2018

AP United States History

Free-Response Questions

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UNITED STATES HISTORY

SECTION I, Part B

Time—40 minutes

Directions: Answer Question 1 **and** Question 2. Answer **either** Question 3 **or** Question 4.

Write your responses in the Section I, Part B: Short-Answer Response booklet. You must write your response to each question on the lined page designated for that response. Each response is expected to fit within the space provided.

In your responses, be sure to address all parts of the questions you answer. 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.

> "Although eighteenth-century America was predominantly a rural, agricultural society, its seaboard commercial cities were the cutting edge of economic, social, and political change. . . . In America, it was in the colonial cities that the transition first occurred from a barter economy to a commercial one. . . . The cities predicted the future. . . . Urban people, at a certain point in the preindustrial era, upset the equilibrium of an older system of social relations and turned the seaport towns into crucibles of revolutionary agitation."

Gary B. Nash, historian, *The Urban Crucible*, 1986

> "The colonist's attitudes toward civil uprising were part of a broader Anglo-American political tradition. In the course of the eighteenth century, colonists became increasingly interested in the ideas of seventeenth-century English revolutionaries . . . and the later writers who carried on and developed this tradition. . . . By the 1760s . . . this . . . tradition provided a strong unifying element between colonists North and South. It offered, too, a corpus of ideas about public authority and popular political responsibilities that shaped the American revolutionary movement. Spokesmen for this English revolutionary tradition were distinguished in the eighteenth century above all by their outspoken defense of the people's right to rise up against their rulers."

Pauline Maier, historian, *From Resistance to Revolution*, 1991

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

a) Briefly describe ONE major difference between Nash's and Maier's historical interpretations of the origins of the American Revolution.

b) Briefly explain how ONE specific historical event or development from the period 1754 to 1800 that is not explicitly mentioned in the excerpts could be used to support Nash's argument.

c) Briefly explain how ONE specific historical event or development from the period 1754 to 1800 that is not explicitly mentioned in the excerpts could be used to support Maier's argument.

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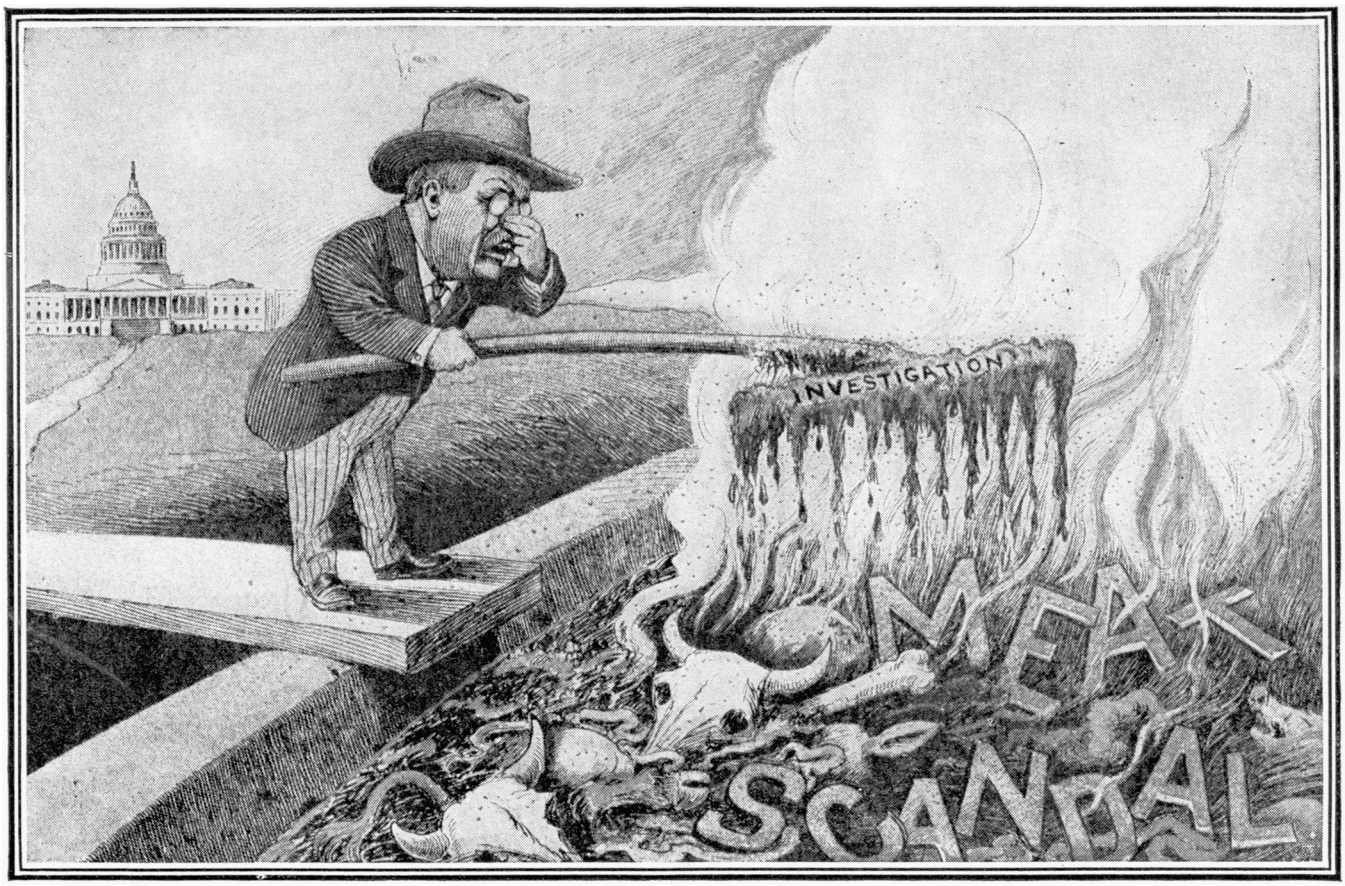
"A Nauseating Job, But It Must Be Done"



