



## **AP<sup>®</sup> United States History 2011 Free-Response Questions Form B**

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## 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-I 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. Explain the ways that participation in political campaigns and elections in the United States changed between 1815 and 1840, and analyze forces and events that led to these changes.

## Document A

## VOTER PARTICIPATION IN PRESIDENTIAL ELECTIONS, 1812–1840

Year	Percent of Eligible Voter Participation	Percent of States Allowing Voters to Choose Presidential Electors
1812	Not known	44.4
1816	Not known	52.6
1820	Not known	62.5
1824	26.9	75.0
1828	57.6	91.7
1832	55.4	95.8
1836	57.8	95.8
1840	80.2	95.8

Document B

Source: James Kent, Excerpt from the Proceedings and Debates of the Convention Assembled for the Purpose of Amending the Constitution of the State of New York, 1821.

That extreme democratic principle [universal suffrage] . . . has been regarded with terror by the wise men of every age because, in every European republic, ancient and modern, in which it has been tried, it has terminated disastrously and been productive of corruption, injustice, violence, and tyranny. . . .

The apprehended danger from the experiment of universal suffrage applied to the whole legislative department is no dream of the imagination. . . . The tendency of universal suffrage is to jeopardize the rights of property and the principles of liberty. There is a constant tendency . . . in the poor to covet and to share the plunder of the rich; in the debtor to relax or avoid the obligation of contracts; in the majority to tyrannize over the minority and trample down their rights; in the indolent and the profligate to cast the whole burdens of society upon the industrious and virtuous. . . . We are no longer to remain plain and simple republics of farmers. . . . We are fast becoming a great nation, with great commerce, manufactures, population, wealth, luxuries, and with the vices and miseries that they engender.

Document C

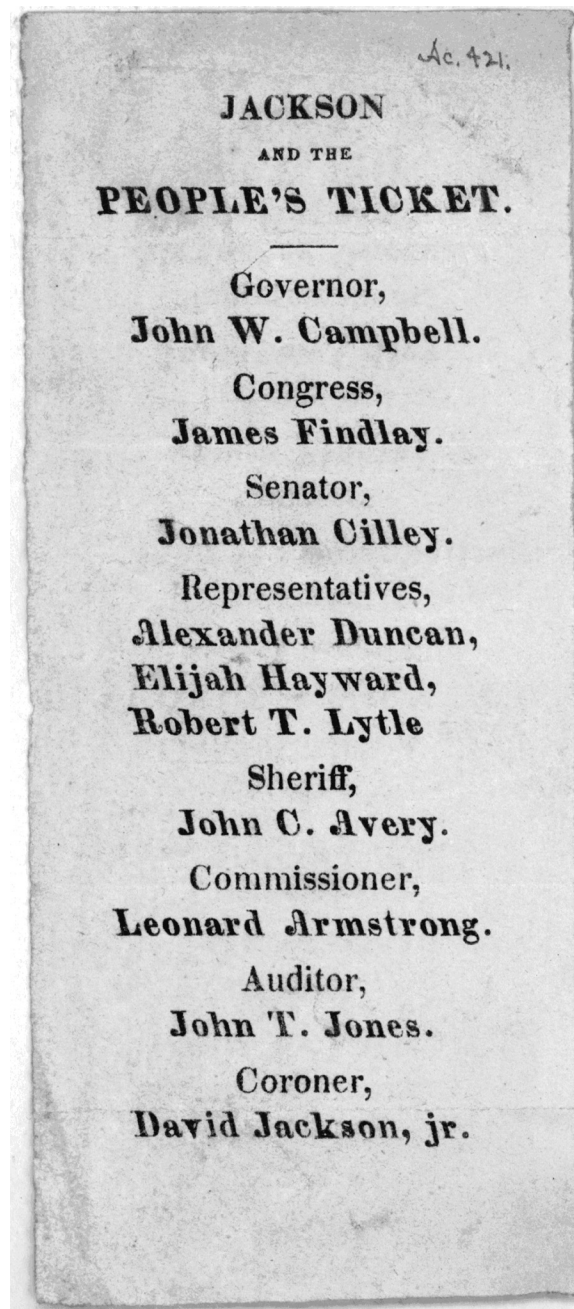
Martin Van Buren, New York politician, to Thomas Ritchie, editor of the *Richmond* (Virginia) *Enquirer*, January 13, 1827.

I have long been satisfied that we can only . . . restore a better state of things, by combining Genl. Jackson's personal popularity with the portion of old party feeling yet remaining. . . .

