

2005 AP® UNITED STATES HISTORY FREE-RESPONSE QUESTIONS

UNITED STATES HISTORY

SECTION II

Part A

(Suggested writing time—45 minutes)

Percent of Section II score—45

Directions: The following question requires you to construct a coherent essay that integrates your interpretation of Documents A-J and your knowledge of the period referred to in the question. High scores will be earned only by essays that both cite key pieces of evidence from the documents and draw on outside knowledge of the period.

1. To what extent did the American Revolution fundamentally change American society? In your answer, be sure to address the political, social, and economic effects of the Revolution in the period from 1775 to 1800.

Document A

Source: Woodcut of Patriot woman, Marblehead, MA, 1779 (New-York Historical Society).



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Document B

Source: *Pennsylvania Packet*, 1779.

Awake, Americans, to a sense of your danger. No time to be lost. Instantly banish every Tory from among you. Let America be sacred alone to freemen.

Drive far from you every baneful wretch who wishes to see you fettered with the chains of tyranny. Send them where they may enjoy their beloved slavery to perfection— send them to the island of Britain; there let them drink the cup of slavery and eat the bread of bitterness all the days of their existence—there let them drag out a painful life, despised and accursed by those very men whose cause they have had the wickedness to espouse. Never let them return to this happy land— never let them taste the sweets of that independence which they strove to prevent. Banishment, perpetual banishment, should be their lot.

Document C

Source: Message to Congress from the Chickasaw Chiefs, July 1783.

When our great father the King of England called away his warriors, he told us to take your People by the hand as friends and brothers. . . . It makes our hearts rejoice to find that our great father, and his children the Americans have at length made peace, which we wish may continue as long as the Sun and Moon. And to find that our Brothers the Americans are inclined to take us by the hand, and smoke with us at the great fire, which we hope will never be extinguished.

Document D

Source: Statutes at Large of Virginia, 1786.

Be it enacted by the general Assembly, that no man shall be compelled to frequent or support any religious worship, place, or ministry whatsoever . . . but that all men shall be free to profess, and by argument to maintain, their opinion in matters of religion.

Document E

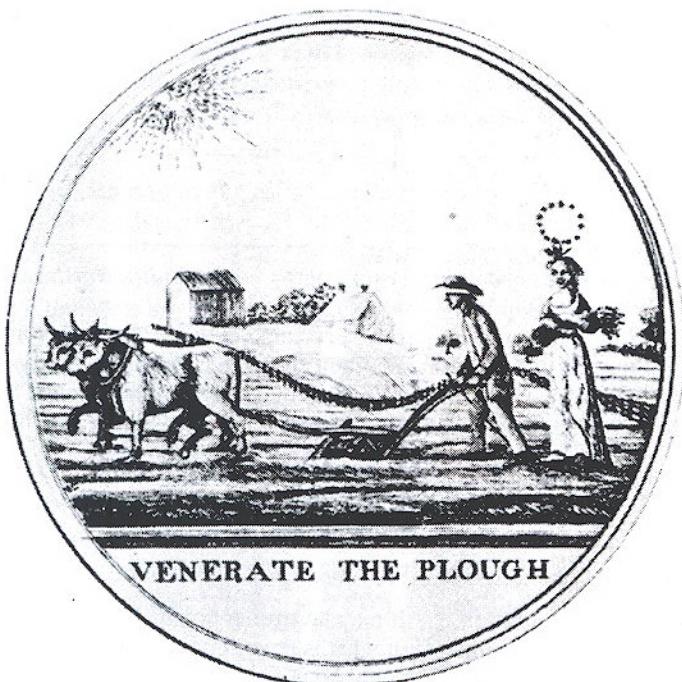
Source: United Indian Nations, Speech at the Confederate Council, 1786.

Brethren of the United States of America: It is now more than three years since peace was made between the King of Great Britain and you, but we, the Indians, were disappointed, finding ourselves not included in that peace . . . for we thought that its conclusion would have promoted a friendship between the United States and the Indians. . . . You kindled your council fires where you thought proper, without consulting us, at which you held separate treaties and have entirely neglected our plan of having a general conference with the different nations of the confederacy.

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Document F

Source: Medal of the Philadelphia Society for the Promotion of Agriculture, 1786.



