

UNITED STATES HISTORY
PRACTICE TEST 2

SECTION 1, Part A: *Multiple Choice*

Time: 55 minutes

55 Questions

Directions: There are 55 questions in this section and you have 55 minutes to complete them. Each question has 4 answer options. For each question, please select the *one* option which *best* answers the question. *Your score will be based on the number of questions you answer correctly.*

NOTE: In the actual AP US History exam, you may *not* proceed to Part B until you have been told to do so. If you complete Part A before time is called, you may check your work in Part A until you are told to move to Part B.

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Questions 1-3 refer to the excerpt below.

“Adopted at St. Louis, July 24th, 1896.

People’s Party Platform

The Finances

1. We demand a National money, safe and sound, issued by the General Government only, without the intervention of banks of issue, to be a full legal tender for all debts, public and private; a just, equitable, and efficient means of distribution, direct to the people, and through the lawful disbursements of the Government.

Railroads and Telegraphs

1. Transportation being a means of exchange and a public necessity, the Government should own and operate the railroads in the interest of the people and on a non-partisan basis, to the end that all may be accorded the same treatment in transportation, and that the tyranny and political power now exercised by the great railroad corporations, which result in the impairment, if not the destruction of the political rights and personal liberties of the citizens, may be destroyed. Such ownership is to be accomplished gradually, in a manner consistent with sound public policy.

The Public Lands

2. We condemn the land grant frauds by which the Pacific railroad companies have through the connivance of the Interior Department, robbed multitudes of bona-fide settlers of their homes and miners of their claims, and we demand legislation by Congress which will enforce the exemption of mineral land from such grants after as well before the patent.”

1. The movement that supported the positions in this excerpt developed mostly as a result of which of the following historical processes?
 - (A) The Civil War left much of the South’s agricultural lands and railroads destroyed.
 - (B) Increased mechanization reduced the need for farm labor and lowered farmers’ profits.
 - (C) Rising industrialization attracted young workers from rural areas to growing cities.
 - (D) The federal government enacted a series of policies to encourage settlement of Western lands.

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2. With which of the following positions held by supporters of the platform in this excerpt would members of the Progressive movement most likely agreed?

- (A) The concerns of farmers are the most significant issues facing the nation.
 - (B) Vital transportation and communication systems should be nationalized.
 - (C) Expanding the right to vote would help protect against government corruption.
 - (D) The federal government had a duty to regulate big business to prevent abuses.
3. What was one significant result of the rise of the political ideology supported by this party platform?
- (A) The Democratic Party adopted a policy in favor of monetary reform.
 - (B) Third party candidates came close to forming a majority in the U.S. Congress.
 - (C) Divisions over the issues raised undermined the work of Progressive reformers.
 - (D) Popular support led the government to pass extensive new financial regulations.

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Questions 4-7 refer to the 1749 image below.



Library of Congress Prints and Photographs Division [LC-USZ62-7841]

4. Which of the following geographic characteristics most contributed to the development of the labor system depicted in this image?
- (A) Extensive coastlines with numerous natural harbors
 - (B) Dense native populations with thriving trade cities
 - (C) Isolated islands with unique mineral deposits
 - (D) Favorable climates with long agricultural growing seasons

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5. Which of the following colonial groups in North America relied most strongly on a labor system similar to the one shown in this illustration?

- (A) Subsistence farmers in New England
 - (B) Appalachian frontier fur traders
 - (C) Rice plantation owners in Louisiana
 - (D) Philadelphia and New York merchants
6. Which of the following most represents a difference between the process of identity formation among the laborers referenced in this image and the process of identity formation among similar workers in the southern English colonies?
- (A) Laws in the West Indies isolated enslaved workers and prevented the development of syncretic cultures.
 - (B) Southern mainland colonies had fewer immigrants and higher birthrates among existing enslaved populations.
 - (C) A minority of African laborers in the West Indies were enslaved as opposed to a vast majority on the mainland.
 - (D) Imported enslaved Africans in the West Indies and the Southern mainland tended to come from markedly different points of origin.
7. Which of the following historical processes resulted most directly from the demands of the agricultural system depicted in this illustration?
- (A) A large enslaved population developed in southeastern North America.
 - (B) Trade cities in the Middle Colonies flourished due to agricultural surpluses.
 - (C) Conflicts increased between frontier farmers and native peoples as colonists spread west.
 - (D) African Americans moved from the South to the North seeking better jobs in factories.

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Questions 8-12 refer to the map below.



8. The land cessions shown on this map mostly reflect which of the following ideals of the 1800s?
- (A) The importance of honoring tribal claims to traditional lands
 - (B) The duty of Americans to expand westward to the Pacific
 - (C) Opposition to the expansion of slavery to the territories
 - (D) Resistance to competition from immigrants for urban jobs

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9. The development of which of the following technologies most directly resulted in the expansion of U.S. settlement reflected on this map?

- (A) Railroads
- (B) Telegraph
- (C) Steamboats
- (D) Cotton gin

10. Which of the following economic factors most encouraged the historical process depicted on this map?

- (A) The presence of rich raw materials
- (B) The need for increased access to markets
- (C) Availability of workers to meet labor shortages
- (D) The high price of valuable western agricultural lands

11. The expansion shown in this map is most reflective of which of the following developments occurring in the United States at the same time?

