
United States History

Practice Exam

NOTE: This is a modified version of the 2017 AP United States History Exam.

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Note: This publication shows the page numbers that appeared in the *2016–17 AP Exam Instructions* book and in the actual exam. This publication was not repaginated to begin with page 1.

Exam Instructions

The following contains instructions taken from the *2016–17 AP Exam Instructions* book.

AP[®] United States History Exam

Regularly Scheduled Exam Date: Friday morning, May 5, 2017

Late-Testing Exam Date: Wednesday morning, May 17, 2017

Section I	Total Time: 1 hour 45 minutes	Part A:	Part B:
	Percent of Total Score: 60%	<i>Multiple-Choice questions</i>	<i>Short-Answer questions</i>
		Number of Questions: 55*	Number of Questions: 4*
		Time: 55 minutes	Time: 50 minutes
		Writing Instrument: Pencil required	Writing Instrument: Pen with black or dark blue ink
		<i>*The number of questions may vary slightly depending on the form of the exam.</i>	

Section II **Total Time:** 1 hour 30 minutes
Number of Questions: Document-based question (DBQ) and 1 essay
(15-minute reading period, 1-hour and 15-minute writing period)
Percent of Total Score: 40%
Writing Instrument: Pen with black or dark blue ink

What Proctors Need to Bring to This Exam

- Exam packets
- Answer sheets
- Short-Answer Response Booklet Return Envelope(s)
- AP Student Packs
- *2016-17 AP Coordinator's Manual*
- This book — *AP Exam Instructions*
- AP Exam Seating Chart template
- School Code and Home-School/Self-Study Codes
- Pencil sharpener
- Container for students' electronic devices (if needed)
- Extra No. 2 pencils with erasers
- Extra pens with black or dark blue ink
- Lined paper
- Stapler
- Watch
- Signs for the door to the testing room
 - “Exam in Progress”
 - “Cell phones are prohibited in the testing room”

Before Distributing Exams: Check that the title on all exam covers is **United States History**. If there are any exam booklets with a different title, contact the AP coordinator immediately.

SEATING POLICY FOR AP UNITED STATES HISTORY EXAM

Testing Window	Exams Administered at Schools in the United States, Canada, Puerto Rico, and the U.S. Virgin Islands	Exams Administered at Schools Outside the United States, Canada, Puerto Rico, and the U.S. Virgin Islands
Regularly Scheduled Exams	Students must be seated no less than four feet apart.	Students must be seated no less than five feet apart.
Late-Testing Exams	Students must be seated no less than five feet apart.	

SECTION I: Multiple Choice and Short Answer

- **Do not begin the exam instructions below until you have completed the appropriate**
- **General Instructions for your group.**

Make sure you begin the exam at the designated time. Remember, you must complete a seating chart for this exam. See pages 325–326 for a seating chart template and instructions. See the *2016-17 AP Coordinator’s Manual* for exam seating requirements (pages 51–54).

If you are giving the regularly scheduled exam, say:

It is Friday morning, May 5, and you will be taking the AP United States History Exam.

If you are giving the alternate exam for late testing, say:

It is Wednesday morning, May 17, and you will be taking the AP United States History Exam.

In a moment, you will open the packet that contains your exam materials. By opening this packet, you agree to all of the AP Program’s policies and procedures outlined in the *2016-17 Bulletin for AP Students and Parents*.

Look at your exam packet and confirm that the exam title is “AP United States History.” Raise your hand if your exam packet contains any title other than “AP United States History” and I will help you.

Once you confirm that all students have the correct exams, say:

You may now remove the shrinkwrap from your exam packet and take out the two Section I booklets. One is labeled Section I: Multiple Choice and Short Answer, and the other is labeled Section I, Part B: Short-Answer Response Booklet. Do not open the short-answer response booklet or the shrinkwrapped Section II materials.

Place the Section I, Part B: Short-Answer Response Booklet and the seals on top of the shrinkwrapped Section II exam materials, and set these aside on your desk. You should now refer only to the Section I: Multiple Choice and Short Answer booklet and your multiple-choice answer sheet. . . .

Carefully remove the AP Exam label found near the top left of your Section I: Multiple Choice and Short Answer booklet cover. Now place it on page 1 of your multiple-choice answer sheet on the light blue box near the top right-hand corner that reads “AP Exam Label.”

If students accidentally place the exam label in the space for the number label or vice versa, advise them to leave the labels in place. They should not try to remove the label; their exam can still be processed correctly.

Read the statements on the front cover of the exam booklet and look up when you have finished. . . .

Sign your name and write today’s date. Look up when you have finished. . . .

Now print your full legal name where indicated. Are there any questions? . . .

Turn to the back cover of your exam booklet and read it completely. Look up when you have finished. . . .

Are there any questions? . . .

You will begin by taking the multiple-choice part of the exam. You may never discuss the multiple-choice exam content at any time in any form with anyone, including your teacher and other students. If you disclose the multiple-choice exam content through any means, your AP Exam score will be canceled.

Put all pens aside. Does everyone have a pencil? . . .

Provide pencils as necessary. Then say:

Open your answer sheet to page 2. The multiple-choice answer sheet has circles marked A–E for each question. For U.S. History, you will use only the circles marked A–D. You must complete the answer sheet using a No. 2 pencil only. Mark all of your responses beginning on page 2 of your multiple-choice answer sheet, one response per question. Completely fill in the circles. If you need to erase, do so carefully and completely. No credit will be given for anything written in the exam booklet. Scratch paper is not allowed, but you may use the margins or any blank space in the exam booklet for scratch work. Are there any questions? . . .

You have 55 minutes for the multiple-choice questions. If you finish before time is called, you may check your work, but do not go on to Part B until I tell you to do so. Your multiple-choice answer sheets will be collected at the end of the 55 minutes. Open your exam booklet and begin.



Note Start Time here _____. Note Stop Time here _____. Proctors should circulate throughout the testing room to check that students are marking their answers in pencil on their multiple-choice answer sheets and that they are not looking ahead to Part B or at the other exam booklets. Proctors should stop any students who begin reading the Part B short-answer questions or begin writing in the Part B: Short-Answer Response Booklet (this booklet should remain on top of the Section II shrinkwrapped packet). These students should be redirected back to the multiple-choice questions. If students complete the multiple-choice questions early they may recheck their work on Part A or sit quietly until you give the next instruction. After 45 minutes, say:

There are 10 minutes remaining.

After 10 minutes, say:

Stop working. Close your exam booklet and put your multiple-choice answer sheet on your desk, face up. Make sure you have your AP number label and an AP Exam label on page 1 of your multiple-choice answer sheet.

Sit quietly while I collect your answer sheets. Do not reopen the exam booklet until you are told to do so.

Collect a multiple-choice answer sheet from each student. Check that each answer sheet has an AP number label and an AP Exam label. After all multiple-choice answer sheets have been collected, say:

Now put all pencils aside. Get your Student Pack from under your chair, and get the short-answer response booklet that you set aside earlier. Leave the seals and the shrinkwrapped Section II packet to the side. . . .

You should now have in front of you:

- **your Student Pack, and**
- **the two Section I booklets (the Section I: Multiple Choice and Short Answer booklet and the short-answer response booklet)**

The short-answer response booklet has lined pages for your responses. The pages are labeled with watermarks Q1 through Q4 that correspond to the short-answer questions 1 through 4. You must use a pen with black or dark blue ink so your responses can be scored accurately.

Take an AP number label from the center of your Student Pack and place it on the shaded box at the top of page 1 of the short-answer response booklet. If you don't have any AP number labels, write your AP number in the box. . . .

Turn to page 4 and print the first two letters of your last name and the first letter of your first name in the boxes where indicated. Then print your date of birth in the boxes. . . .

In the School Code box, write the school code you printed on the front of your Student Pack in the boxes. . . .

Read the statement at the top right of the page. Are there any questions? . . .

May I have everyone's attention? Turn the short-answer response booklet to page 1. Does everyone have their booklets turned to page 1? . . .

Place your Student Pack under your chair. . . .

The short-answer questions are in Part B of the exam booklet. Read the questions carefully. Your responses should be brief; they should not be essays. Longer responses will not necessarily receive higher scores than shorter ones that accomplish all the tasks set by the question.

You must write your response to each question 1 through 4 on the page designated for that question. Do not write outside the box.

You have 50 minutes for this part. Are there any questions before we begin? . . .

Turn to Part B in the exam booklet and make sure you have the short-answer response booklet turned to page 1. Begin working.



Note Start Time here _____. Note Stop Time here _____. Check that students are writing their answers in their short-answer response booklet within the boxes on the lined pages designated for the questions. The booklet is designed to provide sufficient space for responses. However, if a student requires additional space to complete responses, provide lined paper. Instruct

those students to write only their AP number, the exam section (Section I, Part B), and the number of the question they are working on, at the top of each extra sheet of paper they use. The shrinkwrapped Section II materials should still be on the side and unopened. After 40 minutes, say:

There are 10 minutes remaining.

After 10 minutes, say:

Stop working and close both booklets.

If any students used extra paper for a question in the short-answer part, have those students staple the extra sheet(s) to the page corresponding to that specific question in their short-answer response booklets. Complete an Incident Report. A single Incident Report may be completed for multiple students per exam subject per administration (regular or late testing) as long as all of the required information is provided. Include all short-answer response booklets with extra sheets of paper in an Incident Report return envelope (see page 62 of the *2016-17 AP Coordinator's Manual* for complete details). Then say:

I will now collect the short-answer response booklet.

Collect a short-answer response booklet from each student. Check for the following:

- Short-answer response booklet page 1: The student placed an AP number label on the shaded box.
- Short-answer response booklet page 4: The student completed the identification information at the top.

Be sure to keep these short-answer response booklets separate from the multiple-choice answer sheets. Before leaving the testing room, you will need to insert all of the short-answer response booklets into the yellow AP U.S. History/AP European History Short-Answer Response Booklet Return Envelope(s). Reminder, if any students used extra sheets of paper, those short-answer response booklets must be returned in the Incident Report return envelope.

Now you must seal your exam booklet using the white seals you set aside earlier. Remove the white seals from the backing and press one on each area of your Section I booklet cover marked "PLACE SEAL HERE." Fold each seal over the back cover. When you have finished, place the booklet on your desk, face up. I will now collect your exam booklet. . . .

Collect the Section I: Multiple Choice and Short Answer booklet from each student. Check that all booklets are sealed and that students have signed the front cover of the booklets.

There is a 10-minute break between Sections I and II. When all Section I materials have been collected and accounted for and you are ready for the break, say:

Please listen carefully to these instructions before we take a 10-minute break. All items you placed under your chair at the beginning of this exam must stay there, and you are not permitted to open or access them in any way. Leave your shrinkwrapped Section II packet on your desk during the break. You are not allowed to consult teachers, other students, notes, or textbooks during the break. You may not make phone calls, send text messages, check email, use a social networking site, or access any electronic or communication device. Remember, you may never discuss the multiple-choice exam content

at any time in any form with anyone, including your teacher and other students. If you disclose the multiple-choice exam content through any means, your AP Exam score will be canceled.

If you are giving the regularly scheduled exam, say:

You may not discuss or share any of the short-answer exam content with anyone unless it is released on the College Board website in about two days.

If you are giving the alternate exam for late testing, say:

In addition, none of the short-answer content in this exam may ever be discussed or shared in any way at any time. If you disclose the short-answer exam content through any means, your AP Exam score will be canceled.

Are there any questions? . . .



You may begin your break. Testing will resume at _____.

SECTION II: Free Response

Section II (free response) of this exam begins with a mandatory essay question (Question 1) and then gives students a choice of two essay topics (Question 2 or Question 3). A sheet of essay-choice labels is included with the Section II free-response booklets. At the conclusion of the free-response section, you will instruct students to apply the appropriate label where indicated on the front cover of their Section II exam booklet, identifying their essay choice.

After the break, say:

May I have everyone’s attention? Place your Student Pack on your desk. . . .

You may now remove the shrinkwrap from the Section II packet, but do not open either the Section II exam booklet or the orange Section II: Free Response, Questions and Documents booklet until you are told to do so. Put the essay-choice labels aside. You will need them at the end of Section II. . . .

Read the bulleted statements on the front cover of the exam booklet. Look up when you have finished. . . .

Now take an AP number label from your Student Pack and place it on the shaded box. If you don’t have any AP number labels, write your AP number in the box. Look up when you have finished. . . .

Read the last statement. . . .

Using a pen with black or dark blue ink, print the first, middle, and last initials of your legal name in the boxes and print today’s date where indicated. This constitutes your signature and your agreement to the statements on the front cover. . . .

Turn to the back cover and, using your pen, complete the “Important Identification Information.”

Look up when you have finished. . . .

I need to collect the Student Pack from anyone who will be taking another AP Exam. You may keep it only if you are not taking any other AP Exams this year. If you have no other AP Exams to take, place your Student Pack under your chair now. . . .

Read the information on the back cover of the Section II: Free Response booklet. Do not open the booklet until you are told to do so. Look up when you have finished. . . .

Collect the Student Packs. Then say:

Now, read the information on the front cover of the orange booklet. Look up when you have finished. . . .

The total Section II time is 1 hour and 30 minutes. This includes a 15-minute reading period. The reading period is designed to provide you with time to develop thoughtful, well-organized responses. During the reading period you are advised to read Question 1 and plan your answer. If you have time, you may also read Questions 2 and 3. You may begin writing your responses before the reading period is over. You may make notes in the orange booklet, but your responses must be written in the free-response booklet using a pen with black or dark blue ink. At the top of each page in the free-response booklet, circle the number of the question you are answering.

The suggested writing time for Question 1 is 40 minutes. After 40 minutes, you will be advised to move on to the next question. Questions 2 and 3 are weighted equally; you won't get extra credit for answering the question that may seem more difficult. Choose the question for which you are better prepared.

If you need more paper to complete your responses, raise your hand. At the top of each extra sheet of paper you use, be sure to write only:

- your AP number,
- Section II, and
- the question number you are working on.

You may now open the orange booklet and exam booklet and begin the 15-minute reading period.



Note Start Time here _____. Note Stop Time here _____. After 15 minutes, say:

The reading period is over. You have 1 hour and 15 minutes remaining to complete Section II.



Note Start Time here _____. Note Stop Time here _____. Check that students are using pens and that they are writing their answers in their exam booklets and not in their orange booklets. After 40 minutes, say:

You are advised to move on to the next question. Answer either Question 2 or Question 3, but not both.

After 25 minutes, say:

There are 10 minutes remaining.

After 10 minutes, say:

Stop working and close both booklets. Look at the bottom front cover of your free-response booklet. Using the essay-choice labels that you set aside earlier, select the label that matches the question you chose to answer (Question 2 or Question 3), and apply it to the bottom front cover of your exam booklet, where indicated. For example, if you answered Question 2 apply the label “2.” Look up when you have finished. . . .

Now put both booklets on your desk, face up. Do not place your Section II exam booklet inside your orange booklet or vice versa. Put your unused labels next to them. . . .

If any students used extra paper for a question in the free-response section, have those students staple the extra sheet(s) to the first page corresponding to that question in their free-response booklets. Complete an Incident Report. A single Incident Report may be completed for multiple students per exam subject per administration (regular or late testing) as long as all of the required information is provided. Include all free-response booklets with extra sheets of paper in an Incident Report return envelope (see page 62 of the *2016-17 AP Coordinator’s Manual* for complete details). Then say:

Remain in your seat, without talking, while the exam materials are collected. . . .

Collect a free-response booklet, an orange booklet, and the unused labels from each student. Check for the following:

- Free-response booklet front cover: The student placed an AP number label and an essay-choice label in the appropriate boxes and printed his or her initials and today’s date.
- Free-response booklet back cover: The student completed the “Important Identification Information” area.
- The student wrote answers in the free-response booklet and not in the orange booklet.

The orange booklets must be returned with the rest of your exam materials. Keep the orange booklets separate from the Section II exam booklets. Do not place the free-response booklets inside the orange booklets or vice versa.

You may discard the essay-choice labels after you have checked that all students have applied one label to each free-response booklet. When all exam materials have been collected and accounted for, return to students any electronic devices you may have collected before the start of the exam.

If you are giving the regularly scheduled exam, say:

You may not discuss or share the exam content of the free-response section with anyone unless it is released on the College Board website in about two days. Your AP Exam score results will be available online in July.

If you are giving the alternate exam for late testing, say:

None of the content in this exam may ever be discussed or shared in any way at any time. Your AP Exam score results will be available online in July.

If any students completed the AP number card at the beginning of this exam, say:

Please remember to take your AP number card with you. You will need the information on this card to view your scores and order AP score reporting services online.

Then say:

You are now dismissed.

Post-Exam Tasks

Before you leave the testing room, be sure to insert all of the Section I, Part B: Short-Answer Response Booklets inside the AP U.S. History/AP European History Short-Answer Response Booklet Return Envelope(s) with the folds of the short-answer response booklets facing the same direction. Insert no more than 25 short-answer response booklets in a single envelope. (Do not include multiple-choice answer sheets inside the short-answer response booklet return envelope(s).) If you use more than one envelope, number the envelopes consecutively (1 of 3, 2 of 3, 3 of 3, etc.).

Do not tape or seal this envelope. Follow the directions on pages 69–70 of the *2016-17 AP Coordinator’s Manual* for packing the U.S. History/European History short-answer response booklet return envelope(s) in your return shipment to the AP Program.

Be sure to give the completed seating chart to the AP coordinator. Schools must retain seating charts for at least six months (unless the state or district requires that they be retained for a longer period of time). Schools should not return any seating charts in their exam shipments unless they are required as part of an Incident Report.

The exam proctor should complete the following tasks if asked to do so by the AP coordinator. Otherwise, the AP coordinator must complete these tasks.

All exam materials must be placed in secure storage until they are returned to the AP Program after your school’s last administration. Before storing materials, check the “School Use Only” section on page 1 of the answer sheet and:

- Fill in the appropriate section number circle in order to access a separate AP Instructional Planning Report (for regularly scheduled exams only) or subject score roster at the class section or teacher level. See “Post-Exam Activities” in the *2016-17 AP Coordinator’s Manual*.
- Check your list of students who are eligible for fee reductions and fill in the appropriate circle on their registration answer sheets.

Student Answer Sheet for the Multiple-Choice Section

Use this section to capture student responses. (Note that the following answer sheet is a sample, and may differ from one used in an actual exam.)

COMPLETE THIS AREA ONLY ONCE.

R. YOUR MAILING ADDRESS Use the address abbreviations from your AP Student Pack. Fill in only one circle per column. Indicate a space in your address by leaving a blank box; do not grid that column.