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Document G

Source: Letter from Abigail Adams to Thomas Jefferson, 1787.

With regard to the tumults in my native state, which you inquire about, I wish I could say that report had exaggerated them. It is too true Sir, that they have been carried to so alarming a height as to stop the courts of justice in several counties. Ignorant, restless desperados, without conscience or principles, have led a deluded multitude to follow their standard, under pretense of grievances which have no existence but in their imaginations. Some of them were crying out for a paper currency, some for an equal distribution of property.

Document H

Source: *An Ordinance for the Government of the Territory of the United States Northwest of the River Ohio*, 1787.

Article 6th. There shall be neither slavery nor involuntary servitude in the said territory, otherwise than in the punishment of crimes whereof the party shall have been duly convicted: Provided, always, That any person escaping into the same, from whom labor or service is lawfully claimed in any one of the original States, such fugitive may be lawfully reclaimed and conveyed to the person claiming his or her labor or service as aforesaid.

Document I

Source: James Madison in *The Federalist*, number 51, 1788.

Ambition must be made to counteract ambition. . . . It may be a reflection on human nature that such devices should be necessary to control the abuses of government. But what is government itself, but the greatest of all reflections on human nature? If men were angels, no government would be necessary. . . . In framing a government which is to be administered by men over men, the great difficulty lies in this: you must first enable the government to control the governed; and in the next place oblige it to control itself.

Document J

Source: Molly Wallace, valedictory address, Young Ladies' Academy of Philadelphia, 1792.

What then must my situation be, when my sex, my youth and inexperience all conspire to make me tremble at the task which I have undertaken? But the friendly encouragement, which I behold in almost every countenance, enables me to overcome difficulties, that would otherwise be insurmountable. With some, however, it has been made a question, whether we ought ever to appear in so public a manner. Our natural timidity, the domestic situation to which, by nature and custom we seem destined, are urged as arguments against what I now have undertaken: Many sarcastical observations have been handed out against female oratory: But to what do they amount? Do they not plainly inform us, that, because we are females, we ought therefore to be deprived of what is perhaps the most effectual means of acquiring a just, natural and graceful delivery? No one will pretend to deny, that we should be taught to read in the best manner. And if to read, why not to speak?

END OF DOCUMENTS FOR QUESTION 1

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Question 1—Document-Based Question

To what extent did the American Revolution fundamentally change American society? In your answer, be sure to address the political, social, and economic effects of the Revolution in the period from 1775 to 1800.

The 8–9 Essay

- Contains a well-developed thesis that examines the extent to which the American Revolution fundamentally changed the political, social, and economic aspects of American society from 1775 to 1800.
- Supports the thesis with an effective analysis of the political, social, and economic effects of the American Revolution on American society from 1775 to 1800.
 - Examines all three effects (political, economic, social); may be imbalanced.
 - References to the political, social, and economic effects may be implicit.
- Effectively uses a substantial number of documents.
- Supports the thesis with substantial and relevant outside information.
- May contain minor errors.
- Is clearly organized and well written.

The 5–7 Essay

- Contains a thesis that addresses the extent to which the American Revolution fundamentally changed the political, social, and economic aspects of American society between 1775 and 1800.
- Has some limited analysis of the political, social, and economic effects of the American Revolution on American society from 1775 to 1800.
 - May only address two of the three effects or may be imbalanced.
 - References to the political, social, and economic effects may be implicit.
- Effectively uses some documents.
- Supports thesis with some relevant outside information.
- May have errors that do not seriously detract from the quality of the essay.
- Shows acceptable organization and writing; language errors do not interfere with the comprehension of the essay.

The 2–4 Essay

- Contains a limited or undeveloped thesis.
- Deals with the question in a general, simplistic, or superficial manner.
- Merely paraphrases, quotes, or briefly cites documents.
- Contains little outside information, or information that is inaccurate or irrelevant.
- May contain major errors.
- May be poorly organized and/or poorly written.

The 0–1 Essay

- Lacks a thesis or simply restates the question.
- Exhibits inadequate or incorrect understanding of the question.
- Has little or no understanding of the documents or ignores them completely.
- May contain substantial factual errors.
- Is poorly organized and/or poorly written.

The — Essay

- Is blank or completely off task.

