



# AP<sup>®</sup> United States History Practice Exam

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## From the 2012 Administration

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**Note:** This publication shows the page numbers that appeared in the *2011–12 AP Exam Instructions* book and in the actual exam. This publication was not repaginated to begin with page 1.

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## **Exam Instructions**

The following contains instructions taken from the *2011–12 AP Exam Instructions* book.

# AP<sup>®</sup> United States History Exam

Regularly Scheduled Exam Date: Friday morning, May 11, 2012

Late-Testing Exam Date: Wednesday morning, May 23, 2012

## Section I: At a Glance

**Total Time:**

55 minutes

**Number of Questions:**

80

**Percent of Total Score:**

50%

**Writing Instrument:**

Pencil required

## Section II: At a Glance

**Total Time:**

2 hours, 10 minutes

**Number of Questions:**

3

**Percent of Total Score:**

50%

**Writing Instrument:**

Pen with black or dark blue ink

**Reading Period Time:**

15 minutes

*Use this time to read the questions and plan your answer to Part A, the document-based question.*

**Writing Period Time:**

1 hour, 55 minutes

### Part A:

*Mandatory Question 1 (DBQ)*

**Suggested Time:**

45 minutes

**Percent of Section II Score:**

45%

### Part B:

*Choose One Question, Answer either question 2 or 3*

**Suggested Time:**

35 minutes (including 5 min. planning)

**Percent of Section II Score:**

27.5%

### Part C:

*Choose One Question, Answer either question 4 or 5*

**Suggested Time:**

35 minutes (including 5 min. planning)

**Percent of Section II Score:**

27.5%

## Section I: Multiple Choice Booklet Instructions

Section I of this exam contains 80 multiple-choice questions. Fill in only the circles for numbers 1 through 80 on your answer sheet.

Indicate all of your answers to the multiple-choice questions on the answer sheet. No credit will be given for anything written in this exam booklet, but you may use the booklet for notes or scratch work. After you have decided which of the suggested answers is best, completely fill in the corresponding circle on the answer sheet. Give only one answer to each question. If you change an answer, be sure that the previous mark is erased completely.

Use your time effectively, working as quickly as you can without losing accuracy. Do not spend too much time on any one question. Go on to other questions and come back to the ones you have not answered if you have time. It is not expected that everyone will know the answers to all of the multiple-choice questions.

Your total score on the multiple-choice section is based only on the number of questions answered correctly. Points are not deducted for incorrect answers or unanswered questions.

## Section II: Free Response Booklet Instructions

The questions for Section II are printed in the Questions and Documents booklet. You may use that booklet to organize your answers and for scratch work, but you must write your answers in this Section II: Free Response booklet. No credit will be given for any work written in the Questions and Documents booklet.

The proctor will announce the beginning and end of the reading period. You are advised to spend the 15-minute period reading the question and planning your answer to Part A, Question 1, the document-based question. If you have time, you may also read the questions in Parts B and C. Do not begin writing in this booklet until the proctor tells you to do so.

Section II of this exam requires answers in essay form. Write clearly and legibly. Circle the number of the question you are answering at the top of each page in this booklet. Begin each answer on a new page. Do not skip lines. Cross out any errors you make; crossed-out work will not be scored.

Manage your time carefully. The proctor will announce the suggested time for each part, but you may proceed freely from one part to the next. Go on to Parts B and C if you finish Part A early. You may review your responses if you finish before the end of the exam is announced.

**After the exam, you must apply the label that corresponds to the questions you answered in Part B and in Part C. For example, if you answered question 2 in Part B and you answered question 5 in Part C, apply the label [2 and 5]. Failure to do so may delay your score.**

## Section II: Questions and Documents Booklet Instructions

This Questions and Documents booklet may be used for reference and/or scratch work as you answer the free-response questions, but no credit will be given for the work shown in this booklet. Write your answers in the Section II: Free Response booklet.

### What Proctors Need to Bring to This Exam

- Exam packets
- Answer sheets
- AP Student Packs
- *2011-12 AP Coordinator's Manual*
- This book — *AP Exam Instructions*
- School Code and Home-School/Self-Study Codes
- Pencil sharpener
- Extra No. 2 pencils with erasers
- Extra pens with black or dark blue ink
- Lined paper
- Stapler
- Watch
- Signs for the door to the testing room
  - “Exam in Progress”
  - “Cell phones are prohibited in the testing room”

*If you are giving the regularly scheduled AP United States History Exam:*

- You may seat students **four feet (approximately 1.2 meters) apart** because this exam has scrambled multiple-choice sections. This allows you to test more students in fewer testing rooms.
- See page 8 for a sample seating plan, including form codes and serial numbers, that shows how exams should be distributed to ensure that students seated next to each other are not given the same form of the exam.
- Administrators and proctors must continue to be vigilant about opportunities for cheating.

*If you are giving the alternate AP United States History Exam for late testing:*

- You must seat students **no less than five feet (approximately 1.5 meters) apart** because this exam does not have scrambled multiple-choice sections.

## SECTION I: Multiple Choice

- **Do not begin the exam instructions below until you have completed the appropriate**
- **General Instructions for your group.**

Note that this exam gives students a choice of several essay topics. A sheet of essay-choice labels is included with the Section II free-response booklets. At the conclusion of the free-response section, you will instruct students to apply the appropriate label where indicated on the front cover of their Section II booklet, identifying their essay choices.

Make sure you begin the exam at the designated time.

*If you are giving the regularly scheduled exam, say:*

**It is Friday morning, May 11, and you will be taking the AP United States History Exam.**

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

**It is Wednesday morning, May 23, and you will be taking the AP United States History Exam.**

**In a moment, you will open the packet that contains your exam materials. By opening this packet, you agree to all of the AP Program’s policies and procedures outlined in the *2011-12 Bulletin for AP Students and Parents*. You may now remove the shrinkwrap from your exam packet and take out the Section I booklet, but do not open the booklet or the shrinkwrapped Section II materials. Put the white seals aside. . . .**

**Look at page 1 of your answer sheet and locate the dark blue box near the top right-hand corner that states, “Take the AP Exam label from your Section I booklet and place the label here.” . . .**

**Now look at the front cover of your exam booklet and locate the AP Exam label near the top left of the cover. . . .**

**Carefully peel off the AP Exam label and place it on your answer sheet on the dark blue box that we just identified. . . .**

**Now read the statements on the front cover of Section I and look up when you have finished. . . .**

**Sign your name and write today’s date. Look up when you have finished. . . .**

**Now print your full legal name where indicated. Are there any questions? . . .**

**Turn to the back cover and read it completely. Look up when you have finished. . . .**

**Are there any questions? . . .**

**Section I is the multiple-choice portion of the exam. You may never discuss these specific multiple-choice questions at any time in any form with anyone, including your teacher and other students. If you disclose these questions through any means, your AP Exam score will be canceled. Are there any questions? . . .**

**You must complete the answer sheet using a No. 2 pencil only. Mark all of your responses on your answer sheet, one response per question. Completely fill in the circles. If you need to erase, do so carefully and completely. No credit will be given for anything written in the exam booklet. Scratch paper is not allowed, but you may use the margins or any blank space in the exam booklet for scratch work. Are there any questions? . . .**

**You have 55 minutes for this section. Open your Section I booklet and begin.**



Note Start Time here \_\_\_\_\_. Note Stop Time here \_\_\_\_\_. Check that students are marking their answers in pencil on their answer sheets, and that they are not looking at their shrinkwrapped Section II booklets. After 55 minutes, say:

**Stop working. Close your booklet and put your answer sheet on your desk, face up. Make sure you have your AP number label and an AP Exam label on page 1 of your answer sheet. I will now collect your answer sheet.**

Collect an answer sheet from each student. Check that each answer sheet has an AP number label and an AP Exam label. Then say:

**Now you must seal your exam booklet. Remove the white seals from the backing and press one on each area of your exam booklet cover marked "PLACE SEAL HERE." Fold each seal over the back cover. When you have finished, place the booklet on your desk, face up. I will now collect your Section I booklet. . . .**

Check that each student has signed the front cover of the sealed Section I booklet. There is a 10-minute break between Sections I and II. When all Section I materials have been collected and accounted for and you are ready for the break, say:

**Please listen carefully to these instructions before we take a 10-minute break. Everything you placed under your chair at the beginning of the exam must stay there. Leave your shrinkwrapped Section II packet on your desk during the break. You are not allowed to consult teachers, other students, or textbooks about the exam during the break. You may not make phone calls, send text messages, check email, use a social networking site, or access any electronic or communication device. Remember, you are not allowed to discuss the multiple-choice section of this exam. Failure to adhere to any of these rules could result in cancellation of your score. Are there any questions? . . .**



**You may begin your break. Testing will resume at \_\_\_\_\_.**

## SECTION II: Free Response

After the break, say:

**May I have everyone's attention? Place your Student Pack on your desk. . . .**

**You may now remove the shrinkwrap from the Section II packet, but do not open either the Section II exam booklet or the orange Section II: Free Response, Questions and Documents booklet until you are told to do so. Put the essay-choice labels aside. You will need them at the end of Section II. . . .**

**Read the bulleted statements on the front cover of the exam booklet. Look up when you have finished. . . .**

**Now place an AP number label on the shaded box. If you don't have any AP number labels, write your AP number in the box. Look up when you have finished. . . .**

Read the last statement. . . .

Using your pen, print the first, middle and last initials of your legal name in the boxes and print today’s date where indicated. This constitutes your signature and your agreement to the statements on the front cover. . . .

Turn to the back cover and read Item 1 under “Important Identification Information.” Print the first two letters of your last name and the first letter of your first name in the boxes. Look up when you have finished. . . .

In Item 2, print your date of birth in the boxes. . . .

In Item 3, write the school code you printed on the front of your Student Pack in the boxes. . . .

Read Item 4. . . .

Are there any questions? . . .

I need to collect the Student Pack from anyone who will be taking another AP Exam. You may keep it only if you are not taking any other AP Exams this year. If you have no other AP Exams to take, place your Student Pack under your chair now. . . .

While Student Packs are being collected, read the information on the back cover of the exam booklet. Do not open the booklet until you are told to do so. Look up when you have finished. . . .

Collect the Student Packs. Then say:

Are there any questions? . . .

Read the information on the front cover of the orange booklet. Look up when you have finished. . . .

Section II has three parts and begins with a 15-minute reading period. During the reading period, you will read Question 1 in Part A, and plan what you will write. If you have time, you may also read the essay questions in Parts B and C. You may make notes in the orange booklet. Are there any questions? . . .

You may now open the orange booklet and begin the 15-minute reading period. Do not open the exam booklet yet.



Note Start Time here \_\_\_\_\_. Note Stop Time here \_\_\_\_\_. Check that students are writing any notes in the orange booklet. If any students begin writing their responses during this time, remind them that the reading period is not yet over, and that the reading period is designed to provide students with time to develop better organized, higher scoring responses. If the students choose to continue writing responses, take no further action. After 15 minutes, say:

**Stop. The reading period is over. You have 1 hour and 55 minutes to complete Section II. The suggested writing time for Question 1 is 45 minutes. After 45 minutes, you will be advised to go on to Part B and then 35 minutes later to move on to Part C. You are responsible for pacing yourself, and may proceed freely from one part to the next. You will choose one question in Part B and one question in Part C. Choose the question in each part for which**

**you are best prepared. All questions in a specific group are weighted equally; you won't get extra credit for answering a question that may seem more difficult.**

**You may use the orange booklet for scratch work, but you must write your answers in the exam booklet using a pen. Circle the number of the question you are working on at the top of each page in the exam booklet. If you need more paper during the exam, raise your hand. At the top of each extra piece of paper you use, be sure to write only your AP number and the number of the question you are working on. Do not write your name. Are there any questions? . . .**

**You may begin.**



Note Start Time here \_\_\_\_\_. Note Stop Time here \_\_\_\_\_. Check that students are using pens and that they are writing their answers in their exam booklets and not in their orange booklets. After 45 minutes, say:

**You should now move on to Part B.**

After 35 minutes, say:

**You should begin working on Part C. You will need the remaining time to complete your last essay.**

After 25 minutes, say:

**There are 10 minutes remaining.**

After 10 minutes, say:

**Stop working and close your exam booklet and orange booklet. Look at the bottom front cover of your exam booklet. Using the essay-choice labels that you set aside earlier, select the label that matches the questions you chose to answer for Part B and Part C, and apply it to the bottom front cover of your exam booklet, where indicated. For example, if you answered Question 2 in Part B and you answered Question 5 in Part C, apply the label "2 and 5." Look up when you have finished. . . .**

**Now put your exam booklet and your orange booklet on your desk, face up. Put the unused labels next to them. . . .**

If any students used extra paper for the free-response section, have those students staple the extra sheet/s to the first page corresponding to that question in their exam booklets. Then say:

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

Collect a Section II booklet, an orange booklet, and the unused labels from each student. Check for the following:

- Exam booklet front cover: The student placed an AP number label and an essay-choice label in the appropriate boxes and printed his or her initials and today's date.
- Exam booklet back cover: The student completed the "Important Identification Information" area.

