

AP[®] United States History Practice Exam

From the 2016 Administration

NOTE: This is a modified version of the 2016 AP United States History Exam.

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Student Answer Sheet for the Multiple-Choice Section

Use this section to capture student responses. (Note that the following answer sheet is a sample, and may differ from one used in an actual exam.)

Be sure each mark is dark and completely fills the circle. If a question has only four answer options, do not mark option E.

- 76 (A) (B) (C) (D) (E)
- 77 (A) (B) (C) (D) (E)
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- 118 (A) (B) (C) (D) (E)
- 119 (A) (B) (C) (D) (E)
- 120 (A) (B) (C) (D) (E)

QUESTIONS 121–126

For Students Taking AP Biology

Write your answer in the boxes at the top of the griddable area and fill in the corresponding circles. Mark only one circle in any column. You will receive credit only if the circles are filled in correctly.

121

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123

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124

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125

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126

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QUESTIONS 131–142

For Students Taking AP Physics 1 or AP Physics 2

Mark two responses per question. You will receive credit only if both correct responses are selected.

- 131 (A) (B) (C) (D)
- 132 (A) (B) (C) (D)
- 133 (A) (B) (C) (D)
- 134 (A) (B) (C) (D)

- 135 (A) (B) (C) (D)
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- 138 (A) (B) (C) (D)

- 139 (A) (B) (C) (D)
- 140 (A) (B) (C) (D)
- 141 (A) (B) (C) (D)
- 142 (A) (B) (C) (D)



DO NOT WRITE IN THIS AREA

COMPLETE THIS AREA ONLY ONCE.

R. YOUR MAILING ADDRESS
STREET ADDRESS (include street number, street name, apartment number, etc.)

Grid for street address with columns for address components and rows for digits 0-9.

CITY

Grid for city name with columns for address components and rows for letters A-Z and digits 0-9.

ZIP OR POSTAL CODE

Grid for zip code with columns for address components and rows for digits 0-9.

V. SEX
 Female Male

Grid for gender selection with columns for address components and rows for digits 0-9.

W. WHICH LANGUAGE DO YOU KNOW BEST?
 English
 English and another language about the same
 Another language

Grid for language preference with columns for address components and rows for digits 0-9.

X. RACIAL/ETHNIC GROUP
Please answer both questions about Hispanic origin and about race. For the following questions about your identity, Hispanic origins are not races.
(You may mark all that apply.)

Grid for racial/ethnic group with columns for address components and rows for digits 0-9.

a. Are you of Hispanic, Latino, or Spanish origin?
 No, not of Hispanic, Latino, or Spanish origin
 Yes, Cuban
 Yes, Mexican
 Yes, Puerto Rican (including Africa and Afro-Caribbean origin)
 Native Hawaiian or other Pacific Islander
 White (including Middle Eastern origin)
b. What is your race?
 American Indian or Alaska Native
 Asian (including Indian subcontinent and Philippines origin)
 Black or African American (including Africa and Afro-Caribbean origin)
 Black Hawaiian or other Pacific Islander
 White (including Middle Eastern origin)

Grid for racial/ethnic group with columns for address components and rows for digits 0-9.

Y. PARENTAL EDUCATION LEVEL
In the first column, indicate the highest level of education of one parent/guardian, and indicate whether this is your mother/ female guardian or father/ male guardian. Then, if applicable, indicate the highest level of education of your other parent/ guardian in the second column, and indicate whether this is your mother/ female guardian or father/ male guardian.

Grid for parental education level with columns for address components and rows for digits 0-9.

Mother or female guardian
 Father or male guardian

Grid for parental education level with columns for address components and rows for digits 0-9.

Grade school
 Some high school
 High school diploma or equivalent
 Vocational or trade school
 Some college
 Associate or two-year degree
 Bachelor's or four-year degree
 Some graduate or professional school
 Graduate or professional degree

Grid for parental education level with columns for address components and rows for digits 0-9.

T. STUDENT IDENTIFIER (Student ID Number)

Grid for student identifier with columns for address components and rows for digits 0-9.

S. FOR STUDENTS OUTSIDE THE UNITED STATES ONLY
If your address does not fit in the spaces provided in item R, fill in as many circles as you can, then fill in the circle in item S and print the remainder of your address in the spaces provided.

Grid for international address with columns for address components and rows for digits 0-9.

U. EMAIL ADDRESS
By providing your email address, you are granting the College Board permission to use your email in accordance with the policies in the 2015-16 Bulletin for AP Students and Parents.

Grid for email address with columns for address components and rows for digits 0-9.

Grid for contact information including State or Province, City, Country, and ZIP or Postal Code.

Section I: Multiple-Choice and Short-Answer Questions

This is the multiple-choice section of the 2016 AP exam.
It includes cover material and other administrative instructions
to help familiarize students with the mechanics of the exam.
(Note that future exams may differ in look from the following content.)

For purposes of test security and/or statistical analysis, some questions
have been removed from the version of the exam that was administered
in 2016. Therefore, the timing indicated here may not be appropriate
for a practice exam.

AP[®] United States History Exam

SECTION I, Part A: Multiple Choice

2016

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

At a Glance

Time
55 minutes
Number of Questions
49
Percent of Total Score
40%
Writing Instrument
Pencil required

Instructions

Section I, Part A of this exam contains 49 multiple-choice questions. Fill in only the circles for numbers 1 through 49 on your multiple-choice answer sheet. Because this section offers only four answer options for each question, do not mark the (E) answer circle for any question.

Indicate all of your answers to the multiple-choice questions on the multiple-choice answer sheet. No credit will be given for anything written in this exam booklet, but you may use the booklet for notes or scratch work. After you have decided which of the suggested answers is best, completely fill in the corresponding circle on the multiple-choice answer sheet. Give only one answer to each question. If you change an answer, be sure that the previous mark is erased completely. Here is a sample question and answer.

Sample Question Sample Answer

Chicago is a (A) ● (C) (D) (E)
(A) state
(B) city
(C) country
(D) continent

Use your time effectively, working as quickly as you can without losing accuracy. Do not spend too much time on any one question. Go on to other questions and come back to the ones you have not answered if you have time. It is not expected that everyone will know the answers to all of the multiple-choice questions.

Your total score on the multiple-choice section is based only on the number of questions answered correctly. Points are not deducted for incorrect answers or unanswered questions.

SECTION I, Part B: Short Answer

At a Glance

Time
50 minutes
Number of Questions
3
Percent of Total Score
20%
Writing Instrument
Pen with black or dark blue ink

Instructions

Section I, Part B of this exam contains 3 short-answer questions. Write your responses in the Section I, Part B: Short Answer booklet. You must write your response to each question on the lined page designated for that response. Each response is expected to fit within its designated page.

Form Code 4NBP-P-0701

07

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

UNITED STATES HISTORY

SECTION I, Part A

Time—55 minutes

49 Questions

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

Questions 1 - 3 refer to the excerpt below.

“Let us, then, fellow-citizens, unite with one heart and one mind. Let us restore to social intercourse that harmony and affection without which liberty and even life itself are but dreary things. And let us reflect that, having banished from our land that religious intolerance under which mankind so long bled and suffered, we have yet gained little if we countenance a political intolerance as despotic, as wicked, and capable of as bitter and bloody persecutions. . . . We have called by different names brethren of the same principle. We are all Republicans, we are all Federalists. If there be any among us who would wish to dissolve this Union or to change its republican form, let them stand undisturbed as monuments of the safety with which error of opinion may be tolerated where reason is left free to combat it.”

Thomas Jefferson, first inaugural address, 1801

1. The excerpt best reflects which of the following?
 - (A) Conflicts over how the Constitution should be implemented and interpreted
 - (B) Fear that the United States would be overtaken by a foreign power
 - (C) Disagreement over the consequences of the French Revolution for the United States
 - (D) Secessionist pressures coming from slaveholders in the South
2. Which of the following issues of the period was Jefferson most likely concerned with in the excerpt?
 - (A) The growth of slave labor
 - (B) The creation of political parties
 - (C) The expansion of the right to vote
 - (D) The growth of various Protestant religious groups

3. In highlighting “the safety with which error of opinion may be tolerated,” Jefferson was referring most directly to
- (A) passage of the Alien and Sedition Acts, which were designed to suppress criticism of the government
 - (B) Great Britain’s efforts to deny colonists their political rights in the years before the American Revolution
 - (C) the use of government force to put down popular uprisings like Shays’ Rebellion and the Whiskey Rebellion
 - (D) restrictive anti–American Indian policies that conflicted with the nation’s professed political ideals

Questions 4 - 7 refer to the excerpt below.

“Article 2: [T]he United States now solemnly agrees that no persons . . . shall ever be permitted to pass over, settle upon, or reside in . . . this reservation for the use of said Indians.

“Article 6: If any individual belonging to said tribes of Indians, or legally incorporated with them, being the head of a family, shall desire to commence farming, he shall have the privilege to select . . . a tract of land within said reservation, not exceeding three hundred and twenty acres in extent.

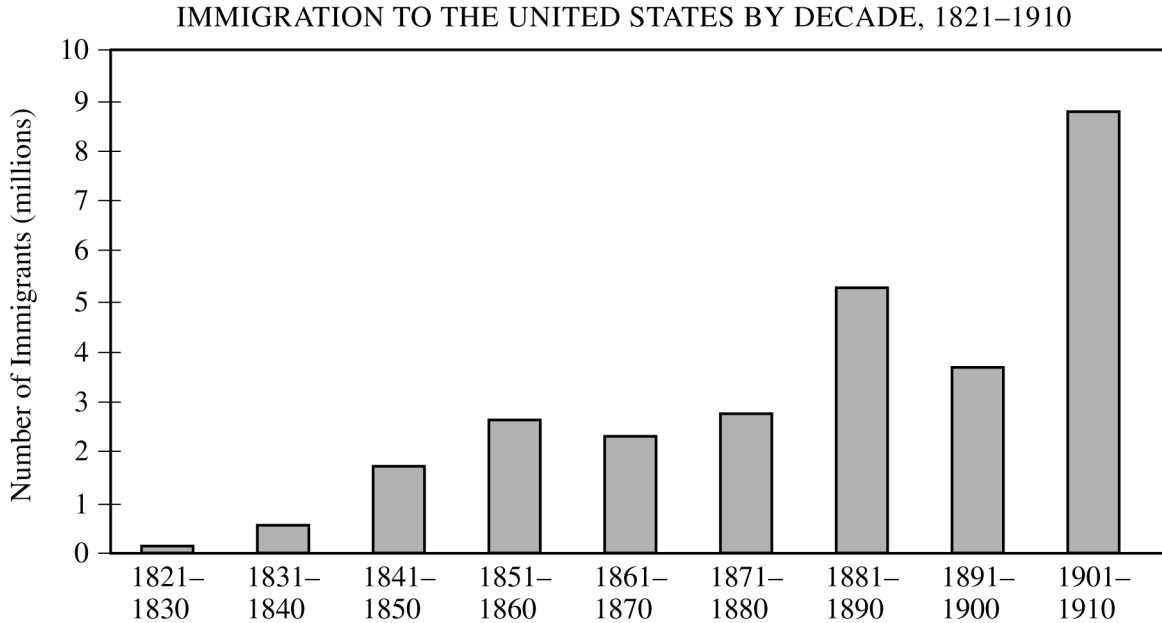
“Article 11: [T]he tribes who are parties to this agreement hereby stipulate that they will relinquish all right to occupy permanently the territory outside their reservations . . . but yet reserve the right to hunt on any lands north of North Platte, and on the Republican Fork of the Smoky Hill river, so long as the buffalo may range thereon in such numbers as to justify the chase. . . . They will withdraw all opposition to the construction of the railroads now being built on the plains. . . . They will not attack any persons at home, or travelling, nor molest or disturb any wagon trains, coaches, mules, or cattle belonging to the people of the United States.”

Second Treaty of Fort Laramie, agreed between the United States government and various bands of the Sioux nation, 1868

4. The conflict between the Sioux nation and the United States was primarily driven by differing
- (A) styles of farming
 - (B) claims to land
 - (C) forms of government
 - (D) family structures
5. Which of the following was typical of agreements such as the Fort Laramie Treaty between the United States government and American Indians in the post–Civil War West?
- (A) They frequently led to the formation of a common interest between the United States government and American Indians in controlling the activities of White settlers.
 - (B) They generally led to the formation of strong, independent American Indian nations.
 - (C) They usually lasted a short time before being broken by settlers’ incursions onto American Indian reservations.
 - (D) They led to the abandonment of most reservations as American Indian families sought economic opportunities in urban areas.

6. Article 6 of the treaty most likely reflected which of the following sentiments?
- (A) A desire by many American Indians to change their way of life
 - (B) A hope held by some in government that American Indians would adopt lifestyles similar to the lifestyles of White settlers
 - (C) A need felt by many American Indians to more clearly legitimize their claims to the land
 - (D) A wish by some in government to protect American Indian landholdings from encroachments by railroads
7. Which of the following contributed to reducing the conflict that article 11 and similar provisions of other treaties were designed to address?
- (A) The rerouting of several major railroads to avoid tribal lands
 - (B) A decrease in the number of White settlers traveling near reservations
 - (C) The implementation of government conservation policies that protected large areas of public land
 - (D) The destruction of nearly the entire population of buffalo

Questions 8 - 11 refer to the graph below.



8. Which of the following most directly contributed to the overall trend depicted in the graph?
- (A) Global fluctuations in credit and stock markets
 - (B) The transformation of the United States into an industrial society
 - (C) Progressive Era reforms of social conditions in the United States
 - (D) The outbreak of global war
9. The trend depicted in the graph most directly contributed to which of the following developments after 1920 ?
- (A) A decline in internal migration
 - (B) Federal efforts to return Mexican immigrants to their homeland
 - (C) Restrictions on immigration from eastern and southern Europe
 - (D) Total exclusion of immigration from China
10. The pattern depicted in the graph in the first half of the nineteenth century most directly resulted in
- (A) the formation of a political party that promoted nativism
 - (B) federal provision of financial assistance to immigrants
 - (C) the establishment of settlement houses
 - (D) a more unified national culture that embraced immigrants
11. The majority of immigrants who arrived in the United States between 1821 and 1880 settled in the
- (A) West and Midwest
 - (B) South and Midwest
 - (C) South and Northeast
 - (D) Midwest and Northeast

Questions 12 - 14 refer to the excerpt below.

“The Americas were discovered in 1492, and the first Christian settlements established by the Spanish the following year. . . . [I]t would seem . . . that the Almighty selected this part of the world as home to the greater part of the human race. . . . [T]heir delicate constitutions make them unable to withstand hard work or suffering and render them liable to succumb to almost any illness, no matter how mild. . . . It was upon these gentle lambs . . . that, from the very first day they clapped eyes on them, the Spanish fell like ravening wolves upon the fold, or like tigers and savage lions who have not eaten meat for days. . . . The native population, which once numbered some five hundred thousand, was wiped out by forcible expatriation to the island of Hispaniola.”

Bartolomé de Las Casas, 1552

12. An implication of Las Casas’ argument is that a major cause of the decline of the native populations in the Americas after 1492 was the
- (A) importation of European and African wildlife to the Americas
 - (B) large-scale clashes between native armies and the Spanish
 - (C) resistance of indigenous groups to religious conversion
 - (D) epidemics brought to the Americas by Europeans
13. Which of the following most directly resulted from the change in the Native American population described by Las Casas?
- (A) The Spanish introduced new crops into the Americas, altering the native diet.
 - (B) The Spanish imported Africans as a new source of labor.
 - (C) Laborers on Hispaniola launched a large-scale rebellion against their Spanish oppressors.
 - (D) The remaining native groups established alliances with the Spanish colonists.
14. In their colonization of the Americas, the Spanish used the encomienda system to
- (A) organize and regulate Native American labor
 - (B) improve trade relations with Native Americans
 - (C) draft Native Americans into the Spanish military
 - (D) limit intermarriage between Spaniards and Native Americans

Questions 15 - 17 refer to the excerpt below.

“We demand a graduated income tax. . . . Transportation being a means of exchange and a public necessity, the government should own and operate the railroads. . . . The land, including all the natural sources of wealth, is the heritage of the people, and should not be monopolized for speculative purposes, and alien ownership of land should be prohibited. . . . [W]e demand a free ballot and a fair count . . . to every legal voter. . . . [W]e favor a constitutional provision limiting the office of President and Vice-President to one term, and providing for the election of Senators of the United States by a direct vote of the people.”

People’s (Populist) Party platform, 1892

15. Which of the following best describes the overarching goals of the Populist Party in the late nineteenth century?
- (A) Establishment of a transcontinental network of trains and the improvement of roads in the western United States
 - (B) Expansion of United States influence in Central America and access to new international markets
 - (C) Social and political reform guided by the idea of the survival of the fittest
 - (D) Cooperative democracy and a stronger governmental role in the economic system
16. Activists formed the Populist Party most directly in response to the
- (A) growth of corporate power in agriculture and economic instability in farming
 - (B) emergence of concerns about abuses of the environment
 - (C) development of reform movements inspired by the Second Great Awakening
 - (D) rise of monopolies and reduction of wages for industrial workers
17. The ideas of the Populist Party, as expressed in the excerpt, had the most in common with the ideas of the
- (A) Federalists in the 1790s
 - (B) Progressive movement
 - (C) Whigs in the 1830s
 - (D) Civil Rights movement

Questions 18 - 20 refer to the excerpt below.