Saturday Globe © Bettmann/Corbis

2. The Progressive Era image above depicts President Theodore Roosevelt. Using the image, answer (a), (b), and (c).

a) Briefly describe ONE perspective expressed by the artist about the role of government in society.
b) Briefly explain how ONE event or development led to the historical situation depicted in the image.
c) Briefly explain ONE specific outcome of Progressive Era debates about the role of government in society.

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Question 3 or 4

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Directions: Answer **either** Question 3 **or** Question 4.

3. Answer (a), (b), and (c). Confine your response to the period from 1500 to 1750.

a) Briefly describe ONE specific historical difference between the role of religion in Spanish colonization and in the colonization of New England.
b) Briefly describe ONE specific historical similarity between the role of religion in Spanish colonization and in the colonization of New England.
c) Briefly explain ONE specific historical effect of religion on the development of society in either the Spanish colonies or the New England colonies.

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

a) Briefly describe ONE specific historical difference between the internal migration patterns within the United States in the period 1910–1940 and the internal migration patterns in the period 1941–1980.
b) Briefly describe ONE specific historical similarity between the internal migration patterns in the period 1910–1940 and the internal migration patterns in the period 1941–1980.
c) Briefly explain ONE specific historical impact of the internal migration patterns in either period.

END OF SECTION I

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UNITED STATES HISTORY

SECTION II

Total Time—1 hour and 40 minutes

Question 1 (Document-Based Question)

Suggested reading and writing time: 1 hour

It is suggested that you spend 15 minutes reading the documents and 45 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.

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using at least six documents.
- Use at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.
- For at least three documents, explain how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.
- Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.

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1. Evaluate the relative importance of different causes for the expanding role of the United States in the world in the period from 1865 to 1910.

Document 1

Source: Treaty concerning the Cession of the Russian Possessions in North America by his Majesty the Emperor of all the Russias to the United States of America, June 20, 1867.

His Majesty the Emperor of all the Russias agrees to cede to the United States, by this convention, immediately upon the exchange of the ratifications thereof, all the territory and dominion now possessed by his said Majesty on the continent of America and in the adjacent islands, the same being contained within the geographical limits herein set forth. . . .

The inhabitants of the ceded territory, according to their choice . . . may return to Russia within three years; but if they should prefer to remain in the ceded territory, they, with the exception of uncivilized native tribes, shall be admitted to the enjoyment of all the rights, advantages, and immunities of citizens of the United States, and shall be maintained and protected in the free enjoyment of their liberty, property, and religion. The uncivilized tribes will be subject to such laws and regulations as the United States may, from time to time, adopt in regard to aboriginal tribes of that country. . . .

In consideration of the cession aforesaid, the United States agree to pay . . . seven million two hundred thousand dollars in gold.

Document 2

Source: Josiah Strong, *Our Country: Its Possible Future and Its Present Crisis*, 1885.

