2024

AP® United States History

Free-Response Questions Set 1

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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.

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"The strong nineteenth-century linkage between gender and culture, separating the lives and duties of men and women . . . , threw women into the company of other women and created new bonds of sisterhood between them. . . .

"In terms of sisterhood the religious movements added substantially to American women's collective identity. . . . They offered groups of women unprecedented prestige and significance in activities that extended the . . . definitions of their sphere. . . .

"Numerous women [by] the 1840s . . . shared a . . . preoccupation with the needs and influence of women. . . . Increasingly aware of the importance of what they were doing, many of these women grew frustrated with limitations that seemed artificial. The experience of autonomy [within reform movements] . . . encouraged proponents of women to organize their strength and take the offensive against limiting attitudes and conditions. In so doing they established the woman's rights movement."

Source: Keith E. Melder, historian, *Beginnings of Sisterhood: The American Woman's Rights Movement, 1800–1850*, published in 1977

"By 1840 . . . the [American] Revolution had substituted an egalitarian ideology for the hierarchical concepts of colonial life . . . for men, that is; women were, by tacit[1] consensus, excluded from the new democracy. Indeed . . . women's political status, while legally unchanged, had deteriorated relative to the advances made by men. . . .

". . . [A] result of industrialization was . . . increasing differences in life styles between women of different classes. . . . In the urbanized and industrialized Northeast the life experience of middle-class women was different in almost every respect from that of the lower-class women. But there was one thing [these women] had in common—they were equally . . . isolated from the vital centers of power. . . . Propertied women felt this deprivation more keenly. . . . They were bitterly conscious of a relative lowering of status and a loss of position. This sense of frustration led them to action. [While lower-class women] . . . tended to join men in their struggle for economic advancement, . . . the concerns of middle-class women . . . [dominated] the women's rights movement."

Source: Gerda Lerner, historian, "Changes in the Status of Women in the Age of Jackson," *Midcontinent American Studies Journal*, 1969

[1] unspoken

1. Using the excerpts, respond to **parts a**, **b**, and **c**.

   a. Briefly describe one major difference between Melder's and Lerner's interpretations of the origins of the women's rights movement in the early nineteenth century.

   b. Briefly explain how one historical event or development from 1800 to 1848 not directly mentioned in the excerpts could be used to support Melder's interpretation.

   c. Briefly explain how one historical event or development from 1800 to 1848 not directly mentioned in the excerpts could be used to support Lerner's interpretation.

