



AP United States History

**FREE-RESPONSE
Scoring Guide with
Multiple-Choice Section**

1996



Advanced Placement Program®
THE COLLEGE BOARD

Important Note

Materials included in this publication may not reflect the current AP Course Description and exam in this subject, and teachers are advised to take this into account as they use these materials to support their instruction of students. For up-to-date information about this AP course and exam, please download the official AP Course Description from the AP Central® Web site at apcentral.collegeboard.com.

The Advanced Placement Examination in United States History

- The Entire 1996 Examination and Answer Key**
- Sample Student Responses**
- Statistical Information**

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THE COLLEGE BOARD: EDUCATIONAL EXCELLENCE FOR ALL STUDENTS

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Welcome from the Advanced Placement Program

The Advanced Placement Program is now more than 40 years old. Since its creation by the College Board in 1955 it has offered nearly nine million examinations to approximately six million candidates around the world. These candidates are usually high school juniors or seniors who have taken an AP or equivalent college-level course while still in secondary school.

Students participate in the AP Program for several reasons. Some enjoy the opportunity to be challenged academically while still in high school. Others appreciate the chance to be exempt from the introductory level of a course once in college. Whatever the reason, participation in the AP Program provides an academically stimulating situation; it can also save a student money and time in college.

The validity and reliability of the AP Program are widely acknowledged. AP grades are now recognized by more than 2,900 two- and four-year colleges and universities in and outside the United States. These institutions offer advanced placement, course credit, or both to students who have successfully completed AP Exams. In addition, almost 1,400 of these institutions grant sophomore standing to students who have demonstrated their competence in three or more exams.

The AP Program is more than just examinations, however. It also actively promotes college-level instruction at the high school level, specifically in the form of AP courses, faculty workshops, and publications. The College Board periodically monitors college-level courses throughout the nation to ensure that AP courses reflect the best college instruction. Every summer the Board holds workshops for AP teachers from the more than 11,500 high schools that offer AP courses and examinations. Finally, the Board has made available almost 300 publications describing the Program's products and services.

In this publication we present to you the 1996 AP United States History Examination and its scoring standards. We have found that one of the best ways to become familiar with AP-level material and to optimize preparation for an AP Exam is to see what has appeared on prior exams, how students responded to the questions, and why the faculty consultants scored those responses the way they did. We hope this publication will be useful to you, and we wish you the best of luck in your teaching endeavors.



Walt MacDonald
Director
Advanced Placement Program

Chapter I

Introduction

The Advanced Placement Program of the College Board aims to improve the quality of education and to facilitate students' transition from secondary school to college. Through its committees of educators, the AP Program provides course descriptions and examinations in 18 disciplines so that secondary schools may offer their students the stimulating challenge of college-level study culminating in an exam that measures college-level achievement.

■ DEVELOPING THE UNITED STATES HISTORY EXAM

At least two years are generally needed to develop each Advanced Placement Examination. In the case of United States History, the process starts when the College Board, working with test development specialists at Educational Testing Service (ETS), appoints an AP United States History Development Committee composed of six teachers from secondary schools, colleges, and universities in different parts of the country. Committee members typically serve for a period of three years; the chief faculty consultant in United States History serves *ex officio* on the committee and attends all meetings.

The test development process begins with committee members — as well as other college professors — independently writing questions for both the multiple-choice and free-response sections of the examination. The questions are collected and reviewed by ETS specialists.

The multiple-choice questions are then assembled into draft “pretests” by ETS specialists for review by committee members during one of the two committee meetings which occur during the year. These pretests closely reflect the composition of Section I of an actual AP United States History Examination. Following committee review and revisions, the pretests are administered to students in introductory United States History courses at colleges and universities across the United States. The pretests are scored at ETS, and each question is categorized by its level of difficulty

and how well it discriminated between students who were more able and less able.

Using questions from a number of pretests, ETS test specialists assemble draft Section I examinations which are reviewed and revised at subsequent committee meetings. They control the level of difficulty by selecting a variety of questions at different levels of difficulty, and by embedding equating items in each test that have appeared in an earlier form of the examination.

Questions appearing in Section II of the examination follow a different development path. Individual committee members assemble documents for a Document-Based Question (DBQ) topic that the committee has decided to include in the examination. Then, standard free-response questions are drafted to ensure that the questions, taken together, cover the chronological extent of the course and include questions dealing with political, social, economic, diplomatic, and cultural history. The AP United States History Development Committee begins development of free-response questions well in advance of their administration; and the committee reviews and revises them periodically to ensure that they are of the highest possible quality when they are eventually administered.

In the last stage of development, committee members give final approval on all multiple-choice and free-response questions when the questions are in “camera-ready” form. This step takes place several months prior to the administration of the examination.

Regardless of type, each question appearing on the AP United States History Examination has undergone careful consideration regarding its appropriateness, level of difficulty, and ability to distinguish gradations of achievement. The committee members who are AP high school teachers offer valuable advice regarding realistic expectations when matters relating to coverage of material, knowledge of terms, and clarity of phrasing are addressed. The college and university faculty members contribute their own perspectives, ensuring that the questions that are approved and accepted are at the appropriate level of difficulty for

an introductory college course in United States History. The chief faculty consultant considers difficulties that might interfere with reliable scoring of a free-response question. In addition, ETS consultants provide advice and guidance.

■ GRADING STANDARDS

Grading AP Examinations is a unique enterprise: the size and complexity of the Reading are on a scale unlike any other essay assessment in this country; the evaluation requires special and demanding procedures designed to produce equitable and consistent evaluations of performance. While the multiple-choice sections of the exams are scored by machine, the free-response sections require the involvement of faculty consultants — college professors and AP teachers who have been carefully selected on the basis of their education, experience, and association with the AP Program. At the 1996 Reading, more than 3,700 faculty consultants evaluated several hundred thousand examinations containing more than three million student answers. In addition, several hundred individuals provide professional and clerical support at the five or more sites that are required to accommodate the six or seven-day Reading.

While pride in accomplishing this huge task is justifiable, the essential concern of the Advanced Placement Program is that all students receive grades that demonstrate their achievement fairly and accurately. Thus, the following procedures are used to ensure that grading standards are applied fairly to all papers.

■ The conscientious development of scoring standards. The preparation of standards for an examination begins when the Development Committee reviews and approves the examination, which may be as much as two years before the Reading. After the exam has been administered, the standards are refined by faculty consultants who have experience working with actual candidate answers.

■ The use of carefully developed scoring scales. Each question has an associated scoring scale designed to allow faculty consultants to make distinctions among answers. The scale — from 0 to 9 for U.S. History — avoids the problem of too few points, which allows only coarse distinctions, and the problem of too many points, which requires overly refined, often meaningless discriminations. Because the standards and their accompanying scales are tailored to individual questions, they allow each answer to be appropriately ranked.

■ The rigorous review of the scoring standards and their internalization by all AP faculty consultants. Three to seven hours are devoted to reviewing the standards and making sure that they are applied consistently. The objective is to meld two essential components: (1) each faculty consultant's professional assessment of the answers, and (2) the scoring standards developed by the Reading group. In this way, an accurate and uniform assessment of student responses is achieved.

■ Minimization of the possibility of the “halo effect.” The “halo effect” (giving an answer a higher or lower grade than it deserves because of good or poor impressions of other answers by the same student) is minimized by following three practices: (1) having each question read by a different faculty consultant, (2) completely masking all scores given by other faculty consultants, and (3) covering the candidate's identification information. Using these practices permits each faculty consultant to evaluate essay answers without being prejudiced by knowledge about individual candidates. Having three faculty consultants assess different questions within a given exam ensures that each answer is judged solely on its own merit.

■ The close monitoring of scoring standards. Scoring standards are developed and monitored using a variety of methods that minimize the chance that students would receive different grades if their answers were read by different faculty consultants. One method is to have a second faculty consultant independently score exams that have been previously read; another is to have the faculty consultant reread exams that he or she has previously read. In either instance, if there is too great a disparity between the resulting scores, the individuals involved resolve the differences. These are just two of the methods used to maintain the scoring standards. Taken as a whole, the procedures ensure that each candidate receives an accurate estimate of her or his demonstrated achievement on the AP Examination.

■ EXAMINATION STANDARDS

The AP Exam in United States History contains a 55-minute multiple-choice section, and a 130-minute free-response section. The inclusion of both types of question ensures that the full range of a student's abilities is evaluated.

Multiple-choice questions have the unique ability to cover the breadth of a curriculum. They have three other strengths: high reliability, controlled level of difficulty, and the possibility of establishing comparability with earlier examinations. Reliability, or the likelihood that candidates of similar ability levels taking a different form of the examination will receive the same scores, is controlled more effectively with multiple-choice questions than with free-response questions.

Maintaining a specified distribution of questions at appropriate levels of difficulty ensures that the measurement of differences in students' achievement is optimized. For AP Examinations, the most important distinctions among students are between the grades of 2 and 3, and 3 and 4. These distinctions are usually best accomplished by using many questions of middle difficulty.

Comparability of scores on the multiple-choice sections of a current and a previous examination is provided by incorporating a given number of items from an earlier examination within the current one, thereby allowing comparisons to be made between the scores of the earlier group of candidates and the current group. This information is used, along with other data, by the chief faculty consultant to establish AP grades that reflect the competence demanded by the Advanced Placement Program and that compare with earlier grades.

An AP United States History Examination would not, however, be able to evaluate the full range of a student's abilities without the use of free-response questions. Multiple-choice questions can measure a student's factual knowledge, breadth of preparation, and knowledge-based analytical skills. Essay questions are designed, additionally, to make it possible for students from widely differing courses to demonstrate their mastery of historical interpretation and their ability to express their views and knowledge in writing.

Answers to standard essay questions are judged on the strength of the thesis developed, the quality of the historical argument, and the evidence offered in support of the thesis, rather than on the factual information per se. Unless a question asks otherwise, students are not penalized for omitting one or another specific illustration.

The required DBQ differs from the standard essays in its emphasis on the ability to analyze and synthesize historical data and assess verbal, quantitative, or pictorial materials as historical evidence. Like the standard essay, however, the DBQ is also judged on its

thesis, argument, and supporting evidence.

Although confined to no single format, the documents contained in the DBQ are unlikely to be the familiar classics (the Emancipation Proclamation or Declaration of Independence, for example), but their authors may be major historical figures. The documents vary in length and are chosen to illustrate interactions and complexities within the material. The material will include — where the question is suitable — charts, graphs, cartoons, and pictures, as well as written materials. In addition to calling upon a broad spectrum of historical skills, the diversity of materials will allow students to assess the value of different sorts of documents.

The DBQ typically requires students to relate the documents to a historical period or theme and, thus, to focus on major periods and issues. For this reason, outside knowledge is very important and must be incorporated into the student's essay if the highest scores are to be earned. It should be noted that the emphasis of the DBQ is on analysis and synthesis, not historical narrative.

The free-response and multiple-choice sections are designed to complement each other and to meet the overall course objectives and examination specifications. The questions in each section are analyzed both individually and collectively after each administration, and the conclusions are used to improve the examination for the next administration.

■ STUDENT PREPARATION

Since the AP United States History curriculum mirrors a typical one-year college-level introductory course, students should use an appropriate college-level text. AP teachers should supplement the textbook with primary source materials and other secondary sources.

If a student is to do well in the AP United States History Examination, thorough preparation is essential, just as it is for any assignment that he or she receives throughout the year. Regular study (keeping up with course work), frequent practice in test-taking and writing (both in and out of class), and reviews of major elements in the course constitute the best preparation for examinations.

The different elements of the AP Exam test different skills, as explained above. The multiple-choice section is designed to evaluate the breadth and depth of each student's knowledge. Because AP courses differ widely in structure, emphasis, and assignments,

this section is designed so that students can miss or omit questions and still receive a good score. A broad-ranging review of text(s) and class notes should prepare students for this section. The DBQ evaluates not only knowledge of content but ability to work critically with primary source materials. The best preparation for this section is experience working with historical documents and other primary materials, in order to learn how to assess their point of view, to detect possible bias and implicit meanings as well as to grasp their explicit content, and to synthesize these observations into a coherent essay. The standard essay questions allow some choice for students to demonstrate their understanding of particular periods and topics within the course. Aside from a general review, the best preparation for these questions is practice framing and writing effective essays (that is, responses that offer a clear argument supported by relevant and specific evidence).

Different students learn well in different ways. For example, some students find that studying with other students who are taking the same course is very helpful, while for others, group preparation doesn't work well. Some can "cram" — that is, memorize large amounts of material in a brief period just before a test — while others find that cramming causes overload and exam-day confusion. Students should strive to identify and work with their own best learning strategies. However, it remains true that material reviewed periodically and skills reinforced by practice are far more likely to remain with students than those they try to acquire all at once.

Some general skills and strategies for students taking the AP United States History Examination or other tests include:

Directions: Students should know that their grades will benefit from following directions, but suffer if they fail to do so. If the directions state, "Answer one of the two questions in Part B and one of the two questions in Part C" and the student answers both Part B questions, the grade received on the test will probably not reflect accurately what the student knows about the topics. Phrases like "All of the following . . . EXCEPT" or "Which of the following did NOT . . ." contain critical words. Students must pay attention to them, or they will not respond correctly to the question. Students who tend to feel very nervous during major exams should concentrate especially carefully on the oral and written directions and the wording of questions, so that they can answer the question that is

asked. For example, if an essay asks for two examples, then they need to give *two*.

Answer sheets for multiple-choice tests: Most high school students are familiar with filling in the circles or ovals on machine-scored answer sheets. But even the most experienced test-takers can make the critical mistake of getting responses out of sequence, for example, marking an answer for question 5, when they meant to respond to question 6. Such an error can happen easily when students skip a question. They should put a mark in their test books (not on their answer sheets) when they bypass a question. They need to check frequently that the number of the question on their answer sheet corresponds to the number of the question in their exam booklet.

Time allocation: Virtually all classroom and standardized tests have time limits. Skilled test-takers make a quick estimate of the amount of time the various questions or sections of a test will require, stay aware of the time available throughout the test, and concentrate on questions they can respond to best. On the multiple-choice section of the AP United States History Examination, for example, students should note the number of questions and the time allotted for them. Students should also be aware that the earlier questions tend to be easier than those toward the end of the exam. Because every multiple-choice answer counts the same, it pays for students to make sure that they don't leave out questions that come early in the section and then spend a lot of time puzzling over the most difficult ones.

Use of the entire exam time: Students should use all the time available for the AP United States History Examination. If they reach the end of the test with time to spare, they should go back to the questions they skipped, or review their essays.

Educated guessing: AP Examinations have a scoring adjustment to correct for random guessing. For questions with five answer choices, one-fourth of a point is subtracted for each wrong answer. Therefore, if students know nothing that helps them eliminate even one of the multiple-choice options, they probably won't benefit by randomly choosing an answer. But if they are fairly sure that even one of the options is wrong, it may be worthwhile to answer the question. Of course, if students can eliminate two or three options as probably incorrect, their chances of gaining credit become even greater.

Planning of essays: Students need to remember that the time provided to do the free-response ques-

tions is limited. They need to use the mandatory 15-minute reading period and the five minutes suggested planning time for each standard essay to plan their answers carefully — to think about the major points they want to make and the evidence they can include to support these statements. Before they start writing their essays, students need to be sure they understand what the essay question is asking them to do.

Supporting essays with specifics: Students need to write enough to answer questions fully and to make their ideas convincing by supporting them with specific details. Long answers are not necessarily the best answers, but answers that are very sketchy or filled with unsupported generalizations do not receive high scores. In the time allowed for each question, AP United States History students are usually able to write several substantial paragraphs and to develop their critical analysis at some length.

Revising essays: Because of the time limitation in the free-response section, students do not have time to write rough drafts and then recopy answers. However, they can use the space provided in the exam booklets to make notes and/or to make an outline of their answer. As they write their essays, they can cross out words and sentences and even move a part from one section to another. Students are urged to save a little time for reviewing their essays so that they can edit or revise them slightly.

It is natural for students to be anxious when they do something on which others will judge their performance. Experienced public speakers, athletes, and even teachers report varying degrees of tension as they think about or begin their activities. In all but its mildest forms, test anxiety is an unpleasant feeling, but only when it is severe does anxiety hinder student performance; a moderate amount of anxiety can actually facilitate performance.

The great moderator of anxiety for most people is knowledge; the more students know in advance about a course or an exam, the better they can moderate their fears. Knowing about an exam means understanding what kinds of questions they will be asked, how the exam will be graded, how much time they will have to respond, and so on. Knowing that they are prepared in terms of the exam's content is probably the most calming knowledge of all. Consistent study and frequent review and practice throughout the course are powerful supports for daily classroom learning and for taking tests.

■ AP MATERIALS AVAILABLE

The Advanced Placement Program publishes other materials to help in preparation for the AP courses and examinations. Others available for teachers of AP U.S. History courses include:

- the *Teacher's Guide to the AP Course in United States History*. This publication provides information for teaching an Advanced Placement course, including sample high school and college curricula and extensive bibliographies.
- *Doing the DBQ*. Complete copies of every document-based question (DBQ) used on the AP U.S. History Exam since 1973 make up the core of this publication. An Introduction to each DBQ places the documents in factual and conceptual context, and Notes to Teachers suggest ways in which the topic can be taught in the classroom. The scoring guides used to evaluate students' essays from the 1989-94 DBQs are also provided.
- Free-Response Questions with Scoring Guides and sample student responses from 1995, 1994, and 1993.
- A Student Guide to the AP United States History Course and Examination, 1996-97.
- Five-year set of free-response questions in United States History, 1992-96.

To order one or any other AP publication, use the order form at the back of this booklet or visit the AP Aisle of the College Board Online store at <http://cbweb2.collegeboard.org/shopping/>.

Chapter II

The 1996 AP United States History Examination

■ OVERVIEW

This booklet contains the entire 1996 AP United States History examination: Section I (multiple-choice) and Section II (free-response). The format of this year's examination has been changed from that used in the past.

The first section contains 80 multiple-choice questions covering the period from the first European explorations of the Americas to the present, although the majority of questions are on the nineteenth and twentieth centuries. In the multiple-choice section, approximately one-sixth of the questions deal with the period through 1789, one-half with the period from 1790-1914, and one-third with the period from 1915 to the present. Whereas the multiple-choice section may include a few questions on the period since 1960, neither the Document-Based Question (DBQ) nor any of the four essay questions in Parts B and C will deal exclusively with this period. The multiple-choice portion of the examination counts for one-half of the total grade.

The second section of the examination (accounting for one-half of the total examination score) begins with a mandatory 15-minute reading period. Candidates are advised to spend most of the 15 minutes analyzing the documents and planning an answer to the document-based essay question in Part A. Suggested writing time for the DBQ is 45 minutes. Parts B and C each include two standard essay questions that, with the DBQ, cover the period from the first European explorations of the Americas to the present. Students are required to answer one essay question in each part in a total of 70 minutes. Suggested time to be spent on each of the essay questions that a student chooses to answer in Parts B and C is 5 minutes of planning and 30 minutes in writing an answer.

