in the United States by implementing programs to eliminate the worst weaknesses in that system or at least minimize their deleterious effects. The federal government did intervene in the economy and created a limited welfare state through agencies such as the Agricultural Adjustment Administration, the Tennessee Valley Authority, the Works Progress Administration, and the Federal Deposit Insurance Corporation. A student might argue, however, that the result of that intervention was to preserve the system of capitalism that had developed over the history of the nation, and so therefore could be considered a conservative approach. Government had intervened, but in the name of continuity for the economic system itself.

More, or different, argumentation along that same line might point out what the New Deal did **not** do that would have been revolutionary had it happened. For example, a student might contend, as some historians have, that none of the programs or agencies in the New Deal brought about a fundamental redistribution of income, land, or other wealth in society. Those elements of the capitalist system remained largely untouched, even if some adjustments such as Social Security occurred. Because it did not take some actions, then, the New Deal conserved (and reformed) capitalism.

A student might decide, on the other hand, that the interpretation in the exam question ought to be **refuted** — that the New Deal was **not** conservative but instead did institute substantial change. A good response taking this approach might maintain that the New Deal marked a sharp departure from the role government had played in the economy historically, and certainly in the 1920s. This response might reason that New Deal programs and policies were revolutionary in a positive way, by providing relief to people experiencing economic distress, seeking ways to curtail corporate abuses and malfeasance, and utilizing measures to protect the environment. A permutation of this response might claim that government intervention in the New Deal was substantial but had negative effects. A student making this argument might stress that some programs offered substantial change but were eventually ruled to have exceeded authority permissible under the Constitution, as happened to the National Recovery Administration. The student might contend that New Deal programs such as Social Security represented a considerable change in governmental philosophy but bordered on socialism. Or he or she might conclude that New Deal programs took revolutionary actions that actually worsened the effects of the Great Depression for some people and groups, such as business owners. Either argument would maintain that the interpretation referred to in the exam question ought to be refuted.

Furthermore, since the exam question does not provide chronological limits, it would be appropriate to cite evidence analyzing the effects of the New Deal in a broader chronological framework. For example, a good response refuting the interpretation presented in the question might note that although New Deal programs did not completely eradicate the Great Depression, they did, in the long term, provide greater financial security for some individuals, significantly strengthen regulatory mechanisms, and raise expectations about government involvement in the economy. A student taking this approach might also observe that the New Deal eventually led to a significant political realignment in which groups that supported greater government intervention, such as African Americans, many ethnic groups, and working-class communities, developed a strong allegiance to the Democratic Party, a realignment that lasted for decades.

Of course, it would be equally acceptable for a student to conclude that the strongest argument in response to this question would **modify** the stated interpretation. A good response along these lines, for instance, might take the position that the New Deal followed a middle course between individuals and groups calling for far more radical actions in the economy than the New Deal proposed (citing Huey Long or the Congress of Industrial Organizations) and those who were highly critical of the New Deal for deserting the principles of capitalism (as charged by many conservatives in Congress and the business-minded American Liberty League).

Finally, a good essay taking any of the three positions will include contextual material, too. Students might mention the largely conservative fiscal policies of Roosevelt's immediate predecessors, the Great Depression, the Dust Bowl, or World War II. References to relevant context can strengthen an analysis as well as demonstrate a student's ability to use another valuable historical thinking skill.

Additional questions, sample responses, and scoring guidelines can be found on AP Central.