

2023



AP[®] United States History

Free-Response Questions Set 1

UNITED STATES HISTORY

SECTION I, Part B

Time—40 minutes

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

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

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

“Working-class Chicagoans—male and female, black and white, . . . immigrants from eastern and southern Europe or their children—were . . . asserting themselves in new ways in the larger political arena. During the 1930s, Chicago workers, along with men and women elsewhere in the nation, had begun to vote Democratic more consistently and in greater numbers than ever before, joining President Franklin Roosevelt’s ‘New Democratic Coalition.’ . . . Supporting the Democrats . . . , they felt, would ensure a more activist federal government committed to providing the benefits that over time have become associated with ‘the welfare state.’”

Source: Lizabeth Cohen, historian, *Making a New Deal: Industrial Workers in Chicago, 1919–1939*, published in 1991

“Far more enduring was the New Deal’s intimate partnership with those in the South who preached white supremacy. . . . Southern representatives acted . . . as an indispensable part of the governing party. New Deal lawmaking would have failed without . . . southern members of Congress. Here lay an acute incongruity. The New Deal permitted, or at least turned a blind eye toward, an organized system of racial cruelty. This alliance was a crucial part of its supportive structure. The New Deal thus collaborated with the South’s racial hegemony as it advanced liberal democracy.”

Source: Ira Katznelson, historian, *Fear Itself: The New Deal and the Origins of Our Time*, published in 2013

1. Using the excerpts, respond to **parts a, b, and c**.
 - a. Briefly describe one major difference between Cohen’s and Katznelson’s historical interpretations of the New Deal.
 - b. Briefly explain how one event or development from 1932 to 1945 that is not explicitly mentioned in the excerpts could be used to support Cohen’s argument.
 - c. Briefly explain how one event or development from 1932 to 1945 that is not explicitly mentioned in the excerpts could be used to support Katznelson’s argument.

“[The Standard Oil Trust] is the most perfectly developed trust in existence. . . . The perfection of the organization of [it], the ability and daring with which it has carried out its projects, make it the preeminent trust of the world. . . . So long as the Standard Oil Company can control transportation as it does today, it will remain master of the oil industry. . . .

“. . . The ethical cost of all this is the deep concern. We are a commercial people. . . . As a consequence, business success is sanctified, and, practically, any methods which achieve it are justified by a larger and larger class. All sorts of subterfuges¹ and sophistries² and slurring over of facts are employed to explain aggregations³ of capital whose determining factor has been like that of the Standard Oil Company, special privileges obtained by persistent secret effort in opposition to the spirit of the law, the efforts of legislators, and the most outspoken public opinion.”

Ida Tarbell, journalist, *The History of the Standard Oil Company*, 1904

¹ tricks

² lies

³ accumulations

2. Using the excerpt, respond to **parts a, b, and c**.
- Briefly describe one point of view suggested in the excerpt.
 - Briefly explain how one specific historical development between 1865 and 1904 contributed to the development described in the excerpt.
 - Briefly explain how ideas such as those reflected in the excerpt resulted in one specific effect between 1904 and 1920.

Question 3 or 4

Directions: Answer either Question 3 or Question 4.

3. Respond to **parts a, b, and c.**
 - a. Briefly describe one way that agriculture influenced migration to North America from 1607 to 1776.
 - b. Briefly explain one similarity in how agriculture influenced the development of two regions in North America from 1607 to 1776.
 - c. Briefly explain one difference in how agriculture influenced the development of two regions in North America from 1607 to 1776.

4. Respond to **parts a, b, and c.**
 - a. Briefly describe one way that agricultural interests influenced societal debates in the United States from 1865 to 1900.
 - b. Briefly explain one similarity in how agriculture influenced the development of two regions in the United States from 1865 to 1900.
 - c. Briefly explain one difference in how agriculture influenced the development of two regions in the United States from 1865 to 1900.

END OF SECTION I

UNITED STATES HISTORY

SECTION II

Total Time—1 hour and 40 minutes

Question 1 (Document-Based Question)

Suggested reading and writing time: 1 hour

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

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

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

In your response you should do the following.

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using at least six documents.
- Use at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.
- For at least three documents, explain how or why the document’s point of view, purpose, historical situation, and/or audience is relevant to an argument.
- Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.

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

1. Evaluate the extent to which commercial development changed United States society from 1800 to 1855.

Document 1

Source: Report from an association of churches in Connecticut, 1812

The General Association of Connecticut, taking into consideration the undue consumption of ardent spirits¹ in this State . . . , have considered it as their duty to submit . . . the following recommendations.