- The student wrote answers in the correct areas of the Section II exam booklet and not in the orange booklet.

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

*If you are giving the regularly scheduled exam, say:*

**You may not discuss these specific free-response questions with anyone unless they are released on the College Board website in about two days. You should receive your score report in the mail about the third week of July.**

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

**None of the questions in this exam may ever be discussed or shared in any way at any time. You should receive your score report in the mail about the third week of July.**

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

**Please remember to take your AP number card with you.**

Then say:

**You are now dismissed.**

All exam materials should be put in secure storage until they are returned to the AP Program after your school's last administration. Before storing materials, check the "School Use Only" section on page 1 of the answer sheet and:

- Fill in the appropriate section number circle in order to view a separate AP Instructional Planning Report (for regularly scheduled exams only) or Subject Score Roster at the class section or teacher level. See "Post-Exam Activities" in the *2011-12 AP Coordinator's Manual*.
- Check your list of students who are eligible for fee reductions and fill in the appropriate circle on their registration answer sheets.

- **IMPORTANT: The orange booklets must be returned with the rest of your exam materials.**
- **This applies to all exam administrations, including late testing. These booklets are not to be kept at the school, or returned to students or teachers. The free-response questions for the regularly scheduled exam may not be discussed unless the questions are released on the College Board website 48 hours after the exam.**

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## **Student Answer Sheet for the Multiple-Choice Section**

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









**GO ON TO THE NEXT PAGE.**

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## **Section I: Multiple-Choice Questions**

This is the multiple-choice section of the 2012 AP exam. It includes cover material and other administrative instructions to help familiarize students with the mechanics of the exam. (Note that future exams may differ in look from the following content.)

PLACE SEAL HERE

# AP<sup>®</sup> United States History Exam

## SECTION I: Multiple Choice

2012

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

### At a Glance

**Total Time**  
55 minutes

**Number of Questions**  
80

**Percent of Total Score**  
50%

**Writing Instrument**  
Pencil required

### Instructions

Section I of this exam contains 80 multiple-choice questions. Fill in only the circles for numbers 1 through 80 on your answer sheet.

Indicate all of your answers to the multiple-choice questions on the answer sheet. No credit will be given for anything written in this exam booklet, but you may use the booklet for notes or scratch work. After you have decided which of the suggested answers is best, completely fill in the corresponding circle on the answer sheet. Give only one answer to each question. If you change an answer, be sure that the previous mark is erased completely. Here is a sample question and answer.

#### Sample Question      Sample Answer

Chicago is a      (A) ● (C) (D) (E)

(A) state

(B) city

(C) country

(D) continent

(E) village

Use your time effectively, working as quickly as you can without losing accuracy. Do not spend too much time on any one question. Go on to other questions and come back to the ones you have not answered if you have time. It is not expected that everyone will know the answers to all of the multiple-choice questions.

Your total score on the multiple-choice section is based only on the number of questions answered correctly. Points are not deducted for incorrect answers or unanswered questions.

PLACE SEAL HERE



Minimum 20% post-consumer waste

PLACE SEAL HERE

DO NOT seal answer sheet inside

Form I  
Form Code 4IBP4-Q-S

07

The inclusion of source material in this 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 has been selected by the history faculty who serve on the AP United States History Development Committee. In their judgment, the material printed here reflects various aspects of the course of study on which this exam is based and is therefore appropriate to use to measure the skills and knowledge of this course.

# UNITED STATES HISTORY

## SECTION I

Time—55 minutes

80 Questions

**Directions:** Each of the questions or incomplete statements below is followed by five suggested answers or completions. Select the one that is best in each case and then fill in the corresponding circle on the answer sheet.

1. A prominent leader in promoting the settlement house movement was
  - (A) Alice Paul
  - (B) Jane Addams
  - (C) Carry Nation
  - (D) Margaret Sanger
  - (E) Aimee Semple McPherson
2. Which of the following is a correct statement about women in United States society in the years 1790–1810?
  - (A) They attained suffrage in all states.
  - (B) They were considered critical to educating good republican citizens.
  - (C) They became increasingly prominent as entrepreneurs.
  - (D) They owned a large share of the nation’s property.
  - (E) They entered professional occupations such as medicine and law in large numbers.
3. Which of the following best describes the main idea of Andrew Carnegie’s Gospel of Wealth?
  - (A) Privately held wealth should be handed over to the government to be redistributed.
  - (B) Wealthy individuals should use their wealth for social betterment.
  - (C) Parents have an obligation to pass on their wealth to their children.
  - (D) Using wealth to help others is wrong, since it undermines their self-reliance.
  - (E) Accumulating large amounts of wealth violates Christian principles.
4. The Civil Rights movement of the late 1960s was characterized by which of the following?
  - (A) The establishment of the Back to Africa movement
  - (B) A growing split between those who advocated nonviolence and those who favored more aggressive tactics to achieve civil rights
  - (C) Widespread support by southern Whites who had initially resisted the movement
  - (D) A sharp drop in participation and interest in voter registration drives and other equal-access efforts in the rural South
  - (E) Strong support for the women’s rights movement
5. Those who supported the War of 1812 advanced all of the following rationales for their positions EXCEPT the
  - (A) desirability of annexing Canada
  - (B) need to defend the honor of the United States
  - (C) need to safeguard the frontier
  - (D) obligation to protect Native Americans
  - (E) advisability of acquiring Florida



6. The poster above advertising a 1913 labor union pageant was designed to do which of the following?
- (A) Promote the idea that labor unions exist primarily for the purpose of supporting the arts
  - (B) Warn the community about the union's communist connections
  - (C) Portray the strikers as the heroic champions of workers and ordinary people
  - (D) Intimidate citizens into supporting a powerful labor movement
  - (E) Advocate employment for striking workers

7. Roger Williams and Anne Hutchinson challenged the authority of which of the following?
- (A) Anglican clergy
  - (B) Puritan magistrates and ministers
  - (C) Catholic priests and bishops
  - (D) Baptist ministers
  - (E) Methodist itinerants
8. Many Americans were suspicious of the Second Bank of the United States for which of the following reasons?
- (A) They believed that it was controlled by leaders of the Whig Party.
  - (B) They believed that it was controlled by southern plantation owners.
  - (C) They believed that it was controlled by a commercial elite.
  - (D) It refused to make any loans for business expansion.
  - (E) It refused to exchange bank notes for gold.
9. In the seventeenth century, the earliest British colonies in Virginia were saved from economic ruin by
- (A) the introduction of price controls on agricultural commodities
  - (B) the introduction of tobacco cultivation
  - (C) formal trade treaties with American Indians
  - (D) the extension of the western frontiers
  - (E) increased reliance on indentured servitude

10. “The God that holds you over the pit of hell, much as one holds a spider, or some loathsome insect over the fire, abhors you, and is dreadfully provoked; his wrath towards you burns like fire; he looks upon you as worthy of nothing else, but to be cast into the fire; . . . and yet it is nothing but his hand that holds you from falling into the fire every moment.”

The quotation above contains ideas typical of

- (A) the Enlightenment
- (B) the Anti-Federalists
- (C) Quakerism
- (D) the Great Awakening
- (E) antinomianism

11. The most important factor in Andrew Jackson’s successful bid for the presidency in 1828 was his

- (A) choice of John C. Calhoun as his running mate
- (B) reputation as a hero of the War of 1812
- (C) commitment to broad-based social reform
- (D) reputation as an intellectual thinker and writer
- (E) extensive experience in elective office



Cincinnati Historical Society Library

12. What was the purpose behind the publication of the 1840 illustration above?
- (A) To attack William Henry Harrison for being a poor, uneducated farmer
  - (B) To portray William Henry Harrison as a common man
  - (C) To create support for the Populist movement
  - (D) To encourage settlement of Indiana by German and Irish immigrants
  - (E) To criticize the “log cabin” mentality and the manufacture of hard cider

13. Which of the following conflicts resulted in the successful expulsion of Europeans from the upper Rio Grande region of North America for nearly a decade?
- (A) Pontiac's Rebellion
  - (B) The Pueblo Revolt
  - (C) King Philip's War
  - (D) The Pequot War
  - (E) The Battle of Fallen Timbers
14. The purpose of the Truman Doctrine of 1947 was to
- (A) decrease the risk of nuclear war by placing atomic weaponry under the control of the United Nations
  - (B) prevent communism from spreading further through military aggression
  - (C) retake Eastern Europe from the Soviet Union
  - (D) prevent the spread of independence movements in European colonies in Asia and Africa
  - (E) create an atmosphere of trust in which negotiation with the Soviet Union would have the best chance for success
15. By passing the Navigation Acts in the 1600s and 1700s, the British government intended to
- (A) reduce shipping costs between Britain and its North American colonies
  - (B) guarantee that the British government would have a financial share of all colonial exports
  - (C) create a source of income for British royal governors to use for improving colonial roads and canals
  - (D) stimulate direct trade between British North American colonies and Spain and France
  - (E) end colonial complaints about unjust taxation and regulation
16. The Quakers were unique among the religious groups that settled in North America during the seventeenth century because they
- (A) defended the rights of White people to hold American Indians in slavery
  - (B) founded a colony in which all inhabitants were obliged by law to subscribe to Quaker beliefs
  - (C) allowed women to speak publicly in their religious meetings and to be missionaries
  - (D) emphasized religious conversion through revival meetings
  - (E) emphasized the distance between the human and the divine
17. The Proclamation Line of 1763 was designed to
- (A) limit western expansion of colonial settlement
  - (B) establish a defensible boundary between the British and the French colonists along the Appalachian Mountains
  - (C) divide western territories into future royal colonies
  - (D) restrict British immigration to the North American colonies
  - (E) create more taxable income for the royal government by selling western territories
18. Colonists from which of the following European nations generally had the most cooperative relations with American Indians?
- (A) England
  - (B) France
  - (C) Portugal
  - (D) Spain
  - (E) The Netherlands

19. The Stonewall riots of 1969 were significant because they
- (A) marked the end of the African American Civil Rights movement
  - (B) drew attention to the increasing gap between the incomes of people who were wealthy and people living in poverty
  - (C) highlighted the efforts of César Chávez to organize Mexican American farmworkers
  - (D) led to the birth of gay rights organizations around the country
  - (E) undermined the efforts of the National Organization for Women

20. Which of the following best characterizes the National Origins Act of 1924 ?
- (A) It allowed Chinese immigrants entry into the United States after 1930.
  - (B) It allowed increased levels of immigration from southern and eastern Europe.
  - (C) It established immigration quotas based on a percentage of each nationality residing in the United States in 1890.
  - (D) It established procedures for the immigration of alien spouses of United States citizens after 1935.
  - (E) It set restrictions on the importation of certain goods.



Library of Congress

21. The photo above most likely shows the work of which of the following New Deal agencies?
- (A) Civilian Conservation Corps
  - (B) Farm Security Administration
  - (C) National Recovery Administration
  - (D) National Labor Relations Board
  - (E) Social Security Administration
22. Before 1800, which of the following European imports had the greatest impact on the lives of the Plains Indians?
- (A) Steel plow
  - (B) Cattle
  - (C) Horses
  - (D) Christianity
  - (E) Money

23. The works of which of the following were integral to the Harlem Renaissance?
- (A) William Faulkner, Gertrude Stein, and F. Scott Fitzgerald
  - (B) Jack Kerouac, Willem de Kooning, and Jackson Pollock
  - (C) Claude McKay, Zora Neale Hurston, and Langston Hughes
  - (D) Arthur Miller, Tennessee Williams, and Joyce Carol Oates
  - (E) Ralph Ellison, Toni Morrison, and James Baldwin
24. The 1854 Kansas-Nebraska Act instituted popular sovereignty to
- (A) prohibit slavery above Missouri’s southern border
  - (B) assure that Congress had a constitutional right to establish or abolish slavery in new territories
  - (C) allow people living in a territory to determine whether slavery should be permitted there
  - (D) admit Kansas as a slave state and Nebraska as a free state
  - (E) allow towns to decide the issue of slavery on a case-by-case basis
25. “I submit that an individual who breaks a law that conscience tells him is unjust, and who willingly accepts the penalty of imprisonment in order to rouse the conscience of the community over its injustices, is in reality expressing the very highest respect for the law.”
- The quotation above is from
- (A) Booker T. Washington
  - (B) Marcus Garvey
  - (C) Langston Hughes
  - (D) Martin Luther King, Jr.
  - (E) Stokely Carmichael
26. A major consequence of the French and Indian War of 1754–1763 was the
- (A) legal settlement of the trans-Appalachian frontier by British colonists
  - (B) imposition of new taxes on the British North American colonies
  - (C) shrinking of Spanish territorial claims in North America
  - (D) removal of British troops from the thirteen colonies
  - (E) change in status of the proprietary colonies to royal colonies
27. The Declaration of Sentiments (1848), issued at Seneca Falls, New York, called for
- (A) an end to slavery
  - (B) compulsory public education
  - (C) temperance legislation
  - (D) increased rights for women
  - (E) improved factory working conditions
28. New England Puritans sought primarily to create which of the following in Massachusetts?
- (A) A missionary community focused on converting American Indians to Christianity
  - (B) Town meetings at which all adult males could vote
  - (C) A model community promoting government by strict religious principles
  - (D) A society founded on the principles of religious toleration
  - (E) A community whose members achieved salvation through good works
29. Which of the following pairs of immigrant groups were most prominent in the construction of the first transcontinental railroad?
- (A) Chinese and Irish
  - (B) Irish and Japanese
  - (C) Chinese and Japanese
  - (D) Italians and Irish
  - (E) Chinese and Italians