The DBQ counts for 45 percent of the Section II score, while each of the other two questions accounts for 27.5 percent.

Examination Structure

The number of questions in each section of the 1996 AP United States History Examination, and the time allowed to administer them, were as follows:

Multiple-Choice (Section I)

80 questions 55 minutes

Free-Response (Section II)

Part A: DBQ* 45 minutes

Parts B and C: 2 essay questions

total 70 minutes

*A mandatory 15-minute reading period precedes this suggested writing portion.

■ THE RELEASED EXAM

Pages 9 to 11 contain the instructions, as printed in the 1996 *Coordinator's Manual*, for administering the AP United States History Examination. Following the instructions is a copy of the actual 1996 AP United States History Examination. If you wish to use this exam to test your students, you may use these instructions to create an exam environment that resembles a national administration.

Read the directions that are shaded and set in bold-face to the students. All other instructions are for the person administering the test and need not be read aloud. You will find that some instructions — such as those referring to the date, the time, and page numbers — are no longer relevant; please ignore them.

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■ INSTRUCTIONS FOR ADMINISTERING THE EXAM (from the 1996 *Coordinator's Manual*)

If you are using these instructions for a regularly scheduled exam, please disregard all instructions in orange type or orange boxes.

If you are using these instructions for a late administration, please read through them carefully beforehand, keeping in mind the following: 1) directions in orange type apply *only* to proctors giving late administrations; 2) dates and days to be read aloud during a late administration should be adjusted as necessary; 3) inserts for late administrations are peach, not green; therefore, where the word "peach" appears in brackets, substitute it for the word "green."

After completing the general instructions that begin on page 32, say:

It is Friday morning, May 10, and you will be taking the AP United States History Exam. Please print your name, last name first, on the front cover of the unsealed Section I booklet. . . . Now read the directions on the back of the booklet. When you have finished, look up. . . . Now look over your answer sheet carefully and check to see that you have provided the information requested and marked your responses correctly. . . . Because your answer sheet will be scored by machine, remember that improper gridding of your answer sheet may alter your grade. Use *only* no. 2 pencils to mark answers on Section I. Mark all your responses on side 1 of your answer sheet (one response per question). Be certain that the number of the question you are answering matches the number on the answer sheet. Make sure that each of your answer marks is dark and fills the oval completely. Because stray marks and smudges may be read as answers by the machine, erase carefully and completely.

You are to work only on Section I until time is called. Do not open the package containing the sealed Section II booklets until you are told to do so. Remember that when you come to the end of the multiple-choice questions, there still will be answer ovals left on your answer sheet. Are there any questions?

Answer all questions regarding procedure. Set your watch at 7:59. When it reads exactly 8:00, say:

Open your Section I booklet and begin work.

While the candidates are working on Section I, you and your proctors should make sure they are marking their answers on their answer sheets in pencil and are not looking at their Section II booklets.

—AT 8:55—

Please stop working. Close your exam booklet and keep it closed on your desk. Check to see that you printed your name on the front cover of your Section I booklet. . . . Please do *not* insert your answer sheet in the booklet. . . . I will now collect the answer sheets.

After you have collected an answer sheet from every candidate, say:

Please seal the Section I booklet shut with the three seals provided. Pull off each seal from the backing sheet, press it on the front cover so it just covers the area marked "PLACE SEAL HERE," fold it over the open edge, and press it to the back cover. Use one seal for each open edge. Be careful not to let the seals touch anything except the marked areas.

Collect the sealed Section I exam booklets. Be sure you receive one from every candidate; then give your break instructions. A five-minute break is permitted. Students may talk, move about, or leave the room together to get a drink of water or go to the rest room (see "Breaks during the Examination").

GIVE YOUR BREAK INSTRUCTIONS.

After the break, say:

Open the package containing your Section II booklets. Turn to the back cover of the sealed Section II booklet, and read the instructions at the upper left. . . . Print your identification information in the boxes, using a pen with black or dark-blue ink. . . . Next, taking care not to tear the sheet beneath the cover, detach the two perforated sides at the top. . . . Fold the flap down, and moisten and press the

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glue strip firmly along the entire lower edge.... Your identification information should be covered now and will not be known by those scoring your answers.

Read the instructions at the upper right of the back cover. Print your initials in the three boxes provided.... Next, take two AP number labels from your Candidate Pack and place the numbers in the two bracketed areas, one below the instructions and one to the left. If you don't have number labels left, carefully copy your number from the back cover of your Candidate Pack within both of the bracketed areas.... Item 6 provides you with the option of giving permission to Educational Testing Service to use your free-response materials for educational research and instructional purposes. Your name would not be used in any way in connection with the free-response materials. Please read the statement and answer either "yes" or "no."... Are there any questions?

Answer all questions regarding procedure. Then say:

If you will be taking another AP Examination, I will now collect your Candidate Pack. You may keep your Candidate Pack if this is your last or only AP Examination.

Collect the Candidate Packs. Then say:

Read the directions for Section II on the back of your sealed Section II booklet. Please look up when you have finished.... Are there any questions?

Answer all questions regarding procedure. Then say:

Read the directions for the reading period on the front of the green [peach] booklet. Please look up when you have finished.... Are there any questions?

Answer all questions regarding procedure. Then say:

The Section II reading period is 15 minutes. When I tell you, open the green [peach] booklet, and you will have 15 minutes to read and plan what you will write. Be sure to follow the directions for Parts A, B, and C carefully. Do not break the seal on the other Section II booklet until you are told to do so.

Set your watch at 8:54. When it reads exactly 8:55, say:

Begin the reading period.

You and your proctors should check to be sure that no candidate is writing in the sealed Section II free-response booklet.

—AT 9:10—

Please stop working for a moment; the reading period has ended. The suggested writing time for Section II, Part A, is 45 minutes. At the end of that time, you will be advised to go on to Part B, if you have not already started it. The announcement is a reminder only; you are responsible for pacing yourself. You may continue to read and make notes in your green [peach] booklet, but you should write your actual answers on the lined pages of the other Section II booklet. If you need more paper, raise your hand. When I tell you, break the seal on your Section II booklet and begin writing as soon as you are ready. Are there any questions?

Answer all questions regarding procedure. Set your watch at 9:09. When it reads exactly 9:10, say:

Open your sealed Section II booklet and begin work on Section II, Part A.

You and your proctors should check to be sure all candidates are writing their answers in the Section II free-response booklets.

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—AT 9:55—

You are advised to go on to Parts B and C. You are asked to answer one question in each part. Choose the questions you know best. All choice questions in a specific group are weighted equally; you won't get extra credit for answering a question which may seem harder.

You should spend 5 minutes planning and 30 minutes writing on each question. I will tell you when 35 minutes has passed.

—AT 10:30—

You are advised to go on to the questions in Part C. Use the remaining time to answer one question in Part C.

—AT 11:05—

Please stop working. Close your Section II booklet and keep it closed on your desk. At the bottom of the back cover, circle the question combination you answered. Failure to do so may delay the reporting of your grade.

(Underlined instructions should not be read aloud during a late administration.)

Please print your name on the upper left-hand corner of the green booklet. I will be collecting the green booklet at the end of the administration. It will be returned to you tomorrow by your teacher.

To help assign the correct number of faculty consultants to evaluate each free-response question, we need to know how many candidates nationwide chose each question. Return the candidates' answer sheets to them, and say:

In area H1 on side 1 of your answer sheet, fill in the ovals that correspond to the question numbers you circled on the back cover of your Section II booklet. . . . I will now collect your booklets and answer sheets. Please remain in your seats, without talking, while the exam materials are being collected.

Be sure you have one Section II booklet, a green booklet, and an answer sheet from every candidate. Check the back of each Section II booklet to see that the candidate's AP number appears in the two boxes.

For late administrations please collect the peach booklets and return them to ETS. When all exam materials have been collected, you may dismiss the candidates. You may give the green booklets to the appropriate teacher the day after the administration.

Fill in the necessary information for the United States History Examination on the appropriate S&R Form.

Alternate exams should be recorded on their respective line on the S&R Form. (Only alternate exams have an item number listed in the column labeled "Item Number".)

Then put the exam materials in locked storage until they are returned to ETS in one shipment after your school's last administration. See "Activities After the Exam."

UNITED STATES HISTORY

Three hours and 5 minutes are allotted for this examination: 55 minutes for Section I, which consists of multiple-choice questions; and 2 hours and 10 minutes for Section II, which consists of essay questions. 15 minutes of Section II are devoted to a mandatory reading period, primarily for the document-based essay question in Part A. Section I is printed in this examination booklet. Section II is printed in a separate booklet.

SECTION I

Time — 55 minutes

Number of questions — 80

Percent of total grade — 50

Section I of this examination contains 80 multiple-choice questions. Therefore, please be careful to fill in only the ovals that are preceded by numbers 1 through 80 on your answer sheet.

General Instructions

DO NOT OPEN THIS BOOKLET UNTIL YOU ARE INSTRUCTED TO DO SO.

INDICATE ALL YOUR ANSWERS TO QUESTIONS IN SECTION I ON THE SEPARATE ANSWER SHEET. No credit will be given for anything written in this examination booklet, but you may use the booklet for notes or scratchwork. After you have decided which of the suggested answers is best, COMPLETELY fill in the corresponding oval on the answer sheet. Give only one answer to each question. If you change an answer, be sure that the previous mark is erased completely.

Example:

Chicago is a

- (A) state
- (B) city
- (C) country
- (D) continent
- (E) village

Sample Answer

A B C D E

Many candidates wonder whether or not to guess the answers to questions about which they are not certain. In this section of the examination, as a correction for haphazard guessing, one-fourth of the number of questions you answer incorrectly will be subtracted from the number of questions you answer correctly. It is improbable, therefore, that mere guessing will improve your score significantly; it may even lower your score, and it does take time. If, however, you are not sure of the correct answer but have some knowledge of the question and are able to eliminate one or more of the answer choices as wrong, your chance of getting the right answer is improved, and it may be to your advantage to answer such a question.

Use your time effectively, working as rapidly as you can without losing accuracy. Do not spend too much time on questions that are too difficult. Go on to other questions and come back to the difficult ones later if you have time. It is not expected that everyone will be able to answer all the multiple-choice questions.

The inclusion of historical source material in this examination is not intended as an endorsement by the College Board or Educational Testing Service of the content, ideas, or values expressed in the material. The material has been selected by the history faculty who serve on the Committee of Examiners. In their judgment, the material printed here reflects various aspects of the course of study on which this examination is based and is therefore appropriate to use to measure the skills and knowledge of this course.

UNITED STATES HISTORY

SECTION I

Time—55 minutes

80 Questions

Directions: Each of the questions or incomplete statements below is followed by five suggested answers or completions. Select the one that is best in each case and then fill in the corresponding oval on the answer sheet.

1. The principal motivation for drafting the Bill of Rights was the desire to
 - (A) test the new process of amendment described in the Constitution
 - (B) protect rights not specified in the Constitution
 - (C) strengthen the power of the federal government
 - (D) restore to the states the powers they had enjoyed under the Articles of Confederation
 - (E) clarify the federal relationship among the states
2. Which of the following statements about the "American System" is correct?
 - (A) It was set up by the Treaty of Ghent at the end of the War of 1812.
 - (B) It was strongly promoted by Andrew Jackson.
 - (C) It permitted immigrants to be naturalized after living in the United States for five years.
 - (D) It was designed to meet the nation's need for economic progress and self-sufficiency.
 - (E) It called for an end to the European presence in South America.
3. In 1861 the North went to war with the South primarily to
 - (A) liberate the slaves
 - (B) prevent European powers from meddling in American affairs
 - (C) preserve the Union
 - (D) avenge political defeats and insults inflicted by the South
 - (E) forestall a Southern invasion of the North
4. Which of the following statements best describes the clothing industry in the late nineteenth century?
 - (A) Because of the emphasis on domesticity, clothing manufacture became primarily a home industry.
 - (B) The discovery of new fabrics such as nylon and polyester led to more comfortable and functional clothing.
 - (C) The United States began to import increasing quantities of clothing, sending American industries into a depression.
 - (D) Styles became increasingly ornate and clothing became much more expensive.
 - (E) The sewing machine made mass manufacturing of clothing possible and clothing more affordable.
5. Woodrow Wilson hardened Senate opposition to the Treaty of Versailles by his refusal to compromise on the issue of
 - (A) reparations limited to the amount Germany could afford to pay
 - (B) plebiscites to determine the new borders of Germany
 - (C) the border between Italy and Yugoslavia
 - (D) protectorate status for African colonies seized from Germany
 - (E) the unconditional adherence of the United States to the charter of the League of Nations

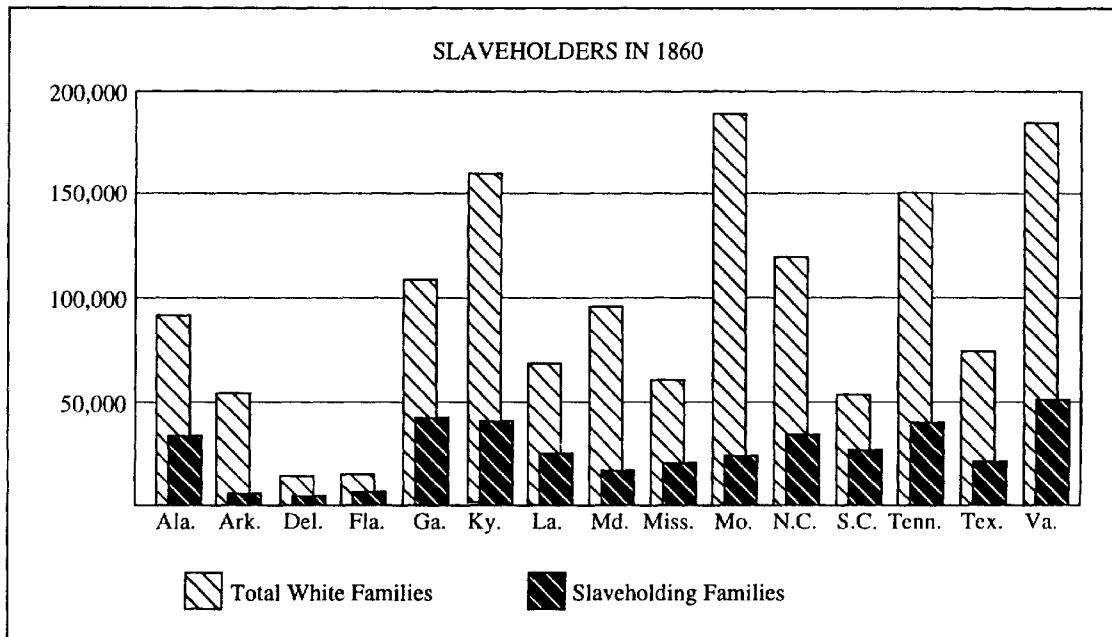
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6. Which of the following best describes the Harlem Renaissance?
- (A) The rehabilitation of a decaying urban area
 - (B) An outpouring of Black artistic and literary creativity
 - (C) The beginning of the NAACP
 - (D) The most famous art show of the early twentieth century
 - (E) The establishment of motion picture palaces
7. Which of the following best describes the experience of Americans of Japanese descent during the Second World War?
- (A) They were forced to take loyalty oaths along with Americans of Italian and German descent.
 - (B) They were expelled from Hawaii and California.
 - (C) The Supreme Court intervened to protect them from wartime hysteria.
 - (D) They were forced from their homes and businesses on the West Coast into detention camps.
 - (E) The Department of the Army repatriated them forcibly to Japan.
8. Students staged a sit-in in Greensboro, North Carolina, in 1960 to protest
- (A) poverty in the South
 - (B) cutbacks in student aid
 - (C) segregation of public facilities
 - (D) the war in Vietnam
 - (E) the oppression of women
9. The Proclamation of 1763 did which of the following?
- (A) Introduced a tax on tea.
 - (B) Prohibited colonists from producing iron for the American market.
 - (C) Forbade all colonial trade with the French West Indies.
 - (D) Set a boundary along the crest of the Appalachians beyond which the English colonists were forbidden to settle.
 - (E) Announced the reorganization of the colonial office under Parliament, rather than directly under the King-in-Council.
10. Which of the following contributed most to the American victory in the Revolution?
- (A) French military and financial assistance
 - (B) The failure of Loyalists to participate in military action
 - (C) A major American military victory at Valley Forge
 - (D) Support from the French Canadians
 - (E) The British failure to capture Philadelphia
11. When Thomas Jefferson said in 1801, “We are all republicans — we are all federalists,” he meant that
- (A) Americans would never ally themselves with monarchical governments
 - (B) federalists would be appointed to his cabinet
 - (C) the two parties’ platforms were identical
 - (D) the principles of American government were above party politics
 - (E) he admired Hamilton’s policies
12. Which of the following stressed the importance of individual inspiration, self-reliance, dissent, and nonconformity?
- (A) George Whitefield
 - (B) Ralph Waldo Emerson
 - (C) James Fenimore Cooper
 - (D) Joseph Smith
 - (E) Abigail Adams
13. All of the following account for nativist sentiment against the “new immigrants” of the late nineteenth century EXCEPT that the immigrants
- (A) practiced different religions
 - (B) had different languages and cultures
 - (C) were willing to work for lower wages than were native-born workers
 - (D) were not familiar with the United States political system
 - (E) dominated the professions of law, medicine, and engineering

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14. During the First World War, the Committee on Public Information issued propaganda to persuade the American people of all of the following EXCEPT:
- (A) The United States was fighting for freedom and democracy.
 - (B) The United States was fighting a barbarous nation.
 - (C) Buying bonds was important to support the war effort.
 - (D) A German invasion of the United States was a possibility.
 - (E) Congress should reject the League of Nations.
15. The objective of the Bonus Expeditionary Force that marched on Washington, D.C., in 1932 was to obtain
- (A) higher commodity prices for farmers
 - (B) better education for children
 - (C) civil rights for African Americans
 - (D) payment of money to veterans of the First World War
 - (E) legal rights for members of the Communist party
16. The Supreme Court case of *Brown v. Board of Education of Topeka* directly contradicted the legal principle established by
- (A) *Dred Scott v. Sanford*
 - (B) *Schechter v. United States*
 - (C) *Plessy v. Ferguson*
 - (D) *Schenck v. United States*
 - (E) *Miranda v. Arizona*
17. Which of the following was true of a married woman in the colonial era?
- (A) She would be sentenced to debtors' prison for debts incurred by her husband.
 - (B) She could vote as her husband's proxy in elections.
 - (C) She generally lost control of her property when she married.
 - (D) She was the prime beneficiary by law of her husband's estate.
 - (E) Her legal rights over her children were the same as those of her husband.
18. President Washington's Neutrality Proclamation of 1793 was issued in response to
- (A) Spanish expansion in the Southeast
 - (B) Dutch economic activity in the mid-Atlantic states
 - (C) Canadian alliances with northern American Indians
 - (D) French diplomatic overtures to invoke the Franco-American Alliance
 - (E) English boycotts of selected American manufactures
19. The Hartford Convention was a manifestation of
- (A) New England Federalist opposition to the War of 1812
 - (B) New England's desire to end United States trade with Great Britain
 - (C) northern gratitude to General Jackson for his victory at New Orleans
 - (D) the War Hawks' impatience with President Madison's conduct of foreign policy
 - (E) western resentment against British-backed American Indian attacks

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20. The graph above refutes which of the following statements?