. . . To Farmers, Mechanics, and Manufacturers we recommend earnest and prudent exertion to diminish the quantity of ardent spirits consumed in their several employments, by the substitution of other palatable² and nutritious drinks, and by giving additional compensation, if necessary, to laborers who will dispense entirely with the use of ardent spirits. . . .

Let the attention of the public then be called up to this subject. . . . The word and the providence of God afford the most consoling prospect of success.

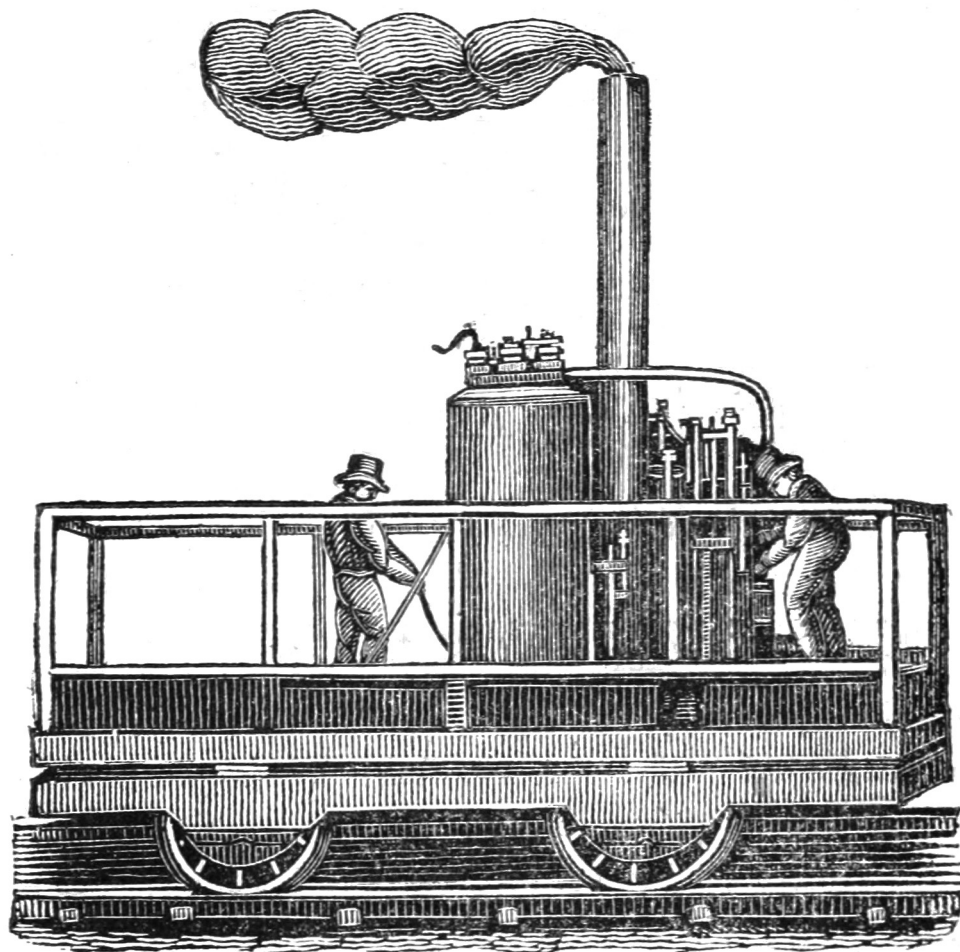
¹ alcoholic beverages

² pleasant

Document 2

Source: Advertisement in Machett's Baltimore Directory [Maryland] for the sale of steam engines, depicting one of the first railroad locomotives made in the United States, 1831

Steam Engine & Machine Manufactory,



**AT No. 14, FAYETTE ST., FORMERLY EAST,
MAYGER & WASHINGTON,**

Document 3

Source: Henry A. Tayloe, plantation owner in Alabama, letter to his brother in Washington, D.C., 1835

I wish you may visit me early this Spring to make some arrangements about your Negroes. If they continue high [in price] I would advise you to sell them in this country [of Alabama]. . . . The present high price of Negroes cannot continue long and if you will make me a partner in the sale on reasonable terms I will bring them out this Fall from Virginia and sell them for you. . . . My object is to make a fortune here as soon as possible by industry and economy, and then return [to Virginia] to enjoy myself. Therefore I am willing to aid you in any way as far as reason will permit.