30. In 1860 Abraham Lincoln was elected president on a Republican platform that advocated all of the following EXCEPT
- (A) higher protective tariffs
  - (B) government subsidies for a transcontinental railroad
  - (C) free western land for settlers who would live and work on it
  - (D) the exclusion of slavery from United States territorial possessions
  - (E) the abolition of slavery throughout the United States
31. The American colonists' slogan "No taxation without representation" was a rejection of
- (A) salutary neglect
  - (B) nativism
  - (C) mercantilism
  - (D) virtual representation
  - (E) classical republicanism
32. The Fifteenth Amendment to the United States Constitution established
- (A) the freedom of all slaves not emancipated under Abraham Lincoln's proclamation
  - (B) federal protection for African Americans from Ku Klux Klan terrorism
  - (C) the right of citizenship for any person born in the United States
  - (D) that suffrage cannot be denied based on race, color, or previous servitude
  - (E) the power of the federal government to intervene in state affairs to protect individual liberties
33. Which of the following was NOT a result of the growth of a national market economy between 1815 and 1860 ?
- (A) Increasing economic specialization
  - (B) The application of machinery to the mass production of goods
  - (C) A greater disparity of wealth between rich and poor Americans
  - (D) The beginnings of an organized labor movement
  - (E) A greater number of men working at home
34. The dissatisfaction of Virginia farmers with the colonial governor who failed to protect them against American Indian raids led to
- (A) Bacon's Rebellion
  - (B) the Glorious Revolution
  - (C) Leisler's Rebellion
  - (D) Shays' Rebellion
  - (E) Gabriel's Rebellion
35. Which of the following was a core belief of the transcendentalists of the early nineteenth century?
- (A) Only highly centralized and conformist religious institutions can guarantee an orderly society.
  - (B) Individual conduct should be guided by truths found in the individual conscience.
  - (C) Unjust laws must be obeyed until they can be changed through legislative action.
  - (D) Human societies are inherently corrupt, and those seeking purity should practice good works.
  - (E) American Indian practices of meditation are the key to attaining valuable spiritual insights.
36. The Great Compromise of 1787 resulted in
- (A) a final settlement of the question of slavery
  - (B) a renewal of the Articles of Confederation
  - (C) the creation of a national bank
  - (D) a system of political representation for the states in the federal government
  - (E) a border agreement between the United States and Canada
37. Which of the following led to increased United States involvement in the war in Vietnam?
- (A) News of the My Lai massacre
  - (B) Requests from other Southeast Asian countries for an increased United States presence in Vietnam
  - (C) Congressional approval of the Gulf of Tonkin Resolution
  - (D) Hardened resistance by the communists following the Geneva Accords
  - (E) Failure of the Vietnamization program



THE "STRONG" GOVERNMENT 1869-1877.

Library of Congress

38. The cartoon above is intended to express
- (A) a critique of Reconstruction
  - (B) opposition to women's rights
  - (C) opposition to states' rights
  - (D) support for strong government
  - (E) opposition to the draft

39. During the 1920s, both the Sacco and Vanzetti case and the rise of the new Ku Klux Klan reflected
- (A) public fear and resentment of southern and eastern European immigrants
  - (B) increased racism resulting from the migration of Black southerners to urban centers in the North
  - (C) growing lawlessness resulting from the passage of the Eighteenth Amendment (Prohibition)
  - (D) the decreased influence of fundamentalist religious groups
  - (E) widespread opposition to Congress' decision to join the League of Nations
40. The United States home front during the First World War was marked by an increase in all of the following EXCEPT
- (A) tax rates on individuals and estates
  - (B) government regulation of fuel, food, and transportation
  - (C) employment opportunities for African Americans and Mexican Americans
  - (D) participation of women in factory work, government service, and volunteer work
  - (E) support of individual liberties by the Supreme Court
41. During the 1930s Black voters overwhelmingly switched from the Republican Party to the Democratic Party because
- (A) Black Americans benefited from some New Deal economic policies
  - (B) the Ku Klux Klan was gaining power within the Republican Party
  - (C) President Roosevelt actively pursued race reform
  - (D) southern Democrats widely favored abolishing the poll tax
  - (E) the Democrats promised to end Prohibition
42. The belief by some Americans that the Civil War was "a rich man's war but a poor man's fight" was reflected in
- (A) Sherman's march to Atlanta
  - (B) the draft riots in New York City
  - (C) Lincoln's suspension of habeas corpus in the South
  - (D) Thoreau's denunciation of the war
  - (E) John Brown's raid on Harpers Ferry
43. The main goal of the Marshall Plan was to
- (A) create a strong military alliance between the United States and Western Europe
  - (B) strengthen the Chinese nationalists against the Chinese communists
  - (C) speed the economic recovery and democratization of Japan
  - (D) defend Greece and Turkey from communist subversion
  - (E) finance the economic reconstruction of Western Europe

44. The festival near Woodstock, New York, in 1969 is most closely associated with the
- (A) women's liberation movement
  - (B) gay rights movement
  - (C) environmental movement
  - (D) Beat Generation
  - (E) counterculture
45. The nullification crisis of 1832 arose over the issue of
- (A) Andrew Jackson's use of the veto
  - (B) protective tariffs
  - (C) the Second Bank of the United States
  - (D) Jackson's American Indian removal policy
  - (E) the Missouri Compromise
46. Which of the following contributed most significantly to a surge in western settlement during the 1860s and 1870s?
- (A) Dry seasons turned fertile land to semidesert and made real estate inexpensive.
  - (B) A strong military eliminated attacks by Native Americans.
  - (C) The expansion of railroads made the Great Plains more accessible.
  - (D) The novels of romantics like Hamlin Garland glorified western life.
  - (E) Government funding for irrigation projects made farms more profitable.
47. The Regulator movement of the 1770s, Shays' Rebellion in 1786, and the Whiskey Rebellion of the early 1790s were all expressions of the hostility of frontier settlers to
- (A) the spread of slavery
  - (B) government recognition of American Indian land claims
  - (C) the dominance of eastern interests in government
  - (D) the influence of pro-British elements in government
  - (E) efforts to limit suffrage

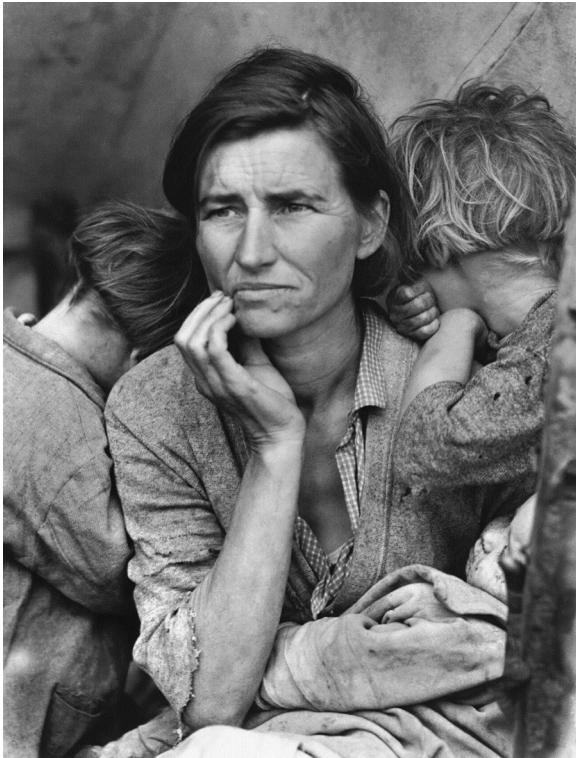


© Stock Montage

48. The picture above best expresses which of the following middle-class views about women in the mid-nineteenth century?
- (A) Women were the moral and spiritual strength of the family.
  - (B) Women were naturally suited to become ministers.
  - (C) Women played a subordinate role to men in parenting children.
  - (D) Women had earned the right to vote due to their important role as mothers.
  - (E) Women should limit the number of their children by delaying marriage.

49. In *Miranda v. Arizona* (1966), the Supreme Court ruled that
- (A) women had a constitutional right to abortion
  - (B) school segregation was unconstitutional
  - (C) voting districts had to contain the same number of people
  - (D) school prayer was illegal under the First Amendment
  - (E) arrested persons must be informed of their rights
50. The Roosevelt Corollary to the Monroe Doctrine justified which of the following?
- (A) Roosevelt's involvement in settling the Russo-Japanese War
  - (B) The policy of using force to subdue the independence movement in the Philippines
  - (C) The maintenance of the Open Door policy in China
  - (D) The right to intervene in the domestic affairs of Latin American countries
  - (E) The exclusion of Japanese and Chinese immigrants from the United States
51. The effects of deindustrialization in the 1970s included all of the following EXCEPT
- (A) the increasing importance of the service sector of the economy
  - (B) plant shutdowns and closings, particularly in what came to be called the Rust Belt
  - (C) an increased United States share of the world market in manufacturing
  - (D) the erosion of tax bases in many communities, leading to cutbacks in health and welfare services
  - (E) a decrease in real wages for United States workers in the manufacturing sector
52. In *The Feminine Mystique*, Betty Friedan argued that women
- (A) who spent their lives as mothers and homemakers were generally satisfied with their lives
  - (B) needed counseling if they were dissatisfied with their domestic lives
  - (C) should battle for ratification of the Equal Rights Amendment
  - (D) experienced a discrepancy between the reality and the public image of their lives
  - (E) have special talents and abilities different from those of men
53. Throughout the presidential election campaign of 1980, Ronald Reagan's view of the best economic policy to pursue was based on his belief that
- (A) businesses were overproducing consumer goods
  - (B) there was insufficient government spending to stimulate economic growth
  - (C) international trade was the most important source of growth for the United States economy
  - (D) excessive taxation left citizens with less money to save and invest
  - (E) foreign countries were flooding markets with cheap goods and services
54. The case of *University of California Regents v. Bakke* concerned which of the following issues?
- (A) The ban on de jure segregation in California colleges
  - (B) The constitutionality of policies made to correct racial injustice
  - (C) Requirements for equal sports opportunities for women
  - (D) Provisions for equal access to public buildings for the physically disabled
  - (E) The expulsion of Japanese students from California universities

55. The Ghost Dance was an American Indian religious movement associated with
- (A) the Pueblo Revolt
  - (B) an American Indian victory at Little Bighorn
  - (C) an infusion of Hispanic cultural traditions
  - (D) the outbreak of King Philip's War
  - (E) distress over loss of tribal autonomy
56. The major goal of the Social Gospel movement in the late nineteenth and early twentieth centuries was to
- (A) encourage support for Charles Darwin's theory of biological evolution
  - (B) draw the attention of Protestant churches to the plight of the urban poor
  - (C) send missionaries to convert American Indians to Protestantism
  - (D) promote the spread of Protestantism in United States territorial possessions
  - (E) stimulate public interest in the principles of Anglo-Saxon superiority
57. Which of the following was most responsible for bringing to an end Senator Joseph McCarthy's anticommunist campaign?
- (A) President Truman publicly criticized McCarthy.
  - (B) McCarthy proved his charges of communist subversion.
  - (C) Television audiences witnessed his manner of leveling unsubstantiated charges.
  - (D) The federal courts issued an injunction against further accusations by McCarthy.
  - (E) Cold War tensions increased in the mid-1950s.
58. Which of the following was a major effect of the passage of the Immigration Act of 1965 ?
- (A) The total number of immigrants admitted to the United States was significantly reduced.
  - (B) Immigrants from within the Western Hemisphere were given preference over other immigrants.
  - (C) Immigration from the Soviet Union, Poland, and Italy decreased significantly.
  - (D) Immigration from Britain, Ireland, and Germany increased significantly.
  - (E) Immigration from Asia increased significantly.
59. The Second Great Awakening did which of the following?
- (A) It resulted in a sharp decline in church membership.
  - (B) It increased Protestant toleration for Catholics and Jews.
  - (C) It produced increased respect for civil authority.
  - (D) It emphasized reason and logic over emotionalism in religious matters.
  - (E) It encouraged conversion to evangelical Christianity.
60. Which of the following statements best summarizes the views of Andrew Johnson on Reconstruction?
- (A) He believed that Reconstruction was an executive branch matter and sought the rapid restoration of the former Confederate states to the Union.
  - (B) He supported the idea of the president and Congress sharing power and believed in a stringent plan of Reconstruction.
  - (C) He believed that both secession and Reconstruction should be dealt with by the Supreme Court.
  - (D) He slowly moved to a Radical Republican position on Reconstruction and supported increased rights for African Americans.
  - (E) He refused to take a position on Reconstruction, prompting Republicans to impeach him for his irresponsibility.



