

2015 AP® US HISTORY FREE-RESPONSE QUESTIONS

UNITED STATES HISTORY

SECTION I, Part B

Time—50 minutes

4 Questions

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

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

1. Answer (a), (b), and (c).
 - a) Briefly explain ONE important similarity between the British colonies in the Chesapeake region and the British colonies in New England in the period from 1607 to 1754.
 - b) Briefly explain ONE important difference between the British colonies in the Chesapeake region and the British colonies in New England in the period from 1607 to 1754.
 - c) Briefly explain ONE factor that accounts for the difference that you indicated in (b).

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“None of Nature’s landscapes are ugly so long as they are wild.”

John Muir, 1901

“I recognize the right and duty of this generation to develop and use the natural resources of our land; but I do not recognize the right to waste them, or to rob, by wasteful use, the generations that come after us.”

Former president Theodore Roosevelt, 1910

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

- a) Briefly explain ONE implication for public policy of John Muir’s view on land use.
- b) Briefly explain ONE way in which an implication for public policy of Theodore Roosevelt’s view contrasts with the implication for public policy of Muir’s view.
- c) Identify ONE specific example of land use policy in the United States from 1890 to 1945 and briefly explain how the example is consistent with the view of either Muir or Roosevelt.

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SECTION II

Total Time—1 hour, 30 minutes

Question 1 (Document-Based Question)

Suggested reading period: 15 minutes

Suggested writing time: 40 minutes

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.

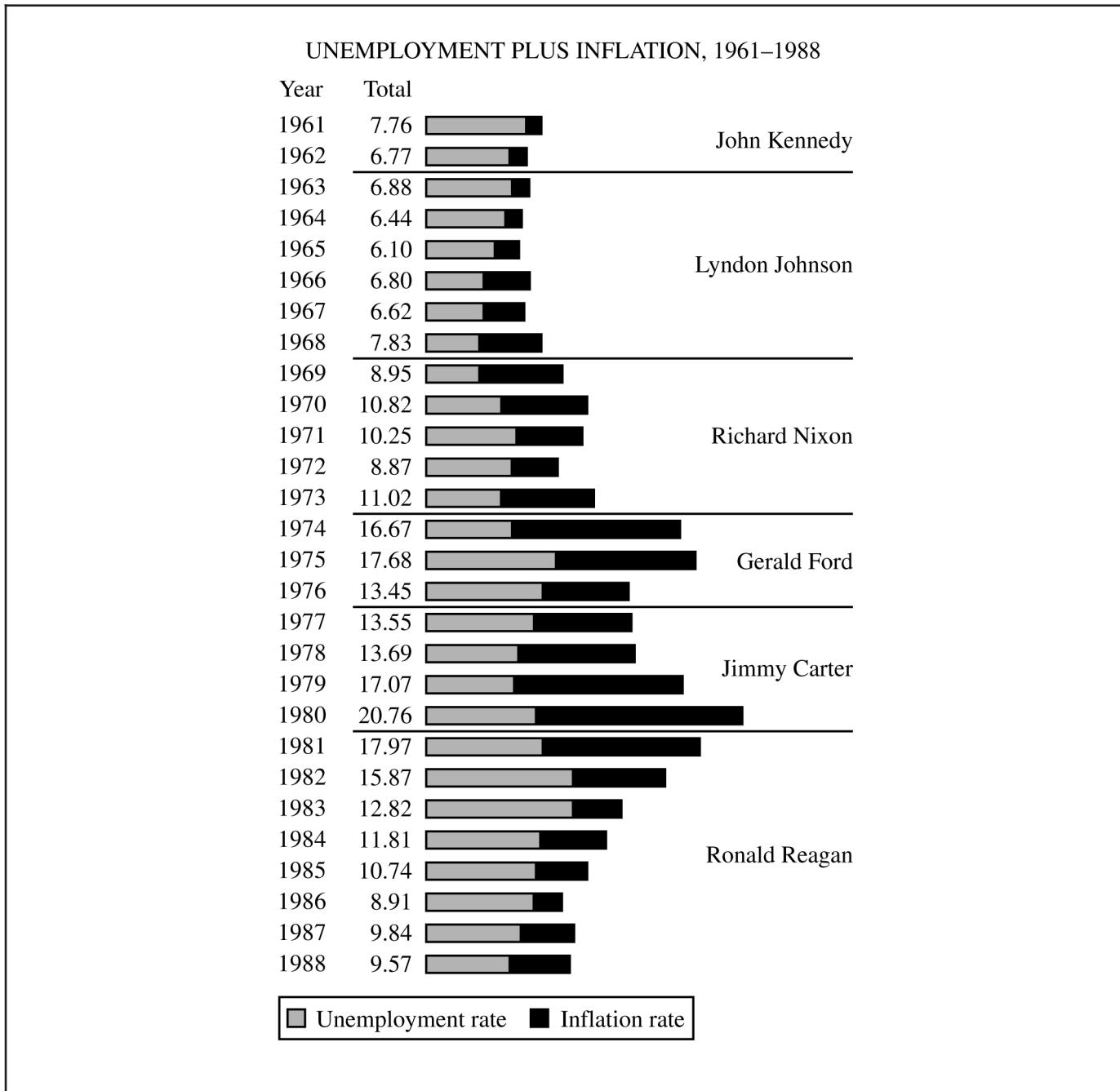
- State a relevant thesis that directly addresses all parts of the question.
- Support the thesis or a relevant argument with evidence from all, or all but one, of the documents.
- Incorporate analysis of all, or all but one, of the documents into your argument.
- Focus your analysis of each document on at least one of the following: intended audience, purpose, historical context, and/or point of view.
- Support your argument with analysis of historical examples outside the documents.
- Connect historical phenomena relevant to your argument to broader events or processes.
- Synthesize the elements above into a persuasive essay that extends your argument, connects it to a different historical context, or accounts for contradictory evidence on the topic.

