AP® United States History 2016 Free-Response Questions

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UNITED STATES HISTORY

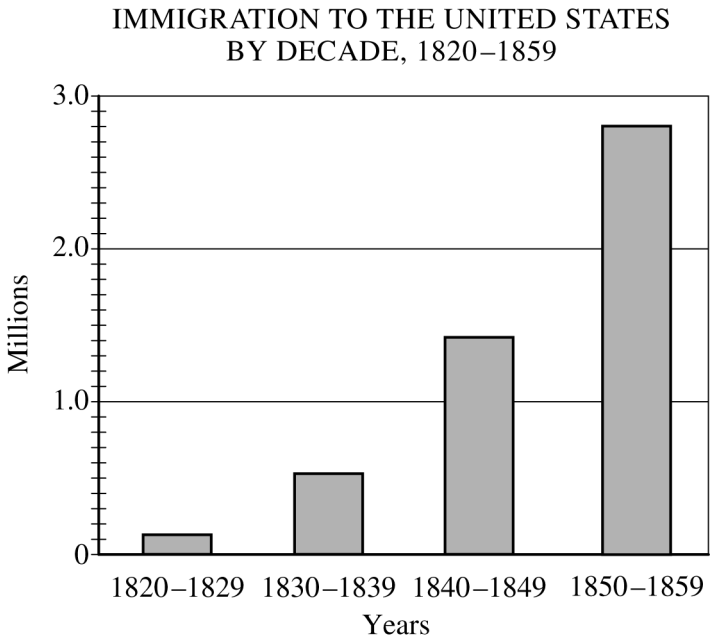
SECTION I, Part B

Time—50 minutes

4 Questions

Directions: Read each question carefully and write your responses in the Section I, Part B: Short Answer booklet on the lined pages provided for that question.

Use complete sentences; an outline or bulleted list alone is not acceptable. You may plan your answers in this exam booklet, but no credit will be given for notes written in this booklet. Only your responses on the designated pages of the Section I, Part B: Short Answer booklet will be scored.



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

a) Briefly explain how ONE major historical factor contributed to the change depicted on the graph.
b) Briefly explain ONE specific historical effect that resulted from the change depicted on the graph.
c) Briefly explain ANOTHER specific historical effect that resulted from the change depicted on the graph.

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2. Answer (a), (b), and (c).

a) Briefly explain ONE important similarity between the goals of the Spanish and the English in establishing colonies in the Americas prior to 1700.

b) Briefly explain ONE important difference between the goals of the Spanish and the English in establishing colonies in the Americas prior to 1700.

c) Briefly explain ONE way in which the difference you indicated in (b) contributed to a difference in the development of Spanish and English colonial societies.

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"They were aggressive men, as were the first feudal barons; sometimes they were lawless; in important crises, nearly all of them tended to act without those established moral principles which fixed more or less the conduct of the common people of the community. . . . These men were robber barons as were their medieval counterparts, the dominating figures of an aggressive economic age. . . . Under their hands, the renovation of our economic life proceeded relentlessly; large-scale production replaced the scattered, decentralized mode of production; industrial enterprises became more concentrated, more 'efficient' technically, and essentially 'cooperative,' where they had been purely individualistic and lamentably wasteful."

Matthew Josephson, historian, 1934

"What really lifted the giants above the rest was the ability to envision where the world, or their part of it, was going, and to act on that vision in a creative way. . . . From the days of Adam Smith, self-interest has been the acknowledged driving force of capitalism; the secret of the market system is that one person's self-interest can simultaneously serve the interests of others. Buyers and sellers, producers and consumers, investors and entrepreneurs take reciprocal advantage of each other. Success rewards those who can discover or create areas of reciprocity; the larger the area, the greater the success. . . . They were captains of industry; but like officers of volunteer regiments, they held their posts at the sufferance of those they led."

H. W. Brands, historian, 1999

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

a) Briefly explain ONE major difference between Josephson's and Brands's historical interpretations of business leaders who rose to prominence between 1865 and 1900.
b) Briefly explain how ONE person, event, or development from the period 1865–1900 that is not explicitly mentioned in the excerpts could be used to support Josephson's interpretation.
c) Briefly explain how ONE person, event, or development from the period 1865–1900 that is not explicitly mentioned in the excerpts could be used to support Brands's interpretation.