Grid for mailing address with columns for STREET ADDRESS, CITY, ZIP OR POSTAL CODE, and COUNTRY CODE. Includes a STATE selection table with options for MI, NY, VT, AK, HI, MN, OH, WA, AL, IA, MO, OK, WI, AR, ID, MS, OR, WV, AZ, IL, MT, PA, WY, CA, IN, NC, RI, Puerto Rico, CO, KS, ND, SC, CT, KY, NE, SD, AA, DC, LA, NH, TN, AE, DE, MA, NJ, TX, AP, FL, MD, NM, UT, GA, ME, NV, VA, and Other.

V. SEX
Female Male

W. WHICH LANGUAGE DO YOU KNOW BEST?
English
English and another language about the same
Another language

X. RACIAL/ETHNIC GROUP
Please answer both questions about Hispanic origin and about race. For the following questions about your identity, Hispanic origins are not races.
(You may mark all that apply.)

a. Are you of Hispanic, Latino, or Spanish origin?
b. What is your race?
Options include American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or other Pacific Islander, White, Yes, Cuban, Yes, Mexican, Yes, Puerto Rican, Yes, another Hispanic, Latino, or Spanish origin.

Y. PARENTAL EDUCATION LEVEL
In the first column, indicate the highest level of education of one parent/guardian, and indicate whether this is your mother/female guardian or father/male guardian. Then, if applicable, indicate the highest level of education of your other parent/guardian in the second column, and indicate whether this is your mother/female guardian or father/male guardian.
Options include Mother or female guardian, Father or male guardian, Grade school, Some high school, High school diploma or equivalent, Vocational or trade school, Some college, Associate or two-year degree, Bachelor's or four-year degree, Some graduate or professional school, Graduate or professional degree.

S. FOR STUDENTS OUTSIDE THE UNITED STATES ONLY
If your address does not fit in the spaces provided in Item R, fill in as many circles as you can, then fill in the circle in Item S and print the remainder of your address in the spaces provided.

T. STUDENT IDENTIFIER (Student ID Number)

U. EMAIL ADDRESS
By providing your email address, you are granting the College Board permission to use your email address in accordance with the policies in the 2016-17 Bulletin for AP Students and Parents.

Address City State or Province Country ZIP or Postal Code

Section I: Multiple-Choice and Short-Answer Questions

This is the multiple-choice section of the 2017 AP exam.
It includes cover material and other administrative instructions
to help familiarize students with the mechanics of the exam.
(Note that future exams may differ in look from the following content.)

For purposes of test security and/or statistical analysis, some questions
have been removed from the version of the exam that was administered
in 2017. Therefore, the timing indicated here may not be appropriate
for a practice exam.

AP[®] United States History Exam

SECTION I, Part A: Multiple Choice

2017

DO NOT OPEN THIS BOOKLET UNTIL YOU ARE TOLD TO DO SO.

At a Glance

Time
55 minutes
Number of Questions
49
Percent of Total Score
40%
Writing Instrument
Pencil required

Instructions

Section I, Part A of this exam contains 49 multiple-choice questions. Fill in only the circles for numbers 1 through 49 on your multiple-choice answer sheet. Because this section offers only four answer options for each question, do not mark the (E) answer circle for any question.

Indicate all of your answers to the multiple-choice questions on the multiple-choice answer sheet. No credit will be given for anything written in this exam booklet, but you may use the booklet for notes or scratch work. After you have decided which of the suggested answers is best, completely fill in the corresponding circle on the multiple-choice answer sheet. Give only one answer to each question. If you change an answer, be sure that the previous mark is erased completely. Here is a sample question and answer.

Sample Question Sample Answer

Chicago is a (A) ● (C) (D) (E)
(A) state
(B) city
(C) country
(D) continent

Use your time effectively, working as quickly as you can without losing accuracy. Do not spend too much time on any one question. Go on to other questions and come back to the ones you have not answered if you have time. It is not expected that everyone will know the answers to all of the multiple-choice questions.

Your total score on the multiple-choice section is based only on the number of questions answered correctly. Points are not deducted for incorrect answers or unanswered questions.

SECTION I, Part B: Short Answer

At a Glance

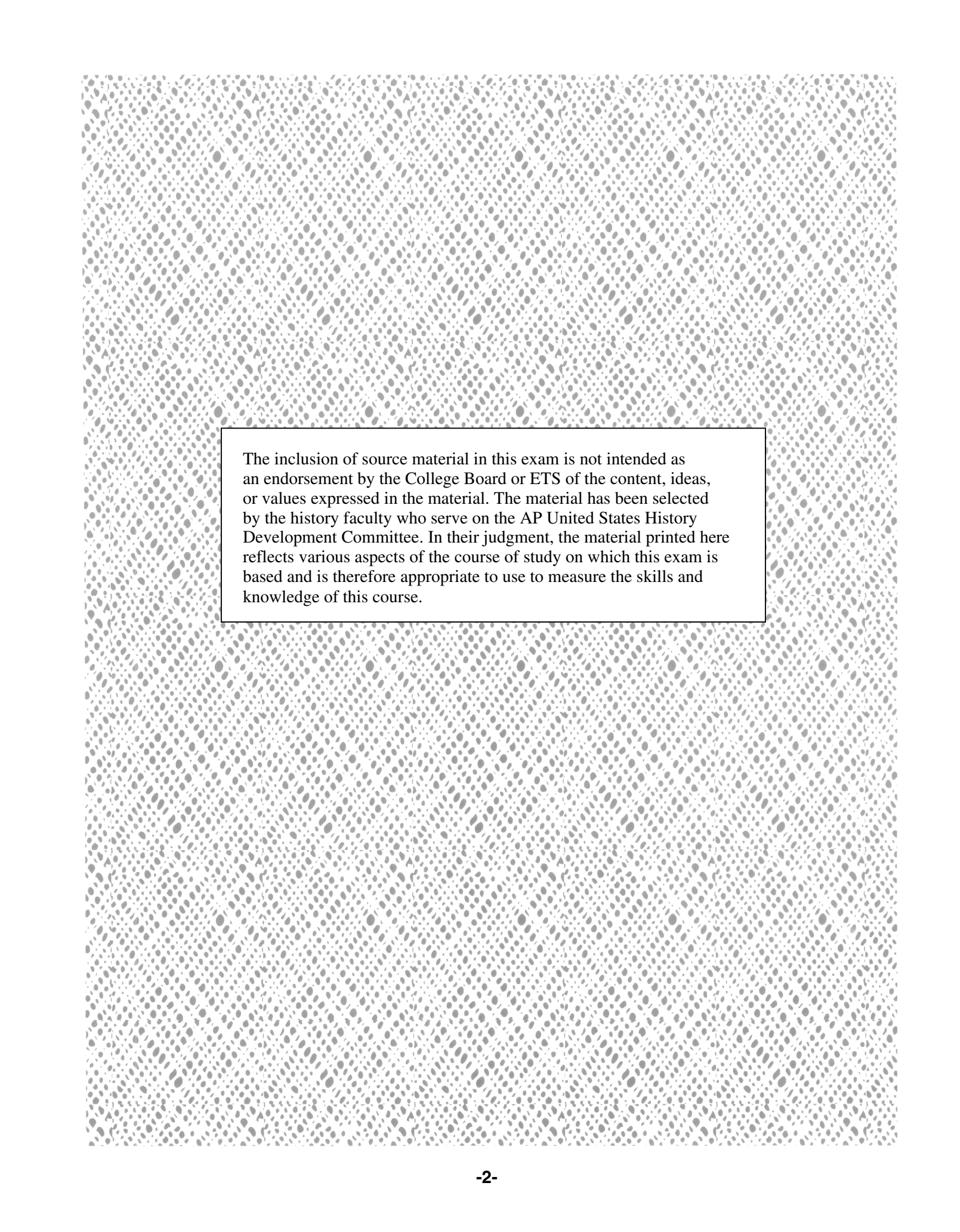
Time
50 minutes
Number of Questions
3
Percent of Total Score
20%
Writing Instrument
Pen with black or dark blue ink

Instructions

Section I, Part B of this exam contains 3 short-answer questions. 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 its designated page.

Form I
Form Code 4NBP4-S

07



The inclusion of source material in this exam is not intended as an endorsement by the College Board or ETS of the content, ideas, or values expressed in the material. The material has been selected by the history faculty who serve on the AP United States History Development Committee. In their judgment, the material printed here reflects various aspects of the course of study on which this exam is based and is therefore appropriate to use to measure the skills and knowledge of this course.

UNITED STATES HISTORY

SECTION I, Part A

Time—55 minutes

49 Questions

Directions: Each of the questions or incomplete statements below is followed by four suggested answers or completions. Select the one that is best in each case and then fill in the corresponding circle on the answer sheet.

Questions 1 and 2 refer to the excerpt below.

“[T]his administration is motivated by a political philosophy that sees the greatness of America in you, her people, and in your families, churches, neighborhoods, communities—the institutions that foster and nourish values like concern for others and respect for the rule of law under God.

“Now, I don’t have to tell you that this puts us in opposition to . . . a prevailing attitude of many who have turned to a modern-day secularism, discarding the tried and time-tested values upon which our very civilization is based. . . . And while they proclaim that they’re freeing us from superstitions of the past, they’ve taken upon themselves the job of superintending us by government rule.”

President Ronald Reagan, speech to the National Association of Evangelicals, 1983

1. The excerpt most directly reflects which of the following trends of the 1980s?
 - (A) The continued growth of the influence of liberal political ideas
 - (B) The religious diversity of the Republican Party’s supporters
 - (C) The increasing public belief in the federal government’s positive influence on society
 - (D) The expanding political participation of Christian groups
2. Reagan’s presidency resulted in
 - (A) a decrease in federal government spending
 - (B) deregulation of industry and reductions in taxes
 - (C) extensive federal legislation promoting moral ideals
 - (D) more vigorous protection of the environment

Questions 3 - 5 refer to the excerpt below.

“[George] Washington’s gratitude was genuine . . . but the fact remains that the members of the association, who had embarked on a very unfeminine enterprise, were ultimately deflected into a traditional domestic role. . . . Ironically and symbolically, the Philadelphia women of 1780, who had tried to establish an unprecedented nationwide female organization, ended up as what one amused historian has termed ‘General Washington’s Sewing Circle.’

“Male Revolutionary leaders too regarded women’s efforts with wry condescension. . . . The women, on the other hand, . . . could reflect proudly that ‘whilst our friends were exposed to the hardships and dangers of the fields of war for our protection, we were exerting at home our little labours to administer to their comfort and alleviate their toil.’”

Mary Beth Norton, historian, “The Philadelphia Ladies Association,”
American Heritage, 1980

3. The women described in the excerpt would have most typically engaged in which of the following activities during the Revolutionary era?
 - (A) Writing plays in support of independence
 - (B) Campaigning for the right to vote as a wartime measure
 - (C) Joining militias so that they could fight on the front lines of battle
 - (D) Producing goods for the Patriot cause
4. Which of the following pieces of evidence could best be used to support the argument in the excerpt?
 - (A) A record of deeds and land titles held by widows during the American Revolution
 - (B) Statistics showing the changes in average family size before and after the Revolution
 - (C) Correspondence between husbands and wives involved in Revolutionary politics
 - (D) Studies comparing the literacy rates for men and women during the Revolutionary era
5. During and immediately after the Revolutionary era, which of the following resulted most directly from the efforts of women such as those described in the excerpt?
 - (A) The extension of voting rights to women nationwide
 - (B) The reform of laws regarding women’s property ownership
 - (C) The creation of a national network of abolitionist societies
 - (D) The ideal that women would teach republican values

Questions 6 and 7 refer to the excerpt below.

“In colonial New England, two sets of human communities which were also two sets of ecological relationships confronted each other, one Indian and one European. They rapidly came to inhabit a single world, but in the process the landscape of New England was so transformed that the Indians’ earlier way of interacting with the environment became impossible. The task before us is not only to describe the ecological changes that took place in New England but to determine what it was about Indians and colonists—in their relations both to nature and to each other—that brought those changes about.”

William Cronon, historian, *Changes in the Land: Indians, Colonists, and the Ecology of New England*, 1983

6. Which of the following best supports the general argument in the excerpt about how Europeans changed North America?
- (A) The emergence of racially and culturally mixed populations
 - (B) The efforts to restrict settlement beyond the Appalachian Mountains
 - (C) The spread of maize agriculture
 - (D) The establishment of fenced fields on family farms
7. During the colonial era, which of the following was a widespread effect of the interactions between European colonists and American Indians described in the excerpt?
- (A) Confinement of American Indians to government-sponsored reservations
 - (B) Forced migration of American Indians to territories beyond the Mississippi River
 - (C) Increased intensity of warfare between the two groups
 - (D) Efforts to assimilate American Indians into White society through land policies and schooling

Questions 8 - 11 refer to the excerpt below.

“As [political leader Henry] Clay envisioned it [in the 1820s], the American System constituted the . . . basis for social improvement. . . . Through sale of its enormous land holdings, the federal government could well afford to subsidize internal improvements. By levying protective tariffs, the government should foster the development of American manufacturing and agricultural enterprises that, in their infancy, might not be able to withstand foreign competition. The promotion of industry would create a home market for agricultural commodities, just as farms provided a market for manufactured products.”

Daniel Walker Howe, historian, *What Hath God Wrought: The Transformation of America, 1815–1848*, published in 2007

8. Which of the following most directly made possible the ideas described in the excerpt?
- (A) The emergence of monopolies that dominated entire businesses
 - (B) Innovations including textile machinery, steam engines, and interchangeable parts
 - (C) Farmers’ creation of local, regional, and national organizations that resisted corporate power
 - (D) The significant influence of organized labor unions
9. Based on the excerpt, which of the following groups would have been most likely to oppose Henry Clay’s ideas?
- (A) Abolitionists
 - (B) Antebellum reformers
 - (C) Members of the Whig Party
 - (D) Members of the Democratic Party
10. The ideas described in the excerpt contributed most directly to which of the following?
- (A) A decline in the internal slave trade
 - (B) Large-scale European immigration to the South
 - (C) More Americans producing goods for national markets
 - (D) Business leaders consolidating corporations into trusts and holding companies
11. One major change in United States politics from the 1820s to the mid-1850s was the
- (A) adoption of an antislavery platform by the Whig Party
 - (B) rise of political parties defined largely by regional interests
 - (C) collapse of the Democratic Party in the South
 - (D) decline of competition between parties

Questions 12 - 14 refer to the excerpt below.

“Women’s libbers do *not* speak for the majority of American women. American women do *not* want to be liberated from husbands and children. We do *not* want to trade our birthright of the special privileges of American women—for the mess of pottage called the Equal Rights Amendment.

“Modern technology and opportunity have not discovered any nobler or more satisfying or more creative career for a woman than marriage and motherhood. The wonderful advantage that American women have is that we can have all the rewards of that number-one career, and still moonlight with a second one to suit our intellectual, cultural, or financial tastes or needs.”

Phyllis Schlafly, “What’s Wrong with ‘Equal Rights’ for Women?,” 1972

12. The ideas expressed in the excerpt are most closely aligned with which of the following broader historical developments?
- (A) The emergence of the sexual revolution
 - (B) The growth of the modern conservative movement
 - (C) The increased use of federal power to address social inequalities
 - (D) The critique of post–Second World War liberalism from groups on the left
13. Schlafly’s argument in the excerpt responded most directly to the
- (A) rise of the conservation movement
 - (B) achievement of woman suffrage
 - (C) change in the structure of families
 - (D) influence of computers and the Internet
14. The ideas in the excerpt about women’s roles in society have the most in common with ideas associated with which of the following?
- (A) Activism on behalf of women’s rights during the middle of the nineteenth century
 - (B) The greater separation of home and workplace during the first decades of the nineteenth century
 - (C) Political and social reform efforts led by women’s clubs during the late nineteenth century
 - (D) The increased participation of women in the workforce during the Second World War

Questions 15 and 16 refer to the excerpt below.

“[S]ince a report had been made to the king on the fertility of the soil by [Sieur de Monts] and by me on the feasibility of discovering the passage to China, . . . his Majesty directed Sieur de Monts to make a new outfit, and send men to continue what he had commenced. . . . He was also influenced by the hope of greater advantages in case of settling in the interior, where the people are civilized, . . . than along the sea-shore, where the [natives] generally dwell. From this course, he believed the king would derive an inestimable profit; for it is easy to suppose that Europeans will seek out this advantage rather than those of a jealous and intractable disposition to be found on the shores.”

Samuel de Champlain, French explorer, 1604

15. French exploration of North America, as reflected in the excerpt, most directly contributed to which of the following?
- (A) The ongoing shift from feudalism to capitalism in western Europe
 - (B) An economy based on agricultural surpluses in French North America
 - (C) Population decline in France as a result of migration to the American colonies
 - (D) Western European acceptance of the racial and cultural equality of American Indians
16. The French most differed from the Spanish in relations with American Indians in that the French
- (A) did not intermarry with American Indians
 - (B) more frequently enslaved American Indians
 - (C) developed stronger alliances with American Indians
 - (D) converted more American Indians to Catholicism

Questions 17 - 19 refer to the excerpt below.

“The expansion of the South [from 1800 to 1850] across the Appalachians and the Mississippi River to the fringes of the high plains was one of the great American folk wanderings. Motivated by the longing for fresh and cheap land, . . . Southerners completed their occupation of a region as large as western Europe. Despite the variety of the land, . . . the settlers of the Southwest had certain broad similarities. They might be farmers large or small, but most farmed or lived by serving the needs of farmers. . . . Not all owned or ever would own slaves, but most accepted slavery as a mode of holding and creating wealth.”

Albert E. Cowdrey, historian, *This Land, This South: An Environmental History*, 1983

17. Which of the following contributed most directly to the population movement described in the excerpt?
- (A) The discovery of gold
 - (B) The overcultivation of the soil
 - (C) The growth of industrial manufacturing
 - (D) The decline of the trans-Atlantic trade
18. Which of the following was the most significant impact of the South’s expansion described in the excerpt?
- (A) Conflict over the future of slavery
 - (B) Growth of a national railroad network
 - (C) Fewer social differences among White settlers
 - (D) Greater opportunities for free African Americans
19. The economic growth of the South relied primarily on the export of goods to which of the following?
- (A) East Asia
 - (B) The Midwest
 - (C) The West
 - (D) Europe

Questions 20 - 22 refer to the excerpt below.

“All the fresh air that ever enters these stairs comes from the hall-door that is forever slamming, and from the windows of dark bedrooms that in turn receive from the stairs their sole supply of the elements God meant to be free. . . . The sinks are in the hallway, that all the tenants may have access—and all be poisoned alike by their summer stench. . . . When the summer heats come with their suffering they have meaning more terrible than words can tell. . . . This gap between dingy brick-walls is the yard. That strip of smoke-colored sky up there is the heaven of these people. . . . A hundred thousand people lived in . . . tenements in New York last year.”