- (A) There were more Black people than White people in the antebellum South.
- (B) Most southern families held slaves.
- (C) Most southern families lived in rural areas.
- (D) The southern population was much smaller than that of the North.
- (E) Slaveholders were an extremely powerful group.

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21. Which of the following was primarily responsible for the declining death rate in American cities at the end of the nineteenth century?
- (A) Fewer poor people moved to the cities in the late nineteenth century.
(B) Cities began to provide free medical care to those who needed it.
(C) Doctors began to provide free medical care to poor people.
(D) Better transportation enabled more people to seek medical care.
(E) Cities built sewers and supplied purified water.
22. Which of the following labor organizations endorsed the philosophy of “bread and butter” unionism by concentrating on demands for higher wages, shorter hours, and improved working conditions?
- (A) The Knights of Labor
(B) The Molly Maguires
(C) The American Federation of Labor
(D) The Industrial Workers of the World
(E) The National Labor Union
23. Which of the following statements about the Tennessee Valley Authority is correct?
- (A) It was ruled unconstitutional by the Supreme Court.
(B) It provided land for immigrants who wanted to become farmers.
(C) It was a state-sponsored agency established to restore eroded soil.
(D) It built dams that made rural electrification possible.
(E) It built interstate highways in the upper South.
24. In negotiations to end the Cuban Missile Crisis, President Kennedy promised to
- (A) send economic aid to Cuba under the Alliance for Progress
(B) allow Cuban propaganda in Latin America
(C) reduce the number of United States missiles on the North American continent
(D) refrain from a military invasion of Cuba
(E) establish a quota system for Cuban refugees to the United States
25. The primary purpose of the Stamp Act was to
- (A) raise revenues to support British troops stationed in America
(B) reduce colonial consumption of foreign goods
(C) fund the colonial postal system
(D) impose a mercantilist system on the colonies
(E) reduce the authority of the colonial legislatures
26. The Declaration of Independence did all the following EXCEPT
- (A) appeal to the philosophy of natural rights
(B) call for the abolition of the slave trade
(C) appeal to the sympathies of the English people
(D) criticize the provisions of the Quebec Act of 1774
(E) accuse George III of tyranny
27. Jefferson’s purchase of Louisiana had its origins in his desire to
- (A) remove the French from forts along the Mississippi valley
(B) acquire a port to provide an outlet for western crops
(C) acquire territory for the expansion of slavery
(D) oppose New England Federalism
(E) demonstrate friendship for the French in the Napoleonic Wars
28. Andrew Jackson supported all of the following EXCEPT
- (A) Indian removal
(B) the right of nullification
(C) the removal of federal deposits from the Bank of the United States
(D) annexation of new territory
(E) use of the presidential veto power
29. When the Emancipation Proclamation was issued at the beginning of 1863, its immediate effect was to
- (A) end the Civil War
(B) abolish slavery
(C) free slaves held in the border states
(D) alienate Britain and France
(E) strengthen the moral cause of the Union

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30. Helen Hunt Jackson's *A Century of Dishonor* was significant because it aroused public awareness of the
- (A) injustice of having taken land from Mexico in the Southwest
 - (B) need for reforms in federal land policy
 - (C) wrongs that the federal government had inflicted on American Indians
 - (D) hardships endured by Chinese laborers while building the transcontinental railroad
 - (E) plight of sharecroppers in the Deep South
31. The Open Door policy of the early twentieth century called for
- (A) the continuation of the Monroe Doctrine in the Western Hemisphere
 - (B) the opening of United States markets to foreign goods
 - (C) the elimination of passports for international travel
 - (D) unlimited European immigration into the United States
 - (E) open access to China for American investment and commercial interests
32. The assembly-line production of Henry Ford's Model T automobile resulted in which of the following by the end of the 1920's?
- (A) A sharp decrease in railroad passenger traffic
 - (B) The federal government's abandonment of research on air travel
 - (C) The development of a large international market for American automobiles
 - (D) Widespread purchase of automobiles by average American families
 - (E) Construction of the federal interstate highway system
33. Which of the following had integration rather than Black separatism as a goal?
- (A) W. E. B. Du Bois and the Niagara movement
 - (B) Marcus Garvey and the Back-to-Africa movement
 - (C) Elijah Muhammad and the Black Muslim movement
 - (D) Stokely Carmichael and the Black Power movement
 - (E) Huey Newton and the Black Panther movement
34. The 1970's and 1980's saw an increase in all of the following EXCEPT
- (A) the influence of Christian fundamentalism
 - (B) the average age of Americans
 - (C) support for consumer and environmental movements
 - (D) the number of women holding political office
 - (E) the percentage of two-parent households
35. Which of the following beliefs was central to eighteenth-century Deism?
- (A) God gave the Bible to human beings to guide their behavior.
 - (B) God created a universe governed by natural law.
 - (C) Christ is the Redeemer of the human race.
 - (D) All human beings are born in sin.
 - (E) God's existence has been proven by supernatural revelation.
36. By the time of the American Revolution, most patriots had come to believe that, in republican government, sovereignty was located in
- (A) the people
 - (B) Parliament
 - (C) state governments
 - (D) factions
 - (E) a centralized government
37. In the early 1830's, the majority of workers in the textile mills of Massachusetts were
- (A) young unmarried women from rural New England
 - (B) newly arrived immigrants from Ireland
 - (C) men who were heads of households
 - (D) married women whose children were of school age
 - (E) free African Americans from urban areas

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38. The era from the end of the Civil War to the outbreak of the First World War was characterized by
- (A) periodic economic panic and depression
 - (B) uninterrupted economic growth
 - (C) a sluggish economy except during times of mobilization for war
 - (D) persistent inflation because of the influx of gold and silver into the economy
 - (E) the emergence of large federal deficits
39. All of the following concerns were addressed during the "Hundred Days" of the New Deal EXCEPT
- (A) banking regulation
 - (B) unemployment relief
 - (C) agricultural adjustment
 - (D) homeowner mortgage support
 - (E) court restructuring
40. The high inflation rates of the late 1960's and early 1970's were primarily the result of
- (A) major state and federal tax increases
 - (B) increased investment in major industries
 - (C) spending on social-welfare programs and the Vietnam War
 - (D) a decline in foreign trade
 - (E) deregulation of major industries
41. The North American colonies took advantage of Great Britain's policy of salutary neglect to
- (A) establish religious freedom as a fundamental right
 - (B) work out trade arrangements to acquire needed products from other countries
 - (C) introduce the practice of slavery into the New World
 - (D) establish a standing army
 - (E) make favorable territorial settlements with the French
42. As originally ratified, the United States Constitution provided for
- (A) political parties
 - (B) a presidential cabinet
 - (C) the direct election of senators
 - (D) an electoral college
 - (E) a two-term presidential limit
43. Which of the following supplied the largest number of immigrants to the United States during the first half of the nineteenth century?
- (A) England
 - (B) Africa
 - (C) Ireland
 - (D) The German states
 - (E) The Netherlands
44. Which of the following statements about American cities between 1890 and 1930 is correct?
- (A) Area of residence increasingly became an indicator of social class.
 - (B) Poor people moved to the outskirts of cities.
 - (C) Industries shifted from the cities to the suburbs.
 - (D) Widespread racial integration of communities occurred.
 - (E) Neighborhoods lost their ethnic identification.
45. Which of the following best characterizes the writers associated with the literary flowering of the 1920's, such as Sinclair Lewis and F. Scott Fitzgerald?
- (A) Sympathy for Protestant fundamentalism
 - (B) Nostalgia for the "good old days"
 - (C) Commitment to the cause of racial equality
 - (D) Advocacy of cultural isolationism
 - (E) Criticism of middle-class conformity and materialism

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46. Which of the following is a correct statement about Harry S Truman?
- (A) He proposed, through the Fair Deal, to continue and expand the aims of the New Deal.
 - (B) He enjoyed the consistent support of the public throughout his presidency.
 - (C) He experienced few problems in the transition from a wartime to peacetime economy after the Second World War.
 - (D) He pursued an increasingly conciliatory foreign policy toward the Soviet Union following the Second World War.
 - (E) He enjoyed the consistent support of Congress throughout his presidency.
47. Accounts of North Vietnamese torpedo-boat attacks on United States destroyers in the Gulf of Tonkin during the summer of 1964 were used to justify which of the following United States actions in Vietnam?
- (A) Delivery of a formal diplomatic protest to Hanoi
 - (B) Discontinuation of American naval involvement
 - (C) Escalation of the American war effort
 - (D) Withdrawal of all American military advisers
 - (E) Introduction of the Vietnamization program
48. All of the following characterized the economy during the Carter administration EXCEPT
- (A) high interest rates
 - (B) inflation
 - (C) increased government spending
 - (D) rising unemployment
 - (E) increased union membership
49. Which of the following was true of the Northeast American Indian tribes at the time Europeans first began colonization?
- (A) Their economies depended entirely on hunting and gathering.
 - (B) Their political and linguistic differences hindered their united opposition to the Europeans.
 - (C) Their populations were immune to European diseases.
 - (D) Their warriors rarely engaged in intertribal warfare.
 - (E) Their cultures made no distinction between men's work and women's work.
50. In the seventeenth century, which of the following was true of slavery in British North America?
- (A) It was prohibited only in Massachusetts and Connecticut.
 - (B) It was opposed by the Anglican church.
 - (C) Slaves officially accounted for more than thirty percent of the colonial population.
 - (D) The number of slaves increased rapidly in the last quarter of the century.
 - (E) Most slaves lived on plantations with fifty or more slaves.
51. The financial programs of Alexander Hamilton included all of the following EXCEPT
- (A) funding of the national debt
 - (B) nullification of all private debts to the states
 - (C) imposition of a tax on distilled liquor
 - (D) establishment of the Bank of the United States
 - (E) assumption of all state debts
52. In *Marbury v. Madison*, the United States Supreme Court affirmed
- (A) its right to determine the constitutionality of state court decisions
 - (B) its right to determine the constitutionality of state laws
 - (C) its right to determine the constitutionality of congressional enactments
 - (D) the sanctity of property rights against harassment by unfriendly state legislatures
 - (E) the broad scope of the federal government's commerce power
53. In the antebellum period, free African Americans were
- (A) given the right of suffrage in most states
 - (B) protected from kidnapping under stringent provisions of the Fugitive Slave Act
 - (C) educated in integrated schools in most northern states
 - (D) able to settle in states in the Middle West without legal restriction
 - (E) able to accumulate some property in spite of discrimination

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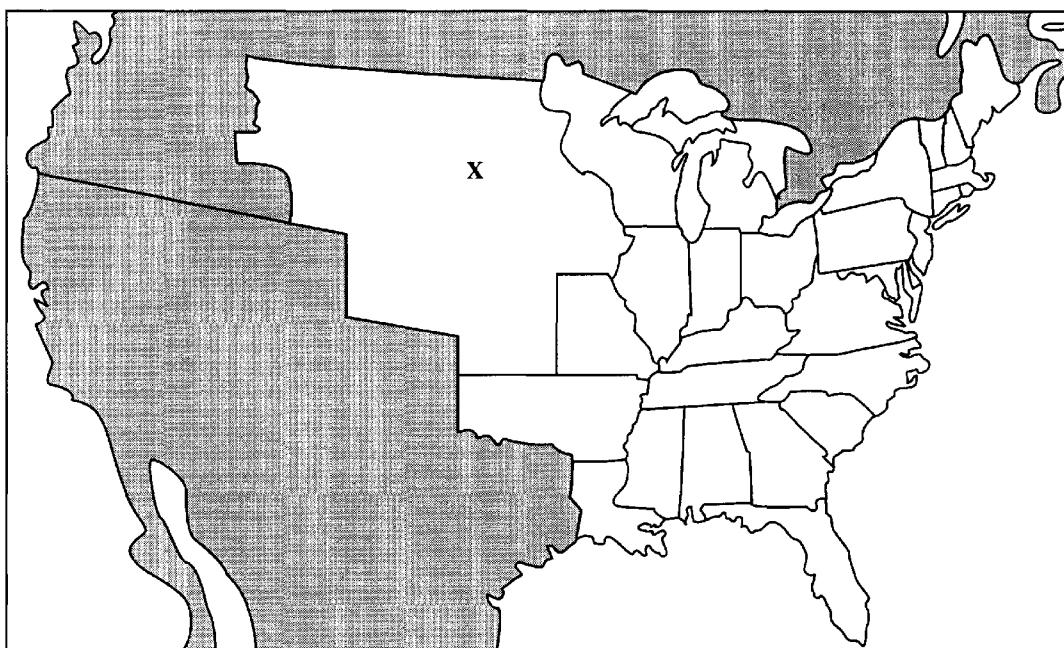
54. Which of the following provisions of the Compromise of 1850 provoked the most controversy in the 1850's?
- (A) The admission of California as a free state
 - (B) The establishment of the principle of popular sovereignty in the Mexican cession
 - (C) The ban on the slave trade in the District of Columbia
 - (D) The continued protection of slavery in the District of Columbia
 - (E) The strengthened Fugitive Slave Law
55. The intent of the Dawes Act of 1887 was to
- (A) assimilate American Indians into the mainstream of American culture
 - (B) recognize and preserve the tribal cultures of American Indians
 - (C) legally establish the communal nature of American Indian landholding
 - (D) restore to American Indians land seized unjustly
 - (E) remove all American Indians to the Indian Territory (Oklahoma)
56. Which of the following is true of the Sherman Antitrust Act of 1890?
- (A) It had little immediate impact on the regulation of large corporations.
 - (B) It quickly limited the number of mergers taking place.
 - (C) It led to federal control of the railroads.
 - (D) It forced businesses to adopt pooling agreements.
 - (E) It ended effective cooperation between business and the federal government.
57. "We have pacified some thousands of the islanders and buried them; destroyed their fields; burned their villages, and turned their widows and orphans out-of-doors; subjugated the remaining ten millions by Benevolent assimilation. . . . And so, by these Providences of God—and the phrase is the government's, not mine—we are a World Power."
- The statement above was most probably made in reference to United States policy in the
- (A) opening of Japan
 - (B) annexation of the Hawaiian Islands
 - (C) occupation of the Philippines
 - (D) acquisition of Puerto Rico and Cuba
 - (E) confrontation with the Soviet Union over Cuba
58. Conscription policies in the First and Second World Wars differed significantly in that in the Second World War
- (A) African Americans were drafted into integrated units
 - (B) conscientious objectors were not officially recognized
 - (C) the draft began before the United States entered the conflict
 - (D) the draft was administered at the regional and federal levels by the armed forces
 - (E) exemptions were offered for a range of war-related occupations
59. Jimmy Carter and Ronald Reagan were similar as presidential candidates in that both
- (A) articulated the public's desire for less involvement in foreign affairs
 - (B) capitalized on their status as Washington outsiders
 - (C) promised Congress increased control over domestic matters
 - (D) renounced private fund-raising in support of their campaigns
 - (E) had built national reputations as legislators
60. Settlers who established the British colony in Virginia during the seventeenth century were primarily seeking to
- (A) recreate an Old World feudalistic society in the New World
 - (B) create a perfect religious commonwealth as an example to the rest of the world
 - (C) create a refuge for political dissidents
 - (D) profit economically
 - (E) increase the glory of Great Britain

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61. The issuance of the Monroe Doctrine did which of the following?
- (A) Reaffirmed George Washington's goal of United States neutrality in the Americas.
 - (B) Helped Secretary of State John Quincy Adams secure the presidency in 1824.
 - (C) Established the United States as the dominant economic power in South America.
 - (D) Provided the basis for resolving Anglo-American border disputes.
 - (E) Asserted American independence in the realm of foreign policy.
62. All of the following led Congress to impose Radical Reconstruction measures EXCEPT the
- (A) enactment of Black Codes by southern legislatures
 - (B) outbreak of race riots in New Orleans and Memphis
 - (C) massive exodus of former slaves from the South
 - (D) election of former Confederates to Congress
 - (E) response of southern legislatures to the Fourteenth Amendment
63. All of the following statements about higher education in the United States from 1865 to 1917 are correct EXCEPT:
- (A) Many states established new institutions under the provisions of the Morrill Act.
 - (B) The teaching of religion became increasingly important at major northeastern institutions.
 - (C) An increasing number of institutions of higher education admitted women.
 - (D) Graduate education based on the German model became widespread.
 - (E) Many new scientific and engineering institutions were established.
64. Secretary of the Treasury Andrew Mellon's policies did which of the following?
- (A) Reduced income-tax rates for the wealthy to release money for private investment.
 - (B) Provided aid to the Allies during the First World War.
 - (C) Provided federal guarantees for bank deposits.
 - (D) Restricted loans to Mexico after the Tampico and Veracruz incidents.
 - (E) Combated the Depression by giving lower-income groups more purchasing power.
65. In his farewell address, President Dwight D. Eisenhower warned Americans about the dangers of
- (A) presidential candidate Richard M. Nixon
 - (B) insufficient federal spending on the needs of the poor
 - (C) communist subversion of the civil rights movement
 - (D) the military-industrial complex
 - (E) the lack of a national health insurance program
66. Which of the following was true of the first Great Awakening?
- (A) It primarily affected church congregations in towns and cities.
 - (B) Cotton Mather was one of its most famous preachers.
 - (C) It was denounced by Jonathan Edwards.
 - (D) It was primarily a southern phenomenon.
 - (E) It resulted in divisions within both the Congregational and the Presbyterian churches.

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Questions 67-68 are based on the following map.