Library of Congress

61. The Great Depression–era photograph above was taken with the goal of
- (A) generating congressional support for the Wagner Act
  - (B) protesting the federal government’s refusal to provide aid for victims of natural disasters
  - (C) winning approval of a federal program that would distribute land and agricultural equipment to impoverished farmers
  - (D) publicizing the plight of migrant farmworkers and their families
  - (E) promoting enrollment in the new Medicaid program
62. Upon becoming president, Gerald Ford announced, “Our long national nightmare is over.” He was referring to
- (A) a serious economic downturn
  - (B) Watergate
  - (C) the collapse of the United States–backed government of South Vietnam
  - (D) a series of urban riots
  - (E) a costly oil embargo
63. The Alien and Sedition Acts were designed to
- (A) protect the nation from British spies
  - (B) prevent the British from fomenting unrest among American Indians
  - (C) strengthen the Constitution
  - (D) weaken and deflect Republican criticism of the Federalists
  - (E) counter the Virginia and Kentucky Resolutions
64. The People’s Party (Populist) advocated which of the following?
- (A) An increase in the money supply
  - (B) Support for civil rights legislation
  - (C) A decrease in agricultural production
  - (D) Joint ownership of businesses by urban laborers and farmers
  - (E) Public ownership of the means of production
65. At the end of the nineteenth century, the desire of American business to control supplies of raw materials led to
- (A) automation of industry
  - (B) horizontal integration
  - (C) vertical integration
  - (D) development of the factory system
  - (E) development of the putting-out system
66. Coxey’s Army of 1894 and the Bonus Army of 1932 both marched on Washington, D.C. to
- (A) demand economic relief
  - (B) show support for the Republican Party
  - (C) promote the cause of African American civil rights
  - (D) support laws prohibiting the sale of alcohol
  - (E) participate in evangelical revivals

67. Which of the following was a result of the Dawes Severalty Act of 1887 ?
- (A) It encouraged cooperative landownership among American Indians.
  - (B) American Indians in the West led attacks on United States forts.
  - (C) American Indians lost control of millions of acres of land.
  - (D) American Indians and Whites challenged each other over landownership in range wars.
  - (E) Most American Indians were relocated to the west of the Mississippi.
68. Which of the following groups would most likely have voted for Barry Goldwater in the 1964 presidential election?
- (A) New Deal Democrats
  - (B) Advocates of states' rights
  - (C) African Americans in the South
  - (D) Opponents of the Cold War
  - (E) Labor union members
69. The government under the Articles of Confederation consisted of
- (A) only a unicameral legislature
  - (B) only executive and judicial branches
  - (C) only legislative and judicial branches
  - (D) legislative, judicial, and executive branches
  - (E) only a bicameral legislature
70. The main goal of the American Colonization Society was to promote colonization in
- (A) the American West by eastern American Indians
  - (B) Mexico by White Americans
  - (C) Cuba by White Americans
  - (D) the Mexican Cession by White Americans
  - (E) Africa by free Black persons and former slaves
71. The Rosie the Riveter campaign during the Second World War encouraged women to
- (A) enter the labor force
  - (B) vote in union elections
  - (C) enlist in the armed forces
  - (D) join machinists' unions
  - (E) sew military uniforms
72. "One by one the southern states have legally disfranchised the Afro-American, and since the repeal of the Civil Rights Bill nearly every southern state has passed separate [railroad] car laws with a penalty against their infringement. The race, regardless of advancement, is penned into filthy, stifling partitions cut off from smoking cars."
- The author of the statement above was
- (A) a Scalawag in the 1870s
  - (B) an African American journalist in the 1890s
  - (C) a White segregationist in the 1910s
  - (D) a White southern Democrat in the 1930s
  - (E) an African American Civil Rights worker in the 1970s
73. The purpose of the Committee on Public Information, headed by George Creel, was to
- (A) mobilize popular support for the First World War
  - (B) investigate unsafe factory conditions during the Progressive Era
  - (C) prosecute unfair business practices during the Progressive Era
  - (D) prosecute allegations of sedition during the First World War
  - (E) educate the public about health and nutrition during the Progressive Era

74. "In all things that are purely social we can be as separate as the fingers, yet one as the hand in all things essential to mutual progress."

The statement above expressed the ideas of

- (A) Sojourner Truth
- (B) W. E. B. Du Bois
- (C) Ida B. Wells
- (D) Theodore Roosevelt
- (E) Booker T. Washington

75. "To make all laws which shall be necessary and proper for carrying into execution the foregoing powers, and all other power vested by this Constitution."

Alexander Hamilton used the clause above to

- (A) support his argument for a strong central government in *The Federalist* papers
- (B) justify revising the Articles of Confederation
- (C) convince the federal government to create the First Bank of the United States
- (D) substantiate his strict interpretation of the Constitution
- (E) lobby Congress for a protective tariff to promote United States industry

76. Late-nineteenth-century federal policies were detrimental to unskilled workers in all of the following ways EXCEPT:

- (A) Immigration policy allowed cheap labor to compete for available jobs.
- (B) Deflationary monetary policy made repayment of debts difficult.
- (C) Court injunctions favored employers during strikes.
- (D) Federal troops intervened to end strikes.
- (E) The federal income tax took a considerable portion of workers' income.

77. The Vietnam War differed from the Korean War in that the Vietnam War

- (A) involved the United States in an indirect confrontation with the Soviet Union
- (B) involved United States troops without a formal congressional declaration of war
- (C) generated criticism of the government's military policies
- (D) ended with the collapse of the government that the United States had supported
- (E) grew out of the policy of containment

78. At the outbreak of the Civil War in 1861, pro-Union sentiment was strong in western Virginia, eastern Tennessee, and western North Carolina primarily because
- (A) Confederate troops had committed atrocities to terrorize state representatives from these regions into voting for secession
  - (B) these regions had more trade with the North than did other regions in the South
  - (C) these regions were more industrialized than other regions of the South
  - (D) there were relatively few slaves or large plantations in these regions
  - (E) Lincoln had promised not to send federal troops into these regions
79. “Dollar diplomacy” refers to
- (A) United States aid to European nations immediately following the Second World War
  - (B) United States financial support for the Russian ruble following the collapse of the Soviet Union
  - (C) the post-Second World War trading system by means of which the United States controlled the world price of crude oil
  - (D) the post-Second World War international monetary system in which the dollar served as the benchmark
  - (E) a pre-First World War practice of coupling foreign policy with the interests of United States corporations
80. All of the following were important to Richard M. Nixon’s victory in the 1968 presidential election EXCEPT
- (A) strong support from labor unions
  - (B) backlash from White conservatives
  - (C) voter reaction to the 1968 Democratic convention
  - (D) his promise to restore law and order
  - (E) the continuing Vietnam War

**END OF SECTION I**

**IF YOU FINISH BEFORE TIME IS CALLED, YOU MAY  
CHECK YOUR WORK ON THIS SECTION.**

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

---

**MAKE SURE YOU HAVE DONE THE FOLLOWING.**

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

**GO ON TO THE NEXT PAGE.**

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## **Section II: Free-Response Questions**

This is the free-response section of the 2012 AP exam. It includes cover material and other administrative instructions to help familiarize students with the mechanics of the exam. (Note that future exams may differ in look from the following content.)

# AP<sup>®</sup> United States History Exam

## SECTION II: Free Response

2012

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

### At a Glance

**Total Time**

2 hours, 10 minutes

**Number of Questions**

3

**Percent of Total Score**

50%

**Writing Instrument**

Pen with black or dark blue ink

### Reading Period

**Time**

15 minutes. Use this time to read the questions and plan your answer to Part A, the document-based question.

### Writing Period

**Time**

1 hour, 55 minutes

### Part A: Mandatory

Question 1 (DBQ)

**Suggested Time**

45 minutes

**Percent of Section II Score**

45%

### Part B: Choose One Question

Answer either question 2 or 3

**Suggested Time**

35 minutes (including 5 min. planning)

**Percent of Section II Score**

27.5%

### Part C: Choose One Question

Answer either question 4 or 5

**Suggested Time**

35 minutes (including 5 min. planning)

**Percent of Section II Score**

27.5%

### IMPORTANT Identification Information

PLEASE PRINT WITH PEN:

1. First two letters of your last name

First letter of your first name

2. Date of birth

Month Day Year

3. Six-digit school code

4. Unless I check the box below, I grant the College Board the unlimited right to use, reproduce, and publish my free-response materials, both written and oral, for educational research and instructional purposes. My name and the name of my school will not be used in any way in connection with my free-response materials. I understand that I am free to mark "No" with no effect on my score or its reporting.

No, I do not grant the College Board these rights.

### Instructions

The questions for Section II are printed in the orange Questions and Documents booklet. You may use that booklet to organize your answers and for scratch work, but you must write your answers in this Section II: Free Response booklet. No credit will be given for any work written in the Questions and Documents booklet.

The proctor will announce the beginning and end of the reading period. You are advised to spend the 15-minute period reading the question and planning your answer to Part A, Question 1, the document-based question. If you have time, you may also read the questions in Parts B and C. Do not begin writing in this booklet until the proctor tells you to do so.

Section II of this exam requires answers in essay form. Write clearly and legibly. Circle the number of the question you are answering at the top of each page in this booklet. Begin each answer on a new page. Do not skip lines. Cross out any errors you make; crossed-out work will not be scored.

Manage your time carefully. The proctor will announce the suggested time for each part, but you may proceed freely from one part to the next. Go on to Parts B and C if you finish Part A early. You may review your responses if you finish before the end of the exam is announced.

After the exam, you must apply the label that corresponds to the questions you answered in Part B and in Part C. For example, if you answered question 2 in Part B and you answered question 5 in Part C, apply the label 2 and 5. Failure to do so may delay your score.



Minimum 20% post-consumer waste

Form I  
Form Code 4IBP4-S

07

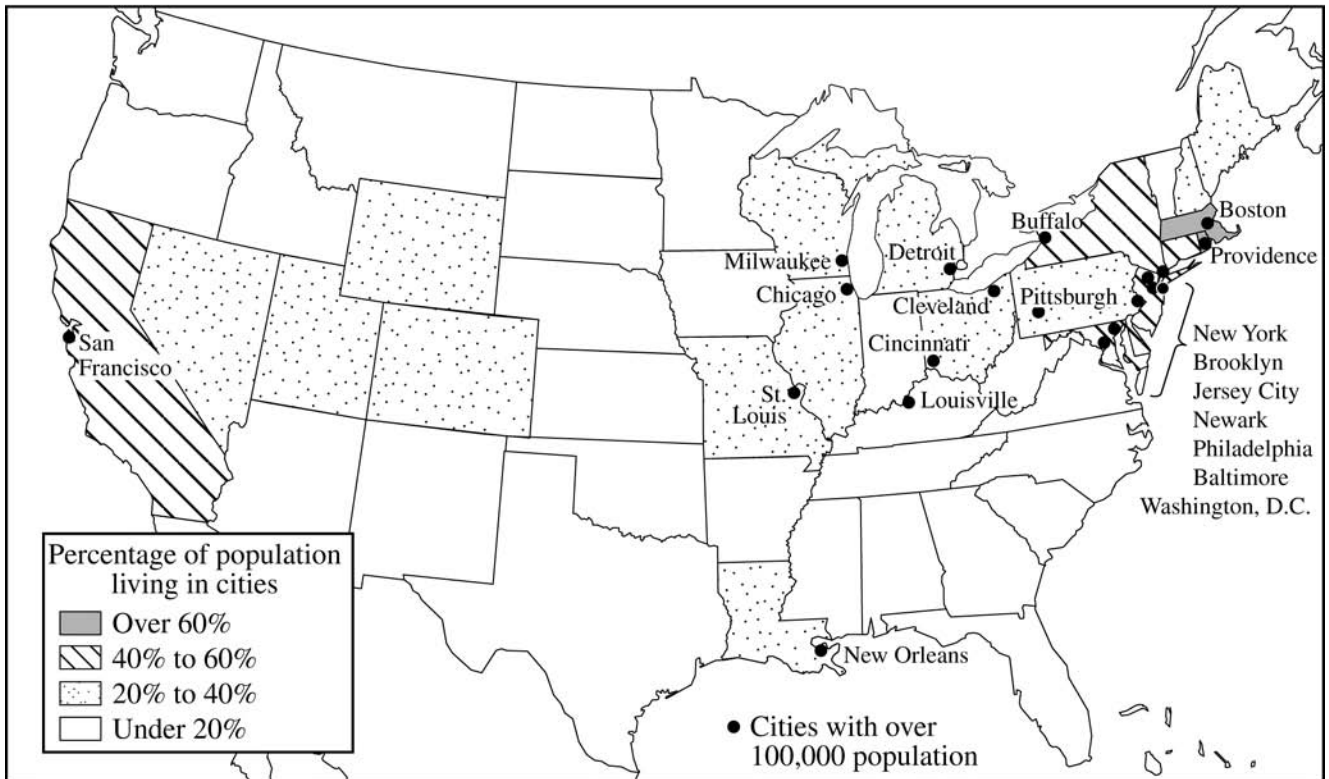
**UNITED STATES HISTORY**  
**SECTION II**  
**Part A**  
**(Suggested writing time—45 minutes)**  
**Percent of Section II score—45**