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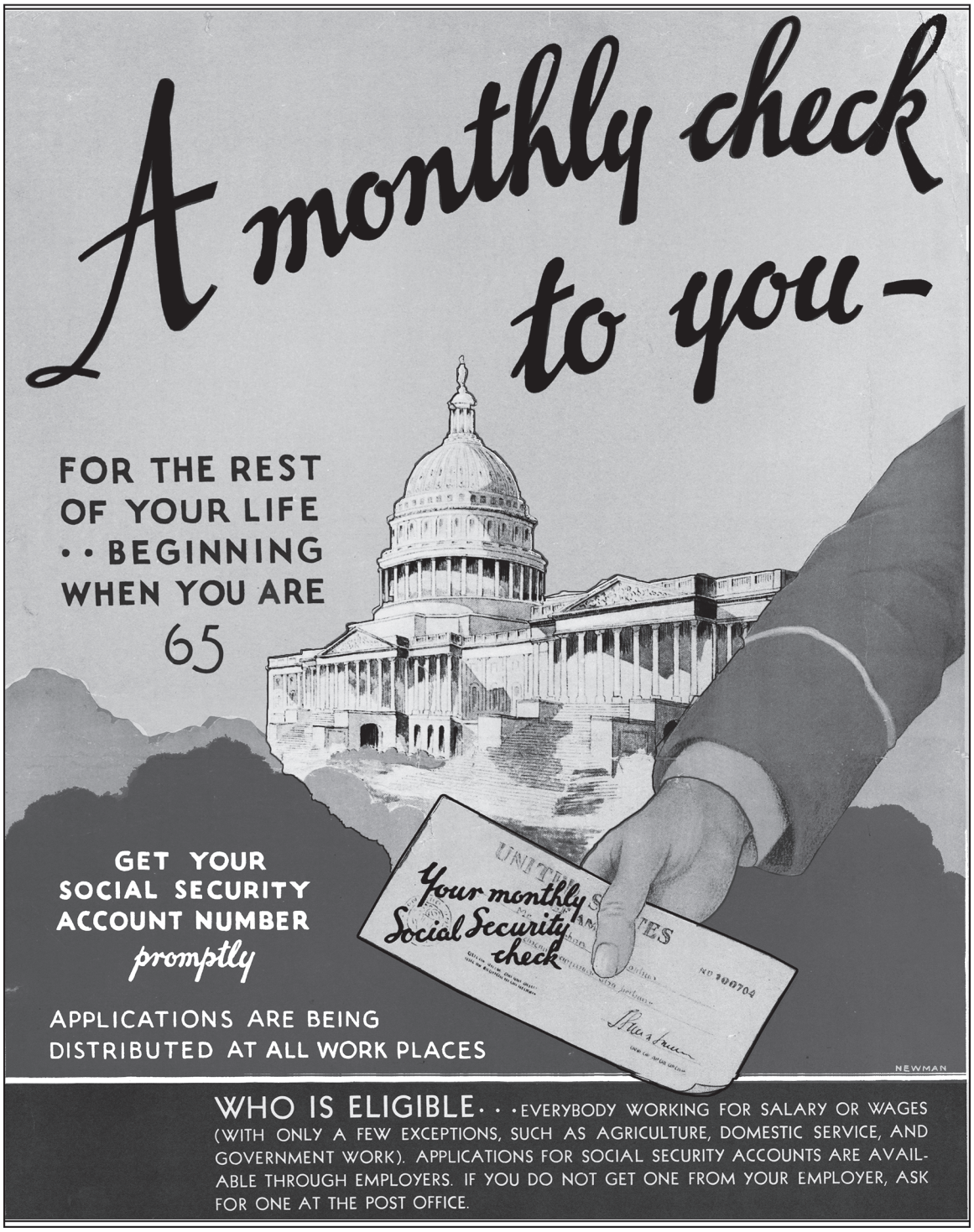

Source: Poster promoting Social Security, a federally funded social insurance program to reduce poverty for people over the age of sixty-five, 1936

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GO ON TO THE NEXT PAGE.

2. Using the image, respond to **parts a**, **b**, and **c**.

   a. Briefly describe one historical situation in which the image was created.

   b. Briefly explain how the image reflected a change in ideas about the role of government from 1877 to 1936.

   c. Briefly explain how beliefs about the role of government such as the one reflected by the image continued after 1945.

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GO ON TO THE NEXT PAGE.

Question 3 or 4

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

3. Respond to **parts a**, **b**, and **c**.

   a. Briefly describe one British government policy enacted in colonial North America from 1763 to 1776.

   b. Briefly explain one similarity OR difference in how TWO groups in North America responded to a British policy from 1763 to 1783.

   c. Briefly explain how one specific historical development contributed to the American colonists' victory over Great Britain from 1775 to 1783.

4. Respond to **parts a**, **b**, and **c**.

   a. Briefly describe one United States Cold War policy from 1945 to 1991.

   b. Briefly explain one similarity OR difference in how TWO groups in the United States responded to a Cold War policy from 1945 to 1991.

   c. Briefly explain how one specific historical development after 1980 contributed to the end of the Cold War.

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GO ON TO THE NEXT PAGE.

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 four 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 two documents, explain how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.
- Demonstrate a complex understanding of a historical development related to the prompt through sophisticated argumentation and/or effective use of evidence.

Begin your response to this question at the top of a new page in the separate Free Response booklet and fill in the appropriate circle at the top of each page to indicate the question number.

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1. Evaluate the extent to which the institution of slavery shaped United States society between 1783 and 1840.

Document 1

Source: William Cushing, chief justice of the Massachusetts state supreme court, notes on the court case and decision in *Quock Walker* v. *Nathaniel Jennison*, 1783

[The] justification [is made] that Quock is a Slave and to prove it tis said that Quock when a child [of] about 9 months old with his father and mother were sold by [a] bill of sale in 1754. . . .

As to the doctrine of Slavery and the right of Christians to hold Africans in perpetual servitude, . . . a different idea has taken place with the people of America more favorable to the natural rights of Mankind, . . . with which Heaven (without regard to Colors, complexion, . . . [or] features) has inspired all the human Race. And upon this Ground our [state] Constitution of Government, . . . Sets out with declaring that all men are born free and equal and that Every subject is entitled to Liberty, and to have it guarded by the Laws. . . . This being the Case, I think the Idea of Slavery is inconsistent with our own conduct and [state] Constitution and there can be no such thing as perpetual servitude of a rational Creature.