67. The map shows the United States as it appeared in

- (A) 1784
- (B) 1800
- (C) 1812
- (D) 1821
- (E) 1845

68. The area marked X on the map was part of

- (A) Massachusetts' Western Reserve
- (B) the Northwest Territory
- (C) the Louisiana Purchase
- (D) the Mexican Cession
- (E) the Oregon Country

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69. In 1840 the American Antislavery Society split into factions because
- (A) its goals had been accomplished
 - (B) most Americans rejected the goal of colonizing Black people
 - (C) William Lloyd Garrison's advocacy of women's rights and pacifism alienated some members
 - (D) a new sentiment in Congress favoring abolitionism led to disagreement over the rights of former slaves
 - (E) the death of Elijah P. Lovejoy created a struggle for power within the organization
70. Which of the following led immediately and directly to Theodore Roosevelt's issuance of the Roosevelt Corollary to the Monroe Doctrine?
- (A) Pancho Villa's armed raids into Texas and New Mexico
 - (B) General Augusto Sandino's insurrection against American troops occupying Nicaragua
 - (C) The arrest of an unarmed party of American sailors in Tampico, Mexico
 - (D) American concern that a Japanese syndicate would attempt to purchase land near the Panama Canal
 - (E) American fear that financial instability in the Dominican Republic would lead to European intervention
71. D. W. Griffith's epic film *The Birth of a Nation* (1915) became controversial because of its
- (A) portrayal of the Sons of Liberty as a radical mob
 - (B) celebration of American freedoms at a time of protest against radical groups
 - (C) celebration of America's cultural diversity
 - (D) depiction of Ku Klux Klan activities as heroic and commendable
 - (E) sympathetic treatment of Germany in the years before the First World War
72. Richard Nixon's 1968 political comeback to win the presidency can be partly attributed to
- (A) dissension within the Democratic party over Vietnam
 - (B) the defection of Black voters to the Republican party
 - (C) Nixon's cordial relations with the news media
 - (D) Nixon's great popularity as Eisenhower's vice president
 - (E) Nixon's promise of immediate withdrawal of American forces from Vietnam
73. The greatest achievement of the government under the Articles of Confederation was its establishment of
- (A) a bicameral legislature
 - (B) a system for orderly settlement of the West
 - (C) general postwar prosperity
 - (D) long-term sectional harmony
 - (E) a termination date for the international slave trade
74. The goals of educational reformers in the antebellum years included all of the following EXCEPT
- (A) compulsory school-attendance laws
 - (B) the use of state and local tax money to finance public education
 - (C) the establishment of teacher-training schools
 - (D) a standardized length for the school year
 - (E) federal financing of secondary education
75. Which of the following statements about woman suffrage is true?
- (A) The six states of New England were the first to have complete woman suffrage.
 - (B) Woman suffrage was introduced in the South during Radical Reconstruction.
 - (C) No state granted woman suffrage before 1900.
 - (D) The only states with complete woman suffrage before 1900 were west of the Mississippi.
 - (E) California and Oregon were the first states to have complete woman suffrage.

GO ON TO THE NEXT PAGE 

76. The farmers' protest movement lost momentum at the end of the 1890's for all of the following reasons EXCEPT
- (A) the failure of the People's party in the 1896 election
 - (B) massive immigration into urban areas that led to higher prices for agricultural products
 - (C) crop failures in Europe that led to an increase in United States grain exports
 - (D) the 1898 Yukon gold strike that increased the United States government's supply of gold and eased farmers' access to credit
 - (E) the absorption of the populists by the AFL (American Federation of Labor)
77. Constitutional amendments enacted during the Progressive Era concerned all of the following EXCEPT
- (A) imposition of an income tax
 - (B) imposition of poll taxes
 - (C) extension of suffrage to women
 - (D) prohibition of the sale of alcoholic beverages
 - (E) procedures for electing United States senators
78. President Herbert Hoover approached the task of caring for unemployed workers during the Great Depression by
- (A) emphasizing the importance of private charities
 - (B) asking large corporations to hire war veterans
 - (C) relying on the services of federal welfare agencies
 - (D) enlarging the federal government's payroll
 - (E) reactivating the dole
79. During the 1930's, the Roosevelt administration did which of the following?
- (A) Ceded the Panama Canal Zone to Panama.
 - (B) Granted immediate independence to the Philippines.
 - (C) Formally renounced the right to intervene in Latin America.
 - (D) Established the Organization of American States.
 - (E) Held a referendum in Puerto Rico on the commonwealth's entry to the Union.
80. The support for former Alabama governor George Wallace in the 1968 presidential campaign best illustrates the
- (A) impact of the economic downturn on the working class
 - (B) exploitation of race as a national political issue
 - (C) growing power of the political Left in American politics
 - (D) persistence of anticommunism as a political force
 - (E) loss of faith of many Americans in Republican party policies

END OF SECTION I

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. In what ways and to what extent did constitutional and social developments between 1860 and 1877 amount to a revolution?

Use the documents and your knowledge of the period from 1860 to 1877 to answer the question.

Document A

Source: South Carolina Declaration of Causes of Secession, December 24, 1860.

By this [United States] Constitution, certain duties were imposed upon the several states, and the exercise of certain of their powers was restrained, which necessarily imperiled their continued existence as sovereign states. But, to remove all doubt, an amendment was added which declared that the powers not delegated to the United States by the Constitution, nor prohibited by it to the states, are reserved to the states, respectively, or to the people. . . . Thus was established, by compact between the states, a government with defined objects and powers, limited to the express words of the grant.

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Document B

Source: Senator John Sherman (R-OH), speech in Congress on the new banking and currency systems, February 10, 1863.

The policy of this country ought to be to make everything national as far as possible; to nationalize our country, so that we shall love our country. If we are dependent on the United States for a currency and a medium of exchange, we shall have a broader and more generous nationality. The [lack] of such nationality, I believe, is one of the great evils of the times. . . . It has been that principle of states rights, that bad sentiment that has elevated state authority above national authority, that has been the main instrument by which our government is sought to be overthrown.

Document C

Source: Petition from American citizens of African descent to the Union convention of Tennessee assembled in the capitol at Nashville, January 9, 1865.

If we are called on to do military duty against the rebel armies in the field, why should we be denied the privilege of voting against rebel citizens at the ballot-box? The latter is as necessary to save the Government as the former. . . . The Government has asked the colored man to fight for its preservation and gladly has he done it. It can afford to trust him with a vote as safely as it trusted him with a bayonet. . . . At present we can have only partial protection from the courts. . . . If this order of things continue, our people are destined to a malignant persecution at the hands of rebels and their former rebellious masters . . . because the courts will not receive negro testimony. . . . Is this the fruit of freedom, and the reward of our services in the field? . . .

There have been white traitors in multitudes in Tennessee, but where we ask, is the black traitor?

Document D

Source: Gideon Welles, Lincoln's Secretary of the Navy, Diary Entry, May 9, 1865.

The Federal government has no right and has not attempted to dictate on the matter of suffrage to any state, and I apprehend it will not conduce to any harmony to arrogate and exercise arbitrary power over the states which have been in rebellion. It was never intended by the founders of the Union that the Federal government should prescribe suffrage to the states. We shall get rid of slavery by constitutional means. But conferring on the black civil rights is another matter. I know not the authority.

GO ON TO THE NEXT PAGE 

Document E

Source: The Freedmen of Edisto Island Petition to the Commissioner of the Freedmen's Bureau and to the President for the Opportunity to Obtain Their Own Land, Edisto Island, S.C., October 1865.

General:

We want Homesteads; we were promised Homesteads by the government. If It does not carry out the promises Its agents made to us, . . . we are left In a more unpleasant condition than our former. We are at the mercy of those who are combined to prevent us from getting land enough to lay our Fathers bones upon. . . .

To the President of these United States:

Shall not we who Are freedman and have been always true to this Union have the same rights as are enjoyed by Others? . . . Are not our rights as A free people and good citizens of these United States To be considered before the rights of those who were Found in rebellion against this good and just Government (and now being conquered) come (as they Seem) with penitent hearts and beg forgiveness For past offenses and also ask if thier [sic] lands Cannot be restored to them. Are these rebellious Spirits to be reinstated in thier [sic] possessions And we who have been abused and oppressed For many long years not be allowed the Privilege of purchasing land But be subject To the will of these large Land owners? God forbid. . . .

Unless some provision is Made our future is sad to look upon. . . . We therefore look to you In this trying hour as A true friend of the poor and Neglected race, for protection and Equal Rights, with the privilege of purchasing A Homestead — A Homestead right here in the Heart of South Carolina.

Document F

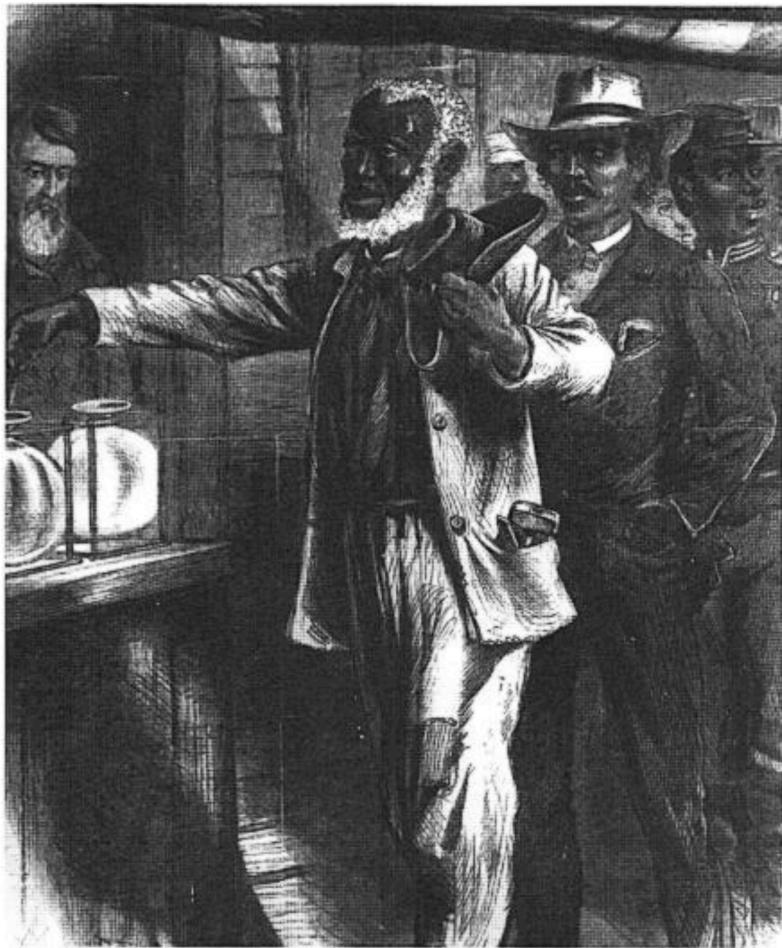
Source: Senator Lot Morrill (R-Maine), speech in Congress, February 1, 1866.

I admit that this species of legislation [Civil Rights Act of 1866] is absolutely revolutionary. But are we not in the midst of a revolution? Is the Senator from Kentucky utterly oblivious to the grand results of four years of war? Are we not in the midst of a civil and political revolution which has changed the fundamental principles of our government in some respects? . . . There was a civilization based on servitude. . . . Where is that? . . . Gone forever. . . . We have revolutionized this Constitution of ours to that extent and every substantial change in the fundamental constitution of a country is a revolution.

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Document G

Source: A. R. Waud, The First Vote, front cover of *Harper's Weekly*, November 16, 1867.



The Bettmann Archive

Document H

Source: *Nation*, March 23, 1871, referring to the Ku Klux Klan Act of 1871.

These are momentous changes to introduce into the administration system of any free country . . . because they not only increase the power of the central government, but they arm it with jurisdiction over a class of cases of which it has never hitherto had, and never pretended to have, any jurisdiction whatever. To impose the duty of protecting life and property on the Federal Government is . . . [a] distinct and well-marked . . . novelty.

GO ON TO THE NEXT PAGE 

Document I

Source: Thomas Nast in *Harper's Weekly*, October 24, 1874.



Library of Congress

END OF DOCUMENTS FOR QUESTION 1

GO ON TO THE NEXT PAGE

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. Analyze the degree to which the Articles of Confederation provided an effective form of government with respect to any TWO of the following.

Foreign relations
Economic conditions
Western lands

3. Analyze the extent to which TWO of the following influenced the development of democracy between 1820 and 1840.

Jacksonian economic policy
Changes in electoral politics
Second Great Awakening
Westward movement

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. Analyze the ways in which the Great Depression altered the American social fabric in the 1930's.

5. Analyze the influence of TWO of the following on American-Soviet relations in the decade following the Second World War.

Yalta Conference
Communist revolution in China
Korean War
McCarthyism

When you finish writing, check your work on Section II if time permits.

END OF EXAMINATION

Chapter III

Answers to the 1996 AP United States History Examination

■ SECTION I: MULTIPLE-CHOICE

Listed below are the correct answers to the multiple-choice questions and the percentage of AP candidates who answered each question correctly. An answer

sheet gridded with the correct responses appears on the next page.

Section I Answer Key and Percent Answering Correctly

Item No.	Correct Answer	Percent Correct	Item No.	Correct Answer	Percent Correct	Item No.	Correct Answer	Percent Correct
1	B	93%	28	B	61%	55	A	43%
2	D	70%	29	E	54%	56	A	53%
3	C	90%	30	C	69%	57	C	64%
4	E	82%	31	E	79%	58	C	35%
5	E	80%	32	D	72%	59	B	38%
6	B	92%	33	A	77%	60	D	59%
7	D	91%	34	E	71%	61	E	42%
8	C	62%	35	B	55%	62	C	33%
9	D	66%	36	A	59%	63	B	40%
10	A	74%	37	A	56%	64	A	29%
11	D	80%	38	A	44%	65	D	40%
12	B	77%	39	E	73%	66	E	30%
13	E	83%	40	C	66%	67	D	41%
14	E	73%	41	B	52%	68	C	57%
15	D	82%	42	D	55%	69	C	22%
16	C	82%	43	C	61%	70	E	47%
17	C	79%	44	A	76%	71	D	40%
18	D	67%	45	E	67%	72	A	28%
19	A	57%	46	A	55%	73	B	32%
20	B	71%	47	C	79%	74	E	27%
21	E	76%	48	E	44%	75	D	35%
22	C	43%	49	B	39%	76	E	29%
23	D	66%	50	D	47%	77	B	57%
24	D	55%	51	B	46%	78	A	38%
25	A	60%	52	C	49%	79	C	29%
26	B	77%	53	E	51%	80	B	49%
27	B	57%	54	E	37%			

■ SECTION II: FREE-RESPONSE

Report of the Chief Faculty Consultant

John M. Belohlavek

University of South Florida

Setting and Maintaining Standards

The development of scoring guidelines and procedures for the free-response section of AP Examinations is vital to ensure scoring consistency and uniformity. The goal of the process is to have all faculty consultants evaluate the students' responses fairly, uniformly, and according to group standards.

Prior to the scoring of the free-response questions, or the "Reading," which occurs in June of each year, the chief faculty consultant, the examination leader, a group of sample selectors, and consultants from Educational Testing Service (ETS) gather at the Reading site. Using the development committee's input, generic rubrics (guidelines), and a random sampling of student responses as guides, they perfect the general criteria and scoring scales according to which each free-response question will be judged. They also develop the outside information sheets, the sample packets, and the rationales for the table leaders and faculty consultants. Two days before the Reading begins, the table leaders meet at the Reading site. They review the rubrics and the samples that the examination leader and table leaders chose to illustrate the various score points. Consensus is reached on the selection of papers and related materials which will be used for training the faculty consultants who read and score the rest of the student responses.

As with all AP Examinations, the scoring of questions in the free-response section is preceded by a training session in which the purpose is to teach the faculty consultants to apply one set of scoring standards to each question and to do so consistently and without bias. The faculty consultants can then apply the standards consistently and without disagreement as they read the examinations.

The initial training is repeatedly reinforced and rechecked in a variety of ways. Each group of faculty consultants is asked periodically to discuss samples that have already been graded, focusing on how the standards were applied. Random "spot checks," in which a response that has been scored by a faculty consultant is scored again by the table leader, occur continuously throughout the Reading. These checks

allow table leaders to verify that readers are maintaining the standards. Other forms of checking are used periodically at the discretion of the chief faculty consultant. For example, the Reading Management System (RMS) provides the chief faculty consultant with information on the scores being awarded by each individual faculty consultant, by tables, and by the faculty consultants as a whole. It allows him or her to verify that the faculty consultants are using the full range of the scoring scale, to identify individual faculty consultants who may be scoring too harshly or too leniently, and to keep faculty consultants in accord with the rubrics. Faculty consultants are trained never to guess when scoring, and are encouraged to seek advice when in doubt about a score. A student response that is problematic receives multiple readings and evaluations.

As in all AP scoring procedures, the names of the students are concealed. Faculty consultants in United States History score only one question per student and do not see the scores assigned to responses on other questions. All these measures are designed to provide fair and consistent grading based on a consensus of the faculty consultants.

The Reading

In June of 1996, 505 secondary, college, and university teachers met to score the free-response essays written by approximately 142,000 AP United States History candidates. The Reading took place at Trinity University in San Antonio, Texas. The teachers, or faculty consultants, were experienced history instructors of either Advanced Placement United States History courses at the secondary-school level or of equivalent courses at the college and university level. Most had served previously as faculty consultants. (About 20 percent are new each year.) To reflect the diversity of the student population, the chief faculty consultant appoints consultants from many regions and different types of institutions.

In 1996, the United States History faculty consultants began their scoring of the free-response section of the exam by discussing the scoring standards and sample papers for the Part B or C essay to which they were assigned. Scoring began when all faculty consultants understood the rubrics; it continued for the first three days of the Reading. As the readers completed their assigned standard essay, they switched from the standard questions to the DBQ and repeated

the training process for this rubric. All responses, except for late exams and special administrations, were scored by the end of the Reading.

After all essay questions have been scored, the total scores for Section II of the exam are determined. For each student, the essay scores are combined with the total score from the multiple-choice section to form a composite score. The chief faculty consultant, with advice from ETS and College Board staff, uses statistical data about overall student performance, the apparent ability of the student group taking the particular exam, and past score distributions to translate these composite scores into AP grades. These AP grades are reported to students, their AP teachers, and to the colleges and universities.

General Comment

The 1996 examination continued the trend of encouraging the study of social history in AP U.S. History courses. The DBQ asked the student to examine the ways in which the constitutional and social developments between 1860 and 1877 amounted to a revolution. Two free-response questions—Question 2, which asked about the development of Jacksonian democracy, and Question 4, which focused upon the ways in

which the Great Depression altered the American social fabric in the 1930s — also emphasized social history. The other two free-response questions provided the opportunity for more traditional discussion of political (Articles of Confederation) and diplomatic (U.S.-Soviet relations) events. All of these topics could have been asked in an AP Examination a quarter-century ago, although they likely would have had a different focus and the historiography would have been dramatically altered. Consequently, none of the questions should have taken the students by surprise.

The 1996 free-response section received very positive overall assessments from the faculty consultants. They considered it a fair test of the year's course material. They also approved of the newly instituted 50-year guidepost for the DBQ as helpful in preparing for the examination.

The sample student responses included in this booklet have been reproduced exactly as the candidates wrote them in their free-response booklets. All are used with the permission of the students, who understood that their responses might be published at a later date. When reading these responses, keep in mind that they were written under exam conditions and within a time constraint.

Free-Response Question 1

In what ways and to what extent did constitutional and social developments between 1860 and 1877 amount to a revolution?

Use the documents and your knowledge of the period from 1860 to 1877 to answer the question.

