



**AP<sup>®</sup> ADVANCED  
PLACEMENT  
PROGRAM<sup>®</sup>**

Course  
Description

# UNITED STATES HISTORY

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**US**

MAY 2002, MAY 2003

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The College Board is a national nonprofit membership association dedicated to preparing, inspiring, and connecting students to college and opportunity. Founded in 1900, the association is composed of more than 3,900 schools, colleges, universities, and other educational organizations. Each year, the College Board serves over three million students and their parents, 22,000 high schools, and 3,500 colleges, through major programs and services in college admission, guidance, assessment, financial aid, enrollment, and teaching and learning. Among its best-known programs are the SAT<sup>®</sup>, the PSAT/NMSQT<sup>™</sup>, the Advanced Placement Program<sup>®</sup> (AP<sup>®</sup>), and Pacesetter<sup>®</sup>. The College Board is committed to the principles of equity and excellence, and that commitment is embodied in all of its programs, services, activities, and concerns.

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Visit College Board on the Web: **[www.collegeboard.com/ap](http://www.collegeboard.com/ap)**.

Dear Colleagues:

Last year more than three quarters of a million high school students benefited from the opportunity of studying in AP courses and then taking the challenging AP Exams. These students experienced the power of learning as it comes alive in the classroom, as well as the practical benefits of earning college credit and placement while still in high school. Behind each of these students was a talented, hardworking teacher. Teachers are the secret to the success of AP. They are the heart and soul of the Program.

The College Board is committed to supporting the work of AP teachers in as many ways as possible. AP workshops and Summer Institutes held around the globe provide stimulating professional development for 60,000 teachers each year. The College Board Fellows stipends provide funds to support many teachers' attendance at these institutes, and in 2001, stipends were offered for the first time to teams of Pre-AP<sup>TM</sup> teachers as well.

Perhaps most exciting, the College Board continues to expand an interactive Web site designed specifically to support AP teachers. At this Internet site, teachers have access to a growing array of classroom resources, from textbook reviews to lesson plans, from opinion polls to cutting-edge exam information. I invite all AP teachers, particularly those who are new to the Program, to take advantage of these resources.

This AP Course Description provides an outline of content and description of course goals, while still allowing teachers the flexibility to develop their own lesson plans and syllabi, and to bring their individual creativity to the AP classroom. Additional resources, including sample syllabi, can be found in the AP Teacher's Guide that is available for each AP subject.

As we look to the future, the College Board's goal is to provide access to AP courses in every high school. Reaching this goal will require a lot of hard work. We encourage you to help us build bridges to college and opportunity by finding ways to prepare students in your school to benefit from participation in AP.

Sincerely,

A handwritten signature in black ink, reading "Gaston Caperton". The signature is fluid and cursive, with a large, stylized initial "G" that loops around the first part of the name.

Gaston Caperton  
President  
The College Board



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# Welcome to the AP Program

The Advanced Placement Program is sponsored by the College Board, a non-profit membership association. AP offers 35 college-level courses and exams in 19 subject areas for highly motivated students in secondary schools. Its reputation for excellence results from the close cooperation among secondary schools, colleges, and the College Board. More than 2,900 universities and colleges worldwide grant credit, advanced placement, or both to students who have performed satisfactorily on the exams, and 1,400 institutions grant sophomore standing to students who meet their requirements. Approximately 13,000 high schools throughout the world participate in the AP Program; in May 2000, they administered more than 1.3 million AP Exams.

You will find more information about the AP Program at the back of this Course Description, and at [www.collegeboard.com/ap](http://www.collegeboard.com/ap). This Web site is maintained for the AP Program by collegeboard.com, a destination Web site for students and parents.

## AP Courses

AP courses are available in the subject areas listed on the next page. (Unless noted, an AP course is equivalent to a full-year college course.) Each course is developed by a committee composed of college faculty and AP teachers. Members of these Development Committees are appointed by the College Board and serve for overlapping terms of up to four years.

## AP Exams

For each AP course, an AP Exam is administered at participating schools and multischool centers worldwide. Schools register to participate by completing the AP Participation Form and agreeing to its conditions. For more details, see *A Guide to the Advanced Placement Program*; information about ordering and downloading this publication can be found at the back of this booklet.

Except for Studio Art — which consists of a portfolio assessment — all exams contain a free-response section (either essay or problem-solving) and another section consisting of multiple-choice questions. The modern language exams also contain a speaking component, and the Music Theory exam includes a sight-singing task.

<b>AP Subject Areas</b>	<b>AP Courses and Exams</b>
Art	Art History; Studio Art: Drawing Portfolio; Studio Art: 2-D Portfolio; Studio Art: 3-D Portfolio
Biology	Biology
Calculus	AB; BC
Chemistry	Chemistry
Computer Science	A*; AB
Economics	Macroeconomics*; Microeconomics*
English	Language and Composition; Literature and Composition; International English Language (APIEL™)
Environmental Science	Environmental Science*
French	Language; Literature
German	Language
Geography	Human Geography*
Government and Politics	Comparative*; United States*
History	European; United States; World
Latin	Literature; Vergil
Music	Music Theory
Physics	B; C: Electricity and Magnetism*; C: Mechanics*
Psychology	Psychology*
Spanish	Language; Literature
Statistics	Statistics*

\* This subject is the equivalent of a half-year college course.

## Equity and Access

The College Board and the Advanced Placement Program encourage teachers, AP Coordinators, and school administrators to make equity and access guiding principles for their AP programs. The College Board is committed to the principle that all students deserve an opportunity to participate in rigorous and academically challenging courses and programs. The Board encourages the elimination of barriers that restrict access to AP courses for students from ethnic and racial groups that have been traditionally underrepresented in the AP Program.

For more information about equity and access in principle and practice, contact the National Office in New York.



# AP United States History

## Introduction

Shaded text indicates important new changes in this subject.

The Advanced Placement Program (AP) course and examination in United States History are intended for qualified students who wish to complete studies in secondary school equivalent to college introductory courses in U.S. history. The examination presumes at least one academic year of college-level preparation, descriptions of which are set forth in this booklet.

The inclusion of historical source material in the course description and in the 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 historians who serve as members of the Development Committee. In their judgment, the material printed here reflects the course of study on which this examination is based and is therefore appropriate to use to measure the skills and knowledge acquired in this course.

## The Course

### Purpose

The AP program in United States History is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in United States history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials—their relevance to a given interpretive problem, their reliability, and their importance—and to weigh the evidence and interpretations presented in historical scholarship. An AP United States History course should thus develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format.

### Student Selection

Admission to an AP course should depend upon a student's commitment to the subject as well as such formal credentials as high aptitude scores or

outstanding grade records. Many students lacking outstanding credentials have successfully completed AP courses and obtained college credit or advanced placement through the AP Examination. The U.S. History course is generally offered to eleventh and twelfth graders; about 75 percent of the students who take the examination are eleventh graders.

## **College Courses**

Introductory United States history courses vary considerably among individual colleges. Most institutions offer a survey course, with extensive chronological coverage and readings on a broad variety of topics in such special fields as economic history, cultural and intellectual history, and social history, in addition to political-constitutional and diplomatic history. Other colleges offer courses that concentrate on selected topics or chronological periods. However, both types of courses are concerned with teaching factual knowledge and critical analytic skills.

Since there is no specific college course that an AP course in United States History can duplicate in detailed content and coverage, the aim of an AP course should be to provide the student with a learning experience equivalent to that obtained in most college introductory United States history courses.

## **Teaching the Course**

Most AP courses are designed to give students a grounding in the subject matter of United States history and in major interpretive questions that derive from the study of selected themes. One common approach is to conduct a survey course in which a textbook, with supplementary readings in the form of documents, essays, or books on special themes, provides substantive and thematic coverage. A second approach is the close examination of a series of problems or topics through reading specialized writings by historians and through supplementary readings. In the latter kind of course, the teacher can devote one segment to a survey by using a concise text or an interpretive history. Whichever approach is used, students need to have access to materials that provide them with an overview of United States history and enable them to establish the context and significance of specialized interpretive problems.

Although there is little to be gained by rote memorization of names and dates in an encyclopedic manner, a student must be able to draw upon a reservoir of systematic factual knowledge in order to exercise analytic skills intelligently. Striking a balance between teaching factual knowledge and critical analysis is a demanding but crucial task in the design of a successful AP course in history.

## Topic Outline

The following topic outline is based on the tables of contents of a representative sample of textbooks used in AP U.S. History courses. The outline is intended as a guide for teachers structuring their courses and for students preparing to take the AP United States History Examination. The outline is not intended in any way to be prescriptive of what AP teachers must teach or AP students must study. It is illustrative only of topics that might appear in any one edition of the examination.