- (A) Restrictions on immigration by certain groups to the West
- (B) Emancipation of enslaved agricultural workers in the South
- (C) Rapid industrialization of cities in the Midwest and Northeast
- (D) Closing of the frontier following decades of settlement in the Southwest

12. Which of the following best summarizes a common political objection to the historical process depicted in this map?

- (A) Rapid expansion put excessive strain on reserves of natural resources.
- (B) New territorial claims were likely to increase tensions over slavery.
- (C) The federal government lacked the constitutional right to authorize land claims.
- (D) Westward growth carried too much risk of conflict with native peoples.

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Questions 13-16 refer to the excerpt below.

"...[A] large part of the production of the country is now done by corporations; and most of the capitalists that organize and control the business have in this case nothing whatever to do with the work-people. The

agent that manages the work for them sometimes has a limited interest in the profits of production; but he is usually a salaried man, and he understands that what is wanted of him is to make the annual dividends on the stock at large as possible. ... Who or what the corporation is, they [workers] do not know at all. ... It is a great impersonal force, a mighty commercial machine; and to expect of it a just consideration, or a nice regard for the equities of contracts, would be of course preposterous. 'Corporations have no souls:' how, then, can they govern themselves, in their relations with the persons in their employ, by high moral considerations?

This tendency to separate the capitalist and the laborer, either through the intervention of corporations, or through the building up of immense industrial concerns by individuals or firms, is one of the things to be deplored and resisted by all employers that mean to govern themselves by the Christian law. I do not condemn the large system of industry. ... But it is not well, and it is not necessary that the proprietor of a large establishment should withdraw himself from all personal relations with his work-people. It is quite possible for him to know [them] well, and to study how he may fulfill the injunction of the apostle, and give unto them that which is just and equal. He is in some degree responsible for their welfare and he ought not to ignore them. "

---- Washington Gladden (minister and leader in the Social Gospel movement),
Working People and Their Employers, 1876

13. Which of the following turning points most contributed to the development of viewpoints like the one expressed in this excerpt?
- (A) The closing of the frontier prevented Americans from readily becoming land owners.
 - (B) Industrialization shifted more Americans from the role of self-employers to employees.
 - (C) The end of the Civil War allowed for new competition in the labor market from freed slaves.
 - (D) Technological development promoted the development of national markets for goods.

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14. Which of the following represents an impact of the Civil War on social efforts such as the one reflected in this excerpt?
- (A) The horrors of warfare made social activism a relative rarity for many years.
 - (B) Devastation in the South created a new focus on addressing urban issues there.

- (C) Emancipation caused reformers to seek new outlets to embody the activist spirit.
- (D) Former abolitionists sought mostly to protect African American employment opportunities.

15. Which of the following best represents how writings such as this excerpt most challenged existing ideas about U.S. society?

- (A) By establishing capitalism and individual achievement as essentially moral values
- (B) By calling on the federal government to pass laws equalizing economic opportunity
- (C) By promoting emerging radical ideologies proposed by European communist philosophers
- (D) By presenting an alternative to the belief that the best individuals naturally rose to the top of society

16. Which of the following facts, if true, most supports the arguments put forth in this excerpt?

- (A) Settlement houses and other private organizations supported the urban working class.
- (B) Industrial workers usually enjoyed a lower standard of living than farm workers.
- (C) Most workers in large corporations were immigrants from Southern or Eastern Europe.
- (D) Early industrial leaders such as Andrew Carnegie founded large charitable projects.

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Questions 17-18 refer to the excerpt below.

“Write those letters [to your members of Congress] now[;] call your friends and them to write.

If you don't, this program I promise you, will pass just as surely as the sun will come up tomorrow and behind it will come other federal programs that will invade every area of freedom as we have known it in this country until one day as Normal Thomas said we will wake to find that we have socialism, and if you don't do this and I don't do this, one of these days we are going to spend our sunset years telling our children and our children's children, what it once was like in America when men were free.”

---- From Ronald Reagan's 1961 television address against Medicare

17. The ideas expressed in this excerpt were mostly a reaction to which of the following political developments?
- (A) Announcement of a comprehensive series of Great Society programs
 - (B) A legacy of the New Deal on continuing domestic social policy
 - (C) Passage of landmark civil rights decisions under the Warren Court
 - (D) Creation of a policy to fight communism abroad through aid programs
18. The political ideals shared by supporters of this speech formed partly in response to which of the following ongoing historical process of the era?
- (A) Heavy federal spending on infrastructure and military programs
 - (B) Entrance of the United States into an undeclared war in Southeast Asia
 - (C) Rapid social change brought about by civil rights movements
 - (D) Establishment of the United States as a democratic foil to the Soviet Union

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Questions 19-23 refer to the excerpt below.

“We of the South will not, cannot surrender our institutions. To maintain the existing relations between the two races, inhabiting that section of the Union, is indispensable to the peace and happiness of both. It cannot be subverted without drenching the country in blood, and extirpating one or the other of the races. Be it good or bad, it has grown up with our society and institutions, and is so interwoven with them, that to destroy it would be to destroy us as a people. But let me not be understood as admitting, even by implication, that the existing relations between the two races in the slaveholding States is an evil: - far otherwise; I hold it to be a good, as it has thus far proved itself to be to both, and will continue to prove so if not disturbed by the fell spirit of abolition. I appeal to facts. Never before has the black race of Central Africa, from the dawn of history to the present day, attained a condition so civilized and so improved, not only physically, but morally and intellectually. It came among us in a low, degraded, and savage condition, and in the course of a few generations it has grown up under the fostering care of our institutions, reviled as they have been, to its present comparatively civilized condition.”