Scoring Guide

The 8-9 essay:

- contains a well-developed thesis that clearly addresses the revolutionary nature of the period 1860-1877.
- presents an effective analysis of the ways and extent of the constitutional and social developments; treatment may be uneven.
- effectively uses a substantial number of documents.
- supports thesis with substantial and relevant outside information.
- is clearly organized and well written.
- may contain minor errors.

The 5-7 essay:

- contains a thesis which addresses change/revolutionary developments in the 1860-1877 period.
- has limited analysis, is mostly descriptive; deals with only one aspect of the question in some depth (ways and extent of either constitutional or social developments);

OR

- deals with both aspects in a more general way.
- uses some documents effectively.
- supports thesis with some outside information.
- shows evidence of acceptable organization and writing; language errors do not interfere with comprehension.
- may contain errors that do not seriously detract from the quality of the essay.

The 2-4 essay:

- presents a limited, confused and/or poorly developed thesis.
- deals with one aspect of the question in a general way or both aspects in a superficial way; simplistic explanation.
- quotes or briefly cites documents.
- contains little outside information, or information that is generally inaccurate or irrelevant.

- demonstrates weak organizational and/or writing skills which interfere with comprehension.
- may contain major errors.

The 0-1 essay:

- contains no thesis, or a thesis which does not address the question.
- exhibits inadequate or inaccurate understanding of the question.
- contains little or no understanding of documents or ignores them completely.
- contains inappropriate or no outside information.
- is so poorly organized or written that it inhibits understanding.
- contains numerous errors, both major and minor.

Summary of Documents

DOCUMENT A

Source: *South Carolina Declaration of Causes of Secession*, Dec. 24, 1860

- Document information:
- continuing issue of the nature of the Union
 - radical state rights' ideology (secession)
 - nature of the federal union
 - reserved power clause
 - compact theory

- Inferences:
- consolidation of power in the national government
 - 1860 election of Abraham Lincoln
 - Republican platform plank on free soil in territories
 - tariffs
 - 10th Amendment

DOCUMENT B

Source: Senator John Sherman (R-Ohio) speech in Congress on new banking and currency system, Feb. 10, 1863

- Document information:
- Sen. Sherman's nationalist views — favors consolidation of power
 - views state rights' as an evil, and as a cause of Civil War
 - specific focus is on a uniform currency system

- Inferences:
- National Banking Act, 1863 & 1864
 - states subordinate to national government

- Article VI (Supremacy Clause suggested)
- suggests Supreme Court's Reconstruction decisions: *Ex parte Milligan*, *Ex parte Merryman* and *Texas v. White*

DOCUMENT C

Source: Petition from American citizens of African descent to the Union Convention of Tennessee, Jan. 9, 1865

- | | |
|-----------------------|---|
| Document information: | <ul style="list-style-type: none"> - organization of state government at end of war by Unionist government - black soldiers in war against "rebel forces" - assertion of voting rights in order to protect themselves from persecution - assertion of right to testify in courts - defining basic freedoms |
| Inferences: | <ul style="list-style-type: none"> - problems encountered in early stages of reorganization of state governments - suggests the need for Constitutional protection for the basic rights of citizens (jury duty, vote) - suggests Black Codes in states that established blacks as a special caste |

DOCUMENT D

Source: Gideon Welles' Diary entry, May 9, 1865

- | | |
|-----------------------|--|
| Document information: | <ul style="list-style-type: none"> - Welles' assertion of states' rights to determine qualifications for voting — not within the Constitutional power of the federal government - national power to abolish slavery, but power ends there - limited federal power in defining civil rights within states |
| Inferences: | <ul style="list-style-type: none"> - focuses attention on parameters of federal power in early stages of Reconstruction debates - conservative views on role of national government and freedmen-limited authority - suggests the issue of voting rights' protection - suggests 13th Amendment, 15th Amendment |

- anticipates split between conservative and radical Republicans

DOCUMENT E

Source: Freedmen of Edisto Island petition to Freedmen's Bureau and President for land, October 1865

- | | |
|-----------------------|--|
| Document information: | <ul style="list-style-type: none"> - reference to Freedmen's Bureau - assertion of blacks' right to land as crucial to freedom - restoration of land and property to whites |
| Inferences: | <ul style="list-style-type: none"> - General Sherman's Special Field Order No. 15 - 40 acres and a mule promise/ Thaddeus Stevens - Port Royal Sea Island Experiment of black land ownership - sharecropping system, crop lien - Johnson's granting of amnesty - looking for federal protection for freedmen |

DOCUMENT F

Source: Senator Morrill (R-Maine) speech in Congress Feb. 1, 1866

- | | |
|-----------------------|--|
| Document information: | <ul style="list-style-type: none"> - reference to Civil Rights Act of 1866 - regards the act as a civil and political revolution - argues that Civil War brought revolutionary change |
| Inferences: | <ul style="list-style-type: none"> - 13th Amendment changed Constitution — 3/5 Compromise, fugitive slave provision - suggests power shift to the national government - suggests that subsequent Reconstruction amendments were revolutionary |

DOCUMENT G

Source: A.R. Waud illustration, *The First Vote* (*Harper's Weekly*) Nov. 16, 1867

- | | |
|-----------------------|--|
| Document information: | <ul style="list-style-type: none"> - black men casting their votes - encompassing all classes - American Flag protecting the vote |
| Inferences: | <ul style="list-style-type: none"> - suggests 15th Amendment - blacks in southern politics as voters and as office holders |

- “Black Reconstruction” theory
- radical departure in American politics
- positive portrayal of blacks

DOCUMENT H

Source: *Nation*, Mar. 23, 1871, referring to KKK Act (1871)

- Document information:
- KKK Act represented a significant shift of power to the central government from states
 - supports the “revolutionary” argument
 - jurisdiction over new class of civil and criminal cases brought to the federal government
- Inferences:
- Enforcement Acts (1870-1871)
 - suggests southern resistance by KKK, Knights of White Camellia, and other terrorist groups in South
 - raises questions about effectiveness of 14th and 15th Amendments

DOCUMENT I

Source: Thomas Nast cartoon in *Harper's Weekly*, Oct. 24, 1874

- Document information:
- terrorist activities in South against blacks (lynching, arson) created conditions “worse than slavery”
 - white resistance to reconstruction
 - blacks as helpless victims
- Inferences:
- “redeemers” and “redemption” in southern states
 - establishment of Jim Crow
 - ineffectiveness of “Military Reconstruction”
 - suggests counter-revolution

Question 1: Outside Information Likely to Be Used

The following outside evidence was found often:

Civil War
Reconstruction
secession
states' rights
civil liberties
Emancipation Proclamation
black soldiers
13th, 14th, 15th Amendments

Counter-Revolution:

Jim Crow laws
literacy tests
grandfather clause
poll taxes
Dred Scott decision

The following outside evidence was found occasionally:

compact theory
Amendment X
National Banking Act (1863/1864)
Habeas Corpus suspension
Port Royal Sea Island experiment
Freedmen's Bureau
Civil Rights Acts 1866, 1875
Military Reconstruction Act, 1867
redeemers/redemption
Enforcement Acts
black education
jury duty for blacks
sharecropping
crop lien system

Supreme Court Cases:

Slaughterhouse, *Cruikshank*, *Plessy, Ex parte Merryman*

Lincoln's powers: martial law, Habeus corpus, confiscation acts

People: Charles Sumner, Thaddeus Stevens, Andrew Johnson, W. E. B. Du Bois, Booker T. Washington, L. B. Johnson

carpetbaggers, scalawags

Uncle Tom's Cabin

development of labor unions

development of black institutions — schools, churches in the South

We had hoped to find the following information, but haven't yet!

Homestead Act, 1862

women's movement, nursing, suffrage, secretaries, factories

military tribunals/martial law

de facto, de jure segregation

antidraft riots

Article VI

Morrill Land Grant Act, 1862

Clement Vallandigham, *Ex parte Vallandigham*

Union Conscription Act

Texas v White, Civil Rights cases, *Reese, Ex parte Milligan*

Sample Student Responses to Question 1

Student Response 1: Excellent (Score of 9)

The years between 1860 and 1877 presented the people and politicians of the United States with a number of social and constitutional problems which had been mounting for decades. The Civil War and other events would bring each of these to a crisis point, necessitating a final resolution. These ~~constitutional~~ answers and the way in which they were found amounted to a revolution of the American ~~and~~ political and social landscape. Their efforts ~~were~~ They will effect many future actions in the U.S. and continue to do so today.

The greatest Constitutional conflicts of this time period ~~set were created over~~ centered around states' rights and the power of the federal government. The line of division was usually between the north and south. This occurred because of their inherent differences, the north being free and industrial, the south being agricultural with slavery. States sometimes attempted to nullify unfavorable laws, such as South Carolina and the tariffs of the early 1800's. This rebellion against federal authority climaxed with the South Carolina secession of 1860. They contended that since the states had founded the Union, they could leave it. The north and the government stated that the people had founded the Union and the states had no right to secede. The South Carolina seceded because it believed the government had impeded on its rights, which were that "powers not delegated to the United States by the Constitution... are reserved to the states" (10th amendment). After such drastic actions by South Carolina and the sixth, the question of states rights needed to be resolved. The victory of the Union in the Civil War provided the

opportunity for this. After this victory, nullification was no longer considered an option for states, while secession was shown to be illegal and unsuccessful. These results increased the power and authority of the federal government by ending the states' contentions over its actions.

The end of the Civil War also brought constitutional questions for the newly restored Union. The conditions of the newly freed blacks raised questions over the authority of the federal government to grant suffrage or legislate civil rights laws. States' rights argued that the Constitution had not delegated this power to the federal government, thereby leaving it to the states. The diary of Gideon Wells shows that these doubts even pervaded the federal government. However, Congress decided that only federal authority could guarantee a right such as suffrage or to give useful civil rights. This was necessary to ensure equal rights throughout the nation and prevent discrimination by states. The states ratified the 13th and 14th amendments, thereby abdicating power in these areas to the federal government.

The overall result of these constitutional arguments was to increase and solidify the federal government's authority. The states' options of nullification and secession were ended permanently. Also, power over suffrage and civil rights were given to the federal government. This change would allow an amendment to grant women's suffrage by federal authority, allow further civil rights acts such as those under Johnson Lyndon Johnson, and generally increase the areas in which the federal

government could be permitted to legislate. The immensity of this change was noted at the time in the March 23, 1871 issue of *Nation*. It summarizes those new powers as "the duty of protecting life and property," and states that such power had not been held by the federal government before.

The end of the Civil War also brought social problems in the United States to a resolution point. The emancipation of the slaves presented the need for bestowing upon them the rights of other citizens. The federal government granted them citizenship, civil rights, and suffrage. This brought immense change to the lifestyle of the south. Blacks gained political power and elected many able leaders to spaces in government. Blacks had finally received the recognition and respect as Americans they had worked for. The return to the Union convention in Tennessee illustrates the great emotion blacks felt in this area. Blacks were also given a chance to improve their economic status by the Freedmen's Bureau. They received free education and other assistance. The Bureau, however, failed to distribute land in large amounts as it was promised to do. This hurt the chances of many black, but a large number was still able to reach success.

The reaction of many whites in the South signalled a deeper division there. The Ku Klux Klan moved to suppress the blacks. State government also did this with their Black Codes, which damaged many rights of blacks. These included voting restrictions which made it difficult for blacks to vote. Thomas Nast noted this division and the hatred it contained in his cartoon in *Harper's Weekly* in 1874.

The social changes at this time period brought many new rights and freedoms to blacks. They were able to attain the privileges of citizenship. However, the reaction of many whites in the South triggered a racial division there which would last for many years and cause many more problems. In this respect, the black revolution was not as complete or successful as had been hoped for.

The time period of 1860 and between 1860 and 1877 were times of great social change and constitutional evolution. The powers of the federal government were expanded. Blacks were elevated to citizen status and given their civil rights. However, the white reaction caused a racial divide there. These changes occurring simultaneously to certainly amount to a revolution in the American way of life.

Comment: This is a superb answer. It is perceptive, well-organized, and well-written. It uses the documents, mostly implicitly, and has an abundance of outside information. The student has a superior understanding of the revolutionary developments as well as the limitation of such changes.

Between the years 1861 and 1877, the United States experienced the greatest revolution in its history the Civil War. This momentous conflict pitted "brother against brother" and revolutionized America in a way never seen before. In the aftermath of the conflict, radical social changes were instituted that changed the face of the United States Constitution forever.

Perhaps what may be one of the biggest reasons for igniting the Civil War was the South Carolina's nullification controversy which brought into question basic principles of the Constitution. Refusing to submit to the "Tariff of Abominations" they declared the law void within their boundaries, using the doctrine of "states rights" as their justification. They believed the Bill of Rights guaranteed them protection from the harmful tariff and they were truly following the guidelines of American government. However, to the North, this was gross disregard of the ideals of the Constitution, and that "states rights" was a "bad sentiment". It was this fundamental difference in the interpretation of the Constitution that led America to the Civil War. However, as the Union's victory clearly destroyed the South's hope for a separate state from the Union, the idea of "states rights" soon died, and the short-lived rebellion of "states rights" died with the restoration of the Union.

But perhaps the greatest revolution resulting from the war was the abolition of slavery. The Thirteenth Amendment altered the Constitution forever and set off a social revolution like no other in America's past. In the course of a few years, thousands of slaves were

liberated, sometimes left almost alone in an unfriendly world. Many freedmen set out to acquire land of their own, made possible through the Freedmen's Bureau that offered modest tracts of land to freed slaves. However, the project was to meet little success, leaving blacks thinner far more. Although they were granted citizenship through the Fourteenth Amendment, suffrage was not included. They received many of the rights restored to rebellious Confederates through Reconstruction, for was it not the blacks who had sacrificed life and body for the Union? Can't they be allowed to testify in Court to protect them from "rebellious masters?" Although Gideon Welles was unsure of the authority who should grant black suffrage, it was finally agreed that an amendment to the Constitution would be appropriate - the fifteenth amendment. These three amendments to the Constitution impacted a political revolution that has never been equaled. These laws altered the status of thousands of slaves and changed the course of America forever.

However, the blacks' obstacles were not completely conquered. Southern whites still resented their defeat and resented even more the freedom of their former slaves. With the end of Reconstruction after the Hayes-Tilden controversy, southerners grew lax in enforcing Civil Rights Act of 1866, if they enforced it at all. While blacks were granted suffrage, many were too intimidated at the ballot box to place their vote. The Ku Klux Klan was probably the strongest anti-black force in the South that resented the government granted rights to blacks.

who they felt were unworthy of such honors. They cheered the removal of federal troops from the South so they could long with other white southerners could intimidate the blacks to the point where they were unable to enjoy the rights granted by the Constitution. Lynching, beatings and death murders ravaged the freed slaves who also had to cope with the degrading Jim Crow laws that attempted to segregate blacks and whites in every aspect of daily living. It was these practices of the Ku Klux Klan and other anti-black group that brought about another social revolution - blacks, although freedmen, were scorned and hated and denied fundamental rights even tho although blacks were hated as slaves, they were now freedmen who faced even greater challenges as they attempted to assimilate as freedmen into a white society. The later Civil Rights movement of the 1960s only too clearly shows how the social revolution of resulting from the freeing of slaves has continued throughout American History.

In conclusion, the Civil War marked the greatest revolution ever experienced in the United States. The Constitution was drastically altered and the plight of the two slaves altered social history forever. Never again has one event made such a lasting impact on the course of the lives of so many Americans.

Comment: This essay is balanced with a discussion of both the social and the constitutional developments. The writing and organization are clear, but there could have been a greater use of outside information and more specific use of the documents.

The United States was in a very turbulent time period between 1860 and 1877. Those dates saw the Civil War cast its horrendous shadow over America, as well as the rise and fall of Reconstruction. Changes that occurred during this time period are staggering, to say the least. ~~Development~~ Development in both constitutional and social areas from 1860 to 1877 can be considered to have been a revolution.

The Civil War was, obviously, the first revolution that occurred during this time period. With the election of Lincoln in 1860, South Carolina announced its secession from the Union. They seized the federal Ft Sumter which lay off their coast and Lincoln ordered federal troops to protect the fort. This set off a chain reaction of secession which finally resulted in the formation of the Confederate States of America. In South Carolina's Declaration of Causes of Secession, the reasons for leaving the Union are outlined. evident through all of it is the development of an interpretation of the Constitution as a pact between states that may be broken if the states so choose. From that since the basic premise of state's rights: the states, and not government, are the sovereign entities. While not a new idea, the development of such thinking during this time period, this lack of nationality, if you will, led to the Confederate rebellion according to John Sherman, a Senator from Ohio in the 1860's.

The plight of blacks during this time period is extremely significant. The 13th Amendment to the Constitution gave them their freedom. Because of this constitutional development

many more developments followed. In 1865, African-American citizens petitioned the Union convention in Tennessee for the right to vote because they had helped put down the rebellion. Civil Rights was the objective of the Freedmen's Bistro-
elated Petition. This was gained w/ the Civil Rights Act of 1866 and the 14th Amendment. Senator Lot Morrill of Maine saw the passage of the Civil Rights Act of 1866 as ~~revolutionary~~
profoundly revolutionary, but argued at the same time
that everything that had transpired since the Civil War
was novel and revolutionary. Some people such as
Gideon Welles, Lincoln's Sec. of Navy, did not believe the
federal government had the authority to grant Civil Rights to
blacks. "The First Vote", a picture from Harper's Weekly
in 1867 shows the result of the 15th Amendment: blacks could
now legally vote everywhere in the U.S.

These developments set off even more changes that
can be considered revolutionary. As illustrated in Thomas Nast's
picture from Harper's Weekly in 1871, the South did not accept
the developments for blacks easily. They passed Jim Crow
segregation laws, and poll taxes to prevent blacks from
voting. Lynching became frighteningly popular. These revolutionary
reactions by the Southern whites led to even more revolutionary
actions taken by the fed. government. In 1871 they passed the
Ku Klux Klan Act which Nast saw as revolutionary because the
fed. Govt. had never had to protect life and property with
such action. Military Occupation of the South is another
example of revolutionary action.

Constitutional) and social developments of this time period, 1860-1877, were very significant in) revolutionary. One change led to another and each reaction to each change even seemed revolutionary. Constitutional developments often led to novel social developments and vice versa. This is a period of time that profoundly changed the course of history as we know it.

Comment: The thesis in this answer, while a little awkward in its phraseology, does address changes/revolutionary developments during the time period. The student clearly addresses a constitutional issue over secession and the importance of nationality by comparing documents. The treatment of social developments is somewhat thin, but integrated into the whole, reflecting some understanding of the change. Although it is uneven in its treatment, the answer is well-organized and incorporates some outside information with the documents. There are no major errors.