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Question 1 Document Information and Inferences

Document A: Woodcut of Patriot woman, Marblehead, MA, 1779

Information:

- Shows woman holding a musket and powder horn.
- Fort and flag in the background.
- Woman is wearing a tricorn hat.

Inferences:

- Women participated in the American Revolution.
- Women's roles were expanded during the American Revolution; women performed tasks previously done solely by men.
- Hints at the potential for revolutionary change in women's roles.

Potential outside information triggered by document:

Deborah Sampson
Votes for women in some states (briefly)
Daughters of Liberty
Republican motherhood

Molly Pitcher
Camp followers
Home manufacturing

Document B: *Pennsylvania Packet* editorial, 1779

Information:

- Anti-Tory references.
- Calls for banishment of all Tories.
- Equates life in England with slavery.
- Calls for America to be a land of freemen.

Inferences:

- Not all Americans supported the American Revolution.
- Tories (Loyalists) were targets of attack; some left the country, others fought on the side of the British.
- Some viewed British rule as oppressive (tyrannical).
- Some Americans viewed America as independent prior to the end of the American Revolution.
- Patriots believed in equality and creating a society different from Britain.
- Far reaching social, political, and economic change was anticipated.

Potential outside information triggered by document:

Loyalists
Treaty of Paris, 1783
Declaration of Independence
Tarring and feathering
Confiscation of Loyalist property

Compensation of Loyalists
Loyalist exodus
Egalitarianism

The Examination

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Question 1 Document Information and Inferences (continued)

Document C: Message to Congress from the Chickasaw Chiefs, July 1783

Information:

- Expresses happiness that the war is over.
- Calls for a conference between Americans and Chickasaw.
- Expresses a desire for friendship between Chickasaw and Americans "brothers."

Inferences:

- Native Americans fought on the side of the British.
- The American Revolution was over.
- Native Americans were concerned about how they would be treated by the United States.
- Native Americans hoped that the end of hostility would begin a new and amicable relationship with the United States.
- Far-reaching changes were anticipated in the relationship between Indian nations and the United States.

Potential outside information triggered by document:

Treaty of Paris, 1783	Northwest tribes
Battle of Fallen Timbers	"Mad" Anthony Wayne
Treaty of Greenville, 1795	British occupation of northwestern posts (forts)
Acculturation (assimilation) policy under Washington	

Document D: Statutes at Large of Virginia, 1786

Information:

- No person should be forced to support a religion.
- All men should have freedom to practice their religion.

Inferences:

- There was movement toward freedom of religion and separation of church and state.
- Religious diversity existed in the United States.
- Connects to egalitarian ideals of the revolution.
- There was evidence of far-reaching social change with the disestablishment of religion.

Potential outside information triggered by document:

Virginia Statute of Religious Freedom	Thomas Jefferson, James Madison
Separation of church and state	Disestablishment of the Anglican Church
Movement toward religious freedom	Bill of Rights (1 st amendment)
Baptists, Methodists, and other rising denominations	

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Question 1 Document Information and Inferences (continued)

Document E: United Indian Nations, Speech at the Confederate Council, 1786

Information:

- Expresses disappointment at not being included in the peace treaty.
- Observes that the conclusion of the war would have promoted friendship.
- Expresses displeasure at separate treaties with different nations.
- Complains of neglect of a general council with the different nations.

Inferences:

- Native Americans were not included in the making of the Treaty of Paris.
- The United States was pursuing a divisive policy of separate treaties with individual tribes.
- Native Americans were apprehensive about relations with the United States.

Potential outside information triggered by document:

Treaty of Paris of 1783

Northwest tribes

Battle of Fallen Timbers

"Mad" Anthony Wayne

Treaty of Greenville, 1795

British occupation of northwestern posts (forts)

Acculturation (assimilation) policy under Washington

Weakness of the Articles of Confederation

Document F: Medal of the Philadelphia Society for the Promotion of Agriculture, 1786

Information:

- Portrays farming as an important occupation.
- Shows man plowing the field with symbolic figure looking on.

Inferences:

- The United States was predominantly an agricultural society of small farmers.
- There was controversy over the economic future of the United States (agricultural vs. commercial/manufacturing).
- A symbolic figure looks on approvingly (suggesting abundance, fertility, liberty).
- Supports the Jeffersonian notion of agrarian republicanism based on virtuous yeoman farmers.
- Economically independent yeoman farmers are ideal citizens.