---- John C. Calhoun’s speech in the U.S. Senate, 1837

19. Which of the following historical processes most undermined the claims made in this argument?
- (A) Northern states generally passed laws gradually emancipating enslaved residents.
 - (B) Southern black codes prevented slaves from practicing religion or attending school.
 - (C) African Americans and white activists participated in the Northern anti-slavery movement.
 - (D) The U.S. Supreme Court issued numerous decisions opposing African American civil rights.
20. The ideas expressed in this excerpt most likely arose as a reaction to which of the following historical trends?
- (A) Increased publication and public speaking by Northern abolitionists
 - (B) Steady growth of the United States westward towards the Pacific
 - (C) Passage of tariffs on manufactured goods imported mostly by agricultural states
 - (D) Issuance of declarations of secession by states across the South

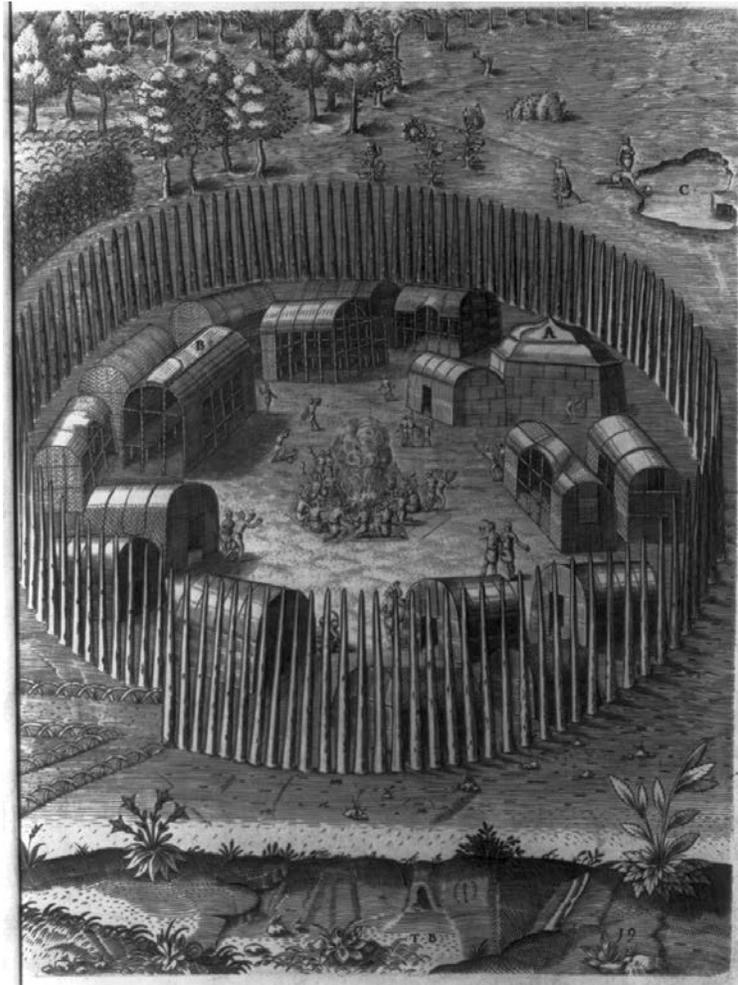
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21. Which constitutional principle did adherents of the ideas expressed in this excerpt most rely on to support their political stance?
- (A) The Constitution asserted the rights of all people to life, liberty, and property.
 - (B) Landmark amendments protected the individual rights of free speech and assembly.
 - (C) States retained all rights not specifically granted to the federal government.
 - (D) Discussion of the slave trade was barred for a period of time after ratification.
22. Which of the following groups would most likely support the ideals expressed in this speech?
- (A) Members of the Radical Republican faction in Congress during Reconstruction
 - (B) Supporters of the black nationalist movement popularized during the 1920s
 - (C) Advocates for the migration of African Americans to Liberia during the mid-1800s
 - (D) Defenders of “Jim Crow” laws who resisted desegregation during the 1960s
23. Which of the following pieces of evidence, if true, most directly supports the claims made in this speech?

- (A) The U.S. Constitution did not directly bar slavery until the ratification of the Thirteenth Amendment.
- (B) Enslaved African Americans formed a majority in South Carolina during the colonial era.
- (C) Slavery was a long-standing social institution in West African cultures.
- (D) Many enslaved people chose to remain in the employ of their former masters after emancipation.

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Questions 24-27 refer to the image below of a fortified Native American village with corn crop in Virginia, c. 1590.



Library of Congress Rare Book and Special Collections Division Washington, D.C. 20540 USA

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24. Which of the following geographic characteristics most contributed to the rise of villages like the one shown in this illustration?
- (A) Flat prairies and heavy deforestation
 - (B) Fertile lands and a temperate climate
 - (C) Dense populations and low birthrates
 - (D) Long coastlines and trade routes

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25. Which of the following statements describes a key result of the arrival of European settlers on the lifestyles of peoples who lived in villages like this one?