1. Discovery and Settlement of the New World, 1492–1650
  - A. Europe in the sixteenth century
  - B. Spanish, English, and French exploration
  - C. First English settlements
    1. Jamestown
    2. Plymouth
  - D. Spanish and French settlements and long-term influence
  - E. American Indians
2. America and the British Empire, 1650–1754
  - A. Chesapeake country
  - B. Growth of New England
  - C. Restoration colonies
  - D. Mercantilism; the Dominion of New England
  - E. Origins of slavery
3. Colonial Society in the Mid-Eighteenth Century
  - A. Social structure
    1. Family
    2. Farm and town life; the economy
  - B. Culture
    1. Great Awakening
    2. The American mind
    3. “Folkways”
  - C. New immigrants

4. Road to Revolution, 1754–1775
  - A. Anglo-French rivalries and Seven Years' War
  - B. Imperial reorganization of 1763
    1. Stamp Act
    2. Declaratory Act
    3. Townshend Acts
    4. Boston Tea Party
  - C. Philosophy of the American Revolution
5. The American Revolution, 1775–1783
  - A. Continental Congress
  - B. Declaration of Independence
  - C. The war
    1. French alliance
    2. War and society; Loyalists
    3. War economy
  - D. Articles of Confederation
  - E. Peace of Paris
  - F. Creating state governments
    1. Political organization
    2. Social reform: women, slavery
6. Constitution and New Republic, 1776–1800
  - A. Philadelphia Convention: drafting the Constitution
  - B. Federalists versus Anti-Federalists
  - C. Bill of Rights
  - D. Washington's presidency
    1. Hamilton's financial program
    2. Foreign and domestic difficulties
    3. Beginnings of political parties
  - E. John Adams' presidency
    1. Alien and Sedition Acts
    2. XYZ affair
    3. Election of 1800
7. The Age of Jefferson, 1800–1816
  - A. Jefferson's presidency
    1. Louisiana Purchase
    2. Burr conspiracy
    3. The Supreme Court under John Marshall
    4. Neutral rights, impressment, embargo
  - B. Madison

- C. War of 1812
  - 1. Causes
  - 2. Invasion of Canada
  - 3. Hartford Convention
  - 4. Conduct of the war
  - 5. Treaty of Ghent
  - 6. New Orleans
  
- 8. Nationalism and Economic Expansion
  - A. James Monroe; Era of Good Feelings
  - B. Panic of 1819
  - C. Settlement of the West
  - D. Missouri Compromise
  - E. Foreign affairs: Canada, Florida, the Monroe Doctrine
  - F. Election of 1824: end of Virginia dynasty
  - G. Economic revolution
    - 1. Early railroads and canals
    - 2. Expansion of business
      - a. Beginnings of factory system
      - b. Early labor movement; women
      - c. Social mobility; extremes of wealth
    - 3. The cotton revolution in the South
    - 4. Commercial agriculture
  
- 9. Sectionalism
  - A. The South
    - 1. Cotton Kingdom
    - 2. Southern trade and industry
    - 3. Southern society and culture
      - a. Gradations of White society
      - b. Nature of slavery: “peculiar institution”
      - c. The mind of the South
  - B. The North
    - 1. Northeast industry
      - a. Labor
      - b. Immigration
      - c. Urban slums
    - 2. Northwest agriculture
  - C. Westward expansion
    - 1. Advance of agricultural frontier
    - 2. Significance of the frontier
    - 3. Life on the frontier; squatters
    - 4. Removal of American Indians

10. Age of Jackson, 1828–1848
  - A. Democracy and the “common man”
    1. Expansion of suffrage
    2. Rotation in office
  - B. Second party system
    1. Democratic Party
    2. Whig Party
  - C. Internal improvements and states’ rights:  
the Maysville Road veto
  - D. The Nullification Crisis
    1. Tariff issue
    2. The Union: Calhoun and Jackson
  - E. The Bank War: Jackson and Biddle
  - F. Martin Van Buren
    1. Independent treasury system
    2. Panic of 1837
11. Territorial Expansion and Sectional Crisis
  - A. Manifest Destiny and mission
  - B. Texas annexation, the Oregon boundary, and California
  - C. James K. Polk and the Mexican War; slavery and  
the Wilmot Proviso
  - D. Later expansionist efforts
12. Creating an American Culture
  - A. Cultural nationalism
  - B. Education reform/professionalism
  - C. Religion; revivalism
  - D. Utopian experiments: Mormons, Oneida Community
  - E. Transcendentalists
  - F. National literature, art, architecture
  - G. Reform crusades
    1. Feminism; roles of women in the nineteenth century
    2. Abolitionism
    3. Temperance
    4. Criminals and the insane
13. The 1850’s: Decade of Crisis
  - A. Compromise of 1850
  - B. Fugitive Slave Act and *Uncle Tom’s Cabin*
  - C. Kansas-Nebraska Act and realignment of parties
    1. Demise of the Whig Party
    2. Emergence of the Republican Party

- D. *Dred Scott* decision and Lecompton crisis
  - E. Lincoln-Douglas debates, 1858
  - F. John Brown's raid
  - G. The election of 1860; Abraham Lincoln
  - H. The secession crisis
14. Civil War
- A. The Union
    - 1. Mobilization and finance
    - 2. Civil liberties
    - 3. Election of 1864
  - B. The South
    - 1. Confederate constitution
    - 2. Mobilization and finance
    - 3. States' rights and the Confederacy
  - C. Foreign affairs and diplomacy
  - D. Military strategy, campaigns, and battles
  - E. The abolition of slavery
    - 1. Confiscation Acts
    - 2. Emancipation Proclamation
    - 3. Freedmen's Bureau
    - 4. Thirteenth Amendment
  - F. Effects of war on society
    - 1. Inflation and public debt
    - 2. Role of women
    - 3. Devastation of the South
    - 4. Changing labor patterns
15. Reconstruction to 1877
- A. Presidential plans: Lincoln and Johnson
  - B. Radical (congressional) plans
    - 1. Civil rights and the Fourteenth Amendment
    - 2. Military reconstruction
    - 3. Impeachment of Johnson
    - 4. African American suffrage: the Fifteenth Amendment
  - C. Southern state governments: problems, achievements, weaknesses
  - D. Compromise of 1877 and the end of Reconstruction

- 16. New South and the Last West
  - A. Politics in the New South
    - 1. The Redeemers
    - 2. Whites and African Americans in the New South
    - 3. Subordination of freed slaves: Jim Crow
  - B. Southern economy; colonial status of the South
    - 1. Sharecropping
    - 2. Industrial stirrings
  - C. Cattle kingdom
    - 1. Open-range ranching
    - 2. Day of the cowboy
  - D. Building the Western railroad
  - E. Subordination of American Indians: dispersal of tribes
  - F. Farming the plains; problems in agriculture
  - G. Mining bonanza
- 17. Industrialization and Corporate Consolidation
  - A. Industrial growth: railroads, iron, coal, electricity, steel, oil, banks
  - B. Laissez-faire conservatism
    - 1. Gospel of Wealth
    - 2. Myth of the “self-made man”
    - 3. Social Darwinism; survival of the fittest
    - 4. Social critics and dissenters
  - C. Effects of technological development on worker/work-place
  - D. Union movement
    - 1. Knights of Labor and American Federation of Labor
    - 2. Haymarket, Homestead, and Pullman
- 18. Urban Society
  - A. Lure of the city
  - B. Immigration
  - C. City problems
    - 1. Slums
    - 2. Machine politics
  - D. Awakening conscience; reforms
    - 1. Social legislation
    - 2. Settlement houses: Jane Addams and Lillian Wald
    - 3. Structural reforms in government



19. Intellectual and Cultural Movements
  - A. Education
    1. Colleges and universities
    2. Scientific advances
  - B. Professionalism and the social sciences
  - C. Realism in literature and art
  - D. Mass culture
    1. Use of leisure
    2. Publishing and journalism
20. National Politics, 1877–1896: The Gilded Age
  - A. A conservative presidency
  - B. Issues
    1. Tariff controversy
    2. Railroad regulation
    3. Trusts
  - C. Agrarian discontent
  - D. Crisis of 1890s
    1. Populism
    2. Silver question
    3. Election of 1896: McKinley versus Bryan
21. Foreign Policy, 1865–1914
  - A. Seward and the purchase of Alaska
  - B. The new imperialism
    1. Blaine and Latin America
    2. International Darwinism: missionaries, politicians, and naval expansionists
    3. Spanish-American War
      - a. Cuban independence
      - b. Debate on Philippines
  - C. The Far East: John Hay and the Open Door
  - D. Theodore Roosevelt
    1. The Panama Canal
    2. Roosevelt Corollary
    3. Far East
  - E. Taft and dollar diplomacy
  - F. Wilson and moral diplomacy