Document 4

Source: Elias Nason, college student in Rhode Island studying to become a minister, letter to his parents, 1835

I would not put any of [your] children into the mill. Factories are talked about as schools of vice¹ in all circles here. And it is a hard thing for small children to be confined in a tight close room all the day long. It affects their growth, makes them pale and sickly and the company with which they associate is of the lowest order. There is no establishment in the country conducted better than that at Unionville. It is a factory still and nothing has ever touched² my pride so much as to have it said that my sister works in a Cotton Mill. . . . I pity from my soul the thousands in our country that are reduced to the necessity of laboring in a Factory for a livelihood. . . . But in as much as some of the different employments are conducive to goodness—to improvements more than others—it becomes us to choose those which are most favorable to virtue and intelligence. Now a cotton factory is the last place to which I should put children for improvement either in manners, goodness, or intelligence.

¹ sin

² hurt

Document 5

Source: Joseph Wilson, African American writer, *Sketches of the Higher Classes of Colored Society in Philadelphia* [Pennsylvania], 1841

Among the higher classes [of free African Americans] there is no want¹ of a knowledge of the good things in this life, or of the ability so to arrange the means at their disposal, as to make them productive of the most substantial good. . . .

. . . Their parlors are carpeted and furnished with sofas, sideboards, card-tables, mirrors, . . . with, in many instances, the addition of the piano. . . . They fail not to gratify themselves in this [way], to the extent and after the manner that gains observance among other people. . . .

The observance of abstinence [from drinking alcohol] at the parties of the higher classes of colored society . . . is worthy of remark. . . . Whether this arises from a pure love of temperance or a disposition to avoid unnecessary expenditure, either of which is commendable, I shall not pause to inquire. . . .

The exceedingly illiberal, unjust and oppressive prejudices of the great mass of the white community . . . is enough to crush . . . any people. . . . But in the face of all this, they not only bear the burden successfully, but . . . present a state of society of which . . . none have just cause to be ashamed.

¹ lack

Document 6

Source: Josephine L. Baker, “A Second Peep at Factory Life,” *Lowell Offering*, a magazine featuring writing by factory workers, 1845

You ask, if there are so many things objectionable, why we work in the mill. Well, simply for this reason—every situation in life, has its trials which must be borne, and factory life has no more than any other. There are many things we do not like. . . .

[But] there is a brighter side to this picture. . . . The time we *do* have is our own. The money we earn comes promptly; more so than in any other situation; and our work, though laborious is the same from day to day; we know what it is, and when finished we feel perfectly free, till it is time to commence it again.

Besides this, there are many pleasant associations connected with factory life, that are not to be found elsewhere.

There are lectures, evening schools, and libraries, to which all may have access. The one thing needful here, is the time to improve them as we ought.

Document 7

Source: “Free, vs. Slave Labor,” article in the *North Star*, a newspaper published by Frederick Douglass in New York, 1848

Surely the time is not far distant when the free working men of the north . . . will bestir themselves in behalf of their enslaved fellow-citizens. . . . If the working-man were aware that every time he goes to the ballot-box, and gives his vote in favor of a slaveholder, or one who yields subserviency to the slave power, he helps to perpetuate and deepen his own degradation, he would long ere [before] this have severed himself from all connection with the wicked compact which binds him to use all his energies . . . in assisting the slaveholder to suppress any attempt that might be made by his victims to regain their God-given right to liberty and self-possession. Slavery degrades labor. . . .

. . . Degrade labor, and you lower its remuneration¹ [in wages]. In any portion of the country, reduce the laborer to the condition of a slave, and his free fellow-citizens who are laborers, must descend and descend, till they are slaves in all but name.

¹ payment

END OF DOCUMENTS FOR QUESTION 1

Question 2, 3, or 4 (Long Essay)
Suggested writing time: 40 minutes

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

In your response you should do the following.

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
 - Describe a broader historical context relevant to the prompt.
 - Support an argument in response to the prompt using specific and relevant examples of evidence.
 - Use historical reasoning (e.g., comparison, causation, continuity or change over time) to frame or structure an argument that addresses the prompt.
 - Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.
2. Evaluate the extent to which the growth of transatlantic trade changed British North American colonial society from 1607 to 1776.
 3. Evaluate the extent to which changes in United States foreign policy contributed to territorial growth from 1840 to 1898.
 4. Evaluate the extent to which growing concerns about national security contributed to changes in United States foreign policy from 1945 to 1991.

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

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

STOP

END OF EXAM