1. Explain the reasons why a new conservatism rose to prominence in the United States between 1960 and 1989.

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Background Information

The graph below is for background information. Analysis of it is not required and will not count toward the required number of documents.



2015 AP® US HISTORY FREE-RESPONSE QUESTIONS

Document 1

Source: Barry Goldwater, a Republican senator from Arizona, *The Conscience of a Conservative*, 1960.

Franklin Roosevelt's rapid conversion from Constitutionalism to the doctrine of unlimited government is an oft-told story. . . . I am here concerned . . . by the unmistakable tendency of the Republican Party to adopt the same course. The result is that today *neither* of our two parties maintains a meaningful commitment to the principle of States' Rights. Thus, the cornerstone of the Republic, our chief bulwark against the encroachment of individual freedom by Big Government, is fast disappearing under the piling sands of absolutism. . . .

The root evil is that the government is engaged in activities in which it has no legitimate business. As long as the federal government acknowledges responsibility in a given social or economic field, its spending in that field cannot be substantially reduced.

Document 2

Source: Milton Friedman, economist, *Capitalism and Freedom*, 1962.

We now have several decades of experience with governmental intervention. . . .

Which if any of the great "reforms" of past decades has achieved its objectives? . . .

A housing program intended to improve the housing conditions of the poor, to reduce juvenile delinquency, and to contribute to the removal of urban slums, has worsened the housing conditions of the poor, contributed to juvenile delinquency, and spread urban blight. . . .

The greater part of the new ventures undertaken by government in the past few decades have failed to achieve their objectives. The United States has continued to progress; its citizens have become better fed, better clothed, better housed, and better transported; class and social distinctions have narrowed; minority groups have become less disadvantaged. . . . All this has been the product of the initiative and drive of individuals co-operating through the free market.

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Document 3

Source: Letter to Nelson Rockefeller, Republican governor of New York, February 6, 1971.

This letter is written to you by a law abiding citizen who feels she is discriminated against in favor of dope addicts and welfare cheats. I am a widow who lives alone, works every day, pays taxes and lives by the rules. I get very little from my taxes when I can no longer walk on the streets and when I am afraid in my own home. . . . Sorry this letter is not typed. My typewriter was stolen.

Document 4

Source: Jerry Falwell, television evangelist and founder of the Moral Majority, *Listen, America!*, 1980.

