2024

AP® United States History

Free-Response Questions Set 2

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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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"Why did millions of citizens become activists, take to the streets, and participate in the movement [of social activism in the 1960s]? . . . Activists felt that problems existing in the nation were inconsistent with the American ideal, with ideas expressed in the Declaration of Independence and U.S. Constitution. . . . Social activism developed as a response to numerous problems that had been festering in the nation for many years, and protesters revolted in their own way to reform what they considered was a corrupt system.

". . . When most people contemplate [the 1960s] they recall demonstrations and protests. . . . It would be difficult to find more significant issues than those the activists raised and confronted: equality or inequality, war or peace, . . . personal behavior versus community standards. Indeed, the protesters questioned the very nature and meaning of America."

Source: Terry H. Anderson, historian, *The Movement and the Sixties*, 1995

"During the 1960s, . . . conservatives methodically . . . became a dominant force in national politics by gaining control of the Republican Party. . . . The [New] Right evolved into a complex, organized, and effective political force that dominated the [Republican Party] by 1968 and eventually secured the election of a staunch conservative as president in 1980.

"Beginning in the 1960s . . . , a one-dimensional view of the 1960s as a decade of radical movements drew the focus away from other important developments during that time. . . . Feeling isolated from mainstream society and ignored by the press and politicians, conservative Americans from different economic, educational, and social backgrounds resolved to make their voices heard by their party, their elected officials, and their country."

Source: Mary C. Brennan, historian, *Turning Right in the Sixties*, 1995

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

    a. Briefly describe one major difference between Anderson's and Brennan's historical interpretations of social change in the 1960s.

    b. Briefly explain how one development from 1945 to 1980 that is not explicitly mentioned in the excerpts could be used to support Anderson's argument about social change in the 1960s.

    c. Briefly explain how one development from 1945 to 1980 that is not explicitly mentioned in the excerpts could be used to support Brennan's argument about social change in the 1960s.

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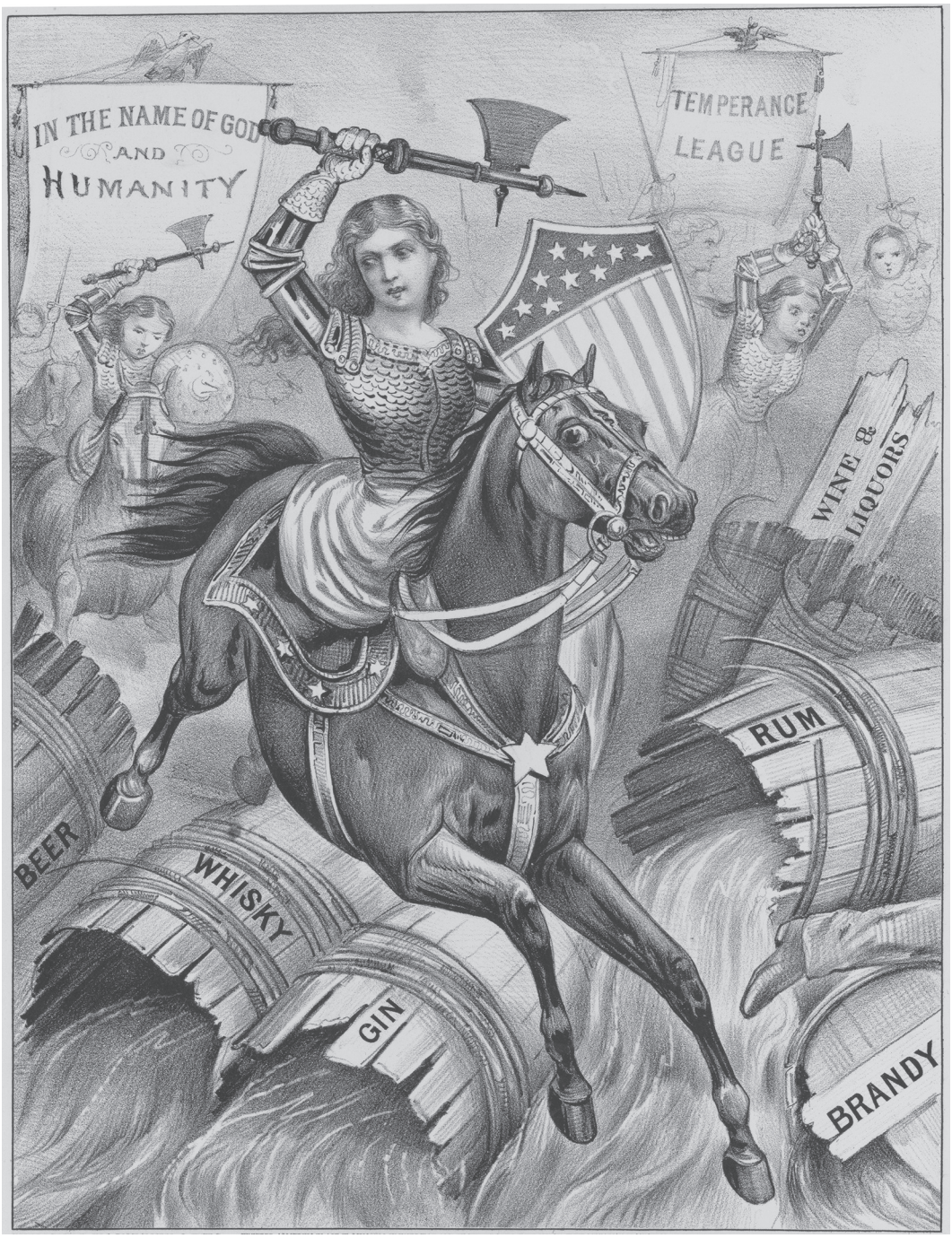