Its effects would be highly salutary on your section of the union by the revival of old party distinctions. We must always have party distinctions and the old ones are the best. . . . Political combinations between the inhabitants of the different states are unavoidable and the most natural and beneficial to the country is that between the planters of the South and the plain Republicans of the North. The country has once flourished under a party thus constituted and may again. It would take longer than our lives (even if it were practicable) to create new party feelings to keep those masses together. If the old ones are suppressed, geographical divisions founded on local interests, or what is worse prejudices between free and slaveholding states will inevitably take their place. Party attachment in former times furnished a complete antidote for sectional prejudices by producing counteracting feelings.

Document D

Source: Democratic Party ballot, New Hampshire, 1828.



Courtesy of Library of Congress

Document E

Source: George H. Evans, a founder of the Working Man's Party, "The Working Men's Declaration of Independence," 1829.

We have trusted to the influence of the justice and good sense of our political leaders, to prevent the continuance of . . . abuses, which destroy the natural bands of equality so essential to the attainment of moral happiness, but they have been deaf to the voice of justice. . . .

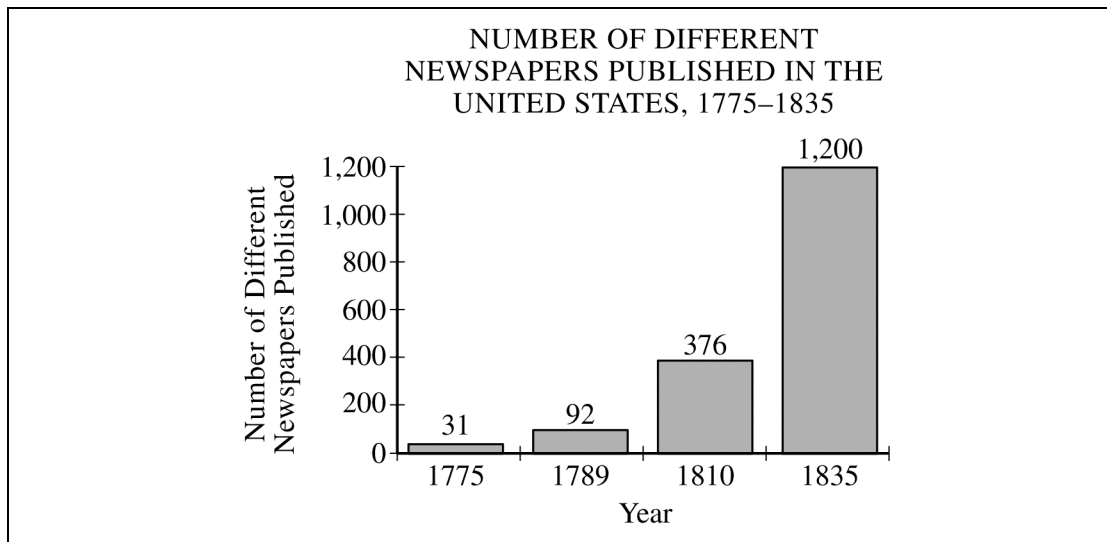
*Therefore, we, the working class of society, of the city of New York . . . do, in the spirit, and by the authority of that political liberty which has been promised to us equally with our fellow men, solemnly publish and declare . . . "that we are, & of right ought to be," entitled to equal means to obtain equal moral happiness, and social enjoyment, and that all lawful and constitutional measures ought to be adopted to the attainment of those objects. "And for the support of this declaration, we mutually pledge to each other" our faithful aid to the end of our lives.*

Document F

Frances Trollope, *Domestic Manners of the Americans*, 1832.

When I first arrived in America Mr. John Quincy Adams was president, and it was impossible to doubt, even from the statement of his enemies, that he was every way calculated to do honor to the office. All I ever heard against him was, that "he was too much of a gentleman"; but a new candidate must be set up, and Mr. Adams was out-voted for no other reason, that I could learn, but because it was "best to change." "Jackson for ever!" was, therefore, screamed from the mouths, both drunk and sober, till he was elected; but no sooner in his place, than the same ceaseless operation went on again, with "Clay for ever" for its war-whoop.

## Document G



## Document H

David Crockett, *Colonel Crockett's Exploits and Adventures in Texas*, 1837.

When the day of election approaches, visit your constituents far and wide. Treat liberally, and drink freely, in order to rise in their estimation, though you fall in your own. True, you may be called a drunken dog by some of the clean-shirt and silk-stocking gentry, but the real roughnecks will style you a jovial fellow. Their votes are certain, and frequently count double.