“Few historians would dispute that the market revolution brought substantial material benefits to most northeasterners, urban and rural. . . . Those who benefited most from the market revolution—merchants and manufacturers, lawyers and other professionals, and successful commercial farmers, along with their families—faced life situations very different from those known to earlier generations. The decline of the household as the locus of production led directly to a growing impersonality in the economic realm; household heads, instead of directing family enterprises or small shops, often had to find ways to recruit and discipline a wage-labor force; in all cases, they had to stay abreast of or even surpass their competitors.”

Sean Wilentz, historian, “Society, Politics, and the Market Revolution, 1815–1848,” published in 1997

18. Which of the following cultural and social shifts resulted most directly from the trends described in the excerpt?
- (A) A sharp decline in regional differences
 - (B) The emergence of new ideas about the proper roles of husbands and wives
 - (C) A decline in the income gap between those in the wealthiest class and those in the working class
 - (D) An increase in the importance placed on extended family relationships
19. Which of the following pieces of historical evidence from the United States census could best be used to support the argument in the excerpt?
- (A) Data showing changes in the number of textile mills
 - (B) Data showing population growth in the West
 - (C) Data showing the growth of the slave population
 - (D) Data showing changes in cotton production and price
20. Which of the following historical developments contributed most directly to the market revolution?
- (A) The emergence of new forms of transportation
 - (B) The increased number of women in the paid workforce
 - (C) The emergence of southern opposition to tariffs
 - (D) The decline of slavery in the Northeast

Questions 21 - 23 refer to the excerpt below.

“The most stringent protection of free speech would not protect a man in falsely shouting fire in a theater and causing a panic. . . . The question in every case is whether the words used are used in such circumstances and are of such a nature as to create a clear and present danger that they will bring about the substantive evils that Congress has a right to prevent. It is a question of proximity and degree. When a nation is at war, many things that might be said in time of peace are such a hindrance to its effort that their utterance will not be endured so long as men fight, and that no Court could regard them as protected by any constitutional right.”

Majority opinion of the United States Supreme Court
in *Schenck v. United States*, 1919

21. The restrictions imposed by the Schenck decision most directly contradicted which of the following earlier developments in the United States?
- (A) Arguments for self-government asserted in the Declaration of Independence
 - (B) Protection of liberties through the adoption of the Bill of Rights in 1791
 - (C) Assertion of federal power over states' rights in the 1819 *McCulloch v. Maryland* decision
 - (D) Expansion of voting rights during President Andrew Jackson's administration
22. The Schenck case emerged most directly from the context of which of the following?
- (A) Critiques by radicals of United States foreign policy
 - (B) African American migration from the rural South to the urban North
 - (C) Challenges by women to their prescribed status in society
 - (D) Nativist resistance to migration from abroad
23. The federal government most enhanced its legal authority to address threats considered a clear and present danger during which of the following later periods?
- (A) In the 1970s, following antiwar protests against United States involvement in Vietnam
 - (B) In the 1980s, following the renewed United States concerns over the Soviet threat
 - (C) In the 1990s, following United States military interventions in Somalia
 - (D) In the 2000s, following the terrorist attacks in the United States

Questions 24 and 25 refer to the excerpt below.

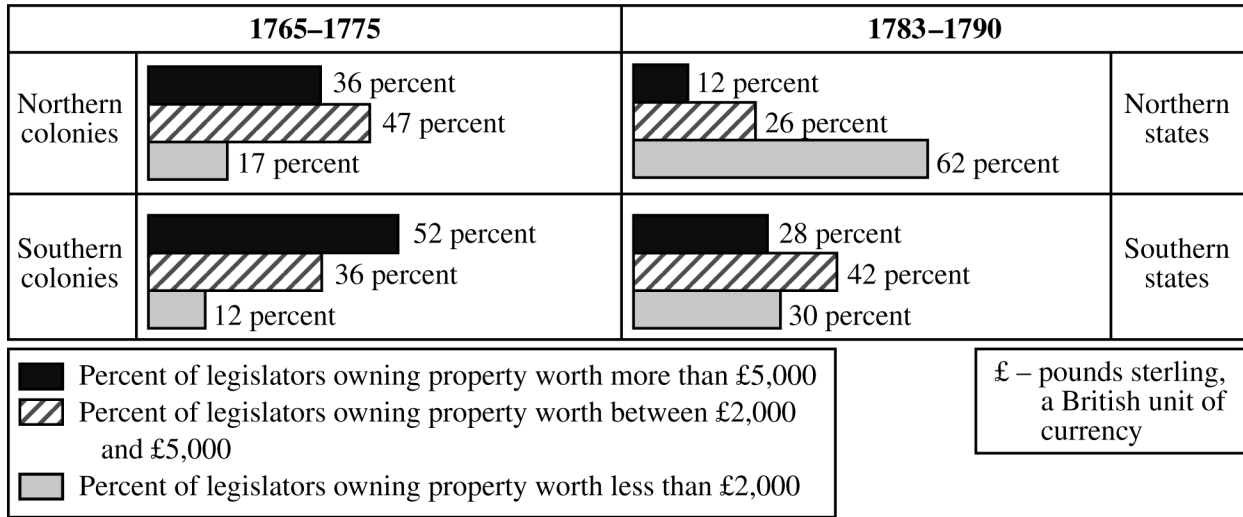
“Slavery, though imposed and maintained by violence, was a negotiated relationship. . . . First, even as they confronted one another, master and slave had to concede, however grudgingly, a degree of legitimacy to the other. . . . [T]he web of interconnections between master and slave necessitated a coexistence that fostered cooperation as well as contestation. Second, because the circumstances of such contestation and cooperation continually changed, slavery itself continually changed. . . . Slavery was never made, but instead was continually remade, for power—no matter how great—was never absolute, but always contingent.”

Ira Berlin, historian, *Many Thousands Gone: The First Two Centuries of Slavery in North America*, 1998

24. Which of the following primary sources would most likely support Berlin’s argument in the excerpt?
- (A) Data showing the growth of the enslaved population during the 1700s
 - (B) Records of purchases and sales of slaves from a plantation in the South
 - (C) Diary entries from a slaveholder discussing plantation life
 - (D) Speeches about slavery given by officials in the British colonial government
25. Which of the following contributed most to the increasing use of African slave labor in North America during the 1600s and 1700s?
- (A) Successful colonial attempts to convert enslaved Africans to Christianity
 - (B) European demand for agricultural products grown in the colonies
 - (C) The spread of European Enlightenment ideas in the colonies
 - (D) A decline in regional distinctiveness among the colonies

Questions 26 - 28 refer to the graph below.

VALUE OF PROPERTY OWNED BY COLONIAL AND STATE LEGISLATORS



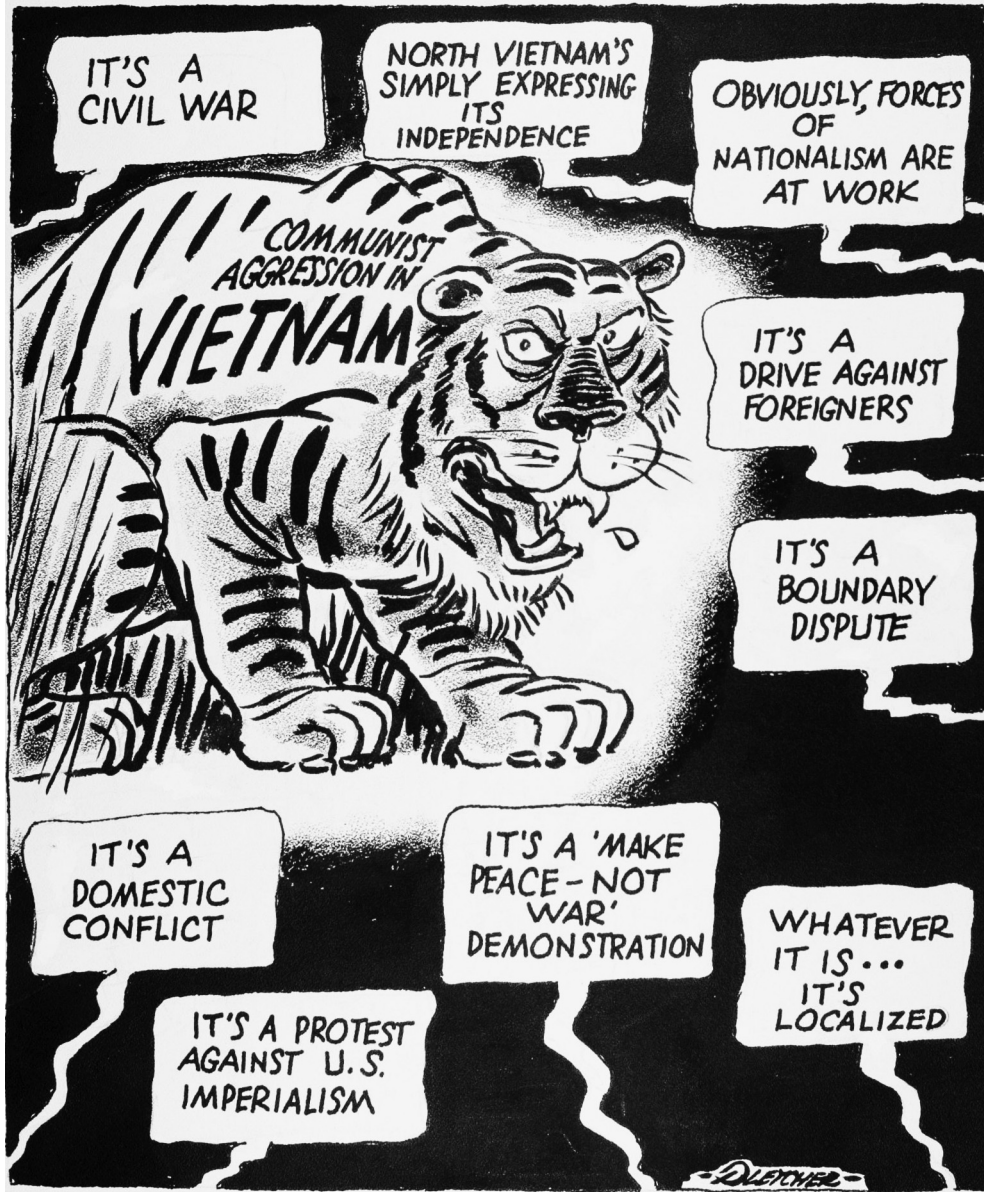
26. The graph most strongly supports which of the following arguments?
- (A) The American Revolution led to an overall decrease in the value of property owned by citizens in the former colonies and new states.
 - (B) The American Revolution resulted in increased political power for men of less wealth.
 - (C) The governments of southern colonies and states were generally more democratic than those of northern colonies and states.
 - (D) Property qualifications for holding office became more closely aligned with voting qualifications after the American Revolution.

27. Which of the following factors most directly contributed to the change between the two periods shown in the graph?
- (A) A rise in secular reform inspired by the Second Great Awakening
 - (B) A fear of too much popular influence in government
 - (C) An expansion of political democracy for White men
 - (D) A growing reluctance to locate political power in legislative assemblies

28. Which of the following statements best explains the change over time in the composition of legislatures depicted in the graph?
- (A) Women became involved in politics through their participation in the grassroots independence movement.
 - (B) The concept of republican self-government encouraged individual talent.
 - (C) Factory jobs provided workers with increased free time that some used to participate in politics.
 - (D) Participation in labor unions encouraged workers to engage in politics.

Questions 29 - 32 refer to the 1967 image below.

Nine Blind Men and the Tiger



Times Picayune-Landov

29. The image most closely reflects which of the following developments in the political climate in the United States?
- (A) Declining public support for fighting communism in developing countries
 - (B) A growing public debate over the merits and rationale for the Vietnam War
 - (C) A growing public realization that the United States was unlikely to achieve a clear victory in the Vietnam War
 - (D) A renewed public commitment to the containment of communism
30. The image most directly illustrates a United States foreign policy that emphasized
- (A) stopping the spread of communism in Africa, Asia, and the Middle East
 - (B) containing communism in Eastern Europe
 - (C) placing greater importance on human rights
 - (D) supporting the Non-Aligned Movement among Middle Eastern and Asian countries
31. Which of the following developments is the most direct effect of the situation portrayed in the image?
- (A) Increased public opposition to the use of nuclear weapons
 - (B) Expanded use of military force to achieve foreign policy goals in Eastern Europe
 - (C) Reduced congressional oversight of United States military interventions
 - (D) Reduced public trust in the federal government and the president
32. Which of the following was a key difference between the Korean War and the Vietnam War?
- (A) The chances of a direct military clash between the United States and the Soviet Union was greater in the Vietnam War.
 - (B) United States leaders could more easily argue that communist aggression led to the Vietnam War.
 - (C) Public opposition was more significant for the Vietnam War than for the Korean War.
 - (D) The press was more adversarial toward United States policy during the Korean War.

Questions 33 - 36 refer to the excerpts below.

“We know through painful experience that freedom is never voluntarily given by the oppressor; it must be demanded by the oppressed. Frankly, I have yet to engage in a direct-action campaign that was ‘well timed’ in the view of those who have not suffered unduly from the disease of segregation. . . . We must come to see, with one of our distinguished jurists, that ‘justice too long delayed is justice denied.’ We have waited for more than 340 years for our constitutional and God-given rights. The nations of Asia and Africa are moving with jetlike speed toward gaining political independence, but we still creep at horse-and-buggy pace toward gaining a cup of coffee at a lunch counter.”

Martin Luther King, Jr., African American leader, “Letter from Birmingham Jail,” 1963

“The White man knows that the Black revolution is worldwide. . . . So I cite these various revolutions, brothers and sisters, to show you that you don’t have a peaceful revolution. You don’t have a turn-the-other-cheek revolution. There’s no such thing as a nonviolent revolution. The only kind of revolution that’s nonviolent is the Negro revolution. The only revolution in which the goal is loving your enemy is the Negro revolution. It’s the only revolution in which the goal is a desegregated lunch counter, a desegregated theater, a desegregated park, and a desegregated public toilet. . . . That’s no revolution. Revolution is based on land. . . . Land is the basis of freedom, justice, and equality. . . . A revolutionary wants land so he can set up his own nation, an independent nation.”

Malcolm X, African American leader, “Message to the Grass Roots,” 1963

33. In noting that he had “yet to engage in a direct-action campaign that was ‘well timed,’” Martin Luther King, Jr., was most likely arguing against
- (A) African American activists who asserted that King’s tactics were taking too long to produce results
 - (B) Civil Rights activists who believed that more thought should be given to the precise timing of boycotts, demonstrations, and direct actions
 - (C) environmental activists who believed that the struggle for more effective conservation measures should take precedence over the Civil Rights movement
 - (D) White Americans who argued that African Americans should be more patient and that civil rights should not be brought about by civil disobedience tactics
34. At the time the excerpts were written, Martin Luther King, Jr., disagreed with Malcolm X in that King believed that
- (A) confrontation would be an effective means of achieving change
 - (B) the most desirable outcome of Civil Rights activism would be equal rights and racial integration
 - (C) Civil Rights activism has its roots in earlier historical patterns
 - (D) moderation and conciliation would hamper African Americans from gaining civil rights

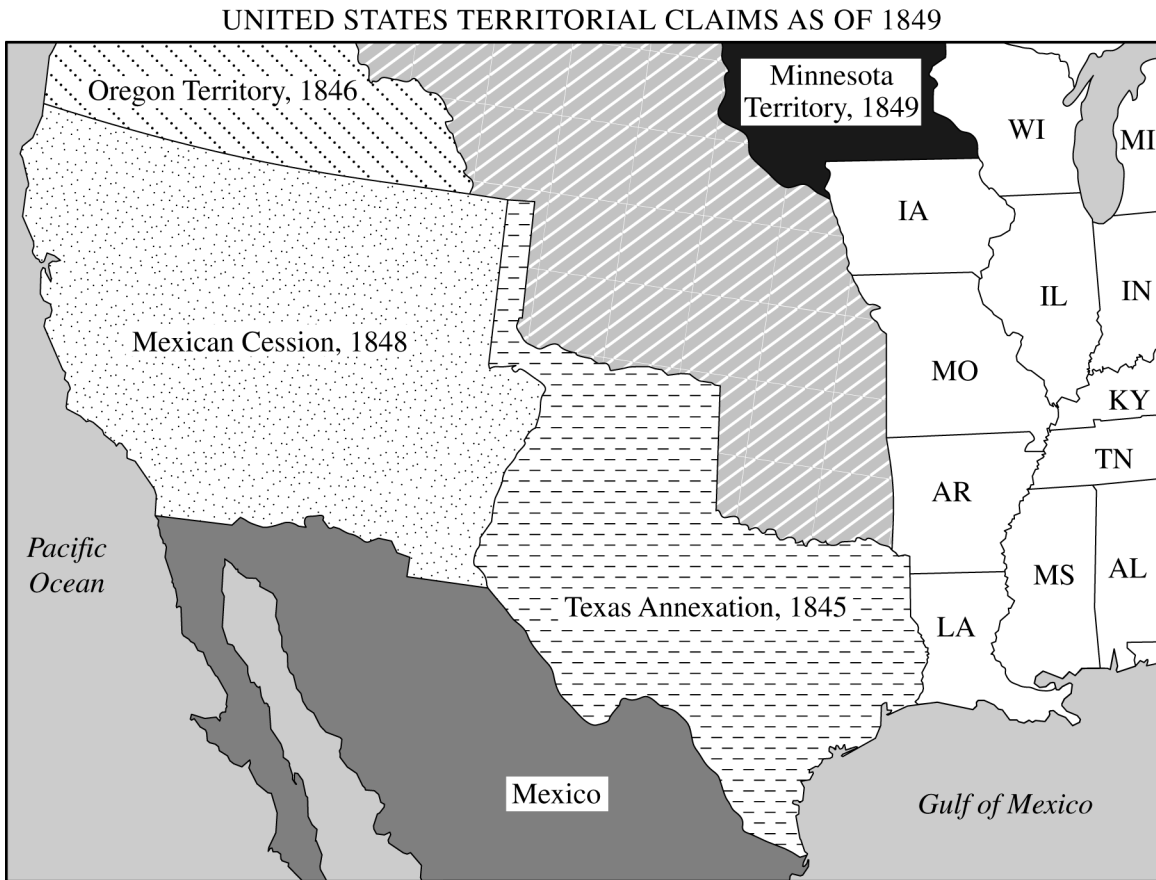
35. Martin Luther King, Jr., and Malcolm X shared the view that

- (A) the movement for Black advancement in the United States was part of a global process of social change
- (B) it was desirable to work for the desegregation of public facilities
- (C) violence was a necessary part of the movement for Black social and political advancement
- (D) using the courts to challenge the constitutionality of barriers to Black advancement was not a useful strategy

36. Malcolm X's statement suggests that he strongly agreed with

- (A) radical leftist movements
- (B) conservation movements
- (C) the youth counterculture
- (D) the sexual revolution

Questions 37 - 39 refer to the map below.