**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.

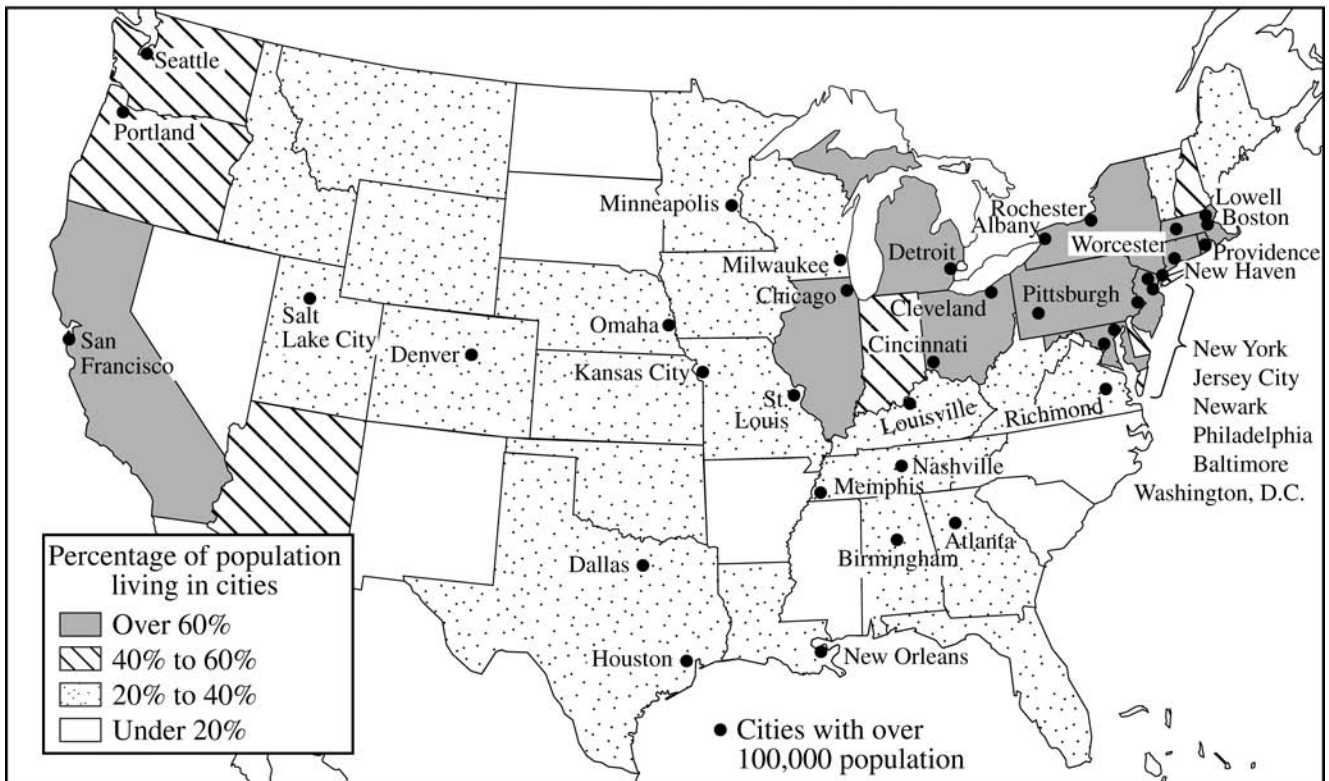
1. From 1880 to 1920, cities in the United States grew rapidly. What factors caused that growth, and in what ways did Americans respond to the challenges posed by urbanization?

Confine your answer to the period 1880 to 1920.

CITIES IN THE UNITED STATES, 1880



CITIES IN THE UNITED STATES, 1920



### Document B

Source: *Atlanta Constitution*, December 14, 1883.

Tonight, for the first time in Atlanta, the electric light will be turned on by the new company. That this will be an event is not to be questioned. It has long been a much talked of fact that Atlanta was the poorest lighted city of her size in the country but this evening the bands of darkness will be broken, and a flood tide of beautiful white light will be emitted from the handsome brass lamps now being distributed over the city.

### Document C

Source: Advertising pamphlet, *East Lake, a Residence Suburb of Birmingham, Alabama, Issued by the East Lake Land Company*, 1890.

Birmingham, but a few years ago a small village, is known today wherever iron in its crude or finished forms is the supporting staple of great industries. . . . Immense furnaces now cover the mineral portion of Alabama and adjacent states. . . . Birmingham is, and is destined to be in constantly growing measure, a city crowded with population. Its skies must be obscured by the smoke of furnaces, foundries and factories; its streets must resound with the noise of locomotives, the rumble of wheels, and all the jar of heavy traffic. It will be an ideal place for business, but its centre will be by no means the best location for homes. Such distractions men will willingly bear in business hours. . . . But, for domestic life, if there is a quiet spot within easy reach, whose fields refresh the eye, where trees wave and waters flow, the man who has the means will choose it for his suburban home.

### Document D

Source: *Chicago Tribune*, February 4, 1890.

If the city Smoke Inspectors who go stumbling around with chins pointed skyward, vainly searching for the sources of the smoke which envelops the city, would take a pleasant ride up the elevator of some of the skyscrapers . . . they might sit in an easy chair, and there looking out of the tenth-story window upon the panorama of roofs and chimneys make an accurate map that would locate the offenders. . . . Side by side stand great buildings which produce hardly a whiff of smoke and others that continue to belch forth a continuous volume of sooty dirt. While the Smoke Inspector will claim his work has made the change, it is probably the moral suasion of newspaper agitation that has been the direct cause of the measure of reform that has already been accomplished rather than the fussy inactivity of the department of the City Health Commissioner.

Source: "The Great Storm Sewer in Brooklyn, N.Y.," *Scientific American*, 1892.

# SCIENTIFIC AMERICAN

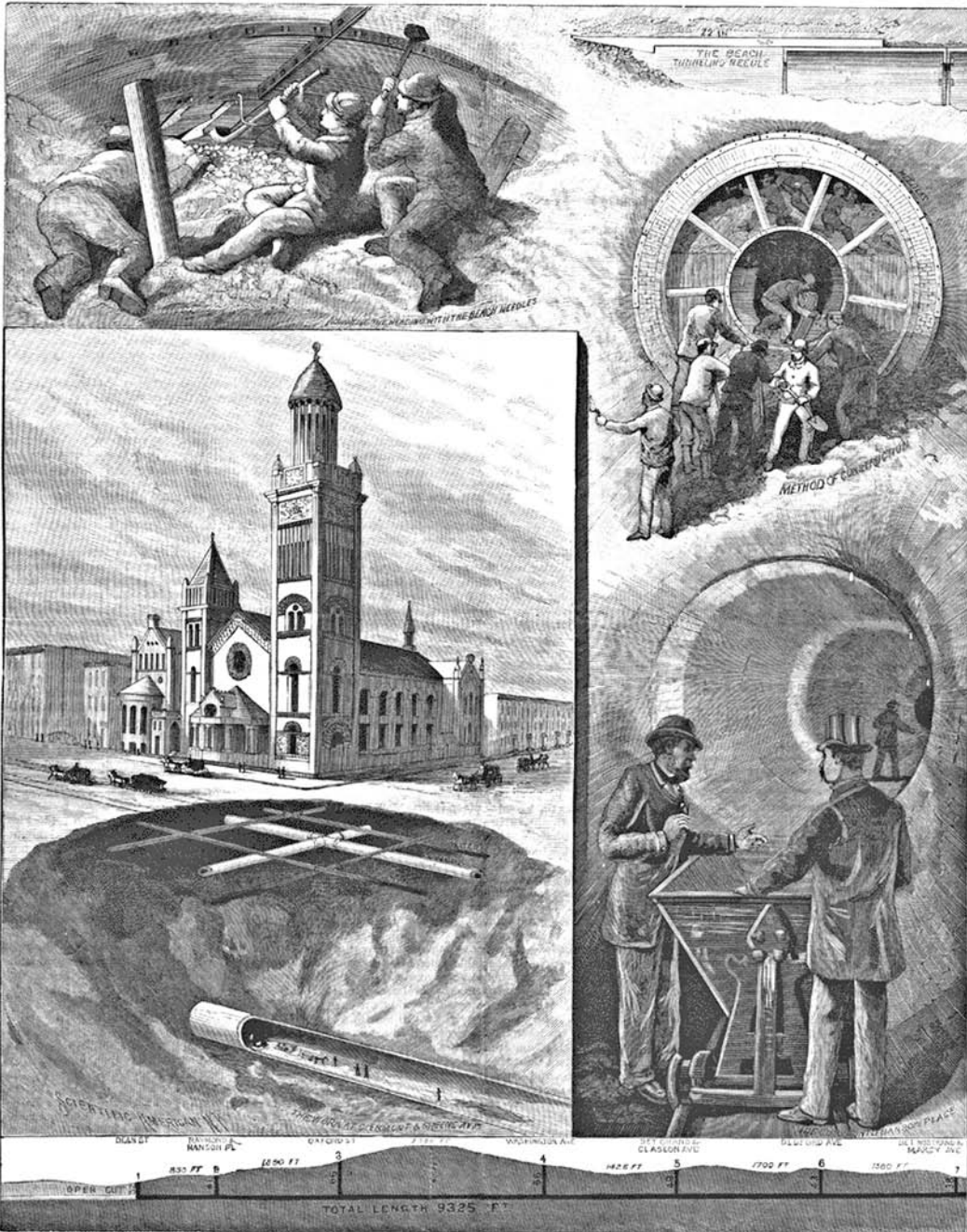
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A WEEKLY JOURNAL OF PRACTICAL INFORMATION, ART, SCIENCE, MECHANICS, CHEMISTRY, AND MANUFACTURES.

Vol. LXVI.—No. 5.  
ESTABLISHED 1845

NEW YORK, JANUARY 30, 1892.

\$3.00 A YEAR,  
WEEKLY.



THE GREAT STORM SEWER IN BROOKLYN, N. Y.—(See page 60.)

### Document F

Source: Adna Ferrin Weber, *The Growth of Cities in the Nineteenth Century*, 1899.

We have to take into consideration the forces which in recent times have spread a knowledge of the advantages of city life among all classes of the community. Education has a great deal to do with it, especially the half-education which prevails in the rural districts and gives the farmers' boys a glimpse of a more attractive life, without teaching them how to attain such a life at home. Then the newspaper comes in to complete the enchantment, with its gibes against the "hayseed" and "country bumpkin."

### Document G

Source: Theodore Dreiser, *Sister Carrie*, 1900.

When a girl leaves her home at eighteen, she does one of two things. Either she falls into saving hands and becomes better, or she rapidly assumes that cosmopolitan standard of virtue and becomes worse. Of an intermediate balance, under the circumstances, there is no possibility. The city has its cunning wiles. . . . A blare of sound, a roar of life, a vast array of human hives, appeal to the astonished senses in equivocal terms. . . . Unrecognized for what they are, their beauty, like music, too often relaxes, then weakens, then perverts the simpler human perceptions.

### Document H

Source: Constantine Panunzio, describing an immigrant neighborhood in Boston in the early twentieth century.

Here was a congestion the likes of which I had never seen before. Within the narrow limits of one-half square mile were crowded together thirty-five thousand people, living tier upon tier, huddled together until the very heavens seemed to be shut out. These narrow alley-like streets were one mass of litter. The air was laden with soot and dirt. Ill odors arose from every direction. Here were no trees; no parks worthy of the name; no playgrounds other than the dirty streets for children to play on.

Source: Robert Hunter, *Poverty*, 1904.

We know some of the insanitary evils of tenements and factories; we know of the neglect of the street child, the aged, the infirm, the crippled. . . . To deal with these specific problems, I have elsewhere mentioned some reforms which seem to me preventive in their nature. They contemplate mainly such legislative action as may enforce upon the entire country certain minimum standards of working and of living conditions. They would make all tenements and factories sanitary; they would regulate the hours of work, especially for women and children . . . they would institute all necessary measures to stamp out unnecessary disease and to prevent unnecessary death . . . they would institute all necessary educational and recreational institutions to replace the social and educational losses of the home and the domestic workshop. . . .

### Document I

Source: William Allen White, *The Old Order Changeth*, 1910.