It seems to me that God, with infinite wisdom and skill, is training the Anglo-Saxon race for an hour sure to come in the world's future. Heretofore there has always been in the history of the world a comparatively unoccupied land westward, into which the crowded countries of the East have poured their surplus populations. But the widening waves of migration, which millenniums ago rolled east and west from the valley of the Euphrates, meet today on our Pacific coast. There are no more new worlds. The unoccupied arable lands of the earth are limited, and will soon be taken. The time is coming when the pressure of population on the means of subsistence will be felt here as it is now felt in Europe and Asia. Then will the world enter upon a new stage of its history—*the final competition of races, for which the Anglo-Saxon is being schooled*. . . . Then this race of unequaled energy, with all the majesty of numbers and the might of wealth behind it—the representative, let us hope, of the largest liberty, the purest Christianity, the highest civilization—having developed peculiarly aggressive traits calculated to impress its institutions upon mankind, will spread itself over the earth.

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Document 3

Source: Captain Alfred Thayer Mahan, *The Interest of America in Sea Power, Present and Future*, 1897.

To affirm the importance of distant markets, and the relation to them of our own immense powers of production, implies logically the recognition of the link that joins the products and the markets,—that is, the carrying trade; the three together constituting that chain of maritime power to which Great Britain owes her wealth and greatness. Further, is it too much to say that, as two of these links, the shipping and the markets, are exterior to our own borders, the acknowledgment of them carries with it a view of the relations of the United States to the world radically distinct from the simple idea of self-sufficingness? . . . There will dawn the realization of America's unique position, facing the older worlds of the East and West, her shores washed by the oceans which touch the one or the other, but which are common to her alone.

Despite a certain great original superiority conferred by our geographical nearness and immense resources,—due, in other words, to our natural advantages, and not to our intelligent preparations,—the United States is woefully unready, not only in fact but in purpose, to assert in the Caribbean and Central America a weight of influence proportioned to the extent of her interests. We have not the navy, and, what is worse, we are not willing to have the navy, that will weigh seriously in any disputes with those nations whose interests will conflict there with our own. We have not, and we are not anxious to provide, the defence of the seaboard which will leave the navy free for its work at sea. We have not, but many other powers have, positions, either within or on the borders of the Caribbean.

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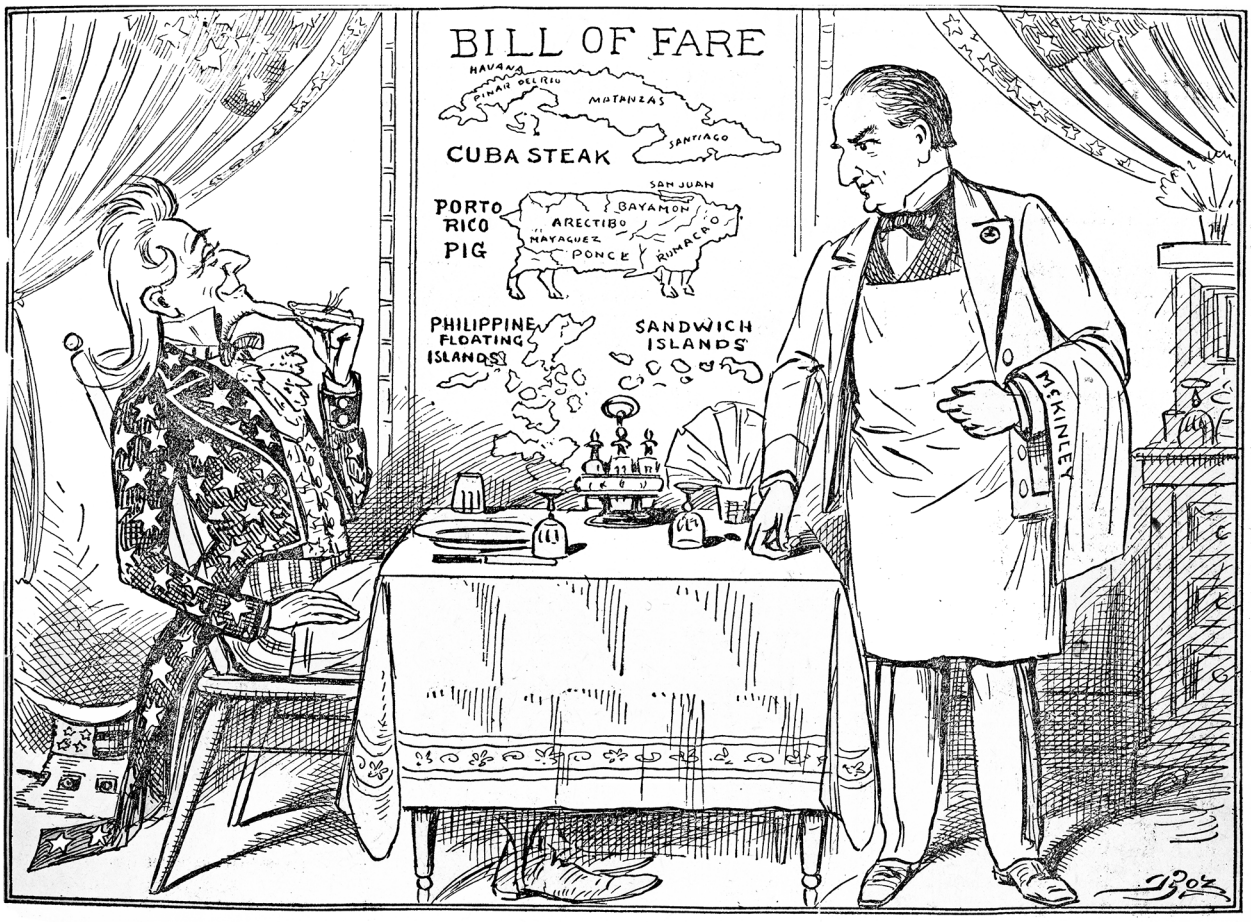
Document 4