37. The territorial changes shown in the southwestern region of the map most directly resulted from
- (A) treaties made with American Indian nations
 - (B) the purchase of land from France and Spain
 - (C) the Spanish-American War
 - (D) the Mexican-American War

38. Which of the following ideas contributed most directly to the territorial changes shown in the map?
- (A) Abolitionism
 - (B) Manifest Destiny
 - (C) Popular sovereignty
 - (D) Containment

39. The acquisition of territory in the southwestern region shown in the map intensified controversies in the United States about
- (A) granting free land in the new territories
 - (B) rights to mineral wealth and resources in the new territories
 - (C) extending citizenship to people already in the territories
 - (D) allowing slavery in the new territories

Questions 40 and 41 refer to the excerpt below.

“Free should the scholar be,—free and brave. . . . We have listened too long to the courtly muses of Europe. . . . We will walk on our own feet; we will work with our own hands; we will speak our own minds. Then shall man be no longer a name for pity, for doubt, and for sensual indulgence. . . . A nation of men will for the first time exist.”

Ralph Waldo Emerson, transcendentalist writer, 1837

40. Emerson’s remarks in the excerpt most directly reflected which of the following developments during the early nineteenth century?
- (A) The emergence of a national culture
 - (B) The Second Great Awakening
 - (C) The expansion of a market economy
 - (D) The growth of national political parties
41. Which of the following developments best represents a logical extension of the ideas expressed in the excerpt?
- (A) The rise of big business in the Gilded Age
 - (B) The expansion of participatory democracy in the Progressive Era
 - (C) The rise of Social Darwinism in the late nineteenth century
 - (D) The increasing support for the annexation of overseas territories

Questions 42 and 43 refer to the excerpt below.

“For each of us, as for the robin in Michigan or the salmon in the Miramichi, this is a problem of ecology, of interrelationships, of interdependence. We poison the caddis flies in the stream and the salmon runs dwindle and die. . . . We spray our elms and the following springs are silent of robin song, not because we sprayed the robins directly but because the poison traveled, step by step, through the now familiar elm leaf-earthworm-robin cycle. These are matters of record, observable, part of the visible world around us.”

Rachel Carson, *Silent Spring*, 1962

42. Which of the following developments contributed most directly to the conditions described in the excerpt?
- (A) The erosion of soil on the Great Plains
 - (B) The growth of suburban housing on previously undeveloped land
 - (C) The increase in government regulation of natural resources
 - (D) The growth of higher education
43. Carson’s argument in the excerpt most strongly influenced the
- (A) rise of a counterculture among young people
 - (B) passage of new laws to reduce pollution
 - (C) establishment of the National Park System
 - (D) growing number of farmers in the United States

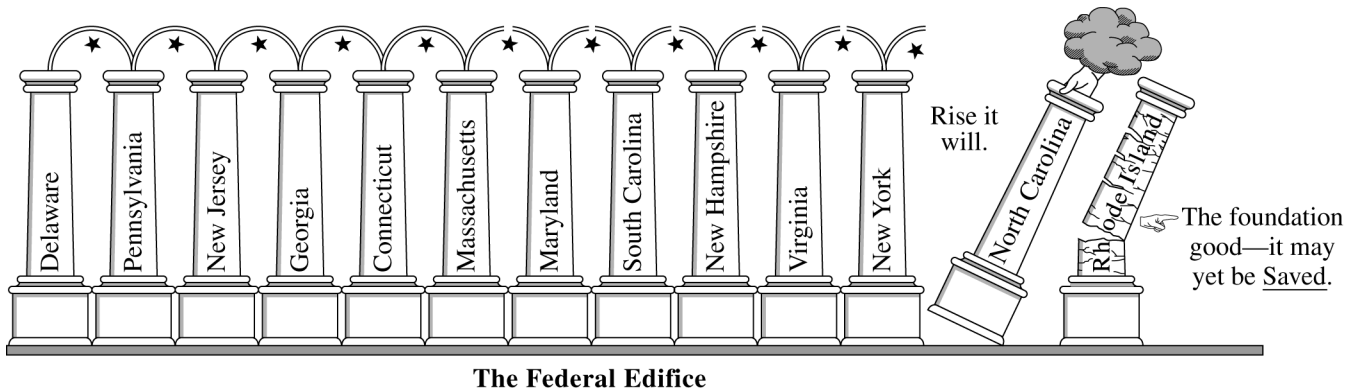
Questions 44 - 46 refer to the excerpt below.

“The Republican electoral triumph in 2004 was the culmination of a half-century of struggle by the Right to achieve political power in the United States. In the immediate aftermath of the Second World War, a small band of intellectuals launched a movement to stop what they saw as the advance of the collectivist state embodied in modern liberalism and the New Deal political order. They were joined by anti-Communist activists across grassroots America. . . . In their struggle against the dominant liberal state, conservatives gained control of the Republican party by defeating its liberal eastern wing.”

Donald T. Critchlow, historian, *The Conservative Ascendancy: How the GOP Right Made Political History*, 2007

44. Which of the following best supports Critchlow’s assertion about the Republican Party?
- (A) The end of the Cold War
 - (B) The 1980 election of Ronald Reagan as president
 - (C) The continued expansion of Great Society programs
 - (D) The political scandals under Richard Nixon’s administration in the 1970s
45. The new conservative movement most consistently criticized modern liberalism by claiming that it
- (A) threatened traditional visions of morality
 - (B) engaged in imperialist expansionism abroad
 - (C) ignored racial discrimination and poverty at home
 - (D) devoted too few resources to alleviating poverty
46. The success of the new conservative movement in achieving its goals was most challenged by the
- (A) ongoing popularity of many social welfare programs
 - (B) reform of federal tax policies
 - (C) Persian Gulf War in the early 1990s
 - (D) increased role of Christian evangelicals in the Republican Party

Questions 47 - 49 refer to the August 1788 image below.



47. The image most directly reflects the belief held by many in 1788 that
- (A) a stronger central government was a positive step
 - (B) political democracy had not extended far enough
 - (C) rebellions in the Caribbean had the potential to spread northward
 - (D) outlawing slavery in all states was a desired goal
48. Which of the following most directly addressed reservations about the process depicted in the image?
- (A) The rise of sectional unity in the new republic
 - (B) The addition of the Bill of Rights to the Constitution
 - (C) The establishment of the nation's first political parties
 - (D) The election of George Washington as the nation's first president
49. In the decade following the publication of the image, which of the following groups expressed the most opposition to the exercise of power by the national government?
- (A) Loyalists
 - (B) Whigs
 - (C) Federalists
 - (D) Democratic-Republicans

END OF PART A
IF YOU FINISH BEFORE TIME IS CALLED,
YOU MAY CHECK YOUR WORK ON PART A.
DO NOT GO ON TO PART B UNTIL YOU ARE TOLD TO DO SO.

MAKE SURE YOU HAVE DONE THE FOLLOWING.

- **PLACED YOUR AP NUMBER LABEL ON YOUR MULTIPLE-CHOICE ANSWER SHEET**
- **WRITTEN AND GRIDDED YOUR AP NUMBER CORRECTLY ON YOUR MULTIPLE-CHOICE ANSWER SHEET**
- **TAKEN THE AP EXAM LABEL FROM THE FRONT OF THIS BOOKLET AND PLACED IT ON YOUR MULTIPLE-CHOICE ANSWER SHEET**

UNITED STATES HISTORY

SECTION I, Part B

Time—50 minutes

3 Questions

Directions: Read each question carefully and write your responses in the Section I, Part B: Short Answer booklet on the lined pages provided for that question.

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. Only your responses on the designated pages of the Section I, Part B: Short Answer booklet will be scored.

“The New Deal economic policies . . . implanted several ‘stabilizers’ that have been . . . successful in averting another such depression. . . . Such safeguards restored confidence in the discredited banking system and established a firm economic foundation that performed well for decades thereafter. The New Deal was also responsible for numerous other notable changes in American life. In the space of a decade government laws eliminated sweatshops, severely curtailed child labor, and established enforcement standards for hours, wages, and working conditions. . . . The New Deal’s safety net . . . firmly established the principle that the government had an obligation to assist the needy.”

Roger Biles, historian, 1991

“My principal problem with Roosevelt and the New Deal [is] not over specific reforms or his social programs, but with the failure of the United States to recover from the depression during the eight peacetime years that he and his policies governed the nation. . . . There were certainly positive contributions under the New Deal, but they may not have outweighed the negative aspects of the period. When one examines the full range of New Deal proposals . . . the outline emerges of a form of government alien to any definition of liberalism except that of New Dealers themselves. Historians need to weigh more thoroughly and objectively the implications for the United States if Roosevelt’s programs had been fully implemented. They also need to assess the costs in human misery of the delay in recovery, and of reduced U.S. influence abroad at a critical time in world affairs owing to its economic prostration.”

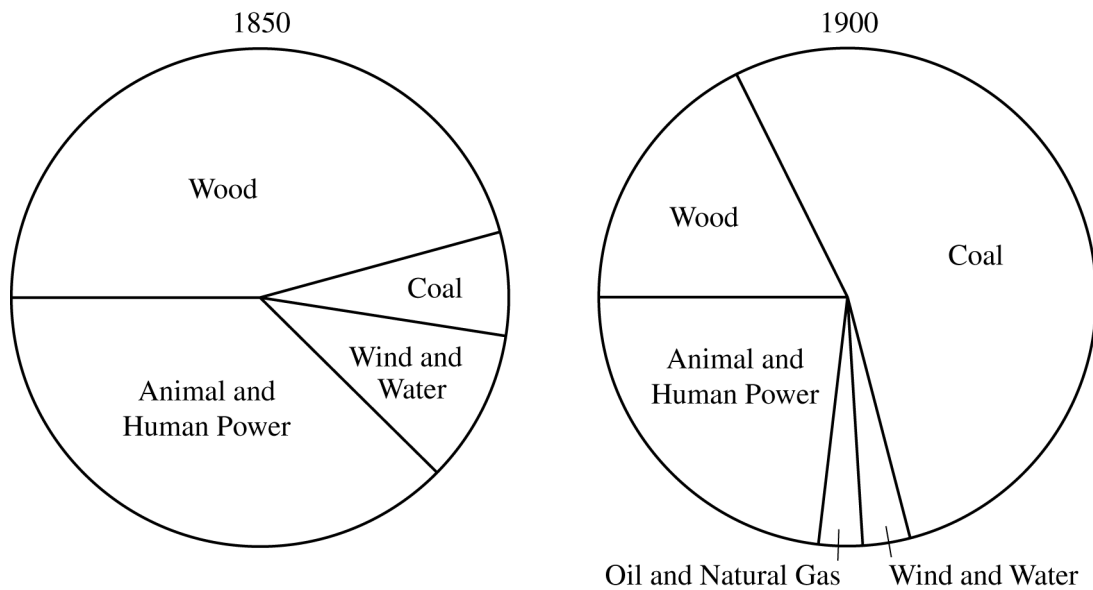
Gary Dean Best, historian, 1990

1. Using the excerpts above, answer (a), (b), and (c).
 - a) Briefly explain ONE major difference between Biles’s and Best’s historical interpretations of the New Deal.
 - b) Briefly explain how ONE specific historical event or development during the period 1932 to 1980 that is not mentioned directly in the excerpts could be used to support Biles’s interpretation.
 - c) Briefly explain how ONE specific historical event or development during the period 1932 to 1980 that is not mentioned directly in the excerpts could be used to support Best’s interpretation.

2. Answer (a), (b), and (c).

- a) Briefly explain how ONE specific environmental or geographical feature of the New England colonies contributed to the region's unique development before 1754.
- b) Briefly explain how ONE specific environmental or geographical feature of the middle colonies contributed to the region's unique development before 1754.
- c) Briefly explain how ONE specific environmental or geographical feature of the southern colonies contributed to the region's unique development before 1754.

UNITED STATES ENERGY SOURCES, 1850 AND 1900



3. Using the pie charts above, answer (a), (b), and (c).

- Briefly explain ONE specific historical event or development that accounts for the changes in United States energy sources between 1850 and 1900.
- Briefly explain ONE specific historical effect of the changes in United States energy sources between 1850 and 1900.
- Briefly explain a SECOND specific historical effect of the changes in United States energy sources between 1850 and 1900.

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

MAKE SURE YOU HAVE DONE THE FOLLOWING.

- **PLACED YOUR AP NUMBER LABEL ON YOUR SECTION I, PART B: SHORT ANSWER BOOKLET**
- **COMPLETED THE IDENTIFICATION INFORMATION AS REQUESTED ON THE FRONT AND BACK OF THE SECTION I, PART B: SHORT ANSWER BOOKLET**
- **USED THE SAME SET OF AP NUMBER LABELS ON ALL AP EXAMS YOU HAVE TAKEN THIS YEAR**

Section II: Free-Response Questions

This is the free-response section of the 2016 AP exam.
It includes cover material and other administrative instructions
to help familiarize students with the mechanics of the exam.
(Note that future exams may differ in look from the following content.)

AP[®] United States History Exam

SECTION II: Free Response

2016

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

At a Glance

Total Time

1 hour, 30 minutes

Number of Questions

2

Percent of Total Score

40%

Writing Instrument

Pen with black or dark blue ink

**Question 1 (DBQ):
Mandatory****Suggested Reading and
Writing Time**

55 minutes

Reading Period

15 minutes. Use this time to read Question 1 and to plan your answer. You may begin writing your response before the reading period is over.

Suggested Writing Time

40 minutes

Percent of Total Score

25%

**Question 2
or 3: Choose
One Question**

Answer either question 2 or 3

Suggested Writing Time

35 minutes

Percent of Total Score

15%

IMPORTANT Identification Information

PLEASE PRINT WITH PEN:

1. First two letters of your last name

First letter of your first name

2. Date of birth

Month Day Year

3. Six-digit school code

4. Unless I check the box below, I grant the College Board the unlimited right to use, reproduce, and publish my free-response materials, both written and oral, for educational research and instructional purposes. My name and the name of my school will not be used in any way in connection with my free-response materials. I understand that I am free to mark "No" with no effect on my score or its reporting.

No, I do not grant the College Board these rights.

Instructions

The questions for Section II are printed in the orange Questions and Documents booklet. You may use that booklet to organize your answers and for scratch work, but you must write your answers in this Section II: Free Response booklet. No credit will be given for any work written in the Questions and Documents booklet.

The proctor will announce the beginning and end of the reading period. You are advised to spend the 15-minute period reading the question and planning your answer to Question 1, the document-based question (DBQ). If you have time, you may also read Questions 2 and 3. You may begin writing your responses before the reading period is over.

Section II of this exam requires answers in essay form. Write clearly and legibly. Circle the number of the question you are answering at the top of each page in this booklet. Begin each answer on a new page. Do not skip lines. Cross out any errors you make; crossed-out work will not be scored.

Manage your time carefully. The proctor will announce the suggested time for each part, but you may proceed freely from one part to the next. Go on to Question 2 or 3 if you finish Question 1 early. You may review your responses if you finish before the end of the exam is announced.

After the exam, you must apply the label that corresponds to the question you answered. For example, if you answered Question 2, apply the label **2** to the front cover. Failure to do so may delay your score.

Form Code 4NBP-P-0701

07

THIS PAGE MAY BE USED FOR PLANNING YOUR ANSWERS. NOTES WRITTEN IN THIS ORANGE BOOKLET WILL NOT BE SCORED. WRITE ALL YOUR RESPONSES IN THE SECTION II BOOKLET.

SECTION II QUESTIONS AND DOCUMENTS BEGIN ON PAGE 4.

UNITED STATES HISTORY SECTION II

Total Time—1 hour, 30 minutes

Question 1 (Document-Based Question)

Suggested reading and writing time: 55 minutes

It is suggested that you spend 15 minutes reading the documents and 40 minutes writing your response.