Jacob Riis, *How the Other Half Lives*, 1890

20. The excerpt is best understood as a response to which of the following historical developments?
- (A) The first Red Scare
 - (B) Industrialization
 - (C) The Great Depression
 - (D) Reconstruction
21. By the 1910s, the conditions described in the excerpt were most addressed by
- (A) government unemployment programs
 - (B) acceptance of immigrants by native-born Americans
 - (C) efforts of middle-class reformers
 - (D) consolidation of large corporations
22. Studies similar to Riis’ were most effective in prompting action by the federal government during the
- (A) 1920s
 - (B) 1950s
 - (C) 1960s
 - (D) 1980s

Questions 23 - 25 refer to the excerpt below.

“Joseph Smith . . . came from nowhere. Reared in a poor Yankee farm family, he had less than two years of formal schooling and began life without social standing or institutional backing. His family rarely attended church. Yet in the fourteen years he headed the Church of Jesus Christ of Latter-day Saints, Smith created a religious culture that survived his death, flourished in the most desolate regions of the United States, and continues to grow worldwide. . . . In 1830 at the age of twenty-four, he published the *Book of Mormon*. . . . He built cities and temples and gathered thousands of followers before he was killed at age thirty-eight.”

Richard Lyman Bushman, historian, *Joseph Smith Rough Stone Rolling: A Cultural Biography of Mormonism's Founder*, 2005

23. The developments described in the excerpt best illustrate which of the following?
- (A) The Second Great Awakening
 - (B) The abolitionist movement
 - (C) The ideal of republican motherhood
 - (D) The increased acceptance of Catholics
24. Based on the excerpt, the westward migration by the Mormons in the 1830s and 1840s was most likely motivated by the
- (A) interest in establishing law and order in the newly acquired territories
 - (B) desire to religiously convert American Indians
 - (C) declining threat of hardship on the overland trails
 - (D) need to take refuge from persecution
25. The goals of the Mormons, as described in the excerpt, were most like the goals of which of the following colonial groups?
- (A) Puritans in New England
 - (B) Planters in the Chesapeake region
 - (C) French missionaries in the Great Lakes region
 - (D) Spanish settlers in California

Questions 26 and 27 refer to the excerpt below.

“I am convinced that if we are to get on the right side of the world revolution, we as a nation must undergo a radical revolution of values. We must rapidly begin . . . the shift from a thing-oriented society to a person-oriented society. When machines and computers, profit motives and property rights are considered more important than people, the giant triplets of racism, extreme materialism, and militarism are incapable of being conquered.”

Martin Luther King, Jr., “Beyond Vietnam,” April 4, 1967

26. The reference to “the world revolution” in the excerpt most directly refers to which of the following developments in international affairs following the Second World War?
- (A) Decolonization and the emergence of nationalist movements in Asia and Africa
 - (B) The beginning of the Cold War in Europe
 - (C) United States support for anticommunist regimes in Latin America
 - (D) United States efforts to create a national energy policy
27. King’s ideas in the excerpt most directly represent which of the following shifts in thinking among Civil Rights leaders in the second half of the 1960s?
- (A) Refocusing the agenda on segregation in the South
 - (B) Deepening concerns about persistence of inequality
 - (C) Growing support for Great Society social programs
 - (D) Increasing reliance on the Supreme Court to protect individual rights

Questions 28 - 30 refer to the excerpts below.

“How many times have you heard the story that we cleaned up Pittsburgh years ago? Do you know that Pittsburgh air is far more dangerous to breathe now[?] . . . The danger is the gas you do not see—the sulfur dioxide that our environmental scientists tell us is increasing.”

Public service announcement script, Group Against Smog and Pollution (GASP), Pittsburgh, Pennsylvania, 1970

“Mothers are all alike. They spend most of the day washing clothes, washing dishes, washing diapers, dusting and cleaning and scrubbing. A clean house means a clean family. But what about the air? Is someone else out there scrubbing and cleaning the air? Don’t hold your breath! FIGHT FOR IT. Attend the public meeting.”

Public service announcement script, Group Against Smog and Pollution (GASP), Pittsburgh, Pennsylvania, 1970

28. The perspectives expressed in the public service announcements suggest that popular interest in environmental issues such as smog control emerged most directly from
- (A) growing concerns about population pressures in major industrial cities
 - (B) a greater awareness of the impacts of abuses of natural resources
 - (C) the heightened atmosphere of crisis caused by price inflation and a stagnant economy
 - (D) the expansion of suburbs, which was allowing middle-class residents to move out of cities
29. The methods used to express the ideas in the public service announcements have the most in common with those of female activists who
- (A) participated in the Second Great Awakening
 - (B) engaged in Progressive Era reform movements
 - (C) advocated on behalf of the Fourteenth Amendment
 - (D) promoted the ideal of republican motherhood
30. Throughout United States history, which of the following groups most typically opposed the perspectives expressed in the public service announcements?
- (A) Urban political leaders
 - (B) Advocates for greater economic equality
 - (C) Members of organized labor unions
 - (D) Business executives concerned about economic growth

Questions 31 - 33 refer to the excerpt below.

“We have conquered many of the neighboring tribes of Indians, but we have never thought of holding them in subjection—never of incorporating them into our Union. . . . To incorporate Mexico, would be the very first instance of the kind of incorporating an Indian race; for more than half of the Mexicans are Indians, and the other is composed chiefly of mixed tribes. . . . Ours, sir, is the Government of a white race. . . . [I]t is professed and talked about to erect these Mexicans into a Territorial Government, and place them on an equality with the people of the United States. I protest utterly against such a project.”

Senator John C. Calhoun, “Conquest of Mexico” speech, 1848

31. The excerpt most directly reflects which of the following developments in the United States during the first half of the nineteenth century?
- (A) The end of the Spanish-American War
 - (B) Westward expansion
 - (C) The booming internal slave trade
 - (D) Increased manufacturing
32. Based on the excerpt, Calhoun would also be most likely to support which of the following?
- (A) Proslavery arguments
 - (B) Policies favoring immigration
 - (C) Expanded United States federal authority
 - (D) United States sale of disputed territory
33. Which of the following events best represents a continuity of the sentiments expressed by Senator Calhoun in the speech?
- (A) The United States rejection of membership in the League of Nations
 - (B) Support for assimilationist policies in the 1880s and 1890s
 - (C) The Supreme Court decision in *Plessy v. Ferguson*
 - (D) The Great Migration of African Americans out of the South in the 1910s

Questions 34 and 35 refer to the excerpt below.

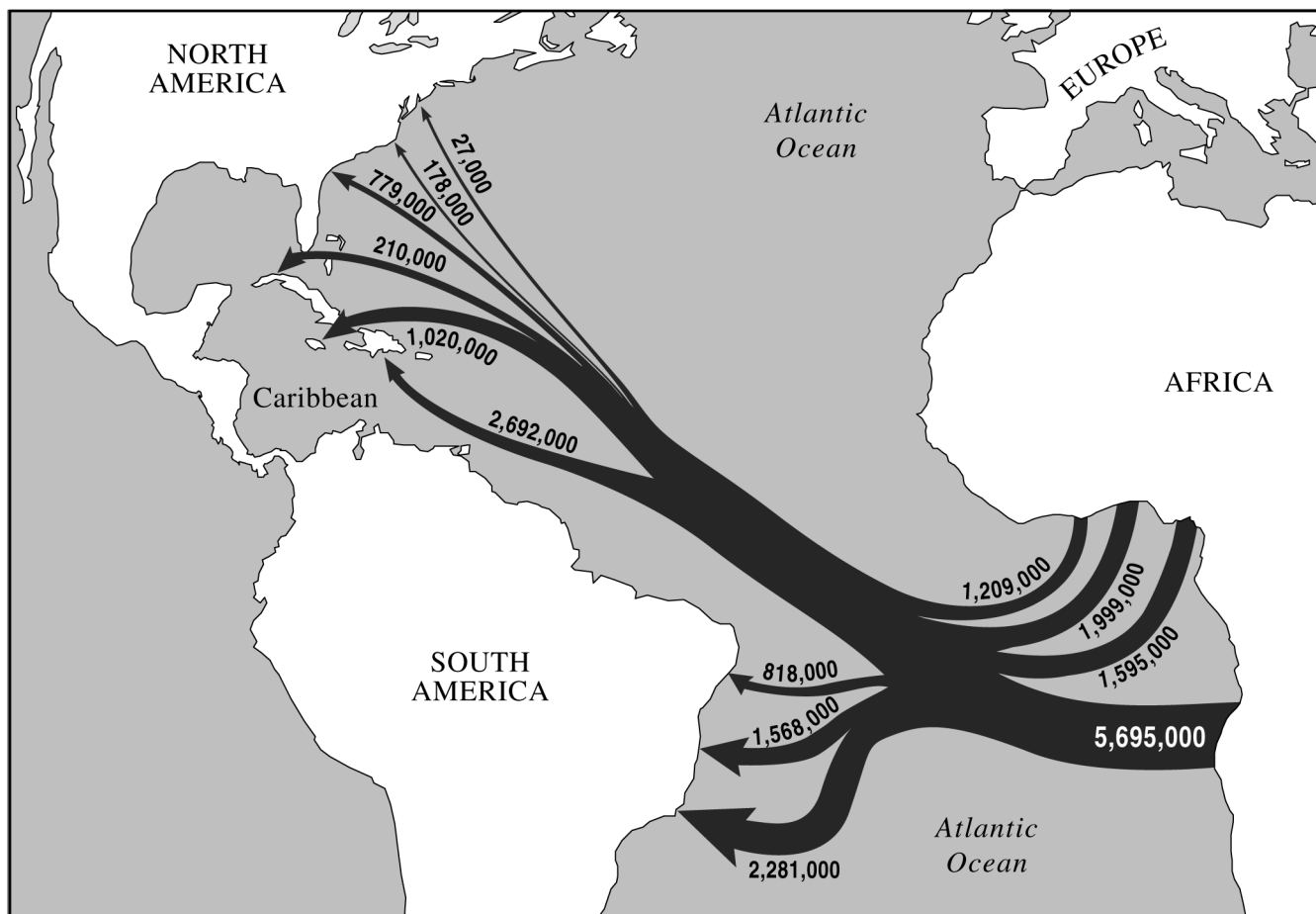
“Freedom is indivisible, and when one man is enslaved, all are not free. When all are free, then we can look forward to that day when this city will be joined as one and this country and this great continent of Europe in a peaceful and hopeful globe. When that day finally comes, as it will, the people of West Berlin can take sober satisfaction in the fact that they were in the front lines for almost two decades. All free men, wherever they may live, are citizens of Berlin, and, therefore, as a free man, I take pride in the words ‘Ich bin ein Berliner.’”

President John Kennedy, speech in West Berlin, West Germany, 1963

34. Kennedy’s views expressed in the excerpt best reflect a foreign policy built around
- (A) free trade
 - (B) containment of communism
 - (C) peacekeeping interventions
 - (D) arms control negotiations
35. Kennedy’s strategies expressed in the excerpt have the most in common with which of the following?
- (A) Richard Nixon’s strategy of détente with the Soviet Union in the 1970s
 - (B) Jimmy Carter’s response to the oil crisis in the 1970s
 - (C) Ronald Reagan’s rhetoric about the Soviet Union in the 1980s
 - (D) Bill Clinton’s advocacy of free trade agreements in the 1990s

Questions 36 - 38 refer to the map below.

VOLUME AND DIRECTION OF THE TRANS-ATLANTIC SLAVE TRADE, 1500–1900

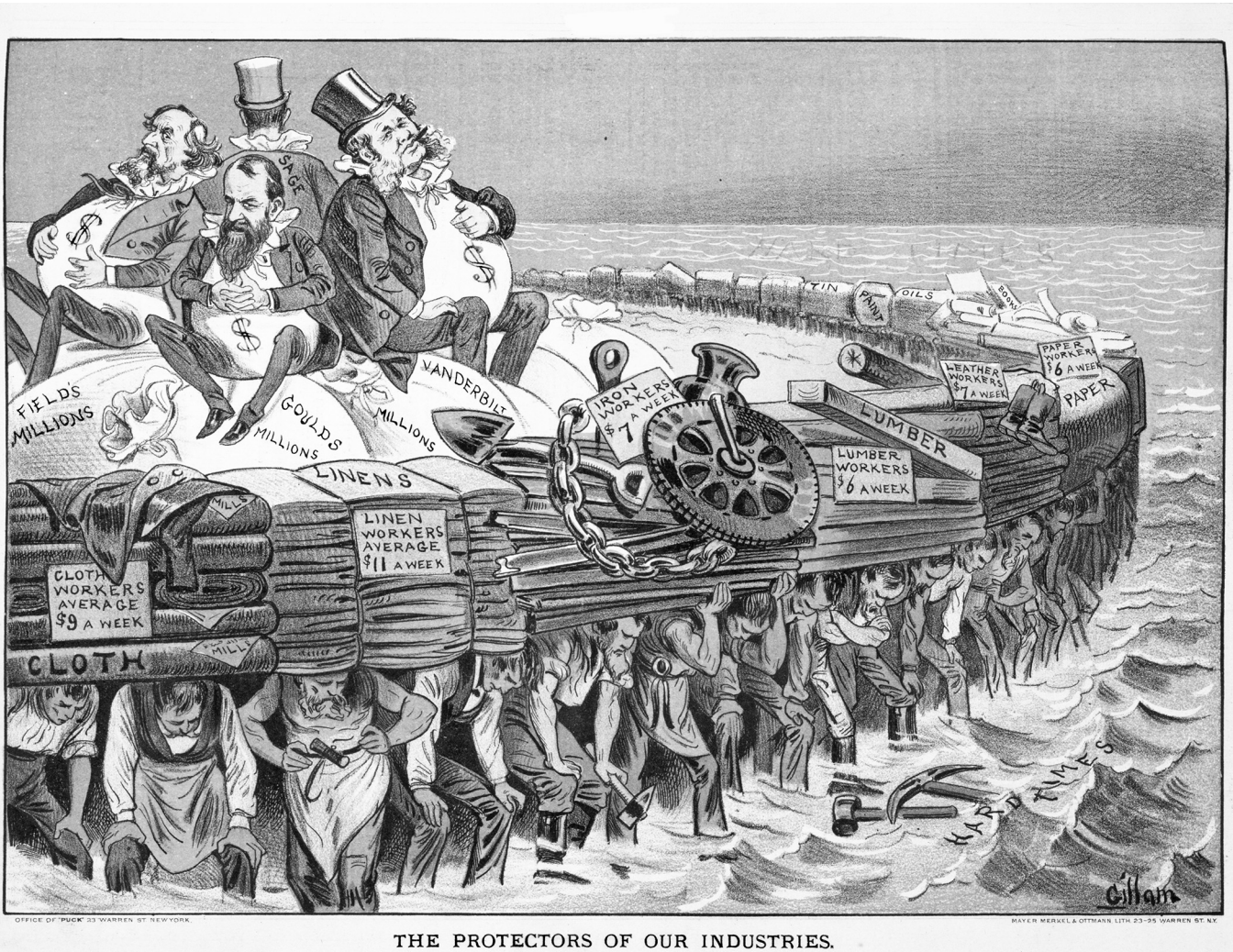


36. The major pattern on the map best supports which of the following statements?
- (A) Fewer people lived in the British colonies than in the Spanish colonies.
 - (B) British colonies in North America typically had a lower demand for slave labor than did the colonies of other European countries.
 - (C) Enslaved Africans were more likely to live on large plantations in North America than in the Caribbean.
 - (D) Africans in North America were more likely to resist slavery than were Africans in South America.

37. Which of the following most directly contributed to the major pattern depicted on the map?
- (A) The growth of the fur trade in the North American colonies
 - (B) The spread of ideas associated with the European Enlightenment
 - (C) Demand for crops produced in the Americas
 - (D) Africans' adaptation to the culture of the Western Hemisphere

38. A significant long-term result of the major pattern depicted on the map was
- (A) frequent intermarriage between people of African and British descent
 - (B) an increase in the destructiveness of American Indian warfare
 - (C) the development of a strict racial system in British colonial societies
 - (D) cooperation between European countries over colonization in the Americas

Questions 39 - 42 refer to the 1883 image below.



THE PROTECTORS OF OUR INDUSTRIES.

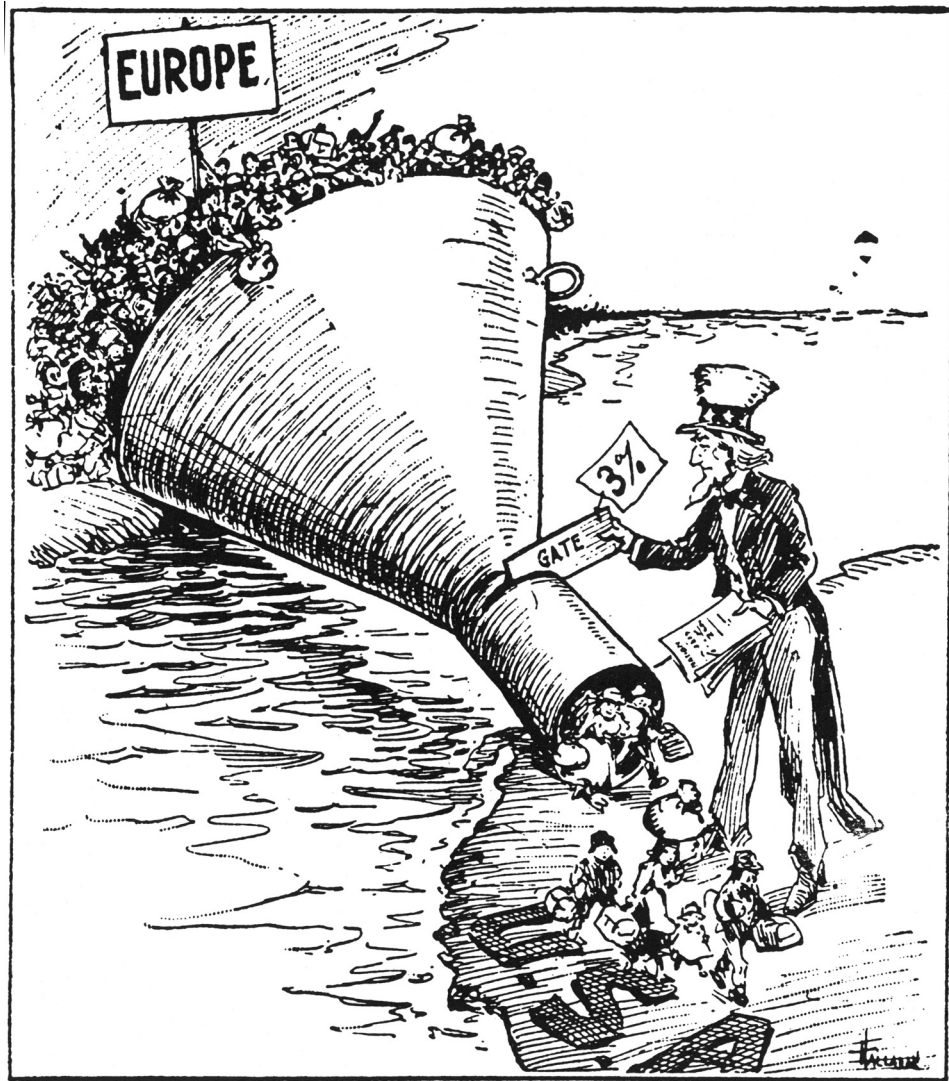
Courtesy of the Library of Congress.