- (A) Native peoples often captured European villages after settlers fell ill.
 - (B) Increased trade encouraged American Indians to manufacture more goods.
 - (C) The introduction of domestic livestock ended traditional agriculture.
 - (D) American Indian farmers had access to more varied crops.
26. What does the layout of the village shown in this illustration most reflect about the group interactions that took place during this historical era?
- (A) American Indians engaged in conflicts over access to resources.
 - (B) Group members had fluid identities due to frequent migration.
 - (C) Members of a community worked mostly independently to meet their needs.
 - (D) American Indian society was highly stratified with numerous castes.
27. Which of the following processes would most likely have led to the construction of villages like the ones shown in this image?
- (A) Plains American Indians adopted a nomadic lifestyle after the Spanish introduced the horse to the Americas.
 - (B) Pacific Northwestern American Indians relied on a combination of coastal fishing and hunting to survive.
 - (C) Southwestern American Indians developed extensive irrigation systems that allowed for the construction of lasting settlements.
 - (D) Northeastern American Indians spent part of the year farming and part of the year following migratory animals.

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Questions 28-31 refer to the excerpt below.

“An Ordinance for the government of the Territory of the United States northwest of the River Ohio.

Art. 2. The inhabitants of the said territory shall always be entitled to the benefits of the writ of habeas corpus, and of the trial by jury; of a proportionate representation of the people in the legislature; and of judicial proceedings according to the course of the common law. All persons shall be bailable, unless for capital offenses, where the proof shall be evident or the presumption great. All fines shall be moderate; and no cruel or unusual punishments shall be inflicted. No man shall be deprived of his liberty or property, but by the judgment of his peers or the law of the land; and, should the public exigencies make it necessary, for the common preservation, to take any person's property, or to demand his particular services, full compensation shall be made for the same. And, in the just preservation of rights and property, it is understood and declared, that no law ought ever to be made, or have force in the said territory, that shall, in any manner whatever, interfere with or affect private contracts or engagements, bona fide, and without fraud, previously formed.

Art. 3. Religion, morality, and knowledge, being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged . . .

Art. 6. There shall be neither slavery nor involuntary servitude in the said territory, otherwise than in the punishment of crimes whereof the party shall have been duly convicted: Provided, always, That any person escaping into the same, from whom labor or service is lawfully claimed in any one of the original States, such fugitive may be lawfully reclaimed and conveyed to the person claiming his or her labor or service as aforesaid.”

----Northwest Ordinance

28. During which of the following historical eras was the ordinance excerpted above most likely passed into law?
- (A) Colonial before 1776
 - (B) Early republican during the late 1700s
 - (C) Antebellum of the early and mid-1800s
 - (D) Reconstruction during the 1860s and 1870s

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29. Which of the following articulates a commonality between the legislation referenced in this excerpt and significant laws organizing lands passed by the U.S. Congress in the mid-1800s?
- (A) Both aimed to solidify U.S. territorial control over lands to the west of the nation's borders.

- (B) Both contained provisions that prevented debate over the expansion of slavery to the territories.
 - (C) Both established clear guidelines for the establishment and funding of local public schools.
 - (D) Both mostly met the needs of large land speculation companies rather than individual farmers.
30. Which of the following best represents a direct, short-term result of the historical process reflected in this excerpt on the American Indian populations residing in the Americas?
- (A) American Indians urged enslaved African Americans to rebel about white domination.
 - (B) An absence of strong Indian leaders prevented groups from resisting white settlement.
 - (C) Infighting among American Indian groups over land increased significantly.
 - (D) American Indian populations migrated as they experienced territorial loss and warfare.
31. Which of the following factors most contributed to the growing sectional tensions that contributed to some of the provisions of this excerpt?
- (A) Frontier farmers mostly supported centralized federal authority.
 - (B) Northern economic systems benefited relatively little from slavery.
 - (C) Lower population densities discouraged emigration from the South.
 - (D) Immigrants to the western frontier were mostly European Catholics.

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Questions 32-35 refer to the excerpt below.

“As one of these progressive reforms, conservation moved in lockstep with the larger context of the time. The avocational phase in its tone and class aspects duplicated the origins of progressivism: moralistic, evangelical, ethnically nativist if not racist, wealthy, and offended by the corruptions of politics. Antimodern and skeptical of technological progress, it invoked a vision of the preindustrial community when people lived closer to the land and the natural rhythms of life.”

---- Stephen R. Fox, *The American Conservation Movement: John Muir and His Legacy*, 1981

32. Which of the following directly resulted from the development of the movement referenced in this excerpt?
- (A) Progressive leaders changed their main focus from urban to rural concerns.
 - (B) Management of conservation passed from mostly federal to mostly state control.
 - (C) The federal government set aside protected lands as national parks and forests.
 - (D) Private companies voluntarily enacted industrial pollution reduction measures.
33. The ideals of the activists described in the excerpt above were most similar to those of which of the following groups active at a different time in U.S. history?
- (A) Transcendentalists who believed in the spiritual purity of nature
 - (B) Abolitionists who believed in the moral rightness of emancipation
 - (C) Patriots who believed in the right of citizens to exercise self-government
 - (D) Populists who believed in the need of government to regulate big business
34. Which of the following social goals of the era would most likely have also been pursued by supporters of the ideals referenced in this excerpt?
- (A) Reduction of hours worked by children
 - (B) Passage of an anti-lynching law
 - (C) Creation of a federal old-age pension
 - (D) End of regional segregationist policies

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35. With which of the following claims would members of the movement described in this excerpt most likely agree?
- (A) Western lands rightfully belong to American Indians and must be preserved as reservations.
 - (B) Government can more effectively control and manage large land areas than private corporations can.
 - (C) The focused reduction of air and water pollution is the most important social goal of its era.