The extra-constitutional place of the boss in government was as the extra-constitutional guardian of business. If a telephone company desired to put its poles in the street, and the city council objected, straightaway went the owner of the telephone stock to the boss. He straightened matters out. If a streetcar company was having trouble with the city street department, the manager of the street railway went to the boss, and the street department became reasonable. . . .

And now for ten years there has been a distinct movement among the American people. . . . It is called variously: Reform, the Moral Awakening, the New Idea, the Square Deal, the Uplift, Insurgency. . . . And the most hopeful sign of the times lies in the fact that the current is almost world-wide.

### Document J

Source: Charles S. Johnson, reporting on interviews with African American migrants to Chicago, 1917.

Mr. Hunter . . . from Meridian, Miss. . . . came to Chicago in December. Wife in April, mother and children in July. . . . Mrs. Hunter, his mother, had occasion to go to Birmingham. There the people were leaving in large numbers for the North, mostly men. She asked why. They said, higher wages. . . . The people in her home town had been approached by agents but doubted. She herself could not believe. Went home and told her son . . . and urged him to go and see for himself. He left in December, in 3 weeks he wrote home. "Everything is just like they say, if not better." Then he sent money for his wife in April. . . . Meanwhile excitement at home was waxing warm. Her neighbors daughter ventured North. She had been receiving at home \$2.00 per week. Worked in the Stock-yards at \$2.00 per day. Wrote home. People at first said she was merely lying.

**END OF DOCUMENTS FOR QUESTION 1**

**UNITED STATES HISTORY**

**SECTION II**

**Part B and Part C**

**(Suggested total planning and writing time—70 minutes)**

**Percent of Section II score—55**

**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. Analyze the ways in which the ideas of the Enlightenment contributed to the origins of constitutional government in the United States.
3. Compare and contrast the economic policies of Thomas Jefferson's and Andrew Jackson's presidential administrations.

### 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 effects of the Great Depression and Franklin D. Roosevelt's administration on the lives of farmers and factory workers before the Second World War.
5. Compare and contrast United States foreign policy objectives and military strategies during the Korean War and the Vietnam War.

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

THIS PAGE MAY BE USED FOR PLANNING YOUR ANSWERS.

**GO ON TO THE NEXT PAGE.**

**STOP**

**END OF EXAM**

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

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

































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## **Multiple-Choice Answer Key**

The following contains the answers to the multiple-choice questions in this exam.

**Answer Key for AP United States History  
Practice Exam, Section I**

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

40	E
41	A
42	B
43	E
44	E
45	B
46	C
47	C
48	A
49	E
50	D
51	C
52	D
53	D
54	B
55	E
56	B
57	C
58	E
59	E
60	A
61	D
62	B
63	D
64	A
65	C
66	A
67	C
68	B
69	A
70	E
71	A
72	B
73	A
74	E
75	C
76	E
77	D
78	D
79	E
80	A

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## **Free-Response Scoring Guidelines**

The following contains the scoring guidelines  
for the free-response questions in this exam.

# AP<sup>®</sup> UNITED STATES HISTORY INTERNATIONAL MAIN 2012 SCORING GUIDELINES

## Question 1

From 1880-1920, cities in the United States grew rapidly. What factors caused that growth, and in what ways did Americans respond to the challenges posed by urbanization?

### The 8–9 essay

- Contains a clear, well-developed thesis that addresses the rapid growth of American cities and the ways in which Americans responded to the challenges posed by urbanization in the period from 1880-1920
- Presents an effective analysis of the spread of American urbanization and the responses of Americans to the challenges posed by urbanization; treatment of multiple parts may be somewhat uneven
- Effectively uses a substantial number of documents
- Develops the thesis with substantial and relevant outside information
- May contain minor errors that do not detract from the quality of the essay
- Is well organized and well written

### The 5–7 essay

- Contains a thesis that addresses the factors that caused the rapid growth of American cities and the ways in which Americans responded to the challenges posed by urbanization in the period from 1880-1920; may be partially developed
- Provides some analysis of the spread of American urbanization and the responses of Americans to the challenges posed by urbanization, but treatment of multiple parts may be uneven
- Effectively uses some documents
- Supports the thesis with some relevant outside information
- May contain errors that do not seriously detract from the quality of the essay
- Has acceptable organization and writing

### The 2–4 essay

- Contains an unfocused or limited thesis, or simply paraphrases the question
- Deals with the question in a general manner; simplistic, superficial treatment of the subject
- Merely paraphrases, quotes, or briefly cites documents
- Contains little outside information, or lists facts with little or no application to the question
- May have major errors
- May be poorly organized and/or written

# AP<sup>®</sup> UNITED STATES HISTORY INTERNATIONAL MAIN 2012 SCORING GUIDELINES

## **The 0–1 essay**

- Contains no thesis or a thesis that does not address the question
- Exhibits inadequate or incorrect understanding of the question, or is entirely off-topic
- Has little or no understanding of the documents, or ignores them completely
- Has numerous errors
- Is organized and/or written so poorly that it inhibits understanding

## **The — essay**

- Is completely blank

# AP<sup>®</sup> UNITED STATES HISTORY INTERNATIONAL MAIN 2012 SCORING GUIDELINES

## DOCUMENT A

**Maps: Cities in the United States (1880) and Cities in the United States (1920)**

### Document information

Maps show that between 1880 and 1920 there was an increase in the number of residents living in cities and an increase of the number of cities with populations over 100,000. Additionally, the maps show that cities spread south and west as well as along the west coast. The map also shows that a greater percentage of individuals lived in urban areas in the Northeast, in the Great Lakes region, and along the west coast by 1920.

### Inferences

- The spread of cities and the growth of existing cities followed the path of railroad development both West and South
- Cities developed at points where raw materials were extracted and used to manufacture new products that were shipped to markets across the country and around the world
- Cities grew as the economy developed into an expanded national and international market'
- Cities developed where land was plentiful, cheap, or free, i.e., government policies/grants
- Trade with Asia led to the development of port cities on the West coast
- Immigrants and migrants moved to the cities in pursuit of better paying jobs

## DOCUMENT B

**Source: *Atlanta Constitution*, December 14, 1883**

### Document information

The city of Atlanta finally got electricity, which was reason for joy in the city

### Inferences

- High concentrations of people and businesses allowed for the development of urban life, such as electrification
- Henry W. Grady's vision of the New South included industrialization and urban growth
- Cities, with their many benefits, attracted more people and businesses

# AP<sup>®</sup> UNITED STATES HISTORY INTERNATIONAL MAIN 2012 SCORING GUIDELINES

## DOCUMENT C

**Source:** Advertising pamphlet, *East Lake, a Residence Suburb of Birmingham, Alabama, Issues by the East Lake Land Company, 1890*

### Document information

This is an advertisement for a suburb of Birmingham, Alabama. Birmingham grew due to the expansion of industries there. As a result, there was urban crowding, air and noise pollution, and traffic congestion. It became a great place for business, but not a great place to live. Suburbs developed. Birmingham grew from a small village into a city by 1890, a pattern confirmed in Document A.

### Inferences

- There were many negatives to urban growth, e.g., pollution of all kinds & traffic congestion
- People who could afford to live in the suburbs migrated to suburban areas, where they could have fresh air, parks, and trees
- Suburban communities required the development of mass transit systems to move people from their homes to their places of work or business
- Grady's vision for the New South was exemplified by Birmingham's growth
- Birmingham's major industry was steel, a fundamental industrial product essential to urbanization and economic growth
- This industrial growth was atypical for most southern cities

## DOCUMENT D

**Source:** *Chicago Tribune, February 4, 1890*

### Document information

Suggests that smoke inspectors should simply go to the upper floors of skyscrapers to find the offending companies. Also claims that any reduction in smoke (air pollution) resulted from newspapers' agitation for reform, rather than municipal smoke inspectors.

### Inferences

- Newspapers can be very effective at getting reforms that tackle the negatives of urban life and challenge the failures of municipal government
- Some cities hired smoke inspectors to find the sources of air pollution
- Smoke inspectors may be disinclined to actually accomplish anything (perhaps because businesses controlled the city government and didn't want to have to comply with any reform measures)
- Elevators and steel allowed for tall buildings, which was a response to and a stimulus for greater urban density

# AP<sup>®</sup> UNITED STATES HISTORY INTERNATIONAL MAIN 2012 SCORING GUIDELINES

## DOCUMENT E

Source: "The Great Storm Sewer in Brooklyn, N.Y.," *Scientific American*, 1892

### Document information

*Scientific American* was "a weekly journal of practical information, art, science, mechanics, chemistry, and manufactures." The city of Brooklyn installed underground storm sewers, an event, which was considered worthy of being on the cover of *Scientific American*.

### Inferences

- The installation of underground storm sewers was considered a major engineering achievement
- City governments were involved in spending public money to develop public works aimed at improving life in the city
- Jobs building public works projects created a large number and variety of jobs for people living in cities
- Cities that build sewer systems were healthier places to live and would attract even more people to live there
- Cities built storm sewers in response to unsanitary conditions in American cities
- Science and expertise were increasingly applied to address urban problems

## DOCUMENT F

Source: Adna Ferrin Weber, *The Growth of Cities in the Nineteenth Century*, 1899

### Document information

Rural Americans were attracted to the cities by notions that they acquired through rural education and newspapers, which only gave them half of the information about life there, and derided them as "hayseed" or "country bumpkin."

### Inferences

- Rural migrants to cities often came with false perceptions and were ill prepared for urban life
- Big city newspapers encouraged people to move to the city by denigrating those who lived in the country and made them feel inferior and highlighting the attractions of the city without mentioning urban problems and dangers

# AP<sup>®</sup> UNITED STATES HISTORY INTERNATIONAL MAIN 2012 SCORING GUIDELINES

## DOCUMENT G

Source: Theodore Dreiser, *Sister Carrie*, 1900

### Document information

Girls who left home for the city either found someone who "saved" them and made them a better person, or fell victim to the vices of the city and became a worse person. The excitement of the city lured people to this negative option with a siren song that overwhelmed their simple perception. There was no in-between for people who live in the city, i.e., they were either "good" or "bad" people.

### Inferences

- Cities perverted youthful innocents, especially girls
- Cities were alluring but sinful
- Young people were too simple-minded and inexperienced to resist being perverted by life in the city
- There were organizations that sought to help newly arrived migrants adapt to urban life

## DOCUMENT H

Source: Constantine Panunzio, describing an Immigrant neighborhood in Boston in the early twentieth century, and Robert Hunter, *Poverty*, 1904

### Document information

Immigrant neighborhoods were overcrowded, dirty, and lacked trees, parks, and playgrounds. Immigrant neighborhoods smelled badly and were polluted. Immigrant neighborhoods were full of unsanitary and unsafe tenements and factories, neglected and sick children, aged, sick, and disabled people. To address these problems, legislative actions were needed to set standards for living and working, sanitation, the hours of work, especially for women and children, and to take measures to stamp out disease and untimely death. There also needed to be legislative action taken to provide education and recreation institutions which replaced such opportunities that used to be provided by the home and the domestic workshop.

### Inferences

- Immigrants and others congregate in unhealthy, crowded tenement buildings, which were dirty and greatly polluted
- Immigrant neighborhoods lacked few amenities for health living and recreation
- People were sick and dying because of the poor quality of their neighborhoods
- Immigrants did not have other options except to live and work in horrible conditions
- Government actions needed to address these problems created by urban life
- Various reformers, e.g., Progressives, Social Gospelers, addressed the myriad ills of urban life

# AP<sup>®</sup> UNITED STATES HISTORY INTERNATIONAL MAIN 2012 SCORING GUIDELINES

## DOCUMENT I

**Source:** William Allen White, *The Old Order Changeth*, 1910

### Document information

"The Boss" was the guardian of business interests in the city. Businesses came to him for help, and he was the one who made sure that businesses got what they wanted. But since 1900, a broad movement among the American people demanded reforms, with titles such as Reform, The Moral Awakening, The New Idea, The Square Deal, The Uplift, The Insurgency.

### Inferences

- Political machines controlled business activities in cities
- The political "boss" was the person with whom businesses had to deal, if they wanted to do anything
- Progressive reformers challenged machine politics after 1900
- Machine politics was one of the corrupting influences in cities prior to Progressive reform

## DOCUMENT J

**Source:** Charles S. Johnson, reporting on interviews with African American migrants to Chicago, 1917

### Document information

Southern African Americans were recruited to move to Chicago to earn higher wages. At first, people could not believe what the recruiters told them about the higher wages, but when the information was confirmed, many more African Americans followed and moved north.