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4. Answer (a), (b), and (c).

a) Identify ONE factor that increased tensions between Great Britain and its North American colonies in the period 1763–1776, and briefly explain how this factor helped lead to the American Revolution.
b) Identify a SECOND distinct factor that increased tensions between Great Britain and its North American colonies in the same period, and briefly explain how this factor helped lead to the American Revolution.
c) Identify a THIRD distinct factor that increased tensions between Great Britain and its North American colonies in the same period, and briefly explain how this factor helped lead to the American Revolution.

END OF SECTION I

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UNITED STATES HISTORY SECTION II

Total Time—1 hour, 30 minutes

Question 1 (Document-Based Question)

Suggested reading and writing time: 55 minutes

It is suggested that you spend 15 minutes reading the documents and 40 minutes writing your response.
Note: You may begin writing your response before the reading period is over.

Directions: Question 1 is based on the accompanying documents. The documents have been edited for the purpose of this exercise.

In your response you should do the following.

- **Thesis:** Present a thesis that makes a historically defensible claim and responds to all parts of the question. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.
- **Argument Development:** Develop and support a cohesive argument that recognizes and accounts for historical complexity by explicitly illustrating relationships among historical evidence such as contradiction, corroboration, and/or qualification.
- **Use of the Documents:** Utilize the content of at least six of the documents to support the stated thesis or a relevant argument.
- **Sourcing the Documents:** Explain the significance of the author's point of view, author's purpose, historical context, and/or audience for at least four documents.
- **Contextualization:** Situate the argument by explaining the broader historical events, developments, or processes immediately relevant to the question.
- **Outside Evidence:** Provide an example or additional piece of specific evidence beyond those found in the documents to support or qualify the argument.
- **Synthesis:** Extend the argument by explaining the connections between the argument and ONE of the following.
    - A development in a different historical period, situation, era, or geographical area.
    - A course theme and/or approach to history that is not the focus of the essay (such as political, economic, social, cultural, or intellectual history).

1. Explain the causes of the rise of a women's rights movement in the period 1940–1975.

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Document 1

Source: "Victory Waits On Your Fingers—Keep 'Em Flying Miss U.S.A.," produced by the Royal Typewriter Company for the United States Civil Service Commission, 1942.

Courtesy of the National Archives.

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Document 2

Source: Betty Friedan, *UE* (United Electrical, Radio and Machine Workers of America) *Fights for Women Workers*, 1952.

In advertisements across the land, industry glorifies the American woman—in her gleaming GE kitchen, at her Westinghouse laundromat, before her Sylvania television set. Nothing is too good for her—unless she works for GE, or Westinghouse, or Sylvania or thousands of other corporations throughout the U.S.A.

As an employee, regardless of her skill, she is rated lower than common labor (male). She is assigned to jobs which, according to government studies, involve greater physical strain and skill than many jobs done by men—but she is paid less than the underpaid sweeper, the least skilled men in the plant. She is speeded up until she may faint at her machine, to barely earn her daily bread.

Wage discrimination against women workers exists in every industry where women are employed. It exists because it pays off in billions of dollars in extra profits for the companies. According to the 1950 census, the average wage of women in factories was $1,285 a year less than men. . . . In just one year, U.S. corporations made five billion four hundred million dollars in extra profits from their exploitation of women.

Document 3

Source: "Sex and Caste: A Kind of Memo from Casey Hayden and Mary King to a number of other women in the peace and freedom movements," 1965.

Women we've talked to who work in the [peace and civil rights] movement seem to be caught up in a common-law caste system that operates, sometimes subtly, forcing them to work around or outside hierarchical structures of power which may exclude them. Women seem to be placed in the same position of assumed subordination in personal situations too. It is a caste system which, at its worst, uses and exploits women.

The caste system perspective dictates the roles assigned to women in the [peace and civil rights] movement, and certainly even more to women outside the movement. Within the movement, questions arise in situations ranging from relationships of women organizers to men in the community, to who cleans the freedom house, to who holds leadership positions, to who does secretarial work, and who acts as spokesman [spokesperson] for groups. Other problems arise between women with varying degrees of awareness of themselves as being as capable as men but held back from full participation, or between women who see themselves as needing more control of their work than other women demand.