Source: *The Boston Globe*, May 28, 1898.



WELL, I HARDLY KNOW WHICH TO TAKE FIRST!

Courtesy of the Library of Congress #LC-USZ62-91465

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Document 5

Source: John Hay, United States Secretary of State, The Second Open Door Note, July 3, 1900.

To the Representatives of the United States at Berlin, London, Paris, Rome, St. Petersburg, and Tokyo
Washington, July 3, 1900

In this critical posture of affairs in China it is deemed appropriate to define the attitude of the United States as far as present circumstances permit this to be done. We adhere to the policy . . . of peace with the Chinese nation, of furtherance of lawful commerce, and of protection of lives and property of our citizens by all means guaranteed under extraterritorial treaty rights and by the law of nations. . . . We regard the condition at Pekin[g] as one of virtual anarchy. . . . The purpose of the President is . . . to act concurrently with the other powers; first, in opening up communication with Pekin[g] and rescuing the American officials, missionaries, and other Americans who are in danger; secondly, in affording all possible protection everywhere in China to American life and property; thirdly, in guarding and protecting all legitimate American interests; and fourthly, in aiding to prevent a spread of the disorders to the other provinces of the Empire and a recurrence of such disasters. . . . The policy of the Government of the United States is to seek a solution which may bring about permanent safety and peace to China, preserve Chinese territorial and administrative entity, protect all rights guaranteed to friendly powers by treaty and international law, and safeguard for the world the principle of equal and impartial trade with all parts of the Chinese Empire.