Potential outside information triggered by document:

Predominance of agriculture

U.S. no longer bound by the mercantilist system

Cotton gin

Revolutionary spirit of egalitarianism

Jefferson/Hamilton debate (agriculture vs. commerce)

Hamilton's economic plan (funding, assumption, bank, protective tariff, excise taxes)

Abundance of land for agricultural expansion

Elimination of the Proclamation Line of 1763 by the war

The Examination

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Question 1 Document Information and Inferences (continued)

Document G: Letter from Abigail Adams to Thomas Jefferson, 1787

Information:

- Accounts of unrest in Massachusetts are not exaggerated.
- Functions of government have been stopped in several counties.
- Those causing discord are ignorant, restless desperados, and multitudes follow them.
- Grievances of those causing unrest are imagined rather than real.
- Some of those causing unrest want paper currency and/or equal distribution of property.

Inferences:

- There was serious civil unrest in some areas of the United States.
- Common people could easily be won over to radical causes.
- Shays' Rebellion was in progress.
- Adams feared the intentions of the common people and opposed paper money and equal distribution of property.
- Government might not have been strong enough to suppress rebellion and guarantee stability.
- Adams's perspective discounts problems leading to agitation as delusional.
- The letter suggests class differences on economic issues.

Potential outside information triggered by document:

"Remember the ladies"

Newburgh Conspiracy

Decline in value of currency (continentals)

Annapolis Convention

Constitutional Convention in Philadelphia

Articles of Confederation (weaknesses)

Republicanism vs. democracy

Popular uprisings: Shays, Fries, Prosser, and the Whiskey rebellion

Hamilton's economic plan (funding, assumption, bank, protective tariff, excise taxes)

Jefferson's defense of civil unrest

Document H: *An Ordinance for the Government of the Territory of the United States Northwest of the River Ohio, 1787*

Information:

- Bans slavery and involuntary servitude in the territory, except in punishment of crimes.
- Fugitive slaves may be lawfully returned to masters.

Inferences:

- White settlers were moving to the West.
- Opposition to slavery was growing in the North.
- The North did not oppose the return of fugitive slaves.
- A system of government was devised for new territories.
- Banning of slavery was evidence of fundamental social change.

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Question 1 Document Information and Inferences (continued)

Potential outside information triggered by document:

Northwest Ordinance (procedures for territories becoming states)	Treaty of Paris of 1783
Land Ordinances of 1784 and 1785	Fugitive Slave Law
Township system of survey	Slave trade compromise
Three-fifths compromise	
Potential for conflict between white settlers and Native Americans	

Document I: James Madison in *The Federalist*, number 51, 1788

Information:

- Government must have the power to control people.
- Abuses of government must be controlled.
- Control of both the people and the government is necessary because of human nature.
- Government must have necessary measures to control itself.

Inferences:

- The Constitution granted the federal government more power than the Articles of Confederation.
- There was also fear of government having too little power.
- Constitution limited the power of the federal government.
- Factions balanced each other.
- Checks on both government and the people are needed.
- Madison supported ratification.

Potential outside information triggered by document:

Constitution	Compact theory of government
Factions	First American Party System
Federalist papers	Articles of Confederation
Separation of powers	Federalism
Checks and balances	Loose vs. strict constructionism
Bill of Rights	Virginia and Kentucky Resolutions
Federalists vs. antifederalists	Federalists vs. Jeffersonian Republicans

Document J: Molly Wallace, valedictory address, Young Ladies' Academy of Pennsylvania, 1792

Information:

- Friendly encouragements allow Wallace to overcome apprehension due to sex, youth, and inexperience.
- Some have questioned the appropriateness of public appearances by women.
- Women seem destined to the "domestic situation" by nature and custom.
- Wallace defends female oratory against its critics.
- Public speaking is the best way to improve the quality of oratory.
- Wallace rhetorically asks why, if women are not denied the right to read, they should be denied the right to speak.

The Examination

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Question 1 Document Information and Inferences (continued)

Inferences:

- There is increased discussion of educational opportunities for women.
- Women began to challenge the notion of separate spheres.
- The American Revolution had not greatly altered society's perception of the role of women.
- Women were trying to become more active in public life.
- Juxtapose with Document A to demonstrate failure of anticipated changes to materialize.