### Inferences

- The "great migration" of African Americans out of the South and into northern cities, accelerated in part by employment opportunities during World War I, often followed "chain migration" patterns
- Northern cities grew because of the many job opportunities offered to people regardless of race
- People could improve their economic position because of urban employment opportunities

# AP<sup>®</sup> UNITED STATES HISTORY INTERNATIONAL MAIN 2012 SCORING GUIDELINES

## Document Shortlist QUESTION 1 DBQ ALT A 2009

**DOCUMENT A:** Source: Maps: Cities in the United States (1880) and Cities in the United States (1920)

**DOCUMENT B:** Source: *Atlanta Constitution*, December 14, 1883

**DOCUMENT C:** Source: Advertising pamphlet, *East Lake, a Residence Suburb of Birmingham, Alabama, Issues by the East Lake Land Company*, 1890

**DOCUMENT D:** Source: *Chicago Tribune*, February 4, 1890

**DOCUMENT E:** Source: "The Great Storm Sewer in Brooklyn, N.Y.," *Scientific American*, 1892

**DOCUMENT F:** Source: Adna Ferrin Weber, *The Growth of Cities in the Nineteenth Century*, 1899

**DOCUMENT G:** Source: Theodore Dreiser, *Sister Carrie*, 1900

**DOCUMENT H:** Source: Constantine Panunzio, describing an Immigrant neighborhood in Boston in the early twentieth century, and Robert Hunter, *Poverty*, 1904

**DOCUMENT I:** Source: William Allen White, *The Old Order Changeth*, 1910

**DOCUMENT J:** Source: Charles S. Johnson, reporting on interviews with African American migrants to Chicago, 1917

# AP<sup>®</sup> UNITED STATES HISTORY INTERNATIONAL MAIN 2012 SCORING GUIDELINES

## OUTSIDE INFORMATION

### Factors contributing to urban growth

- Lure of jobs, rags-to-riches rhetoric, e.g., Horatio Alger
- Letters home from immigrants and migrants
- Vibrant city life with theaters/vaudeville, orchestras, spectator sports, museums, libraries, 'amusement parks, nickelodeons/movie theaters
- Higher wages, even for African Americans, New Immigrants, and women
- Increased leisure time
- Well-known Americans promoted the trend toward urbanization as inevitable
- Technological developments brought rapid urbanization
  - Railroad expansion enabled factories to be built where raw materials were collected and used in manufacturing, then shipped to market; cities grew at those points (legacy of Pacific Railway Act, 1862)
  - Pittsburgh grew where coal, iron ore, and oil were extracted, and then turned into useful products to be sold elsewhere
  - Chicago grew where the livestock was brought to be slaughtered, dressed as meat for 'mass markets
  - Birmingham iron production
- Amenities, e.g., electricity, flush toilets, sewer systems, mass transit
- Skyscrapers and elevators
- Scale of production expanded due to changes in methods, e.g., movable assembly line, mass production due to sewing machines, telephone system
- Massive immigration and migration of unskilled or semi-skilled workers tied to changes in manufacturing processes
- New kinds of business organizations led to larger businesses, which formed by merging with other like businesses (horizontal integration) or by vertically integrating related businesses therefore congregating large numbers of employees in one place
- City served as the locus of production and distribution in the new national economy and brought labor and resources together in new, highly efficient ways
- Expansion of newspapers and magazines, which promoted life in cities and encouraged people to move
- Gateway cities, e.g., NYC, Boston, San Francisco, and Baltimore grew when thousands of immigrants arrived and stayed to work in industries, e.g., garment trade and cigar-making
- Lure of money provided incentives for innovation and attracted inventors, speculators, and venture capitalists

# AP<sup>®</sup> UNITED STATES HISTORY INTERNATIONAL MAIN 2012 SCORING GUIDELINES

## **Challenges & Responses**

### Congestion

- Mass transit: subways (tunnels), cable cars, streetcars, motorized vehicles, bicycles
- Suspension bridges
- Development of suburbs on streetcar and rail lines
- Skyscrapers to allow more business in city center (steel girders, plate glass, elevators)
- Zoning
- Dumbbell tenement housing

### Pollution & Health

- City health departments
- Municipal water districts
- Sewer systems
- Sanitation departments
- City health departments/inspectors
- Anti-spitting campaign
- Professional fire/police departments
- "City Beautiful" movement
- Meat Inspection Act, 1906
- Pure Food & Drug Act, 1906

### Corruption

- City commission & city manager
- Reform mayors, e.g., "Golden Rule" Jones (Toledo), Abe Rosenthal (San Francisco),
  - Hazen Pingree (Detroit), Tom Johnson (Cleveland)
- Muckrakers, e.g., Jacob Riis, Lincoln Steffens, Ida Tarbell, Upton Sinclair, Frank Norris
- Initiative, referendum, recall
- Populist party's anti-elite rhetoric
- Women's Christian Temperance Union

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## Immigration/Migration/Assimilation/Discrimination

- Ethnic ghetto/island/enclave
- Political machines
- Social Gospel, e.g., Walter Rauschenbusch & Washington Gladden
- Ethnic churches
- Settlement house movement
  - e.g., Jane Addams (Hull House), Lillian Wald, Scudder's Denison House
- Chinese Exclusion Act, 1882
- Housing restrictions
- Expansion of parochial school system
- Education for Americanization
- Secret ballot in urban politics
- Urban League
- Race Riots, e.g., East St. Louis, Chicago, Omaha
- Comstock Laws, Mann Act, Magdalene Society
- Dwight Moody
- YMCA
- Women's suffrage movement (to counteract immigrant vote)

## Labor & Industrial

- Workman's compensation (Robert La Follette's "Wisconsin Idea")
- Triangle Shirtwaist Fire
- Increased unionization, urban labor activism, violence

# AP<sup>®</sup> UNITED STATES HISTORY INTERNATIONAL MAIN 2012 SCORING GUIDELINES

## Question 2

Analyze the ways in which the ideas of the Enlightenment contributed to the origins of constitutional government in the United States.

### The 8–9 Essay

- Contains a clear, well-developed thesis that addresses the ways in which the ideas of the Enlightenment contributed to the origins of constitutional government in the United States
- Develops the thesis with substantial and relevant historical information
- Provides effective analysis the ways in which the ideas of the Enlightenment contributed to the origins of constitutional government in the United States; treatment of the two parts may be somewhat uneven
- May contain minor errors that do not detract from the quality of the answer
- Is well organized and well written

### The 5–7 Essay

- Contains a partially developed thesis that analyzes the ways in which the ideas of the Enlightenment contributed to the origins of constitutional government in the United States
- Supports the thesis with some relevant historical information
- Provides some analysis of the ways in which the ideas of the Enlightenment contributed to the origins of constitutional government in the United States, but treatment of the two parts may be uneven.
- May contain errors that do not seriously detract from the quality of the essay
- Has acceptable organization and writing

### The 2–4 Essay

- Contains an unfocused or limited thesis, or simply paraphrases the question
- Provides minimal relevant information, or lists facts with little or no application to the question
- May address the question only partially, with limited or no analysis
- May have major errors
- May be poorly organized and/or written

### The 0–1 Essay

- Lacks a thesis or simply restates the question
- Demonstrates an incompetent or inappropriate response, or is completely off-topic
- Has numerous errors
- Is organized and/or written so poorly that it inhibits understanding

### The — Essay

- Is completely blank

# AP® UNITED STATES HISTORY INTERNATIONAL MAIN 2012 SCORING GUIDELINES

## 2012 AP UNITED STATES HISTORY (INTERNATIONAL MAIN)

### OUTSIDE INFORMATION

#### ENLIGHTENMENT FIGURES & IDEAS

##### Definition

The Enlightenment was a philosophical movement of the 18<sup>th</sup> century that stressed human reasoning and scientific thinking over blind faith. Some political thinkers became interested in how society and government were affected by natural laws.

##### People, Publications, Concepts

Thomas Hobbes, *Leviathan* (social contract)

Isaac Newton, *Mathematical Principles of Natural Philosophy*

Natural law + Scientific Revolution

John Locke, *Essay Concerning Human Understanding*

classical republicanism + liberal theory

natural rights & contract theory

John Locke, *Second Treatise of Civil Government*

"long train of abuses"

Baron de Montesquieu (separation of powers)

David Hume, *A Treatise of Human Nature*

Scottish common sense school of philosophy

Voltaire: freedom of religion, freedom of speech, separation of church & state

Jean-Jacques Rousseau, *The Social Contract*

Adam Smith, *The Wealth of Nations*

consent of the governed

state of nature

#### ORIGINS of AMERICAN CONSTITUTIONAL GOVERNMENT

##### Figures

John Adams

John Jay

Thomas Paine

Sam Adams

Thomas Jefferson

William Paterson

John Dickinson

Richard Henry Lee

Edmund Randolph

Benjamin Franklin

James Madison

George Washington

Alexander Hamilton

George Mason

Patrick Henry

Gouverneur Morris

##### Declaration of Independence

*Letters from a Pennsylvania Farmer*

unalienable rights

*Common Sense*

life, liberty, and the pursuit of happiness

Laws of Nature

consent of the governed

Nature's God

conspiracy against liberty

we hold these truths to be self-evident

long train of abuses

all men are created equal

George III/tyrant/royal brute

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## Articles of Confederation

state sovereignty  
weak central government  
no taxing or regulation of domestic trade  
unitary executive

no unitary executive  
no judicial branch  
no guarantees of civil liberties

## Constitution

Shays' Rebellion  
Philadelphia Convention  
a more perfect union  
checks and balances  
separation of powers  
legislative, executive, judicial  
enumerated powers  
proportional representation  
bicameral legislature (House & Senate)  
constitutional ratifying conventions  
necessary and proper clause  
New Jersey Plan  
Virginia Plan  
Connecticut Compromise  
consent of the governed  
strong central government

Electoral College  
*The Federalist Papers*  
Federalists & Anti-Federalists  
a new order for the ages  
Bill of Rights  
freedom of religion  
freedom of speech  
freedom of the press  
freedom to assemble  
freedom to petition  
freedom to bear arms  
right to a jury trial  
right to due process of law  
right against unlawful search and seizure  
right against self-incrimination  
right against cruel & unusual punishment

# AP<sup>®</sup> UNITED STATES HISTORY INTERNATIONAL MAIN 2012 SCORING GUIDELINES

## Question 3

Compare and contrast the economic policies of Thomas Jefferson's and Andrew Jackson's presidential administrations.

### The 8–9 Essay

- Contains a clear, well-developed thesis that compares AND contrasts the economic policies of the Jefferson administration and the Jackson administration
- Develops the thesis with substantial and relevant historical information
- Provides effective analysis of both the Jefferson and Jackson administrations; treatment of multiple parts may be somewhat uneven
- May contain minor errors that do not detract from the quality of the answer
- Is well organized and well written

### The 5–7 Essay

- Contains a partially developed thesis that compares AND contrasts the economic policies of the Jefferson administration and the Jackson administration
- Supports the thesis with some relevant historical information
- Provides some analysis of both the Jefferson and Jackson administrations, but treatment of the two parts may be uneven
- May contain errors that do not seriously detract from the quality of the essay
- Has acceptable organization and writing

### The 2–4 Essay

- Contains an unfocused or limited thesis or simply paraphrases the question
- Provides minimal relevant information or lists facts with little or no application to the question
- May address the question only partially, with limited or no analysis
- May have major errors
- May be poorly organized and/or written

### The 0–1 Essay

- Lacks a thesis or simply restates the question
- Demonstrates an incompetent or inappropriate response
- Has numerous errors
- Is organized and/or written so poorly that it inhibits understanding
- Exhibits inadequate or incorrect understanding of the question, or is entirely off-topic

### The — Essay

- Is completely blank

# AP<sup>®</sup> UNITED STATES HISTORY INTERNATIONAL MAIN 2012 SCORING GUIDELINES

## 2012 AP UNITED STATES HISTORY (INTERNATIONAL MAIN)

### OUTSIDE INFORMATION

#### General

- Market Revolution  
Cotton trade & manufacturing increases sharply
- Transportation revolution, e.g., canals, steamboats, railroads
- Commercial agriculture
- Bank credits until Panic of 1819
- Federalists, National Republicans, Democratic Republicans, Democrats, Whigs

#### Comparison of Jefferson & Jackson

- Both emphasized the yeoman farmer and common man
- Both were skeptical of banks/commerce/special interests
  - (Jefferson critical of Hamilton Plan, Jackson critical of American System and the Bank of the U.S.)
- Both lowered the national debt, with Jackson paying it off
- Both supported territorial expansion by using federal authority
  - (Jefferson in Louisiana Purchase. Jackson in Indian Removal)
- Both interpreted the Constitution as they saw fit
- Both used federal power to enforce policies
  - (Jefferson used the Giles Act & militia for Embargo; Jackson used troops for Indian Removal)

#### Contrast

- Jefferson accepted presence of BUS and expanded banking operations
- Jackson attacked BUS/Biddle and sets up pet banks
- Jefferson cut federal taxes and decreased economic profile of federal government
- Jackson expanded Presidency and tariffs and the economic profile of federal government

### JEFFERSON'S ADMINISTRATION (1801-1809)

#### Thoughts/Philosophy

- Favored a "wise and frugal" government, esp. interested in reducing the national debt
- Farming is a morally superior way of life, esp. desirable for a republic
- Empire for Liberty
- Preserve small household manufacturing
- Commerce should exist primarily to sell American agricultural surplus
- Cities and commerce promote speculation, greed, and useless luxury and self-indulgence
- Ultimately embraced political pragmatism over agrarian economics