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

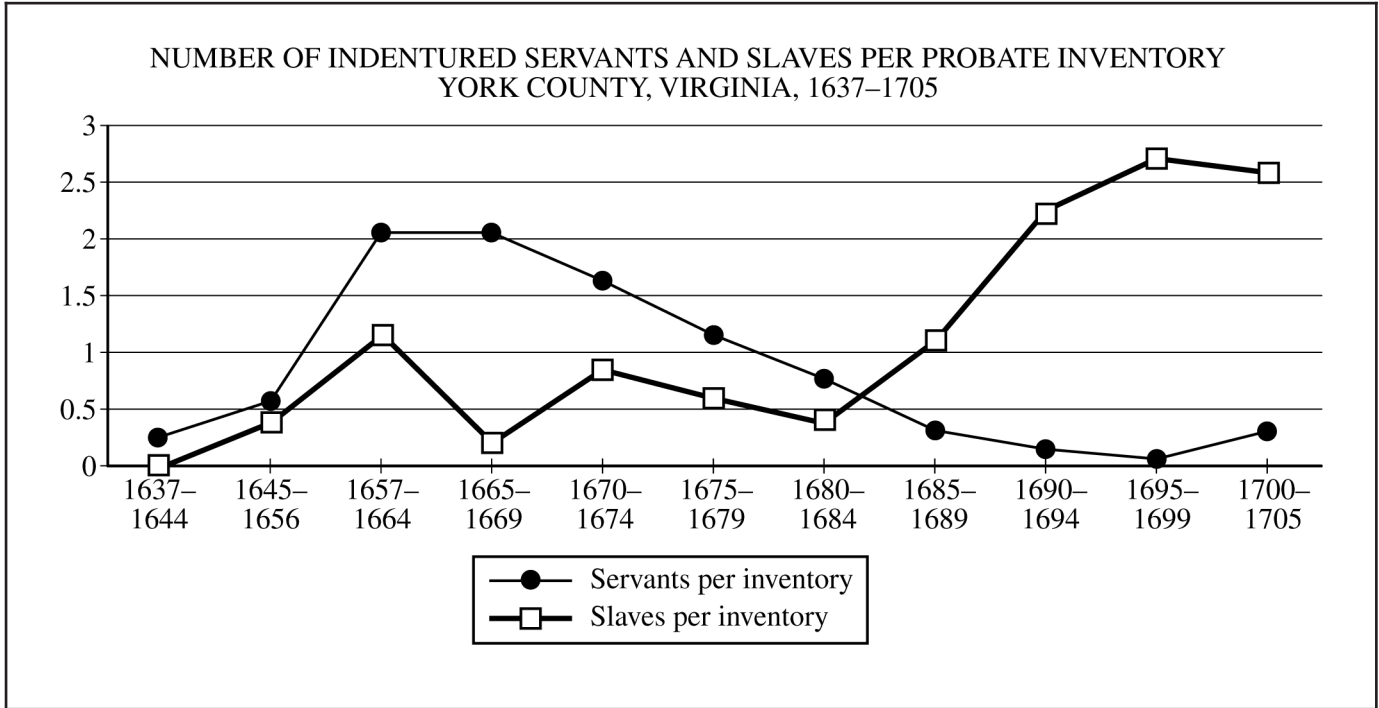
Directions: Question 1 is based on the accompanying documents. The documents have been edited for the purpose of this exercise.

In your response you should do the following.

- **Thesis:** Present a thesis that makes a historically defensible claim and responds to all parts of the question. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.
- **Argument Development:** Develop and support a cohesive argument that recognizes and accounts for historical complexity by explicitly illustrating relationships among historical evidence such as contradiction, corroboration, and/or qualification.
- **Use of the Documents:** Utilize the content of at least six of the documents to support the stated thesis or a relevant argument.
- **Sourcing the Documents:** Explain the significance of the author's point of view, author's purpose, historical context, and/or audience for at least four documents.
- **Contextualization:** Situate the argument by explaining the broader historical events, developments, or processes immediately relevant to the question.
- **Outside Evidence:** Provide an example or additional piece of specific evidence beyond those found in the documents to support or qualify the argument.
- **Synthesis:** Extend the argument by explaining the connections between the argument and ONE of the following.
 - A development in a different historical period, situation, era, or geographical area.
 - A course theme and/or approach to history that is not the focus of the essay (such as political, economic, social, cultural, or intellectual history).

1. Explain the causes of the development of the institution of slavery in the period from 1607 to 1750.

Document 1



Document 2

Source: Evaluation of the estate of James Stone, measured in pounds of tobacco, York County, Virginia, probate court records, 1648.

Thomas Groves, 4 years to serve—1300 lb tobo [pounds of tobacco]
Francis Bomley for 6 years—1500 lb tobo
John Thackstone for 3 years—1300 lb tobo
Susan Davis for 3 years—1000 lb tobo
Emaniell, a Negro man—2000 lb tobo
Roger Stone 3 years—1300 lb tobo
Mingo, a Negro man—2000 lb tobo

Document 3

Source: Captain Francis Pott, Court Records of Northampton County, Virginia, 1645–1651.

I, Capt. Francis Pott, have taken to service two daughters of my Negro, Emanuell Dregis. The one whose name is Elizabeth is to serve thirteen years which will be complete and ended in the first part of March, 1658. And the other child whose name is Jane Dregis (being about one year old) is to serve the said Capt. Pott until she arrive to the age of thirty years old.

And I, the said Francis Pott, do promise to give them sufficient meat, drink, apparel and lodging and to use my best endeavor to bring them up in the fear of God and in the knowledge of our Savior Christ Jesus.

Document 4

Source: Virginia General Assembly, 1667.

Whereas some doubts have risen whether children that are slaves by birth, and by the charity and piety of their owners made partakers of the blessed sacrament of baptism, should by virtue of their baptism be made free, it is enacted and declared by this Grand Assembly that the conferring of baptism does not alter the condition of the person as to his bondage or freedom; that masters, freed from this doubt may more carefully endeavor the propagation of Christianity by permitting children, though slaves, to be admitted to that sacrament.

Document 5

Source: Letter from William Sherwood, a member of the Virginia House of Burgesses, to Sir Joseph Williamson, a member of the King's Privy Council in London, 1676.

A nation of Indians called [Susquehannas] having killed some of the Inhabitants of this Country were pursued and several destroyed by the English and Sir Wm. Berkeley our honorable Governor (who hath had long experience of war with the Indians) that he might provide for the safety of this Country caused our Assembly . . . to . . . enact that forts should be built at the heads of several rivers, being the most way for security of our frontier plantations, but as no good Law can be so made to please all men, especially the rude sort of people, one Mr. Nathaniel Bacon a person of little experience and but of two years in the country, thinking himself wiser than the law, hath stirred up a great number of indigent and dissatisfied persons to obstruct the proceedings upon the acts of Assembly, raising forces [and] Marching in warlike posture, in terror of his Majesty's good subjects, the intent of which . . . is the subversion of the Laws and to Level all . . . this Mr. Bacon being styled by the rabble their General.

Document 6

Source: Virginia General Assembly, October 1705.

Chapter XXII. An act declaring the Negro, Mulatto, and Indian slaves within this dominion, to be real estate.

Be it enacted, by the governor, council and burgesses of this present general assembly . . . that from and after the passing of this act, all Negro, mulatto, and Indian slaves . . . shall be held, taken, and adjudged, to be real estate . . . and shall descend unto the heirs and widows of persons departing this life, according to the manner and custom of land of inheritance. . . .

Chapter XLIX. An act concerning Servants and Slaves.

Be it enacted . . . that all servants imported and brought into this country, by sea or land, who were not Christians in their native country . . . shall be accounted and be slaves, and as such be here bought and sold notwithstanding a conversion to Christianity afterwards. . . .

And if any woman servant shall have a bastard child by a Negro, or mulatto, over and above the years service due to her master or owner, she shall immediately . . . pay down to the church-wardens of the parish wherein such child shall be born . . . fifteen pounds current money of Virginia. . . . And if a free Christian white woman shall have such bastard child, by a Negro, or mulatto, for every such offence, she shall, within one month after her delivery of such bastard child, pay to the church-wardens for the time being, of the parish wherein such child shall be born . . . fifteen pounds current money of Virginia. . . . And in both the said cases, the church-wardens shall bind the said child to be a servant, until it shall be of thirty-one years of age.

And be it further enacted, that no minister of the church of England, or other minister, or person whatsoever, within this colony and dominion, shall hereafter wittingly presume to marry a white man with a Negro or mulatto woman; or to marry a white woman with a Negro or mulatto man, upon pain of forfeiting and paying, for every such marriage the sum of ten thousand pounds of tobacco.

Document 7

Source: Advertisement, *Virginia Gazette*, May 16, 1745.

RAN away, on the 18th Instant, from the Plantation of the late Col. William Wilson, deceased, two slaves belonging to the subscriber, the one a tall yellow fellow, named Emanuel, about 6 feet high, six or seven and twenty years of age; hath a scar on the outside of his left thigh, which was cut with an ax; he had on when he went away, a blue jacket, an Ozenbrig [course fabric] shirt and trousers, and a worsted cap; he speaks pretty good English, and calls himself a Portuguese; is by trade a cooper, and took with him some cooper's tools. The other is a short, thick, well-set fellow, stoops forward pretty much when he walks; does not speak so plain as the other; had on when he went away an Ozenbrig pair of trousers and shirt, a white Negro cotton jacket, and took with him an axe. They went away in a small canoe, and were seen at Capt. Pearson's, on Nuse River, the 18th Inst. and 'tis believ'd are gone towards Virginia. Whoever take up the said Negroes, and brings them to my house on Trent River, North Carolina, or secures them so that I may have them again, shall have four Pistoles reward for each, paid by Mary Wilson.

END OF DOCUMENTS FOR QUESTION 1

Question 2 or Question 3
Suggested writing time: 35 minutes

Directions: Choose EITHER Question 2 or Question 3.

In your response you should do the following.

- **Thesis:** Present a thesis that makes a historically defensible claim and responds to all parts of the question. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.
- **Application of Historical Thinking Skills:** Develop and support an argument that applies historical thinking skills as directed by the question.
- **Supporting the Argument with Evidence:** Utilize specific examples of evidence to fully and effectively substantiate the stated thesis or a relevant argument.
- **Synthesis:** Extend the argument by explaining the connections between the argument and one of the following.
 - A development in a different historical period, situation, era, or geographical area.
 - A course theme and/or approach to history that is not the focus of the essay (such as political, economic, social, cultural, or intellectual history).

2. Compare and contrast the impact of religion on the United States in the antebellum period (1800–1860) and in the second half of the twentieth century (1945–2000).

In the development of your argument, explain the reasons for the similarities and differences. (*Historical thinking skill: Comparison*)

3. Compare and contrast the impact in the United States of anticommunism during the period 1917–1929 and the period 1939–1959.

In the development of your argument, explain the reasons for the similarities and differences. (*Historical thinking skill: Comparison*)

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

STOP

END OF EXAM

THE FOLLOWING INSTRUCTIONS APPLY TO THE COVERS OF THE SECTION II BOOKLET.

- **APPLY THE LABEL THAT CORRESPONDS TO THE FREE-RESPONSE QUESTION YOU ANSWERED, AS REQUESTED ON THE FRONT COVER.**
- **MAKE SURE YOU HAVE COMPLETED THE IDENTIFICATION INFORMATION AS REQUESTED ON THE FRONT AND BACK COVERS OF THE SECTION II BOOKLET.**
- **CHECK TO SEE THAT YOUR AP NUMBER LABEL APPEARS IN THE BOX ON THE COVER.**
- **MAKE SURE YOU HAVE USED THE SAME SET OF AP NUMBER LABELS ON ALL AP EXAMS YOU HAVE TAKEN THIS YEAR.**

Multiple-Choice Answer Key

The following contains the answers to the multiple-choice questions in this exam.

**Answer Key for AP United States History
Practice Exam, Section I**

Question 1: A	Question 26: B
Question 2: B	Question 27: C
Question 3: A	Question 28: B
Question 4: B	Question 29: B
Question 5: C	Question 30: A
Question 6: B	Question 31: D
Question 7: D	Question 32: C
Question 8: B	Question 33: D
Question 9: C	Question 34: B
Question 10: A	Question 35: A
Question 11: D	Question 36: A
Question 12: D	Question 37: D
Question 13: B	Question 38: B
Question 14: A	Question 39: D
Question 15: D	Question 40: A
Question 16: A	Question 41: B
Question 17: B	Question 42: B
Question 18: B	Question 43: B
Question 19: A	Question 44: B
Question 20: A	Question 45: A
Question 21: B	Question 46: A
Question 22: A	Question 47: A
Question 23: D	Question 48: B
Question 24: C	Question 49: D
Question 25: B	

Free-Response Scoring Guidelines

The following contains the scoring guidelines for the free-response questions in this exam.

AP[®] UNITED STATES HISTORY

2016 SCORING GUIDELINES

Short-Answer Question 1

“The New Deal economic policies . . . implanted several ‘stabilizers’ that have been . . . successful in averting another such depression. . . . Such safeguards restored confidence in the discredited banking system and established a firm economic foundation that performed well for decades thereafter. The New Deal was also responsible for numerous other notable changes in American life. In the space of a decade government laws eliminated sweatshops, severely curtailed child labor, and established enforcement standards for hours, wages, and working conditions. . . . The New Deal’s safety net . . . firmly established the principle that the government had an obligation to assist the needy.”

Roger Biles, historian, 1991

“My principal problem with Roosevelt and the New Deal [is] not over specific reforms or his social programs, but with the failure of the United States to recover from the depression during the eight peacetime years that he and his policies governed the nation. . . . There were certainly positive contributions under the New Deal, but they may not have outweighed the negative aspects of the period. When one examines the full range of New Deal proposals . . . the outline emerges of a form of government alien to any definition of liberalism except that of New Dealers themselves. Historians need to weigh more thoroughly and objectively the implications for the United States if Roosevelt’s programs had been fully implemented. They also need to assess the costs in human misery of the delay in recovery, and of reduced U.S. influence abroad at a critical time in world affairs owing to its economic prostration.”

Gary Dean Best, historian, 1990

Using the excerpts above, answer (a), (b), and (c).

- Briefly explain ONE major difference between Biles’s and Best’s historical interpretations of the New Deal.
- Briefly explain how ONE specific historical event or development during the period 1932 to 1980 that is not mentioned directly in the excerpts could be used to support Biles’s interpretation.
- Briefly explain how ONE specific historical event or development during the period 1932 to 1980 that is not mentioned directly in the excerpts could be used to support Best’s interpretation.

Scoring Guide

0–3 points

Score 3

Response accomplishes **all three** tasks set by the question.

Score 2

Response accomplishes **two** of the tasks set by the question.

Score 1

Response accomplishes **one** of the tasks set by the question.

Score 0

Response accomplishes **none** of the tasks set by the question.

Score NR

Is completely blank

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Short-Answer Question 1 (continued)

Scoring Notes

Note: Responses should use evidence from the period 1932–1980.

Note: Readers should be attentive to responses that repeat the language from the excerpts, particularly in (a). Responses that simply repeat the language of the excerpts should NOT receive credit

a) Briefly explains ONE major difference between Biles's and Best's historical interpretations of the New Deal.

Examples of responses to (a) that would earn the point:

- Biles considers the New Deal was a success by preserving existing economic structures during the 1930s Great Depression, while Best argues that the New Deal failed to produce economic recovery.
- Biles credits the New Deal with expanding the role of government to solve social and economic problems, while Best argues that it was an ineffective or abusive use of government power.

b) Briefly explains how ONE specific historical event or development during the period 1932 to 1980 that is not mentioned directly in the excerpts could be used to support Biles's interpretation.

Examples of responses to (b) that would earn the point:

- New Deal programs stabilized capitalism by instituting programs such as Banking Act, FDIC insurance, Agricultural Adjustment Act (AAA), labor legislation, recognition of labor's right to organize (e.g., Wagner Act), and the provision of a social safety net through programs such as Social Security.
- The endurance of the New Deal coalition and the liberal consensus in the postwar era confirmed the significance of the New Deal programs and revolution in politics (e.g., moderation of Eisenhower; Truman's Fair Deal; labor union and African American voting support for Democrats).
- Great Society programs were modeled on the New Deal.
- Social Security remained popular.
- Second World War conversion of production and government spending on defense work lifted the economy, demonstrating that the New Deal principles and theories were sound.
- There was an economic boom in the United States after 1945 that could be traced back to the success of New Deal policies.
- Response may explain one of these developments without specifically naming a particular law or act. For example, the response might describe a program that paid farmers to refrain from growing crops but does not necessarily have to name the Agricultural Adjustment Administration.

c) Briefly explains how ONE specific historical event or development during the period 1932 to 1980 that is not mentioned directly in the excerpts could be used to support Best's interpretation.

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Short-Answer Question 1 (continued)

Examples of responses to (c) that would earn the point:

- The failure of economic recovery in the 1930s and renewed depressions in 1937 and 1938 showed the ineffectiveness of the New Deal.
- The programs implemented by the New Deal prompted the rise of big government, with increases in the federal budget and deficit spending, which had a negative impact on the economy.
- Wartime production, rather than the New Deal, accomplished recovery from the Great Depression.
- The rise of new conservatism from 1960s to 1980s—which championed budget reform, tax cuts, promoted business, free market, and smaller government—was evidence of a backlash against the New Deal and its policies and programs.
- The failure of Great Society economic policies and programs modeled on the New Deal contributed to prostration of the economy by the 1970s.
- The policies of Franklin Roosevelt and the New Deal increased the authority of the executive office in dangerous ways.
- The New Deal’s inability to end the Great Depression contributed to reduced United States influence abroad.
- Because of the failure of the New Deal, the American people were consumed by economic problems and therefore insufficiently concerned about the rise of fascism abroad and Japanese imperialism in the Pacific, leading to the Second World War.

