



## AP<sup>®</sup> United States History 2003 Free-Response Questions

**The materials included in these files are intended for use by AP teachers for course and exam preparation; permission for any other use must be sought from the Advanced Placement Program<sup>®</sup>. Teachers may reproduce them, in whole or in part, in limited quantities for noncommercial, face-to-face teaching purposes. This permission does not apply to any third-party copyrights contained herein. This material may not be mass distributed, electronically or otherwise. These materials and any copies made of them may not be resold, and the copyright notices must be retained as they appear here.**

These materials were produced by Educational Testing Service<sup>®</sup> (ETS<sup>®</sup>), which develops and administers the examinations of the Advanced Placement Program for the College Board. The College Board and Educational Testing Service (ETS) are dedicated to the principle of equal opportunity, and their programs, services, and employment policies are guided by that principle.

The College Board is a national nonprofit membership association whose mission is to prepare, inspire, and connect students to college and opportunity. Founded in 1900, the association is composed of more than 4,300 schools, colleges, universities, and other educational organizations. Each year, the College Board serves over three million students and their parents, 22,000 high schools, and 3,500 colleges through major programs and services in college admissions, guidance, assessment, financial aid, enrollment, and teaching and learning. Among its best-known programs are the SAT<sup>®</sup>, the PSAT/NMSQT<sup>®</sup>, and the Advanced Placement Program<sup>®</sup> (AP<sup>®</sup>). The College Board is committed to the principles of equity and excellence, and that commitment is embodied in all of its programs, services, activities, and concerns.

For further information, visit [www.collegeboard.com](http://www.collegeboard.com)

Copyright © 2003 College Entrance Examination Board. All rights reserved. College Board, Advanced Placement Program, AP, AP Vertical Teams, APCD, Pacesetter, Pre-AP, SAT, Student Search Service, and the acorn logo are registered trademarks of the College Entrance Examination Board.

AP Central is a trademark owned by the College Entrance Examination Board. PSAT/NMSQT is a registered trademark jointly owned by the College Entrance Examination Board and the National Merit Scholarship Corporation. Educational Testing Service and ETS are registered trademarks of Educational Testing Service. Other products and services may be trademarks of their respective owners.

For the College Board's online home for AP professionals, visit AP Central at [apcentral.collegeboard.com](http://apcentral.collegeboard.com).

# 2003 AP<sup>®</sup> 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. Analyze the responses of Franklin D. Roosevelt's administration to the problems of the Great Depression. How effective were these responses? How did they change the role of the federal government?

Use the documents and your knowledge of the period 1929-1941 to construct your essay.

#### Document A

Source: Meridel Lesueur, *New Masses*, January 1932.

It's one of the great mysteries of the city where women go when they are out of work and hungry. There are not many women in the bread line. There are no flop houses for women as there are for men, where a bed can be had for a quarter or less. You don't see women lying on the floor of the mission in the free flops. They obviously don't sleep . . . under newspapers in the park. There is no law I suppose against their being in these places but the fact is they rarely are.

Yet there must be as many women out of jobs in cities and suffering extreme poverty as there are men. What happens to them?

#### Document B

Source: Letter to Senator Robert Wagner, March 7, 1934.

It seems very apparent to me that the Administration at Washington is accelerating it's [sic] pace towards socialism and communism. Nearly every public statement from Washington is against stimulation of business which would in the end create employment.

Everyone is sympathetic to the cause of creating more jobs and better wages for labor; but, a program continually promoting labor troubles, higher wages, shorter hours, and less profits for business, would seem to me to be leading us fast to a condition where the Government must more and more expand it's relief activities, and will lead in the end to disaster to all classes.

## 2003 AP<sup>®</sup> UNITED STATES HISTORY FREE-RESPONSE QUESTIONS

### Document C

Source: *The Evening Star* (Washington D.C.), April 26, 1934.



© 1934, The Washington Post. Reprinted with permission.  
Library of Congress, Prints & Photographs Division,  
Clifford Berryman Collection, LC-USZ62-17290.

### Document D

Source: William Lloyd Garrison, Jr., "The Hand of Improvidence," *The Nation*, November 14, 1934.

The New Deal, being both a philosophy and a mode of action, began to find expression in diverse forms which were often contradictory. Some assisted and some retarded the recovery of industrial activity. . . . An enormous outpouring of federal money for human relief and immense sums for public-works projects started to flow to all points of the compass. . . . Six billion dollars was added to the national debt . . . a bureaucracy in Washington grew by leaps and bounds . . . and finally, to lend the picture the heightened academic touch, John Maynard Keynes, of Cambridge, England, . . . commenced the plan of buying Utopia for cash.