We must reverse the trend America finds herself in today. Young people between the ages of twenty-five and forty have been born and reared in a different world than Americans of years past. The television set has been their primary baby-sitter. From the television set they have learned situation ethics and immorality—they have learned a loss of respect for human life. They have learned to disrespect the family as God has established it. They have been educated in a public-school system that is permeated with secular humanism. They have been taught that the Bible is just another book of literature. They have been taught that there are no absolutes in our world today. They have been introduced to the drug culture. They have been reared by the family and the public school in a society that is greatly void of discipline and character-building. These same young people have been reared under the influence of a government that has taught them socialism and welfarism. They have been taught to believe that the world owes them a living whether they work or not.

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Document 5

Source: 1980 Republican Party Platform.

Overseas, our goal is . . . to preserve a world at peace by keeping America strong. This philosophy once occupied a hallowed place in American diplomacy, but it was casually . . . dismissed at the outset by the Carter Administration—and the results have been shattering. Never before in modern history has the United States endured as many humiliations, insults, and defeats as it has during the past four years: our ambassadors murdered, our embassies burned, our warnings ignored, our diplomacy scorned, our diplomats kidnapped. The Carter Administration has shown that it neither understands totalitarianism nor appreciates the way tyrants take advantage of weakness. The brutal invasion of Afghanistan promises to be only the forerunner of much more serious threats to the West—and to world peace—should the Carter Administration somehow cling to power.

Document 6

Source: Teddi Holt, a homemaker, a member of Georgia Stop ERA, and the national president of Mothers On the March, 1984.

I am pleased that God blessed me with the privilege of being a woman. I have never been envious of the role of men but have had respect for both sexes. There's no doubt that there has been discrimination against women, but that is past history, just as discrimination against blacks is past history in the US. . . .

Just what were we women to be liberated from? These women [feminists] were calling for liberation from the things women like me love most—our husbands, our children, our homes. My cry became: “God, liberate us from the Liberators!” . . .

We believe that the mothers of this and other nations must stand up for the protection of our homes and our children. In no way are we extremists, unless we be guilty of extreme devotion to our husbands, our children, and our homes. It is our sincere belief that if we do not unite against the threats to the home, if we retire to the convenience and security of our houses and do not speak out, then it will not be long until we, the “keeper at home” (Titus 2.5) will not have a home to keep!

Excerpt from “Women Who Do and Women Who Don’t Join the Women’s Movement” by Teddi Holt and edited by Robyn Rowland, Copyright © 1984 by Teddi Holt. Reproduced by permission of Taylor & Francis Books U.K.

END OF DOCUMENTS FOR QUESTION 1

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Question 2 or Question 3

Suggested writing time: 35 minutes

Directions: Choose EITHER Question 2 or Question 3.

In your response you should do the following.

- State a relevant thesis that directly addresses all parts of the question.
- Support your argument with evidence, using specific examples.
- Apply historical thinking skills as directed by the question.
- Synthesize the elements above into a persuasive essay that extends your argument, connects it to a different historical context, or connects it to a different category of analysis.

2. Evaluate the extent to which the Seven Years' War (French and Indian War, 1754–1763) marked a turning point in American relations with Great Britain, analyzing what changed and what stayed the same from the period before the war to the period after it.
3. Evaluate the extent to which the Mexican-American War (1846–1848) marked a turning point in the debate over slavery in the United States, analyzing what changed and what stayed the same from the period before the war to the period after it.

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

STOP

END OF EXAM

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Short Answer Question 1

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 —

Is completely blank.

SCORING NOTES

Students may just focus on one colony from each region, e.g., Virginia and Massachusetts.

a) Explains ONE important similarity between the British colonies in the Chesapeake region and the British colonies in New England from 1607 to 1754.

- Agricultural but diversified economies by 1754
- Initial tolerance for survival between American Indians and British colonists
- Wars between colonists and American Indians due to land and cultural conflicts
- Indentured servitude and slavery as forms of labor
- Dependence on trade from and to Britain (e.g., Triangular Trade)
- Motivations for immigration (e.g., religious and economic)

Note: Merely restating the question (e.g., both were British colonies, ruled by British, spoke English, etc.) or noting a vague generality (e.g., both were religious, traded, or farmed) does not earn a point. Students MUST include explanation with answer.

b) Explains ONE important difference between the British colonies in the Chesapeake region and the British colonies in New England in the period from 1607 to 1754.