- 22. Progressive Era
  - A. Origins of Progressivism
    - 1. Progressive attitudes and motives
    - 2. Muckrakers
    - 3. Social Gospel
  - B. Municipal, state, and national reforms
    - 1. Political: suffrage
    - 2. Social and economic: regulation
  - C. Socialism: alternatives
  - D. Black America
    - 1. Washington, Du Bois, and Garvey
    - 2. Urban migration
    - 3. Civil rights organizations
  - E. Women's role: family, work, education, unionization, and suffrage
  - F. Roosevelt's Square Deal
    - 1. Managing the trusts
    - 2. Conservation
  - G. Taft
    - 1. Pinchot-Ballinger controversy
    - 2. Payne-Aldrich Tariff
  - H. Wilson's New Freedom
    - 1. Tariffs
    - 2. Banking reform
    - 3. Antitrust Act of 1914
- 23. The First World War
  - A. Problems of neutrality
    - 1. Submarines
    - 2. Economic ties
    - 3. Psychological and ethnic ties
  - B. Preparedness and pacifism
  - C. Mobilization
    - 1. Fighting the war
    - 2. Financing the war
    - 3. War boards
    - 4. Propaganda, public opinion, civil liberties
  - D. Wilson's Fourteen Points
    - 1. Treaty of Versailles
    - 2. Ratification fight
  - E. Postwar demobilization
    - 1. Red scare
    - 2. Labor strife

- 24. New Era: The 1920's
  - A. Republican governments
    - 1. Business creed
    - 2. Harding scandals
  - B. Economic development
    - 1. Prosperity and wealth
    - 2. Farm and labor problems
  - C. New culture
    - 1. Consumerism: automobile, radio, movies
    - 2. Women, the family
    - 3. Modern religion
    - 4. Literature of alienation
    - 5. Jazz age
    - 6. Harlem Renaissance
  - D. Conflict of cultures
    - 1. Prohibition, bootlegging
    - 2. Nativism
    - 3. Ku Klux Klan
    - 4. Religious fundamentalism versus modernists
  - E. Myth of isolation
    - 1. Replacing the League of Nations
    - 2. Business and diplomacy
- 25. Depression, 1929–1933
  - A. Wall Street crash
  - B. Depression economy
  - C. Moods of despair
    - 1. Agrarian unrest
    - 2. Bonus march
  - D. Hoover-Stimson diplomacy; Japan
- 26. New Deal
  - A. Franklin D. Roosevelt
    - 1. Background, ideas
    - 2. Philosophy of New Deal
  - B. 100 Days; “alphabet agencies”
  - C. Second New Deal
  - D. Critics, left and right
  - E. Rise of CIO; labor strikes
  - F. Supreme Court fight
  - G. Recession of 1938

- H. American people in the Depression
  - 1. Social values, women, ethnic groups
  - 2. Indian Reorganization Act
  - 3. Mexican American deportation
  - 4. The racial issue
  
- 27. Diplomacy in the 1930's
  - A. Good Neighbor Policy: Montevideo, Buenos Aires
  - B. London Economic Conference
  - C. Disarmament
  - D. Isolationism: neutrality legislation
  - E. Aggressors: Japan, Italy, and Germany
  - F. Appeasement
  - G. Rearmament; Blitzkrieg; Lend-Lease
  - H. Atlantic Charter
  - I. Pearl Harbor
  
- 28. The Second World War
  - A. Organizing for war
    - 1. Mobilizing production
    - 2. Propaganda
    - 3. Internment of Japanese Americans
  - B. The war in Europe, Africa, and the Mediterranean;  
D Day
  - C. The war in the Pacific: Hiroshima, Nagasaki
  - D. Diplomacy
    - 1. War aims
    - 2. Wartime conferences: Teheran, Yalta, Potsdam
  - E. Postwar atmosphere; the United Nations
  
- 29. Truman and the Cold War
  - A. Postwar domestic adjustments
  - B. The Taft-Hartley Act
  - C. Civil Rights and the election of 1948
  - D. Containment in Europe and the Middle East
    - 1. Truman Doctrine
    - 2. Marshall Plan
    - 3. Berlin crisis
    - 4. NATO
  - E. Revolution in China
  - F. Limited war: Korea, MacArthur

- 30. Eisenhower and Modern Republicanism
  - A. Domestic frustrations; McCarthyism
  - B. Civil rights movement
    - 1. The Warren Court and *Brown v. Board of Education*
    - 2. Montgomery bus boycott
    - 3. Greensboro sit-in
  - C. John Foster Dulles' foreign policy
    - 1. Crisis in Southeast Asia
    - 2. Massive retaliation
    - 3. Nationalism in Southeast Asia, the Middle East, Latin America
    - 4. Khrushchev and Berlin
  - D. American people: homogenized society
    - 1. Prosperity: economic consolidation
    - 2. Consumer culture
    - 3. Consensus of values
  - E. Space race
- 31. Kennedy's New Frontier; Johnson's Great Society
  - A. New domestic programs
    - 1. Tax cut
    - 2. War on poverty
    - 3. Affirmative action
  - B. Civil rights and civil liberties
    - 1. African Americans: political, cultural, and economic roles
    - 2. The leadership of Martin Luther King, Jr.
    - 3. Resurgence of feminism
    - 4. The New Left and the Counterculture
    - 5. Emergence of the Republican Party in the South
    - 6. The Supreme Court and the *Miranda* decision
  - C. Foreign Policy
    - 1. Bay of Pigs
    - 2. Cuban missile crisis
    - 3. Vietnam quagmire
- 32. Nixon
  - A. Election of 1968
  - B. Nixon-Kissinger foreign policy
    - 1. Vietnam: escalation and pullout
    - 2. China: restoring relations
    - 3. Soviet Union: détente
  - C. New Federalism

- D. Supreme Court and *Roe v. Wade*
  - E. Watergate crisis and resignation
33. The United States since 1974
- A. The New Right and the conservative social agenda
  - B. Ford and Rockefeller
  - C. Carter
    - 1. Deregulation
    - 2. Energy and inflation
    - 3. Camp David accords
    - 4. Iranian hostage crisis
  - D. Reagan
    - 1. Tax cuts and budget deficits
    - 2. Defense buildup
    - 3. New disarmament treaties
    - 4. Foreign crises: the Persian Gulf and Central America
  - E. Society
    - 1. Old and new urban problems
    - 2. Asian and Hispanic immigrants
    - 3. Resurgent fundamentalism
    - 4. African Americans and local, state, and national politics

In addition to exposing students to the historical content listed above, an AP course should also train students to analyze and interpret primary sources, including documentary material, maps, statistical tables, and pictorial and graphic evidence of historical events. Students should learn to take notes from both printed materials and lectures or discussions, write essay examinations, and write analytical and research papers. They should be able to express themselves with clarity and precision and know how to cite sources and credit the phrases and ideas of others.

Teacher and student access to an adequate library is essential to the success of an AP course. Besides textbooks and standard reference works such as encyclopedias, atlases, collections of historical documents, and statistical compendiums, the library should contain a wide range of scholarly works in United States history, augmented annually by new book purchases and subscriptions to scholarly periodicals. The course can also make profitable use of television and audiovisual aids to instruction in the school, and of historical exhibits in local museums, historical societies, and libraries. Anthologies and paperback editions of important works of literature should be readily available for teachers dealing with cultural and intellectual history, as should collections of slides illustrating changing technology, the history of art, and architecture.

AP classes require extra time on the part of the instructor for preparation, personal consultation with students, and the reading of a much larger number of written assignments than would be given to students in regular classes. Accordingly, some schools reduce the assigned teaching hours for any teacher offering such a class or classes.

Although many schools are able to set up special college-level courses, in some schools AP study may take the form of tutorial work associated with a regular course or a program of independent study. Other methods used could include educational television, videotapes, and university correspondence courses.

Examples of the organization and content (including bibliography) of AP United States History courses or equivalent college courses can be found in the *Teacher's Guide to the Advanced Placement Course in United States History*. See the back of this booklet for information on how to order this and other AP publications.

## The Examination

The examination is 3 hours and 5 minutes in length and consists of two sections: a 55-minute multiple-choice section and a 130-minute free-response section. The free-response section begins with a mandatory 15-minute reading period. Students are advised to spend most of the 15 minutes analyzing the documents and planning their answer to the document-based essay question (DBQ) 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 they choose to answer in Parts B and C is 5 minutes of planning and 30 minutes of writing.

Both the multiple-choice and the free-response sections cover 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 1790–1914, and one-third with the period 1915–present. Whereas the multiple-choice section may include a few questions on the period since 1980, neither the DBQ nor any of the four essay questions in Parts B and C will deal exclusively with this period.

Together, the multiple-choice and free-response sections cover political institutions and behavior and public policy, social and economic change,

diplomacy and international relations, and cultural and intellectual developments. In the multiple-choice section, political institutions and behavior and public policy account for approximately 35 percent of the questions and social change for approximately another 35 percent. The remaining questions are divided between the areas of diplomacy and international relations, approximately 15 percent; economic developments, approximately 10 percent; and cultural and intellectual developments, approximately 5 percent. A substantial number of the social and economic history questions deal with such traditional topics as the impact of legislation on social groups and the economy, or the pressures brought to bear on the political process by social and economic developments. Because historical inquiry is not neatly divided into categories, many questions pertain to more than one area.