39. The image was created most directly in response to the
- (A) provision of government subsidies for transportation
 - (B) rampant consumerism of the middle class
 - (C) increased migration of people from southern and eastern Europe
 - (D) consolidation of corporations into trusts and holding companies
40. The situation depicted in the image contributed most immediately to
- (A) the organization of new labor unions to confront managerial power
 - (B) businesses seeking control over markets and resources outside the United States
 - (C) efforts by southern leaders to achieve industrial development similar to that of the North
 - (D) the creation of a federal agency to regulate the money supply

41. Which of the following arguments did some late-nineteenth-century leaders use to justify the situation depicted in the image?
- (A) The federal government provided social welfare services for people living in poverty.
 - (B) Immigrant workers contributed to economic growth in the United States.
 - (C) Evolutionary principles determined that people succeeded based on their merits.
 - (D) The reliance on male laborers protected women from the dangers of factory work.
42. Which of the following most directly affected the lives of the late-nineteenth-century workers?
- (A) Widespread movement to suburban neighborhoods
 - (B) Groups that advocated for women's voting rights
 - (C) Alternative visions of a good society offered through utopianism
 - (D) Political machines that provided social services in exchange for votes

Questions 43 - 46 refer to the 1921 image below.

“The Only Way To Handle It”



The Granger Collection, NYC — All rights reserved.

43. Which of the following groups would have been most likely to oppose the policy suggested in the image?
- (A) Social Darwinists and nativists
 - (B) Leaders of organized labor unions
 - (C) African American migrants to northern cities
 - (D) Business executives and industrialists
44. The policy suggested in the image was most directly a response to
- (A) concerns that immigrants would draw on social welfare resources
 - (B) demands that the government play a smaller role in regulating immigration
 - (C) fears that immigrants were dangerous radicals or would increase competition for jobs
 - (D) beliefs that immigrants would help establish a more multicultural and diverse United States
45. In the 1960s, the policy referenced in the image was
- (A) determined to be in the purview of the states rather than the federal government
 - (B) overturned by the passage of new legislation
 - (C) made permanent through an amendment to the United States Constitution
 - (D) left largely unchanged because it did not apply to immigrants from parts of the world other than Europe
46. In the period from 1900 to 1921, which of the following groups made up the largest share of immigration to the United States?
- (A) Italians and Poles
 - (B) French and Germans
 - (C) English and Irish
 - (D) Mexicans and Cubans

Questions 47 - 49 refer to the excerpt below.

“Europe’s requirements for the next three or four years of foreign food and other essential products—principally from America—are so much greater than her present ability to pay that she must have substantial additional help or face economic, social, and political deterioration of a very grave character. . . . It is logical that the United States should do whatever it is able to do to assist in the return of normal economic health in the world, without which there can be no political stability and no assured peace. Our policy is directed not against any country or doctrine but against hunger, poverty, desperation, and chaos. Its purpose should be the revival of a working economy in the world so as to permit the emergence of political and social conditions in which free institutions can exist.”

Speech by Secretary of State George Marshall initiating the aid program known as the Marshall Plan, 1947

47. The ideas expressed in the excerpt were most directly motivated by the
- (A) tensions created by the outcome of the First World War
 - (B) desire to export more agricultural goods to Europe
 - (C) devastation left by the Second World War
 - (D) concerns about the need for mass mobilization in future conflicts
48. The Marshall Plan most directly resulted from which of the following?
- (A) A foreign policy based on the collective security of noncommunist nations
 - (B) A strategy focused on promoting the development of a suburban society
 - (C) Conservatives’ fears of domestic unrest and challenges to the traditional social order
 - (D) The effort to create alliances with newly decolonized countries around the world
49. The policies advocated by Marshall had most in common with which of the following developments in other periods in United States history?
- (A) The expansion of a market economy in the early 1800s, which shaped a distinctive middle class
 - (B) The attempts by the federal government to foster economic opportunities for former slaves after the Civil War
 - (C) The emergence of political machines in the late 1800s, which provided economic and social services to urban residents
 - (D) The forcing of American Indians onto reservations by the United States government following the extension of White settlement

END OF PART A
IF YOU FINISH BEFORE TIME IS CALLED,
YOU MAY CHECK YOUR WORK ON PART A.
DO NOT GO ON TO PART B UNTIL YOU ARE TOLD TO DO SO.

MAKE SURE YOU HAVE DONE THE FOLLOWING.

- **PLACED YOUR AP NUMBER LABEL ON YOUR MULTIPLE-CHOICE ANSWER SHEET**
- **WRITTEN AND GRIDDED YOUR AP NUMBER CORRECTLY ON YOUR MULTIPLE-CHOICE ANSWER SHEET**
- **TAKEN THE AP EXAM LABEL FROM THE FRONT OF THIS BOOKLET AND PLACED IT ON YOUR MULTIPLE-CHOICE ANSWER SHEET**

UNITED STATES HISTORY

SECTION I, Part B

Time—50 minutes

3 Questions

Directions: 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 its designated page.

Answer all parts of every 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.

“The early Cold War in Europe, therefore, cannot be understood by looking at the policies of either the United States or the Soviet Union in isolation. What evolved on the continent was an interactive system in which the actions of each side affected not only the other but also the Europeans; their responses, in turn shaped further decisions in Washington and Moscow. It quickly became clear . . . that an American empire would accommodate far greater diversity than would one run by the Soviet Union: as a consequence most Europeans accepted and even invited American hegemony, fearing deeply what that of the Russians might entail.”

John Lewis Gaddis, historian, *We Now Know: Rethinking Cold War History*, 1997

“Instead of overturning the international system, many Third World nations became its main victims through the extension of Cold War tensions to their territories. . . . The main significance of the Cold War for the Third World (and of the Third World for the Cold War) seems to me to be this: That the ideological rivalry of the two superpowers came to dominate Third World politics to such an extent that in some countries it delegitimized the development of the domestic political discourse that any state needs for its survival.”

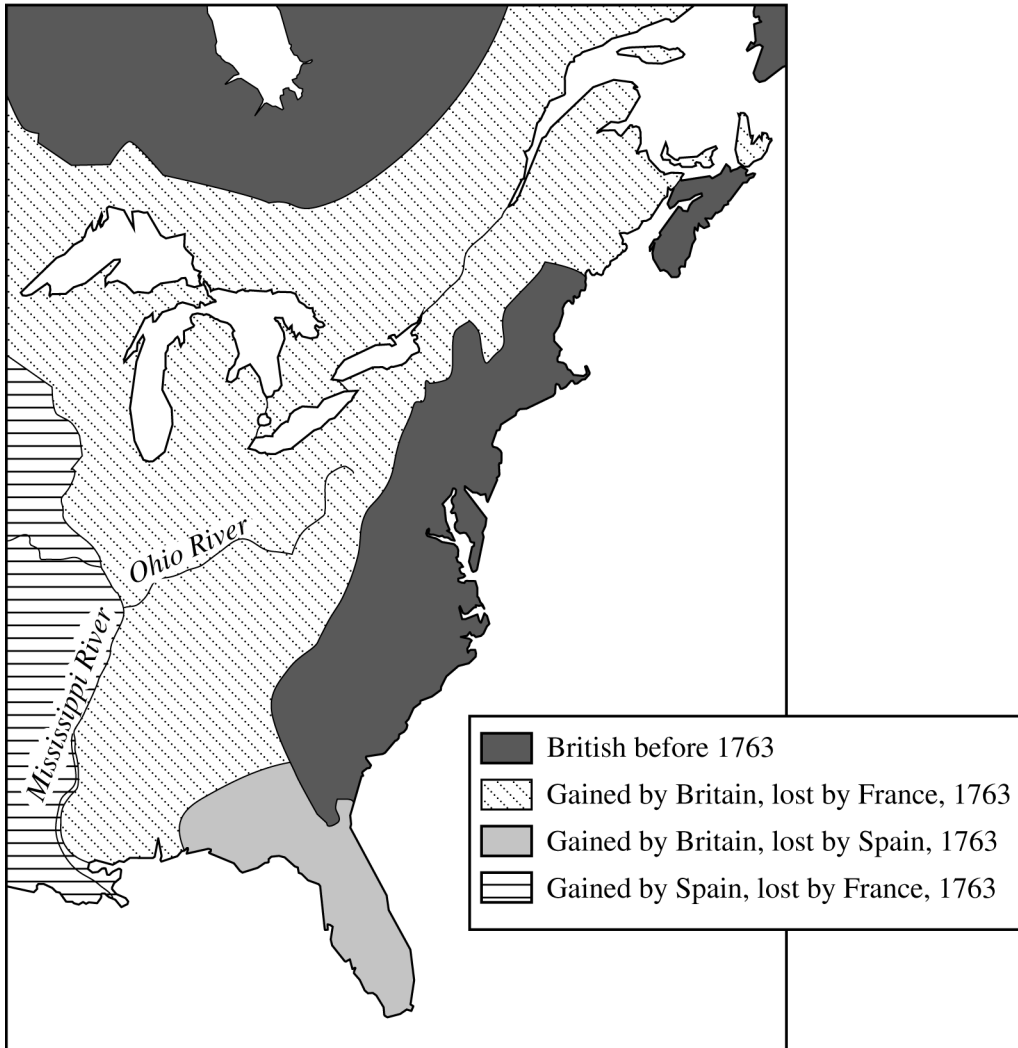
Odd Arne Westad, historian,
“The New International History of the Cold War:
Three (Possible) Paradigms,” *Diplomatic History*, 2000

1. Using the excerpts above, answer (a), (b), and (c).
 - a) Briefly explain ONE major difference between Gaddis’ and Westad’s historical interpretations of the Cold War.
 - b) Briefly explain how ONE event or development in the period 1945 to 1980 that is not explicitly mentioned in the excerpts could be used to support Gaddis’ interpretation.
 - c) Briefly explain how ONE event or development in the period 1945 to 1980 that is not explicitly mentioned in the excerpts could be used to support Westad’s interpretation.

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

- a) Briefly explain ONE important difference between the economic systems of the North and the South in the period 1790–1840.
- b) Briefly explain ANOTHER important difference between the economic systems of the North and the South in the period 1790–1840.
- c) Briefly explain ONE important connection between the economic systems of the North and the South in the same period.

NORTH AMERICA, 1763



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

- Briefly explain how ONE specific historical event or development contributed to the changes in land claims depicted in the map.
- Briefly explain ONE specific effect of the changes in land claims depicted in the map in the period from 1763 to 1775.
- Briefly explain ANOTHER specific effect of the changes in land claims depicted in the map in the period from 1763 to 1775.

END OF SECTION I
IF YOU FINISH BEFORE TIME IS CALLED,
YOU MAY CHECK YOUR WORK ON THIS SECTION.
DO NOT GO ON TO SECTION II UNTIL YOU ARE TOLD TO DO SO.

MAKE SURE YOU HAVE DONE THE FOLLOWING.

- **PLACED YOUR AP NUMBER LABEL ON YOUR SECTION I, PART B: SHORT-ANSWER RESPONSE BOOKLET**
- **COMPLETED THE IDENTIFICATION INFORMATION AS REQUESTED ON THE FRONT AND BACK OF THE SECTION I, PART B: SHORT-ANSWER RESPONSE BOOKLET**
- **USED THE SAME SET OF AP NUMBER LABELS ON ALL AP EXAMS YOU HAVE TAKEN THIS YEAR**

Section II: Free-Response Questions

This is the free-response section of the 2017 AP exam.
It includes cover material and other administrative instructions
to help familiarize students with the mechanics of the exam.
(Note that future exams may differ in look from the following content.)

AP[®] United States History Exam

SECTION II: Free Response

2017

DO NOT OPEN THIS BOOKLET UNTIL YOU ARE TOLD TO DO SO.

At a Glance

Total Time

1 hour, 30 minutes

Number of Questions

2

Percent of Total Score

40%

Writing Instrument

Pen with black or dark blue ink

**Question 1 (DBQ):
Mandatory****Suggested Reading and
Writing Time**

55 minutes

Reading Period

15 minutes. Use this time to read Question 1 and to plan your answer. You may begin writing your response before the reading period is over.

Suggested Writing Time

40 minutes

Percent of Total Score

25%

**Question 2
or 3: Choose
One Question**

Answer either question 2 or 3

Suggested Writing Time

35 minutes

Percent of Total Score

15%

IMPORTANT Identification Information

PLEASE PRINT WITH PEN:

1. First two letters of your last name
First letter of your first name
2. Date of birth

Month Day Year
3. Six-digit school code
4. Unless I check the box below, I grant the College Board the unlimited right to use, reproduce, and publish my free-response materials, both written and oral, for educational research and instructional purposes. My name and the name of my school will not be used in any way in connection with my free-response materials. I understand that I am free to mark "No" with no effect on my score or its reporting.
No, I do not grant the College Board these rights.

Instructions

The questions for Section II are printed in the orange Questions and Documents booklet. You may use that booklet to organize your answers and for scratch work, but you must write your answers in this Section II: Free Response booklet. No credit will be given for any work written in the Questions and Documents booklet.

The proctor will announce the beginning and end of the reading period. You are advised to spend the 15-minute period reading the question and planning your answer to Question 1, the document-based question (DBQ). If you have time, you may also read Questions 2 and 3. You may begin writing your responses before the reading period is over.

Section II of this exam requires answers in essay form. Write clearly and legibly. Circle the number of the question you are answering at the top of each page in this booklet. Begin each answer on a new page. Do not skip lines. Cross out any errors you make; crossed-out work will not be scored.

Manage your time carefully. The proctor will announce the suggested time for each part, but you may proceed freely from one part to the next. Go on to Question 2 or 3 if you finish Question 1 early. You may review your responses if you finish before the end of the exam is announced.

After the exam, you must apply the label that corresponds to the question you answered. For example, if you answered Question 2, apply the label **2** to the front cover. Failure to do so may delay your score.

Form I
Form Code 4NBP4-S

07

THIS PAGE MAY BE USED FOR PLANNING YOUR ANSWERS. NOTES WRITTEN IN THIS ORANGE BOOKLET WILL NOT BE SCORED. WRITE ALL YOUR RESPONSES IN THE SECTION II BOOKLET.

SECTION II QUESTIONS AND DOCUMENTS BEGIN ON PAGE 4.

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.

- **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.**

1. Evaluate the extent to which religious ideas of the Second Great Awakening shaped reform movements in the first half of the nineteenth century.

Document 1

Source: Lyman Beecher, "A Reformation of Morals Practicable and Indispensable," sermon delivered at New Haven, Connecticut, October 27, 1812.

Though reformation be always practicable if a people are disposed to reform, there is a point of degradation from which neither individuals nor nations are disposed to arise, and from which the Most High is seldom disposed to raise them. . . .

To this state of things we are hastening, and, if no effort be made to stop our progress, the sun in his course is not more resistless than our doom. Our vices are digging the grave of our liberties, and preparing to entomb our glory. . . .

Traveling, and worldly labor, and visiting, and amusement on the Sabbath, will neither produce nor preserve such a state of society, as the conscientious observance of the Sabbath has helped to produce and preserve.

The enormous consumption of ardent spirits in our land will produce neither bodies nor minds like those which were the offspring of temperance and virtue.

The neglect of family government, and family prayer, and the religious education of children, will not produce such freemen as were formed by early habits of subordination, and the constant influence of the fear of God. . . .

The missionary spirit, which is beginning to pervade our land, promises also, an auspicious reforming influence.

Document 2

Source: "The drunkard's progress, or the direct road to poverty, wretchedness & ruin," designed and published by John Warner Barber, 1826.

The DRUNKARD'S PROGRESS,

OR THE DIRECT ROAD TO POVERTY, WRETCHEDNESS & RUIN.

Designed and Published by J.W. Barber, New Haven, Conn. Sept. 1826.

Wo unto them that rise up early in the morning that they may follow Strong Drink..., Isa.5 C. 11 v.

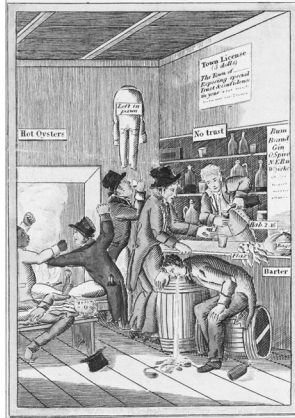
Wo unto them that are mighty to drink wine, and men of strength to mingle Strong Drink... Isaiah 5 C. 22 v.

Who hath wo? Who hath sorrow? Who hath contentions? Who hath wounds without cause? ...They that tarry long at the wine. Prov. 23

The Drunkard shall come to poverty. Proverbs 23 Chap 21 v. The wages of Sin is Death Romans 6 Chap 23 v.



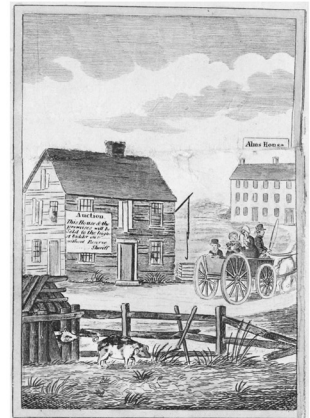
The Morning Dram.
The Beginning of Sorrow, Neglect of Business, Idleness, Languor, Loss of Appetite, Dullness and Heaviness, a love of Strong Drink increasing.



The Grog Shop.
Bad Company, Profaneness, Cursing and Swearing, Quarreling & Fighting, Gambling, Obscenity, Ridicule and Hatred of Religion. The Gate of Hell.



The Confirmed Drunkard.
Beastly Intoxication, Loss of Character, loss of Natural Affection, Family Suffering, Brutality, Misery, Disease, Mortgages, Sheriffs, Writs, &c.



Concluding Scene.
Poverty, Wretchedness, a Curse and Burden upon Society, Want, Beggary, Pauperism, Death.

Courtesy of the Library of Congress

Document 3

Source: David Walker, “Walker’s Appeal to the Coloured Citizens of the World,” 1829.