- Greater reliance on slavery in the Chesapeake
- Greater disparity in wealth between classes in the Chesapeake
- Mixed economy (e.g., fishing, lumber, tar, rope, small farming, etc.) in New England and reliance on agriculture and cash crops (e.g., tobacco, indigo, etc.) in Chesapeake
- Large (plantations/cash crop) vs. small (family/subsistence) farms
- Higher concentration of population density in New England compared to rural Chesapeake
- Religious differences between and among the regions (e.g., Rhode Island had more religious toleration, compared to Massachusetts Bay Colony, and the Maryland Toleration Act protected Catholics)
- New England founded more for religious reasons than the Chesapeake

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Short Answer Question 1 (continued)

- Settlement in New England more family oriented than in the Chesapeake, which was primarily young single males
 - More ethnic diversity in the Chesapeake than in New England
 - Healthier climate and more stable living conditions in New England
 - New England town meetings versus Chesapeake landed gentry (e.g., House of Burgesses)
 - Powhatan Wars/Bacon’s Rebellion vs. Pequot Wars/King Philip’s War
- c) Explains ONE factor that accounts for the difference indicated in (b).
- Greater reliance on slavery in Chesapeake due to labor intensive agriculture demands.
 - Greater disparity in wealth in Chesapeake due to unequal land distribution.
 - Diverse economies due to rocky soil in New England and nutrient-rich soil in Chesapeake.
 - Natural resources and individual motives led to different economic systems (e.g., large-scale vs. small-scale land use).
 - Natural resources and individual motives led to different levels of population density.
 - Challenges to existing political, religious, or social structures may weaken or divide colony (e.g., creation of the model community — City on a Hill).
 - Religious persecution and intolerance by the Anglican Church in England forced Puritans to emigrate.
 - Virginia Company provided profit motive, which, along with British laws of entail and primogeniture, encouraged immigration.
 - Economic and religious opportunities encouraged more diverse migrants to the Chesapeake.
 - Familiar forms of British political institutions took root in New England and Chesapeake (e.g., town meeting and House of Burgesses).
 - Land and cultural differences led to conflicts with American Indians.

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Question 1 — Document-Based Question

Explain the reasons why a new conservatism rose to prominence in the United States between 1960 and 1989.

A. Thesis: 0–1 point

Skills assessed: Argumentation + Causation

States a thesis that directly addresses all parts of the question. The thesis must do more than restate the question.

1 point

Does not state a thesis that directly addresses all parts of the question or has a thesis that merely restates the question.

0 points

Response is completely blank.

—

B. Analysis of historical evidence and support of argument: 0–4 points

Skills assessed: Use of Evidence, Argumentation, + Causation

Analysis of documents (0–3 points)				
Offers plausible analysis of the content of a <u>majority</u> of the documents, explicitly using this analysis to support the stated thesis or a relevant argument.	OR	Offers plausible analysis of BOTH the content of a <u>majority</u> of the documents, explicitly using this analysis to support the stated thesis or a relevant argument; AND at least one of the following for the <u>majority</u> of the documents: <ul style="list-style-type: none">• intended audience,• purpose,• historical context, and/or• the author's point of view	OR	Offers plausible analysis of BOTH the content of <u>all</u> or <u>all but one</u> of the documents, explicitly using this analysis to support the stated thesis or a relevant argument; AND at least one of the following for <u>all</u> or <u>all but one</u> of the documents: <ul style="list-style-type: none">• intended audience,• purpose,• historical context, and/or• the author's point of view
1 point		2 points		3 points
AND/OR				
Analysis of outside examples to support thesis/argument (0–1 point)				
Offers plausible analysis of historical examples beyond/outside the documents to support the stated thesis or a relevant argument.				
1 point				
Response does not offer plausible analysis of a majority of the documents or does not use this analysis to support the stated thesis or a relevant argument. Response does not offer plausible analysis of historical examples beyond/outside the documents to support the stated thesis or a relevant argument.				
0 points				
Response is completely blank.				
<hr/>				

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Question 1 — Document-Based Question (continued)

C. Contextualization: 0–1 point

Skill assessed: Contextualization

Accurately and explicitly connects historical phenomena relevant to the argument to broader historical events and/or processes.

