

2023

AP[®]



AP[®] United States History

Free-Response Questions Set 2

UNITED STATES HISTORY

SECTION I, Part B

Time—40 minutes

Directions: Answer Question 1 and Question 2. Answer either Question 3 or Question 4.

Write your responses in the Section I, Part B: Short-Answer Response booklet. You must write your response to each question on the lined page designated for that response. Each response is expected to fit within the space provided.

In your responses, be sure to address all parts of the questions you answer. Use complete sentences; an outline or bulleted list alone is not acceptable. You may plan your answers in this exam booklet, but no credit will be given for notes written in this booklet.

“As [the American Revolution] unfolded . . . many white colonists . . . began to fashion themselves ever more urgently as a people under the threat of enslavement by the mother country’s colonial authorities. . . . The irony of their posture, when real-life slavery was legal in all the American colonies, was noted during the time and has been analyzed almost endlessly ever since. . . .

“. . . [Enslaved African Americans] immediately saw a connection between their situation and the metaphorical ‘enslavement’ that white colonists said they were trying to escape. Some sensed that the looming colonial conflict might benefit them, and hoped that all the talk about liberty would be a contagion spreading to all parts of society.”

Source: Annette Gordon-Reed, historian, *The Hemingses of Monticello*, study of a family of enslaved people held by Thomas Jefferson, 2008

“The [American] Revolution transformed American political culture by allowing large numbers of people who had previously been excluded from politics to come forward, to speak up, and to shape the flow of events. . . . Within an eighteenth-century context in which political power revolved around figures claiming authority simply as a result of bloodlines, this was a radical development.

“. . . Managing the imperial conflict opened new opportunities for local men who suddenly found themselves in charge of organizing and policing resistance. . . . The newly empowered actors were neither owners of large plantations nor prosperous merchants. . . . Most people who . . . accepted demanding posts in local government would have remained obscure individuals in a colonial society had not the Revolution intervened, presenting unanticipated challenges and responsibilities. . . .

“During the course of this evolving political crisis, a colonial rebellion gave birth to a genuine revolution.”

Source: T. H. Breen, historian, *The Will of the People: The Revolutionary Birth of America*, 2019

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

- a. Briefly describe one major difference between Gordon-Reed’s and Breen’s interpretations of the American Revolution.
- b. Briefly explain how one specific event or development from 1763 to 1800 not explicitly mentioned in the excerpts could be used to support Gordon-Reed’s interpretation.
- c. Briefly explain how one specific event or development from 1763 to 1800 not explicitly mentioned in the excerpts could be used to support Breen’s interpretation.

“The Southern woman of the ante-bellum regime [was] the gracious, charming hostess, the sheltered wife and mother. . . . This is the ideal which the Southern people have been slow to give up. . . .

“ . . . Southern women saw homes burned, estates pass to strangers, fathers and husbands dead upon the battle field. . . .

“ . . . The old-time idea that a lady must not earn her livelihood had to go down before stern need. . . . Many women faced the terror of family displeasure and went to work, choosing personal independence rather than the misguided approbation of relatives and friends.

“ . . . Southern women have come to see that public policies and private conditions are interdependent and cannot be separated. . . .

“ . . . The woman who takes absolutely no interest in any public questions is no longer the typical or the ideal Southern woman. No support will be won by standing apart from the strain and struggle of life and merely demanding political rights.”

Source: Pamphlet from a women’s organization in Mississippi, circa the early 1900s

2. Using the excerpt, respond to **parts a, b, and c**.

- a. Briefly describe one purpose of the women’s organization in producing the pamphlet.
- b. Briefly explain how one specific event or development from 1840 to 1900 that is not mentioned in the passage resulted in ideas such as those expressed in the excerpt.
- c. Briefly explain how ideas such as those expressed in the excerpt resulted in one specific effect from 1900 to 1945.

Question 3 or 4

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

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

- a. Briefly describe one way in which religion influenced European migration to the Americas from 1500 to 1700.
- b. Briefly explain one similarity in how religion influenced the development of two colonies in North America from 1600 to 1700.
- c. Briefly explain one difference in how religion influenced the development of two colonies in North America from 1600 to 1700.

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

- a. Briefly describe one way in which economic development influenced migration within the United States from 1890 to 1945.
- b. Briefly explain one similarity in how economic development influenced two regions of the United States from 1945 to 2000.
- c. Briefly explain one difference in how economic development influenced two regions of the United States from 1945 to 2000.

END OF SECTION I

UNITED STATES HISTORY

SECTION II

Total Time—1 hour and 40 minutes

Question 1 (Document-Based Question)

Suggested reading and writing time: 1 hour

It is suggested that you spend 15 minutes reading the documents and 45 minutes writing your response.

Note: You may begin writing your response before the reading period is over.

Directions: Question 1 is based on the accompanying documents. The documents have been edited for the purpose of this exercise.

In your response you should do the following.

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using at least 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.

Begin your response to this question at the top of a new page in the separate Free Response booklet and fill in the appropriate circle at the top of each page to indicate the question number.

1. Evaluate the extent to which the definitions of United States citizenship changed from 1865 to 1920.

Document 1

Source: Sojourner Truth, speech given at the meeting of the American Equal Rights Association, 1867

My friends, I am rejoiced that you are glad, but I don't know how you will feel when I get through. I come from another field—the country of the slave. They have got their liberty—so much good luck to have slavery partly destroyed; not entirely. I want it root and branch destroyed. Then we will all be free indeed. . . . There is a great stir about colored men getting their rights, but not a word about the colored women; and if colored men get their rights, and not colored women theirs, . . . it will be just as bad as it was before. . . . I want women to have their rights. In the Courts women have no right, no voice; nobody speaks for them. . . . I have been forty years a slave and forty years free and would be here forty years more to have equal rights for all. . . . There ought to be equal rights now more than ever, since colored people have got their freedom.