Potential outside information triggered by document:

Separate spheres
Cult of domesticity
Benjamin Rush
The academy movement

Republican motherhood
Mary Wollstonecraft
Educational reform

Sample: 1C**Score: 9**

The essay has a sophisticated thesis that is developed throughout with a good balance between political, social, and economic factors. The analysis is effective and supports the thesis. For example, the essay ties fears of mobocracy to the need for stronger government under the Constitution. It incorporates substantial outside information (whiskey tax, Shays' Rebellion, republican motherhood, etc.) to support the thesis as well. Documents are used effectively, and interpretive commentary ties the main idea of each one to the thesis. For example, Document A is used to support the expectation of expanding roles for women.

The Examination

Circle the Section II question number you are answering on this page.

Mandatory	Part B — Circle one	Part C — Circle one	
1	2 or 3	4 or 5	1C1 of 5

The American Revolution was undoubtedly one of the most significant achievements in the world's history of democracy. Spurring mainly from a squabble over mercantilist policies between Britain & her North American English colonies, the revolution grew into a resounding victory for autonomy & self-rule. Consequently, the American Revolution fundamentally changed American society by instituting a wave of republican zeal and individual sovereignty and by transforming the social view of America into that of a simple, self-reliant, successful society. Economically, the new nation faced a struggle to contain war debts and to please most of its new states.

During the American Revolution the political atmosphere in the English colonies was an especially bitter one. Colonists were divided between supporting their mother country and casting their own national destiny. Thomas Paine greatly influenced American opinion by chipping to republicanism in his pamphlet "Common Sense." Other great supporters of the revolution such as Patrick Henry stirred public support through famous cries of "Give me liberty or give me death!" Henry's cry represents the republican zeal that many began to cling to. Tired with the burdens of being ^{tied} to a seemingly despotic mother nation, men called for "America [to] be sacred alone to Freeman." The excerpt from the Pennsylvania

The Examination

Circle the Section II question number you are answering on this page.

Mandatory	Part B — Circle one 2 or 3	Part C — Circle one 4 or 5
1		

1C 2 of 5

Packet is evidence to the republican seal. The harsh yet inspiring commands to "banish every Tong" shows the will of many colonists to set up a free, non-tyrannical, democratic society, i.e. a society completely different, to the nation in previous years.

Following the Revolutionary War, American society was eager to flush into the political grounds of empowering the individual. Document D supports this claim. It states that "all men shall be free to profess [religion]." This statement marks political as well as social change in America. Before the Revolution, America was a nation to some intolerance. ^{Many} Each state had a main religion. Massachusetts, for example, largely followed Puritanism while the Southern States ^{changed} to the Church of England. In previous years such distinctions would have cost heated division but America, as a result of the Revolution, became more religiously tolerant. Americans had realized their need to unite and many believed that the freedom of religion was necessary to prevent bitter conflict.

America as a new nation, however, America inherited "the political problem of the Indians." Britain had previously bargained with Indian tribes and had issued the Proclamation of 1763 which was somewhat considerate to these brown-skinned inhabitants. The new republican nation, however, had to now deal with the Indians using their own power. Document D and E sharply contrast each other, revealing the ^{tom} political condition towards the

Circle the Section II question number you are answering on this page.

Mandatory	Part B — Circle one 2 or 3	Part C — Circle one 4 or 5
1		

1C 3 of 5

Indians. Document D portrayed the Indian nation as peace with their white neighbors but America, "three years since peace was made," had not been peaceful with the Indians. The political change signaled here is that of America taking charge of its own domestic affairs rather than ignoring it.

On the social grounds, American society had been transformed to embody the dream of successful self-government and self-sufficiency. Americans such as James Madison, John Adams believed that virtue in the governed was at the heart of a successful democracy. This belief led to an expansion in the roles of American women. They now viewed themselves as 'keepers of the nation's conscience' ^{since they were responsible for instilling sound values} and embraced the ideal of Republican motherhood. Document A supports this claim. The image of the 'Patriot Woman' adds importance to women's roles, giving them the power of instilling the virtue in their sons so as to prolong their nation's success. Document J further takes the argument for women's rights to an heightened importance for their roles to a higher degree. Women like Abigail, Molly Wallace clamored for a more expanded inclusion of women in society, foreshadowing the women's rights movements. Thus, it can be noted that the role of women shifted as a result of the Revolution, empowering them as guardians of democracy.

