

# AP<sup>®</sup> United States History Practice Exam

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From the 2015 Administration

**NOTE:** This is a modified version of the 2015 AP United States History Exam. The exam was administered worldwide in May 2015. The free-response questions from this exam were posted on the College Board website in May 2015. The questions in this exam were administered prior to the publication of a revised edition of the Course and Exam Description in July 2015. Beginning in May 2016, the AP United States History Exam will align to those revisions.

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## Section I: Multiple-Choice Questions

This is the multiple-choice section of the 2015 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 2015. Therefore, the timing indicated here may not be appropriate  
for a practice exam.

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# AP<sup>®</sup> United States History Exam

## SECTION I, Part A: Multiple Choice

2015

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 on the lined pages provided for each question.

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DO NOT seal answer sheet inside

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# 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.**

“The reason why we find ourselves in a position of impotency is not because our only powerful potential enemy has sent men to invade our shores . . . but rather because of the traitorous actions of those who have been treated so well by this Nation. It has not been the less fortunate, or members of minority groups who have been traitorous to this Nation, but rather those who have had the benefits that the wealthiest Nation on earth has had to offer . . . the finest homes, the finest college education, and the finest jobs in government we can give. This is glaringly true in the State Department. There the bright young men who are born with silver spoons in their mouths are the ones who have been most traitorous.”

Senator Joseph McCarthy, speech in Wheeling, West Virginia, 1950

1. The claims McCarthy made in the speech heightened debates over which of the following issues?
  - (A) Policies and methods to root out possible communists within the United States
  - (B) The emergence of a military-industrial complex in the United States
  - (C) The expansion of the United States nuclear arsenal
  - (D) United States intervention in the Korean War
2. The political climate during McCarthy’s era had the most in common with which of the following?
  - (A) The efforts to limit immigrants’ political and economic power in the 1840s and 1850s
  - (B) The attacks on radicals and immigrants following the First World War
  - (C) The isolationism in United States foreign policy during the 1930s
  - (D) The decline in public confidence and trust in government in the 1970s
3. McCarthy’s accusations in the excerpt best reflect which of the following?
  - (A) Support for seeking new Cold War allies among nonaligned nations
  - (B) Resistance to efforts to achieve racial desegregation
  - (C) Ideological concerns over United States involvement in the Middle East
  - (D) Anxieties about Soviet influence at home and abroad

Questions 4 - 6 refer to the 1966 cartoon below by Bill Mauldin.

THE STRATEGISTS



Copyright by Bill Mauldin (1966). Courtesy of the Bill Mauldin Estate LLC.

4. The situation depicted in the cartoon came into existence as a result of the pursuit of which of the following policy goals?
- (A) Decolonization in Asia
  - (B) Containment of communism
  - (C) Détente with China and the Soviet Union
  - (D) Nuclear supremacy
5. The cartoon was primarily a response to the
- (A) increasing popularity of isolationism among United States policy makers
  - (B) ongoing controversy over the appropriate use of executive branch authority in conducting foreign policy
  - (C) expanding opposition to the Korean War
  - (D) growing debate over the Vietnam War

6. The issues depicted in the cartoon most closely resemble which of the following issues facing the United States in the nineteenth century?
- (A) Whether to acquire new territory in the Western Hemisphere and the Pacific
  - (B) Whether to limit migration from other countries
  - (C) Whether to allow slavery to expand to newly acquired territories
  - (D) Whether to compromise with Southern leaders to avoid civil war



**Questions 7 - 9 refer to the excerpt below.**

“Mr. Jay’s treaty [which reestablished trade and diplomatic relations between the United States and Great Britain following the Revolutionary War] has at length been made public. So general a burst of dissatisfaction never before appeared against any transaction. Those who understand the particular articles of it, condemn these articles. Those who do not understand them minutely, condemn it generally as wearing a hostile face to France. This last is the most numerous class, comprehending the whole body of the people, who have taken a greater interest in this transaction than they were ever known to do in any other. It has in my opinion completely demolished the monarchical party here.”

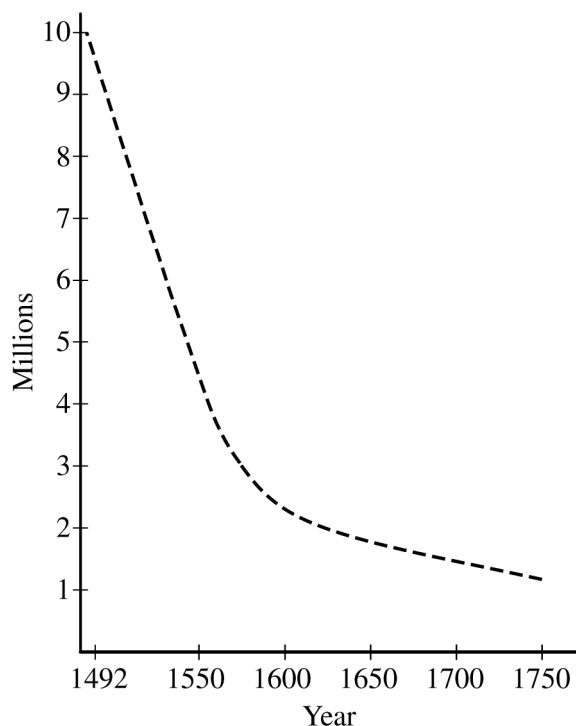
Thomas Jefferson, letter to James Monroe, September 6, 1795