The questions in the multiple-choice section are designed to test students' 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.

The standard essay questions may require students to relate developments in different areas (e.g., the political implications of an economic issue), to analyze common themes in different time periods (e.g., the concept of national interest in United States foreign policy), or to compare individual or group experiences that reflect socioeconomic, ethnic, racial, or gender differences (e.g., social mobility and cultural pluralism). Although historiography is not emphasized in the examination, students are expected to have a general understanding of key interpretations of major historical events. When questions based on literary materials are included, the emphasis will not be on literature as art but rather on its relation to politics, social and economic life, or related cultural and intellectual movements.

Answers to standard essay questions will be judged on the strength of the thesis developed, the quality of the historical argument, and the evidence offered in support of the argument, rather than on the factual information per se. Unless a question asks otherwise, students will not be 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 will also be 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 will typically require 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 will be on analysis and synthesis, not historical narrative.

The DBQ for the 2002 exam administration will fall in the period 1810 to 1860. This chronological period is applicable to the operational, Braille, scheduled alternate, and overseas forms of the exam.

Shortly after the administration of the 2002 examination, the chronological period for the 2003 DBQ will be posted in the AP section of the College Board's Web site: [www.collegeboard.com/ap](http://www.collegeboard.com/ap). This posted period will be applicable to the operational, Braille, scheduled alternate, and overseas forms of the 2003 exam. A sample DBQ appears in this publication.

Scores earned on the multiple-choice and free-response sections each account for one-half of the student's examination grade. Within the free-response section, the DBQ counts for 45 percent; the two standard essays count for 55 percent. Information about the process employed in grading the exam, including the standards used and samples of student answers, can be found in the *1996 United States History Released Exam*. Ordering information for this and other publications can be found at the back of this booklet.

## **Sample Multiple-Choice Questions**

The 80 questions that appear in the multiple-choice section of the examination are designed to measure what candidates know of the subject matter commonly covered in introductory college courses in United States history.

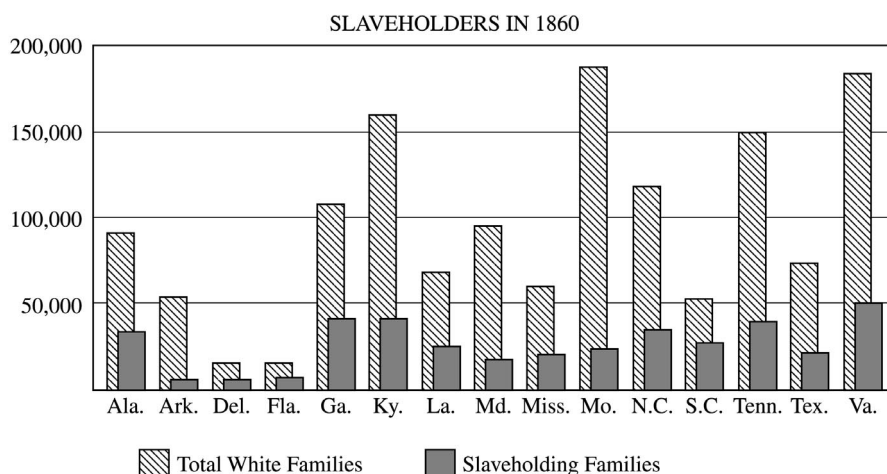
The difficulty of the multiple-choice section of the examination is deliberately set at such a level that a candidate has to answer about 60 percent of the questions correctly to receive a grade of 3, in addition to doing acceptable work on the broader questions in the free-response section. Students often ask whether they should guess on the multiple-choice questions. Haphazard or random guessing is unlikely to improve scores because one-fourth of a point is subtracted from the score for each incorrect answer. (No points are deducted for a blank answer.) However, if a candidate has some knowledge of the question and can eliminate one or more answer choices, selecting the best answer from among the remaining choices is usually to his or her advantage.

Following are questions comparable to those appearing in the multiple-choice section of the examination. As a group, they reflect the types of history (i.e., political, social, economic, cultural/intellectual, and diplomatic) and chronological periods covered. An answer key to the multiple-choice questions can be found on page 30.

*Directions:* Each of the questions or incomplete statements is followed by five suggested answers or completions. Select the one that is best in each case.

1. Alexander Hamilton's economic program was designed primarily to
  - (A) prepare the United States for war in the event Britain failed to vacate its posts in the Northwest
  - (B) provide a platform for the fledgling Federalist Party's 1792 campaign
  - (C) establish the financial stability and credit of the new government
  - (D) ensure northern dominance over the southern states in order to abolish slavery
  - (E) win broad political support for his own candidacy for the presidency in 1792
2. The development of the early nineteenth-century concept of "separate spheres" for the sexes encouraged all of the following EXCEPT
  - (A) acceptance of a woman as the intellectual equal of a man
  - (B) idealization of the "lady"
  - (C) designation of the home as the appropriate place for a woman
  - (D) emphasis on child care as a prime duty of a woman
  - (E) establishment of a moral climate in the home

3. The presidential election of 1840 is often considered the first “modern” election because
- (A) the slavery issue was first raised in this campaign
  - (B) there was a very low turnout of eligible voters
  - (C) voting patterns were similar to those later established in the 1890’s
  - (D) both parties for the first time widely campaigned among all the eligible voters
  - (E) a second era of good feeling had just come to a close, marking a new departure in politics



4. 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.
5. Frederick Jackson Turner’s “frontier hypothesis” focused on the importance of
- (A) the traditions of western European culture
  - (B) the absence of a feudal aristocracy
  - (C) Black people and Black slavery
  - (D) the conflict between capitalists and workers
  - (E) the existence of cheap unsettled land

6. During the closing decades of the nineteenth century, farmers complained about all of the following EXCEPT
- (A) rising commodity prices
  - (B) high interest charges
  - (C) high freight rates
  - (D) high storage costs
  - (E) large middleman profits
7. The Roosevelt Corollary to the Monroe Doctrine did which of the following?
- (A) Prohibited United States intervention in the Caribbean.
  - (B) Warned against European seizure of the Panama Canal.
  - (C) Sought to end the wave of nationalization of American-owned property in the Caribbean.
  - (D) Declared the United States to be the “policeman” of the Western Hemisphere.
  - (E) Provided United States military support for democratic revolutions in Latin America.
8. One of the principal reasons the “noble experiment” of Prohibition failed was that it led to an enormous increase in
- (A) drinking among minors
  - (B) absenteeism among factory workers
  - (C) the divorce rate
  - (D) child abuse
  - (E) law enforcement costs
9. *Brown v. Board of Education of Topeka* was a Supreme Court decision that
- (A) was a forerunner of the Kansas-Nebraska Act
  - (B) established free public colleges in the United States
  - (C) declared racially segregated public schools inherently unequal
  - (D) established free public elementary and secondary schools in the United States
  - (E) provided for federal support of parochial schools

10. Joseph McCarthy's investigative tactics found support among many Americans because
- (A) evidence substantiated his charges against the army
  - (B) there was widespread fear of communist infiltration of the United States
  - (C) both Truman and Eisenhower supported him
  - (D) he worked closely with the FBI
  - (E) he correctly identified numerous communists working in the State Department
11. The Tet offensive of 1968 during the Vietnam War demonstrated that
- (A) bombing North Vietnam had severely curtailed Vietcong supplies
  - (B) the army of South Vietnam was in control of the South
  - (C) American strategy was working
  - (D) a negotiated settlement was in the near future
  - (E) the Vietcong could attack major cities throughout South Vietnam
12. Liberty of conscience was defended by Roger Williams on the grounds that
- (A) all religions were equal in the eyes of God
  - (B) the signers of the Mayflower Compact had guaranteed it
  - (C) Puritan ideas about sin and salvation were outmoded
  - (D) theological truths would emerge from the clash of ideas
  - (E) the state was an improper and ineffectual agency in matters of the spirit
13. By the end of the seventeenth century, which of the following was true of women in New England?
- (A) They had begun to challenge their subordinate role in society.
  - (B) They were a majority in many church congregations.
  - (C) They voted in local elections.
  - (D) They frequently divorced their husbands.
  - (E) They could lead town meetings.
14. The First Great Awakening led to all of the following EXCEPT
- (A) separatism and secession from established churches
  - (B) the renewed persecution of witches
  - (C) the growth of institutions of higher learning
  - (D) a flourishing of the missionary spirit
  - (E) a greater appreciation for the emotional experiences of faith