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Short-Answer Question 2

Answer (a), (b), and (c).

- a) Briefly explain how ONE specific environmental or geographical feature of the New England colonies contributed to the region's unique development before 1754.
- b) Briefly explain how ONE specific environmental or geographical feature of the middle colonies contributed to the region's unique development before 1754.
- c) Briefly explain how ONE specific environmental or geographical feature of the southern colonies contributed to the region's unique development before 1754.

Scoring Guide

0–3 points

Score 3

Response accomplishes **all three** tasks set by the question.

Score 2

Response accomplishes **two** of the tasks set by the question.

Score 1

Response accomplishes **one** of the tasks set by the question.

Score 0

Response accomplishes **none** of the tasks set by the question.

Score NR

Is completely blank

Scoring Notes

Note: This question type assesses causation; thus must include cause (geographic and environmental features) and effect (contribution to development) relationships in a historical context. Identifying causes without explaining their effects will not earn points.

- a) Briefly explains how ONE specific environmental or geographical feature of the New England colonies (Massachusetts, Connecticut, New Hampshire, and Rhode Island) contributed to the region's unique development before 1754.

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Short-Answer Question 2 (continued)

Examples of responses to (a) that would earn the point:

- Rocky soil, trees, rolling hills, rivers (power source for mills)
- Humid summers, long winters
- Good harbors, importance of shipping and trade (e.g., Triangular Trade, fur trade)
- New England forms many towns and developed a lumber/shipbuilding/fishing/rum manufacturing industries.

b) Briefly explains how ONE specific environmental or geographical feature of the middle colonies (New Jersey, New York, Pennsylvania, and Delaware) contributed to the region's unique development before 1754.

Examples of responses to (b) that would earn the point:

- Fertile soil – large grain exports resulting from this soil (bread colonies/"breadbasket")
- Temperate climate
- Good harbors, importance of shipbuilding, shipping and trade (e.g., New York, Philadelphia)
- Broad navigable rivers attracted diverse business (e.g., fur traders moved along these rivers)
- Combination of cities and rural areas
- Any reference to tobacco is not necessarily wrong, but must include other crops (grain, corn, etc.)
- Reference to Maryland is not a major mistake given later developments, but reference to Virginia is totally wrong

c) Briefly explains how ONE specific environmental or geographical feature of the southern colonies (Virginia, Maryland, Chesapeake, Carolinas, and Georgia) contributed to the region's unique development before 1754.

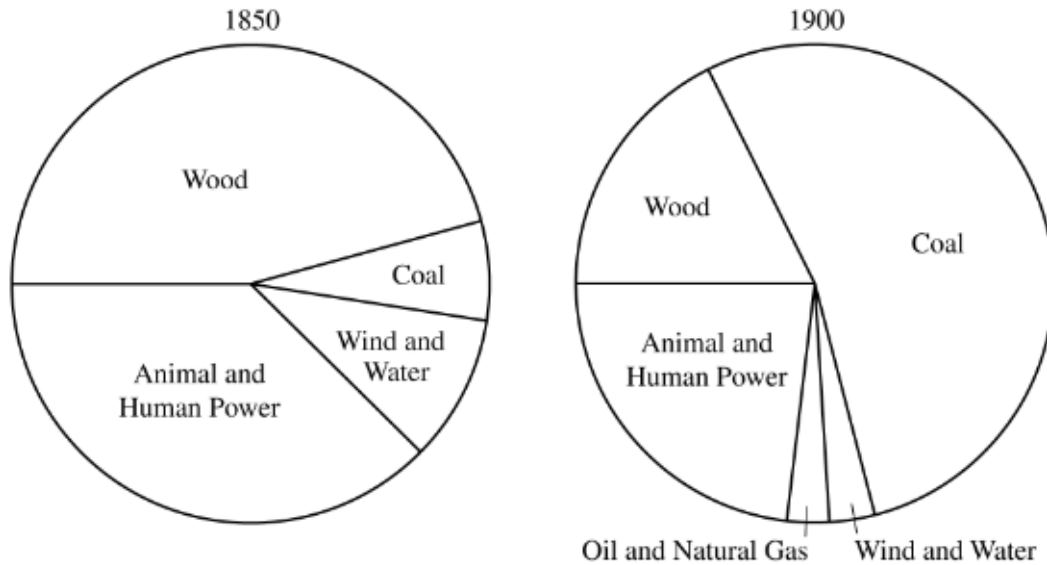
Examples of responses to (c) that would earn the point:

- Tidewater and Piedmont climatic/geographic regions
- Fertile soil; long growing season; climate was warm and moist which was perfect for growing cash crops (e.g., tobacco, sugar, rice, indigo) based on indentured servitude, then slavery
- Plantations often located along rivers for transportation
- Dispersed population centers (fewer towns)
- Any reference to cotton is not necessarily wrong -- it is acceptable if it reflects long-term developments (as in post-1800)

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Short-Answer Question 3

UNITED STATES ENERGY SOURCES, 1850 AND 1900



Using the pie charts above, answer (a) , (b), and (c).

- Briefly explain ONE specific historical event or development that accounts for the changes in United States energy sources between 1850 and 1900.
- Briefly explain ONE specific historical effect of the changes in United States energy sources between 1850 and 1900.
- Briefly explain a SECOND specific historical effect of the changes in United States energy sources between 1850 and 1900.

Scoring Guide

0–3 points

Score 3

Response accomplishes **all three** tasks set by the question.

Score 2

Response accomplishes **two** of the tasks set by the question.

Score 1

Response accomplishes **one** of the tasks set by the question.

Score 0

Response accomplishes **none** of the tasks set by the question.

Score NR

Is completely blank

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Short-Answer Question 3 (continued)

Scoring Notes

Note 1: Outside information is needed on (a), (b), and (c). Students must both understand the chart and put it in historical context.

Note 2: Some responses treated this as a transportation question. If done well, response will receive the points.

a) Response briefly explains ONE specific historical event or development that accounts for the changes in United States energy sources between 1850 and 1900.

Examples of responses to (a) that would earn the point:

- Rise of railroads increases demand for coal (1870 trains shift from wood burning to coal – no students identified this date but explained it generally)
- Coal burns hotter and longer than wood
- The industrial revolution or second industrial revolution in the United States
- The rise of big business and industry, rise of industrial capital in the United States
- The economic growth of the United States after the Civil War
- New sources of resource extraction, especially coal, necessitated by innovations in technologies of production and machines. The steam engine, steel production (Bessemer process), etc., all required the use of coal and new sources of energy
- Greater use of machines and innovations in production reduced dependence on muscle power

(b) and (c) Briefly explains TWO distinct and specific historical effects of the changes in United States energy sources between 1850 and 1900.

Examples of responses to (b) and (c) that would earn the points:

- Coal was used effectively in the manufacture of steel, trains, buildings, etc.
- Mass production of goods
- Jobs requiring unskilled labor shift from agricultural to urban manufacturing
- Cheaper energy, especially coal and whale oil (petroleum by turn of century)
- Building of infrastructure of the country through new energy sources that allowed for use of structural steel, steel railroad ties, electrical power by the mid-1870s, etc.
- Growth of industrial society and industrial culture- leisure and efficiency
- New forms of resource extraction had impact on environment and landscape, especially coal mining, in turn furthered demand for acquisition of more territory with natural resources
- Resources like coal and electricity allowed for industrial production to unfetter from landscape constraints (i.e. hydropower)
- New energy leads to trains which leads to westward expansion
 - Wars against American Indians
 - The destruction of the buffalo
 - Increased trade with Asia
- Urbanization because of jobs, bigger buildings, trade, etc.
- Transatlantic trade due to the development of the steamship
- Production and use of new energy sources enriches robber barons like Carnegie, Rockefeller etc., leads to greater divide between rich and poor
- New industrial and unskilled jobs related to new energy sources attract immigrants

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Short-Answer Question 3 (continued)

- Rise of New South (Henry Grady)- Birmingham and Atlanta
- Oil boom
- Negative effects of new energy (black lung disease for coal miners, air pollution, worker exploitation, and child labor)
- Pollution from new energy sources can be done well or badly. Air pollution is acceptable; global warming and Al Gore are not.
- Workers exploited in industries reliant on new energy sources form unions.
- The development of steam tractors and cheaper transportation-steam cars, steam railways, electric trolleys.

Common Wrong/Incorrect Answers Include:

- Eli Whitney
- Cars
- Airplanes
- Mideast Oil Crisis
- Global warming
- Emancipation of enslaved people, Thirteenth Amendment
- Canals

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Question 1— Document-Based Question

Explain the causes of the development of the institution of slavery in the period from 1607 to 1750.

Maximum Possible Points: 7

Please note:

- Each point of the rubric is earned independently, e.g. a student could earn the point for argument development without earning the point for thesis.
- Unique evidence from the student response is required to earn each point, e.g. evidence in the student response that qualifies for the contextualization point, could not be used to earn the point for synthesis or the point for sourcing the documents.

A. Thesis and Argument Development (2 points)

Targeted Skill: Argumentation (E1, E4, and C1)

1 point Presents a thesis that makes a historically defensible claim and responds to all parts of the question. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.

Scoring Note: Neither the introduction nor the conclusion is necessarily limited to a single paragraph.

1 point Develops and supports a cohesive argument that recognizes and accounts for historical complexity by explicitly illustrating relationships among historical evidence such as contradiction, corroboration, and/or qualification.

0 points Neither presents a thesis that makes a historically defensible claim and responds to all parts of the question nor develops and supports a cohesive argument that recognizes and accounts for historical complexity.

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B. Document Analysis (2 points)

Targeted Skill: Analyzing Evidence: Content and Sourcing (A1 and A2) and Argumentation (E2)

1 point Utilizes the content of at least six of the documents to support the stated thesis or a relevant argument.

1 point Explains the significance of the author's point of view, author's purpose, historical context, and/or audience for at least four documents.

0 points Neither utilizes the content of at least six of the documents to support the stated thesis or a relevant argument nor explains the significance of the author's point of view, author's purpose, historical context, and/or audience for at least four documents.

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Question 1— Document-Based Question (continued)

C. Using Evidence Beyond the Documents (2 points)

Targeted Skill: Contextualization (C3) and Argumentation (E3)

Contextualization

- 1 point** Situates the argument by explaining the broader historical events, developments, or processes immediately relevant to the question.
- 0 points** Does not situate the argument by explaining the broader historical events, developments, or processes immediately relevant to the question.

***Scoring Note:** Contextualization requires using knowledge not found in the documents to situate the argument within broader historical events, developments, or processes immediately relevant to the question. The contextualization point is **not** awarded for merely a phrase or reference, but instead requires an explanation, typically consisting of multiple sentences or a full paragraph.*

Evidence Beyond the Documents

- 1 point** Provides an example or additional piece of specific evidence beyond those found in the documents to support or qualify the argument.
- 0 points** Does not provide an example or additional piece of specific evidence beyond those found in the documents to support or qualify the argument.
- Is completely blank

Scoring Notes:

- This example must be different from the evidence used to earn other points on this rubric.
- This point is **not** awarded for merely a phrase or reference. Responses need to reference an additional piece of specific evidence and explain how that evidence supports or qualifies the argument.

D. Synthesis (1 point)

Targeted Skill: Synthesis (C4 or C5)

- 1 point** Extends the argument by explaining the connections between the argument and one of the following.
- A development in a different historical period, situation, era, or geographical area.
 - A course theme and/or approach to history that is not the focus of the essay (such as political, economic, social, cultural, or intellectual history).
 - A different discipline or field of inquiry (such as economics, government and politics, art history, or anthropology) (Note: For World and European History only).
- 0 points** Does not extend the argument by explaining the connections between the argument and the other areas listed.
- Is completely blank.

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Question 1— Document-Based Question (continued)

Scoring Note: The synthesis point requires an explanation of the connections to a different historical period, situation, era, or geographical area, and is **not** awarded for merely a phrase or reference.

On Accuracy: The components of this rubric each require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, the essay may contain errors that do not detract from the overall quality, as long as the historical content used to advance the argument is accurate.

On Clarity: These essays should be considered first drafts and thus may contain grammatical errors. Those errors will not be counted against a student unless they obscure the successful demonstration of the content knowledge and skills described above.

Scoring Notes

Note: Student samples are quoted verbatim and may contain grammatical errors.

A. Thesis and Argument Development (2 points)

a) Thesis

Responses earn one point by presenting a thesis that makes a historically defensible claim that responds to all parts of the question (1 point). While the thesis does not need to be a single sentence, it does need to be discrete, meaning it cannot be pieced together from across multiple places within the essay. It can be located in either the introduction or the conclusion, but not split between the two.

An acceptable thesis would explain the causes of the development of the institution of slavery in the period from 1607 to 1750. Possible theses could include the following.

- [hypothetical] Slavery in the colonies originated from the growing demands for cash crop exports and the substitution of indentured servants with African slaves in the British North American colonies.
- [hypothetical] Slavery in the British North American colonies developed from specific attempts to increasingly limit the rights of African slaves and to separate them by race from white indentured servants.

Examples of acceptable thesis:

- “The institution of slavery was caused by the end of indentured servants, the keeping of slave children, and the unhumanlike treatment of slaves between 1607 and 1750.”
- “The development of slavery was caused by the increasing demand for labor, economic pressure, and the continued growth of plantation numbers.”
- “Slavery developed from the economic need for hard labor and was expanded and solidified through the religious and moral rationalizations of slaveholders and law makers.”

Examples of unacceptable thesis:

- “Slavery has been a crucial factor in the development of the colonies.”
- “From the start of colonization of North America under Great Britain in 1607, as it grew successful through 1750, slavery played an important role in the shaping of what would become the United States, developing as the practice progressed through many rebellions, as well as many legal and political acts and policies.”

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Question 1— Document-Based Question (continued)

b) Argument Development

To earn this point, responses must move beyond a single sentence or a listing of facts in support of the thesis or argument; they must explain the relationship of historical evidence to a complex and cohesive thesis or argument and do so throughout the essay (1 point). Evidence can be related to the argument in ways such as contradiction (e.g., using evidence to address a possible counterargument to the main argument in the essay), corroboration (e.g., combining multiple pieces of evidence to support a single argument), or qualification (e.g., use of evidence to present an argument that is subsequently made more complex by noting exceptions).

Unacceptable argument development would include:

- Responses that do not develop a cohesive essay
- Responses that simply parrot the documents or list the documents in order
- Responses that fail to organize documents in any meaningful way
- Responses that do not reconnect the evidence of the essay back to a thesis or argument

Examples of acceptable argument development:

- “The drastic expanse of slavery can be attributed to the demand for new labor, the religious views of many Americans at this time, and the cheap yet productive work that they were able to accomplish.” The student then goes on to explain all three areas in-depth, with complexity and cohesion, by tying together both the content of the documents and potential outside information to sustain the argument all the way through the duration of the essay. There is a large discussion of religion and the push for a need for cheap labor. They see the graph, specifically the data after 1676, as a direct correlation to the outbreak of Bacon’s Rebellion and the shift for planters from indentured servants to slaves. They compare and contrast the discussion of religion in documents 4 and 6 as a means of stabilizing the slave labor force (rather than freeing it due to Christianity). The argument is acceptable because it moves through the entirety of the essay and serves as a focal point for the organization of the documents.
- “Slavery as a whole was catalyzed by the immense need for labor due to their being a rise in large scale agricultural practices, the diminishing popularity of European indentured servitude, and the African American’s biological strength that was seen as an opportunity for exploitation.” This is an example of how the student created an argument and then organized their entire essay around exploring these three individual points. The documents are woven together to explore the three areas and the student talks about class issues, economic changes in Europe, and the rise of racial slavery in America.

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Question 1— Document-Based Question (continued)

Examples of unacceptable argument development:

- “Slavery is an issue throughout the whole of American History. They came over with the first white and the whites used the indigenous people ‘Indians’ as forced labor as well. After Columbus found the Americas were good agricultural grounds, the escalation in slaves being brought over on the North Atlantic Slave Trade grew in shocking numbers. Imperialistic view, agricultural need, and a multicultural difference led to the English, French, and Spanish exploiting slaves for as long as they possibly could. An institution of slavery was not new, but when slavery started in America, the causes and effects pushed the instrument of slavery to the next level.” The student lays out three areas of possible argumentative focus: imperialistic views, agricultural need, and multicultural differences. However, the essay never provides any evidence of the three areas, as there is only a superficial treatment of the documents. Furthermore, the conclusion of the essay does not tie all three elements together. Therefore, the essay does not offer a cohesive argument that accounts for historical complexity.

B. Document Analysis (2 points)

a) Document Content

Responses earn one point by utilizing the content of at least six of the documents to support the stated thesis or a relevant argument (1 point). Responses cannot earn a point by merely quoting or paraphrasing the documents with no connection to a thesis or argument. (*See the document summaries section below for descriptions of document content.*)

Examples of acceptable utilization of content from a document to support a thesis or relevant argument:

- “There was controversy over the holding of Christians as slaves, until, that is, the statement of the Virginia Assembly in 1667 (Document 4), which eased the consciences of many slaveholders by allowing baptized and Christianized slaves to remain slaves. This statement allowed slaveholders to feel that they were helping the slaves by baptizing them while forcing them to stay in bondage.”
- “In document 1, the number of indentured servants decreases rapidly from 1665 to 1695 and the number of slaves rapidly grows from 1665 to 1695. These numbers show a transition from servants to slaves because of the cheaper, more efficient labor source.”