7. Which of the following was an important consequence of the debate over the Jay Treaty?
- (A) The United States adopted a policy of isolationism.
  - (B) Sectional tensions between the West and the South increased.
  - (C) Federalists introduced legislation in Congress to establish a constitutional monarchy on the British model.
  - (D) Strong disagreements over policy promoted the development of political parties.
8. Thomas Jefferson’s reaction to the Jay Treaty as expressed in the letter was most directly a reflection of ongoing debates in the United States over
- (A) economic policy
  - (B) expansion to the west
  - (C) the impact of the French Revolution
  - (D) the return of a monarchy
9. Which of the following was a reason the United States government believed it necessary to negotiate a treaty with Great Britain following the American Revolution?
- (A) British activities and landholdings in North America were an impediment to western settlement and peace along the frontier.
  - (B) Northerners hoped that Britain’s antislavery position would pressure southern states to abolish slavery.
  - (C) The Washington administration wanted to improve relations to encourage France to sell the Louisiana Territory.
  - (D) The government wanted to mediate a better relationship between France and Britain to help bring peace to the European continent.



Questions 10 - 11 refer to the graph below.

ESTIMATE OF NATIVE AMERICAN  
POPULATION IN THE TERRITORY  
THAT BECAME THE  
UNITED STATES, 1492–1750



10. Which of the following contributed most to the changes shown in the graph?
- (A) Loss of territory and access to natural resources
  - (B) The introduction of new plants and animals
  - (C) The introduction of new diseases
  - (D) Warfare with Europeans
11. Which of the following was the most direct effect of the changes shown in the graph?
- (A) European settlers relied mainly on indentured servants and enslaved Africans for labor.
  - (B) Trade between European settlers and Native Americans expanded.
  - (C) Conflicts among Native American groups became more intense.
  - (D) European settlers were able to gain control over Native American lands.

**Questions 12 – 14 refer to the excerpt below.**

“The Vigilance Committee of Boston inform you that the MOCK TRIAL of the poor Fugitive Slave has been further postponed. . . .

Come down, then, Sons of the Puritans: for even if the poor victim is to be carried off by the brute force of arms, and delivered over to Slavery, you should at least be present to witness the sacrifice, and you should follow him in sad procession with your tears and prayers, and then go home and take such action as your manhood and your patriotism may suggest.

Come, then, by the early trains on MONDAY, and rally. . . . Come with courage and resolution in your hearts; but, this time, with only such arms as God gave you.”

Proclamation addressed “To the Yeomanry of New England,” Boston, 1854

12. The proclamation most clearly provides evidence for which of the following?
- (A) The spreading of violence associated with the Kansas-Nebraska Act
  - (B) The failure of the Compromise of 1850 to lessen sectional tensions
  - (C) The abolitionist roots of the Republican Party
  - (D) The absence of racism in antebellum New England
13. The sentiments expressed in the proclamation would have been most widely condemned by White residents of
- (A) coastal South Carolina
  - (B) northern California
  - (C) western New York
  - (D) western Virginia
14. The issuing of documents such as the proclamation generally had which of the following effects?
- (A) Accumulating support for the theory of slavery as a positive good
  - (B) Encouraging armed rebellions by enslaved people in the South
  - (C) Increasing the visibility of organized opposition to slavery
  - (D) Improving relations between native-born residents and recent Catholic immigrants

**Questions 15 - 17 refer to the excerpt below.**

“We believe that the Negro should adopt every means to protect himself against barbarous practices inflicted upon him because of color.

“We believe in the freedom of Africa for the Negro people of the world, and by the principle of Europe for the Europeans and Asia for the Asiatics, we also demand Africa for the Africans at home and abroad. . . .