Men of colour, who are also of sense, for you particularly is my APPEAL designed. . . . I call upon you therefore to cast your eyes upon the wretchedness of your brethren, and to do your utmost to enlighten them—go to work and enlighten your brethren!—Let the Lord see you doing what you can to rescue them and yourselves from degradation. . . . If any of you wish to know how FREE you are, let one of you start and go through the southern and western States of this country, and unless you travel as a slave to a white man . . . or have your free papers, (which if you are not careful they will get from you) if they do not take you up and put you in jail, and if you cannot give good evidence of your freedom, sell you into eternal slavery, I am not a living man: or any man of colour, immaterial who he is, or where he came from . . . the white Christians of America will serve him the same[;] they will sink him into wretchedness and degradation for ever while he lives.

Document 4

Source: Charles Grandison Finney, “What A Revival of Religion Is,” *New York Evangelist*, 1834.

Christians will have their faith renewed. . . . When they enter into a revival, they no longer see men as trees walking, but they see things in that strong light which will renew the love of God in their hearts. This will lead them to labor zealously to bring others to him. They will feel grieved that others do not love God, when they love him so much. And they will set themselves feelingly to persuade their neighbors to give him their hearts. So their love to men will be renewed. . . . They will have a longing desire for the salvation of the whole world. They will be in agony for individuals whom they want to have saved; their friends, relations, enemies. . . .

A revival breaks the power of the world and of sin over Christians. It brings them to such vantage ground that they get a fresh impulse towards heaven. They have a new foretaste of heaven, and new desires after union to God; and the charm of the world is broken, and the power of sin overcome.

The worst part of human society are softened and reclaimed, and made to appear as lovely specimens of the beauty of holiness.

Document 5

Source: Unitarian minister George Ripley writing about his planned utopian community, Brook Farm, in a letter to Ralph Waldo Emerson, 1840.

Our conversation in Concord was of such a general nature, that I do not feel as if you were in complete possession of the idea of the Association which I wish to see established.

Our objects, as you know, are to insure a more natural union between intellectual and manual labor than now exists; to combine the thinker and the worker, as far as possible, in the same individual; to guarantee the highest mental freedom, by providing all with labor, adapted to their tastes and talents, and securing to them the fruits of their industry; to do away the necessity of menial services, by opening the benefits of education and the profits of labor to all; and thus to prepare a society of liberal, intelligent, and cultivated persons, whose relations with each other would permit a more simple and wholesome life, than can be led amidst the pressure of our competitive institutions.

To accomplish these objects, we propose to take a small tract of land, which, under skillful husbandry, uniting the garden and the farm, will be adequate to the subsistence of the families; and to connect with this a school or college, in which the most complete instruction shall be given, from the first rudiments to the highest culture. Our farm would be a place for improving the race of men that lived on it; thought would preside over the operations of labor, and labor would contribute to the expansion of thought; we should have industry without drudgery, and true equality without its vulgarity.

Document 6

Source: Dorothea Dix, "Remarks on Prisons and Prison Discipline in the United States," 1845.

I would not have officers become preachers; I would not have them much interfere with the religious teaching, so called, of the prisoners; but I would have them all moral guides. . . . In order to do good, a man must be good; and he will not be good except he have instruction by counsel and by example. Now who have the power of exercising these direct hourly influences, except the officers who have charge of the prisons and of the prisoners? It is the word in season, and fitly spoken, which may kindle a desire in the degraded to retrieve himself. The faint desire becomes quickened into a living purpose; this passes into the fixed resolve; and this creates a sentiment of self-respect. Self-respect implanted, conducts to the desire of possessing the respect and confidence of others; and through these paths grow up moral sentiments, gradually increasing and gaining strength; and, in time, there is the more profound and soul-saving sentiment of reverence for God, acknowledgment of his laws, and a truer perception of that sanctifying knowledge which causeth not to err.

Document 7

Source: Elizabeth Cady Stanton, "Declaration of Sentiments and Resolutions," 1848.

We hold these truths to be self-evident: that all men and women are created equal; that they are endowed by their Creator with certain inalienable rights; that among these are life, liberty, and the pursuit of happiness; that to secure these rights governments are instituted, deriving their just powers from the consent of the governed. Whenever any form of government becomes destructive of these ends, it is the right of those who suffer from it to refuse allegiance to it, and to insist upon the institution of a new government. . . . When a long train of abuses and usurpations, pursuing invariably the same object, evinces a design to reduce them under absolute despotism, it is their duty to throw off such government, and to provide new guards for their future security. Such has been the patient sufferance of the women under this government, and such is now the necessity which constrains them to demand the equal station to which they are entitled.

The history of mankind is a history of repeated injuries and usurpations on the part of man toward woman, having in direct object the establishment of an absolute tyranny over her. To prove this, let facts be submitted to a candid world.

END OF DOCUMENTS FOR QUESTION 1

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.

- 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 the Populist movement marked a turning point in the United States economy OR politics.

3. Evaluate the extent to which the election of Franklin D. Roosevelt as president in 1932 marked a turning point in United States politics OR society.

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

STOP

END OF EXAM

THE FOLLOWING INSTRUCTIONS APPLY TO THE COVERS OF THE SECTION II BOOKLET.

- **APPLY THE LABEL THAT CORRESPONDS TO THE FREE-RESPONSE QUESTION YOU ANSWERED, AS REQUESTED ON THE FRONT COVER.**
- **MAKE SURE YOU HAVE COMPLETED THE IDENTIFICATION INFORMATION AS REQUESTED ON THE FRONT AND BACK COVERS OF THE SECTION II BOOKLET.**
- **CHECK TO SEE THAT YOUR AP NUMBER LABEL APPEARS IN THE BOX ON THE COVER.**
- **MAKE SURE YOU HAVE USED THE SAME SET OF AP NUMBER LABELS ON ALL AP EXAMS YOU HAVE TAKEN THIS YEAR.**

Multiple-Choice Answer Key

The following contains the answers to the multiple-choice questions in this exam.

**Answer Key for AP United States History
Practice Exam, Section I**

Question 1: D	Question 26: A
Question 2: B	Question 27: B
Question 3: D	Question 28: B
Question 4: C	Question 29: B
Question 5: D	Question 30: D
Question 6: D	Question 31: B
Question 7: C	Question 32: A
Question 8: B	Question 33: C
Question 9: D	Question 34: B
Question 10: C	Question 35: C
Question 11: B	Question 36: B
Question 12: B	Question 37: C
Question 13: C	Question 38: C
Question 14: B	Question 39: D
Question 15: A	Question 40: A
Question 16: C	Question 41: C
Question 17: B	Question 42: D
Question 18: A	Question 43: D
Question 19: D	Question 44: C
Question 20: B	Question 45: B
Question 21: C	Question 46: A
Question 22: C	Question 47: C
Question 23: A	Question 48: A
Question 24: D	Question 49: B
Question 25: A	

Free-Response Scoring Guidelines

The following contains the scoring guidelines for the free-response questions in this exam.

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Short-Answer Question 1

“The early Cold War in Europe, therefore, cannot be understood by looking at the policies of either the United States or the Soviet Union in isolation. What evolved on the continent was an interactive system in which the actions of each side affected not only the other but also the Europeans; their responses, in turn shaped further decisions in Washington and Moscow. It quickly became clear . . . that an American empire would accommodate far greater diversity than would one run by the Soviet Union: as a consequence most Europeans accepted and even invited American hegemony, fearing deeply what that of the Russians might entail.”

John Lewis Gaddis, historian, *We Now Know: Rethinking Cold War History*, 1997

“Instead of overturning the international system, many Third World nations became its main victims through the extension of Cold War tensions to their territories. . . . The main significance of the Cold War for the Third World (and of the Third World for the Cold War) seems to me to be this: That the ideological rivalry of the two superpowers came to dominate Third World politics to such an extent that in some countries it delegitimized the development of the domestic political discourse that any state needs for its survival.”

Odd Arne Westad, historian, “The New International History of the Cold War: Three (Possible) Paradigms,”
Diplomatic History, 2000

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

- Briefly explain ONE major difference between Gaddis’ and Westad’s historical interpretations of the Cold War.
- Briefly explain how ONE event or development in the period 1945 to 1980 that is not explicitly mentioned in the excerpts could be used to support Gaddis’ interpretation.
- Briefly explain how ONE event or development in the period 1945 to 1980 that is not explicitly mentioned in the excerpts could be used to support Westad’s interpretation.

Scoring Guide

0–3 points

Score 3

Response accomplishes **all three** tasks set by the question.

Score 2

Response accomplishes **two** of the tasks set by the question.

Score 1

Response accomplishes **one** of the tasks set by the question.

Score 0

Response accomplishes **none** of the tasks set by the question.

Score NR

No response. Response is completely blank.

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Short-Answer Question 1 (continued)

Scoring Notes

- a) Briefly explains ONE major difference between Gaddis' and Westad's historical interpretations of the Cold War.

Examples of responses to (a) that would earn the point include:

- Gaddis' excerpt speaks to the issue of agency (choice) of the Europeans, while Westad's excerpt suggests little or no agency (choice) in Africa, Asia, and Latin America.
- Gaddis suggests that the Cold War was focused on European politics while Westad asserts that the Third World was a significant venue for competition between the superpowers.
- Gaddis' excerpt speaks of the benefits of the United States' involvement in Europe versus the fears of the Soviet Union's involvement there while Westad's excerpt speaks of the actions of both superpowers having a significant detrimental effect on the Third World.

- b) Briefly explains how ONE event or development in the period 1945 to 1980 that is not explicitly mentioned in the excerpts could be used to support Gaddis' interpretation.

Examples of responses to (b) that would earn the point:

- The failure of the Soviet Union to follow through on promises about post-war Europe made at the Yalta Conference (1945) created mistrust between the Soviet Union and the United States and Western Europe, leading to the division of Europe by the Iron Curtain.
- The issuing of the Truman Doctrine (1947), establishing the central Cold War tenet of containment, was in response to political events in the European countries of Greece and Turkey.
- The Marshall Plan (1947) was established to attract European countries into aligning with the United States and to delegitimize communism.
- The NATO (North Atlantic Treaty Organization) Alliance (1949) was formed to deter Soviet aggression in Europe, while the Soviet Union formed the Warsaw Pact in response.
- The Soviet Union sought to maintain control over client states in the Eastern Bloc, using military force during the Hungarian Uprising in 1956 and invading Czechoslovakia in 1968.
- The Soviet blockade of Berlin (1948–1949) solidified the division of Europe and the construction of the Berlin Wall in 1961 became a central symbol of the ideological conflict of the Cold War.

- c) Briefly explain how ONE event or development in the period 1945 to 1980 that is not explicitly mentioned in the excerpts could be used to support Westad's interpretation

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Short-Answer Question 1 (continued)

Examples of responses to (c) that would earn the point:

- The United States first used military force to contain the spread of communism during the Korean War (1950–1953).
- Fears about the spread of communism in the Middle East led the United States to overthrow Mohammed Mossadegh, the democratically elected prime minister of Iran, in 1953; the United States supported the authoritarian rule of the Shah of Iran for over two decades, resulting in an Islamist takeover of the country in 1979.
- In the 1960s and 1970s the Soviet Union sought to counterbalance United States support of Israel by aligning itself with Arab nations opposed to the legitimacy of a Jewish state.
- The Eisenhower Doctrine was issued in 1957, extending a promise of United States economic aid or military protection to countries in the Middle East facing aggression out of concern that the region could fall into a Soviet sphere of influence.
- The United States supported a coup against the democratically elected reformist president of Guatemala (1954).
- During the Cuban Missile Crisis (1962), the United States and the Soviet Union engaged in a stand-off that nearly resulted in nuclear war after the Soviets placed nuclear missiles in Cuba; the US maintained an economically harmful embargo of Cuba for decades.
- The United States directly engaged in the Vietnam War between 1963 and 1973 out of fear that a communist takeover of South Vietnam would have a “domino effect” on other countries in the region; the Soviet Union gave tacit and direct support to the North Vietnamese.
- The Soviet Union invaded Afghanistan in 1979 to prop up a communist government; the United States backed anti-Soviet forces and the conflict resulted in Afghanistan becoming a failed-state and a haven for religious extremists and international terrorists.

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Short-Answer Question 2

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

- a) Briefly explain ONE important difference between the economic systems of the North and the South in the period 1790–1840.
- b) Briefly explain ANOTHER important difference between the economic systems of the North and the South in the period 1790–1840.
- c) Briefly explain ONE important connection between the economic systems of the North and the South in the same period.

Scoring Guide

0–3 points

Score 3

Response accomplishes **all three** tasks set by the question.

Score 2

Response accomplishes **two** of the tasks set by the question.

Score 1

Response accomplishes **one** of the tasks set by the question.

Score 0

Response accomplishes **none** of the tasks set by the question.

Score NR

No response. Response is completely blank.

Scoring Notes

a) and b) Briefly explains TWO distinct and important differences between the economic systems of the North and the South in the period 1790–1840.

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Short-Answer Question 2 (continued)

Examples of responses to (a) and (b) that would earn the point include:

- The South relied mainly on slave labor while the North relied mainly on free labor.
- The South relied primarily on traditional cash crop agriculture throughout the period (especially cotton) while the North had an evolving mixed economy that included manufacturing.
- The textile industry and developing system of factory production was more concentrated in the North.
- The North was more integrated with the rest of the nation through internal improvements such as canals, roads, and early railroads than was the South. In particular, transportation innovations such as the Erie Canal opened access to the interior of the North and to the Midwest. By contrast, Southern internal improvements tended to focus on serving the agricultural economy.
- The South favored lower tariffs to protect the purchasing power of planters dependent on imported goods while the North favored higher tariffs to protect nascent manufacturing.
- Cultural norms associated with the gendered division of labor differed between the North and the South offered more opportunities for paid labor for women in the North.
- The North experienced some unionization while the South saw more use of violence to suppress workers' rights.

c) Briefly explains ONE important connection between the economic systems of the North and the South in the same period.

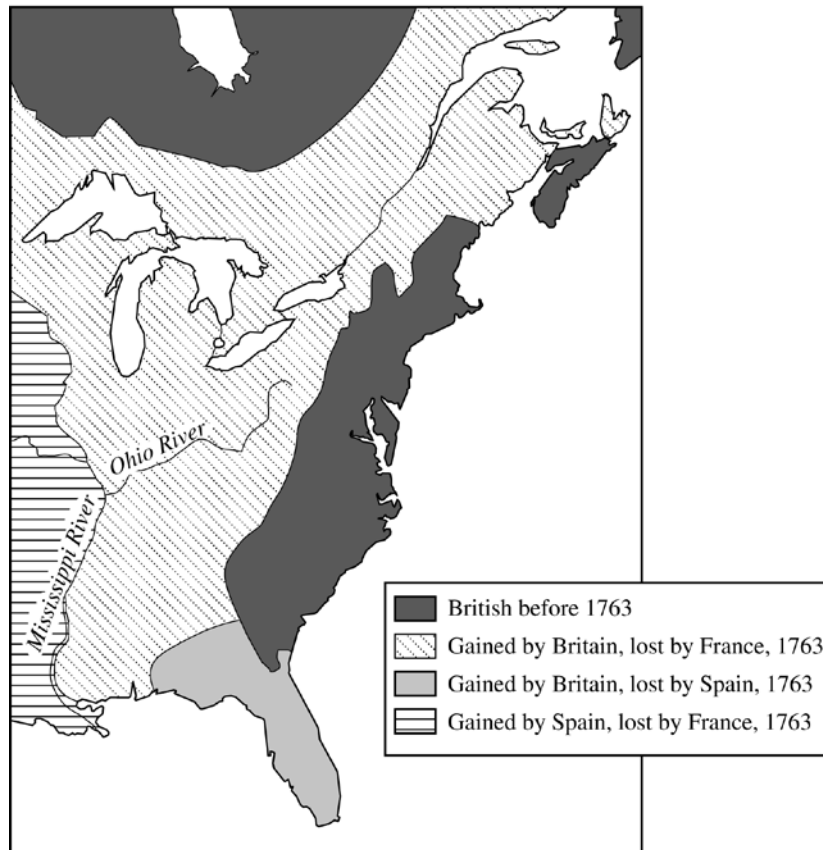
Examples of responses to (c) that would earn the point include:

- The growth of cotton production promoted national economic ties as Southern cotton furnished raw material for manufacturing in North.
- The South was a market for Northern manufactured goods.
- The export of cotton and financing of the cotton trade helped to integrate the United States into a global economy.
- Northern financiers and industries invested money in Southern plantation agriculture and slavery.
- Northern shipping was heavily involved in trans-Atlantic slave trade before 1808.
- Tariffs implemented to support Northern economic development adversely impacted the Southern economy.
- New technologies such as the cotton gin and railroads helped to drive economic growth in both regions, albeit in different ways.

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Short-Answer Question 3

NORTH AMERICA, 1763



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

- Briefly explain how ONE specific historical event or development contributed to the changes in land claims depicted in the map.
- Briefly explain ONE specific effect of the changes in land claims depicted in the map in the period from 1763 to 1775.
- Briefly explain ANOTHER specific effect of the changes in land claims depicted in the map in the period from 1763 to 1775.

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Short-Answer Question 3 (continued)

Scoring Guide

0–3 points

Score 3

Response accomplishes **all three** tasks set by the question.

Score 2

Response accomplishes **two** of the tasks set by the question.

Score 1

Response accomplishes **one** of the tasks set by the question.

Score 0

Response accomplishes **none** of the tasks set by the question.

Score NR

No response. Response is completely blank.

Scoring Notes

a) Briefly explains how ONE specific historical event or development contributed to the changes in land claims depicted in the map.

Examples of responses to (a) that would earn the point include:

- France and Spain ceded territory to Great Britain at the end of the Seven Years War (French and Indian War).
- European imperial powers engaged in warfare for dominance in North America.

b) and (c) Briefly explains TWO specific effects of the changes in land claims depicted in the map.

Examples of responses to (b) and (c) that would earn the point include:

- Specific tensions between Native Americans and colonists that occurred between 1763 and 1775 (e.g., Pontiac's Rebellion).
- French and Native American trade networks and diplomatic relations were disrupted.
- British colonists, the government in Great Britain, and imperial officials in North America came into conflict due to British policies related to newly acquired territory (e.g., Proclamation of 1763, Quebec Act).
- Native Americans lost the ability to play European imperial powers off of each other in North America; they attempted to remain neutral during the imperial crisis.
- British colonists began to assert distinct provincial and/or American identities.
- Cultural mixing amongst European Americans occurred as European territorial claims changed in North America (e.g., Cajun population in Louisiana).
- Western population movements and changes in European imperial policy disrupted Native American cultures.