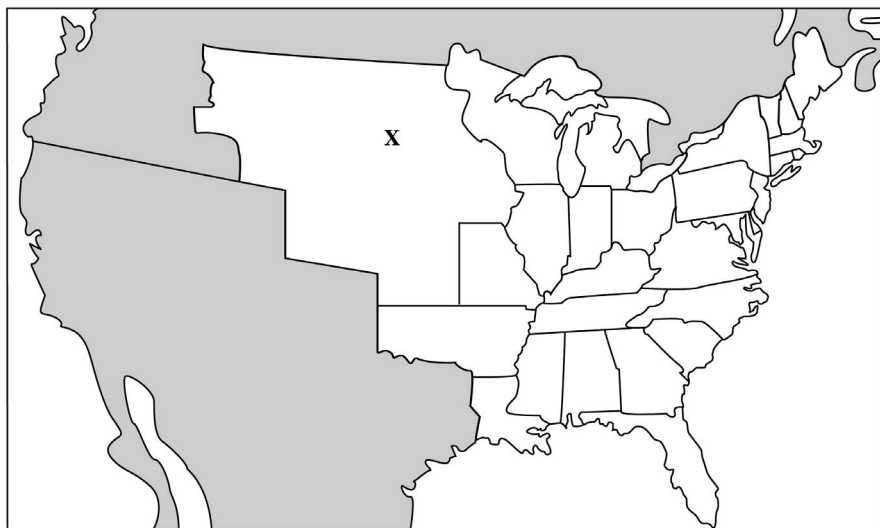
15. The Embargo Act of 1807 had which of the following effects on the United States?
- (A) It severely damaged American manufacturing.
  - (B) It enriched many cotton plantation owners.
  - (C) It disrupted American shipping.
  - (D) It was ruinous to subsistence farmers.
  - (E) It had little economic impact.
16. The National Road was constructed primarily for the purpose of
- (A) demarcating the southwestern boundary of the Louisiana Purchase
  - (B) promoting trade and communication with the Old Northwest
  - (C) opening the Southwest to ranchers
  - (D) assisting the movement of settlers to the Oregon Country
  - (E) relieving overpopulation and crowding in the Northeast
17. The idea of Manifest Destiny included all of the following beliefs EXCEPT:
- (A) Commerce and industry would decline as the nation expanded its agricultural base.
  - (B) The use of land for settled agriculture was preferable to its use for nomadic hunting.
  - (C) Westward expansion was both inevitable and beneficial.
  - (D) God had selected America as a chosen land and people.
  - (E) The ultimate extent of the American domain was to be from the tropics to the Arctic.
18. 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 into 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.

19. The American Federation of Labor under the leadership of Samuel Gompers organized
- (A) skilled workers in craft unions in order to achieve economic gains
  - (B) all industrial and agricultural workers in “one big union”
  - (C) unskilled workers along industrial lines
  - (D) workers and intellectuals into a labor party for political action
  - (E) workers into a fraternal organization to provide unemployment and old-age benefits
20. In the period 1890–1915, all of the following were generally true about African Americans EXCEPT:
- (A) Voting rights previously gained were denied through changes in state laws and constitutions.
  - (B) Back-to-Africa movements were widely popular among African Americans in urban areas.
  - (C) African American leaders disagreed on the principal strategy for attaining equal rights.
  - (D) Numerous African Americans were lynched, and mob attacks on African American individuals occurred in both the North and the South.
  - (E) African Americans from the rural South migrated to both southern and northern cities.
21. Conservative Republican opponents of the Treaty of Versailles argued that the League of Nations would
- (A) isolate the United States from postwar world affairs
  - (B) prevent the United States from seeking reparations from Germany
  - (C) violate President Wilson’s own Fourteen Points
  - (D) limit United States sovereignty
  - (E) give England and France a greater role than the United States in maintaining world peace
22. Which of the following best characterizes the stance of 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

23. Which of the following is true of the forced relocation of Japanese Americans from the West Coast during the Second World War?
- (A) President Roosevelt claimed that military necessity justified the action.
  - (B) The Supreme Court immediately declared the action unconstitutional.
  - (C) The relocation was implemented according to congressional provisions for the internment of dissidents.
  - (D) The Japanese Americans received the same treatment as that accorded German Americans and Italian Americans.
  - (E) Few of those relocated were actually United States citizens.
24. Which of the following was an immediate consequence of the Bay of Pigs incident?
- (A) Congress demanded United States withdrawal from the Panama Canal Zone.
  - (B) The Soviet Union sent missiles to Cuba.
  - (C) Americans began to view nuclear power plants as dangerous.
  - (D) The United States ended its military occupation of Japan.
  - (E) China entered the Korean War.
25. 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 key transportation and defense industries
26. 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 beneficiary by law of her husband's estate.
  - (E) Her legal rights over her children were the same as those of her husband.



27. Which of the following colonies required each community of 50 or more families to provide a teacher of reading and writing?
- (A) Pennsylvania
  - (B) Massachusetts
  - (C) Virginia
  - (D) Maryland
  - (E) Rhode Island



28. 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
29. In the early years of the textile industry in Lowell, Massachusetts, owners of the textile mills were best known for their
- (A) humanitarian refusal to hire women and children as factory operatives
  - (B) brutal treatment of their workforces
  - (C) idealistic efforts to avoid the worst evils of English industrialization
  - (D) profit-motivated efforts to replicate the factory system of the English Industrial Revolution
  - (E) pioneering efforts to establish labor unions

30. At the beginning of the Civil War, Southerners expressed all of the following expectations EXCEPT:
- (A) The materialism of the North would prevent Northerners from fighting an idealistic war.
  - (B) Great Britain would intervene on the side of the South in order to preserve its source of cotton.
  - (C) Northern unity in the struggle against the Southern states would eventually break.
  - (D) The economic and military resources of the South would outlast those of the North.
  - (E) The justice of the South's cause would prevail.
31. Which of the following constitutes a significant change in the treatment of American Indians during the last half of the nineteenth century?
- (A) The beginnings of negotiations with individual tribes
  - (B) The start of a removal policy
  - (C) The abandonment of the reservation system
  - (D) The admission of all American Indians to the full rights of United States citizenship
  - (E) The division of the tribal lands among individual members
32. "This, then, is held to be the duty of the man of wealth: to consider all surplus revenues which come to him simply as trust funds, which he is called upon to administer and strictly bound as a matter of duty to administer in the manner which, in his judgment, is best calculated to produce the most beneficial results for the community—the man of wealth thus becoming the mere agent and trustee for his poorer brethren."

These sentiments are most characteristic of

- (A) transcendentalism
- (B) pragmatism
- (C) the Gospel of Wealth
- (D) the Social Gospel
- (E) Reform Darwinism

33. Many Mexicans migrated to the United States during the First World War because
- (A) revolution in Mexico had caused social upheaval and dislocation
  - (B) immigration quotas for Europeans went unfilled as a result of the war
  - (C) the war in Europe had disrupted the Mexican economy
  - (D) American Progressives generally held liberal views on the issue of racial assimilation
  - (E) the United States government offered Mexicans land in exchange for military service
34. Which of the following has been viewed by some historians as an indication of strong anti-Catholic sentiment in the presidential election of 1928?
- (A) The increased political activity of the Ku Klux Klan
  - (B) The failure of the farm bloc to go to the polls
  - (C) Alfred E. Smith's choice of Arkansas senator Joseph T. Robinson as his running mate
  - (D) Alfred E. Smith's failure to carry a solidly Democratic South
  - (E) Herbert Hoover's use of "rugged individualism" as his campaign slogan
35. During his presidency, Harry S Truman did all of the following EXCEPT
- (A) abolish the Tennessee Valley Authority
  - (B) establish a new loyalty program for federal employees
  - (C) extend Social Security benefits
  - (D) order the desegregation of the armed forces
  - (E) veto the Taft-Hartley Act
36. 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 the back-to-Africa movement
37. 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

38. 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
39. 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
40. 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

### Answers to Multiple-Choice Questions

1–C	6–A	11–E	16–B	21–D	26–C	31–E	36–B
2–A	7–D	12–E	17–A	22–E	27–B	32–C	37–C
3–D	8–E	13–B	18–D	23–A	28–C	33–A	38–E
4–B	9–C	14–B	19–A	24–B	29–C	34–D	39–B
5–E	10–B	15–C	20–B	25–C	30–D	35–A	40–A

## Sample Free-Response Questions

The free-response section of the examination consists of three parts. Part A includes a document-based essay question that must be answered by all candidates. Parts B and C each include two standard essay questions. Candidates must choose one essay question from each part. Taken together, the DBQ and the essays in Parts B and C of Section II cover the period from the first European explorations of the Americas to the present. The following are sample questions.

### Part A: Document-Based Essay Question (DBQ)

*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. Some of the documents have been edited, and wording and punctuation have been modernized.

1. How successful was organized labor in improving the position of workers in the period from 1875 to 1900? Analyze the factors that contributed to the level of success achieved.