Casey Hayden and Mary Elizabeth King. Excerpt edited by the publisher.

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Document 4

Source: Robin Morgan and the New York Radical Women, press release, "No More Miss America!," 1968.

FOR IMMEDIATE RELEASE

On September 7th in Atlantic City, the Annual Miss America Pageant will again crown "your ideal." But this year, reality will liberate the contest auction-block in the guise of "genyooine" de-plasticized, breathing women. . . . Women of every political persuasion—all are invited to join us in a day-long boardwalk-theater event. . . . We will protest the image of Miss America, an image that oppresses women in every area in which it purports to represent us. There will be: Picket Lines; Guerrilla Theater; Leafleting; Lobbying Visits to the contestants urging our sisters to reject the Pageant Farce and join us; a huge Freedom Trash Can (into which we will throw bras, girdles, curlers, false eyelashes, wigs, and representative issues of *Cosmopolitan*, *Ladies' Home Journal, Family Circle*, etc.—bring any such woman-garbage you have around the house); we will also announce a Boycott of all those commercial products related to the Pageant. . . . It should be a groovy day on the Boardwalk in the sun with our sisters. In case of arrests, however, we plan to reject all male authority and demand to be busted by policewomen only.

Male chauvinist-reactionaries on this issue had best stay away, nor are male liberals welcome in the demonstrations. But sympathetic men can donate money as well as cars and drivers.

Male reporters will be refused interviews. We reject patronizing reportage. Only newswomen will be recognized.

"No More Miss America!" from *SISTERHOOD IS POWERFUL An Anthology of Writings from the Women's Liberation Movement* © 1970 by Robin Morgan. By permission of Edite Kroll Literary Agency Inc.

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Document 5

Source: Mirta Vidal, "Women: New Voice of La Raza," 1971.

[The] awakening of Chicana consciousness has been prompted by the "machismo" she encounters in the movement. . . . This behavior . . . is a serious obstacle to women anxious to play a role in the struggle for Chicano liberation.

The oppression suffered by Chicanas is different from that suffered by most women in this country. Because Chicanas are part of an oppressed nationality, they are subjected to the racism practiced against La Raza. Since the overwhelming majority of Chicanos are workers, Chicanas are also victims of the exploitation of the working class. But in addition, Chicanas . . . are relegated to an inferior position because of their sex. Thus, Raza women suffer a triple form of oppression. . . . Because sexism and male chauvinism are so deeply rooted in this society, there is a strong tendency . . . to deny the basic right of Chicanas to organize around their own concrete issues. Instead they are told to stay away from the women's liberation movement because it is an "Anglo thing."

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Document 6

Source: United States Congress, Title IX, Education Amendments, 1972.

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

Document 7

Source: Image of a crowd at a reproductive rights demonstration, Pittsburgh, PA, 1974.

Barbara Freeman/Getty Images

END OF DOCUMENTS FOR QUESTION 1

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Question 2 or Question 3

Suggested writing time: 35 minutes

Directions: Choose EITHER Question 2 or Question 3.

In your response you should do the following.

- **Thesis:** Present a thesis that makes a historically defensible claim and responds to all parts of the question. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.
- **Application of Historical Thinking Skills:** Develop and support an argument that applies historical thinking skills as directed by the question.
- **Supporting the Argument with Evidence:** Utilize specific examples of evidence to fully and effectively substantiate the stated thesis or a relevant argument.
- **Synthesis:** Extend the argument by explaining the connections between the argument and one of the following.
    - A development in a different historical period, situation, era, or geographical area.
    - A course theme and/or approach to history that is not the focus of the essay (such as political, economic, social, cultural, or intellectual history).

2. Evaluate the extent to which the ratification of the Fourteenth and Fifteenth Amendments to the Constitution marked a turning point in the history of United States politics and society.

   In the development of your argument, explain what changed and what stayed the same from the period immediately before the amendments to the period immediately following them. (*Historical thinking skill: Periodization*)

3. Evaluate the extent to which United States participation in the First World War (1917–1918) marked a turning point in the nation's role in world affairs.

   In the development of your argument, explain what changed and what stayed the same from the period immediately before the war to the period immediately following it. (*Historical thinking skill: Periodization*)

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

STOP

END OF EXAM

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