Examples of unacceptable utilization of content from a document to support a thesis or relevant argument:

- “If a slave were to run away, the owner had permission to kill them. Document 7 is a report from the Virginia Gazette informing the general public about two runaway slaves. The slaves were found and shot by their owner. Stories like this convinced other slaves not to run away.”
- “Document 5 mentions an incident where the Governor, William Berkeley, was murdered by a tribe of Native Americans. The document depicts the Natives as wild and evil beings that need to be controlled.”

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Question 1— Document-Based Question (continued)

b) Significance of Point of View, Purpose, Context, and/or Audience

Responses earn one point by explaining the significance of the author's point of view, author's purpose, historical context, and/or audience for at least four documents (1 point). (*See the document summaries section below for description of point of view, purpose, historical context, and audience for each document.*)

Example of acceptable explanation of the significance of the author's point of view:

- For Document 7, the response states, "In this advertisement by the Virginia Gazette, two slaves have run away from their plantation. There is a reward for who returns them to their owner. It is clear that these slaves were regarded as property from their owner's point of view."
- For Document 5, the response states, "The letter could be biased and William Sherwood was most likely a landowner/politician in danger of the rebellion."

Example of unacceptable explanation of the significance of the author's point of view:

- For Document 4, the response states, "This shows their point of view was that slaves were people, but they were cheap labor and allowed people to increase their profits."

Example of acceptable explanation of the significance of the author's purpose:

- For Document 7, the response states, "The authors of this document are aiming at finding these slaves, punishing them, and removing the rebellion."

Example of unacceptable explanation of the significance of the author's purpose:

- The aim of document 4 is to show people that religion for slaves is actually a privilege they have no need to avoid slavery because they have everything they need.

Examples of acceptable explanation of the significance of the historical context of a document:

- For Document 6, the response states, "Even after sixty years, children were still being forced into service when new acts were passed by the Virginia General Assembly. This time, however, it is not just slave children but also mixed children. This act states that a mulatto child must be put into servitude. This relates back to the Spanish colonies, when the mix of Spanish and Native American children was not treated the same as full-blooded Spaniards."

Examples of unacceptable explanation of the significance of the historical context of a document:

- For Document 7, the response states, "This explains fully the amount of value of slaves at this time. For this reason and more, the institution of slavery was developed during the 1600s and 1700s." This is a simplistic explanation about the advertisements pertaining to runaway slaves that does not provide appropriate historical context.

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Question 1— Document-Based Question (continued)

Examples of acceptable explanation of the significance of the audience:

- The response states, “As seen in Document 7, slave owners would put out ads designed for the general public to assist in the return of escaped property.”
- For Document 7, the response states, “The audience of this particular document was anyone in the colonies so that they could be on the lookout for the two slaves described. It was written for a newspaper so the general public would definitely see the ad.”

Examples of unacceptable explanation of the significance of the audience:

- The response states, “If a slave were to run away, the owner had permission to kill them. Document 7 is a report from the Virginia Gazette informing the general public about two runaway slaves. The slaves were found and shot by their owner. Stories like this convinced other slaves not to run away.”

C. Using Evidence Beyond the Documents (2 points)

a) Contextualization

Responses earn a point for contextualization by explaining the broader historical events, developments, or processes immediately relevant to the question (1 point). To earn the point, the essay must situate the thesis, argument, or parts of the argument by accurately and explicitly connecting the causes of the development of the institution of slavery to larger historical processes. Examples might include:

- Debates about the legitimacy of slavery as reflected in the following
 - Bartolome de las Casas on the inhumane treatment of Native American slaves
 - Samuel Sewell and others who represent some of the earliest voices in what will become the abolitionist movement of the nineteenth century
 - The poetry of Phillis Wheatley
- The gradual development and adoption of slavery by Britain from Portuguese, Spanish and French precedents
- The existence of and differences between African forms of slavery and forced labor as compared with plantation American slavery
- Slave rebellion and resistance as reflected in Bacon’s Rebellion (1676), the Stono Rebellion (1739), absconding and rebellion in New York City (1741)
- The development of a distinct African American culture emerging out of the slave experience
- The existence of slavery in the northern colonies
- The rise of the Royal African Company (1672) and the end of the royal monopoly on slave trading (1698) along with the effects of both
- Effects of the asiento on British slave trading (1543–1834)
- The rise and fall of Georgia’s anti-slavery experiment (1734–1751)
- The early development of southern arguments for a benign paternalism as characterizing slavery

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Question 1— Document-Based Question (continued)

Examples of acceptable contextualization:

- “One can also attribute the rise in slaves with the constant wars in Africa between tribes and the triangle trade promoting the sale of war prisoners as slaves. Africans were still in tribal groups in the early 1600s and were very undeveloped. Thus, when early settlers formed a triangle trade between America, Europe, and Africa, Africans saw a way to make money by selling war prisoners as slaves so they could purchase war goods like guns. This led to an influx in the slave supply, therefore, Americans could buy them for cheap pay. Africans could then get European weapons to fight tribal conflicts. All Europe had to do was sell guns to both sides in the tribal wars to keep Africans at a stalemate.”

Examples of unacceptable contextualization:

- The response states, “Of course slavery would have its hiccups, such as the Stono Rebellion, but for the most part slaves remained fairly obedient.” This is a simplistic representation of the Stono Rebellion that does not provide any additional information as to what happened or how it affected the development of slavery. There are also several other instances, such as the New York City fires or individual modes of resistance that allowed slaves to be far from fairly obedient.

b) Evidence Beyond the Documents

Responses earn a separate point for providing an example or additional piece of specific evidence beyond those found in the documents to support or qualify the argument (1 point). Examples might include the following.

- The arrival of Africans in colonial Virginia in 1619
- The trans-Atlantic slave trade, 1500–1808/Triangle Trade
- Encomienda System
- Development of cash crops, such as tobacco/indigo/sugar/hemp
- The Middle Passage
- Knowledge of the details of Spanish and French colonization in the Americas
- African American slave resistance
- Rebellions, such as Stono or the New York City fires of 1741

Examples of providing an example or additional piece of specific evidence beyond those found in the documents to support or qualify the argument:

- “The middle passage, the horrific journey from Africa to the Caribbean, provided a traumatic experience for Africans as they were eventually shipped onto the shores of the colonies. The crowded conditions made for a harrowing journey.”
- “Cash crops are at the heart of making money. The British introduced several lucrative crops to the Americas, including indigo, rice, sugarcane, cotton, and especially tobacco.”

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Question 1— Document-Based Question (continued)

Example of improperly providing an example or additional piece of specific evidence beyond those found in the documents to support or qualify the argument:

- The response states, “In order to prevent runaway slaves from remaining free, the Fugitive Slave Act was passed that would return all runaway slaves to their masters.” This statement is outside the time period of the question, which asks students to focus on the years from 1607-1750.
- “Many of the Native Americans became angry at how they were treated in slavery and rebelled in the Plymouth Colony, as seen through Pontiac’s Rebellion.”
- “Massachusetts passed the Tolerance Acts in order to keep the slaves in-check.”

D. Synthesis (1 point)

Responses earn a point for synthesis by extending their argument in one of two possible ways (1 point).

- a) Responses can extend their argument by appropriately connecting the causes of the development of slavery in the period 1607 to 1750 to other historical periods, situations, eras or geographical areas. (Synthesis proficiency C4). These connections must consist of more than just a phrase or reference. These connections might include the following.

- The Dred Scot case that confirmed the notion that slaves are viewed as property.
- Linking the racially discriminatory legislation of the 1600s to later laws that emerge in the immediate aftermath of the Civil War that seek to undo the political and social gains codified into the Thirteenth, Fourteenth, and Fifteenth Amendments. These would include the rise of black codes, limiting voting rights and new Jim Crow legislation.
- Connecting early anti-slavery sentiment (De Las Casas) to the later development of the abolitionist movement in the 1800s.
- Connecting debates about enslaving Christians in the 1600s to similar debates about proselytizing slaves in the antebellum period.

Examples of acceptable synthesis by appropriately connecting the argument to a development in a different historical period, situation, era, or geographic area:

- “The treatment of slaves in America is similar to that of the Spanish and the natives they encountered in the new world. Both view themselves as superior and treated the slaves poorly and like property.”
- “The racial prejudice, exhibited in the institution of slavery, carried far beyond the American Civil War, which brought about the 13th Amendment. Although African Americans gained their freedom and the right to vote, white southerners sought to restrict their rights through Jim Crow, lynching, the KKK, and hurdles in seeking the right to vote (like poll taxes).”
- “The development of the institution of slavery is similar to that of the mass immigration in the late 1800s and early 1900s. As the industrial revolution took off, more and more factories began to open. More factories meant more workers needed. The immigrants coming from Europe were eager to work to support themselves and factory jobs were beneficial for those with little or no job experience. Factories in this time period were essentially dependent on immigrants. The increasing population, desire for wealth, and society norms were all contributing factors to the development of immigrant factory jobs.”

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Question 1— Document-Based Question (continued)

Example that did not accurately connect the argument to a development in a different historical period, situation, era, or geographic area:

- A response that lists events from other time periods or areas but does not explain how they relate to the argument cannot earn a synthesis point.
 - “Just like in the 1960s, the segregation of the white and colored races led to poor race relations and turmoil.”
- b) Responses can extend their argument by appropriately connecting the causes of the development of slavery in the period 1607 to 1750 to other historical periods, situations, eras or geographical areas to course themes and/or approaches to history that are not the main focus of the question (Synthesis proficiency C5). These connections must consist of more than just a phrase or reference. Responses for this question could earn a point for this type of synthesis for using a theme or approach that is not social or economic history, for example, cultural or gender history.

Examples of acceptable synthesis by connecting the argument to different course themes and/or approaches to history that are not the main focus of the question:

- During our sample selection, we were not able to locate any essays that satisfied this requirement for synthesis. An acceptable response in this category would discuss, for example, the gendered nature of the development of slavery. In particular, a student could discuss the concept of the “good wife” and “nasty wench” and how the terms took on a more racialized identity in the midst of the development of slavery in colonial Virginia. The student could also highlight some of the statutes codified by law that noted the status of the mother would be reflected onto that of the child and how tax rates for black women differed in the colonies.

Examples that did not appropriately connect the argument to course themes and/or approaches to history that are not the main focus of the question:

- During our sample selection, we were not able to locate any essays that tried but failed in their attempt to connect course themes or approaches to history that are not the main focus of the question. An unacceptable response may just talk about the main political history of the colonial era in the final paragraph that really has nothing to do with the development of slavery.

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Question 1— Document-Based Question (continued)

Document Summaries

The following pages present the DBO documents along with the key aspects of each that students might offer in support of their arguments. Also provided are some of the major subjects, concepts, themes, or processes mentioned in the course that students might use to contextualize their arguments.

Document 1:

Number of Indentured Servants and Slaves per Probate Inventory, York County, Virginia, 1637–1705

Summary of key points explaining content of source or argument made by the author:

- The numbers of indentured servants and of slaves were both fairly low during early decades of colony in Virginia.
- Number of indentured servants increased more rapidly than the number of slaves in the mid-1600s.
- The number of indentured servants began decreasing after 1669 and was low through 1700.
- The number of slaves began increasing after 1680 and quickly exceeded that of indentured servants.

Examples of author's point of view:

- County records regarding property and inheritance

Example of author's purpose:

- To demonstrate broad trends in slave and servant holding in a single county in Virginia, specifically the decline of indentured servants and rise of slaves in probate inventories
- Graph shows how these trends can be calculated and verified in records.

Examples of historical context:

- This graph takes into account the broad scope of slave and servant holding over most of the seventeenth century although focused on a single county in Virginia.
- Reasons for indentured servitude such as enclosure and poverty in England
- Slaves more typically shipped to more robust economies in West Indies in earlier portion of 1600s

Examples of audience:

- The data supporting this chart was published in a scholarly journal devoted to investigations into the history and culture of the American South.

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Question 1— Document-Based Question (continued)

Document 2

Source: Evaluation of the estate of James Stone, measured in pounds of tobacco; York County, Virginia, probate court records, 1648.

Summary of key points explaining content of source or argument made by the author:

- Planters were clearly making distinctions between the servants under their charge based on race.
- Black workers were being valued at a higher rate than White laborers.
- This price variance is related to the fact that all of the servants have a set tenure attached to their names, except the Black workers.
- In effect, Black workers cost more because they are expected to work for the duration of their lives.
- The Black servants in Stone's estate had no term attached to their names, suggesting the early development of life-long service.

Examples of author's point of view:

- As a holder of labor in colonial Virginia, James Stone had a keen interest in maintaining accurate accounts of his property. This meant not only keeping track of how much his labor was worth, but also, how long they were meant to serve (in the case of indentured servants).

Example of author's purpose:

- To document the value of all of the laborers under James Stone's control; for county to administer inheritance and transmit wealth after Stone's death

Examples of historical context:

- This estate valuation was registered after the introduction of Africans into colonial Virginia (1619), the development of tobacco as a commercial crop in Virginia by John Rolfe, and the development of English mercantilism.
- It was registered before the legislature's final and definitive establishment of legally defined slavery as race-based, inherited and perpetual (1705), and in the midst of a range of colonial Virginia laws meant to establish both a legal basis for racial difference and discrimination and a direct relationship between slavery and race.

Examples of audience:

- Although estate valuations were primarily private, internal documents, they were crucial for purposes of inheritance and for the buying and selling of land and labor.
- Audience included Stone's family, friends, and taxing authorities

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Question 1— Document-Based Question (continued)

Document 3

Source: Captain Francis Pott, Court Records of Northampton County, Virginia, 1645–1651.

Summary of key points explaining content of source or argument made by the author:

- The document establishes that Britain’s North American colonies did not immediately embrace the sort of race-based slavery that would eventually prevail later in the century and into the 1700s and 1800s.
- At least some of the Africans who lived in the colony could expect to be treated much like other indentured servants who expected freedom upon the completion of their term of service.
- The court record shows the development of slavery as not yet codified into a fully-race based system, nor one in which race determined the condition of perpetual servitude.
- The court record also shows the development of paternalism within servitude, which will come to characterize race-based slavery.

Examples of author's point of view:

- Written by a colonial citizen and holder of both servants and slaves
- Interested in expanding labor pool

Example of author's purpose:

- To establish the conditions for servitude and freedom for two African American indentured servants, as well as the responsibilities of the slaveholder to provide them food, shelter, and clothing and to raise them as Christians
- To legitimize and formalize the use of the labor of another person’s children

Examples of historical context:

- Submitted after the introduction of Africans into colonial Virginia (1619), the development of tobacco as a commercial crop in Virginia by John Rolfe, and the development of English mercantilism.
- Anglican Church prevalent in Virginia at the time
- Before the legislature’s final and definitive establishment of legally defined slavery as race-based, inherited and perpetual (1705), and in the midst of a range of colonial Virginia laws meant to establish both a legal basis for racial difference and discrimination and a direct relationship between slavery and race.

Examples of audience:

- Tax collectors, landowners, and property owners

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Question 1— Document-Based Question (continued)

Document 4

Source: Virginia General Assembly, 1667.

Summary of key points explaining content of source or argument made by the author:

- The law states that becoming Christians does not change the status of slaves.
- At the same time, this law reflects a significant departure from British Common Law that established the illegality of enslaving Christians.
- By passing this law, governing officials opened the way to proselytize slaves, which was one of the principle justifications for slavery and the trans-Atlantic slave trade.

Examples of author's point of view:

- Burgesses are composed of landowners and property holders who typically used bound labor and sought to prevent purchased labor from escaping.
- As a judgment of the Virginia General Assembly, this document was intended as a benevolent measure, providing an avenue to eternal salvation for enslaved Africans.
- More cynically, this law reflects a mere justification for slavery and a concession to the growing power of the colonial Virginia elite, especially the power to use enslaved women sexually.

Example of author's purpose:

- To free slaveholders from the legal precedent—established in British Common Law—that Christians could not legally hold fellow Christians in slavery.
- Also to prevent slaves' conversion to Christianity or declarations of faith from providing grounds for freedom.

Examples of historical context:

- In line with British Common Law, many early colonists presumed that Christians could not legally or lawfully hold other Christians in bondage.
- At the same time, one of the principal justifications for slavery was that it brought Africans out of their own religions into salvation through Christ.
- This law helped to resolve the apparent paradox of Christian slavery.

Examples of audience:

- Colonial Virginia residents, generally, but especially slaveholders interested in proselytizing their slaves.

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Question 1— Document-Based Question (continued)

Document 5

Source: Letter from William Sherwood, a member of the Virginia House of Burgesses, to Sir Joseph Williamson, a member of the King's Privy Council in London, 1676.

Summary of key points explaining content of source or argument made by the author:

- The document shows the increasing class divisions among white colonists in Virginia and the pressures exerted on the elite by the white servant, former servant, and generally landless or small landholding colonists.
- The outbreak of Bacon's Rebellion in 1676 encouraged stronger codification of race-based slavery to offset the growing divisions among white colonists.

Examples of author's point of view:

- Established colonial landowner who held servants and slaves and opposed policies that would favor the interests of non-landowners
- Against the rebels who joined with Nathaniel Bacon
- In support of the legal process and colonial order

Example of author's purpose:

- To describe the events and the significance of Bacon's rebellion
- To place blame for the rebellion on Nathaniel Bacon and the other rebels who joined him
- Possibly to provide reason for intervention or punishment

Examples of historical context:

- The outbreak of Bacon's rebellion in 1676, led by Nathaniel Bacon, relative of the royal governor of the colony, William Berkeley.
- A band of former indentured servants, small landholders, frontier farmers, struggling colonists, some African Americans, and generally the dissatisfied and disaffected united to assert their grievances against the political elite in Virginia.
- The colonists blamed the elite for excluding them from a political power, sidelining them in the beaver fur trade and failing to have an effective policy to protect their trade from American Indians along the frontier.
- The rebels launched an offensive against American Indians and the colonial capital.