- (D) Valuable lands and resources should be nationalized to provide a comfortable income for all people.

Questions 36-38 refer to the 1839 painting by Hudson River School artist Thomas Cole shown below.



Courtesy National Gallery of Art, Washington

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36. Which of the following best explains how the artistic movement reflected in this painting represented a turning point for the United States?
- (A) It marked the symbolic close of the frontier.
 - (B) It showed the rise of a uniquely American culture.
 - (C) It inspired Americans to look west for the first time.
 - (D) It led to the development of a new conservation movement.

37. Which of the following beliefs taking shape at about the same time do paintings of this school mostly reflect?
- (A) Frontier lands rightfully belonged to American Indians who had signed treaties claiming them.
 - (B) Americans had a duty to balance territorial development with environmental management.
 - (C) Rugged lands to the West mostly had recreational rather than economic value.
 - (D) The Western wilderness was integral to the fulfillment of the nation's manifest destiny.
38. Paintings of the style shown here emerged mostly as a companion to which of the following social trends?
- (A) Increased emphasis on the spiritual value of nature
 - (B) Demographic shift from rural to urban populations
 - (C) Rising population of immigrants from rural Europe
 - (D) Growing international interest in U.S. arts and culture

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Questions 39-43 refer to the excerpt below.

“Bryan [William Jennings Bryan], fighting against the teaching of evolution during the Scopes ‘Monkey’ trial] represented the village mentality struggling to maintain traditional values in the face of vast social change. The anti-evolution drive had much in common with the prohibition, immigration restriction, and Ku Klux Klan movements. The spread of modern ideas forced tradition-minded Americans to turn defensively to the state to legislate morality, religion, and their cultural vision.”

---- Lynn Duménil, *The Modern Temper: American Culture and Society in the 1920s*, 1995

39. The historical movement referenced in this excerpt emerged mostly as a reaction to which of the following developments?
- (A) Passage of a constitutional amendment barring alcohol
 - (B) Increased secularization of U.S. society and culture
 - (C) Governmental attacks on suspected labor and political radicals
 - (D) Technological developments increasing consumerism
40. Which of the following historical processes most contributed to the social climate that encouraged the rise of tensions such as those referenced in this excerpt?
- (A) U.S. political practices expanded to allow for more direct voter say on issues and candidates.
 - (B) Immigration policy slowly came to favor migrants from Northern and Western Europe.
 - (C) African Americans moved to Northern cities seeking work in wartime factories.
 - (D) The Democratic Party built a shaky coalition of Southerners and urban immigrants.

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41. Which of the following movements of the era most supported the goals and efforts described in this excerpt?
- (A) The Harlem Renaissance celebrating African American achievement
 - (B) The Revivalist movement arguing for the literal truth of religious tenets
 - (C) Youth culture focusing on new forms of entertainment and ways of life
 - (D) The Progressive movement calling for urban and political reforms
42. Which of the following was a key result of the efforts by Bryan referenced in this excerpt?
- (A) Fundamentalist Christians united as a social and cultural movement.

- (B) Americans came to support the importance of a free public education.
- (C) The federal government instituted new policies separating church and state.
- (D) Public acceptance of divergent cultural and social practices essentially ended.

43. Which of the following historical developments had the most ideological commonality with the events referenced in this excerpt?

- (A) Prosecution of suspected radicals during the post-World War II period
- (B) Creation of abolitionist societies during the antebellum period
- (C) Development of the counterculture during the Vietnam War era
- (D) Rejection of British legislation during the colonial period

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Questions 44-46 refer to the photo below.



John Flournoy/McGraw-Hill Education

Early 21st century march related to women's rights and the right to privacy

44. This photo is most clearly an example of which of the following developments in the late 20th century?
- (A) A strong Progressive movement advocating for a return to traditional social values and morals
 - (B) The rapid growth of fundamentalist Christian churches and organizations which opposed liberal social trends
 - (C) A civil rights movement focusing on the expansion of women's rights
 - (D) A social movement rejecting constitutional efforts to mandate gender equality

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45. The goals of the movement depicted in this photograph were most similar to those of which of the following historical movements?

- (A) The Enlightenment which advocated secular humanism
- (B) The Second Great Awakening which encouraged greater religious participation
- (C) Transcendentalism which supported a personal spiritual awakening
- (D) The Progressive movement which demanded government regulation of business

46. Which of the following movements of the same time period had the most ideological commonality with members of the movement depicted in this photograph?
- (A) Conservationists who opposed corporate business practices that harmed the natural environment
 - (B) Liberal activists who sought to expand civil rights for minorities and strengthen the social safety net
 - (C) A branch of Republicans who advocated for small government and conservative social reform.
 - (D) The counterculture who objected to the involvement of U.S. troops in certain foreign conflicts

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Questions 47-51 refer to the excerpt below.

“The members of this Congress, sincerely devoted, with the warmest sentiments of affection and duty to His Majesty's Person and Government . . . esteem it our indispensable duty to make the following declarations of our humble opinion, respecting the most essential rights and liberties Of the colonists, and of the grievances under which they labour, by reason of several late Acts of Parliament.

. . . That His Majesty's liege subjects in these colonies, are entitled to all the inherent rights and liberties of his natural born subjects within the kingdom of Great-Britain.

That it is inseparably essential to the freedom of a people, and the undoubted right of Englishmen, that no taxes be imposed on them, but with their own consent, given personally, or by their representatives.