1 point

Response does not accurately and explicitly connect historical phenomena relevant to the argument to broader historical events and/or processes.

0 points

Response is completely blank.

—

D. Synthesis: 0–1 point

Skill assessed: Synthesis

Response synthesizes the argument, evidence, an analysis of documents, and context into a coherent and persuasive essay by accomplishing one or more of the following as relevant to the question.

Appropriately extends or modifies the stated thesis or argument.

OR

Recognizes and effectively accounts for disparate, sometimes contradictory, evidence from primary sources and/or secondary works in crafting a coherent argument.

1 point

Appropriately connects the topic of the question to other historical periods, geographical areas, contexts, or circumstances.

1 point

1 point

Response does not synthesize the argument, evidence, analysis of documents, and context into a coherent and persuasive essay.

0 points

Response is completely blank.

—

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Question 1 — Document-Based Question (continued)

SCORING NOTES

Thesis

A number of different intellectual, political, social, and economic strands contributed to the emergence of a new conservatism in the U.S. between 1960 and 1989. These could include the following:

- Reactions against big government
- Opposition to the women's movement/lesbian, gay, and bisexual rights
- The rise of the evangelical movement
- The belief in a free market economy
- Calls for law and order and resistance to perceived judicial activism
- Concerns about economic stagnation, inflation, and interest rates
- Anticommunism
- Anti-tax movement
- Apprehensions about social changes
- Defense of perceived traditional values
- Emphasis on personal freedom
- Escalating militancy of the Civil Rights movement
- Concerns about the credibility of the national government
- Perceived failure of U.S. foreign policy, military weakness
- Perceived failure of social welfare programs

Analysis of Documents

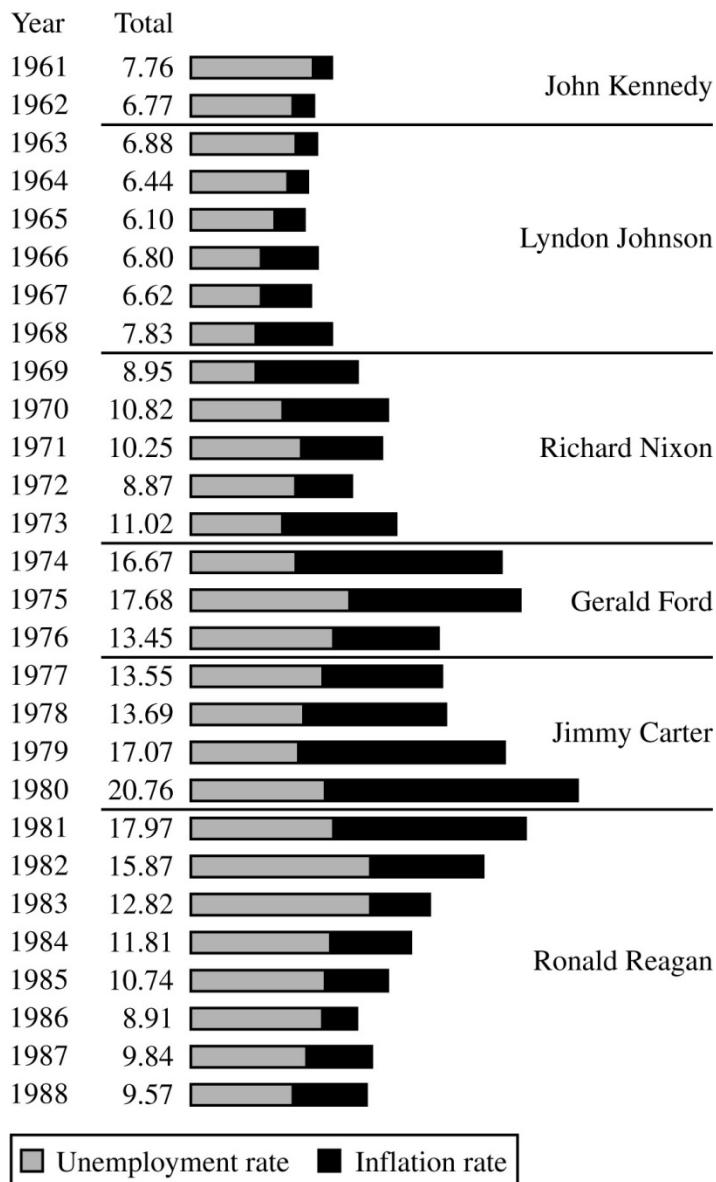
As explained above, to earn full credit for analyzing documents, responses must include at least one of the following for all or all but one of the documents: intended audience, purpose, historical context, author's point of view. Although examples of these elements are listed below, to earn full credit these examples of analysis must explicitly be used in support of a stated thesis or a relevant argument. Remember, this is **NOT** an exclusive list of examples that could be cited.