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Question 1 — Document-Based Question

Evaluate the extent to which religious ideas of the Second Great Awakening shaped reform movements in the first half of the nineteenth century.

Maximum Possible Points: 7

Points	Rubric	Notes
A: Thesis and Argument Development (0–2)	<p>Thesis: Presents 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. (1 point)</p> <p><i>Neither the introduction nor the conclusion is necessarily limited to a single paragraph.</i></p>	<p>Acceptable thesis statements must explicitly make a historically defensible evaluative claim regarding the extent to which religious ideas of the Second Great Awakening shaped reform movements in the first half of the nineteenth century.</p> <ul style="list-style-type: none"> • “The religious ideas of the Second Great Awakening played a major factor in the reformations such as the temperance movement, abolition movement, and movements for equality such as utopias and women’s rights. These ideological sparks come from the ideas of the ‘perfect self’ and communal salvation that were a part of the Second Great Awakening.”
	<p>Argument Development: Develops and supports a cohesive argument that recognizes and accounts for historical complexity by explicitly illustrating relationships among historical evidence such as contradiction, corroboration, and/or qualification. (1 point)</p>	<p>To earn this point, responses must explain the relationship of historical evidence to a complex and cohesive argument and do so throughout the essay.</p> <p><i>Ways that evidence can be related to the argument include the following:</i></p> <ul style="list-style-type: none"> • Contradiction (e.g., using evidence to address a counterargument to the main argument in the essay) • Corroboration (e.g., combining multiple pieces of evidence to support a single argument) • Qualification (e.g., use of evidence to present an argument that is subsequently made more complex by noting exceptions)
B: Document Analysis (0–2)	<p>Document Analysis (Content): Utilizes the content of at least six of the documents to support the stated thesis or a relevant argument. (1 point)</p>	<p><i>See document summaries for details:</i></p> <ul style="list-style-type: none"> • Doc 1: Lyman Beecher, sermon, 1812 • Doc 2: “Drunkard’s progress,” 1826 • Doc 3: David Walker, “Walker’s Appeal,” 1829 • Doc 4: Charles Finney, “What a Revival of Religion Is,” 1834 • Doc 5: George Ripley, letter to Ralph Waldo Emerson, 1840 • Doc 6: Dorothea Dix, “Remarks on Prisons,” 1845 • Doc 7: Elizabeth Cady Stanton, “Declaration of Sentiments and Resolutions,” 1848
	<p>Document Analysis (Sourcing): Explains the significance of the author’s point of view, author’s purpose, historical context, and/or audience for at least four documents. (1 point)</p>	

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Question 1 — Document-Based Question (continued)

C: Using Evidence Beyond the Documents (0–2)	<p>Contextualization: Situates the argument by explaining the broader historical events, developments, or processes immediately relevant to the question. (1 point)</p> <p><i>The contextualization point is not awarded for merely a phrase or reference, but instead requires an explanation, typically consisting of multiple sentences or a full paragraph.</i></p>	<p>This point can be earned by explaining historical events, developments, or processes that occur before, during, or continue after the time frame of the question.</p> <p><i>Common examples might include the following:</i></p> <ul style="list-style-type: none"> • Discussions of the spread of religious reform • Discussions of the market revolution, how it reshaped economic systems, and its effects on society • Discussions of Jacksonian democracy, the emergence of participatory politics, and the Second Party System (should be related to social reform)
	<p>Evidence Beyond the Documents: Provides an example or additional piece of specific evidence beyond those found in the documents to support or qualify the argument. (1 point)</p> <p><i>This example must be different from the evidence used to earn other points on this rubric.</i></p> <p><i>This point is not awarded for merely a phrase or reference. Responses need to reference an additional piece of specific evidence and explain how that evidence supports or qualifies the argument.</i></p>	<p><i>Common examples might include the following, with appropriate elaboration:</i></p> <ul style="list-style-type: none"> • Abolitionism (beyond the document) • Domesticity • Frederick Douglass • William Lloyd Garrison • Angelina Grimke • Sarah Grimke • Andrew Jackson • Lucretia Mott • Arthur Tappan • Lewis Tappan • Temperance (beyond the document) • Transcendentalism • Sojourner Truth • Washingtonian Temperance Society
D: Synthesis (0–1)	<p>Synthesis: Extends the argument by explaining the connection between the argument and either a development in a different historical period or geographical area and/or a course theme and/or approach that is not the focus of the essay. (1 point)</p> <p><i>The synthesis point is not awarded for merely a phrase or reference.</i></p>	<p><i>Common examples might include the following, with appropriate explanation:</i></p> <ul style="list-style-type: none"> • Different period or area: the First Great Awakening; twentieth-century religious reform movements • Different theme: economic history

If response is completely blank, enter - - for all four score categories A, B, C, and D

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Question 1 — Document-Based Question (continued)

Document Summaries

Document	Content	Explains the significance of point of view, purpose, context, and/or audience by elaborating on examples such as the following.
1. Lyman Beecher, sermon, 1812	<ul style="list-style-type: none"> Argues that morals are declining in several ways (neglecting Sabbath, drinking) but that missionary spirit is encouraging reform 	<ul style="list-style-type: none"> Presbyterian/Protestant clergy member in New York and New England; nationally prominent figure; later founder of American Temperance Society (point of view) Traditional church goes rather than new adherents; national audience interested in Beecher (audience)
2. "Drunkard's progress," 1826	<ul style="list-style-type: none"> Image shows four steps in experience of a user of alcohol 	<ul style="list-style-type: none"> To depict drinking as hazardous to morals, health, family life, finances, and public respect; to characterize drunkenness as a sin (purpose) Image published near the founding of the American Temperance Society (context)
3. David Walker, "Walker's Appeal," 1829	<ul style="list-style-type: none"> Calls on free African American men to do what they can to help enslaved African Americans 	<ul style="list-style-type: none"> Urge African American men to take action against slavery; reject assistance of White Christians (purpose) Growing radicalism of the anti-slavery movement (context)
4. Charles Finney, "What a Revival of Religion Is," 1834	<ul style="list-style-type: none"> Describes experience of a Protestant religious revival Does not discuss reform but suggests that, at a revival, "the worst part of human society are softened and reclaimed" 	<ul style="list-style-type: none"> A Protestant minister, charismatic revivalist leader (point of view) Popular audience attracted to the spectacle of revivals (audience)
5. George Ripley, letter to Ralph Waldo Emerson, 1840	<ul style="list-style-type: none"> Proposes establishing a farming community attached to a school or college that could be a place to improve people's lives 	<ul style="list-style-type: none"> To promote linking thought and work in individuals (purpose) Larger movement of establishing utopian communities to reflect new principles of freedom; Transcendentalist movement (context)
6. Dorothea Dix, "Remarks on Prisons," 1845	<ul style="list-style-type: none"> Describes an approach to prison reform that would involve prison officers acting as moral guides to inmates Goal of promoting self-respect among inmates 	<ul style="list-style-type: none"> To foster reform in prisons and mental asylums (purpose) Dix proposed a model based on moral guidance (context)
7. Elizabeth Cady Stanton, "Declaration of Sentiments," 1848	<ul style="list-style-type: none"> Calls for rights for women 	<ul style="list-style-type: none"> Language modeled on the Declaration of Independence; women's rights as unfulfilled work of the American Revolution (context) The Seneca Falls Convention helped launch a movement for women's rights (context)

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Question 1 — Document-Based Question (continued)

SCORING NOTES

Note: Student samples are quoted verbatim and may contain grammatical errors.

A. Thesis and Argument Development (2 points)

a) Thesis

Responses earn one point by presenting a thesis that makes a historically defensible claim that evaluates the extent to which religious ideas of the Second Great Awakening shaped reform movements in the first half of the nineteenth century (1 point). While the thesis does not need to be a single sentence, it does need to be discrete, meaning it cannot be pieced together from across multiple places within the essay. It can be located in either the introduction or the conclusion, but not split between the two.

Examples of acceptable theses:

- “The Second Great Awakening heightened the morals of society and thus led to movement of prohibition and prison reform. This religious revival also supported ideas of love and equality which influenced movements for Women’s Rights and the Abolitionist movement. Thus, religious ideas of the Second Great Awakening shaped reform movements to a large extent because of their emphasis on good morals and the equality of people.”
- “Therefore, the religious ideals of the Second Great Awakening shaped the reform movements in the early nineteenth century by providing religious justification and motivation through universally accepted religious movements. Specifically, the temperance, feminist, and utopian movements were all influenced positively by the Second Great Awakening.”

Examples of unacceptable theses:

- The Second Great Awakening shaped to a great extent the primary reform movements of the day. (*This thesis restates the question with a slight revision to say “great extent” without any complexity.*)
- Religion was looked upon as a seduction for many of the problems occurring during that time. (*This thesis is too vague and does not effectively address the question.*)

b) Argument Development

To earn this point, responses must explain the relationship of historical evidence to a complex and cohesive argument and do so throughout the essay. (1 point).

Examples of acceptable argument development:

- The response offers a thesis statement that notes how the Second Great Awakening did not always succeed in its goals to reform America. The response then moves through a lengthy discussion of how the reform movements came up short, showing a sophisticated level of contradiction between the goals of the reform movements and their outcomes. There is an explanation of abolition not being achieved, despite the efforts of David Walker (showcasing document 3). There is a discussion of feminism and women’s rights also coming up short, despite the efforts at Seneca Falls (showcasing document 7). Although utopian societies appeared, they fizzled and disappeared. Temperance achieved some moderation in drinking, but, in the end, failed to attain prohibition. Thus, the response offers a clear and cohesive argument with several examples sprinkled throughout the essay.

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Question 1 — Document-Based Question (continued)

- The response offers an extensive thesis statement. “The relationship between religious and social views proved to be strong during the Second Great Awakening through its profound influence on the progressive social ideals formulated during the early part of the nineteenth century. In turn, these ideas led to a push for equality (seen in women’s and black rights), prohibition, and a deeper connection to God.” The response then proceeds with tightly argued paragraphs and uses the documents to support a single argument pertaining to the relationship between religion and reform movements for each of the three areas listed above. The response notes how abolition and women’s rights are tied together in their growth in shaping religious sentiment (corroboration with documents 3 and 7). The new religious morals brought about by the Second Great Awakening not only showcased a deeper religiosity, but it created an environment for prohibition. The response then concludes with a note how the “foundation for later political and social reform” led to the “betterment of our country.”

Examples of unacceptable argument development:

- The response begins with an attempted thesis that “so many huge and different religions roamed around, and the views held by these religions and the people among them brought significant change.” The response then moves through the documents in order that they are presented and does not talk about the various strains of religion. Instead, it merely paraphrases each of the documents by listing the title, author, and a quote. The response concludes, “In conclusion the religious ideas of the Second Great Awakening brought significant change.”

B. Document Analysis (2 points)

a) Document Content

Responses earn one point by utilizing the content of at least six of the documents to support the stated thesis or a relevant argument (1 point). Responses cannot earn a point by merely quoting or paraphrasing the documents with no connection to a thesis or argument. (*See the document summaries section below for descriptions of document content*).

Examples of acceptable use of content from a document to support a thesis or relevant argument:

- For Document 6, the response states, “In ‘Remarks on Prisons,’ Dix claims that a man will not be good unless he was guided with proper guidance and example, thus highlighting that prisons were meant to guide prisoners to a just way to reach salvation.”
- For Document 3, the response notes, “Gone were the fire-and-brimstone sermons of traditional Calvinism, and in were sermons such as those of Rev. Charles Finney: ‘A revival,’ he said, ‘breaks the power of the world and of sin over Christians.’” This response indicates a sophisticated comparison between the tactics of the First and Second Great Awakening.

Examples of unacceptable use of content from a document to support a thesis or relevant argument:

- For Document 2, the response states, “This cartoon depicts the positive nature of alcohol consumption. Workers need the drink to get through the day.”
- For Document 6, the response states, “She speaks about how people must have self-respect and confidence towards others to grow their own moral sentiments. She felt that this was all needed in order to have sentiment for God, and to acknowledge him.”
- For Document 3 and 4, the response notes, “Both David Walker and Charles Grandison Finney believe that white Christians will have their faith renewed.” This response incorrectly interprets Walker’s appeal to enslaved individuals to rise up for freedom.

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Question 1 — Document-Based Question (continued)

b) Significance of Point of View, Purpose, Context, and/or Audience

Responses earn one point by explaining the significance of the author's point of view, author's purpose, historical context, and/or audience for at least four documents (1 point).

Example of acceptable explanation of the significance of the author's point of view:

- For Document 6, the response states, "In order to raise awareness of this issue to bring about a solution, many people rallied behind the idea of providing counseling for prisoners in order to educate them on the values of Christianity and teachings of God, under the impression that they would change. Many Americans shared this point of view, and eventually prison conditions were improved."
- For Document 7, the response states, "Stanton's perspective as a woman who had been oppressed by men also led to her deep conviction that women should receive equal standing as men and their ideas were informed by the Second Great Awakening."

Example of unacceptable explanation of the significance of the author's point of view:

- For Document 5, the response notes, "His point of view was shaped wildly by the Great Awakening." (*This response is simply too vague*).
- For Document 1, the response states, "His point of view is that of a preacher." (*This response is simply too brief and vague*).

Example of acceptable explanation of the significance of the author's purpose:

- For Document 6, the response states, "The purpose of Dix is to change the prison system so that it places efforts on reforming the prisoners, not just punishing them. By this, you will be killing the crime in the criminals, not the criminals."
- For Document 1, the response states, "Beecher sought to motivate his fellow Christian citizens to follow the teachings of Christ. In turn, a group of good Christians could help better society because they would be more inclined to participate in potential reform endeavors."

Example of unacceptable explanation of the significance of the author's purpose:

- For Document 3, the response notes, "In David Walker's 'Appeal,' the purpose is to inform enslaved people how to gain the respect of white people and ultimately gain freedom."
- For Document 4, the response notes, "The purpose of this quote is to let people know that they can help solve some of the worst issues in society through change."

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Question 1 — Document-Based Question (continued)

Examples of acceptable explanation of the significance of the historical context of a document:

- For Document 5, the response notes, “Moreover, these ideals bleed into the transcendental movement of the time. With the use of ideals such as individualism, simplicity, and hardworking, the likes of Ripley with his Utopia, Thoreau with his Walden Pond, and Emerson with his transparent eyeball, were able to spark social reform that ultimately was rooted in the Second Great Awakening.”
- For Document 7, the response states, “At the Seneca Falls Convention, Feminist leader Elizabeth Cady Stanton mimicked the Declaration of Independence to foster equality among sexes. This, too, reflects religious sentiment, if man is perfectible, reasoned Stanton, why not woman?”

Examples of unacceptable explanation of the significance of the historical context of a document:

- For Document 2, the response states, “The context of this is the rise of pubs, liquor, and violence due to alcohol.”
- For Document 2, the response states, “Barber’s broadside about “The Drunkard’s Progress” inspired Carrie A. Nation to take action against saloons in order to stop the abuse of alcohol and the ruination of the family.”

Examples of acceptable explanation of the significance of the audience:

- For Document 2, the response notes, “The poster was clearly intended to appeal to the common man because it also has graphics to get the message across even to the uneducated and illiterate. The biblical reference clearly shows that the temperance movement had its roots in the moral values instilled during the Second Great Awakening.”
- Document 3 the response states, “David Walker’s “Appeal” was addressed to free African-Americans in the North who were early advocates and activists for abolition.”

Examples of unacceptable explanation of the significance of the audience:

- For Document 1, the response states, “The audience of this sermon were people already with faith, and people who felt a need for religion in their lives.”
- For Document 5, the response states, “He tells his audience, Ralph Waldo Emerson, all about it.”

C. Using Evidence Beyond the Documents (2 points)

a) Contextualization

Responses earn a point for contextualization by explaining the broader historical events, developments, or processes immediately relevant to the question (1 point). To earn the point, the essay must situate the thesis, argument, or parts of the argument by accurately and explicitly connecting the rise of the Second Great Awakening to the larger reform movement. The context can be from before, during, or continuing after the period of the question as long as the response accurately and explicitly connects the context to the topic.

Examples might include the following.

- Discussion of westward expansion
- Discussions of the spread of religious reform, such as Shakers and Mormons
- Discussions of the market revolution, how it reshaped economic systems, and its effects on society
- Discussions of Jacksonian democracy, the emergence of participatory politics, and the Second Party System (should be related to social reform)

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Question 1 — Document-Based Question (continued)

Examples of acceptable contextualization:

- “With the Louisiana Purchase and territorial gains from Mexican War, debates began to pop up over the expansion of slavery into these new territories. The balance was formed with the Missouri Compromise in 1820, frustrations to which can be seen in David Walker’s *Appeal*, establishing no slavery north of the 36 30’ line. However, as time progressed and more people settled westward into the territories, further strains were placed on the debate. Women of this time, in the Northern states primarily, continued to advocate for no extension of slavery, or even abolition, alongside the anti-slavery Whigs. The fugitive slave act only further angered northerners as they were now forced to return fugitive slaves, so women and Whigs fueled by the Second Great Awakening passed personal liberty laws to nullify such requirements.
- “During the first half of the 1800s, the United States was experiencing a dramatic market revolution that greatly stimulated economic expansion. Many industries developed and flourished with the development of mass-production methods, such as the factory and mill models, seen by figures such as Slater and Lowell, and Eli Whitney’s interchangeable parts. Meanwhile, the South faced economic development through Eli Whitney’s cotton gin, creating an increased demand for slave labor. While this period was heavily characterized by industrialization and economic development, the American people also experienced a revival in faith and religious sentiments, which became known as the Second Great Awakening. This element of society brought morality into discourse and led many to question the implications of their economies, fostering the birth of reform.”

Examples of unacceptable contextualization:

- “At this time, tensions were growing between the North and South, and also between America and British in the earlier half. The War of 1812, which was a result of British impressment and conflict over land/resources, ended with the Treaty of Ghent (which failed to resolve the primary issue). Also, many new states began to enter the Union, which brought up the issue regarding slavery. Tensions heightened with compromised such as the Missouri Compromise (which was violated by the Kansas-Nebraska Acts) and secession was evident.” (*Although the response clearly indicates a grasp of the major historical events during the Early Republic, it fails to connect this information in a way that makes it immediately relevant to the question*).
- “It is during this time, in the 1830s, when Andrew Jackson had his famous bank war and destroyed the National Bank by withdrawing its funds. The distrust and exploitation led to battles for better working conditions for everyday workers. The thinkers of the Second Great Awakening were fully behind the workers struggle, as seen in Document 5.” (*Although the response correctly identifies the Jacksonian era banking crisis, it fails to connect this information in an accurate way that makes it immediately relevant to the question*).