That the people of these colonies are not, and from their local circumstances cannot be, represented in the House of Commons in Great-Britain.

That the only representatives of the people of these colonies, are persons chosen therein by themselves, and that no taxes ever have been, or can be constitutionally imposed on them, but by their respective legislatures.

. . . That the late Act of Parliament, entitled, An Act for granting and applying certain Stamp Duties, and other Duties, in the British colonies and plantations in America, etc., by imposing taxes on the inhabitants of these colonies, and the said Act, and several other Acts, by extending the jurisdiction of the courts of Admiralty beyond its ancient limits, have a manifest tendency to subvert the rights and liberties of the colonists.”

---- Resolutions of the Continental Congress, October 19, 1765

47. Which of the following events most directly contributed to the development of the dispute exemplified in this excerpt?
- (A) Colonial charters allowed the establishment of local colonial governments in some places.
 - (B) Great Britain incurred heavy debts fighting a war for the benefit of its American colonies.
 - (C) Private companies established colonies in the Americas with high expectations for financial return.
 - (D) The British king attempted to create a supercolony that placed several existing colonies under one governor.

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48. The political ideals expressed in this excerpt most clearly reflect the influence of which of the following movements of the era?
- (A) Abolitionist society members who demanded an end to the slave trade
 - (B) Ministers of the Great Awakening who called for a revival of religious sentiment
 - (C) Enlightenment thinkers who argued for natural rights and rationality

(D) Spanish conquistadors who wished to locate valuable gold and resources

49. Which of the following arguments would most likely have been used by opponents of the ideas expressed in this excerpt at that time?
- (A) American colonists had a duty as British subjects to respect the laws of the commonwealth.
 - (B) The colonial population was too geographically dispersed to form a central government.
 - (C) British leaders had no authority to impose taxes on the American colonies under any circumstances.
 - (D) Colonial claims of self-government and natural rights were hypocritical in light of the slave trade.
50. The issuance of the excerpted document reflected which of the following political processes taking place at this time?
- (A) Political leaders across the colonies had begun to see themselves primarily as citizens of a nation separate from Britain.
 - (B) The New England colonies were separating from other regions due to their continued support for Parliamentary action.
 - (C) Supporters of the Patriot cause were demanding that Loyalists be removed from colonial political positions.
 - (D) Colonies were increasingly managing their relations with Britain through regional political organizations.

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51. Which of the following colonial groups would have been most likely to agree with the ideals expressed in this excerpt?
- (A) Tribal authorities within the Iroquois Confederacy
 - (B) French trappers operating along the western frontier
 - (C) Landowning members of the Virginia House of Burgesses
 - (D) Enslaved laborers on a South Carolina plantation

Questions 52-55 refer to the excerpt below.

“The poor still inhabit the miserable housing in the central area, but they are increasingly isolated from contact with, or sight of, anybody else. Middle-class women coming in from Suburbia on a rare trip may catch the merest glimpse of the other America on the way to an evening at the theater, but their children are segregated in suburban schools. The business or professional man may drive along the fringes of slums in a car or bus, but it is not an important experience to him.”

--- Michael Harrington, *The Other America*, 1962

52. Which of the following arose in direct response to rising awareness of the issues discussed in this excerpt?
- (A) Legislation increasing work requirements for welfare recipients
 - (B) Progressive reforms seeking to improve living conditions for city dwellers
 - (C) Federal programs aimed at ending poverty in rural and urban areas
 - (D) Construction of a highway system that encouraged suburban growth
53. Which of the following most directly contributed to the growth of the issue described in this excerpt?
- (A) Postwar prosperity was not equally shared among all Americans.
 - (B) Cold War concerns forced federal investment mostly in defense.
 - (C) The election of a Republican administration led to a reverse of New Deal policies.
 - (D) Global resource competition led to high domestic unemployment and inflation.

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54. Which of the following policies did local governments most frequently implement in reaction to growing awareness of the problems discussed in this excerpt?
- (A) Immigration reforms aimed at attracting new populations
 - (B) Civil rights regulations that eliminated de facto segregation
 - (C) Suburbanization efforts to encourage poor residents to leave inner cities
 - (D) Urban renewal programs that tore down decaying buildings

55. Which of the following U.S. groups was most like to experience deep poverty during the same era as the people referenced in this excerpt?
- (A) Residents of reservation lands in the West
 - (B) Veterans recently discharged from the military
 - (C) Young people seeking to avoid service in Vietnam
 - (D) Suburban families with mortgages and personal debts

END OF PART A

GO ON TO THE NEXT PAGE

SECTION 1, Part B: Short Answer

Time: 50 minutes

4 Questions

Directions: There are 4 questions in this section of the exam and each question has 3 parts. You have 50 minutes to complete these 4 questions. Read each question and part carefully. Then answer each part of each question *in complete sentences*. Bullet points or sentence fragments are not acceptable answers.

NOTE: In the actual AP US History exam, you may *not* proceed to Section II until you have been told to do so. If you complete Part B before time is called, you may check your work in Part B until you are told to move to Section II.

Question 1 is based on the two passages below.

“Speaking generally, their [enslaved people’s] “laziness,” boondoggling, and pilferage represented a limited, perhaps self-indulgent type of rebelliousness. Their reactions to unexpected abuses or to sudden changes in plantation routine were at most only token acts against slavery. But the plantation slaves’ organized and systematic schemes to obstruct the plantation’s working – their persistent acts of attrition against crops and stores, and cooperative nighttime robberies that sustained the blackmarkets – were more “political” in their consequences and represented resistance to slavery itself.”