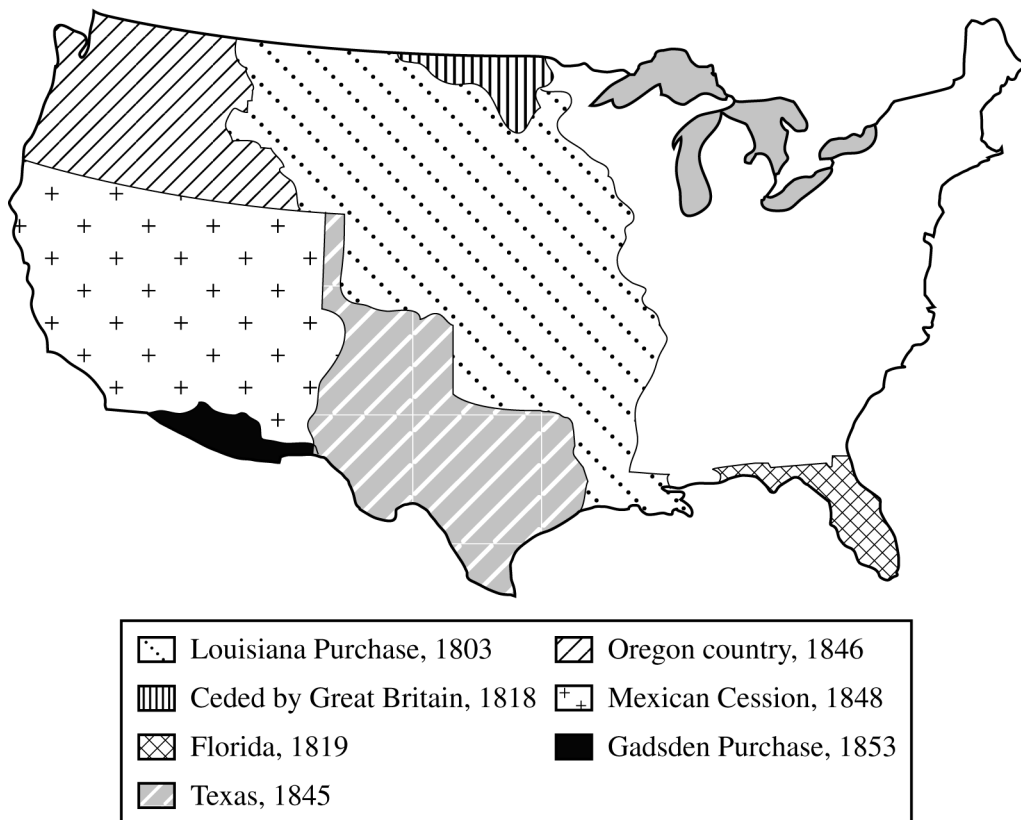
“We strongly condemn the cupidity of those nations of the world who, by open aggression or secret schemes, have seized the territories and inexhaustible natural wealth of Africa, and we place on record our most solemn determination to reclaim the treasures and possession of the vast continent of our forefathers.”

Marcus Garvey, Declaration of Rights of the Negro Peoples of the World,  
adopted at the first convention of the Universal Negro Improvement  
Association (UNIA), August 1920

15. Which of the following most plausibly influenced Garvey’s argument in the excerpt?
- (A) The emerging support for United States intervention in the affairs of Asia and Latin America
  - (B) Calls for integration of the United States armed forces
  - (C) New cultural expressions that emerged from the Harlem Renaissance
  - (D) The concept of self-determination debated at the Treaty of Versailles peace talks
16. The ideas expressed in Garvey’s declaration drew the most significant support from which of the following?
- (A) Presidents favoring colonization efforts
  - (B) Participants in the Great Migration
  - (C) Urban Progressive reformers
  - (D) Former slaves
17. Which of the following later movements held ideas closest to those expressed by Garvey in the excerpt?
- (A) A. Philip Randolph’s organizing of Black railroad workers into the Brotherhood of Sleeping Car Porters
  - (B) Thurgood Marshall and the National Association for the Advancement of Colored People’s legal efforts to desegregate schools in *Brown v. Board of Education of Topeka*
  - (C) Martin Luther King, Jr.’s, efforts to win equal rights for African Americans through nonviolent civil disobedience
  - (D) Malcolm X’s Black nationalism emphasizing racial pride and economic self-sufficiency

Questions 18 - 21 refer to the map below.

