



AP[®] United States History 2005 Free-Response Questions Form B

The College Board: Connecting Students to College Success

The College Board is a not-for-profit membership association whose mission is to connect students to college success and opportunity. Founded in 1900, the association is composed of more than 4,700 schools, colleges, universities, and other educational organizations. Each year, the College Board serves over three and a half million students and their parents, 23,000 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[®], the PSAT/NMSQT[®], and the Advanced Placement Program[®] (AP[®]). The College Board is committed to the principles of excellence and equity, and that commitment is embodied in all of its programs, services, activities, and concerns.

Copyright © 2005 by College Board. All rights reserved. College Board, AP Central, APCD, Advanced Placement Program, AP, AP Vertical Teams, Pre-AP, SAT, and the acorn logo are registered trademarks of the College Entrance Examination Board. Admitted Class Evaluation Service, CollegeEd, Connect to college success, MyRoad, SAT Professional Development, SAT Readiness Program, and Setting the Cornerstones are trademarks owned by the College Entrance Examination Board. PSAT/NMSQT is a registered trademark of the College Entrance Examination Board and National Merit Scholarship Corporation. Other products and services may be trademarks of their respective owners. Permission to use copyrighted College Board materials may be requested online at: <http://www.collegeboard.com/inquiry/cbpermit.html>.

Visit the College Board on the Web: www.collegeboard.com.

AP Central is the official online home for the AP Program and Pre-AP: apcentral.collegeboard.com.

2005 AP[®] UNITED STATES HISTORY FREE-RESPONSE QUESTIONS (Form B)

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-H 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. 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.

Document A

Source: Senator Henry Clay, speech to the Senate, February 12, 1833

I merely throw out these sentiments for the purpose of showing you that South Carolina, having declared her purpose to be this, to make an experiment whether, by a course of legislation, in a conventional form, or legislative form of enactment, she can defeat the execution of certain laws of the United States, I for one, will express my opinion that I believe it is utterly impracticable, whatever course of legislation she may choose to adopt, for her to succeed. . . . I say it is impossible that South Carolina ever desired for a moment to become a separate and independent state.

Document B

Source: “Declaration of the National Anti-Slavery Convention,” first annual report of the American Anti-Slavery Society, 1834

[W]e believe and affirm:

That every American citizen who retains a human being in involuntary bondage as his property is (according to Scripture) a MAN STEALER.

That the slaves ought instantly to be set free. . . .

That all those laws which are now in force, admitting the right of slavery, are . . . , before God, utterly null and void, being an audacious usurpation of the Divine prerogative. . . .

[T]hat no compensation should be given to the planters emancipating their slaves. . . . [That], if compensation is to be given at all, it should be given to the outraged and guiltless slaves and not to those who have plundered and abused them.

[That] we concede the Congress under the present national compact, has no right to interfere with any of the slave states, in relation to this momentous subject [slavery]. But we maintain that Congress has a right . . . to suppress the domestic slave trade between the several states, and to abolish slavery in those portions of our territory which the Constitution has placed under its [Congress’s] exclusive jurisdiction.

2005 AP[®] UNITED STATES HISTORY FREE-RESPONSE QUESTIONS (Form B)

Document C

Source: Resolution of the Pinckney Committee, House of Representatives, May 18, 1836

And whereas it is extremely important and desirable, that the agitation of this subject should be finally arrested, for the purpose of restoring tranquillity to the public mind, your committee respectfully recommend the adoption of the following additional resolution:

All petitions, memorials, resolutions, propositions, or papers relating in any way or to any extent whatsoever, to the subject of slavery or the abolition of slavery, shall without being either printed or referred, be laid on the table and that no further action whatever shall be had thereon.

Document D

Source: Senator Daniel Webster, speech to the Senate, March 7, 1850

Mr. President, I wish to speak today, not as a Northern man, but as an American. . . .

I will state . . . one complaint of the South . . . that there has been found at the North, among individuals and among the legislatures of the North, a disinclination to perform fully their constitutional duties in regard to the return of persons bound to service who have escaped into the free states. In that respect, it is my judgement that the South is right and the North is wrong. . . .

I hear with pain and anguish the word “secession,” especially when it falls from the lips of those who are eminently [*sic*] patriotic, and known to the country, and known all over the world for their political services. Secession! Peaceable secession! Sir, your eyes and mine are never destined to see that miracle. . . . I hold the idea of a separation of these states—those that are free to form one government and those that are slaveholding to form another—as a moral impossibility. We could not separate the states by any such line if we were to draw it. We could not sit down here today and draw a line of separation that would satisfy any five men in the country.

2005 AP[®] UNITED STATES HISTORY FREE-RESPONSE QUESTIONS (Form B)

Document E

Source: Illustration by J.L. Magee, 1856



SOUTHERN CHIVALRY — ARGUMENT VERSUS CLUB'S.

Print Collection. Miriam and Ira D. Wallach
Division of Art, Prints, and Photographs.
The New York Public Library, Astor, Lenox and Tilden Foundations

2005 AP[®] UNITED STATES HISTORY FREE-RESPONSE QUESTIONS (Form B)

Document F

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

Free society! We sicken at the name. What is it but a conglomeration of greasy mechanics, filthy operatives, small-fisted farmers, and moon-struck theorists? All northern, and especially the New England, states are devoid of society fitted for well-bred southern gentlemen. The prevailing class one meets with is that of mechanics struggling to be genteel, and small farmers who do their own drudgery, and yet are hardly fit for association with a southern gentleman's body servant.