--- Gerald Mullin, *Flight and Rebellion: Slave Resistance in Eighteenth Century Virginia*, 1972

“The history of resistance to slavery in the antebellum U.S. South is largely a history of foot dragging, false compliance, flight, feigned ignorance, sabotage, theft, and, not least, cultural resistance. These practices, which rarely if ever called into question the system of slavery as such, nevertheless achieved far more in their unannounced, limited, and truculent way than the few heroic and brief armed uprisings about which so much has been written. The slaves themselves appear to have realized that in most circumstances their resistance could succeed only to the extent that it hid behind the mask of public compliance.”

--- James C. Scott, *Weapons of the Weak: Everyday forms of Peasant Resistance*, 1985

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1. Using the excerpts on the previous page, answer parts A, B and C.
 - (A) Briefly explain ONE major difference between Mullin’s and Scott’s historical interpretations.
 - (B) Briefly explain how ONE example from the mid-18th century through the 19th century, not explicitly mentioned in the passages, could be used to support Mullin’s argument.
 - (C) Briefly explain how ONE example from the mid-18th century through the 19th century, not explicitly mentioned in the passages, could be used to support Scott’s argument.

Question 2 is based on the following passage:

“Some of the A. P. A. purposes, while not publically admitted, are scarcely, or not at all, concealed in the outside propaganda of the Order. . . . Of the first class is the settled opposition of the A. P. A. to all persons of foreign birth, its determination if possible to deprive them of any share in the government of the country; and its purpose to make a supreme effort to secure a change in the naturalization laws . . .

Members of the A. P. A. are pledged to oppose the candidacy of every foreign born person for any office in the gift of the people; but the exception is made in favor of foreigners already naturalized, who are Protestants and members of, or sympathizers with the A. P. A. “Put none but Americans on Guard” is one of the maxims preached in their lodges, as it was in the know-nothing lodges of a former generation.

That this secret political society is unpatriotic, vicious and despicable in its character and organization is already acknowledged by the leading exponents of respectable citizenship, official and private. That it is, furthermore, dangerous to the state, illegal, unconstitutional and treasonable, will be demonstrated.

. . . It does not require the trained legal mind of a Supreme Court lawyer to deduce the fact that, in calling upon citizens of the United States to swear before Almighty God that they will never vote for any foreigner or adherent of the Catholic Church for any elective office, the A. P. A. does apply such a “religious test” as is clearly prohibited in the Constitution.”

-----*An Inquiry into the Objects and Purposes of the so-called
“American Protective Association”, 1890*

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2. Using the excerpt on the previous page, answer parts A, B and C.
 - A) Explain this passage in the context of Gilded Age racist and nativist theories.
 - B) Provide ONE example of how these theories justified local or national policies of discrimination or segregation.
 - C) Briefly assess how debates over political values in this time period contributed to ideological clashes.

3. Use your knowledge of United States history to answer parts A, B, and C.
 - (A) Describe ONE of the events below in the context of the formation of political parties in the early federal administrations.
 - Kentucky and Virginia Resolutions

- Hamilton's Financial Plan
 - Proclamation of Neutrality
- (B) Briefly describe ONE *additional* debate or issue that lead to the formation of political parties during this time period.
- (C) Provide at least ONE piece of historical evidence to support your description in (B).
4. The New Deal left a legacy of reforms to the federal government and American society.
- (A) Explain how the New Deal changed ONE of the following areas:
- Social issues
 - The economy
 - The role of the federal government
- (B) Provide ONE piece of historical evidence to support your claim.
- (C) Briefly assess how the New Deal influenced public debate about American national identity.

END OF SECTION I

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SECTION II

Total Time: 1 hour; 30 minutes

Question 1: Document–Based Question

Suggested Reading Period—15 minutes

Suggested Writing Period—40 minutes

Directions: Question 1 is based on the 7 documents below which have been edited for the purpose of this test. You have 55 minutes to complete your response to this question. Spend 15 minutes reading and planning, and spend 40 minutes writing your answer.

Be sure to do the following when writing your answer:

- Provide a thesis statement that explicitly addresses all parts of the question.
- Support your thesis or argument with relevant evidence from all, or all but one, of the documents.
- Include analysis of all, or all but one, of the documents in your argument.
- In your analysis of each document, address at least one of the following: intended audience, purpose, historical context, and/or point of view.
- Support your argument with analysis of historical examples outside the documents.
- Connect your argument to broader historical events or processes.
- Synthesize all of the above into a coherent and persuasive essay that extends your argument, connects it to another historical context, OR account contradictory evidence about the topic.