Use the documents and your knowledge of the period from 1875 to 1900 to construct your response.

### Document A

Source: Historical Statistics of the United States

#### HOURS AND WAGES OF INDUSTRIAL WORKERS 1875–1891

	AVERAGE DAILY HOURS	INDEX OF AVERAGE DAILY WAGES (January 1860 = 100)
1875	9.9	169.2
1876	9.9	158.6
1877	9.9	146.3
1878	9.9	140.7
1879	9.9	137.9
1880	9.9	142.7
1881	9.9	160.1
1882	9.9	165.1
1883	9.9	166.0
1884	9.9	168.5
1885	9.9	169.9
1886	9.8	170.3
1887	9.7	170.1
1888	9.7	170.9
1889	9.6	170.1
1890	9.6	172.7
1891	9.4	172.5

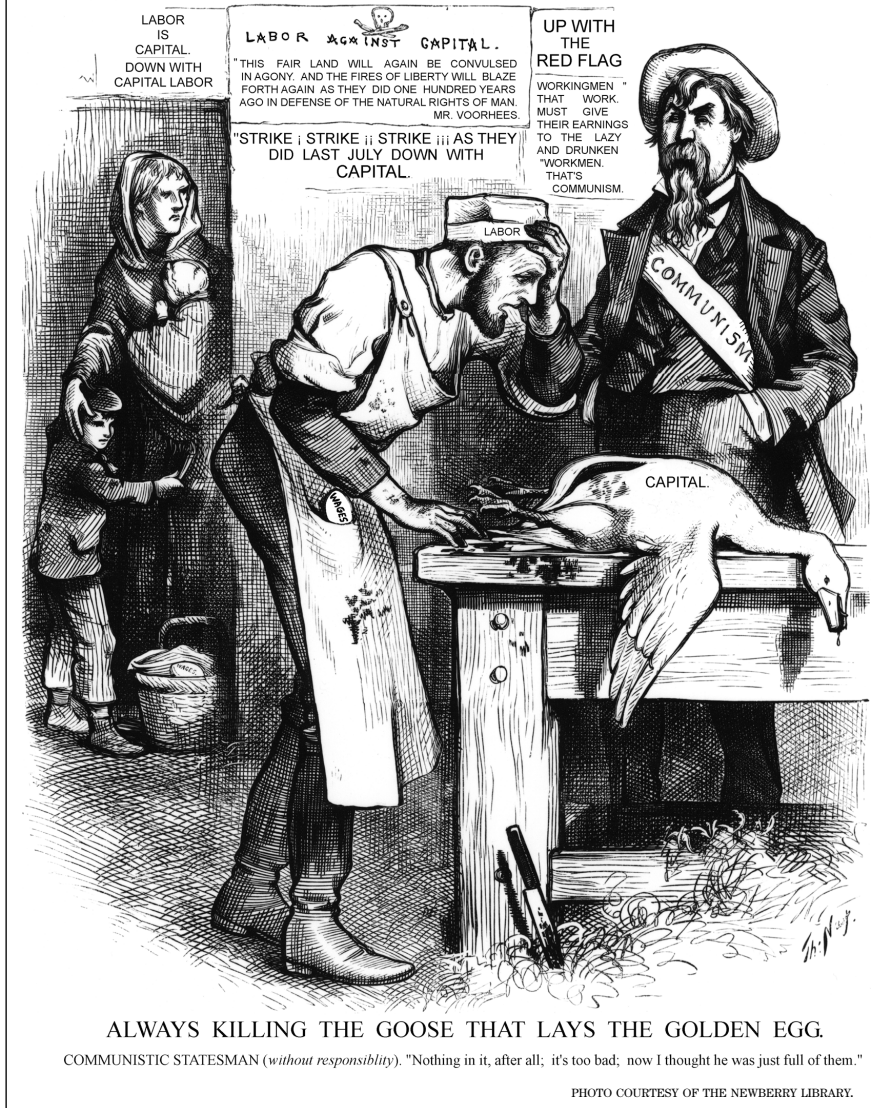
### Document B

Source: Editorial, *The New York Times*, July 18, 1877

... [T]he strike is apparently hopeless, and must be regarded as nothing more than a rash and spiteful demonstration of resentment by men too ignorant or too reckless to understand their own interests. ... But if the strike on the Baltimore and Ohio Road is a foolish one, its history up to the present time shows that those who are engaged in it are not only bold and determined, but that they have the sympathy of a large part of the community in which they live. ...

## Document C

Source: Thomas Nast cartoon in *Harper's Weekly*, 1878



### Document D

Source: The testimony of a machinist before the Senate Committee on Labor and Capital, 1883

Question: Is there any difference between the conditions under which machinery is made now and those which existed ten years ago?

Answer: A great deal of difference.

Question: State the differences as well as you can.

Answer: Well, the trade has been subdivided and those subdivisions have been again subdivided, so that a man never learns the machinist's trade now. Ten years ago he learned, not the whole of the trade, but a fair portion of it. In the case of making the sewing-machine, for instance, you find that the trade is so subdivided that a man is not considered a machinist at all. In that way machinery is produced a great deal cheaper than it used to be formerly, and in fact, through this system of work, 100 men are able to do now what it took 300 or 400 men to do fifteen years ago.

### Document E

Source: Western Union Telegraph Company employee contract, 1883

I, [name] of [city] in consideration of my present reemployment by the Western Union Telegraph Co. hereby promise and agree to and with the said company that I will forthwith abandon any and all membership, connection or affiliation with any organization or society, whether secret or open, which in anywise attempts to regulate the conditions of my services or the payment thereof while in the employment now undertaken. I hereby further agree that I will, while in the employ of said company, render good and faithful service to the best of my ability, and will not in anywise renew or re-enter upon any relations or membership whatsoever in or with any such organizations or society.

Dated . . . . 1883. Signed . . . . Address . . . . (Seal)

Accepted for the Western Union Telegraph Co. . . . . , Superintendent



## Document F

Source: *Frank Leslie's Illustrated Newspaper*, January 8, 1887



TOO MANY COOKS SPOIL THE BROTH.

Culver Pictures

## Document G

Source: Coroner's list of the killed, Pittsburgh, Pennsylvania, July 7, 1892  
(*The New York Times*, July 8, 1892)

The following are the names of those killed yesterday as furnished by the Coroner:

J. W. KLINE, Pinkerton detective, of Chicago

JOSEPH SOTAK, a striker of Homestead

PETER FERRIS, a laborer at the Homestead plant

SILAS WAIN of Homestead, who was watching the battle from the mill yard

JOHN E. MORRIS, employed in the steel works at Homestead

THOMAS WELDON of Homestead

EDWARD CONNORS, a Pinkerton detective of New York

BORITZ MARKOWISKY of Homestead

PETER HEISE of Homestead

ROBERT FOSTER of Homestead

WILLIAM JOHNSON of Homestead

A number of others are reported dead, but the Coroner has no official notification of their death.

## Document H

Source: United States Supreme Court, *In re Debs*, 1895

The national government, given power by the Constitution to regulate interstate commerce, has by express statute assumed jurisdiction over such commerce when carried upon railroads. It is charged, therefore, with the duty of keeping those highways of interstate commerce free from obstruction, for it has always been recognized as one of the powers and duties of a government to remove obstructions from the highway under its control . . .

## Document I

Source: Testimony of Samuel Gompers before a commission established by the House of Representatives on the Relations and Conditions of Capital and Labor, 1899

The working people find that improvements in the methods of production and distribution are constantly being made, and unless they occasionally strike, or have the power to enter upon a strike, the improvements will all go to the employer and all the injuries to the employees. . . . The American Republic was not established without some suffering, without some sacrifice, and no tangible right has yet been achieved in the interest of the people unless it has been secured by sacrifices and persistency.

### Part B and C: Standard Essay Questions

#### 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.

1. Analyze the cultural and economic responses of TWO of the following groups to the Indians of North America before 1750.

British  
French  
Spanish

2. Assess the moral arguments and political actions of those opposed to the spread of slavery in the context of TWO of the following.

Missouri Compromise  
Mexican War  
Compromise of 1850  
Kansas-Nebraska Act

### **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.

3. To what extent did the United States achieve the objectives that led it to enter the First World War?
4. Discuss, with respect to TWO of the following, the view that the 1960's represented a period of profound cultural change.

Education

Gender roles

Music

Race relations

# AP Program Essentials

## The AP Reading

In June, the free-response sections of the exams, as well as the portfolios in Studio Art, are scored by college and secondary school teachers at the AP Reading. Thousands of these faculty consultants participate, under the direction of a Chief Faculty Consultant in each field. The experience offers both significant professional development and the opportunity to network with like-minded educators; if you are an AP teacher or a member of a college faculty and would like to serve as a faculty consultant, you can apply online in the AP section of the College Board's Web site. Alternatively, send an e-mail message to [apreader@ets.org](mailto:apreader@ets.org), or call Performance Scoring Services at 609 406-5383.