GROWTH OF THE UNITED STATES, 1783–1853



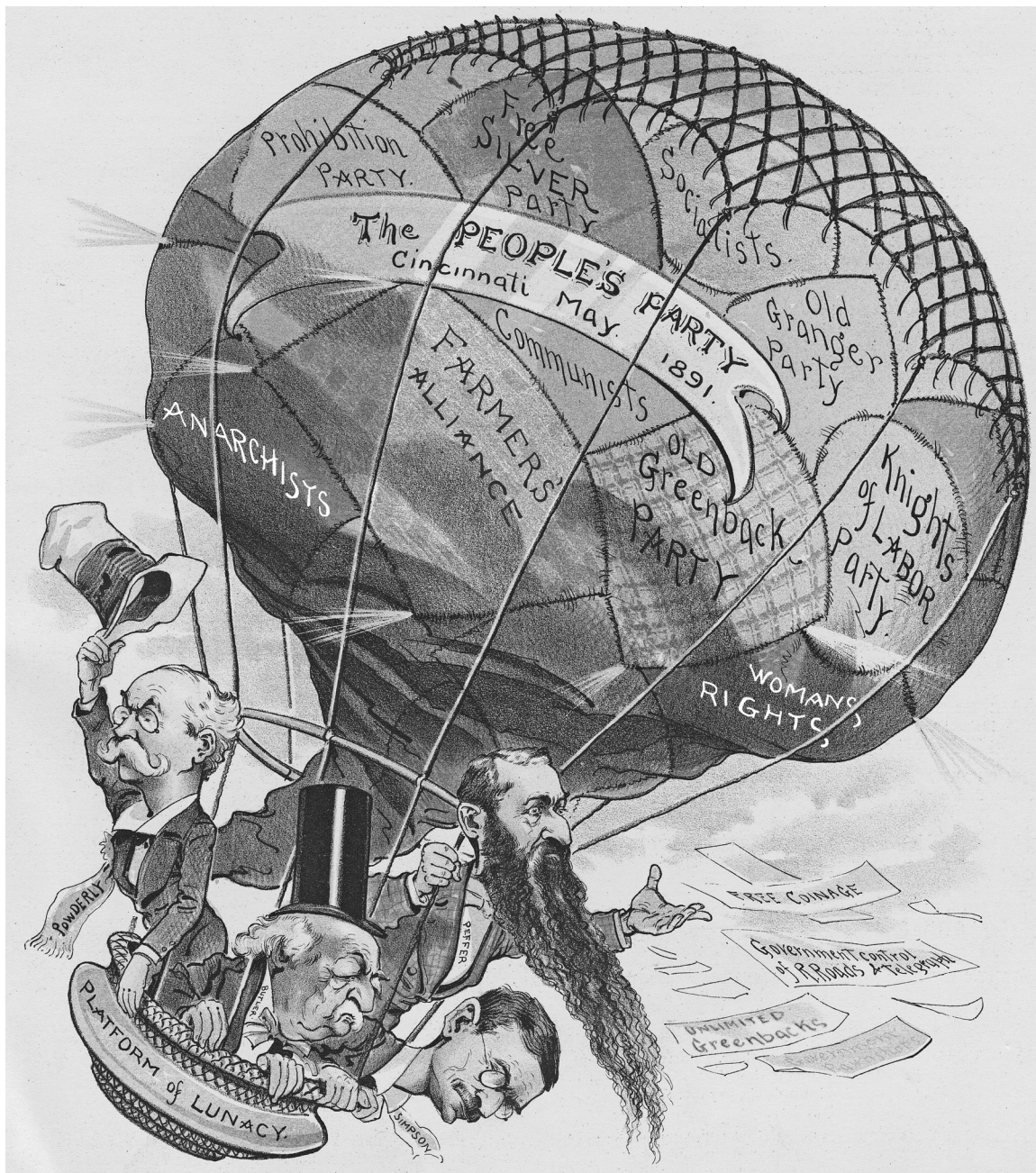
18. Which of the following was a common justification in the United States for the trend depicted in the map?
- (A) The interest in greater access to trade with the British colonies in the Americas
  - (B) The desire for better relations with Mexico
  - (C) The intention to assimilate Plains Indians into White society
  - (D) The belief in White cultural and political superiority
19. In the mid-nineteenth century, the process shown in the map was advocated by supporters of which of the following ideologies?
- (A) Republicanism
  - (B) Abolitionism
  - (C) Progressivism
  - (D) Manifest Destiny

20. The trend shown in the map led most directly to which of the following?
- (A) A decreasing gap in wealth because land ownership increased among White citizens
  - (B) Decreasing tensions between White settlers and Native Americans because expanded United States territory undercut competition
  - (C) Increasing divisions between North and South because of questions about the status of slavery in new territories
  - (D) Increasing legal immigration for Asians because the United States became a Pacific Rim country
21. The ideology that supported the trend depicted in the map is most similar to the ideology that supported which of the following?
- (A) Opposition to the international slave trade
  - (B) Involvement in the Spanish-American War
  - (C) Participation in the First World War
  - (D) Isolationism prior to the Second World War



Questions 22 - 25 refer to the 1891 cartoon below.

**“A PARTY OF PATCHES”**



Kansasmemory.org, Kansas State Historical Society, Copy and Reuse Restrictions Apply

22. The cartoon suggests that the disparate groups that favored the People's (Populist) Party typically shared which of the following?
- (A) The idea that wealthy people had some obligation to help people living in poverty
  - (B) Belief in a stronger federal government role in the United States economic system
  - (C) Support for United States expansionism
  - (D) Advocacy of individual rights
23. The People's (Populist) Party emerged most directly in response to which of the following late-nineteenth-century trends?
- (A) The efforts of businesses to gain control over markets and resources abroad
  - (B) The influx of migrants from Asia and southern and eastern Europe
  - (C) The growth of corporate power in agriculture and the economy
  - (D) The development of political machines
24. Which of the following groups would be most likely to support the Populist Party?
- (A) Sharecroppers
  - (B) Industrialists
  - (C) Immigrants
  - (D) Bankers
25. The cartoonist most likely supported
- (A) reform of local government
  - (B) women's political equality
  - (C) redistribution of wealth
  - (D) government policies favoring corporations



**Questions 26 - 28 refer to the excerpt below.**

“We are the people of this generation, bred in at least modest comfort, housed now in universities, looking uncomfortably to the world we inherit.