Document G

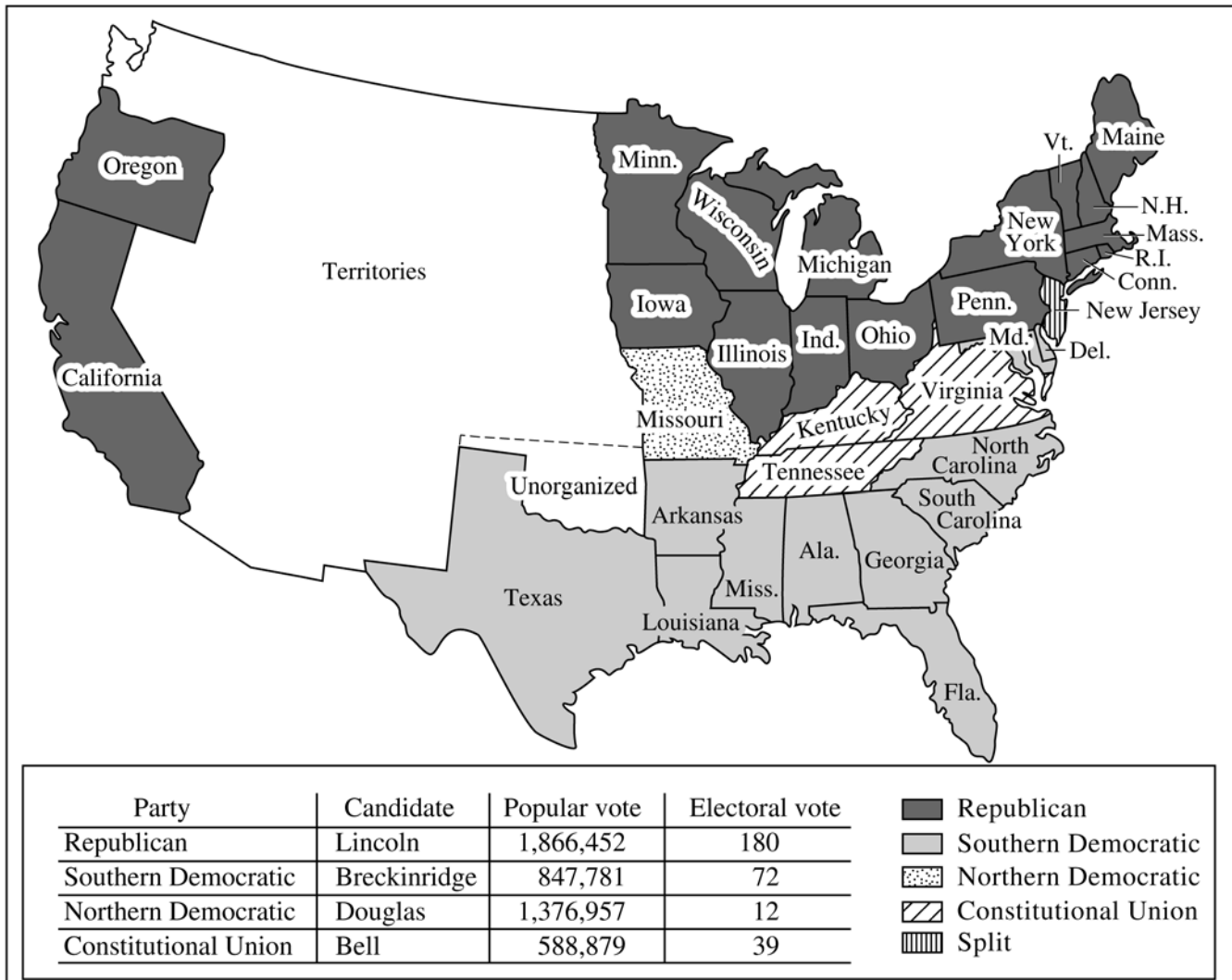
Source: Abraham Lincoln, speech at Alton, Illinois, October 15, 1858

You may say . . . that all of this difficulty in regard to the institution of slavery is the mere agitation of office seekers and ambitious Northern politicians. . . . But is it true that all of the difficulty and agitation we have in regard to this institution of slavery springs from office seeking—from the mere ambition of politicians? . . . How many times have we had danger from this question? . . . [D]oes not this question make a disturbance outside of political circles? Does it not enter into the churches and rend them asunder? . . . Is it not this same mighty, deep-seated power that somehow operates on the minds of men, exciting and stirring them up in every avenue of society—in politics, in religion, in literature, in morals, in all manifold relations in life? Is this the work of politicians?

2005 AP[®] UNITED STATES HISTORY FREE-RESPONSE QUESTIONS (Form B)

Document H

PRESIDENTIAL ELECTION, 1860



END OF DOCUMENTS FOR QUESTION 1

2005 AP[®] UNITED STATES HISTORY FREE-RESPONSE QUESTIONS (Form B)

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. “Geography was the primary factor in shaping the development of the British colonies in North America.”
Assess the validity of this statement for the 1600’s.
3. To what extent was the United States Constitution a radical departure from the Articles of Confederation?

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. How successful were progressive reforms during the period 1890 to 1915 with respect to TWO of the following?
Industrial conditions
Urban life
Politics
5. Analyze the ways in which TWO of the following contributed to the changes in women’s lives in the United States in the mid-twentieth century.
Wars
Literature and/or popular culture
Medical and/or technological advances

END OF EXAMINATION