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Question 1 — Document-Based Question (continued)

Background Information: The graph below is for background information. Analysis of it is not required and will not count toward the required number of documents.

UNEMPLOYMENT PLUS INFLATION, 1961–1988



■ Unemployment rate ■ Inflation rate

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Question 1 — Document-Based Question (continued)

Document 1

Source: Barry Goldwater, a Republican senator from Arizona, *The Conscience of a Conservative*, 1960.

Franklin Roosevelt's rapid conversion from Constitutionalism to the doctrine of unlimited government is an oft-told story. . . . I am here concerned . . . by the unmistakable tendency of the Republican Party to adopt the same course. The result is that today *neither* of our two parties maintains a meaningful commitment to the principle of States' Rights. Thus, the cornerstone of the Republic, our chief bulwark against the encroachment of individual freedom by Big Government, is fast disappearing under the piling sands of absolutism. . . .

The root evil is that the government is engaged in activities in which it has no legitimate business. As long as the federal government acknowledges responsibility in a given social or economic field, its spending in that field cannot be substantially reduced.

Components of document analysis may include, but are not limited to, the following:

- Intended audience: fellow conservatives; the voting public
- Purpose: to advocate for a smaller federal government and to defend states' rights to make decisions for themselves at a time when the federal government was expanding its authority; criticizing the expansion of unwarranted governmental powers; also, to make a case for his upcoming campaign for the presidency
- Historical context: written during a time of expanding federal power. In particular, federal power was increasingly being used to protect the civil rights of African Americans, and arguments for states' rights were used as defenses of racial segregation
- The author's point of view: conservative politician; an advocate of states' rights and limited federal power

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Question 1 — Document-Based Question (continued)

Document 2

Source: Milton Friedman, economist, *Capitalism and Freedom*, 1962.

We now have several decades of experience with governmental intervention. . . .

Which if any of the great “reforms” of past decades has achieved its objectives? . . .

A housing program intended to improve the housing conditions of the poor, to reduce juvenile delinquency, and to contribute to the removal of urban slums, has worsened the housing conditions of the poor, contributed to juvenile delinquency, and spread urban blight. . . .

The greater part of the new ventures undertaken by government in the past few decades have failed to achieve their objectives. The United States has continued to progress; its citizens have become better fed, better clothed, better housed, and better transported; class and social distinctions have narrowed; minority groups have become less disadvantaged. . . . All this has been the product of the initiative and drive of individuals co-operating through the free market.

Components of document analysis may include the following:

- Intended audience: fellow conservatives; economists; the reading public
- Purpose: to critique government programs to support the economy and to advocate for free-market economics, supply-side economics, and trickle-down theory
- Historical context: written after three decades of the relative dominance of the New Deal political order, which established a variety of government programs to support individuals and to regulate economy; offers alternative way to regulate the economy through the money supply; challenges Keynesian economics
- The author’s point of view: conservative economist; advocate of free market policies; intends to criticize government economic programs and to argue that economic gains of the 20th century came from free markets

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Question 1 — Document-Based Question (continued)

Document 3

Source: Letter to Nelson Rockefeller, Republican governor of New York, February 6, 1971.