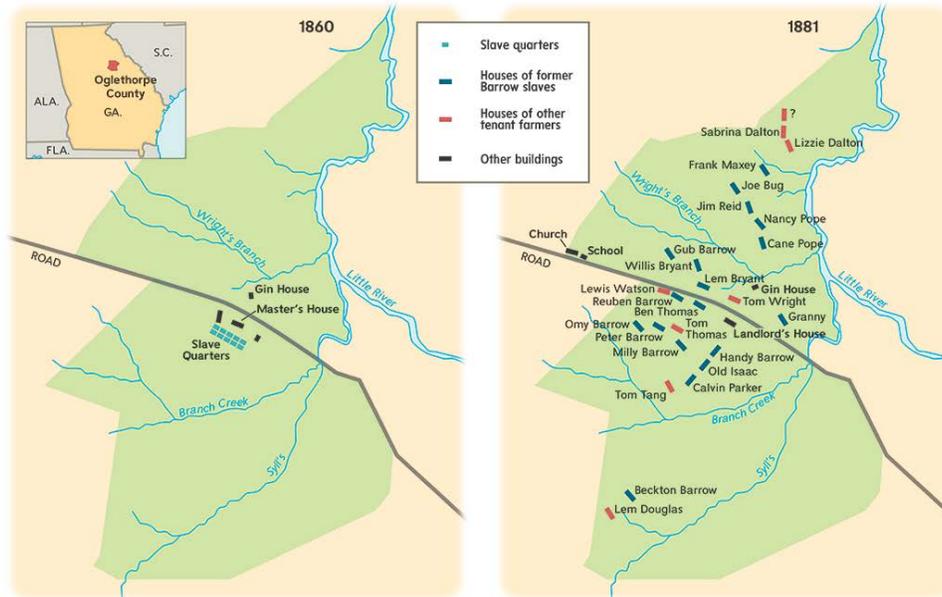
Question 1

1. Compare the lives of southern whites to the lives of freed African Americans as a result of Reconstruction.

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Document 1

Map showing a Georgia Plantation before and after the Civil War



Document 2

Source: Leon F. Litwack, *Been in the Storm So Long: The Aftermath of Slavery*, 1980

To provide proper models for their people, black newspapers featured examples of self-made freedmen who had managed to accumulate land and were forming the nucleus of a propertied and entrepreneurial class in the South. Actually, a number of blacks had done precisely that, some of them fortunate enough to have purchased tax lands and still others who had taken advantage of the Homestead Act or who had made enough money to purchase a plot in their old neighborhoods. But the number of propertied blacks remained small, and some of these found they had been defrauded by whites who had an equal appreciation of the self-help philosophy and made the most of it.

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Document 3

First African American Senator and Representatives, 1872



Library of Congress Prints and Photographs Division [LC-USZC2-2325]

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Document 4

Source: Henry Blake, Little Rock, Arkansas Federal Writer's Project, United States Work Projects Administration; Manuscript Division, Library of Congress.

After freedom, we worked on shares a while. Then we rented. When we worked on shares, we couldn't make nothing, just overalls and something to eat. Half went to the other man and you would destroy your half if you weren't careful. A man that didn't know how to count would always lose. He might lose anyhow. They didn't give no itemized statement. No, you just had to take their word. They never give you no details. They just say you owe so much. No matter how good account you kept, you had to go by their account and now, Brother, I'm tellin' you the truth about this. It's been that way for a long time. You had to take the white man's work on note, and everything. Anything you wanted, you could git if you were a good hand. You could git anything you wanted as long as you worked. If you didn't make no money, that's all right; they would advance you more. But you better not leave him, you better not try to leave and get caught. They'd keep you in debt. They were sharp.

Document 5

Source: Historian John Hope Franklin, *Reconstruction After the Civil War*, 1961

Their [white Southern elite] consequent determination to maintain their own powerful position led not only to incredible schemes to disfranchise blacks but also to the decline of white manhood suffrage. Last minute changes to polling places, long, complicated ballots, and even literacy tests could hardly have been calculated to encourage the common white populace to exercise the franchise [vote]. Effective political power therefore remained where it had been before the war – with an oligarchy, a small ruling clique that wielded power far out of proportion to its numerical strength.

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Document 6

Source: *Plessy v. Ferguson*

The object of the [fourteenth] amendment was undoubtedly to enforce the absolute equality of the two races before the law, but, in the nature of things, it could not have been intended to abolish distinctions based upon color, or to enforce social, as distinguished from political, equality, or a commingling of the two races upon terms unsatisfactory to either. Laws permitting, and even requiring, their separation, in places where they are liable to be brought into contact, do not necessarily imply the inferiority of either race to the other, and have been generally, if not universally, recognized as within the competency of the state legislatures in the exercise of their police power. The most common instance of this is connected with the establishment of separate schools for white and colored children, which have been held to be a valid exercise of the legislative power even by courts of states where the political rights of the colored race have been longest and most earnestly enforced.

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Document 7

A girl spinner at Whitnel Cotton Manufacturing Co., North Carolina, 1908



Library of Congress Prints and Photographs Division [LC-DIG-nclc-01555]

END OF DOCUMENTS FOR QUESTION 1

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Question 2 or Question 3: Long Essay

Suggested Writing Time: 35 minutes

Directions: You have 35 minutes to complete this part of the exam. Choose *one* of the two questions below and develop a thoughtful and thorough historical argument that answers the question. Begin your essay with a thesis statement and support it with relevant historical evidence. Be sure to use historical thinking skills as directed by the question; and synthesize everything into a persuasive essay that extends your argument and connects it *either* to another historical context OR another type of analysis.

2. Evaluate the extent to which the emergence of the market revolution between 1800 and 1850 contributed to maintaining continuity as well as fostering change in the lives of immigrants, minorities and women. Provide specific evidence to justify your answer.
3. Evaluate the extent to which increasing industrialization of the United States between 1865 and 1900 contributed to maintaining continuity as well as fostering change in the lives of immigrants, minorities and women. Provide specific evidence to justify your answer.

NOTE: In the actual AP US History exam, after you have completed this long essay question, you may check your work on Section II, *if time permits*.

END OF EXAM