Source: "Woman's Holy War: Grand Charge on the Enemy's Works," illustration, 1874

Courtesy of the Library of Congress

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2. Using the image, respond to **parts a**, **b**, and **c**.
    a. Briefly describe one historical context that might explain the creation of the image.
    b. Briefly explain how the image reflected one continuity in ideas about reform from 1800 to 1874.
    c. Briefly explain how one previous belief about reform continued from 1875 to 1940.

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Question 3 or 4

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

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

   a. Briefly describe one United States government policy from 1783 to 1840.

   b. Briefly explain one similarity OR difference in how two groups responded to political change in the United States from 1783 to 1840.

   c. Briefly explain how one historical development from 1840 to 1860 contributed to regional divisions.

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

   a. Briefly describe one economic development from 1865 to 1900.

   b. Briefly explain one similarity OR difference in how two groups responded to economic change from 1865 to 1900.

   c. Briefly explain how one historical development from 1900 to 1940 contributed to government involvement in the economy.

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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 beliefs about threats to the United States shaped society from 1917 to 1945.

Document 1

Source: Henry Cabot Lodge, senator from Massachusetts, speech in the United States Senate on the Treaty of Versailles, 1919

No doubt many excellent and patriotic people see a coming fulfillment of noble ideals in the words "league for peace." We all respect and share these aspirations and desires, but some of us see no hope, but rather defeat, for them in the murky covenant.[1] . . . We would not have our politics distracted and embittered by the dissensions of other lands. We would not have our country's vigor exhausted or her moral force abated by everlasting meddling and muddling in every quarrel, great and small, which afflicts the world. Our ideal is to make her ever stronger and better and finer, because in that way alone, as we believe, can she be of the greatest service to the world's peace and to the welfare of mankind.

[1] treaty

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Document 2

Source: A. Mitchell Palmer, United States attorney general, "The Case Against the Reds," magazine article, 1920

Like a prairie-fire, the blaze of revolution was sweeping over every American institution of law and order a year ago. It was eating its way into the homes of the American workman, its sharp tongues of revolutionary heat were licking the altars of the churches, leaping into the belfry of the school bell, crawling into the sacred corners of American homes . . . burning up the foundations of society. . . .