“When we were kids, the United States was the wealthiest and strongest country in the world; the only one with the atom bomb, the least scarred by modern war, an initiator of the United Nations. . . .

“As we grew, however, our comfort was penetrated by events too troubling to dismiss. . . .

“The conventional moral terms of the age, the politician moralities—‘free world,’ ‘people’s democracies’ reflect realities poorly, if at all, and seem to function more as ruling myths than as descriptive principles. . . .

“The bridge to political power, though, will be built through genuine cooperation, locally, nationally, and internationally, between a new left of young people, and an awakening community of allies.”

Students for a Democratic Society (SDS), Port Huron Statement, 1962

26. Which of the following post-1945 developments contributed most strongly to the discomfort that members of SDS felt?
- (A) The efforts of Congress to adopt legislation to deal with domestic social problems
  - (B) The disillusionment with United States domestic values and Cold War events
  - (C) The *Brown v. Board of Education of Topeka* decision on school desegregation
  - (D) The support for collective security through international organizations
27. SDS best exemplifies which of the following?
- (A) The success of the Civil Rights movement in achieving greater racial integration
  - (B) The development of new concerns about environmental pollution and the overuse of natural resources
  - (C) The increased influence of conservatives who opposed expansive social welfare policies and higher taxes
  - (D) The emergence of radical groups claiming that liberals were doing too little to address racial and economic inequality
28. What did SDS have most in common with the youth counterculture of the 1960s?
- (A) A rejection of many of the values of their parents’ generation
  - (B) A commitment to reforming society through direct political action
  - (C) A desire to remove themselves from mainstream society and experiment with drugs
  - (D) A determination to establish gender equality throughout the United States

**Questions 29 - 31 refer to the excerpt below.**

“Thus, fellow citizens, have I pointed out what I thought necessary to be amended in our Federal Constitution. I beg you to call to mind our glorious Declaration of Independence, read it, and compare it with the Federal Constitution; what a degree of apostacy will you not then discover. Therefore, guard against all encroachments upon your liberties so dearly purchased with the costly expense of blood and treasure.”

A Georgian, *Gazette of the State of Georgia*, November 15, 1787

29. The opinion expressed in the excerpt would most likely have been held by
- (A) an advocate of republican motherhood
  - (B) an Anti-Federalist
  - (C) a Loyalist
  - (D) an abolitionist
30. Which of the following factors contributed most directly to the views expressed in the excerpt?
- (A) The limitations placed on the federal government by the Articles of Confederation
  - (B) The fear of excessive centralized authority
  - (C) The efforts made to increase economic growth in the new nation
  - (D) The desire to settle new territory controlled by American Indians
31. The views expressed in the excerpt contributed most directly to
- (A) the addition of the Bill of Rights shortly after the Constitution was adopted
  - (B) a series of rebellions and revolutions in France, Haiti, and Latin America
  - (C) the elimination of the international slave trade
  - (D) the creation of a strong central government

**Questions 32 - 33 refer to the excerpt below.**

“There remains, then, only one mode of using great fortunes; but in this we have the true antidote for the temporary unequal distribution of wealth, the reconciliation of the rich and the poor—a reign of harmony. . . . Under its sway we shall have an ideal state, in which the surplus wealth of the few will become, in the best sense, the property of the many, because administered for the common good, and this wealth, passing through the hands of the few, can be made a much more potent force for the elevation of our race than if it had been distributed in small sums to the people themselves. Even the poorest can be made to see this, and to agree that great sums gathered by some of their fellow-citizens and spent for public purposes, from which the masses reap the principal benefit, are more valuable to them than if scattered among them through the course of many years in trifling amounts.”

Andrew Carnegie, “Wealth,” 1889

32. The “temporary unequal distribution of wealth” that Carnegie refers to in the excerpt resulted most directly from the
- (A) growth of cities in both size and number
  - (B) consolidation of corporations into trusts and holding companies
  - (C) efforts by workers to organize local and national unions
  - (D) government policy of reducing tariffs to promote free trade
33. Which of the following policies would Carnegie most likely have supported?
- (A) The use of federal power to redistribute wealth
  - (B) Government creation of jobs for unemployed people
  - (C) Increased regulation of corporations
  - (D) Laissez-faire economics

**Questions 34 - 36 refer to the excerpt below.**

“In 1680 Pueblo leaders united most of their communities against the European intruders. . . . In a matter of weeks, the Pueblos had eliminated Spaniards from New Mexico above El Paso. The natives had killed over 400 of the province’s 2,500 foreigners, destroyed or sacked every Spanish building, and laid waste to the Spaniards’ fields. There could be no mistaking the deep animosity that some natives, men as well as their influential wives and mothers, held toward their former oppressors. . . . Some Pueblo leaders . . . urged an end to all things Spanish as well as Christian. After the fighting subsided, they counselled against speaking Castilian or planting crops introduced by the Europeans.”