# AP<sup>®</sup> UNITED STATES HISTORY INTERNATIONAL MAIN 2012 SCORING GUIDELINES

## Actions

- Pinckney's Treaty/Treaty of San Lorenzo (1795), esp. port of deposit (New Orleans)
- Treaty of San Ildefonso (1800)
- Louisiana Purchase
- Lewis & Clark expedition
- Cut military budget in half in favor of defense by the militia
- Cut the navy, stopping frigate construction for small gunboats
- Lowered national debt from \$83 million to \$57 million
  - Albert Gallatin, Treasury secretary
  - National government built up a surplus even after payment for Louisiana
  - Abolished internal taxes of Federalists, esp. the whiskey tax and the 1798 direct tax
- Retained the tariff  
Allowed BUS to run its course, with charter ending in 1811
  - Expanded bank operations and advocated tying banks and business class to government
- Barbary War
- British & French blockades
  - *Essex* decision
  - Berlin & Milan decrees
  - Orders in Council
  - impressment
- Non-Importation Act (Embargo)
  - "peaceful coercion"
  - critics call it "Ograbme"
- *Chesapeake-Leopard* affair
- Non-Intercourse Act
- Giles Enforcement Act

## **JACKSON'S ADMINISTRATION (1829-1837)**

### Thoughts/Philosophy

- Opposed the "paper economy" over "real work"
- Hated the Money Power, BUS, and state-chartered banks
- Opposed Henry Clay's American System that called for a permanent BUS
- Favored sound money over paper currency
- Hated Indians

### Actions

BUS II rechartered (20 years) in 1816  
Tariff of Abominations, 1828  
John C. Calhoun writes *Exposition & Protest*  
propounds theory of nullification  
Force Bill  
Compromise Tariff of 1833  
Civilized Tribes & Indian Removal Act  
*Cherokee Nation v. Georgia* (1831)  
*Worcester v. Georgia* (1832)  
veto of Maysville (KY) Road Bill  
Bank War against Nicholas Biddle  
BUS II re-charter veto

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2012 SCORING GUIDELINES**

pet banks  
Locofocos  
national debt paid off  
2<sup>nd</sup> Seminole War  
Republic of Texas (not statehood)  
Specie Circular  
Deposit Act  
Panic of 1837 (Martin Van Buren)  
Trail of Tears, 1838

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## Question 4

Evaluate the effects of the Great Depression and Franklin D. Roosevelt's administration on the lives of farmers and factory workers before the Second World War.

### The 8–9 Essay

- Contains a clear, well-developed thesis that addresses the effects of the Great Depression and FDR's administration on the lives of farmers and factory workers before the Second World War
- Develops the thesis with substantial and relevant historical information
- Provides effective analysis of the effect of the Great Depression and FDR's administration on the lives of both farmers and factory workers before the Second World War; treatment of multiple parts may be somewhat uneven
- May contain minor errors that do not detract from the quality of the answer
- Is well organized and well written

### The 5–7 Essay

- Contains a partially developed thesis that addresses the effects of the Great Depression and FDR's administration on the lives of farmers and factory workers before the Second World War
- Supports the thesis with some relevant historical information
- Provides some analysis of the effect of the Great Depression and FDR's administration on the lives of both farmers and laborers; treatment of multiple parts may be uneven
- May contain errors that do not seriously detract from the quality of the essay
- Has acceptable organization and writing

### The 2–4 Essay

- Contains an unfocused or limited thesis, or simply paraphrases the question
- Provides minimal relevant information, or lists facts with little or no application to the question
- May address the question only partially, with limited or no analysis
- May contain major errors
- May be poorly organized and/or written

### The 0–1 Essay

- Lacks a thesis or simply restates the question
- Demonstrates an incompetent or inappropriate response, or is completely off-topic
- Has numerous errors
- Is organized and/or written so poorly that it inhibits understanding

### The — Essay

- Is completely blank

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## OUTSIDE INFORMATION

### GREAT DEPRESSION'S EFFECTS

#### General

Stock Market Crash aka Black Tuesday  
Federal Reserve  
Smoot-Hawley Tariff  
Maldistribution of wealth  
McNary-Haugen Acts  
Bonus March

#### On Farmers

overproduction  
Milo Reno & Farmers Holiday Association  
Dust Bowl  
Dorothea Lange  
*Grapes of Wrath* (John Steinbeck) Okies

#### On Factory Laborers

record unemployment (25%)	hobos
"Brother, Can You Spare a Dime?"	rent strikes
soup kitchens	living wage
Hoovervilles	Unemployment Councils of Communist party
marriage rate fell	Trade Union Unity League (TUUL)
divorce & spousal abandonment rates rose	

### FDR's NEW DEAL

#### General

liberalism	1 <sup>st</sup> New Deal/Hundred Days	2 <sup>nd</sup> New Deal
fireside chats	alphabet agencies	Wealth Tax Act
"the forgotten man"	21 <sup>st</sup> Amendment	Court-packing plan

#### Farmers

Henry A. Wallace	Resettlement Administration
Agriculture Adjustment Act	sharecroppers/tenant farmers
crop destruction and livestock slaughtered	(AAA removes 1/3 of black sharecroppers)
Federal Credit Act	mortgage foreclosure holiday/auctions
Commodity Credit Corporation	Taylor Grazing Act
Soil Conservation Service	Rural Electrification Administration
Social Security ignores farmers	Farm Security Administration
<i>U.S. v. Butler</i>	
2 <sup>nd</sup> Agricultural Adjustment Act	

#### Factory Laborers

2<sup>nd</sup> Glass-Steagall Act creates Federal Deposit Insurance Corporation (FDIC)  
Federal Emergency Relief Act (FERA) Harry Hopkins & Lorena Hickok  
Civilian Conservation Corps (CCC)  
Home Owners Refinancing Act

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Tennessee Valley Authority (TVA)

Federal Housing Administration (FHA)

National Industrial Recovery Act (NIRA)

- \*Hugh Johnson heads National Recovery Administration (NRA)

- \*establishes right to form union [Section 7(a)] and bans yellow-dog contracts

- \*sets codes for maximum hours, minimum wages, working conditions

  - Blue Eagle campaign: "We Do Our Part"

- \*funds the Public Works Administration (PWA) Harold Ickes

Works Progress Administration (WPA) pays workers to construct buildings and infrastructure

also funds writers, actors, musicians, historians, artists

National Labor Relations Act/Wagner Act (1935)

- \*protects right to unionize, bargain collectively, strike

- \*enforced by National Labor Relations Board (NLRB)

Social Security Act (payments for unemployment, old age, disability, orphans)

did not cover farmers, "casual" workers, or public workers

Congress Industrial Organizations (CIO)

- \*industrial unions vis-à-vis AFL's craft unions

- \*John L. Lewis, United Mine Workers

- \*Sidney Hillman, Amalgamated Clothing Workers

Sit-down strikes

- \*United Auto Workers (UAW), part of CIO

- \*Walter & Victor Reuther

- \*GM Fisher Body Plant One, Flint, Michigan

- \*Memorial Day Massacre (1937)

Frances Perkins, Secretary of Labor

Fair Labor Standards Act

- \*established first minimum wage and overtime laws

- \*set guidelines for the 40-hour work week

## New Deal Critics

Huey Long & Share Our Wealth clubs

Fr. Charles Coughlin & National Union for Social Justice

Francis Townsend

Upton Sinclair & End Poverty in California (EPIC)

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## Question 5

Compare and contrast United States military strategies and foreign policy objectives during the Korean War and Vietnam War.

### The 8–9 Essay

- Contains a clear, well-developed thesis that compares and contrasts the United States' military strategies and foreign policy objectives during the Korean War and Vietnam War
- Develops the thesis with substantial and relevant historical information
- Provides effective analysis, comparing and contrasting the United States' military strategies and foreign policy objectives during the Korean War and Vietnam War; treatment of the multiple parts may be somewhat uneven
- May contain minor errors that do not detract from the quality of the answer
- Is well organized and well written

### The 5–7 Essay

- Contains a partially developed thesis that compares and contrasts the United States' military strategies and foreign policy objectives during the Korean War and Vietnam War
- Supports the thesis with some relevant historical information
- Provides some analysis, comparing and contrasting the United States' military strategies and foreign policy objectives during the Korean War and Vietnam War, but treatment of the multiple parts may be uneven
- May contain errors that do not seriously detract from the quality of the essay
- Has acceptable organization and writing

### The 2–4 Essay

- Contains an unfocused or limited thesis, or simply paraphrases the question
- Provides minimal relevant information, or lists facts with little or no application to the question
- May address the question only partially, with limited or no analysis
- May have major errors
- May be poorly organized and/or written

### The 0–1 Essay

- Lacks a thesis or simply restates the question
- Demonstrates an incompetent or inappropriate response
- Exhibits inadequate or incorrect understanding of the question or is entirely off-topic
- Has numerous errors
- Is organized and/or written so poorly that it inhibits understanding

### The — Essay

- Is completely blank

# AP® UNITED STATES HISTORY INTERNATIONAL MAIN 2012 SCORING GUIDELINES

## OUTSIDE INFORMATION

### KOREAN WAR (1950-1953)

#### People

Kim Il Sung	Harry Truman	Matthew Ridgway
Josef Stalin	Dean Acheson	Dwight Eisenhower
Syngman Rhee	Douglas MacArthur	
George Kennan	Mao Zedong	

#### Groups

United Nations Security Council  
China Lobby

#### Military Strategies

limited war	United Nations "Police Action"
conventional warfare	stalemate
possible nuclear weaponry	liberation of North Korea
Inchon invasion	MacArthur's proposed invasion of China

#### Foreign Policy Objectives

domino theory  
Communist containment  
NSC-68  
unification of Korean peninsula  
dilemma between a European-focused vs. Asian-focused foreign policy

#### Places

38 <sup>th</sup> parallel	Pusan	Yalu river	Panmunjom
Inchon	Seoul	China	

### VIETNAM WAR (1964-1973)

#### People

Ho Chi Minh	John F. Kennedy	Nguyen Cao Ky
Vo Nguyen Giap	Lyndon B. Johnson	William Fulbright
Bao Dai	Robert McNamara	Dean Rusk
Dwight Eisenhower	William Westmoreland	Richard Nixon
John Foster Dulles	Creighton Abrams	Henry Kissinger
Ngo Dinh Diem	Nguyen Thieu	

#### Groups

Viet Minh	North Vietnamese Army	Buddhists
National Liberation Front	Kennedy's advisers	Special Forces/Green Berets
SEATO	ARVN	
	Vietcong	

#### Military Strategies

strategic hamlet program	escalation/	B-52s & M-16s
flexible response	Americanization	free-fire zones
helicopters	Operation Rolling Thunder	pacification

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guerrilla warfare  
counterinsurgency  
kill ratio/body count  
attrition

napalm & Agent Orange  
Tet offensive  
Vietnamization  
Operation Phoenix

Operation Ranch Hand  
Christmas Bombing

## Foreign Policy Objectives

domino theory  
containment of communism  
Geneva Accords  
support of Ngo Dinh Diem

Tonkin Gulf Resolution (*Maddox & C. Turner  
Joy*)  
Nixon Doctrine  
Peace with honor  
Paris Peace Accords

## Places

17<sup>th</sup> parallel  
Indochina  
Dienbienphu  
Hanoi  
Saigon  
Haiphong harbor  
Pleiku  
Ho Chi Minh trail  
My Lai  
Laos  
Cambodia

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## **Scoring Worksheet**

The following provides a worksheet and conversion table used for calculating a composite score of the exam.

# 2012 AP United States History Scoring Worksheet

## Section I: Multiple Choice

$$\frac{\text{Number Correct}}{\text{(out of 80)}} \times 1.1250 = \frac{\text{Weighted Section I Score}}{\text{(Do not round)}}$$

## Section II: Free Response

$$\text{Question 1 } \frac{\text{_____}}{\text{(out of 9)}} \times 4.5000 = \frac{\text{_____}}{\text{(Do not round)}}$$

$$\text{Question 2 } \frac{\text{_____}}{\text{(out of 9)}} \times 2.7500 = \frac{\text{_____}}{\text{(Do not round)}}$$

$$\text{Question 3 } \frac{\text{_____}}{\text{(out of 9)}} \times 2.7500 = \frac{\text{_____}}{\text{(Do not round)}}$$

$$\text{Sum} = \frac{\text{_____}}{\text{Weighted Section II Score (Do not round)}}$$

## Composite Score

$$\frac{\text{Weighted Section I Score}}{\text{_____}} + \frac{\text{Weighted Section II Score}}{\text{_____}} = \frac{\text{Composite Score (Round to nearest whole number)}}{\text{_____}}$$

AP Score Conversion Chart  
United States History

Composite Score Range	AP Score
118-180	5
95-117	4
79-94	3
56-78	2
0-55	1



# AP United States History

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