



# SAMPLE QUESTIONS

## for the Redesigned AP United States History Course

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**UNITED STATES HISTORY**  
**SAMPLE QUESTIONS**  
**SECTION I, Part A**  
**Time – 55 minutes**  
**55 Questions**

**Directions:** Each of the questions or incomplete statements below is followed by four suggested answers or completions. Select the one that is best in each case and then enter the appropriate letter in the corresponding place on the answer sheet.

Source materials have been edited for the purpose of this exercise.

**Questions 1-3 refer to the passages below.**

“The Territory embraced what is now the States of Ohio, Indiana, Illinois, Michigan, and Wisconsin. Its provisions have since been applied to all the Territories of the United States lying north of latitude 36 degree 40'...August 7, 1789, the Constitution of the United States having then been adopted, Congress, among its earliest acts, passed one recognizing the binding force of the Ordinance of 1787, and adapting its provisions to the Federal Constitution.

The Ordinance, in the breadth of its conceptions, its details, and its results, has been perhaps the most notable instance of legislation that was ever enacted by representatives of the American people. It fixed forever the character of the immigration, and of the social, political, and educational institutions of the people who were to inhabit this imperial territory, then a wilderness, but now covered by five great States, and teeming with more than ten million persons, or one fourth of the entire population of the United States. It forever prohibited slavery and involuntary servitude, that pestilent element of discord and tyranny in our American system, which then existed in all the States except Massachusetts, where it had come to an end by a decision of its Supreme Court, only four years before.”

--Dr. Manasseh Cutler, New England clergyman and politician,  
Letters regarding the Northwest Ordinance, early 19<sup>th</sup> century

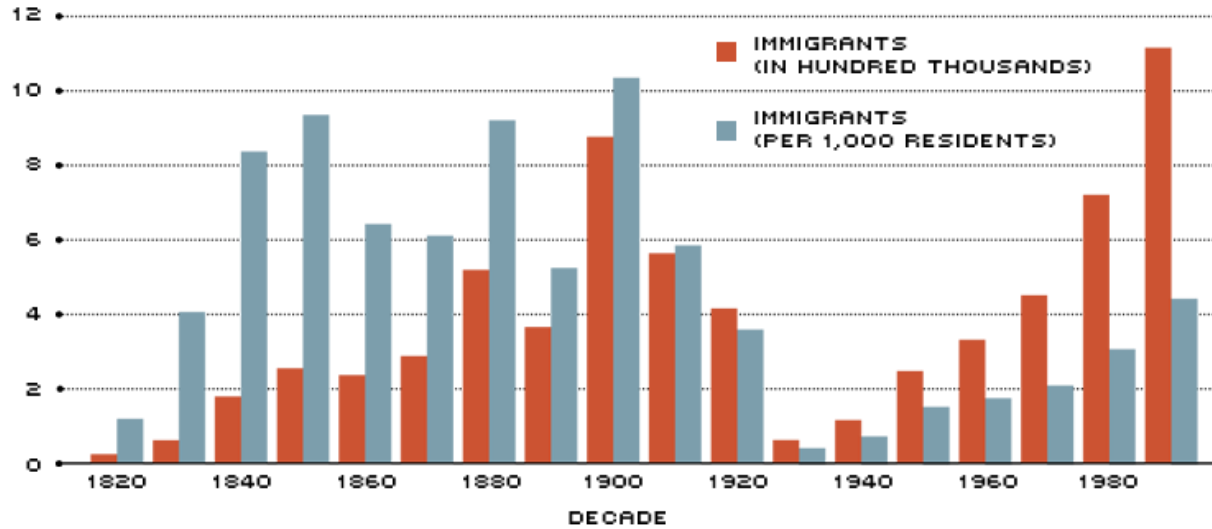
1. Opinions such as those expressed in this excerpt would have had the greatest influence on which of the following?
  - (A) The Abolitionist Movement
  - (B) The Second Great Awakening
  - (C) The Missouri Compromise
  - (D) The Constitutional Convention
2. Which of the following decisions of the Constitutional Convention would have been most influenced by the ideas expressed in the excerpt?
  - (A) The inclusion of a “Bill of Rights” to protect citizens from government tyranny
  - (B) The Three-Fifths compromise which gave slaves limited congressional representation
  - (C) The decision to ban slavery north of the Mason-Dixon line in 1789
  - (D) The decision to prohibit United States participation in the international slave trade after 1808

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3. Cutler's ideas in the passage are most directly a continuation of
- (A) British imperial policies that led to the creation of new colonies during the seventeenth and eighteenth centuries
  - (B) an emphasis on the development of educational institutions that originated in the southern colonies
  - (C) British imperial policies towards immigration from other European countries
  - (D) Enlightenment ideas that displayed an increased awareness of societal inequality

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Questions 4 - 7 refer to the graph below.