## AP Grades

The faculty consultants' judgments on the essay and problem-solving questions are combined with the results of the computer-scored multiple-choice questions, and the total raw scores are converted to AP's 5-point scale:

AP GRADE	QUALIFICATION
5	Extremely Well Qualified
4	Well Qualified
3	Qualified
2	Possibly Qualified
1	No Recommendation

## Grade Distributions

Many teachers want to compare their students' grades with the national percentiles. Grade distribution charts are available in the subject pages of the AP Web site, as is information on how the cut-off points for each AP grade are calculated.

## AP and College Credit

Advanced placement and/or credit is awarded by the college or university, not the College Board or the AP Program. The best source of specific and up-to-date information about an individual institution's policy is its catalog or Web site.

## Why Colleges Give Credit for AP Grades

Colleges need to know that the AP grades they receive for their incoming students represent a level of achievement equivalent to that of students who take the same course in the colleges' own classrooms. That equivalency is assured through several Advanced Placement Program processes:

- College faculty serve on the committees that develop the course descriptions and examinations in each AP subject.
- College faculty are responsible for standard setting and are involved in the evaluation of student responses at the AP Reading.
- AP courses and exams are updated regularly, based on both the results of curriculum surveys at up to 200 colleges and universities and the interactions of committee members with professional organizations in their discipline.
- College comparability studies are undertaken in which the performance of college students on AP Exams is compared with that of AP students to confirm that the AP grade scale of 1–5 is properly aligned with current college standards.

In addition, the College Board has commissioned studies that use a “bottom-line” approach to validating AP Exam grades by comparing the achievement of AP versus non-AP students in higher-level college courses. For example, in the 1998 Morgan and Ramist “21-College” study, AP students who were exempted from introductory courses and who completed a higher-level course in college are compared, on the basis of their college grades, with students who completed the prerequisite first course in college, then took the second, higher-level course in the subject area. Such studies answer the question of greatest concern to colleges — are their AP students who are exempted from introductory courses as well prepared to continue in a subject area as students who took their first course in college? To see the results of several college validity studies, go to the AP pages of the College Board’s Web site. (The aforementioned Morgan and Ramist study can be downloaded from the site in its entirety.)

## Guidelines on Granting Credit for AP Grades

If you are an admission administrator and need guidance on setting a policy for your college, you will find the *College and University Guide to the Advanced Placement Program* useful; see the back of this booklet for ordering information. Alternatively, contact your local College Board Regional Office, as noted on the inside back cover of this booklet.

## Finding Colleges That Accept AP Grades

In addition to contacting colleges directly for their AP policies, students and teachers can use College Search, an online resource maintained by the College Board through its Annual Survey of Colleges. College Search can be accessed via the College Board's Web site ([www.collegeboard.com](http://www.collegeboard.com)). It is worth remembering, though, that policies are subject to change. Contact the college directly to get the most up-to-date information.

## AP Scholar Awards and the AP International Diploma

The AP Program offers a number of awards to recognize high school students who have demonstrated college-level achievement through AP courses and exams. In addition, the AP International Diploma (APID) certifies the achievement of successful AP candidates who plan to apply to a university outside the United States.

For detailed information on AP Scholar Awards and the APID, including qualification criteria, visit the AP Web site or contact the College Board's National Office. Students' questions are also answered in the *AP Bulletin for Students and Parents*; information about ordering and downloading the *Bulletin* can be found at the back of this booklet.

## AP Calendar

To get an idea of the various events associated with running an AP program and administering the AP Exams, please refer to this year's edition of *A Guide to the Advanced Placement Program*; information about ordering and downloading the *Guide* can be found at the back of this booklet.

## Test Security

The entire AP Exam must be kept secure until the scheduled administration date. Except during the actual exam administration, exam materials must be placed in locked storage. Forty-eight hours after the exam has been administered, the green and blue inserts from the free-response section (Section II) are available for teacher and student review.\* **However, the multiple-choice section (Section I) must remain secure both before and after the exam administration.** No one other than candidates taking

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\*The alternate (make-up) form of the free-response section is NOT released.

the exam can ever have access to or see the questions contained in this section — this includes AP Coordinators and AP teachers. The multiple-choice section must never be shared or copied in any manner.

Various combinations of selected multiple-choice questions are reused from year to year to provide an essential method of establishing high exam reliability, controlled levels of difficulty, and comparability with earlier exams. These goals can only be attained when the multiple-choice questions remain secure. This is why teachers cannot view the questions and students cannot share information about these questions with anyone following the exam administration.

To ensure that all students have an equal chance to perform on the exam, AP Exams must be administered in a uniform manner. **It is extremely important to follow the administration schedule and all procedures outlined in detail in the most recent *AP Coordinator's Manual*.** The manual also includes directions on how to deal with misconduct and other security problems. Any breach of security should be reported immediately through the test security hot line (call 800 353-8570, e-mail [tsreturns@ets.org](mailto:tsreturns@ets.org), or fax 609 406-9709).

## Teacher Support

Look for these enhanced Web resources at [www.collegeboard.com/ap](http://www.collegeboard.com/ap)

- Information about AP Exam development, administration, scoring and grading, fees, and scheduling.
- Program news, such as exam format changes, opinion polls (teacher surveys, ad hoc polls), and profiles of successful teachers and AP programs.
- A searchable catalog of teaching resources, including: course topic outlines, sample syllabi and lesson plans, strategies and tips, topic briefs, links, and textbook reviews.
- A searchable catalog of professional development opportunities (e.g., workshops, summer institutes, conferences). New and experienced AP teachers are invited to attend workshops and institutes to learn the fundamentals of teaching an AP course, as well as the latest expectations for each course and exam. Sessions ranging from one day to three weeks in length are held year-round. Dates, locations, topics, and fee information are also available through the College Board's Regional Offices.



- Online forums for exchanging ideas with AP teachers.
- Sample multiple-choice and free-response questions.

To supplement these online resources, there are a number of AP publications, CD-ROMs, and videos that can assist AP teachers. Please see the following pages for an overview and for ordering information.

## Pre-AP™

### Preparing Students for Challenging Courses; Preparing Teachers for Student Success

Pre-AP has two objectives: (1) to promote access to AP for all students; (2) to provide professional development through content-specific strategies to build a rigorous curriculum. Teachers employ Pre-AP strategies and materials to introduce skills, concepts, and assessment methods that prepare students for success when they take AP and other challenging academic courses. Schools use Pre-AP strategies to strengthen and align the curriculum across grade levels, and to increase the academic challenge for all students.

Pre-AP professional development is available to teachers through Building Success workshops and through AP Vertical Teams™ conferences and workshops.

- **Building Success** is a two-day workshop that assists English and history teachers in designing curricula for grade 7 and above. Teachers learn strategies to help students engage in active questioning, analysis, and constructing arguments. Workshop topics include assessment, interdisciplinary teaching and learning, and vertical planning.
- **AP Vertical Teams** are trained via one-day workshops, two-day conferences, and five-day summer institutes; they enable middle school and high school teachers to prepare Pre-AP students for academic success in AP courses and in college. Topics include organizing effective teams, aligning curricula, and developing content-specific teaching strategies.
- **Setting the Cornerstones: Building the Foundation of AP Vertical Teams** is a two-day workshop designed to provide information about the College Board and the AP Program, and to suggest strategies for establishing coherence, commitment, collegiality, and collaboration among the members of an AP Vertical Team.

For more information about Building Success workshops and for schedules of AP Vertical Teams workshops and conferences, contact your College Board Regional Office. Alternatively, contact Mondy Raibon, Pre-AP Initiatives, AP Program, The College Board, 45 Columbus Avenue, New York, NY 10023-6992; 212 713-8156; [mraibon@collegeboard.org](mailto:mraibon@collegeboard.org).

## AP Publications and Other Resources

A number of AP publications, CD-ROMs, and videos are available to help students, parents, AP Coordinators, and high school and college faculty learn more about the AP Program and its courses and exams. To identify resources that may be of particular use to you, refer to the following key.

<b>Students and Parents</b>	<b>SP</b>	<b>AP Coordinators and Administrators</b>	<b>A</b>
<b>Teachers</b>	<b>T</b>	<b>College Faculty</b>	<b>C</b>

## Ordering Information

You have several options for ordering publications:

- **Online.** Visit the College Board store to see descriptions and pictures of AP publications and to place your order.
- **By mail.** Send a completed order form with your payment or credit card information to: Advanced Placement Program, Dept. E-06, P.O. Box 6670, Princeton, NJ 08541-6670. If you need a copy of the order form, you can download one from the AP Library ([www.collegeboard.com/ap/library](http://www.collegeboard.com/ap/library)).
- **By fax.** Credit card orders can be faxed to AP Order Services at 609 771-7385.
- **By phone.** Call AP Order Services at 609 771-7243, Monday through Friday 8:00 a.m. to 9:00 p.m., and Saturday 9:00 a.m. to 4:45 p.m. ET. Have your American Express, MasterCard, or VISA information ready. This phone number is for credit card orders only.