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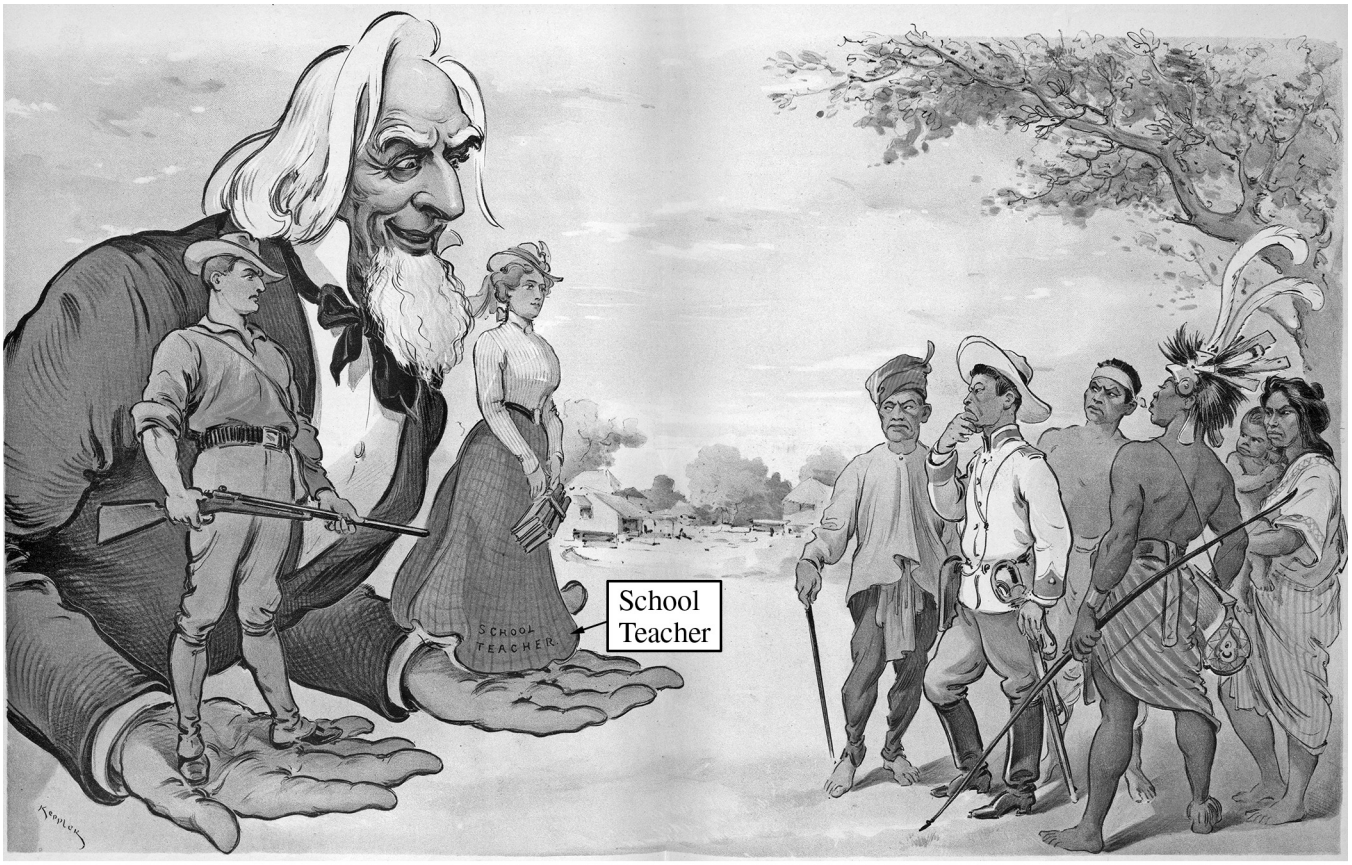
Document 6

Source: *Puck*, a satirical magazine, November 20, 1901.



It's "Up To" Them.
Uncle Sam (to Filipinos.)—You can take your choice;—I have plenty of both !

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Document 7

Source: President Theodore Roosevelt, Fourth Annual Message to Congress, December 6, 1904.

There are kinds of peace which are highly undesirable, which are in the long run as destructive as any war. Tyrants and oppressors have many times made a wilderness and called it peace. Many times peoples who were slothful or timid or shortsighted, who had been enervated by ease or by luxury, or misled by false teachings, have shrunk in unmanly fashion from doing duty that was stern and that needed self-sacrifice, and have sought to hide from their own minds their shortcomings, their ignoble motives, by calling them love of peace. . . .

It is our duty to remember that a nation has no more right to do injustice to another nation, strong or weak, than an individual has to do injustice to another individual; that the same moral law applies in one case as in the other. But we must also remember that it is as much the duty of the Nation to guard its own rights and its own interests as it is the duty of the individual so to do. . . .

It is not true that the United States feels any land hunger or entertains any projects as regards the other nations of the Western Hemisphere save such as are for their welfare. All that this country desires is to see the neighboring countries stable, orderly, and prosperous. Any country whose people conduct themselves well can count upon our hearty friendship. If a nation shows that it knows how to act with reasonable efficiency and decency in social and political matters, if it keeps order and pays its obligations, it need fear no interference from the United States. Chronic wrongdoing, or an impotence which results in a general loosening of the ties of civilized society, may in America, as elsewhere, ultimately require intervention by some civilized nation, and . . . the exercise of an international police power.

END OF DOCUMENTS FOR QUESTION 1

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Question 2, 3, or 4 (Long Essay)

Suggested writing time: 40 minutes

Directions: Answer Question 2 **or** Question 3 **or** Question 4.

In your response you should do the following.

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using specific and relevant examples of evidence.
- Use historical reasoning (e.g., comparison, causation, continuity or change over time) to frame or structure an argument that addresses the prompt.
- Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.

2. Evaluate the extent to which commercial exchange systems such as mercantilism fostered change in the British North American economy in the period from 1660 to 1775.

3. Evaluate the extent to which the Civil War fostered change in the United States economy in the period from 1861 to 1900.

4. Evaluate the extent to which scientific or technological innovation changed the United States economy in the period from 1950 to 2000.

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

STOP

END OF EXAM

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