4. The trends shown in the graph during the 1840s and 1850s would have been the result of increased emigration from which of the following countries?
  - (A) England and Ireland
  - (B) Germany and Ireland
  - (C) Italy and Poland
  - (D) Mexico and Central America
  
5. All of the following were significant causes of the trends from the 1840s-1920s shown in the graph EXCEPT
  - (A) International migrants moved to the United States from their homelands to escape poverty and famine.
  - (B) International migrants moved to the United States from their homelands to escape religious persecution.
  - (C) International migrants moved to the United States from their homelands for the better housing conditions offered in United States' cities.
  - (D) International migrants moved to the United States from their homelands for better opportunities.
  
6. The main trend in immigration patterns from the 1920s-1930s as shown on the graph were a result of which of the following?
  - (A) The Cold War led many Americans to be suspicious of the "New Immigrants".
  - (B) An increase in nativist campaigns led Congress to pass quota laws regarding immigration.
  - (C) FDR's New Deal agencies forbade the hiring of foreign workers.
  - (D) Asian immigrants were completely banned from entering the United States.
  
7. In which of the following ways did immigration during the period after the Second World War differ from immigration prior to the First World War?
  - (A) The majority of immigrants after the Second World War settled in California.
  - (B) The majority of immigrants after the Second World War were people escaping communist rule in China and Cuba.
  - (C) Increased immigration quotas after the Second World War led to a growing number of illegal immigrants.
  - (D) Immigrants from Latin America and Asia increased dramatically in the decades following the Second World War.

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**Questions 8 - 10 refer to the passage below.**

“The problem in this case, and in the other sit-in cases before us, is presented as though it involved the situation of ‘a private operator conducting his own business on his own premises and exercising his judgement’ as to whom he will admit to the premises.

The property involved is not, however, a man’s home or his yard...but it is property that is serving the public...But so far as principle and law are concerned it might just as well be a hospital refusing admission to a sick or injured Negro...

There is no specific provision in the Constitution which protects rights of privacy and enables restaurant owners to refuse service to Negroes...We...live under a Constitution that proclaims equal protection under the law.”

--Supreme Court Justice William O. Douglas writing a separate opinion in *Bell v. Maryland*, 1964

8. Which of the following most directly supports Douglas’ argument in *Bell v. Maryland*?
- (A) The Thirteenth Amendment to the Constitution
  - (B) The Fifteenth Amendment to the Constitution
  - (C) The growth of the abolition movement prior to the Civil War
  - (D) Progressive Era reform movements prior to the First World War
9. Which of the following groups would have been most likely to support Douglas’ views as expressed in the excerpt?
- (A) Those that supported Lyndon Johnson’s Great Society programs
  - (B) Those that supported Barry Goldwater during the presidential election of 1964
  - (C) Those that supported Franklin Roosevelt’s “Four Freedoms”
  - (D) Southern populists such as George Wallace
10. Supporters of which of the following federal government decisions would have been least likely to support Douglas’ views expressed in the excerpt?
- (A) *Brown v. Board of Education*
  - (B) *Plessy v. Ferguson*
  - (C) *Swann v. Charlotte-Mecklenburg Board of Education*
  - (D) *Civil Rights Act of 1964*

**END OF PART A**

**IF YOU FINISH BEFORE TIME IS CALLED, YOU MAY  
CHECK YOUR WORK ON PART A.**

**DO NOT GO ON TO PART B UNTIL YOU ARE TOLD TO DO SO.**

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## United States History Sample Questions

### Answer Key with Curriculum and Exam Description (CED) References and Skills

	<u>Key</u>	<u>Key Concepts</u>	<u>Learning Objectives</u>	<u>Skills</u>
1.	A	4.1.III.B	POL-2.0, CUL-1.0	Analyzing Evidence, Causation
2.	D	3.2.II.D	NAT-2.0, POL-3.0	Causation
3.	D	2.2.I.D, 3.2.I.C	NAT-1.0, CUL-2.0	Change and Continuity Over Time
4.	B	5.1.II.A	MIG-1.0	Causation
5.	C	5.1.II.A, 6.2.I.A	MIG-1.0, MIG-2.0	Causation
6.	B	7.2.II.A	MIG-1.0, MIG-2.0	Causation
7.	D	9.2.II.B	MIG-1.0, MIG-2.0	Change and Continuity Over Time
8.	B	5.3.II.A	NAT-2	Analyzing Evidence, Contextualization
9.	A	8.2.III.B	NAT-4.0, POL-2.0	Contextualization
10.	B	6.3.II.C, 8.2.I.B	NAT-2	Contextualization