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Question 1 — Document-Based Question (continued)

b) Evidence Beyond the Documents

Responses earn a separate point for providing an example or additional piece of specific evidence beyond those found in the documents to support or qualify the argument (1 point). This example must be different from the evidence used to earn other points on this rubric. This point is **not** awarded for merely a phrase or reference. The specific example or evidence should be immediately relevant to the question.

Examples might include the following:

- Abolitionist movement
- Domesticity
- Frederick Douglass
- William Lloyd Garrison
- Angelina Grimke
- Sarah Grimke
- Andrew Jackson
- Horace Mann
- Lucretia Mott
- Arthur Tappan
- Lewis Tappan
- Temperance Movement
- Transcendentalism
- Sojourner Truth
- Washingtonian Temperance Society

Examples of providing an example or additional piece of specific evidence beyond those found in the documents to support or qualify the argument:

- “A similar movement was Horace Mann’s education reform. He advocated for tax supported formal public schools with consistent textbooks. The idea was that educating the public would make better citizens.”
- “Women such as Susan B. Anthony, Sojourner Truth, and Elizabeth Cady Stanton would begin to form organizations and take a stand for a better life. Sojourner’s “Aint I a Woman” speech brought awareness from a female African American perspective which would encourage others around her to fight for reform.”

Example of improperly providing an example or additional piece of specific evidence beyond those found in the documents to support or qualify the argument:

- “George Ripley, Dorothea Dix, Elizabeth Cady Stanton, The Grimke Sisters, and Susan B. Anthony are few reformers who had goals of reform in other aspects including abolition, suffrage, working/prisoner conditions, prohibition, etc.” (*Although the response mentions Anthony and the Grimke sisters, the response needs to explain how that evidence supports or qualifies the argument*).
- “The Second Great Awakening prompted some women, like Jane Addams, to help the poor by creating Hull House for new immigrants.” (*Jane Addams and the creation of Hull House happened in 1889, which is well outside of the prescribed time period for the question. Additionally, the response incorrectly identifies the Second Great Awakening as the source of inspiration for Addams’ work*).

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Question 1 — Document-Based Question (continued)

D. Synthesis (1 point)

Responses earn a point for synthesis by extending their argument in one of two possible ways (1 point).

- a) Responses can extend their argument by appropriately connecting the Second Great Awakening and social reform movements to other historical periods, situations, eras, or geographical areas. These connections must consist of more than just a phrase or reference. A response that lists events from other time periods or areas but does not explain how they relate to the argument cannot earn a synthesis point.

Examples of acceptable synthesis by appropriately connecting the argument to a development in a different historical period, situation, era, or geographic area:

- “Although the First Great Awakening was much more frightening in terms of depictions of hell, such as ‘Sinners in the Hands of An Angry God,’ the Second Great Awakening tried to spread many of its original goals regarding religious morality. So, while not as severe in nature, the Second Great Awakening reflected the original goals of the First Great Awakening.”
- “Such efforts for reform bring to mind the Progressive Era, in which such formidable political heavyweights as Teddy Roosevelt vied for reforms in civil service, trust consolidation, and park preservation. Even the religious parallel holds somewhat- the 18th amendment (prohibition) was passed not long after the bulk of Progressivism had run its course in 1919.”

Example that did not accurately connect the argument to a development in a different historical period, situation, era, or geographic area:

- “This connects to the Progressive Era. During the Progressive Era, reformers came together and attempted to reform society.” (*Unfortunately, this response is too vague, as it does not specifically detail any reforms that the Progressive movement undertook that connect to the Second Great Awakening/Reform Movement*).
 - “Both the Second Great Awakening and the middle Ages cared heavily about religion, such as the sale of indulgences and heaven, this religion drove society between time periods.” (*This response is too vague and nonsensical in its attempt to draw together two very different time periods*).
- b) Responses can extend their argument by appropriately connecting the Second Great Awakening and social reform movements to course themes and/or approaches to history that are not the main focus of the question. These connections must consist of more than just a phrase or reference.

Examples of acceptable synthesis by connecting the argument to different course themes and/or approaches to history that are not the main focus of the question:

- The sample selection did not uncover any examples of acceptable synthesis that connected to a different course theme or approach to history. However, an acceptable example might deal with the cultural exploration during the Early Republic. For example, responses could highlight pub songs, Hudson River School, George Caleb Bingham’s series of American democracy portraits, literature outside of the Transcendentalists (Dickinson, Poe, Melville, and others from the American Gothic Period), minstrel shows, and theater performances.

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2017 SCORING GUIDELINES

Question 2

Evaluate the extent to which the rise of the Populist movement marked a turning point in United States politics OR the economy.

In the development of your argument, explain what changed and what stayed the same in politics OR the economy as a result of the Populist movement within the period 1865–1920. (Historical thinking skill: Periodization)

Maximum Possible Points: 6

Please note:

- Each point of the rubric is earned independently, e.g. a response could earn the point for synthesis without earning the point for thesis.
- Evidence credited for one point cannot be credited for another point.

Points	Rubric	Notes
A: Thesis (0–1)	<p>Thesis: Presents 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. (1 point)</p> <p><i>Neither the introduction nor the conclusion is necessarily limited to a single paragraph.</i></p>	<p>Acceptable thesis statements must explicitly make a historically defensible evaluative claim regarding the extent to which the rise of the Populist movement marked a turning point in United States politics OR the economy.</p> <ul style="list-style-type: none"> • “Between 1865–1920, the Populist party marked a minimal turning point in the United States economy due to the laissez-faire policy of the government and extreme power of monopolies.” • “The initial success of the Populist party was limited, their impact resulted in limited government regulation of the economy; however, they failed to get anymore economic successes, however, the party inspired a much more successful Progressive Era.”
B: Argument Development: Using the Targeted Historical Thinking Skill — Periodization (0–2)	<p>Argument Development — Describes: Describes the ways in which the historical development specified in the prompt was different from or similar to developments that preceded AND followed. (1 point)</p>	<p>Responses earn one point by <u>describing</u> what changed or what stayed the same in politics OR the economy as a result of the rise of Populism.</p> <p><i>Common examples might include the following:</i></p> <ul style="list-style-type: none"> • Describing the role of the government in the economy before and after the rise of Populism. • Describing political power before and after the rise of Populism.
	<p>Argument Development — Explains: Explains the extent to which the historical development specified in the prompt was different from and similar to developments that preceded AND followed. (1 point)</p>	<p>Responses earn one point by <u>explaining the extent to which</u> politics or the economy changed and stayed the same as a result of the Populist movement.</p> <p><i>Common examples might include the following:</i></p> <ul style="list-style-type: none"> • Explaining the extent to which the role of the government changed in the economy before and after the rise of Populism • Explaining the extent that political power changed before and after the rise of Populism. • Explaining the extent of economic regulation before and after the rise of Populism.

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Question 2 (continued)

C: Argument Development: Using Evidence (0–2)	<p>Using Evidence — Examples: Addresses the topic of the question with specific examples of relevant evidence. (1 point)</p>	<p>Responses can earn one point by <u>addressing</u> the topic of the question by referring to specific examples or relevant evidence. Essays can earn this point without having a stated thesis or a relevant argument. <i>Common examples might include the following:</i></p> <ul style="list-style-type: none"> • Laissez-faire • The Grange movement; Farmers’ Alliances • Omaha Platform • Free Silver • William Jennings Bryan/Cross of Gold Speech • Progressivism and labor reform as an extension of Populism
	<p>Using Evidence — Effective Substantiation: Utilizes specific examples of evidence to fully and effectively substantiate the stated thesis or a relevant argument. (1 point)</p> <p><i>To fully and effectively substantiate the stated thesis or a relevant argument, responses must include a broad range of evidence that, through analysis and explanation, justifies the stated thesis or a relevant argument.</i></p>	<p>This point is earned by clearly and consistently <u>linking significant evidence to the argument</u>, and showing how the evidence demonstrates the <u>extent</u> to which the rise of the Populist movement marked a major turning point in United States politics OR the economy.</p>
D: Synthesis (0–1)	<p>Synthesis: Extends the argument by explaining the connection between the argument and either a development in a different historical period or geographical area and/or a course theme and/or approach that is not the focus of the essay. (1 point)</p> <p><i>The synthesis point is not awarded for merely a phrase or reference.</i></p>	<p><i>Commonly seen examples might include:</i></p> <ul style="list-style-type: none"> • Different period or area: early nineteenth-century reformers; the 2016 presidential election; earlier third parties such as the Know Nothings or Free Soil Party • Different theme: gender history or economic/politics if NOT the focus of the thesis and essay.

If response is completely blank, enter - - for all four score categories A, B, C, and D

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Question 2 (continued)

Scoring Notes

Note: Student samples are quoted verbatim and may contain grammatical errors.

A. Thesis (1 point)

Acceptable thesis statements must explicitly make a historically defensible evaluative claim regarding the extent to which the rise of the Populist movement marked a turning point in United States politics OR the economy (1 point). While the thesis does not need to be a single sentence, it does need to be discrete, meaning it cannot be pieced together from across multiple places within the essay. It can be located in either the introduction or the conclusion, but not split between the two.

Examples of acceptable thesis:

- “Between 1865–1920, the Populist party marked a minimal turning point in the United States economy due to the laissez-faire policy of the government and extreme power of monopolies.”
- “The initial success of the Populist party was limited, their impact resulted in limited government regulation of the economy; however, they failed to get anymore economic successes, however, the party inspired a much more successful Progressive Era.”

Unacceptable examples of thesis:

- “Populists rise in politics was a major turning point in the American political system as they proposed ideas and policies which are still around today.” (*The thesis addressed extent but did not make a historically defensible claim*)
- “The Populist movement that begin 1865 and lasting through 1920 marked a major economic change in United States History.” (*The thesis merely restated the prompt with the addition of a modifying adverb*).

B. Argument Development: Using The Targeted Historical Thinking Skill (2 points)

a) Argument Development — Describes

Responses earn one point by describing what changed or what stayed the same in politics OR the economy as a result of the rise of Populism (1 point).

Examples might include the following:

- Describing the role of the government in the economy before and after the rise of Populism.
- Describing political power before and after the rise of Populism.

Examples of acceptable descriptions of change or continuity:

- “At the beginning of the Populist movement, one major issue was the formation of large trusts. Railroad trusts monopolized railways, making it difficult to sell their goods with a profit. . . . The Sherman Anti-trust Act was passed, but it was riddled with many flaws that made the legislation mostly pointless.” (*continuity*)
- “The Progressives, specifically Teddy Roosevelt will work to bust trusts that are acting unreasonably or illegally.” (*change*)

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Question 2 (continued)

Examples of unacceptable descriptions of change or continuity:

- “Not everything changed, however. The government was still in charge of regulating the economy and they were tasked as the protectors of the American people. They also created welfare programs and employment programs.” (*Attempts continuity but is inaccurate*)
- “Even though the Populist Party never won an election, they advocated for their cause and some were rewarded.” (*Attempts change, but is too vague*)

b) Argument Development — Explains

Responses earn one point by explaining the extent to which politics or the economy changed and stayed the same as a result of the rise of Populism. (1 point)

Examples might include the following:

- Explaining the extent to which the role of the government changed in the economy before and after the rise of the Populist movement.
- Explaining the extent that political power changed before and after the rise of Populism.
- Explaining the extent of economic regulation before and after the rise of Populism.

Examples of acceptable explanations of the extent of change and continuity:

- “However they were unable to end business control of the government as effectively as they had advocated for progressive reforms and more direct democracy. This showed itself in the election of 1896 in which William McKinley, the Republican, backed by billionaire Marcus Hanna, defeated the populist candidate of William Jennings Bryan. Thus business was welcomed in the White House and the Populists were turned away.” (*continuity*)
- “Legislation would help the Populist cause in the late 19th and early 20th century. In the Supreme Court case, Northern Co. vs United States, the court ruled in favor of the breaking up of the trust and the monopoly. The government was beginning to regulate business practices and moved away from a policy of Laissez Faire.” (*change*)

Examples of unacceptable explanations of the extent of change and continuity:

Responses that do not explain the extent of change, but simply note that there was a change.

- “The ICC passed which helped the farmers economy but not by much.” (*There is no explanation*)

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Question 2 (continued)

C. Argument Development: Using Evidence (2 points)

a) Using Evidence — Examples

- Railroad expansion
- Laissez-faire
- The Grange movement
- Farmers' Alliances/Colored Farmers' Alliance
- Omaha Platform
- Direct election of senators
- Proposed nationalization of railroads
- Secret ballot
- Free Silver
- Interstate Commerce Commission
- Sherman Anti-Trust Act (1890)
- Election of 1896/William Jennings Bryan/Cross of Gold Speech
- Racial politics
- Progressivism and labor reform as an extension of Populists
- Clayton Anti-Trust Act (1914)
- Theodore Roosevelt
- William Howard Taft
- Woodrow Wilson

Responses can earn one point by addressing the topic of the question by referring to specific examples or relevant evidence (1 point). Essays can earn this point without having a stated thesis or a relevant argument.

Examples of using specific evidence to address the topic of the question:

- “The Grange and Agricultural wheel, which was pretty much a union of farmers whose purpose was to sell crops at the highest prices and fight the railroad empires.”
- “In addition, trusts were forming which allowed business to grow even bigger.”
- “Democrats nominated William Jennings Bryan as their presidential candidate.”

Examples of unsuccessfully using evidence to address the topic of the question:

Evidence that is factually incorrect, confused about chronology, or not directly connected to the topic.

- “Even Republican president Theodore Roosevelt was actively against workers, urging unions to back down.” (*Inaccurate evidence*)

b) Using Evidence — Effective Substantiation

Responses earn a separate point by utilizing specific examples of evidence to fully and effectively substantiate a thesis or relevant argument about the extent to which the rise of the Populist movement marked a turning point in United States politics or economy (1 point). Fully and effectively substantiating the thesis goes beyond merely providing many examples. This point is earned by clearly and consistently linking significant evidence to the argument and showing how the evidence demonstrates the extent to which the rise of the Populist movement marked a turning point in United States politics or economy.

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Question 2 (continued)

Examples might include the following:

- *Evidence that could be used to argue the rise of Populism was a major turning point:*
 - The rise of Populism as protest-based politics led to a broader critique of industrialization and the disparities between the power of capital and labor in the economy.
 - Populism created new demands for increased government regulation of banks and railroads.
 - Many Populist positions were adopted and implemented by the Progressive movement in the early twentieth century.
- *Evidence that could be used to argue the rise of Populism was NOT a major turning point:*
 - The Populist movement was ultimately unable to transcend the major political parties.
 - The Populist movement failed to achieve currency reform.
 - Corporate trusts and monopolies continued to dominate the political and economic landscape.

Example of utilizing evidence to substantiate an argument:

- “The Populist Party ironically allowed for stronger power by big business, corporations, and monopolies because they would donate massive amounts of money in political donations to candidates, running against populist like candidates. This was evident in the presidential election of William McKinley.”

Example of unsuccessfully attempting to substantiate an argument with evidence:

- “A huge economic turning point for those underdogs (working class) had occurred through the use of unions and government regulations against monopolies resulting in a more equal wealth distribution.” (*The response did not explain how unions and government regulations achieved distribution of wealth.*)

D. Synthesis (1 point)

Responses earn a point for synthesis by extending their argument in one of two possible ways (1 point).

- a) Responses can extend their arguments by explaining the connections between their arguments and a development in a different historical period, situation, era, or geographical area. These connections must consist of more than just a phrase or reference.

Example of synthesis by connecting the argument to a development in a different historical period, situation, era, or geographical area:

- “The Populist movement can be connected to the 1960s, a time period known for counterculture like the Populists. Popular sentiment made people rise up and fight for various causes. Those in the 1960s, fought for conservation, gay and lesbian rights, etc. . . . Both the Populists movement and the 1960s saw people stand up for what they believed in and seeking various goals came to fruition for example, labor reform, and the end of the Vietnam War and the Civil Rights Bill of 1964 (for the Civil Rights movement), respectively. Both had their success and failures. Populists didn’t get free coinage of silver and those in the 1960s didn’t win full LGBTQ rights until the 21st century.”

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Question 2 (continued)

Example that did not accurately connect the argument to a development in a different historical period, situation, era, or geographical area:

- “This turning point is very similar to the Market Revolution. Both are major turning points which greatly changed American economy. In the Market revolution, the economy greatly expanded, with markets and economies across America, facilitating trade and growth. The economy prospered, but there were some factors that remained the same – similar to the populist movement. Discrimination against minorities in jobs specifically African Americans were present, and women again could not hold the same jobs as men.” *(The response did not earn the synthesis point because it failed to adequately link the response’s historical argument to the Market Revolution and discrimination).*

- b)** Responses can extend their arguments by explaining the connections between their arguments and 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). These connections must consist of more than just a phrase or reference.

Examples of synthesis by connecting the argument to a different course theme or approach to history:

- No examples of this type of synthesis were found; however, a response could earn the point by addressing economics or politics if not the focus of the response or argument.

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Question 3

Evaluate the extent to which the election of Franklin D. Roosevelt as president in 1932 marked a turning point in United States politics OR society.

In the development of your argument, explain what changed and what stayed the same from the period immediately before the election of Roosevelt (1919–1932) to the period immediately after it (1932–1941). (Historical thinking skill: Periodization)

Maximum Possible Points: 6

Please note:

- Each point of the rubric is earned independently, e.g. a response could earn the point for synthesis without earning the point for thesis.
- Evidence credited for one point cannot be credited for another point.