Copyright © 2003 by College Entrance Examination Board. All rights reserved.  
Available to AP professionals at [apcentral.collegeboard.com](http://apcentral.collegeboard.com) and to  
students and parents at [www.collegeboard.com/apstudents](http://www.collegeboard.com/apstudents).

**GO ON TO THE NEXT PAGE.**

## 2003 AP<sup>®</sup> UNITED STATES HISTORY FREE-RESPONSE QUESTIONS

### Document E

Source: Print and Photograph Division, Library of Congress, 1935.

*A monthly check to you -*

FOR THE REST OF YOUR LIFE  
•• BEGINNING WHEN YOU ARE  
65

GET YOUR SOCIAL SECURITY ACCOUNT NUMBER  
*promptly*

APPLICATIONS ARE BEING DISTRIBUTED AT ALL WORK PLACES

**WHO IS ELIGIBLE** - - EVERYBODY WORKING FOR SALARY OR WAGES (WITH ONLY A FEW EXCEPTIONS, SUCH AS AGRICULTURE, DOMESTIC SERVICE, AND GOVERNMENT WORK). APPLICATIONS FOR SOCIAL SECURITY ACCOUNTS ARE AVAILABLE THROUGH EMPLOYERS. IF YOU DO NOT GET ONE FROM YOUR EMPLOYER, ASK FOR ONE AT THE POST OFFICE.

**HOW TO RETURN APPLICATION**

1. HAND IT BACK TO YOUR EMPLOYER, IF
2. HAND IT TO ANY LABOR ORGANIZATION OF WHICH YOU ARE A MEMBER, OR
3. HAND IT TO YOUR LETTER CARRIER, OR
4. DELIVER IT TO LOCAL POST OFFICE, OR
5. MAIL IT IN A SEALED ENVELOPE, ADDRESSED, POSTMASTER, LOCAL, TO THE SOCIAL SECURITY BOARD, WASHINGTON, D. C. 20535. NO POSTAGE NEEDED.

*- Social Security Board*

**INFORMATION MAY BE OBTAINED AT ANY POST OFFICE**

Copyright © 2003 by College Entrance Examination Board. All rights reserved.  
Available to AP professionals at [apcentral.collegeboard.com](http://apcentral.collegeboard.com) and to  
students and parents at [www.collegeboard.com/apstudents](http://www.collegeboard.com/apstudents).

**GO ON TO THE NEXT PAGE.**

## 2003 AP<sup>®</sup> UNITED STATES HISTORY FREE-RESPONSE QUESTIONS

### Document F

Source: Charles Evans Hughes, majority opinion, *Schechter v. United States*, 1935.

The question of chief importance relates to the provision of the codes to the hours and wages of those employed . . . It is plain that these requirements are imposed in order to govern the details of defendants' management of their local business. The persons employed . . . are not employed in interstate commerce. Their wages have no direct relation to interstate commerce . . .

The authority of the federal government may not be pushed to such an extreme.

### Document G

Source: NBC radio broadcast, John L. Lewis, December 13, 1936.

It is the refusal of employers to grant such reasonable conditions and to deal with their employees through collective bargaining that leads to widespread labor unrest. The strikes which have broken out . . . especially in the automobile industry, are due to such "employee trouble."

Huge corporations, such as United States Steel and General Motors . . . have no right to transgress the law which gives to the workers the right of self-organization and collective bargaining.

### Document H

Source: "The New Deal in Review" editorial in *The New Republic*, May 20, 1940.

The government as an instrument of democratic action in the future has also been strengthened and renovated. This is not merely a matter of the addition of many new agencies, but of the more efficient organization of the whole executive department — including a planning board under the President which so far has been relatively unimportant but is capable of future development. The Courts, too, have been revived, partly by legislation, but principally by excellent new appointments, so that we now have a Supreme Court which is abreast of the times.