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Document 2

Source: Benjamin Banneker, free African American mathematician and land surveyor, letter to Thomas Jefferson, 1791

[W]e are a race of Beings who have long laboured under the abuse and censure of the world. . . .

Sir, Suffer me to recall to your mind that time in which the Arms and tyranny of the British Crown were exerted with every powerful effort in order to reduce you to a State of Servitude. . . .

This Sir, was a time in which you clearly saw into the injustice of a State of Slavery, . . . it was [then] Sir, that your abhorrence[1] thereof was so excited, that you publickly held forth this true and invaluable doctrine. . . . "We hold these truths to be Self evident, that all men are created equal, and that they are endowed by their creator with certain unalienable rights, that among these are life, liberty, and the pursuit of happiness."

. . . But Sir how pitiable is it to reflect, that although you were so fully convinced of the benevolence of the Father of mankind . . . that you should at the Same time counteract his mercies, in detaining by fraud and violence so numerous a part of my brethren under groaning captivity and cruel oppression.

[1] hatred

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GO ON TO THE NEXT PAGE.

Document 3

Source: Mathew Carey, newspaper editor in Pennsylvania, *Considerations on the Impropriety and Inexpediency of Renewing the Missouri Question*, 1820

[T]hat great and solemn question, which has already shaken the republic to its foundation, is again to be contested. The admission of Missouri into the family of states is to be again opposed. . . . The toleration of slavery . . . is to be held forth as the reason for prohibiting her entrance. . . . Whatever may be the opinions of individuals upon the abstract right of holding human beings in bondage, . . . I do conceive the calamities[1] that are likely to spring from the renewal of the discussion to be so much greater and more alarming. . . . Whether this great and admirable republic is to remain united and prosperous . . . or to be violently resolved into its original elements, and to become the theatre and prey of a fierce [internal] conflict, will . . . mainly depend on the final settlement of the Missouri Question.

[1] disasters

Document 4

Source: Richard Furman, leader of the Baptist Church in South Carolina, *Exposition of the Views of the Baptists, Relative to the Coloured Population of the United States*, 1823

In some parts of our Union there are Citizens, who favour the idea of general emancipation; yet, were they to see slaves in our Country, in arms, wading through blood and carnage to effect their purpose, they would do what both their duty and interest would require; unite under the government with their fellow-citizens at large to suppress the rebellion. . . .

On the lawfulness of holding slaves, considering it in a moral and religious view, the [Baptist] Convention think it their duty to exhibit their sentiments. . . . The sentiments in opposition to the holding of slaves have been attributed, by their advocates, to the Holy Scriptures. . . . These sentiments, the Convention . . . cannot think just, or well founded; for the right of holding slaves is clearly established in the Holy Scriptures, both by precept and example. . . .

In the New Testament . . . the countries [that the Roman Empire] possessed and governed were full of slaves. Many of these with their masters, were converted to the Christian Faith. . . . In things purely spiritual, they appear to have enjoyed equal privileges; but their relationship, as masters and slaves, was not dissolved.

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GO ON TO THE NEXT PAGE.

Document 5

Source: William Lloyd Garrison, Massachusetts antislavery activist, newspaper article in the *Genius of Universal Emancipation*, 1829

This ship [the *Francis*] . . . sailed a few weeks since from this port [of Baltimore, Maryland] with a cargo of slaves for the New-Orleans market. . . . I merely wish to illustrate New-England humanity and morality. I am resolved to cover with thick infamy[1] all who were concerned in this nefarious[2] business.

. . . The ship Francis hails from my native place, Newburyport, (Massachusetts) [and] is commanded by a yankee captain, and owned by a townsman named **FRANCIS TODD**. . . .

I recollect that it was always a mystery in Newburyport how Mr. Todd contrived to make profitable voyages to New-Orleans and other places. . . . The mystery seems to be unraveled. Any man can gather up riches, if he does not care by what means they are obtained.