David J. Weber, historian, *The Spanish Frontier in North America*, 1992

34. Which of the following most shaped the events described in the excerpt?
- (A) The establishment of African slavery in the Spanish colonies
  - (B) The demands of the encomienda system in the Spanish colonies
  - (C) The amount of Spanish intermarriage with Native Americans
  - (D) The importance of Old World crops to the subsistence of Spanish colonial subjects
35. The conflict described in the excerpt led primarily to which of the following changes in Spanish colonial policy?
- (A) Scaling back of the Spanish presence in North America
  - (B) Widespread use of warfare to maintain control of Native Americans
  - (C) Removal of Native Americans to reservations
  - (D) Greater accommodation to Native American cultures
36. English colonization patterns in North America differed most from Spanish colonization in that the English
- (A) more often settled as families and rarely intermarried with Native Americans
  - (B) relied more on coerced labor from Native Americans
  - (C) enjoyed relatively peaceful relations with Native Americans
  - (D) adopted some of Native Americans’ more egalitarian views on the roles of women

**Questions 37 - 39 refer to the excerpts below.**

“I conceive there lies a clear rule . . . that the elder women should instruct the younger and then I must have a time wherein I must do it.

“If any come to my house to be instructed in the ways of God what rule have I to put them away?”

“The power of the Holy Spirit dwelleth perfectly in every believer, and the inward revelations of her own spirit, and the conscious judgment of her own mind are of authority paramount to any word of God.”

Anne Hutchinson, 1630s

37. The excerpts from Anne Hutchinson best represent which of the following developments in the Massachusetts Bay Colony in the 1630s?
- (A) Growing challenges by dissenters to civil authorities
  - (B) Efforts to raise the level of education for young girls and women
  - (C) Growing disagreement over the expansion of legal rights in the colonial charter
  - (D) Efforts by colonial women to establish independent communities separate from men
38. The ideas expressed in the excerpts have the most in common with which of the following?
- (A) The Civil Rights movement of the 1960s, when African American women asserted their right to vote in federal elections
  - (B) The flapper culture of the 1920s, when women challenged gender roles through dress
  - (C) The women’s liberation movement of the 1970s, when women sought to achieve gender equality in the workplace
  - (D) The antislavery movement of the 1840s, when women asserted their right to speak on behalf of the cause
39. The emphasis on personal salvation, which Hutchinson articulated in the 1630s, was most strongly echoed in which later movement?
- (A) Second Great Awakening in the 1830s
  - (B) Social Gospel in the 1890s
  - (C) Anticommunism in the 1950s
  - (D) New conservatism in the 1980s

**Questions 40 - 43 refer to the excerpt below.**

“Americans faced an overwhelming task after the Civil War and emancipation: how to understand the tangled relationship between two profound ideas—*healing and justice*. . . . [T]hese two aims never developed in historical balance. One might conclude that this imbalance between outcomes of sectional healing and racial justice was simply America’s inevitable historical condition. . . . But theories of inevitability . . . are rarely satisfying. . . . The sectional reunion after so horrible a civil war was a political triumph by the late nineteenth century, but it could not have been achieved without the resubjugation of many of those people whom the war had freed from centuries of bondage. This is the tragedy lingering on the margins and infesting the heart of American history from Appomattox to World War I.”

David W. Blight, historian, *Race and Reunion: The Civil War in American Memory*, 2001

40. One key change immediately following the Civil War aimed at achieving the “racial justice” that Blight describes was the
- (A) establishment of a constitutional basis for citizenship and voting rights
  - (B) creation of new agencies to ensure racial integration in employment
  - (C) campaign by the federal government to eliminate poverty
  - (D) desegregation of the United States armed forces
41. Which of the following most directly supports Blight’s argument in the excerpt?
- (A) The Supreme Court decision in *Plessy v. Ferguson*
  - (B) The election of seventeen African Americans to Congress between 1869 and 1877
  - (C) The industrialization of some segments of the southern economy in the late nineteenth century
  - (D) The emergence of the first national civil rights organizations, such as the Afro-American League and the NAACP
42. Which of the following best explains the reason for the reconciliation described by Blight?
- (A) Mass immigration from abroad and internal migration of African Americans reduced racial tensions in the North and South.
  - (B) The federal government established a limited social welfare state that reduced regional differences between the North and South.
  - (C) Efforts to change southern racial attitudes and culture ultimately failed because of the South’s determined resistance and the North’s waning resolve.
  - (D) The theory of Social Darwinism encouraged political and business leaders to reduce efforts to create racial equality in the South.