Free-Response Question 2

Analyze the degree to which the Articles of Confederation provided an effective form of government with respect to any TWO of the following:

- Foreign relations*
- Economic conditions*
- Western lands*

Scoring Guide

The 8-9 essay:

- contains a clear, well-developed thesis.
- supports the thesis with substantial, relevant information.
- understands the complexity of the question; deals with the two areas in depth.
- offers effective analysis.
- may contain minor errors.

The 5-7 essay:

- contains a clear thesis with limited development.
- supports the thesis with limited factual information.
- exhibits limited understanding of complexity; may deal with only one area in some depth, or with both in a general way.
- offers limited analysis.
- may contain errors that do not detract from the overall argument.

The 2-4 essay:

- contains a weak, vague, or confused thesis.
- has minimal or irrelevant supporting information.
- ignores complexity; may deal with one area in a general way or both areas in a superficial way.
- contains little or no analysis.
- may contain major errors.

The 0-1 essay:

- gives an incompetent response.
- may paraphrase or restate the question.
- shows little or no understanding of the question.

Question 2: Information Likely to Be Used

Economics

- Debts — of the Confederation
- Issuance of currency and coinage of money
- Collection of revenue was difficult
- Interstate commerce — tolls and tariffs
- Foreign trade
- Annapolis Convention (Hamilton)
- Shays' Rebellion
- Depression, demands for inflation

Foreign Affairs

- Treaty of Paris, 1783
- Barbary pirates
- Britain
- France
- Spain
- Native Americans — relations with
- Negotiations and defense — hampered by lack of a national military force, British outposts in the Northwest, etc.
- Jay-Gardoqui Treaty

Western Lands

- Land Ordinance of 1784 (Thomas Jefferson)
- Land Ordinance of 1785 (Thomas Jefferson)
- Northwest Ordinance (1787)
- Prohibition of slavery in Northwest
- Process for territories becoming equal states
- Cession of western lands by the states

General

- “Critical Period” (Fiske and/or Jensen)
- Allocation of power between states and Confederation Congress
- Fear of a strong central government — due to colonial experience, monarchy, taxation, etc.
- Absence of an executive
- Transition period — pragmatic document
- Duration 1781-1789 (Constitution)
- Achievements of state governments
- Weaknesses of the Articles

Sample Student Responses to Question 2

Student Response 1: Excellent (Score of 9)

The Articles of the Confederation were America's first form of self government. During the time period in which they were in effect the colonies tested their effectiveness through events dealing with foreign relations, economic conditions and the settlement of western lands. Although the Articles experienced some success in dealing with western lands the general effectiveness of the Articles was poor and created potential problems for the young nation.

Under the Articles a system was introduced established for the settlement of western lands. The Northwest Ordinance of 1785 established the method by which the Northwest Territory was to be divided into states. Under the Ordinance there was to be no slavery in these territories and the population could determine when it a new state ~~of~~ ^{of} joining the union. The Land Ordinance of 1785 divided the Northwest territory into six square mile townships and set aside one section of each township ~~for~~ ^{to} public education. These Land Ordinances were extremely effective and were used even after the Articles had been destroyed.

But not all of the events under the Articles were this successful. Internal

economic conditions as well as foreign affairs developed in such a way that American livelihood was effected. After the revolutionary war Britain maintained a stronghold in North America by ~~maintaining their trading posts in the Northwest territory.~~ This action was in direct opposition to the terms agreed upon in the Treaty of Paris and damped British-American relations. Since Britain was a major world power and America only ^{the U.S.} a fledgling nation this posed a serious threat. The British not only maintained these trading posts but encouraged ~~and~~ Indian raids on Americans ^{Settler} and freely navigated the Great Lakes. This continuing British presence in the United States was a threat to American independence. Because ~~postwar~~ Congress did not have the power to tax, the federal government lacked revenue and had an unfavorable balance of trade with Britain. This made American economy unstable ~~and unable to withstand crisis.~~ and inflation nothing the states inflation and individual debt because of hard money policies created unrest within the populace. Many farmers, like David Shay, had sunk into debt because of the unstable currencies of the states and resisted being tried and jailed by state/local courts. Shay's rebellion was an example to the funding fathers of the ineptitude of the Articles of the Confederation. There was no national army

and an army of surrounding farmers ^{from the surrounding area} had to be raised to put down the revolt. This was the final event which brought the need for a new form of government to the attention of the American people.

Thus, although the articles experienced brought about some success as America's first form of government, their ultimate achievements were minimal and proved that they were not an effective form of government for the United States.

Comment: The thesis is clear and well-developed, and there is an abundance of relevant information. The conceptualization is outstanding. It offers impressive analysis. Overall, it is a highly sophisticated response.

The construction of the Articles of Confederation were based on preventing the creation of a system similar to the one the colonies were subject to under England and George III. It is for this reason that the Articles of Confederation provided the federal government with little power and influence, ultimately resulting in it basically being scrapped.

The area of foreign relations is indicative of the ineffectiveness of the Articles of Confederation. Under the Articles most rights had been delegated to the states. Many states, notably Virginia, carried out their own relations with foreign countries. In terms of commerce with other nations, the Articles did not give the federal government any power to regulate or make laws. This would be a major problem in that it could undermine the economic credits of other states. Also, the inability of the federal government to produce and regulate currency hurt commerce with other nations, and even between the states themselves.

The Articles of Confederation government did not have the power to tax, one of the colonists' major grievances to England, and thus could not finance any sort of national defense. The inability of the U.S. to defend itself makes any foreign policy it may have seem like a joke to the rest of the world. For instance,

~~the United States still had border disputes, and disputes about British soldiers on U.S. soil that~~

it could do nothing about. The weakness of foreign relations under the Articles helped in the creation of the Constitution in seeing various other weaknesses presented by a weak central government.

The issue of Western lands was by far the best achievement of the Articles of Confederation. Although the Articles indicated a group of independent states loosely bound together, it did manage to have the states give up territorial claims they had and put it under the control of the federal government.

Under the Northwest ordinance, much of the claimed land was effectively organized into zones for settlement. The fact that they had organized the land allowed for the creation of new states. This aspect of the Articles of Confederation was so successive that it was adopted into the Constitution, ~~thus~~, along with the process of becoming a territory and then a state and so forth.

The Articles of Confederation provided an overall positive experiment ~~and did not accomplish~~. ~~However~~ through trial and error that had an enormous role in the creation of a government that endures today.

Comment: The paper contains a clear but general thesis. There is substantial information with some analysis. Economics and foreign relations are discussed together with little indication of whether they are interrelated enough to be presented together. The essay would have benefited from more effective organization and presentation.

Failure or Not?

After the American ~~Revolution~~ Revolutions, the United States needed some sort of centralized government to keep the states unified. They came up with the Articles of Confederation. It provided an effective form of government with respect to western lands and expansion ^{but not with respect to} economic conditions.

Following the Revolutionary War, movement into the West increased drastically. America ~~had~~ had acquired land (they called it ~~the Northwest~~) and somehow needed to be able to allow the territories to ~~form~~ form governments of their own in order to be recognized as states in the Union. The Land Ordinance took effect in 1785 and the Northwest Land Ordinance took effect in 1787. Together, they set quotas ~~for~~ for the territories to meet in order to become a state. Slavery would not be allowed within the boundaries of the new territories. These ordinances became an effective form of government with regards to western expansion.

The articles of confederation were not, however, an effective form of government with respect to economic conditions. ^{which eventually destroyed it.} They didn't allow Congress (the central government) the right to tax. The articles of confederation had no way of running the government effectively without any source of income. How would the states be able ~~to~~ wage war with no way to pay for it? This is the reason the Articles of confederation lasted a short eight years. It was not effective and the

United States ~~was~~ needed to either revise it or create an entirely new form of government. Without any ~~any~~ source of revenue/income, the United States would not be able to run as a Union.

Comment: This essay has a clear thesis but with limited development. The answer is nicely organized and concisely written. There is some analysis, especially of the economic effects. There is some confusion about the provisions of each ordinance; both aspects are treated in a general way without much supporting detail.

Free-Response Question 3

Analyze the extent to which TWO of the following influenced the development of democracy between 1820 and 1840:

- Jacksonian economic policy
- Changes in electoral politics
- Second Great Awakening
- Westward movement

Scoring Guide

The 8-9 essay:

- contains a clear, well-developed thesis that deals with the extent to which each of the two topics influenced the development of democracy.
- supports the thesis with significant, relevant information.
- understands the complexity of question; deals with two of four topics in depth, although treatment may not be balanced.
- effective analysis.
- may contain minor errors.

The 5-7 essay:

- contains a clear thesis with limited development concerning the extent to which each of the two topics influenced the development of democracy.
- supports the thesis with some factual information.
- limited understanding of complexity; must deal with two topics, one in some depth and one in a limited way, or two in a general way.
- limited analysis, mostly describes.
- may contain errors that do not detract from overall essay/argument.

The 2-4 essay:

- lacks a thesis, or thesis may be confused or undeveloped.
- information provided is minimal, or lacks supporting information.
- ignores complexity; may deal with two topics in a superficial way, or only one in a general way.
- has no analysis.
- may contain major errors.

The 0-1 essay:

- is an incompetent response.
- may simply paraphrase or restate the question.
- exhibits little or no understanding of the question.

Question 3: Information Likely to Be Used

Jacksonian economic policy: (specific Jacksonian policies, or policies emerging during era)

Supreme Court decision (1823) restricting Indian title to lands in the U.S.

1837-1838 Indian removal from the southeast

Worcester v. Georgia (1832) ignored

Trail of Tears

Opens land for economic expansion

Industrialization

Interregional trade

Tariffs of 1820, 1824, 1832

Tariff of Abomination (1828)

Compromise Tariff (1833)

Compromise demonstrates the democratic system works

(Urban working class, Lowell mill girls and women, and free blacks illustrate limits of opportunities, Locofocos)

Internal improvements

Approved \$1.3 million in improvements annually
Lighthouses and river improvements among them,
but not Maysville Road (Veto)

Internal improvement schemes after 1830 contributed to new settlement patterns and tied the Northwest to the East

Bank of the United States

Panic of 1819

Nicholas Biddle

Recharter veto, July 1832, as undemocratic and monopolistic

Removal of Deposits and Pet Banks

Results in speculative land purchases in the west,
the rise of land prices, ambitious new state internal improvement schemes, and a flood of paper money Specie Circular (July 1836) — specie for government lands

Free banking laws and general incorporation laws
Distribution Act (1836)

Leads to rapid economic expansion and collapse
Panic of 1837

Independent treasury (1840)

Changes in electoral politics:

Death of Federalist Party (1824)
Era of Good Feelings
Elections of 1824 and 1828
Shift from one party system (1820 — not in every state) to a two-party system
New political coalitions stimulate voter interest
Second Party System
Enlargement of franchise
Anti-Masons: National Nominating Convention (1831)
Development of Whigs (1833-34)
Legitimization of party (Van Buren)
Use of popular images and issues: Log Cabin campaign and Tippecanoe
Changing nature of state-federal relationship
Greater Participatory System
 Universal White Male Suffrage, Spoils System
 More elected (in lieu of appointed) offices, especially state judgeships
 People chose electors in some states

Second Great Awakening:

Open to blacks and women
Centers on west, then spreads eastward (1795-1835)
Charles G. Finney and salvation open to all with a desire to be saved — individual effort — one could “will” salvation
Camp Meetings, Lyman Beecher, Burned-over District
Presbyterianists, Baptists, Methodists, circuit riders
Doctrine that appealed to the realities of frontier life—individual effort
“Democratic Christianity”—salvation open to all willing to struggle for success

Popular dimension introduced (exciting sermons, plain language, intelligible doctrine, spellbinding conversion techniques—anxious seat/bench)

Transcendentalists

 William E. Channing (Unitarian)

 Ralph Waldo Emerson

Change in individual leads to change in society, and change in society leads to change in individuals

Reforms: Abolitionism: William Garrison, temperance

Increase in denominationalism

Westward movement:

Transcontinental Treaty (ratified 1821) recognized Spanish borders excluding Texas
Missouri Compromise (1820-21)
Extension of Slavery
New States: Arkansas and Michigan
Organized territories include Wisconsin
Convention of 1818 and the Occupation Treaty (1827) postpone settling Oregon question
Indian Removal to the West opened lands in the Southeast for white settlement (Native Americans denied democracy)
Texas and the War for Independence (over 30,000 Americans in Texas by 1835)

The following could also be included as economic policy:

Northwest heavily settled by 1830s due to reduced land prices and minimum acreage a settler had to buy

Opportunity for land ownership widespread opening opportunity to move into rural middle class
Commercial farming emerging

Sample Student Responses to Question 3

Student Response 1: Excellent (Score of 9)

The United States of America has repeatedly undergone various series in development of democracy as the central political basis on which the country was founded. Throughout history, events may or may not effectively demonstrate ^{American} democracy in its most successful form. Despite the mistakes and successes of the past, however, the United States as a democratic society has benefitted from lessons learned on the art of creating "a more perfect Union."

Both Jacksonian economic policy and Westward movement in America were indicative of the development of democracy between 1820 and 1840. It was in this antebellum era that the United States, with economic and sectional changes, made efforts to employ democratic politics and make changes should the country's founding philosophy be led astray.

Nowhere was the democratic ideal depicted in the body of a man than in President Andrew Jackson. Elected as one of the most popular presidents of the early nineteenth century, the people's choice of Jackson as a man who appealed to the merits and experiences of a vast majority reflected the democratic process on an honest scale. While its beauty and pure form remained generally housed in elections at the time, ~~the~~ democracy employed by Jackson, particularly in his economic policies, should also be viewed as a contribution to its early development in America. The premise of Jackson's economic dilemma found sputful ground on the question of what to do about the Bank of the United States. The national bank had itself been established by somewhat democratic means on the ~~common~~ battle between sound economic standing Hamiltonians and limited government advocating Jeffersonians of the early 1800s. Jacksonianism, which ^{could} be best characterized as ^{Jefferson's} Republicanism thirty years later also sought to limit the power of the federal government in hopes to secure more involvement of the states, and thus the people, in the political process. Jackson held that the bank was not necessary, and that it was, moreover,

not needed in a democratic America. Its operation often favored big business interests and stampeded out farmers and westerners to whom Jackson appealed. Though it may seem that his position against the bank was self-politically motivated, Jackson had democracy in truth close to his heart. By doing away with the national bank, which later caused the panic of 1837, the president hoped to eliminate unfair practices to the majority of people in the country. Finally, the ensuing economic problems resulting from Jacksonian policy provided a test to democracy once again. Alleviating the problems was to be the challenge of a new administration.

The advancement of democracy and the need for it when crisis occurs was also evident in the movement West several Americans made between 1820 and 1840. The romantic, yet tragic tale of rugged individualism is perhaps the notion of rule by the people, by the people in unique form. Several Americans made the move West in hopes of establishing better lives, another American ideal comparable to the aims of a democratic society. Subsequent land legislation and the westerners' own initiatives at establishing & implementing the practice of self-governance were examples of democracy in action. Local self-rule was particularly characteristic of this in that settlers oftentimes took it upon themselves to set up democratic rules for living because their remote locations placed them at a disadvantage for receiving the federal end of democracy outright.

Despite a prospering new region found and nourished by western settlement to further the development of democracy, a backward-step was taken on the notion that all people should have a voice in government. This pitfall is best exemplified in the punitive attitude the U.S government retained toward the American Indians. Frontier disturbances and harsh government policies stripped the Indians of their land and culture and did little to further the idea of universal democracy. If examining the development of said cause is the key, however, such mistakes served to provide lessons on the manner in which effective democracy should not behave.

Both Jacksonian economic policy and the American westward migration hold positive and negative aspects of life in a democratic society. The successes demonstrate primarily the art of establishing one of the world's most unique societies. Democratic failures, though tragic, were precedents set out as tools for furthering understanding on the philosophy that embraces the heart of America.

Comment: This essay contains a clear, well-developed thesis supported by relevant factual information. The student deals with the topics of Jacksonian economic policy and the American westward migration in depth and offers a sophisticated analysis of the influence of both on the development of democracy.

Student Response 2: Very Good (Score of 7)

Democracy was able to flourish during the period from 1820-1840 due to Jackson's economic policies, especially those against the National Bank, and the significant changes in electoral policies. The common man became an active participant in govt organization and politics which resulted in a society truly commanded by the will and desires of the people. An emphasis was placed on equality and fair opportunities for all to enjoy.

Jackson was a strong advocate for the rights of the ordinary man and thus displayed his individualistic tendencies and opposition to a centralized decision-making force with his economic policies. Despite Henry Clay's attempt to re-charter the Nat'l Bank, Jackson vetoed the bank in support of state banks and state rights. He established pet banks and refused to support paper money as the dominant nat'l currency. The general incorporate status was implemented so as to make it easier for individuals to receive bank charters and impede upon congressional favors that thwart democracy. Despite the threat of a depression in 1837, Jackson still passed the Specie Circular in 1836 which stated the lands from the govt must be purchased with silver. Jackson believed that the govt was an instrument of the people and that econ. opportunities must be granted to every individual in a democratic society.

The changes in electoral policies brought about

more individual participation in govt and a more sound democratic practice. With the elimination of the caucus system which was used in the election of John Quincy Adams (1824), the people had a direct say in the nomination of a presidential candidate. This generated higher voter involvement and activism in govt politics.

The Jacksonian Era and Jacksonian Demo. established the need for individual and govt interaction in support of the philosophy, "govt of the people".

Comment: This essay provides a clear, analytical thesis. It analyzes the relationship between Jackson's economic policies/electoral politics and the development of democracy, citing specific historical examples to support his/her points. Treatment is slightly uneven because the writer discusses economic policy in more depth than electoral politics.

The time period of 1820 to 1840 can be seen as (at) a period of revolution. This is because the way of electing the (president) president became more democratic and that American society became in general a more democratic society. Westward settlement (and) and expansion helped American society become more democratic. (The) The development of democracy has been gradual in this country, it has not happened overnight. The time period of 1820 to 1840 is no exception, but there were two things during that time period that made a most significant and remarkable effect on U.S. democracy. They are the change in electoral politics and westward movement.

The change in electoral politics came about with the emergence of a new American myth, Andrew Jackson. Jackson was elected President of the United States in 1828. (His) His election was seen as being extremely democratic because there were now knew rules that allowed more citizens to vote. The property requirement for voting had been abolished. This now made all white male citizens eligible to vote. This improved democracy in the United States because more average citizens could vote, not just the aristocratic elite. There now could be a president who appealed to the

mosses, not just the elite. The end of elitist democracy was seen after John Quincy Adams was failed to be reelected in 1828. He had been elected to the presidency without a majority in 1824 by a "corrupt bargain" that he made with Henry Clay. Clay promised him to influence the majority of the congressmen in the House of Representatives to vote for him if he was granted the position of Secretary of State by John Quincy Adams.