## United States History Redesigned Sample Questions

### Answer Key with Explanations

1. **(A)** Even though the excerpt makes reference to the Constitutional Convention of 1787, where the issue of representation for states with slave populations led to vigorous debate, the excerpt emphasizes how slavery contributed to the “tyranny in our American system.” Negative ideas regarding slavery would later lead to the rise of the radical abolitionist movement in the early 1830s.
2. **(D)** While the slave issue debate during the Constitutional Convention led to the Three-Fifths Compromise, the compromise was over representation in Congress for slave states and did not actually give the slaves anything at all. There were other debates over issues regarding slavery but the one provision that passed was the prohibition of United States participation in the slave trade, effective in 1808 (approximately thirty years later). Note that the slave population in the United States at this point in history was increasing rapidly through natural reproduction.
3. **(D)** While Cutler’s views towards slavery were not necessarily new, many questions arose during the Enlightenment era regarding the idea of natural rights. During the Revolutionary period, this increased awareness of societal inequality led many individuals and groups to call for the abolition of slavery. Many of America’s Founding Fathers also believed slavery to be a “dying institution,” a trend later reversed with the invention of the cotton gin.
4. **(B)** The Irish Potato Famine of the 1840s as well as the Revolutions of 1848 encouraged many Irish and German people to migrate to the United States for increased economic and political stability that was lacking in Ireland and Germany during this time period. Within a few decades, more Irish people lived in the U.S. than in Ireland! By 1900, German-Americans comprised the single largest cultural group in the U.S.
5. **(C)** Immigrants left their homelands for a variety of reasons in the period between 1840 and 1920 including an escape from poverty in their homelands (most countries), religious persecution (especially among many Jewish immigrants from Russia), and better economic opportunities. However, housing conditions were not any better in the immigrant urban slums of the United States where families were often crowded in tenement slums in an environment of crime, violence, vice, and alcoholism.
6. **(B)** Immigration from Europe reached its zenith in the late-nineteenth and early-twentieth centuries. With increased immigration came fanatical nativist sentiment. By the 1920s, nativist groups had enough influence that Congress passed immigration quota acts aimed primarily at the “New Immigrants” from Eastern Europe as well as from Latin America and Asia.
7. **(D)** In what became one of the most significant pieces of legislation of the mid-twentieth century, the 1965 Immigration Act, signed by President Lyndon Johnson, loosened the immigration quotas contained in the 1920s immigration legislation by allowing immigrants in significant numbers from around the world to move to the U.S. As a result, the United States saw a dramatic increase in immigration from Latin America (especially Mexico) and Asia as opposed to European immigration. This trend increased notably during the 1980s and subsequent decades.
8. **(B)** While the Thirteenth Amendment ended slavery in the United States, the Fifteenth Amendment provided equal protection under the law as well as voting rights to African-Americans. This correlates with the last sentence of the excerpt, “Constitution that proclaims equal protection under the law.”
9. **(A)** During the 1950s and 1960s, liberals often supported movements that would change society and the civil rights movement was one that was widely supported by those on the left who most likely would have also supported Johnson’s Great Society programs in the mid-1960s. Although many



conservatives were in support of decisions made by Douglas, those that were opposed would have been more likely to support Barry Goldwater in the 1964 presidential election.

10. **(B)** During the post-World War II era, federal government decisions (both congressional and in the courts) often favored civil rights legislation as evidenced by *Brown v. Board of Education of Topeka, Kansas* (1954), the Civil Rights Act of 1964, the Voting Rights Act of 1965, and *Swann v. Charlotte-Mecklenburg Board of Education*, among others. *Plessy v. Ferguson* (1896) and its underlying principle of “separate but equal” was essentially overturned with the *Brown* case that proclaimed “separate facilities are, inherently, unequal.”

## SHORT ANSWER QUESTIONS (SAQs)

**Directions:** Read each question carefully. Answer all parts of every question. Use complete sentences; an outline or bulleted list alone is not acceptable. Sources have been edited for the purposes of this exercise.