43. Which of the following best characterizes the “sectional reunion” Blight describes?
- (A) Gilded Age financial policies encouraged economic growth in the North and the South.
  - (B) The federal government removed troops from the South and eliminated aid for former slaves.
  - (C) New political alliances united northern and southern members of the Democratic Party to win control of both houses in Congress.
  - (D) White laborers in the North and African American farmers in the South joined together in the Populist movement.



**Questions 44 - 46 refer to the excerpt below.**

“I said everything to them I could to divert them from their idolatries, and draw them to a knowledge of God our Lord. Moctezuma replied, the others assenting to what he said, that they had already informed me they were not the aborigines of the country, but that their ancestors had emigrated to it many years ago; and they fully believed that after so long an absence from their native land, they might have fallen into some errors; that I having more recently arrived must know better than themselves what they ought to believe; and that if I would instruct them in these matters, and make them understand the true faith, they would follow my directions, as being for the best. Afterwards, Moctezuma and many of the principal citizens remained with me until I had removed the idols, purified the chapels, and placed the images in them, manifesting apparent pleasure.”

Letter from Hernán Cortés to Charles V, Holy Roman Emperor and King of Spain, on his interaction with the Mexica (Aztecs), 1520

44. The interaction between Cortés and Moctezuma most strongly demonstrates Cortés’
- (A) desire for increased power and status
  - (B) support for the European shift from feudalism to capitalism
  - (C) promotion of long-distance trade
  - (D) consolidation of plantation-based agriculture
45. Moctezuma’s statement that the Mexica “were not the aborigines of the country” most likely refers to which of the following developments?
- (A) Widespread deadly epidemics before the arrival of the Spanish
  - (B) The presence of different and complex societies before European contact
  - (C) Use of the encomienda system by the Mexica before the arrival of the Spanish
  - (D) The development of African slavery in the Spanish colonies
46. Which of the following was a primary feature of social relations established in the Spanish colonies in the Western Hemisphere?
- (A) The development of a rigid racial hierarchy
  - (B) The growth of friendship and cooperation with native peoples
  - (C) The emergence of racially mixed populations mingling European settlers, Native Americans, and Africans
  - (D) A close-knit, homogeneous society with a thriving mixed economy of agriculture and commerce based on export crops

**Questions 47 - 49 refer to the excerpt below.**

“Now, we can see a new world coming into view. . . . In the words of Winston Churchill, a world order in which ‘the principles of justice and fair play protect the weak against the strong. . . .’ A world where the United Nations . . . is poised to fulfill the historic vision of its founders. A world in which freedom and respect for human rights find a home among all nations. The Gulf War put this new world to its first test. And my fellow Americans, we passed that test.”

President George H. W. Bush, address to Congress, March 6, 1991

47. Which of the following events most directly led to President Bush believing that a new “world order” was emerging?
- (A) United States military forces withdrawing from Vietnam
  - (B) The spread of computers and global information networks
  - (C) The end of the Cold War with the Soviet Union
  - (D) Terrorist attacks on the World Trade Center and the Pentagon
48. Which of the following most directly represents an attempt to put the principles stated in the excerpt into action?
- (A) Curtailing domestic civil liberties through federal legislation to improve security against terrorism
  - (B) Participating in peacekeeping interventions in the Balkans to stop ethnic cleansing
  - (C) Constructing the Star Wars missile defense system to reduce the nuclear threat
  - (D) Creating a powerful military-industrial complex
49. The principles on human rights articulated by President Bush are most similar to
- (A) the ideas expressed by President George Washington in his 1796 Farewell Address
  - (B) President James K. Polk’s support for Manifest Destiny in the 1840s
  - (C) the ideas expressed by President Woodrow Wilson during and after the First World War
  - (D) President Ronald Reagan’s support for reinvigoration of anticommunism in the 1980s

**END OF PART A**

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

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

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- 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.

1. Answer (a), (b), and (c).
  - a) Briefly explain ONE important similarity between the British colonies in the Chesapeake region and the British colonies in New England in the period from 1607 to 1754.
  - b) Briefly explain ONE important difference between the British colonies in the Chesapeake region and the British colonies in New England in the period from 1607 to 1754.
  - c) Briefly explain ONE factor that accounts for the difference that you indicated in (b).

“None of Nature’s landscapes are ugly so long as they are wild.”

John Muir, 1901

“I recognize the right and duty of this generation to develop and use the natural resources of our land; but I do not recognize the right to waste them, or to rob, by wasteful use, the generations that come after us.”

Former president Theodore Roosevelt, 1910

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

- a) Briefly explain ONE implication for public policy of John Muir’s view on land use.
- b) Briefly explain ONE way in which an implication for public policy of Theodore Roosevelt’s view contrasts with the implication for public policy of Muir’s view.
- c) Identify ONE specific example of land use policy in the United States from 1890 to 1945 and briefly explain how the example is consistent with the view of either Muir or Roosevelt.