Document 2

Source: Commissioner of Indian Affairs, Department of the Interior, annual report, 1887

It is a matter not only of importance, but of necessity that the Indians acquire the English language as rapidly as possible. The Government has entered upon the great work of educating and citizenizing the Indians and establishing them upon homesteads. The adults are expected to assume the role of citizens, and of course the rising generation will be expected and required more nearly to fill the measure of citizenship, and the main purpose of educating them is to enable them to read, write, and speak the English language. . . . Only through the medium of the English tongue can they acquire a knowledge of the Constitution of the country and their rights and duties thereunder.

. . . Deeming it for the very best interest of the Indian, both as an individual and as an embryo citizen, to have this policy strictly enforced among the various schools on Indian reservations, orders have been issued accordingly to Indian agents. . . .

. . . The first step to be taken toward civilization, toward teaching the Indians the mischief and folly of continuing their barbarous practices, is to teach them the English language.

Document 3

Source: United States Supreme Court ruling in *United States v. Wong Kim Ark*, 1898

The fact, therefore, that acts of Congress or treaties have not permitted Chinese persons born out of this country to become citizens by naturalization, cannot exclude Chinese persons born in this country from the operation of the broad and clear words of the Constitution: "All persons born in the United States, and subject to the jurisdiction thereof, are citizens of the United States." . . .

The evident intention . . . of the submission of this case to the decision of the court upon the facts agreed by the parties were to present for determination the single question . . . , namely, whether a child born in the United States, of parent of Chinese descent, who, at the time of his birth, are subjects of the Emperor of China, but have a permanent domicile and residence in the United States, . . . becomes at the time of his birth a citizen of the United States. For the reasons above stated, this court is of opinion that the question must be answered in the affirmative.

Document 4

Source: United States Supreme Court ruling in *Downes v. Bidwell*, 1901

We are also of opinion that the power to acquire territory by treaty implies not only the power to govern such territory, but to prescribe upon what terms the United States will receive its inhabitants, and what their status shall be in what Chief Justice Marshall termed the “American empire.” . . . Indeed, it is doubtful if Congress would ever assent to the annexation of territory upon the condition that its inhabitants, however foreign they may be to our habits, traditions, and modes of life, shall become at once citizens of the United States. In all its treaties hitherto the treatymaking power has made special provisions for this subject. . . . In all these cases there is an implied denial of the right of the inhabitants to American citizenship until Congress by further action shall signify its assent thereto. . . .

It is obvious that in the annexation of outlying and distant possessions, grave questions will arise from differences of race, habits, laws, and customs of the people, and from differences of soil, climate, and production which may require action on the part of Congress that would be quite unnecessary in the annexation of contiguous territory inhabited only by people of the same race, or by scattered bodies of native Indians.

Document 5

Source: W. E. B. Du Bois, “A Philosophy for 1913,” *The Crisis*, 1913

I am by birth and law a free black American citizen. As such I have both rights and duties. If I neglect my duties my rights are always in danger. If I do not maintain my rights I cannot perform my duties. . . .

I will not, because of inertia or timidity or even sensitiveness, allow new discriminations to become usual and habitual. To this end I will make it my duty without ostentation, but with firmness, to assert my right to vote, to frequent places of public entertainment and to appear as a man among men. I will religiously do this from time to time, even when personally I prefer the refuge of friends and family. . . .

I will be a man and know myself to be one, even among those who secretly and openly deny my manhood, and I shall persistently and unwaveringly seek by every possible method to compel all men to treat me as I treat them.

Document 6

Source: Jones-Shafroth Act, 1917

The provisions of this Act shall apply to the island of Porto Rico¹. . . .

Sec. 2. That no law shall be enacted in Porto Rico which shall deprive any person of life, liberty, or property without due process of law, or deny to any person therein the equal protection of the laws. . . .

Sec. 5. That all citizens of Porto Rico . . . and all natives of Porto Rico who were temporarily absent from that island . . . , and have since returned and are permanently residing in that island, and are not citizens of any foreign country, are hereby declared, and shall be deemed and held to be, citizens of the United States. . . .

Sec. 10. That all judicial process shall run in the name of “United States of America” . . . ; and all officials shall be citizens of the United States, and, before entering upon the duties of their respective offices, shall take an oath to support the Constitution of the United States and the laws of Porto Rico.

¹ An alternative spelling for Puerto Rico used at the time

Document 7

Source: “National Americanization Day,” poster, circa 1915–1919



Courtesy of the Library of Congress

END OF DOCUMENTS FOR QUESTION 1

Question 2, 3, or 4 (Long Essay)

Suggested writing time: 40 minutes

Directions: Answer Question 2 or Question 3 or Question 4.

In your response you should do the following.

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
 - Describe a broader historical context relevant to the prompt.
 - Support an argument in response to the prompt using 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.
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2. Evaluate the extent to which changes in colonial societies in North America from 1700 to 1776 contributed to the growth of a revolutionary movement.

 3. Evaluate the extent to which changes in debates over the role of the federal government contributed to the growth of political parties from 1800 to 1854.

 4. Evaluate the extent to which the growth of civil rights activism contributed to changes in government action from 1940 to 1980.

Begin your response to this question at the top of a new page in the separate Free Response booklet and fill in the appropriate circle at the top of each page to indicate the question number.

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

STOP

END OF EXAM