Payment must accompany all orders not on an institutional purchase order or credit card, and checks should be made payable to the College Board. The College Board pays fourth-class book rate postage (or its equivalent) on all prepaid orders; you should allow two to three weeks for delivery. Postage will be charged on all orders requiring billing and/or requesting a faster method of shipment.

Publications may be returned within 15 days of receipt if postage is prepaid and publications are in resalable condition and still in print. Unless otherwise specified, **orders will be filled with the currently available edition**; prices are subject to change without notice.

## Print

Items marked with a computer mouse icon can be downloaded for free from the AP Library ([www.collegeboard.com/ap/library](http://www.collegeboard.com/ap/library)).



### **AP Bulletin for Students and Parents: Free**

**SP**

This bulletin provides a general description of the AP Program, including policies and procedures for preparing to take the exams, and registering for the AP courses. It describes each AP Exam, lists the advantages of taking the exams, describes the grade reporting and award options available to students, and includes the upcoming exam schedule.

### **College and University Guide to the AP Program: \$10**

**C, A**

This guide is intended to help college and university faculty and administrators understand the benefits of having a coherent, equitable AP policy. Topics included are validity of AP grades; developing and maintaining scoring standards; ensuring equivalent achievement; state legislation supporting AP; and quantitative profiles of AP students by each AP subject.



### **Course Descriptions: \$12**

**SP, T, A, C**

Course Descriptions provide an outline of the AP course content, explain the kinds of skills students are expected to demonstrate in the corresponding introductory college-level course, and describe the AP Exam. They also provide sample multiple-choice questions with an answer key, as well as sample free-response questions. A complete set of Course Descriptions is available for \$100.



### **A Guide to the Advanced Placement Program: Free**

**A**

Written for both administrators and AP Coordinators, this guide is divided into two sections. The first section provides general information about AP, such as how to organize an AP program at your high school, the kind of training and support that is available for AP teachers, and a look at the AP Exams and grades. The second section contains more specific details about testing procedures and policies and is intended for AP Coordinators.

**Interpreting and Using AP Grades: Free****A, C, T**

A booklet containing information on the development of scoring standards, the AP Reading, grade-setting procedures, and suggestions on how to interpret AP grades.

**Pre-AP: Achieving Equity, Emphasizing Excellence: Free****A, T**

An informational brochure describing the Pre-AP concept and outlining the characteristics of a successful Pre-AP program.

**Released Exams: \$20****(\$30 for “double” subjects: Calculus, Computer Science, Latin, Physics)****T**

About every four years, on a staggered schedule, the AP Program releases a complete copy of each exam. In addition to providing the multiple-choice questions and answers, the publication describes the process of scoring the free-response questions and includes examples of students’ actual responses, the scoring standards, and commentary that explains why the responses received the scores they did.

*Packets of 10: \$30.* For each subject with a released exam, you can purchase a packet of 10 copies of that year’s exam for use in your classroom (e.g., to simulate an AP Exam administration).

**Secondary School Guide to the AP Program: \$10****A, T**

This guide is a comprehensive consideration of the AP Program. It covers topics such as developing or expanding an AP program; gaining faculty, administration, and community support; AP Grade Reports, their use and interpretation; AP Scholar Awards; receiving college credit for AP; AP teacher training resources; descriptions of successful AP programs in nine schools around the country; and “Voices of Experience,” a collection of ideas and tips from AP teachers and administrators.

**Student Guides****(available for Calculus, English, and U.S. History): \$12****SP**

These are course and exam preparation manuals designed for high school students who are thinking about or taking a specific AP course. Each guide answers questions about the AP course and exam, suggests helpful study resources and test-taking strategies, provides sample questions with answers, and discusses how the free-response questions are scored.

## **Teacher's Guides: \$12**

**T**

For those about to teach an AP course for the first time, or for experienced AP teachers who would like to get some fresh ideas for the classroom, the Teacher's Guide is an excellent resource. Each Teacher's Guide contains syllabi developed by high school teachers currently teaching the AP course and college faculty who teach the equivalent course at colleges and universities. Along with detailed course outlines and innovative teaching tips, you'll also find extensive lists of recommended teaching resources.

## **AP Vertical Team Guides**

**T, A**

An AP Vertical Team (APVT) is made up of teachers from different grade levels who work together to develop and implement a sequential curriculum in a given discipline. The team's goal is to help students acquire the skills necessary for success in AP. To help teachers and administrators who are interested in establishing an APVT at their school, the College Board has published three guides: *AP Vertical Teams in Science, Social Studies, Foreign Language, Studio Art, and Music Theory: An Introduction* (\$12); *A Guide for Advanced Placement English Vertical Teams* (\$10); and *Advanced Placement Program Mathematics Vertical Teams Toolkit* (\$35). A discussion of the English Vertical Teams guide, and the APVT concept, is also available on a 15-minute VHS videotape (\$10).

## **Multimedia**

### **EssayPrep®**

**SP, T**

EssayPrep is available through the AP subject pages of the College Board's Web site. Students can select an essay topic, type a response, and get an evaluation from an experienced reader. The service is offered for the free-response portions of the AP Biology, English Language and Composition, English Literature and Composition, and U.S. History Exams. The fee is \$15 per response for each evaluation. SAT® II: Writing Subject Test topics are also offered for a fee of \$10. Multiple evaluations can be purchased at a 10–20% discount.

**APCD®: \$49 (home version),  
\$450 (multi-network site license)**

**SP, T**

These CD-ROMs are available for Calculus AB, English Language, English Literature, European History, Spanish Language, and U.S. History. They each include actual AP Exams, interactive tutorials, and other features including exam descriptions, answers to frequently asked questions, study-skill suggestions, and test-taking strategies. There is also a listing of resources for further study and a planner to help students schedule and organize their study time.

**Videoconference Tapes: \$15**

**SP, T, C**

AP has conducted live, interactive videoconferences for various subjects, enabling AP teachers and students to talk directly with the Development Committees that design and develop the AP courses and exams. Tapes of these events are available in VHS format and are approximately 90 minutes long.

**AP: Pathway to Success**

**(video — available in English and Spanish): \$15**

**SP, T, A, C**

This 25-minute video takes a look at the AP Program through the eyes of people who know AP: students, parents, teachers, and college admission staff. They answer such questions as: “Why do it?” “Who teaches AP courses?” and “Is AP for you?” College students discuss the advantages they gained through taking AP courses, such as academic self-confidence, improved writing skills, and college credit. AP teachers explain what the challenge of teaching AP courses means to them and their school, and admission staff explain how they view students who have stretched themselves by taking AP Exams. There is also a discussion of the impact that an AP program has on an entire school and its community, and a look at resources available to assist AP teachers, such as regional workshops, teacher conferences, and summer institutes.

# College Board Regional Offices

## **National Office**

45 Columbus Avenue, New York, NY 10023-6992  
212 713-8066  
E-mail: [ap@collegeboard.org](mailto:ap@collegeboard.org)

## **Middle States**

Serving Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania, and Puerto Rico  
3440 Market Street, Suite 410, Philadelphia, PA 19104-3338  
215 387-7600  
E-mail: [msro@collegeboard.org](mailto:msro@collegeboard.org)

## **Midwestern**

Serving Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, West Virginia, and Wisconsin  
1560 Sherman Avenue, Suite 1001, Evanston, IL 60201-4805  
847 866-1700  
E-mail: [mro@collegeboard.org](mailto:mro@collegeboard.org)

## **New England**

Serving Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont  
470 Totten Pond Road, Waltham, MA 02451-1982  
781 890-9150  
E-mail: [nero@collegeboard.org](mailto:nero@collegeboard.org)

## **Southern**

Serving Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, and Virginia  
100 Crescent Centre Parkway, Suite 340, Tucker, GA 30084-7039  
770 908-9737  
E-mail: [sro@collegeboard.org](mailto:sro@collegeboard.org)

## **Southwestern**

Serving Arkansas, New Mexico, Oklahoma, and Texas  
4330 South MoPac Expressway, Suite 200, Austin, TX 78735-6734  
512 891-8400  
E-mail: [swro@collegeboard.org](mailto:swro@collegeboard.org)

## **Dallas/Fort Worth Metroplex AP Office**

Box 19666, 600 South West Street, Room 108, Arlington, TX 76019  
817 272-7200  
E-mail: [kwilson@collegeboard.org](mailto:kwilson@collegeboard.org)

## **Western**

Serving Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, Oregon, Utah, Washington, and Wyoming  
2099 Gateway Place, Suite 480, San Jose, CA 95110-1048  
408 452-1400  
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