1. Answer (a), (b), and (c).
  - a) Identify and explain ONE important similarity between labor systems in the New England colonies and labor systems in the southern colonies in the period from 1607-1775.
  - b) Identify and explain ONE important difference between labor systems in the New England colonies and labor systems in the southern colonies in the period from 1607-1775.
  - c) Briefly explain ONE factor that accounts for the difference that you indicated in (b).

Although New Deal economic policies came up short in the 1930s, they implanted several “stabilizers” that have been more successful in averting another such depression. The Securities and Exchange Act of 1934 established government supervision of the stock market, and the Wheeler-Rayburn Act allowed the Securities and Exchange Commission to do the same with public utilities...the Glass-Steagall Banking Act forced the separation of commercial and investment banking and broadened the powers of the Federal Reserve Board to change interest rates and limit loans for speculation...Such safeguards restored confidence in the discredited banking system...that performed well for decades thereafter.

--Roger Biles, historian, 1991

There were certainly many positive contributions under the New Deal, but they may not have outweighed the negative aspects of the period. The weight of the negative aspects would, moreover, have been much heavier except for the existence of a free and alert press, and for the actions of the Supreme Court and Congress in nullifying, modifying, and rejecting many of the New Deal measures...We can only speculate concerning the possible alteration of events from 1937 onward had the United States faced the world with economic strength and military potential it might have displayed had wiser economic policies prevailed from 1933 to 1938.

--Gary Dean Best, historian, 1990

2. Using the excerpts answer (a), (b), and (c).
  - a) Briefly explain ONE major difference between Biles’ and Best’s historical interpretations of the New Deal.
  - b) Identify and explain how ONE policy or development from the period 1933-1945 that is not explicitly mentioned in the excerpts could be used to support Biles’ interpretation.
  - c) Identify and explain how ONE policy or development from the period 1933-1945 that is not explicitly mentioned in the excerpts could be used to support Best’s interpretation.

**END OF SECTION I**  
**IF YOU FINISH BEFORE TIME IS CALLED, YOU MAY**  
**CHECK YOUR WORK ON THIS SECTION.**  
**DO NOT GO ON TO SECTION II UNTIL YOU ARE TOLD TO DO**  
**SO.**

# UNITED STATES HISTORY REDESIGNED EXAM SAMPLE QUESTIONS

## Short Answer Questions (SAQs)—Course and Exam Description (CED) References and Skills

<u>Key Concepts</u>	<u>Learning Objectives</u>	<u>Skill</u>
1. 2.2.II	WXT-1.0, CUL-4.0	Comparison
2. 7.1.III	POL-3.0, WXT-2.0	Interpretation

## LONG ESSAY QUESTIONS (LEQS)

Suggested writing time: 35 minutes

**Directions:** Choose ONE of the following four questions.

In your response you should do the following:

- **Thesis:** Present a thesis that makes a historically defensible claim and responds to all parts of the question. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.
  - **Application of Historical Thinking Skills:** Develop and support an argument that applies the historical thinking skill of causation.
  - **Supporting the Argument with Evidence:** Utilize specific examples of evidence to fully and effectively substantiate the stated thesis or a relevant argument.
  - **Synthesis:** Extend the argument by explaining the connections between the argument and ONE of the following.
    - A development in a different historical period, situation, era, or geographic area.
    - A course theme and/or approach to history that is not the focus of the essay (such as political, economic, social, cultural, or intellectual history).
    - A different discipline or field of inquiry (such as economics, government and politics, art history or anthropology).
1. Describe and explain significant continuities and changes in attitudes toward and the experiences of American Indians from the Colonial Period through the Age of Jackson. (Historical Thinking Skill: Continuity and Change over Time)
  2. Compare the experience of immigrants in the United States during the period 1880-1920 with the experience of immigrants in the United States during the period post-1965. (Historical Thinking Skill: Comparison)

WHEN YOU FINISH WRITING, CHECK YOUR WORK IF TIME PERMITS

**UNITED STATES REDESIGNED EXAM**  
**LONG ESSAY QUESTIONS (LEQs) CED References and Skills**

	<u>Key Concepts</u>	<u>Learning Objectives</u>	<u>Skills</u>
1.	2.1.I, 2.1.III, 2.2.I, 3.1.I, 3.3.I, 4.3.I,	MIG-2.0, CUL-4.0, WOR-1.0,	Continuity and Change over Time
2.	6.2.I, 8.3.I, 9.2.II	MIG-1.0, MIG-2.0	Comparison