Points	Rubric	Notes
A: Thesis (0–1)	<p>Thesis: Presents 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. (1 point)</p> <p><i>Neither the introduction nor the conclusion is necessarily limited to a single paragraph.</i></p>	<p>Acceptable thesis statements must explicitly make a historically defensible evaluative claim regarding the extent to which the election of Franklin D. Roosevelt as president in 1932 marked a turning point in United States politics OR society.</p> <ul style="list-style-type: none"> • “Roosevelt’s election represented a major turning point on the part of the federal government to intervene in the economy to address the Great Depression.” • “While the New Deal ushered in new economic programs, Roosevelt’s election did not fundamentally change some social trends, such as immigration and race relations.”
B: Argument Development: Using the Targeted Historical Thinking Skill — Periodization (0–2)	<p>Argument Development — Describes: Describes the ways in which the historical development specified in the prompt was different from or similar to developments that preceded AND followed. (1 point)</p>	<p>Responses earn one point by <u>describing</u> how United States politics or society changed OR stayed the same before AND after Roosevelt’s election.</p> <p><i>Common examples might include the following:</i></p> <ul style="list-style-type: none"> • Describing the role of the federal government in the economy before and after the election • Describing political alignments of voters before and after the election
	<p>Argument Development — Explains: Explains the extent to which the historical development specified in the prompt was different from and similar to developments that preceded AND followed. (1 point)</p>	<p>Responses earn one point by <u>explaining the extent to which</u> United States politics or society changed AND stayed the same before AND after Roosevelt’s election.</p> <p><i>Common examples might include the following:</i></p> <ul style="list-style-type: none"> • Explaining the extent of change in the role of the federal government in the economy • Explaining the extent the change in political alignments of voters

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Question 3 (continued)

C: Argument Development: Using Evidence (0–2)	<p>Using Evidence — Examples: Addresses the topic of the question with specific examples of relevant evidence. (1 point)</p>	<p>Responses can earn one point by <u>addressing</u> the topic of the question by referring to specific examples or relevant evidence. Essays can earn this point without having a stated thesis or a relevant argument. <i>Common examples might include the following:</i></p> <ul style="list-style-type: none"> • Laissez-faire economic ideology • Warren Harding • Calvin Coolidge • Works Progress Administration (1935) • Civilian Conservation Corps (1933) • Herbert Hoover • Eleanor Roosevelt • Huey Long • Federal Emergency Relief Administration (1933) • National Labor Relations (Wagner) Act (1935) • Social Security Act (1935) • Congress of Industrial Organizations (CIO) • African American voters' party alignment • Tennessee Valley Authority (TVA) • Glass-Steagall Act
	<p>Using Evidence — Effective Substantiation: Utilizes specific examples of evidence to fully and effectively substantiate the stated thesis or a relevant argument. (1 point)</p> <p><i>To fully and effectively substantiate the stated thesis or a relevant argument, responses must include a broad range of evidence that, through analysis and explanation, justifies the stated thesis or a relevant argument.</i></p>	<p>This point is earned by clearly and consistently <u>linking significant evidence to the argument</u>, and showing how the evidence demonstrates the <u>extent</u> to which the election of Franklin D. Roosevelt as president in 1932 marked a major turning point in United States politics OR society.</p>
D: Synthesis (0–1)	<p>Synthesis: Extends the argument by explaining the connection between the argument and either a development in a different historical period or geographical area and/or a course theme and/or approach that is not the focus of the essay. (1 point)</p> <p><i>The synthesis point is not awarded for merely a phrase or reference.</i></p>	<p><i>Commonly seen examples might include:</i></p> <ul style="list-style-type: none"> • Different period or area: any key or realigning presidential election — 1800, 1828, 1896, 1968, 1980, 2000, 2008, 2016 • Different theme: gender, religious, or cultural history or international affairs

If response is completely blank, enter - - for all four score categories A, B, C, and D

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Question 3 (continued)

Scoring Notes

Note: Student samples are quoted verbatim and may contain grammatical errors.

A. Thesis (1 point)

Acceptable thesis statements must explicitly make a historically defensible evaluative claim regarding the extent to which the election of Franklin D. Roosevelt as president in 1932 marked a turning point in United States politics OR society (1 point). While the thesis does not need to be a single sentence, it does need to be discrete, meaning it cannot be pieced together from across multiple places within the essay.

It can be located in either the introduction or the conclusion, but not split between the two.

Examples of acceptable thesis:

- “Roosevelt fundamentally changed the role of government in America by expanding the executive branch and directly supporting the American people with economic programs.”
- “Franklin D. Roosevelt’s election in 1932 served as a turning point in United States politics by abandoning Republican ideals of a limited government and expanding the scope of government involvement with the American people.”
- “Franklin D. Roosevelt’s presidency marked a shift in political parties and a new social welfare state, but little change in the lives of minority groups.”
- “To a high extent, FDR as president marked a turning point in United States politics, as he gradually brought America out of a shell of isolationism through slowly developing a foreign policy that aided other countries.”

Unacceptable examples of thesis:

- “His policies such as the new deal and his trademark ‘Big Stick Policy’ show how he led the country through hard times.”
- “Franklin D. Roosevelt’s election in 1932 marked a turning point in the United States politics.”
- “Roosevelt had a lot of work to do in order to better the country, and to do so he went to extreme extents to make a turning point in the United States.”

B. Argument Development: Using The Targeted Historical Thinking Skill (2 points)

a) Argument Development — Describes

Responses earn one point by describing how United States politics or society changed OR stayed the same before AND after Roosevelt’s election. (1 point)

Examples might include the following:

- Describing the role of the federal government in the economy before and after the election
- Describing political alignments of voters before and after the election

Examples of acceptable descriptions of change or continuity:

- Describing the change in foreign policy from isolation (Nye Commission) to internationalism. “Roosevelt slowly turned the country toward an internationalist policy.”
- Describing the change in relief programs. “President Herbert Hoover refused to enact federal relief programs, instead delegating that responsibility to the states.” [The New Deal provided] “federal funding for welfare and immediate relief.”
- Describing the change in the perception of the president. (“This was a stark contrast to many of his predecessors”) (“radio-aired Fireside Chats”) (“demystified the president.”)

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Question 3 (continued)

Examples of unacceptable descriptions of change or continuity:

- Describing inaccurate factual information.
 - “Once Franklin D. Roosevelt took office there was higher alert on food processing, wildlife conservations, and the CCC was formed.”
 - “Stagflation was still a prominent problem.”
- Describing factual information insufficiently.
 - “The federal government created welfare programs.” (*without indicating change*)

b) Argument Development — Explains

Responses earn one point by explaining the extent to which United States politics or society changed AND stayed the same before AND after Roosevelt’s election. (1 point)

Examples might include the following.

- Explaining the extent of change in the role of the federal government in the economy before and after the election
- Explaining the extent of change in the political alignments of voters before and after the election

Examples of acceptable explanations of the extent of change and continuity:

- Explaining the extent government programs affected the unemployment rate before and after the election.
 - “While his New Deal Programs were effective at short term relief, Roosevelt only lowered the unemployment rate by a small margin of 6%.”
- Explaining the extent to which government programs affected minorities.
 - “One thing that remained the same during FDR’s presidency though was segregation laws still existed.” [He] “did not want to break up his base in the South which helped him and the Democratic Party dominate for decades to come.”

Examples of unacceptable explanations of the extent of change and continuity:

- Responses that do not explain the extent of change, but simply note that there was a change.
 - “FDR had plans to fix this depression during his presidency. He implemented the New Deal to help bring the economy back onto its feet.” (*failing to substantiate this claim*)
- Explanations utilizing inaccurate information.
 - “Largely they were trying to stay out of people’s money and were just trying to make the US more safe and equal.” (*is describing policies of the 1920s*)

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Question 3 (continued)

C. Argument Development: Using Evidence (2 points)

a) Using Evidence — Examples

Responses can earn one point by addressing the topic of the question by referring to specific examples or relevant evidence (1 point). Essays can earn this point without having a stated thesis or a relevant argument.

Examples might include the following:

- African American voters' party alignment
- Agricultural Adjustment Administration (1933)
- Civilian Conservation Corps (1933)
- Congress of Industrial Organizations (CIO)
- Calvin Coolidge
- First Hundred Days
- Warren Harding
- Federal Emergency Relief Administration (1933)
- Federal Housing Administration (1934)
- Herbert Hoover
- Keynesian economics
- Laissez-faire economic ideology
- National Labor Relations (Wagner) Act (1935)
- National Recovery Administration (1933)
- Eleanor Roosevelt
- Securities and Exchange Commission (1934)
- Social Security Act (1935)
- Tennessee Valley Authority (TVA)
- Works Progress Administration (1935)

Examples of using specific evidence to address the topic of the question:

- Examples of New Deal programs.
 - “An example of a significant difference was Roosevelt’s FERA. Hoover refused to give direct aid to the people, while Roosevelt did.”
 - “He created organizations such as the CCC to get people working again.”
 - “Roosevelt changed economics by introducing Social Security.”
 - “The New Deal was made up of many different acts.” (*This is followed by discussion of TVA, CCC*).
- Examples of New Deal critics. “Most notably, Huey Long and Father Coughlin argued that such radical policies were inherently detrimental.”

Examples of unsuccessfully using evidence to address the topic of the question:

- Evidence that is factually incorrect, confused about chronology, or not directly connected to the topic
- “Firstly, Roosevelt creates his Square deal, giving equal power to citizens. He also uses the Sherman Anti Trust act during this time, breaking strikes.”
- “The first change stopped monopolies.”

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Question 3 (continued)

b) Using Evidence — Effective Substantiation

Responses earn a separate point by utilizing specific examples of evidence to fully and effectively substantiate a thesis or relevant argument about the extent to which the election of Franklin D. Roosevelt as president in 1932 marked a turning point in United States politics OR society (1 point). Fully and effectively substantiating the thesis goes beyond merely providing many examples. This point is earned by clearly and consistently linking significant evidence to the argument and showing how the evidence demonstrates the extent to which the election of Franklin D. Roosevelt as president in 1932 marked a turning point in United States politics OR society.

Examples might include the following.

- *Evidence that could be used to argue Roosevelt's election was a major turning point:*
 - The public increasingly accepted and demanded an activist federal government to intervene in the economy.
 - A New Deal coalition of urban liberals, African Americans, labor unions, and southern politicians formed in support of the Democratic Party.
 - The creation of New Deal programs that involved an unprecedented involvement of the federal government in the everyday lives of Americans.
 - Roosevelt instilled confidence in United States society by using fireside chats to communicate with the American people.
- *Evidence that could be used to argue Roosevelt's election was NOT a major turning point:*
 - The various approaches of the New Deal to relief and recovery reflected a lack of a coherent philosophy.
 - Despite the new supporters that Roosevelt brought into the Democratic Party, southern Democrats continued to exert significant power over the party.
 - Many of Roosevelt's programs were continuations of or built on prior Progressive Era reforms.
 - While Franklin and Eleanor Roosevelt advocated better race relations, the status of minorities during the New Deal did not change significantly.

Examples of utilizing evidence to substantiate an argument:

- "The government took measures that were unlike anything the Republican Presidents before had done." (*Followed by utilizing evidence such as AAA, NRA, TVA*)
- "The AAA set quotas for farming goods to be produced and paid farmers to either not plant additional crops or to destroy those already grown. This increased prices for agricultural goods and helped alleviate the farmers' plight."
- "Programs like the CCC, WPA, and TVA were federal programs which hired workers to construct new infrastructure . . . was a novel government action."

Examples of unsuccessfully attempting to substantiate an argument with evidence:

- "There were several supreme court cases that marked a turning point because there were cases that were judged incorrectly."
- "He also helped create the United Nations [outside the time period]. He also promoted equal rights for African American." (*unsubstantiated*)
- "He helped people get jobs and opportunities to get money again, such as the Tennessee Valley Project." (*accurate but not substantiating the stated thesis*)

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Question 3 (continued)

D. Synthesis (1 point)

Responses earn a point for synthesis by extending their argument in one of two possible ways (1 point).

- a) Responses can extend their argument by explaining the connections between their argument and a development in a different historical period, situation, era, or geographical area. These connections must consist of more than just a phrase or reference.

Examples of synthesis by connecting the argument to a development in a different historical period, situation, era, or geographical area:

- “The New Deal programs can be compared to Lyndon B. Johnson’s programs which again provided direct aid to people and were progressive and liberal ideas.”
- “His efforts to achieve economic welfare were unprecedented, but the role he played was similar to that of J. P. Morgan, who during the Panic of 1893, stepped up to play the part of the ultimate hero, and restored economic welfare.”
- “His New Deal inspired Barack Obama’s economic stimulus package in response to the stock market crash and Great Recession in 2009.” (*followed by additional discussion*)
- “Roosevelt’s actions during his presidency can be compared to the actions of George W. Bush. Bush counteracted [the 9/11 attacks] with the formation of organizations such as Homeland Security, and the rise of greater airport security.”

Examples that did not accurately connect the argument to a development in a different historical period, situation, era, or geographical area:

- “Similar to what we see today on the debate that whether Obamacare should be removed or reformed.” (*no further discussion*)
- b) Responses can extend their argument by explaining the connections between their argument and 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). These connections must consist of more than just a phrase or reference.

Examples of synthesis by connecting the argument to a different course theme or approach to history:

- No examples of this were found in samples read.

Scoring Worksheet

The following provides a scoring worksheet and conversion table used for calculating a composite score of the exam.

2017 AP United States History Scoring Worksheet

Section I, Part A: Multiple Choice

$$\frac{\text{Number Correct}}{\text{(out of 49)}} \times 1.0612 = \frac{\text{Weighted Section I, Part A Score}}{\text{(Do not round)}}$$

Section I, Part B: Short Answer

$$\text{Question 1 } \frac{\text{_____}}{\text{(out of 3)}} \times 2.8887 = \frac{\text{_____}}{\text{(Do not round)}}$$

$$\text{Question 2 } \frac{\text{_____}}{\text{(out of 3)}} \times 2.8887 = \frac{\text{_____}}{\text{(Do not round)}}$$

$$\text{Question 3 } \frac{\text{_____}}{\text{(out of 3)}} \times 2.8887 = \frac{\text{_____}}{\text{(Do not round)}}$$

Section II: Free Response

$$\text{DBQ } \frac{\text{_____}}{\text{(out of 7)}} \times 4.6427 = \frac{\text{_____}}{\text{(Do not round)}}$$

$$\text{Choice Essay } \frac{\text{_____}}{\text{(out of 6)}} \times 3.2500 = \frac{\text{_____}}{\text{(Do not round)}}$$

$$\text{Sum} = \frac{\text{_____}}{\text{Weighted Section I, Part B and Part II Score (Do not round)}}$$

Composite Score

$$\frac{\text{Weighted Section I, Part A Score}}{\text{_____}} + \frac{\text{Weighted Section I, Part B and Section II Score}}{\text{_____}} = \frac{\text{Composite Score (Round to nearest whole number)}}{\text{_____}}$$

AP Score Conversion Chart
United States History

Composite Score Range	AP Score
93-130	5
77-92	4
61-76	3
43-60	2
0-42	1

Question Descriptors and Performance Data

The following contains tables showing the content assessed, the correct answer, and how AP students performed on each question.

2017 AP United States History

Question Descriptors and Performance Data

Multiple-Choice Questions

Question	Learning Objective	Key Concept	Historical Thinking Skill	Key	% Correct
1	POL-3.0	9.1 I B	Contextualization	D	44
2	WXT-2.0	9.1 I A	Causation	B	53
3	NAT-1.0	3.1 II C	Contextualization	D	80
4	CUL-3.0	3.2 I D	Analyzing Evidence	C	61
5	CUL-3.0	3.2 I D	Causation	D	49
6	WXT-2.0	2.1 II B	Argumentation	D	33
7	WOR-1.0	2.1 III E	Causation	C	49
8	WXT-3.0	4.2 I B	Contextualization	B	72
9	POL-1.0	4.1 I C	Contextualization	D	53
10	WXT-2.0	4.2 I A	Causation	C	71
11	POL-1.0	5.2 II C	Continuity and Change Over Time	B	74
12	POL-2.0	8.3 II C	Contextualization	B	48
13	CUL-3.0	8.2 III F	Causation	C	50
14	WXT-1.0	4.2 II C	Comparison	B	47
15	WXT-2.0	1.2 I B	Causation	A	31
16	WOR-1.0	2.1 I B	Comparison	C	80
17	GEO-1.0	4.3 II A	Causation	B	61
18	GEO-1.0	4.3 II	Causation	A	75
19	WXT-2.0	4.2 III C	Contextualization	D	79
20	POL-3.0	7.1 II A	Contextualization	B	75
21	POL-3.0	7.1 II A	Continuity and Change Over Time	C	67
22	POL-3.0	8.2 III A	Periodization	C	25
23	NAT-4.0	4.1 II A	Contextualization	A	90
24	CUL-4.0	5.1 II	Argumentation	D	62
25	MIG-2.0	2.1 II B	Comparison	A	77
26	WOR-2.0	8.1 I D	Contextualization	A	31
27	NAT-4.0	8.2 I C	Contextualization	B	57
28	GEO-1.0	8.2 II D	Causation	B	66
29	POL-2.0	7.1 II A	Comparison	B	60
30	POL-3.0	9.1 I B	Comparison	D	78
31	WOR-2.0	5.1 I B	Contextualization	B	65
32	NAT-1.0	5.2 I C	Argumentation	A	64
33	NAT-2.0	6.3 II C	Continuity and Change Over Time	C	55
34	WOR-2.0	8.1 I B	Contextualization	B	53
35	WOR-2.0	9.3 I B	Comparison	C	38
36	WXT-1.0	1.2 II C	Argumentation	B	74
37	WOR-1.0	2.1 I	Causation	C	83
38	CUL-4.0	2.2 II B	Causation	C	80

2017 AP United States History Question Descriptors and Performance Data

Question	Learning Objective	Key Concept	Historical Thinking Skill	Key	% Correct
39	WXT-2.0	6.1 I D	Contextualization	D	84
40	WXT-2.0	6.1 II C	Causation	A	80
41	CUL-2.0	6.3 I A	Contextualization	C	61
42	NAT-4.0	6.2 I D	Contextualization	D	61
43	WXT-2.0	6.1 I D	Contextualization	D	53
44	NAT-2.0	7.2 I C	Causation	C	84
45	MIG-1.0	8.3 I A	Continuity and Change Over Time	B	70
46	MIG-1.0	6.1 I A	Contextualization	A	38
47	WOR-2.0	8.1 I A	Contextualization	C	73
48	WOR-2.0	8.1 I A	Causation	A	64
49	POL-3.0	5.3 II C	Comparison	B	57

Short Answer Questions

Question	Learning Objective	Key Concept	Historical Thinking Skill	Mean Score
1	WOR-2.0	8.1 II	Interpretation	1.25
2	WXT-2.0	4.2 III	Comparison	1.81
3	WOR-1.0	3.1 I	Causation	1.25

Document-Based Question

Question	Learning Objective	Key Concept	Historical Thinking Skill	Mean Score
1	NAT-4.0 CUL-2.0	4.1 II A 4.1 II B 4.1 II C	Target Skill: Causation	1.94

Long Essay Questions

Question	Learning Objective	Key Concept	Historical Thinking Skill	Mean Score
2	POL-2.0 WXT-3.0	6.1 III C	Target Skill: Periodization	1.58
3	POL-3.0	7.1 III B	Target Skill: Periodization	2.42

AP United States History

The College Board

The College Board is a mission-driven not-for-profit organization that connects students to college success and opportunity. Founded in 1900, the College Board was created to expand access to higher education. Today, the membership association is made up of over 6,000 of the world's leading educational institutions and is dedicated to promoting excellence and equity in education. Each year, the College Board helps more than seven million students prepare for a successful transition to college through programs and services in college readiness and college success — including the SAT[®] and the Advanced Placement Program[®]. The organization also serves the education community through research and advocacy on behalf of students, educators, and schools. The College Board is committed to the principles of excellence and equity, and that commitment is embodied in all of its programs, services, activities, and concerns.