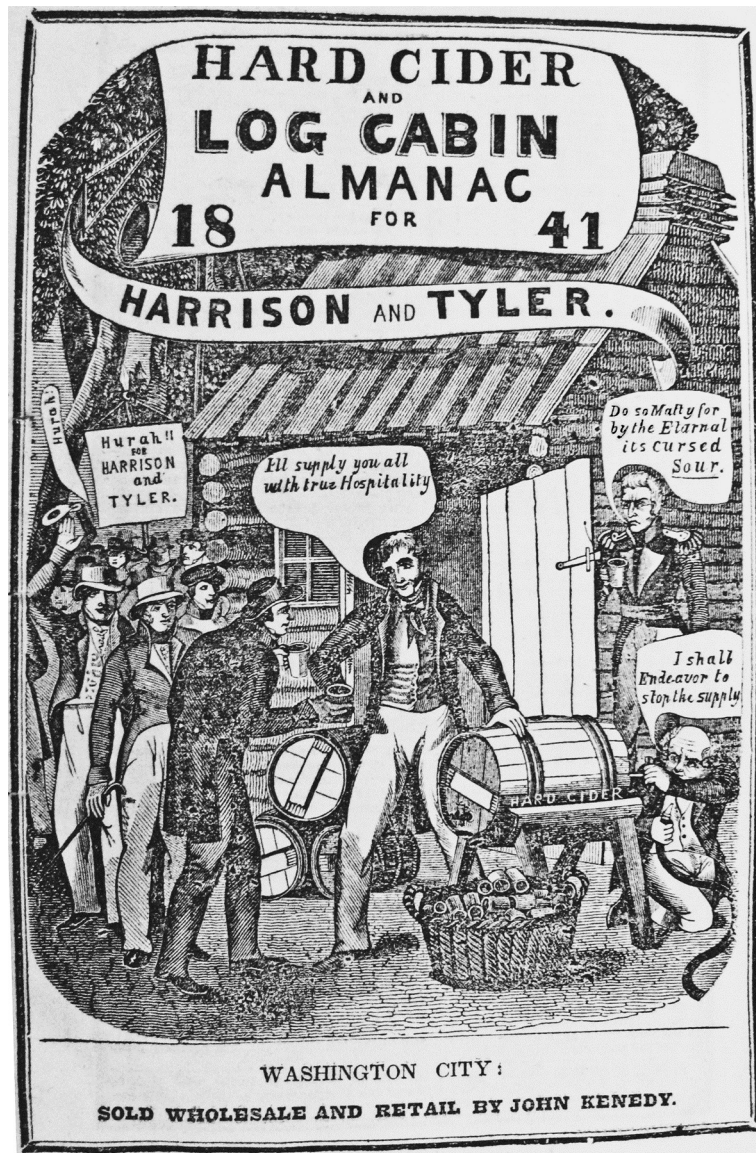
Do all you can to appear to advantage in the eyes of the women. That's easily done. You have but to kiss and slabber their children, wipe their noses, and pat them on the head. This cannot fail to please their mothers, and you may rely on your business being done in that quarter.

Promise all that is asked, said I, and more if you can think of anything. Offer to build a bridge or a church, to divide a county, create a batch of new offices, make a turnpike, or anything they like. Promises cost nothing; therefore, deny nobody who has a vote or sufficient influence to obtain one.

Get up on all occasions, and sometimes on no occasion at all, and make long-winded speeches, though composed of nothing else than wind. Talk of your devotion to country, your modesty and disinterestedness, or any such fanciful subject. Rail against taxes of all kinds, officeholders, and bad harvest weather; and wind up with a flourish about the heroes who fought and bled for our liberties in the times that tried men's souls.

Document I

Source: Cover of the *Hard Cider and Log Cabin Almanac*, June 17, 1840.



Scottish Rite Masonic Museum & Library, Van Gordon-Williams Library and Archives, Lexington, Massachusetts, Gift of Doris Hudson May, RARE AY 81. PF.H3

END OF DOCUMENTS FOR QUESTION 1

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**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. Compare and contrast the British, French, and Spanish imperial goals in North America between 1580 and 1763.
3. Analyze the ways in which the political, economic, and diplomatic crises of the 1780s shaped the provisions of the United States Constitution.



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**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. Compare and contrast the foreign policies of Theodore Roosevelt and Woodrow Wilson.
5. Compare and contrast the women's rights movement of the 1840s–1860s with the women's rights movement of the 1960s–1980s.

**STOP**

**END OF EXAM**