Westward movement was the other subject that lead to growth and development of democracy between 1820 and 1840. In the West, people felt more united and equal. They felt this way because they had to unite under the hardships of the West. Such hardships included fighting Indians, building homes, transporting crops, etc. Democracy was a common practice in the West. In some states, women were even given the right to vote. This good feeling of Democracy spilled over into the rest of the country, too. Many of our politicians that come from the West brought that spirit with them. Andrew Jackson was originally from the west and brought the spirit of democracy with him.

In summary, the change in electoral politics

and westward movement offered the development of democracy from 1820 to 1840 a great deal and to a great extent. It brought about more change in a relatively shorter period of time.

Comment: This essay has a clear thesis and attempts to deal with the extent of the influence of the topics on the development of democracy. While the essay deals with both topics, there is a better factual explanation of electoral politics than of westward expansion. (There is, for example, the error about women voting in the western states. That did not happen between 1820-1840, only later.) The writer offers limited analysis of the relationship between the topics chosen and the development of democracy.

Free-Response Question 4

Analyze the ways in which the Great Depression altered the American social fabric in the 1930s.

Scoring Guide

The 8-9 essay:

- contains a clear, well-developed thesis that reflects an understanding of change.
- supports the thesis with substantial, relevant information.
- understands the complexity of question, including clear grasp of change.
- effectively analyzes the social impact of the Depression and/or of New Deal agencies.
- may contain minor errors.

The 5-7 essay:

- contains a thesis insufficiently focused on the question, or is presented with limited development.
- supports the thesis with some factual, relevant information.
- has a limited understanding of complexity; there is some sense of change.
- describes and/or explains the social impact of the Depression and/or of New Deal agencies.
- may contain errors that do not detract from overall argument.

The 2-4 essay:

- lacks a thesis, or thesis is confused or undeveloped.
- lacks supporting information, or information given is minimal.
- ignores complexity; it may merely mention change.
- may describe the Depression and/or list New Deal agencies with little or no concept of the social impact.
- may contain major errors.

The 0-1 essay:

- may simply paraphrase or restate the question.
- shows little or no understanding of either the question or the time period.

It is easy to be swayed by relatively long essays that describe, sometimes in considerable detail, life during the Depression and then list a number of New Deal agencies. However, these essays usually lack analysis of the way in which these events “altered the American social fabric in the 1930s.” We must not lose sight

of the question. The use of the word “altered” in the question implies that the student should understand change.

Some essays will depend heavily on specific facts from the Depression/New Deal Era to answer this question and will be written chronologically. Other essays will be organized around several themes of change and may make less mention of specific facts. Below are examples of information that students may include for each type of essay.

Depression/New Deal Approach

unemployment
bread lines
Dust Bowl
foreclosures
Hoovervilles
Hoover’s programs:
 RFC, etc.
election of Franklin
 Roosevelt
“relief, recovery,
 reform”
New Deal agencies

(The strength of the essay rests on the student’s ability to use his/her specific information in an analysis of its impact on the social fabric.)

Thematic Approach

change in social class status:
– impact of unemployment on middle class (poverty, embarrassment, loss of homes)
farm stress:
– loss of farms; move to cities; subsequent unemployment
– tenants forced off land
– migrants out of work
– New Deal efforts to address farm problems
impact on family life:
– women going to work
– married women losing jobs
– everyone pulling together
– decline in marriage and births
– divorce
– men leaving home
relationship of people to government:
– dependence on the government for solutions to problems (the impact of the New Deal)
loss of jobs; growth of unionism
impact on minorities

Sample Student Responses to Question 4

Student Response 1: Excellent (Score of 9)

The Great Depression radically changed America's social fabric - in fact, the change was so radical ~~that~~ in some areas that it is remarkable that the social fabric survived at all. From areas of the American social system changed the most. These were related to the disintegration of the family, the growing role of women in the work-place, the mass farm-to-city migration, and the creation of the welfare system.

One of the longest lasting effects of the Great Depression was the ruptured family life it caused for many people. While some families undoubtedly drew together in the face of adversity, many more were torn apart by necessity. Often there were too few jobs in a given area, and the family would have to split up in order to earn enough income to survive. ~~long-distance~~ The long-distance relationships that formed often became unstable, parents losing touch with children or vice versa. This situation was further exacerbated by the changing social roles that became necessary. Even though it was "unacceptable" for the most part for women to work, many did in order to support their families. Many were unable to balance their job with their traditional role of family nucleus, and families already drifting apart found themselves without members. Of those

families that did survive, however, hardship had improved their ties. Additionally, women were more accepted in the ~~women's~~ workplace after World War II than at any previous time in history. Having worked their way into traditionally "male" manufacturing jobs, they found it easier to work up higher.

Of those families which didn't disintegrate, many in the Dust-Bowl area began to migrate out, while some headed for near-by cities, others set their sights on the "promised land": California, Oregon and (to a lesser extent) Washington. The long journey to these far-off states strained many of these families to the breaking-point, as relations became more stressed, a remarkable transformation occurred. Many of the women in these families came to support their husbands as "heads-of-the-household." The role that they claimed - domestic decision-maker has never left them.

Finally, the Depression marked the introduction of a very new concept into American life - welfare. Though many Americans wanted to "make it on their own," few could find who needed it could find enough work to do it with. Roosevelt's welfare system provided them with a way to get back on their feet, and, as more people used it, it lost much of its previous stigmatism. Yet, for every silver lining there is a dark cloud, and welfare is

no exception. Though it helped to get many people back on their feet, it also provided a tempting way to remain off of one's feet. Thus, a "welfare underclass" formed rather quickly, and later legislation has made it difficult to escape this cycle. In the end, however, the Depression managed to strengthen the U.S.'s society more than it weakened it. Women have come out further ahead than ever before, and our country now has a safety-net for those who .

Comment: This paper contains a clear and sophisticated thesis. It shows the impact of the Depression without going into a litany of woes. It offers lots of discussion on the impact of the Depression on the family and addresses the increasing role of government. This is a good example of a strong essay that does not list a lot of New Deal programs. Instead, the examples are from social history.

The Great Depression touched the lives of every single American citizen. The strains and tensions of the economic collapse forced many individuals to turn to their state and federal government for support.

President at the start of the Great Depression, Herbert Hoover did not actively seek to help the country through the crisis. His policy stipulated that such economic problems worked themselves out if industrialists didn't lose faith.

He urged companies not to discharge workers, but made no move to create new jobs.

The strategies of our next president were drastically different. Franklin Delano Roosevelt began his administration with a solid plan for recovery, relief, and reform. The steps taken by FDR would alter the American social fabric forever.

FDR began to battle economic disaster by assuming unprecedented amounts of government regulation of business. Hoover's policy of standing to the side and waiting for recovery had proved to be a failure. Roosevelt chose to plunge into the murky waters and provide the American people with a fresh New Deal.

The first step was Recovery. A national banking holiday was declared, and the federal government decided which

institutions were to be reopened. The problems of the banking system were addressed, and reforming action was taken. Banks were stabilized with the emergence of the FDIC, and people's confidence ~~was~~ gradually became restored.

Relief programs offered food, clothing, and, perhaps most importantly, jobs. The Civilian Conservation Corps, Works Progress Administration, National Youth Administration, and other similar agencies were established by the federal government. These social programs initiated by FDR demonstrate the way in which the lives of people in society became influenced by the federal government.

Previous actions taken by presidents were often held in check by the people. Most businesses have opposed governmental intervention and dominance unless immediate power and money were gained. During the Great Depression, however, the expanded powers of the government were not challenged.

Desperate times call for desperate measures! The severe crisis occurring in the 1930's caused many individuals to rely on governmental support. The social relationship between the people and their leaders was ~~at~~ greatly altered.

during the Great Depression, many feared such social reform would make the public too dependent on the government. But although ~~several~~ several reforms and programs for social welfare remain today, the American people continue to turn to them only in times of desperation. The Great Depression taught citizens that their government cared about them, and this lasting social reform has been a positive one.

Comment: This paper offers a clear thesis. It understands the difference between Hoover and FDR, offers good descriptions of the various New Deal programs, and understands the changing role of government. The paper is weak on the impact on the social fabric.

During the 1930's the American ~~society~~^{social fabric} was greatly altered by the Great Depression. Made up of economic, political, and social factors, the American social fabric underwent many changes.

On the social level, the Great Depression changed many facets of the family units and made most of America socially equal. When people lost their jobs during the Great Depression they didn't blame the government, but rather themselves. Each wondered what did he do wrong, and how was he going to provide for his family now? Some females were able to get clerical jobs to help support their family, but this was rare, and many women helped out in other ways. They found work for bakers, took in laundry, did their own sewing/clothes, and made meals that were economical and would last awhile. With no job, fathers often helped with the family chores, but their social status was low and often they complained bitterly. The Great Depression also made many families socially equal to one another because ~~others~~ they were all equally destitute. The main way that the Great Depression altered the social fabric of society was by making everyone economically equal and thus socially equal, because they everybody ideology with the same problem.

The Great Depression also had profound effect on the political nature of the American social fabric. With the people demanding action now, the Congress gave Roosevelt broad powers to fix the economy in any way he wanted. This was the first time ever that Congress had ever been so cooperative, or that a president had been given such large

power over business and commerce. Roosevelt also ~~instituted~~
the Wagner - Connally Act in his New Deal that said unions were
acceptable and people could join them. This was a major
alteration in business policy because unions often hurt
business's profit by regulating wages and hours, and conditions
of work. With safer places to work, unions would ultimately
improve the social fabric of America in the future. The
social fabric of America was also altered (and improved) with
president Hoover's establishment of the National Reserve Bank
which gave loans to railroad companies, mortgages, and banks.
When Roosevelt strengthened this economically with his
National Bank Act, the ~~social~~^{social} fabric of Am. was improved
because people would have jobs, businesses wouldn't shut down,
and homes could be kept. Although the Great Depression had
a severe effect on the Am economy, it did help to improve and
alter the social fabric of Am. politically and economically.

Economically, the social fabric of America was altered
during the 1930's with Roosevelt's New Deal. In his New
Deal he established the Social Security Act of 1934 which
would later help those over 60 even up to today's society. The
SSA gives economic aid and health benefits to the elderly -
definitely a good thing for America since we were the only
nation that didn't have a program like this. Roosevelt
also had a Public Works Commission to build schools, hospitals,
and court houses, a Civil Works Commission to build roads and
highways, and an Agricultural Adjustment Act to help farmers
stop the surplus of goods and regulate ^{food} prices. All of these
things (including the National Recovery Act, NRA which helped support
businesses) helped to alter the social fabric of America in a
good way. People were able to work which re-built their morale,

Confidence in the Am government was re-established, and the
people saw that even in the toughest of times they could make it.
Although the Great Depression altered the social fabric of Am lives in
many ways during the 1930's, all of these changes were for the best.

Comment: Although the paper has a simple thesis, it contains some good insights. It understands the sense of change but exaggerates the sense of equality. This essay is kept out of the top category by its analysis, which is somewhat weak.

Free-Response Question 5

Analyze the influence of TWO of the following on American-Soviet relations in the decade following the Second World War:

- Yalta Conference
- Communist revolution in China
- Korean War
- McCarthyism

Scoring Guide

The 8-9 essay:

- contains a well-developed thesis that deals explicitly with American-Soviet relations.
- supports the thesis with substantial, relevant information.
- understands the complexity of question; deals with both examples in depth although the treatment may not be balanced.
- exhibits an effective analysis.
- may contain minor errors.

The 5-7 essay:

- contains a clear thesis with limited reference to American-Soviet relations.
- supports the thesis with some factual information.
- has a limited understanding of complexity; will deal with only both examples but only one in some depth, or with both examples in a more general way.
- has limited analysis; mostly describes.
- may contain errors that do not detract from the overall essay and argument.

The 2-4 essay:

- lacks a thesis, or the thesis may be confused or undeveloped.
- lacks supporting information, or information that is given is minimal, even confused.
- ignores complexity; may deal with one example in a general way or both examples in a superficial way.
- has no analysis.
- may contain major errors.

The 0-1 essay:

- has an irrelevant or incompetent response.
- may simply paraphrase or restate the question.
- shows little or no understanding of the question.

Question 5: Information Likely to Be Used

Below are examples of information relevant to Question 5. All of these appeared in the examinations that we sample-pickers read, although obviously we cannot expect to find all of this in any one response. Also, additional information will no doubt appear in the exams we have yet to read. This list should be viewed as a tentative guide, not a rigid blueprint.

I. On American-Soviet Relations in General:

- historical hostility
- [lukewarm] allies during World War II
- containment
- Marshall Plan
- NATO
- Domino Theory (especially in relation to Chinese revolution and Korean War)
- arms race/increased defense spending
- Iron Curtain

II. Yalta Conference (February 1945):

- Roosevelt/Stalin/Churchill
- Soviet entrance into war against Japan
- occupation zones in Germany
- Soviet promise of free elections in Eastern Europe
- Soviets' reneging on above promises
- concessions to Soviets in Asia, e.g., Sakhalin, Kuriles, Darien, Port Arthur, Manchurian RR
- U.S./Soviets want buffer zones
- causes strains in alliance
- U.S. drops A-Bombs to diminish USSR's influence in Pacific

III. Chinese revolution:

- Soviet support for
- Chiang Kai-shek (Jiang Jieshi) and Mao Tse-tung (Mao Zedong)
- Harry Truman
- “loss” of China charge
- China’s fall as cause of further fear of communism/USSR
- 1950 Sino-Soviet Friendship pact (seen as alliance)

IV. Korean War:

- Communist North invades noncommunist South
- Soviets support North, while U.S./UN support South

- 38th parallel
- McArthur's push north
- Chinese intervention
- stalemate
- intensifies U.S.-Soviet hostility, U.S. fear of communism

V. McCarthyism:

- Background:
First Red Scare
Hiss
Rosenbergs
Soviet A-Bomb
fall of China

- Senator Joe McCarthy
- Communists in government, especially U.S. State Department
- false charges by McCarthy
- paranoia
- House Un-American Activities Committee/HUAC (HUAC)
- anticommunist laws during period (Internal Security Act)
- international events as giving McCarthy some credibility
- creates more suspicion of/hostility toward Communist USSR

Sample Student Responses to Question 5

Student Response 1: Excellent (Score of 8)

Following the alliance of the United States and the Soviet Union in World War II came a period of mutual mistrust and deceit. American-Soviet relations were unstable and were never very amicable. What precipitated after the alliance was the Cold War between the two nations. The Cold War was a struggle between the United States and the communist Soviet Union for dominance in the supposedly bipolar world. The first military conflict of the Cold War was the Korean War. Meanwhile, at home McCarthyism was creating hysteria about communist subversion. Both these events greatly affected the relations between the two.

In the Korean War the U.S. was protecting South Korea from the threat of communism in the North. This was the first test of America's containment policy which would tried to restrict the growth of communism in the world. It is uncertain if the U.S.S.R. wanted the North to invade South Korea, but once they did the North was given Soviet support. As America intervened into what later became a stalemate between them and China's communist government a sense of mistrust towards the Soviets was developing. The U.S. fear a nuclear war with the Soviets so they tried to maintain peaceful relationships despite the conflict. However, tensions between Stalin and Truman were evident.

McCarthyism caused hysteria in America about Communist subversion. Beginning with the Alger Hiss Case and then reaching its climax as senator Joseph McCarthy began to make unfounded accusations of communists in the government. The public responded hysterically to McCarthy's accusations. Their mistrust for the Soviets grew deeper. The hysteria of this bad score was caused

by many factors. The Soviets in 1949 exploded the atomic weapon, Chiang-Kai-shek's government had fallen to Mao Zedong's communists in China, and still other events caused increased tensions. The public was looking for scapegoats. Hollywood, the Rosenbergs, and government officials all were included. As the Red Scare grew to its climax even the U.S. government began to distrust communists which led to deteriorating U.S.-Soviet relations.

A tedious peace with the Soviets was maintained. Compromises at Panmunjom brought the Korean conflict to an end. A boundary divided the communist north and pro-U.S. South at the 38th parallel. The U.S. containment policy had established a precedent. Joseph McCarthy's climate was accompanied with the end of the Red Scare. Mistrust remained to the Soviets which would later be rekindled, but peace was maintained.

The Korean War and McCarthyism created a lasting mistrust between the Soviets and the U.S. The decade after WWII never saw a World War III. However, that mistrust would be maintained for decades to come.

Comment: The first paragraph of this essay is a solid presentation of thesis and coverage. The level of historical knowledge found in the two examples is fairly sophisticated, though the supporting evidence could be stronger. The conclusion, though it derives from the evidence, is not articulated as well as it should be to attain the highest score.

Student Response 2: Very Good (Score of 6)

American-Soviet relations have always been strained, but in the years following the Second World War, the groundwork was laid for what is now called the Cold War. The first disagreements arose at the Yalta Conference, and the Communist revolution in China convinced many Americans of the threat posed by the Soviet Union.

Many people argue that Roosevelt should never have gone to Yalta - he was sick and in no condition to deal with Stalin. They say he gave in too much to Stalin's demands and got nothing in return. They are referring to Roosevelt's agreement to let Stalin occupy Eastern Europe in exchange for help in defeating Japan. Stalin promised that Soviet troops would leave these countries after their new governments had been set up. In fact, Stalin never left; he made these countries Soviet "satellites" completely loyal to communism. Stalin only fought Japan where he could gain more land, such as Manchuria. He ended up completely sealing off the Eastern European nations from the West. He never went through on his promise to leave, and this made many Americans suspicious of him and of the Soviet Union.

Further suspicion was aroused when China fell to a communist revolution. Communism now controlled the largest country in terms of land and now the largest country in terms of population. To America it seemed that communism was spreading everywhere, and there was no way to stop it. In order to combat communism in the Western European countries, America created the Marshall plan, which gave aid to any country that needed it. Countries immediately helped by this were France and Great Britain. Now America faced a larger problem - the United Nations. With the fall of communism, two - the Soviet Union and China - of the five - the United States,

France, and Great Britain were the other three, were communists. To combat this, the U.N.
did not recognize the new government of China as China, it recognized Taiwan
as China. This caused the Soviets to boycott the security council meetings, which
gave the five countries unlimited legislative powers. America and the Soviet Union
prepared for a "long and bitter peace," as described by John F. Kennedy

Comment: This is an interesting essay. The thesis is well-presented, and the student has demonstrated a sophisticated knowledge and understanding of the material. Largely because a conclusion to the essay is lacking, it received a score of 6.

In the period after ~~the~~ World War II, the United States faced the beginning of a new era of fear and deception. ~~The~~ America had just finished a war in which it was allied with a major communist country, the U.S.S.R. President Harry Truman was inundated with questions about what was going to happen next. How could he stop the Russian ~~expansion~~ influence in ~~Eastern~~ Europe? How could he keep Soviets out of Asia? ~~But~~ Nearly every question he was asked ~~was~~ had to do with the Soviet Union. Two events had a major influence on American-Soviet relations: the Korean War and McCarthyism.