[1] disgrace
[2] wicked

Document 6

Source: Jarena Lee, African American preacher, *Religious Experience and Journal of Mrs. Jarena Lee*, 1836

I left for New York and arrived the first day the convention [of the American Anti-Slavery Society] sat, which I attended in company with Mrs. [Mary] Lane, who was ever zealous in the good cause of liberty and the rights of all, and I heard some very eloquent speeches which pleased me very much, and my heart responded with this instruction: "Do unto all men as you would they should do unto you;" and as we are all children of one parent, no one is justified in holding slaves. I felt that the spirit of God was in the work, and also felt it my duty to unite with this Society. Doubtless the cause is good, and I pray to God to forward on the work of abolition until it fills the world.

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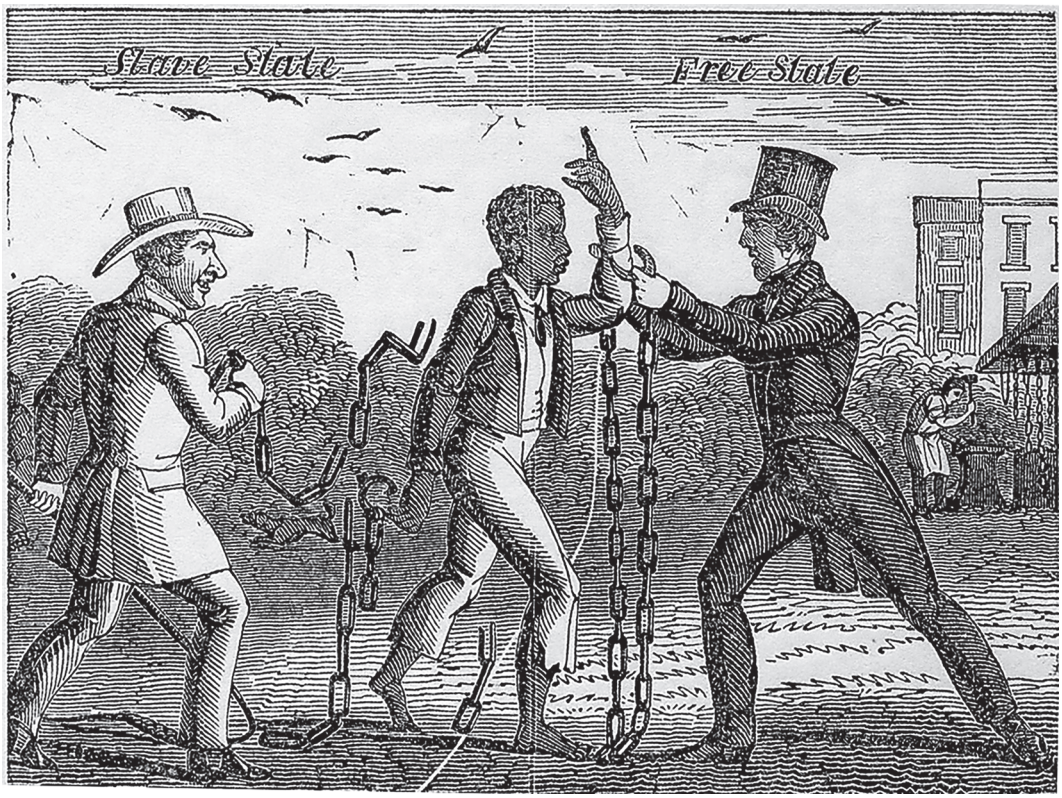
Document 7

Source: Image depicting the effects of a New York law that allowed enslavers to bring enslaved people into New York for up to nine months, *American Anti-Slavery Almanac*, 1840



Caption: "The slave steps out of the slave state, and his chains fall. A free state, with another chain, stands ready to re-enslave him."

Courtesy of Library of Congress

END OF DOCUMENTS FOR QUESTION 1

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GO ON TO THE NEXT PAGE.

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 at least two pieces of specific and relevant evidence.
- Use historical reasoning (e.g., comparison, causation, continuity or change over time) to frame or structure an argument that addresses the prompt.
- Demonstrate a complex understanding of a historical development related to the prompt through sophisticated argumentation and/or effective use of evidence.

2. Evaluate the relative importance of the causes of conflict among Europeans and Native Americans from 1500 to 1763.

3. Evaluate the relative importance of the causes of the growth of a national culture in the United States from 1800 to 1848.

4. Evaluate the relative importance of the effects of movements for social change from 1945 to 1980.

Begin your response to this question at the top of a new page in the separate Free Response booklet and fill in the appropriate circle at the top of each page to indicate the question number.

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

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STOP

END OF EXAM

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