This letter is written to you by a law abiding citizen who feels she is discriminated against in favor of dope addicts and welfare cheats. I am a widow who lives alone, works every day, pays taxes and lives by the rules. I get very little from my taxes when I can no longer walk on the streets and when I am afraid in my own home. . . . Sorry this letter is not typed. My typewriter was stolen.

Components of document analysis may include the following:

- Intended audience: New York Governor Nelson Rockefeller; political leaders who may be able to help
- Purpose: to request government assistance against problems for urban danger; to criticize perceived permissive liberal policies that favor lawbreakers and the perceived failure of the liberal state
- Historical context: long-term increase in crime that accelerated in the late 1960s and early 1970s; urban unrest of late 1960s; changes in inner cities; possibly racial transition of cities as “white flight” led an increasingly African American population to move in; conservative politicians’ call for law and order
- The author’s point of view: claims to be a law-abiding female widow afraid to leave her home; blames drug addicts and welfare cheats for urban problems and crime; adopts language of being discriminated against to describe position

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Question 1 — Document-Based Question (continued)

Document 4

Source: Jerry Falwell, television evangelist and founder of the Moral Majority, *Listen, America!*, 1980.

We must reverse the trend America finds herself in today. Young people between the ages of twenty-five and forty have been born and reared in a different world than Americans of years past. The television set has been their primary baby-sitter. From the television set they have learned situation ethics and immorality—they have learned a loss of respect for human life. They have learned to disrespect the family as God has established it. They have been educated in a public-school system that is permeated with secular humanism. They have been taught that the Bible is just another book of literature. They have been taught that there are no absolutes in our world today. They have been introduced to the drug culture. They have been reared by the family and the public school in a society that is greatly void of discipline and character-building. These same young people have been reared under the influence of a government that has taught them socialism and welfarism. They have been taught to believe that the world owes them a living whether they work or not.

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Components of document analysis may include the following:

- Intended audience: fellow conservative evangelicals; the reading public
- Purpose: to critique the current moral standing of the United States; criticize the perceived erosion of traditional values in light of new technology and modern values, to motivate political action by the Christian right
- Historical context: written at the height of the evangelical Christian movement becoming involved in politics and aligning itself with the Republican Party
- The author's point of view: leader within the conservative evangelical Christian movement; argues that modern young people have lost traditional Christian morality

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Question 1 — Document-Based Question (continued)

Document 5

Source: 1980 Republican Party Platform.

Overseas, our goal is . . . to preserve a world at peace by keeping America strong. This philosophy once occupied a hallowed place in American diplomacy, but it was casually . . . dismissed at the outset by the Carter Administration—and the results have been shattering. Never before in modern history has the United States endured as many humiliations, insults, and defeats as it has during the past four years: our ambassadors murdered, our embassies burned, our warnings ignored, our diplomacy scorned, our diplomats kidnapped. The Carter Administration has shown that it neither understands totalitarianism nor appreciates the way tyrants take advantage of weakness. The brutal invasion of Afghanistan promises to be only the forerunner of much more serious threats to the West—and to world peace—should the Carter Administration somehow cling to power.

Components of document analysis may include the following:

- Intended audience: Republican Party members; the voting public; the news media
- Purpose: to advocate U.S. strength in the world; to criticize the Carter administration's foreign policy
- Historical context: Ronald Reagan's 1980 presidential campaign against Jimmy Carter on the heels of the Iranian hostage crisis
- The author's point of view: critical of Carter administration; supportive of vigorous projection of U.S. power in the world

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Question 1 — Document-Based Question (continued)

Document 6

Source: Teddi Holt, a homemaker, a member of Georgia Stop ERA, and the national president of Mothers On the March, 1984.

I am pleased that God blessed me with the privilege of being a woman. I have never been envious of the role of men but have had respect for both sexes. There's no doubt that there has been discrimination against women, but that is past history, just as discrimination against blacks is past history in the US . . .

Just what were we women to be liberated from? These women [feminists] were calling for liberation from the things women like me love most—our husbands, our children, our homes. My cry became: "God, liberate us from the Liberators!" . . .