One of the biggest fears of Americans in the decade following World War II was that the ~~Soviets~~ communists were going to overthrow the government and take over. Senator Joe McCarthy decided that he would use the ~~fear~~ fear of the American people as a political tool. McCarthy started with one speech in which he ~~had~~ held up a list which contained the names of people in Truman's cabinet who were "card-carrying Communists." ~~He~~ McCarthy did not reveal the names on this list, but he got such a response from the people attending this speech that he gave the exact same speech to a new group of people later that year. With all the talk about communists in the government going on, people started to accuse one another of being communists. A committee in the Senate was set up to investigate people accused of being communist and, with the recent advent of television, people jumped on the bandwagon. With all the anti-communist sentiment going on, it could have

Seen political suicide for Truman to negotiate with the Russians and the relationships already bad relationship between the U.S. and the U.S.S.R became worse.

The Korean War also had a large impact on the American-Soviet relationship. ~~After World War II~~ Immediately following World War II, the United States and the Soviet Union decided to split Korea ~~into two separate states~~ in an effort to expedite the process of rebuilding. Both sides had every intention of ~~returning it to its status~~ returning it to its status as a sovereign nation. However, the unification process went awry when the elections were suppressed from taking place. ~~After~~ The situation ended when the South elected President and Kim-Il-Sung was elected President into the north. Several years later, the North Koreans invaded South Korea, and Truman immediately sent troops. The war ~~was~~ against communists was just the problem Truman needed with ~~communist red-scare's~~ going on all over the country. ~~He was also affected~~ ~~soil of the political pressure & felt they had to do this~~

The obvious effect of a war against communists in Korea was a decline in American-Soviet relations. However, the situation worsened when ~~from~~ the war came to a stalemate and Truman continued to send troops. Truman was still facing political pressure from all over, and he felt the only way to alleviate it was continued spending and fighting against the communists in Korea.

The Russians use turns with the situation, especially knowing that the other was being drawn out ~~to~~ ~~so far~~ for political reasons.

Relations between the Americas and Russia in the years following World War II were never good, and friction happening within the United States were a large reason for this. McCarthyism and the Korean War both caused internal strife and turmoil throughout the United States as well as its diplomatic ties. Because of McCarthyism and the Korean War, ~~a~~ diplomacy with Russia was stretched thinner than it had to be and ~~and~~ ~~therefore~~ ~~it~~ ~~enforced~~ the formation of the Cold War.

Comment: This essay gets off to a good start with a solid thesis statement. The discussion of McCarthy(ism) is mixed in quality, however. Indeed, the lack of precision becomes a problem. The portion of the essay on Korea presents a stronger argument and enhances its overall value. The final two paragraphs are thoughtful, if not exceptional. The essay is a strong 6.

Chapter IV

Statistical Information

■ SECTION II SCORES

Table 4.1 shows the score distribution for the free-response section of the 1996 AP U.S. History Examination. Each question was scored on a 9-point scale. Question 5 had the highest mean as percent of maximum possible score, indicating that the score earned

by this question's typical student was closer to the question's highest score than for the other four questions. On the other hand, Question 2 had the greatest standard deviation, indicating that the scores tended to be spread out more than for the other questions.

Table 4.1 — Section II Scores

Score	DBQ	Question 2	Question 3	Question 4	Question 5
9	1,405	465	299	325	641
8	4,369	1,869	1,352	1,346	2,363
7	8,402	3,647	3,015	3,229	4,565
6	13,692	5,560	5,492	5,742	7,750
5	24,927	9,224	10,675	11,236	13,640
4	32,274	9,823	15,313	16,034	14,928
3	30,800	9,152	19,300	17,812	11,732
2	18,779	7,485	18,020	13,367	6,569
1	5,390	5,694	8,446	4,999	2,072
0	545	2,364	991	687	245
*NR	346	1,546	1,196	827	821
Number of Candidates	140,929	55,283	82,903	74,777	64,505
Standard Deviation	1.74	2.05	1.72	1.69	1.72
Mean	4.10	3.83	3.43	3.69	4.36
Mean as % of Maximum	46	43	38	41	48

*NR – No response. Student gave either no response or a response not on the topic. Responses that fall into this category were not included in the calculation of number of candidates, mean, standard deviation, or means as a percentage of maximum for Questions 2 through 5.

■ HOW THE AP GRADES IN U.S. HISTORY WERE DETERMINED

Possible raw scores for the AP U.S. History Examination ranged from 0 to 80 for Section I, and from 0 to 27 for Section II. However, scores are not reported to candidates, their schools, or colleges. They are converted to grades on a 5-point scale ranging from 1 to 5, and it is the grades that are reported.

AP grades for the 1996 U.S. History Examination were calculated on the basis of a formula that deducted a $\frac{1}{4}$ point for each incorrect Section I answer and

weighted the sections so that each section contributed 50% of the maximum composite score. The Scoring Worksheet (Table 4.2) details the process of converting AP scores to composite scores and then to grades for the 1996 AP U.S. History Examination.

The AP U.S. History Development Committee, in consultation with experts from ETS and the College Board, determines the formula that will be used to produce the composite scores that are the basis for AP grades. The chief faculty consultant sets the four cut points that divide the composite scores into groups, each corresponding to a different grade.

Table 4.2 — Scoring Worksheet

Section I: Multiple-Choice:

$$\frac{\text{Number correct}}{\text{Number wrong}} - \left(\frac{1}{4} \times \frac{\text{Number wrong}}{\text{Number correct}} \right) = \text{Multiple-Choice Score}$$

(Round to nearest whole number.
If less than zero, enter zero.)

Section II: Free-Response:

$$\frac{\text{Question 1}}{\text{Free-Response Score}} = \frac{\text{Free-Response Score}}{\text{Part A}}$$

$$\frac{\text{Question 2}}{\text{Free-Response Score}} + \frac{\text{Question 3}}{\text{Free-Response Score}} = \frac{\text{Free-Response Score}}{\text{Part B}}$$

$$\left[4.5000 \times \frac{\text{Free-Response Score}}{\text{Part A}} \right] + \left[2.7500 \times \frac{\text{Free-Response Score}}{\text{Part B}} \right] = \frac{\text{Weighted Section II}}{\text{Score (Do not round)}}$$

Composite Score:

$$1.1250 \times \frac{\text{Multiple-Choice}}{\text{Score}} = \frac{\text{Weighted Section I}}{\text{Score (Do not round.)}}$$

$$\frac{\text{Weighted Section I}}{\text{Score}} + \frac{\text{Weighted Section II}}{\text{Score}} = \frac{\text{Composite Score}}{\text{(Round to nearest whole number.)}}$$

AP Grade:

Composite Score	AP Grade	Interpretation
117 – 180	5	extremely well qualified
96 – 116	4	well qualified
79 – 95	3	qualified
51 – 78	2	possibly qualified
0 – 50	1	no recommendation

A variety of information is available to help the chief faculty consultant determine the score ranges into which the exam grades should fall. Computer printouts provide complete distributions of scores on each portion of the multiple-choice and free-response sections of the examination, along with totals for each section and the composite score total.

With these tables and special statistical tables presenting grade distributions from previous years, the chief faculty consultant can compare the examination at hand to results of other years. Assessments are also made of the examination itself, and of the reliability of the scoring. Finally, for each composite score, a computer roster summarizes student performance on all sections of the exam. On the basis of professional judgment regarding the quality of performance represented by the achieved scores, the chief faculty consultant determines the candidates' final AP grades. The grade distributions for the 1996 AP U.S. History Examination are shown in Table 4.3, right.

Table 4.3 — Grade Distributions

Examination Grade	Number of Students	Percent at Grade
5	15,804	11.2
4	29,789	21.1
3	33,250	23.6
2	45,717	32.4
1	16,369	11.6
Total Number of Students		140,929
Mean Grade		2.88
Standard Deviation		1.20

It is interesting to note that more than 55 percent of the 1996 U.S. History candidates earned an AP grade of at least 3, qualifying them for credit or advanced placement at most colleges and universities that give credit for AP grades.

■ SECTION I SCORES AND AP GRADES

It is possible to predict final AP grades from Section I scores. Table 4.4 gives the numbers and probabilities of receiving a particular grade on the 1996 AP U.S.

History Examination given a range of scores on Section I.

Table 4.4 — Section I Scores and AP Grades

Number of candidates within each multiple-choice score range who achieved a given grade
Probability that any candidate in a given multiple-choice score range would achieve a given grade on the 1996 AP United States History Examination

Multiple-Choice Score	AP Grade					Total
	1	2	3	4	5	
57 to 80	0 0.0%	5 0.0%	247 1.6%	4,314 28.7%	10,473 69.6%	15,039 10.7%
46 to 56	0 0.0%	636 2.0%	8,373 26.1%	18,086 56.3%	5,038 15.7%	32,133 22.8%
38 to 45	34 0.1%	7,498 24.2%	16,501 53.3%	6,652 21.5%	289 0.9%	30,974 22.0%
23 to 37	3,799 8.3%	33,366 72.5%	8,099 17.6%	736 1.6%	4 0.0%	46,004 32.6%
0 to 22	12,536 74.7%	4,212 25.1%	30 0.2%	1 0.0%	0 0.0%	16,779 11.9%
Total	16,369 11.6%	45,717 32.4%	33,250 23.6%	29,789 21.1%	15,804 11.2%	140,929 100.0%

■ RELIABILITY OF CLASSIFICATION

The classification reliability of AP grades can be examined by using a statistical technique that makes it possible to estimate the consistency and accuracy of decisions based on those grades. The *consistency* of the decisions is the extent to which they would agree with the decisions that would have been made if the candidates had taken a different form of the AP U.S. History Exam, equal in difficulty and covering the

same content as the form they actually took. The *accuracy* of the decisions is the extent to which they would agree with the decisions that would be made if each candidate could somehow be tested with all possible forms of the exam.

Table 4.5 shows the decision consistency and accuracy of the 1996 AP U.S. History Examination. Each percentage in the table indicates the estimated proportion of candidates who would be consistently classified as either above or below the 2-3 or the 3-4 grade boundaries.

Table 4.5 — Estimated Consistency and Accuracy of Decisions Based on AP Grades for the 1996 AP United States History Examination

Estimated Percentage of Candidates Who Would Be Reclassified the Same Way on the Basis of:			
Another Form		Average of All Forms	
2-3 boundary	3-4 boundary	2-3 boundary	3-4 boundary
83%	85%	88%	89%

The percentages in the table are estimates — candidates rarely take more than one form of the exam — and are based on data from a representative sample of the standard group of candidates who took the 1996 AP U.S. History Exam.

■ COLLEGE COMPARABILITY STUDIES

The Advanced Placement Program has conducted college grade comparability studies in various AP Examination subjects. These studies have compared the performance of AP Exam candidates with that of college students in related courses who have taken the AP Exam at the end of their course. In general, these studies indicate that AP grades of 5 and 4 are comparable to a college course grade of A, while at some institutions, an AP grade of 4 is comparable to a college course grade of B. An AP grade of 3 is approximately equal to a college course grade of B at many institutions, while at others, it is more nearly comparable to a college course grade of C.

Other studies conducted by colleges and universities indicate that AP students generally receive higher grades in advanced courses than do the students who have taken the regular freshman-level courses at the institution. Each college is encouraged to undertake such studies in order to establish appropriate policy for the acceptance of AP grades. Data for these studies are readily available as large percentages of AP students successfully handle the associated course work. Some institutions have found that until these studies are undertaken, placing students into advanced classes but allowing them to transfer to a lower-level course if necessary, is a desirable educational strategy.

■ REMINDERS FOR ALL GRADE REPORT RECIPIENTS

AP Examinations are designed to provide accurate assessments of achievement. However, any examination has limitations, especially when used for purposes other than those intended. Presented here are some suggestions for teachers to aid in the use and interpretation of AP grades.

■ AP Examinations are developed and evaluated independently of each other. They are linked only by common purpose, format, and method of reporting results. Therefore, comparisons should not be made between grades on different AP Examinations. An AP grade in one subject may not have the same meaning as the same AP grade in another subject, just as national and college standards vary from one discipline to another.

■ AP grades are not exactly comparable to college course grades. The AP Program conducts research studies every few years in each AP subject to ensure that the AP grading standards are comparable to those used in colleges with similar courses.

■ The confidentiality of candidate grade reports should be recognized and maintained. All individuals who have access to AP grades should be aware of the confidential nature of the grades and agree to maintain their security. In addition, school districts and states should not release data about high school performance without the school's permission.

■ AP Examinations are not designed as instruments for teacher or school evaluation. A large number of factors influence AP Exam performance in a particular course or school in any given year. As a result, differences in AP Exam performance should be carefully studied before being attributed to the teacher or school.

■ Where evaluation of AP students, teachers, or courses is desired, local evaluation models should be developed. An important aspect of any evaluation model is the use of an appropriate method of comparison or frame of reference to account for yearly changes in student composition and ability, as well as local differences in resources, educational methods, and socioeconomic factors.

■ The “Report to AP Teachers” can be a useful diagnostic tool in reviewing course results. This report identifies areas of strength and weakness for each AP course. This information may also help to guide your students in identifying their own strengths and weaknesses in preparation for future study.

■ Many factors can influence course results. AP Exam performance may be due to the degree of agreement between your course and the course defined in the relevant AP Course Description, use of different instructional methods, differences in emphasis or preparation on particular parts of the examination, differences in pre-AP curriculum, or differences in student background and preparation in comparison with the national group.

■ REPORTS ON AP GRADES

The results of AP Examinations are disseminated in several ways to candidates, their secondary schools, and the colleges they select.

- College and candidate grade reports contain a cumulative record of all grades earned by the candidate on AP Exams during the current or previous years. These reports are sent in early July. (School grade reports are sent shortly thereafter.)
 - Group results for AP Examinations are available to AP teachers whenever five or more candidates at a school have taken a particular AP Examination.
 - The “Report to AP Teachers” provides useful information comparing local candidate performance with that of the total group of candidates taking an exam, as well as details on different subsections of the examination.
- Several other reports produced by the AP Program provide summary information on AP Examinations.
- State and National Reports show the distribution of grades obtained on each AP Exam for all candidates

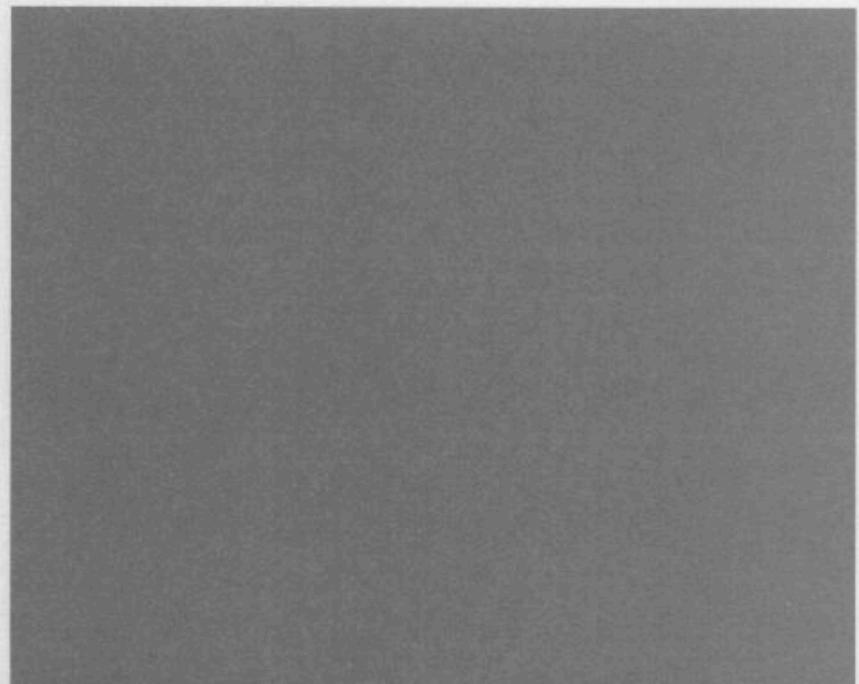
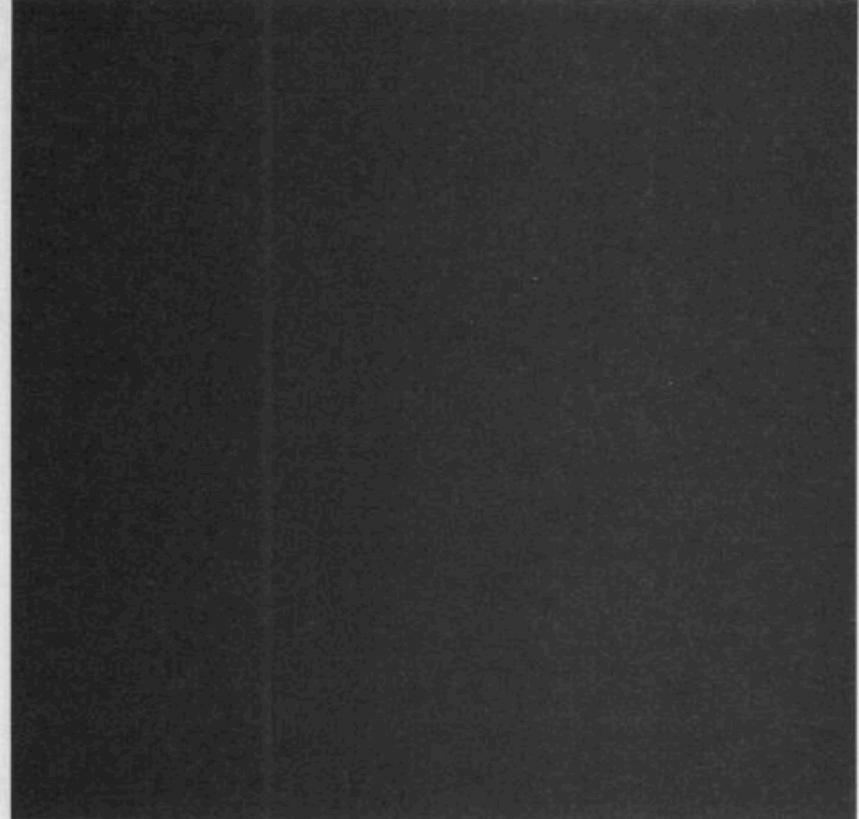
and for subsets of candidates broken down by sex and by ethnic group.

- The Program also produces a one-page summary of AP grade distributions for all exams in a given year.

For information on any of the above, please call AP Services at (609) 771-7300 or contact them via e-mail at apexams@ets.org.

■ PURPOSE OF AP GRADES

AP grades are intended to allow participating colleges and universities to award college credit, advanced placement, or both to qualified students. In general, an AP grade of 3 or higher indicates sufficient mastery of course content to allow placement in the succeeding college course, or credit for and exemption from a college course comparable to the AP course. Credit and placement policies are determined by each college or university, however, and students should be urged to contact their colleges directly to ask for specific Advanced Placement policies in writing.



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