## 2003 AP<sup>®</sup> UNITED STATES HISTORY FREE-RESPONSE QUESTIONS

### Document I

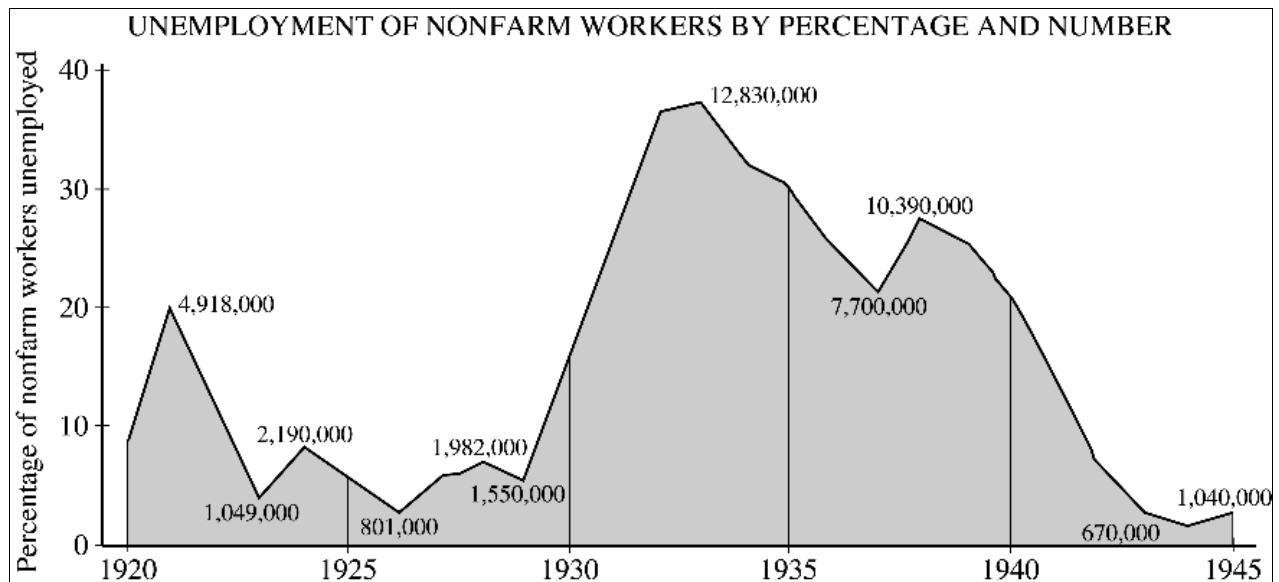
Source: "The Roosevelt Record," editorial in *The Crisis*, November 1940.

To declare that the Roosevelt administration has tried to include the Negro in nearly every phase of its program for the people of the nation is not to ignore the instances where government policies have harmed the race. . .

At Boulder Dam, for example, the administration continued the shameful policy begun by Hoover of forbidding Negroes to live in Boulder City, the government-built town. And in its own pet project, the TVA, the administration forbade Negroes to live in Norris, another government-built town at Norris Dam.

[The] most important contribution of the Roosevelt administration to the age-old color line problem in America has been its doctrine that Negroes are a part of the country and must be considered in any program for the country as a whole. The inevitable discriminations notwithstanding, this thought has been driven home in thousands of communities by a thousand specific acts. For the first time in their lives, government has taken on meaning and substance for the Negro masses.

### Document J



### END OF DOCUMENTS FOR QUESTION 1

# 2003 AP<sup>®</sup> UNITED STATES HISTORY FREE-RESPONSE QUESTIONS

## UNITED STATES HISTORY

### SECTION II

#### Part B and Part C

(Suggested total planning and writing time—70 minutes)

Percent of Section II score—55

#### Part B

**Directions:** Choose ONE question from this part. You are advised to spend 5 minutes planning and 30 minutes writing your answer. Cite relevant historical evidence in support of your generalizations and present your arguments clearly and logically.

2. Evaluate the extent to which the Articles of Confederation were effective in solving the problems that confronted the new nation.
3. In what ways did developments in transportation bring about economic and social change in the United States in the period 1820 to 1860 ?

# 2003 AP<sup>®</sup> UNITED STATES HISTORY FREE-RESPONSE QUESTIONS

## Part C

**Directions:** Choose ONE question from this part. You are advised to spend 5 minutes planning and 30 minutes writing your answer. Cite relevant historical evidence in support of your generalizations and present your arguments clearly and logically.

4. Evaluate the impact of the Civil War on political and economic developments in TWO of the following regions.

The South

The North

The West

Focus your answer on the period between 1865 and 1900.

5. Compare and contrast United States society in the 1920's and the 1950's with respect to TWO of the following:

race relations

role of women

consumerism

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

**END OF EXAMINATION**