. . . The Department of Justice will pursue the attack of these "Reds" upon the Government of the United States with vigilance, and no alien, advocating the overthrow of existing law and order in this country, shall escape arrest.

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Document 3

Source: Madison Grant, article in *The Forum* magazine, 1924

[Recently,] the chief cause of migration to this country has been the desire of the submerged and poverty-ridden elements in Europe to secure a share in our wealth and prosperity. They moved in vast numbers, especially from countries . . . where low standards of living prevail, into North America where wages are large, food and work abundant, and where the standard of living is very high—for the masses probably the highest in the history of the world.

If unchecked, this threatened influx of foreigners will submerge the native population and ultimately reduce the standing of living of the average man to low levels. . . .

The restriction of immigration is primarily necessary to prevent our present population, native and foreign alike, from being overwhelmed by numbers. This means that we must have a numerically restricted immigration.

Document 4

Source: Smedley D. Butler, "War is a Racket," speech, 1935

War is a racket. It always has been. It is possibly the oldest, easily the most profitable, surely the most vicious. It is the only one international in scope. It is the only one in which the profits are reckoned in dollars and the losses in lives.

A racket is best described, I believe, as something that is not what it seems to the majority of people. Only a small "inside" group knows what it is about. It is conducted for the benefit of the very few, at the expense of the very many. Out of war a few people make huge fortunes. . . .

How many of these war millionaires shouldered a rifle? How many of them dug a trench? . . . For a great many years, as a soldier, I had a suspicion that war was a racket; not until I retired to civil life did I fully realize it. Now that I see the international war clouds again gathering, as they are today, I must face it and speak out.

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Document 5

Source: "Neutrality," political cartoon depicting three United States Senators, 1939

National Archives and Records Administration

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Document 6

Source: Sachi Kajiwara, Japanese American woman, recollection of events at the racetrack in California that was converted into an internment camp, circa the mid-1940s

I worked as a recreation leader in our block [of internees] for a group of 7-10 year old girls. Perhaps one of the highlights was the yards and yards of paper chains we (my 7-10 year old girls) made from cut up strips of newspaper which we colored red, white, and blue for the big Fourth of July dance. . . .

These paper chains were the decoration that festooned the walls of the Recreation Hall. It was our Independence Day celebration, though we were behind barbed wire, military police all around us.

Document 7

Source: Mary McLeod Bethune, educator and civil rights activist, speech, circa 1942

This [world] war has given all Americans a lot to think about and a lot to do. . . . We have seen . . . whole groups of Europeans [deprived] of . . . the right to marry, the right to have families as we have known them and to give their children a fair start in the world.

We look at our own country and realize that, while we have not yet achieved the full dream of democracy here, we do have the basis for making that dream come true—the opportunity to struggle toward better things for ourselves and our children, the right to the pursuit of happiness. . . . We can see we have a two-way war to wage and win: 1. Actual fighting by land and sea against totalitarian aggressors; 2. Utilizing all our opportunities to make ourselves better citizens of this democracy and to give our children a still better chance to carry on the democracy of the future. . . .

. . . Sometimes, it may seem as if the Negro has almost too much to struggle against. . . . [But] we have accepted the challenge of democracy. . . . We are carrying out this American process perhaps more intensely than any other group in the population.

"Speech by Mary McLeod Bethune, n.d. (circa 1942-45), untitled" courtesy of the Bethune-Cookman University Archives, Bethune-Cookman University, Daytona Beach, FL.

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 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 extent to which settler expansion influenced North America from 1754 to 1800.

3. Evaluate the extent to which migration influenced the western United States from 1820 to 1898.

4. Evaluate the extent to which migration influenced United States society from 1932 to 2000.

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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END OF EXAM

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