The Examination

AP® UNITED STATES HISTORY 2005 SCORING GUIDELINES (Form B)

Question 1—Document-Based Question

In the early nineteenth century, Americans sought to resolve their political disputes through compromise, yet by 1860 this no longer seemed possible. Analyze the reasons for this change.

Use the documents and your knowledge of the period 1820–1860 in constructing your response.

The 8–9 Essay

- Contains a well-developed thesis that analyzes the issues that confronted the American people in the antebellum era and the attempts at compromise.
- Offers an analysis of *why* those efforts succeeded or failed.
- Effectively uses a *substantial* number of documents.
- Supports the thesis with substantial and relevant outside information.
- Is clearly organized and well written.
- May contain minor errors.

The 5–7 Essay

- Contains a thesis that analyzes the issues and presents some attempts at compromise.
- Offers a limited analysis of *why* those efforts succeeded or failed.
- Effectively uses *some* documents.
- Supports the thesis with some relevant outside information.
- Demonstrates acceptable organization and writing.
- May have errors that do not seriously detract from the essay's quality.

The 2–4 Essay

- Contains a limited or undeveloped thesis.
- Deals with the question in a general manner; has a simplistic treatment of the topic; or addresses the issue of compromise in a limited way in terms of either chronology or topical focus.
- Merely refers to, quotes, or briefly cites the documents.
- Contains little or no outside information.
- Demonstrates weak organization and writing.
- May have major errors.

The 0–1 Essay

- Contains no thesis or a thesis that does not address the question.
- Exhibits inadequate or incorrect understanding of the question.
- Has little or no understanding of the documents or ignores them.
- Is poorly written—inhibits comprehension of the essay.
- Has numerous errors.

The — Essay

- Is blank or completely off task.

AP[®] UNITED STATES HISTORY 2005 SCORING GUIDELINES (Form B)

Question 1 Document Information and Inferences

Document A: Henry Clay, speech to the Senate, February 12, 1833

- Says it is "impracticable" for South Carolina to nullify a federal law successfully.
- Says that South Carolina does not intend to secede from the Union.

Document B: Annual report of the American Anti-Slavery Society, 1834

- Condemns slave owners as "man stealers."
- Demands *immediate and uncompensated* emancipation.
- Asserts that laws endorsing slavery are contrary to God's law and therefore invalid.
- Admits Congress cannot interfere with slavery in the states but can end the interstate slave trade and slavery in the territories.

Document C: Resolution of Pinckney Committee, House of Representatives, May 18, 1836

- "Gag rule" immediately tables antislavery petitions in the House of Representatives.

Document D: Daniel Webster, speech to the Senate Speech, March 7, 1850

- Speaks as an "American" (nationalist) not a sectional representative.
- Admits that the North has not complied with the Fugitive Slave Law; they should!
- Strongly opposed to secession—"a moral impossibility."

Document E: "Southern Chivalry: Argument vs. Club's"

- Drawing of the caning of Sen. Charles Sumner (Massachusetts) by Rep. Preston Brooks (South Carolina) in the Senate in May 1856 (note "Kansas" document in his hand).
- Sympathetic to Sumner (showing prostrate and bleeding); men laughing in background.

Document F: Muscogee, Georgia, *Herald*, quoted in the *New York Tribune*, September 10, 1856

- Verbal attack on the ill-bred, ill-mannered working classes and small farmers of the North in comparison to the gentlemen of the South.
- Northerners are "hardly fit" for association with their southern compatriots.

Document G: Abraham Lincoln, speech at Alton, Illinois, October 15, 1858

- Rejects often made argument that slavery agitation is just the product of ambitious politicians.
- Argues that slavery goes beyond politics—impacts religion, literature, and morals to excite and divide the society.

Document H: Map of the Presidential Election of 1860

- Lincoln/RеспUBLICAN win all the "free" states except New Jersey—have an electoral majority (180) but only a *plurality* of the popular vote.
- Democrats divided: Stephen Douglas wins only in Missouri/New Jersey (12 electoral). John Breckinridge wins deep South (72 electoral votes).
- Constitutional Union Party (John Bell) wins upper South (39 electoral votes).