We believe that the mothers of this and other nations must stand up for the protection of our homes and our children. In no way are we extremists, unless we be guilty of extreme devotion to our husbands, our children, and our homes. It is our sincere belief that if we do not unite against the threats to the home, if we retire to the convenience and security of our houses and do not speak out, then it will not be long until we, the "keeper at home" (Titus 2.5) will not have a home to keep!

Excerpt from "Women Who Do and Women Who Don't Join the Women's Movement" by Teddi Holt and edited by Robyn Rowland, Copyright © 1984 by Teddi Holt. Reproduced by permission of Taylor and Francis Books U.K.

Components of document analysis may include the following:

- Intended audience: fellow conservatives; women; the reading public
- Purpose: to defend role for women as staying at home with their families
- Historical context: increasing numbers of married women and mothers in the paid workforce; the decade after the emergence of the women's rights movement; a few years after the failure of the Equal Rights Amendment
- The author's point of view: conservative woman; opponent of women's rights movement and Equal Rights Amendment; defender of women as homemakers, mothers, and wives

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Question 1 — Document-Based Question (continued)

Analysis of outside examples to support thesis/argument

Possible examples of information not found in the documents that could be used to support the stated thesis or a relevant argument could include (but are not limited to) the following:

- Antiwar protests
- Assassinations of John F. Kennedy, Martin Luther King, Jr., Robert F. Kennedy, and Malcolm X
- Black Power
- Civil Rights Act 1964
- Civil Rights movement, increased militancy
- Cold War
- Deregulation of industry
- détente
- Environmental Protection Agency (EPA)
- Equal Rights Amendment
- “evil empire”
- Great Society
- Iran-Contra
- Iranian Hostage Crisis
- Kent State shootings
- Law and order campaign
- Love Canal
- Mayaguez Incident
- New Federalism
- Nuclear weapons
- Organization of Petroleum Exporting Countries (OPEC) oil embargo
- Panama Canal Treaty
- Pentagon Papers
- Reaganomics
- Revenue sharing
- Pat Robertson
- *Roe v. Wade*
- SALT II
- Phyllis Schlafly
- Silent Majority
- Soviet Union
- Stagflation
- Strategic Defense Initiative (SDI)
- Supply-side economics
- Supreme Court decisions
- Three Mile Island
- Trickle-down theory
- Urban riots, 1960s
- Vietnam War

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Question 1 — Document-Based Question (continued)

- Voting Rights Act, 1965
- War on Poverty
- Watergate
- Whip Inflation Now

Contextualization

Students can earn a point for contextualization by accurately and explicitly connecting historical phenomena relevant to the argument to broader historical events and/or processes. These historical phenomena may include, but are not limited to, the following:

- Reactions against the perceived permissiveness of the 1960s and 1970s, including the counterculture, antiwar protest, feminism, and the sexual revolution
- The ongoing thread of anticommunism in the post-World War II U.S.
- Reactions against the perceived excesses of government interventions in the economy and society, such as various welfare programs and the Johnson administration's Great Society
- Concerns about U.S. economic stagnation, combined with belief in free market solutions
- Concerns about increased crime and the perceived need for greater law and order
- Population movements out of cities into suburbs and out of the North and East into the South and West
- Possible reactions against the successes of the Civil Rights movement
- Reaction against Supreme Court rulings expanding the rights of the accused
- Perceptions of military weakness following the Vietnam War and a desire to strengthen the U.S. military
- Emergence of charismatic politicians such as Ronald Reagan

Synthesis

Responses can earn the point for synthesis by crafting a persuasive and coherent essay. This can be accomplished providing a conclusion that extends or modifies the analysis in the essay, by using disparate, and sometimes contradictory, evidence from primary and/or secondary sources to craft a coherent argument, or by connecting to another historical period or context. Examples could include (but are not limited to) the following:

- Comparing the rise of the New Right to earlier political coalitions such as the one that formed around the New Deal
- Comparing the rise of the New Right to the contemporary rise of the New Left
- Continuing the story of the rise of the New Right to include the Contract with America and the Republican recapture of control of the House of Representatives.
- Linking the rise of the New Right in this period to the later emergence of the Tea Party