Examples of audience:

- The English government and, more generally, English audiences interested in colonial affairs; people who were likely to support the interests of Virginia landowners

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Question 1— Document-Based Question (continued)

Document 6

Source: Virginia General Assembly, October 1705.

Summary of key points explaining content of source or argument made by the author

- This law or act reflects the codification of race-based slavery through law in early 1700s Virginia, ending a period of greater fluidity by race, and between servants and slaves in the prior century.

Examples of author's point of view:

- As a law passed by the Virginia General Assembly, this document shows that the colonial authorities saw their interests best advanced by codifying race-based slavery into law and preventing sexual and marriage relationships between the races.

Example of author's purpose:

- To decree all Negro, mulatto, and Indian slaves as property that will be passed on to heirs—decreeing slavery in perpetuity; to legalize chattel slavery.
- To use Christianity as a distinction between those who arrived in the colony as European indentured servants (Christians), and at some point might be free, and those who were West African (non-Christian) who were automatically designated as slaves.
- To bind the all children of mixed-race as automatically in servitude and to fine all White women, whether servants or free, for bearing said children, thereby discouraging sex between the races.
- To ban marriage between the races by penalizing and fining ministers who performed the ceremonies
- To clarify and define the statuses of slave and free, and to provide a system of punishment to enforce racial boundaries

Examples of historical context:

- Increasing mixing between the races during the 1600s, including sex, marriage, and the bearing of children of mixed race, threatened the power of the colonial elite.
- Intermixing had the potential to bring together the interests of white servants and African slaves in a potent threat against the colonial land-holding classes (as evidenced in Bacon's Rebellion).
- The law prevented these groups from having common interests, while demarcating slaves as a distinct group by race, judged as real estate and in perpetual servitude.

Examples of audience:

- Colonial Virginia residents, generally, but especially holders of slaves and servants

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Question 1— Document-Based Question (continued)

Document 7

Source: Advertisement, *Virginia Gazette*, May 16, 1745.

Summary of key points explaining content of source or argument made by the author:

- Descriptions of two escaped slaves
- Offers details on both physical appearance and character
- Descriptions of how they escaped
- Offers reward for their return

Examples of author's point of view:

- A slaveholder appealing for the expedient return of slaves who were viewed as property

Example of author's purpose:

- To bring about the return of runaway slaves to their new slaveholder in North Carolina by offering a reward for whomever captures said slaves

Examples of historical context:

- The codification of race-based slavery in North Carolina and slavery in perpetuity encouraged many slaves to engage in rebellion and resistance by running away or laying out on a regular basis
- The same codification joined all of the southern colonies and white colonists in the common interest of maintaining race-based slavery by ensuring that slaves were returned to their holders
- The context shows that some fluidity on the plantations in the South existed in the range of skills, crafts, and trade taught to and possessed by African slaves.

Examples of audience:

- People who might have interests in maintaining bond labor
- People who could be persuaded to return escaped slaves in exchange for a reward

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Question 2

Compare and contrast the impact of religion on the United States in the antebellum period (1800–1860) and in the second half of the twentieth century (1945–2000).

In the development of your argument, explain the reasons for the similarities and differences. (*Historical thinking skill: Comparison*).

Maximum Possible Points: 6

Please note:

- Each point of the rubric is earned independently, e.g. a student could earn the point for synthesis without earning the point for thesis.
- Unique evidence from the student response is required to earn each point, e.g. evidence in the student response that qualifies for either of the targeted skill points, could not be used to earn the point for thesis.

A. Thesis (1 point)

Targeted Skill: Argumentation (E1)

- 1 point** Presents a thesis that makes a historically defensible claim and responds to all parts of the question. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.
- 0 points** Does not present a thesis that makes a historically defensible claim and responds to all parts of the question.
- Is completely blank.

B. Argument Development: Using the Targeted Historical Thinking Skill (2 points)

Targeted Skill: Argumentation (E2 and E3) and Comparison (C2)

COMPARISON:

- 1 point** Describes similarities AND differences among historical individuals, events, developments, or processes.
- 1 point** Explains the reasons for similarities AND differences among historical individuals, events, developments, or processes.
- 0 points** Does not address the similarities AND differences among historical individuals, events, developments, or processes.
- Is completely blank.

C. Argument Development: Using Evidence (2 points)

Targeted Skill: Argumentation (E2 and E3)

- 1 point** Addresses the topic of the question with specific examples of relevant evidence.
- 1 point** Utilizes specific examples of evidence to fully and effectively substantiate the stated thesis or a relevant argument.

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Question 2 (continued)

0 points Does not address the topic of the question with specific examples of relevant evidence.

-- Is completely blank.

Scoring Note: To fully and effectively substantiate the stated thesis or a relevant argument, responses must include a broad range of evidence that, through analysis and explanation, justifies the stated thesis or a relevant argument.

D. Synthesis (1 point)

Targeted Skill: Synthesis (C4 or C5)

1 point Extends the argument by explaining the connections between the argument and ONE of the following.

- a) A development in a different historical period, situation, era, or geographical area.
- b) A course theme and/or approach to history that is not the focus of the essay (such as political, economic, social, cultural, or intellectual history).

0 points Does not extend the argument by explaining the connections between the argument and the other areas listed.

-- Is completely blank

Scoring Note: The synthesis point requires an explanation of the connections to different historical period, situation, era, or geographical area, and is **not** awarded for merely a phrase or reference.

***On Accuracy:** The components of this rubric each require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, the essay may contain errors that do not detract from the overall quality, as long as the historical content used to advance the argument is accurate.*

***On Clarity:** These essays should be considered first drafts and thus may contain grammatical errors. Those errors will not be counted against a student unless they obscure the successful demonstration of the content knowledge and skills described above.*

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Question 2 (continued)

Scoring Notes

Note: Some student samples are quoted verbatim and may contain grammatical errors.

A. Thesis (1 point)

Responses earn one point by presenting a thesis that makes a historically defensible claim that responds to all parts of the question (1 point). While the thesis does not need to be a single sentence, it does need to be discrete, meaning it cannot be pieced together from across multiple places within the essay. It can be located in either the introduction or the conclusion, but not split between the two.

An acceptable thesis would compare and contrast the impact of religion on the United States in the antebellum period (1800–1860) and in the second half of the twentieth century (1945–2000). Possible thesis statements could include the some of the following ideas:

- In the periods 1800–1860 and 1945–2000, religion in the United States brought about radical, utopian, and rights movements seeking a more just society. Religion in the earlier period stressed experimentation, while the latter period stressed conformity.
- In the periods 1800–1860 and 1945–2000, religion in the United States brought about movements demanding greater rights for African Americans. The earlier period stressed emancipation, while the latter period stressed civil rights.
- While in the periods 1800–1860, religion served as a force for radical and egalitarian movements. In the period 1945–2000, religion served as a force for a new conservatism and moral behavior that aligned with religious values.

Example of an acceptable thesis:

- “The largest similarity between the impact of religion in the antebellum period and the second half of the twentieth century was its renewal and effect on society. However, while both periods united in social movements, the antebellum period was more a time of religious experimentation while the latter was a period of religious conformity.”

Unacceptable examples of thesis:

- “Religion has impacted the United States ever since immigrants traveled over seeking religious freedom.”
- “The impact during the antebellum period had an effect on the government, while during the second half of the twentieth century the two were kept completely separate.”

B. Argument Development: Using The Targeted Historical Thinking Skill (2 points)

a) Argument Development — Describes

Responses earn one point by *describing* similarities AND differences between the impact of religion on the United States in the antebellum period (1800–1860) and in the second half of the twentieth century (1945–2000). (1 point)

Similarities between the two periods:

- In both 1800–1860 and 1945–2000 evangelicalism transformed United States society through the Second Great Awakening and the rise of modern Christian fundamentalism.
- In both 1800–1860 and 1945–2000, religion in the United States contributed to movements for justice and equality, including the abolitionism, the Civil Rights movements, and the First and Second Waves of the women’s rights movement.

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Question 2 (continued)

Differences between the two periods

- In the period 1800–1860 many Christians called on the federal government to abolish slavery and advance women’s rights, while in 1945–2000 many Christians called on the federal government to safeguard conservative traditional values, but instead of emancipation some religious groups during the latter era focused on protecting the civil rights of African Americans.

Example of acceptable description of similarities and differences:

- “New conservatism was marked by an emphasis on the preservation of moral behavior that aligned with religious ideas, while religion in the antebellum period more often impacted social reform movements such as abolitionism or utopian societies.”

Example of unacceptable descriptions of similarities and differences:

- “Religion has always played a major role in the building of our country.”

b) Argument Development — Explains

Responses can earn the point by explaining the reasons for similarities AND differences between the impact of religion on the United States in the antebellum period (1800–1860) and in the second half of the twentieth century (1945–2000). (1 point)

Examples of acceptable explanation of the reasons for similarities and differences:

- Similar—the use of religion to reform society: “The crisis of Watergate illustrated a need for a moral and religious revival of political institutions. The religious movements of the antebellum era used Christian principles to reform prisons and mental hospitals, form temperance societies, combat slavery, and address other social ills.”
- Different—the manner in which reform occurred: “Religion was a connection that people during both eras shared, and helped the people feel safe. The manner in which these movements shared their information differed. New technological advancements made in the late 20th Century, such as television and radio, allowed for the rapid transmission of religious ideas on a large scale. During the antebellum era, ideas were shared through newspapers, ads, and word of mouth.”

Examples of unacceptable explanation of the reasons for similarities and differences:

- “The antebellum time period was a time of great confusion. At times like these people needed something to latch on to.”
- “Both groups were a tight-knit community with common interests or frustrations, and shared religion in order to find a place in the community.”

C. Argument Development: Using Evidence (2 points)

a) Using Evidence — Examples

Responses can earn one point by *addressing* the topic of the question by referring to specific examples or relevant evidence (1 point). Essays can earn this point without having a stated thesis or a relevant argument.

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Question 2 (continued)

Examples of specific evidence that could be used to address the topic of the question:

1800–1860

- Second Great Awakening and rise of Protestant evangelical fervor (revivals, camp meetings) and its many offshoots urged questioning of traditional authority; response to constraints imposed by traditional denominations
- Emphasis upon the individual (personal salvation/revelation/introspection/redemption) important to development of concept of natural rights
- Promoted greater religious independence and diversity/tolerance
- Rise in church membership, especially Methodists and Baptists
- Religious organizations sparked reform movements, including temperance, abolition, and women’s rights
- Christianity could be used to defend slavery as a positive institution that was condoned by the Bible, or seen as a violation of the Bible and the equality of all humans and the liberation of slaves
- Abolitionism advanced the idea that salvation of the nation was at stake if slavery did not end immediately
- Rise of religious and utopian movements that used Christianity to re-envision a more equitable world, suggestion of a new or different society; rise of Christian splinter or separatist movements, such as Millerists (Seventh Day Adventists) and Mormons (Church of Latter Day Saints)
- Emphasis upon individual in Protestant evangelism and religion as source of reform also furthered increasing access of suffrage rights (voting) for white males in the 1820s and 1830s, promoted democratization

1945–2000

- Resurgent Protestant evangelical fervor
- Response to perceived decline in religious fervor, moral crises in society, rise of juvenile delinquency, and the impulses of the civil rights, student, and anti-war protests
- Encouraged expression of a more conservative view of United States society and culture, emphasized law and order, and promoted traditional views
- Paired with rise of cultural conservatism and the rise of the New Right neo-conservative movement
- Emphasis upon individual furthered questioning of traditional authority, most especially traditional government as contrary to rights and liberty
- Evangelical Christians predominated in the Sun Belt and, thus, not only helped fill the ranks of the New Right, they also helped further an important political shift in the country away from the New Deal state and gave the South and Southwest political clout

Examples of unsuccessfully using evidence to address the topic of the question:

- Evidence that is factually incorrect, confused about chronology, or not directly relevant to the question
 - “During this period they focused primarily on industrialization. There was no need for religion at all.”
 - “Many cases of desegregation were brought to Congress, and religion played a major role on deciding this because of Christianity and equality.”

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Question 2 (continued)

b) Using Evidence — Effective Substantiation

Responses earn a separate point by utilizing specific examples of evidence *to fully and effectively substantiate a thesis or relevant argument* about similarities AND differences between the impact of religion on the United States in the antebellum period (1800–1860) and in the second half of the twentieth century (1945–2000) (1 point). Fully and effectively substantiating the thesis goes beyond merely providing many examples. This point is earned by clearly and consistently linking significant evidence to the argument and showing how the evidence demonstrates similarities AND differences between the impact of religion on the United States in the antebellum period (1800–1860) and in the second half of the twentieth century (1945–2000).

Example of evidence that could be utilized to substantiate an argument:

- “During both time periods, a societal change was desired by African Americans. Leaders of the abolition movement, and later the Civil Rights Movement, used Christian scripture to push for the equality of all people. During the antebellum period, the focus was securing freedom for the millions of African Americans through abolition societies, books, and other means. But once free, the specific rights of African Americans had to be protected during the later era through violent and non-violent means, making sure that the nation lived up the creed stated in the Declaration of Independence.”

Examples of unsuccessfully attempting to substantiate an argument with evidence:

- Superficial and incorrect: “During the antebellum period religion was number one with traditional and conservative mindsets, and no one really questioned it.”
- Trying to connect the 1945–2000 religious era with the rise of the counterculture movement: “The Beat Revolution challenged conformities and with the hippie movement of sexual revolution. This was due to the Great Depression and the Lost Generation leading to the hippie movement.”

D. Synthesis (1 point)

Essays earn a point for synthesis by extending their argument in one of two possible ways (1 point).

a) Responses can extend their argument by explaining the connections between their argument and a development in a different historical period, situation, era, or geographical area. (Synthesis proficiency C4). These connections must consist of more than just a phrase or reference. Possible connections could include the following.

- Explicitly linking the analysis in the essay to the ways in which religion in the colonial period buttressed the eventual calls for independence in the British North American colonies
- Explicitly linking the analysis in the essay to the ways in which religion in the United States continued to serve as force for change and social movements during the Gilded Age and/or the Progressive Era
- Explicitly linking the analysis in the essay to the rise of evangelicalism and Protestant-backed groups defending conservative or “traditional” mores against modernism in the 1920s
- Explicitly connecting periods of religious revival in the United States to broader trans-Atlantic or global movements

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Question 2 (continued)

Example of synthesis by connecting the argument to a development in a different historical period, situation, era, or geographical area:

- Extending the thesis of the evolving of religion and the impact on the culture of the United States: “Religion is still undergoing change today. In some Christian churches people have started to allow gay marriages, something that would not have been seen during the antebellum period or the late 20th Century. It can be assumed that religion will undergo more changes throughout the future.”

Examples that did not accurately connect the argument to a development in a different historical period, situation, era, or geographical area:

- “The First Great Awakening happened while the colonists were having conflicts with the Natives.”
- “In the 2000s it is okay to practice a different religion.”

b) Responses can extend their argument by explaining the connections between their argument and a course theme and/or approach to history that is not the focus of the essay (such as political, economic, social, cultural, or intellectual history). (Synthesis proficiency C5) These connections must consist of more than just a phrase or reference. Possible connections could include the following.

- Calling out the gendered, political, or economic elements of a largely religious comparison, such as explicitly analyzing how religion was a source for abolishing racial discrimination in some instances, but also furthered racist aims, oppression, and segregation in other periods
- Explicitly focusing on and analyzing the role of women and gender rights within the religious movements in both periods.

Example of synthesis by connecting the argument to a different course theme or approach to history:

- “Both 1800–1860 and 1945–2000 were time periods of great technology advancement, in addition to their similarities in religious standpoints. The Industrial Revolution impacted the 1800s, giving it many new pieces of technology and the use of massive factories. In contrast, but similarly the late 1900s was a time of advancement in technology.”

Example that did not accurately connect the argument to a different course theme or approach to history:

- “The influence of religion is similar to the various labor union movements during the same eras.”

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Question 3

Compare and contrast the impact in the United States of anticommunism during the period 1917–1929 and the period 1939–1959.

In the development of your argument, explain the reasons for the similarities and differences. (Historical thinking skill: Comparison)

Maximum Possible Points: 6

Please note:

- Each point of the rubric is earned independently, e.g. a student could earn the point for synthesis without earning the point for thesis.
- Unique evidence from the student response is required to earn each point, e.g. evidence in the student response that qualifies for either of the targeted skill points, could not be used to earn the point for thesis.

A. Thesis (1 point)

Targeted Skill: Argumentation (E1)

- 1 point** Presents a thesis that makes a historically defensible claim and responds to all parts of the question. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.
- 0 points** Does not present a thesis that makes a historically defensible claim and responds to all parts of the question.
- Is completely blank.

B. Argument Development: Using the Targeted Historical Thinking Skill (2 points)

Targeted Skill: Argumentation (E2 and E3) and Comparison (C2)

COMPARISON:

- 1 point** Describes similarities AND differences among historical individuals, events, developments, or processes.
- 1 point** Explains the reasons for similarities AND differences among historical individuals, events, developments, or processes.
- Is completely blank.

C. Argument Development: Using Evidence (2 points)

Targeted Skill: Argumentation (E2 and E3)

- 1 point** Addresses the topic of the question with specific examples of relevant evidence.
- 1 point** Utilizes specific examples of evidence to fully and effectively substantiate the stated thesis or a relevant argument.

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Question 3 (continued)

0 points Does not address the topic of the question with specific examples of relevant evidence.

-- Is completely blank.

Scoring Note: To fully and effectively substantiate the stated thesis or a relevant argument, responses must include a broad range of evidence that, through analysis and explanation, justifies the stated thesis or a relevant argument.

D. Synthesis (1 point)

Targeted Skill: Synthesis (C4 or C5)

1 point Extends the argument by explaining the connections between the argument and ONE of the following.

- a) A development in a different historical period, situation, era, or geographical area.
- b) A course theme and/or approach to history that is not the focus of the essay (such as political, economic, social, cultural, or intellectual history).

0 points Does not extend the argument by explaining the connections between the argument and the other areas listed.

-- Is completely blank

Scoring Note: The synthesis point requires an explanation of the connections to different historical period, situation, era, or geographical area, and is **not** awarded for merely a phrase or reference.

***On Accuracy:** The components of this rubric each require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, the essay may contain errors that do not detract from the overall quality, as long as the historical content used to advance the argument is accurate.*

***On Clarity:** These essays should be considered first drafts and thus may contain grammatical errors. Those errors will not be counted against a student unless they obscure the successful demonstration of the content knowledge and skills described above.*

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Question 3 (continued)

Scoring Notes

Note: Student samples are quoted verbatim and may contain grammatical errors.

A. Thesis (1 point)

Responses earn one point by presenting a thesis that makes a historically defensible claim that responds to all parts of the question (1 point). While the thesis does not need to be a single sentence, it does need to be discrete, meaning it cannot be pieced together from across multiple places within the essay. It can be located in either the introduction or the conclusion, but not split between the two.

An acceptable thesis would compare and contrast the impact in the United States of anticommunism during the period 1917–1929 and the period 1939–1959.

Examples of acceptable thesis:

- “Following both World War I and World War II, the U.S. experienced extreme fears of communism and anticommunism sentiment. These waves of fear were experienced very similarly at home in the U.S., but resulted in very different foreign policies abroad.”
- “There were key similarities and differences in the impact of anticommunism from 1917–1929 and 1939–1959. Both time periods saw a reduction of civil liberties due to anticommunism, however the severity of it was much less pronounced in 1917–1929 than in 1939–1959.”

Unacceptable examples of thesis:

- “From 1917–1929 and 1939–1959 the United States was impacted by anticommunism politically, economically, and socially.”
- “During the periods 1917 to 1929 and 1939 to 1959 there was a push for anticommunism in America. The increase of anticommunism came about due to concerns of political affairs internally and internationally.”

B. Argument Development: Using The Targeted Historical Thinking Skill (2 points)

a) Argument Development — Describes

Responses earn one point by *describing* the similarities AND differences between the impact in the United States of anticommunism during the period 1917–1929 and the period 1939–1959. (1 point)

Similarities between the two periods:

- In both the 1920s and the 1940s/1950s, the external threat of the Russian Revolution and the Soviet Union persisted, shaped the impact of anticommunism within the United States.
- In both the 1920s and the 1940s/1950s, reconversion to peacetime society and managing the relationship with the former United States ally, the Soviet Union, brought about a rise in anticommunist sentiment at home.
- In the 1920s and the 1940s/1950s, anticommunism in the United States resulted in the targeting of radicals, socialists, and others considered subversive to traditional society.

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Question 3 (continued)

Differences between the two periods

- In 1939–1959, the threat of nuclear annihilation intensified domestic anticommunism in a way that did not characterize the 1920s.
- In 1939–1959, evidence of communist spies infiltrating the government intensified anticommunism more than in the 1920s.
- In 1939–1959, anticommunism led to an expansion of global United States military involvement in contrast with the military isolationism of the 1920s.

Examples of acceptable description of similarities and differences:

- In conjunction with a discussion on the Red Scares: “While Palmer attacked immigrants and labor unions, McCarthy attacked those in the federal government.”
- In conjunction with an explanation of “fearmongering” during both periods: “Being accused of being a communist in either era would end one’s public life, if not land them in jail.”

Examples of unacceptable descriptions of similarities and differences:

- In conjunction with a discussion of the contrast in anticommunism during the two periods: “Furthermore in a previous time period from 1917–1929, we were dealing with less of a threat of communism but still important. Also, in America, people were listening to music such as jazz and Louis Armstrong, rather than Elvis Presley.”

b) Argument Development — Explains

Responses can earn the point by **explaining the reasons** for similarities AND differences between the impact of anticommunism during the period 1917–1929 and the period 1939–1959. (1 point)

Examples of acceptable explanation of the reasons for similarities and differences:

- In conjunction with a comparison of Palmer and McCarthy and the increased Soviet threat during the second period: “The McCarthyism present in the 1950s greatly contributed to the panic of the Second Red Scare. Not only did the more public McCarthyism contribute to the larger scope of the Second Red Scare when compared to the first, America had a [stronger] communist enemy, the USSR that it had to be fearful of. This greatly influenced American society, more so than in the First Red Scare.”

Examples of unacceptable explanation of the reasons for similarities and differences:

- In conjunction with a comparison of the fear of communism in both periods: “The United States became isolationist because Wilson’s 14 Points and the League of Nations also supported the goal of isolation.”

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Question 3 (continued)

C. Argument Development: Using Evidence (2 points)

a) Using Evidence — Examples

Responses can earn one point by *addressing* the topic of the question by referring to specific examples or relevant evidence (1 point). Essays can earn this point without having a stated thesis or a relevant argument.

Examples of specific evidence that could be used to address the topic of the question:

1917–1929

- First Red Scare
- Immigration Restriction
- Sacco and Vanzetti
- Palmer Raids
- Response to First World War
- Response to fears of the Russian Revolution and the impact of Bolshevism, Marxist-Leninism and international communism
- Increased importance of socialist organization, labor and radical groups influenced by communism
- Early roots of the “popular front” in the United States that would extend through the 1930s
- Communist leanings assigned to anyone considered subversive, foreign, radical, homosexual or a threat to traditional society in any way

1939–1959

- Second Red Scare
- Loyalty oaths
- HUAC (House Un-American Activities Committee) 1945–1991
- McCarthyism
- Fear of communist spies infiltration of the government and the United States military and defense work, especially projects like the atomic bomb
- Alger Hiss, Julius and Ethel Rosenberg, Manhattan Project
- Cultural conformity, domesticity, and nuclear family in the 1950s in part a response to communism, bulwark against godless, communist society

Examples of unsuccessfully using evidence to address the topic of the question:

- Evidence that is factually incorrect, confused about chronology, or not directly relevant to the question.
 - In conjunction with a discussion of the First Red Scare: “Amongst the silent films about women with short hair and shorter skirts, American movie theaters were packed with showings of a brave hero defeating our evil enemies. These were not so subtle forms of propaganda to rally citizens against Red China.”

b) Using Evidence — Effective Substantiation

Responses earn a separate point by utilizing specific examples of evidence *to fully and effectively substantiate a thesis or relevant argument* about similarities AND differences between the impact of anticommunism during the period 1917–1929 and the period 1939–1959 (1 point). Fully and effectively substantiating the thesis goes beyond merely providing many examples. This point is earned by clearly and consistently linking significant evidence to the argument and showing how the evidence demonstrates similarities AND differences between the impact of anticommunism during the period 1917–1929 and the period 1939–1959.

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Question 3 (continued)

Examples of evidence that could be utilized to substantiate an argument:

- “During the First Red Scare, two Italian brothers, Sacco and Vanzetti were convicted of murder. They were believed to have had an unfair trial because of their origins. Similarly, during the Second Red Scare, the trial of the Rosenbergs, who were thought to be communist spies from Russia. They were convicted and executed. Both trials represent the fear of foreigners and nativism that came with the fear of communism and sweep of the Red Scares.”

Examples of unsuccessfully attempting to substantiate an argument with evidence:

- “Specifically exemplified is that in 1917–1929 the U.S. often jailed or silenced any individual who was spreading anti-war or pro-communism sentiment, and in 1939–1959 when the Japanese-U.S. citizens on the West Coast were widely suspected of treason or communist sentiment they were put in internment camps.”

D. Synthesis (1 point)

Essays earn a point for synthesis by extending their argument in one of two possible ways (1 point).

a) Responses can extend their argument by explaining the connections between their argument and a development in a different historical period, situation, era, or geographical area. (Synthesis proficiency C4). These connections must consist of more than just a phrase or reference. Possible connections could include the following.

- Explicitly linking the analysis in the essay to earlier developments or developments outside of the scope of the prompt, such as periods or examples in which support there was broader support for communism in the United States (i.e. nativism in the 1840s; Salem Witch trials)
- Explicitly linking the analysis in the essay to subsequent events or periods such as the end of the Cold War (1989–1991), after which anticommunism no longer played such an important role in the United States

Examples of synthesis by connecting the argument to a development in a different historical period, situation, era, or geographical area:

- “Anticommunist sentiments in America were similar to anti-terror sentiments following the attacks on 9/11. In fact, after 9/11, America adopted the Patriot Act which took away several liberties to ensure greater security.”

Examples that did not accurately connect the argument to a development in a different historical period, situation, era, or geographical area:

- “A synthesis to this fear of communism and the impact it had on Americans is that of the radical Muslim and terrorist groups of the 21st Century. Both raised serious threats and demanded a large energy in stopping.”

b) Responses can extend their argument by explaining the connections between their argument and a course theme and/or approach to history that is not the focus of the essay (such as political, economic, social, cultural, or intellectual history). (Synthesis proficiency C5) These connections must consist of more than just a phrase or reference. Possible connections could include the following.

- Calling out gendered, economic, or cultural elements of a largely political comparison, such as the impact on United States domestic life in the home and gender roles as a bulwark of anticommunism (i.e., the Kitchen Debates, 1959).

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Question 3 (continued)

Examples of synthesis by connecting the argument to a different course theme or approach to history:

- In an essay that otherwise focuses on connections between anticommunism and foreign policy, the essay explicitly moves to a discussion of the domestic impact of anticommunism: “In the 1950s the Soviets began to pull ahead as a world power with the launching of Sputnik. In a race to put the first man on the moon and to greatly advance technology in the U.S. billions of dollars were spent to fund better educational and space programs. This transformed the economy, increased college attendance dramatically, and put more American men and women into jobs as doctors, lawyers, etc.”

Examples that did not accurately connect the argument to a different course theme or approach to history:

- “Anticommunism as a movement was similar to the Imperial movement attempted by America. This similarity is due to the fact that America felt obligated in both eras to be a figure of democracy over the world. In one case by fighting communism, and the other by colonizing third world nations.”

Scoring Worksheet

The following provides a scoring worksheet and conversion table used for calculating a composite score of the exam.

2016 AP United States History Scoring Worksheet

Section I, Part A: Multiple Choice

$$\frac{\text{Number Correct}}{\text{(out of 49)}} \times 1.0612 = \frac{\text{Weighted Section I, Part A Score}}{\text{(Do not round)}}$$

Section I, Part B: Short Answer

$$\text{Question 1 } \frac{\text{_____}}{\text{(out of 3)}} \times 2.8887 = \frac{\text{_____}}{\text{(Do not round)}}$$

$$\text{Question 2 } \frac{\text{_____}}{\text{(out of 3)}} \times 2.8887 = \frac{\text{_____}}{\text{(Do not round)}}$$

$$\text{Question 3 } \frac{\text{_____}}{\text{(out of 3)}} \times 2.8887 = \frac{\text{_____}}{\text{(Do not round)}}$$

Section II: Free Response

$$\text{DBQ } \frac{\text{_____}}{\text{(out of 7)}} \times 4.6427 = \frac{\text{_____}}{\text{(Do not round)}}$$

$$\text{Long Essay } \frac{\text{_____}}{\text{(out of 6)}} \times 3.2500 = \frac{\text{_____}}{\text{(Do not round)}}$$

$$\text{Sum} = \frac{\text{_____}}{\text{Weighted Section I, Part B and Part II Score (Do not round)}}$$

Composite Score

$$\frac{\text{Weighted Section I, Part A Score}}{\text{_____}} + \frac{\text{Weighted Section I, Part B and Section II Score}}{\text{_____}} = \frac{\text{Composite Score (Round to nearest whole number)}}{\text{_____}}$$

AP Score Conversion Chart
United States History

Composite Score Range	AP Score
94-130	5
79-93	4
64-78	3
47-63	2
0-46	1

Note: This Practice Exam combines questions from two exam forms that were administered to students in May 2016. The cut scores above are a recommendation for calculating AP scores during your classroom administration of this exam.

Question Descriptors and Performance Data

The following contains tables showing the content assessed, the correct answer, and how AP students performed on each question.

2016 AP United States History

Question Descriptors and Performance Data

Multiple-Choice Questions

Question	Learning Objective	Key Concept	Historical Thinking Skill	Key	% Correct
1	POL-1.0	4.1 I A	Contextualization	A	75
2	POL-1.0	3.2 III B	Contextualization	B	85
3	POL-1.0	4.1 I A	Contextualization	A	45
4	NAT-4.0	5.1 II C	Argumentation	B	96
5	WOR-1.0	6.2 II D	Causation	C	88
6	MIG-2.0	6.2 II E	Contextualization	B	65
7	MIG-2.0	6.2 II C	Causation	D	31
8	MIG-1.0	6.2 I A	Causation	B	80
9	MIG-1.0	7.2 II A	Causation	C	64
10	NAT-4.0	5.1 II B	Causation	A	50
11	MIG-1.0	4.2 III A	Contextualization	D	61
12	GEO-1.0	1.2 II A	Causation	D	75
13	WXT-1.0	1.2 II C	Causation	B	53
14	WXT-1.0	1.2 II B	Contextualization	A	74
15	POL-3.0	6.1 III C	Contextualization	D	78
16	WXT-3.0	6.1 III C	Causation	A	44
17	POL-2.0	7.1 II B	Comparison	B	59
18	CUL-3.0	4.2 II C	Causation	B	42
19	WXT-1.0	4.2 II A	Argumentation	A	56
20	WXT-3.0	4.2 I B	Causation	A	57
21	NAT-2.0	3.2 II E	Continuity And Change Over Time	B	87
22	NAT-2.0	7.2 I C	Contextualization	A	79
23	NAT-2.0	9.3 II B	Comparison	D	50
24	WXT-1.0	2.2 II B	Argumentation	C	62
25	WXT-1.0	2.2 II A	Causation	B	91
26	POL-2.0	3.1 II C	Argumentation	B	44
27	NAT-1.0	3.2 I B	Causation	C	57
28	NAT-1.0	3.2 I B	Causation	B	56
29	WOR-2.0	8.1 II B	Contextualization	B	62
30	WOR-2.0	8.1 I B	Contextualization	A	67
31	POL-3.0	8.2 III E	Causation	D	67
32	NAT-3.0	8.1 II B	Comparison	C	78
33	POL-2.0	8.2 I A	Contextualization	D	50
34	POL-2.0	8.2 I A	Comparison	B	66
35	NAT-2.0	8.2 I A	Comparison	A	76
36	POL-2.0	8.2 III D	Contextualization	A	74
37	WOR-2.0	5.1 I C	Causation	D	79
38	NAT-3.0	5.1 I B	Causation	B	90

2016 AP United States History

Question Descriptors and Performance Data

Question	Learning Objective	Key Concept	Historical Thinking Skill	Key	% Correct
39	MIG-2.0	5.1 I C	Causation	D	82
40	CUL-2.0	4.1 II B	Contextualization	A	43
41	POL-2.0	7.1 II B	Continuity And Change Over Time	B	57
42	GEO-1.0	8.2 II D	Causation	B	52
43	GEO-1.0	8.2 II D	Causation	B	63
44	POL-1.0	9.1 I A	Argumentation	B	59
45	POL-2.0	8.2 III C	Contextualization	A	65
46	POL-3.0	9.1 I B	Contextualization	A	58
47	NAT-2.0	3.2 II E	Contextualization	A	69
48	NAT-2.0	3.2 II E	Causation	B	41
49	POL-3.0	3.2 III B	Contextualization	D	56

Short Answer Questions

Question	Learning Objective	Key Concept	Historical Thinking Skill	Mean Score
1	POL-3.0 WXT-2.0	7.1 III A	Interpretation	1.50
2	GEO-1.0 MIG-2.0	2.1 II A 2.1 II B 2.1 II C 2.1 II D	Comparison	1.35
3	GEO-1.0 WXT-3.0	5.1 I A 6.1 I B 7.1 I A	Continuity and Change Over Time	1.82

Document-Based Question

Question	Learning Objective	Key Concept	Historical Thinking Skill	Mean Score
1	WOR-1.0 NAT-1.0 CUL-4.0 MIG-1.0 WXT-1.0	2.1 II A 2.1 II D 2.1 III A 2.2 II A 2.2 II B 2.2 II C	Target Skill: Causation	2.51

Long Essay Questions

Question	Learning Objective	Key Concept	Historical Thinking Skill	Mean Score
2	NAT-1.0 CUL-1.0 CUL-2.0 POL-2.0	4.1 II A 8.3 II C	Target Skill: Comparison	1.19
3	NAT-2.0 NAT-3.0 CUL-2.0 CUL-4.0	7.2 I C 7.2 II A 8.1 II A	Target Skill: Comparison	1.72

AP United States History

The College Board

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