“As to the history of the revolution, my ideas may be peculiar, perhaps singular. What do we mean by the revolution? The war? That was no part of the revolution; it was only an effect and consequence of it. The revolution was in the minds of the people, and this was effected from 1760 to 1775, in the course of fifteen years, before a drop of blood was shed at Lexington.”

Former president John Adams to former president Thomas Jefferson,  
August 1815

“There is nothing more common than to confound the terms of the American Revolution with those of the late American war. The American war is over: but this is far from being the case with the American Revolution. On the contrary, nothing but the first act of the great drama is closed. It remains yet to establish and perfect our new forms of government; and to prepare the principles, morals, and manners of our citizens, for these forms of government, after they are established and brought to perfection.”

Benjamin Rush, signer of the Declaration of Independence and delegate  
to the Continental Congress, January 1787

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

- a) Briefly describe ONE significant difference between Adams’ understanding and Rush’s understanding of the American Revolution.
- b) Briefly explain how ONE specific historical event or development from the period between 1760 and 1800 could be used to support Adams’ interpretation.
- c) Briefly explain how ONE specific historical event or development from the period between 1760 and 1800 could be used to support Rush’s interpretation.

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

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**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 COVERS 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**



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## Section II: Free-Response Questions

This is the free-response section of the 2015 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<sup>®</sup> United States History Exam

## SECTION II: Free Response

2015

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 Period**

15 minutes. Use this time to read the question and plan your answer.

**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.

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** ☐ **my free-response**. Do not do so may delay your score.

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 period: 15 minutes**

**Suggested writing time: 40 minutes**

**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.

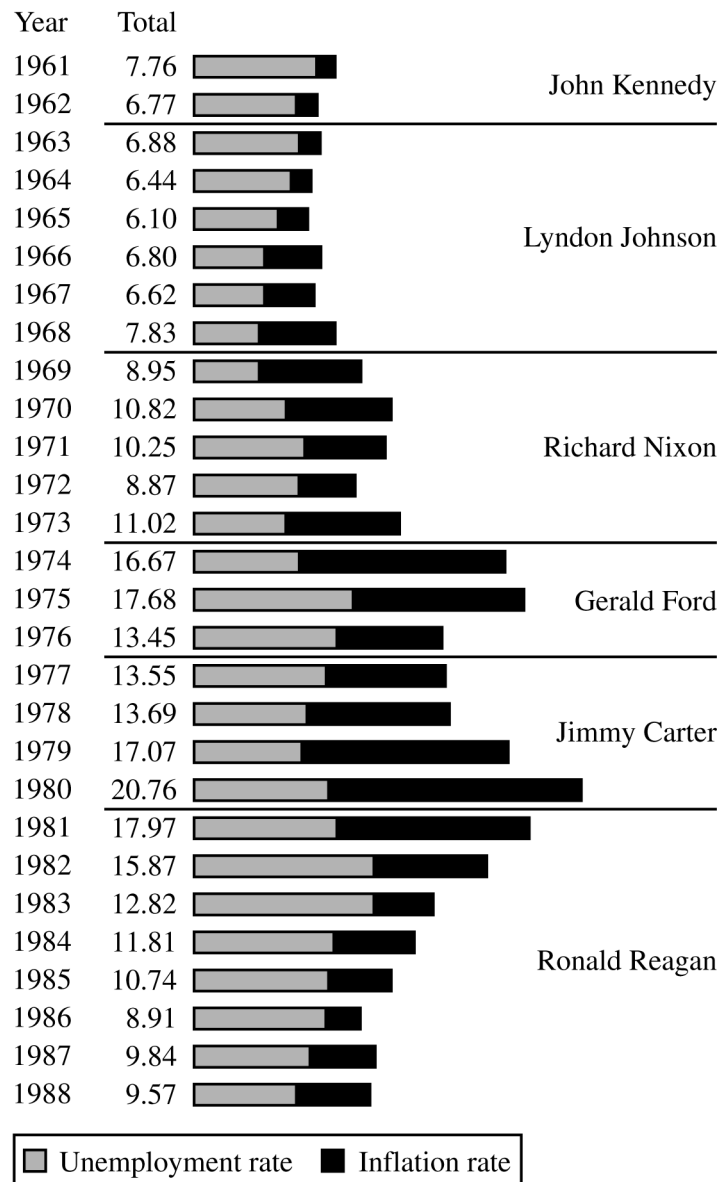
- State a relevant thesis that directly addresses all parts of the question.
- Support the thesis or a relevant argument with evidence from all, or all but one, of the documents.
- Incorporate analysis of all, or all but one, of the documents into your argument.
- Focus your analysis of each document on at least one of the following: intended audience, purpose, historical context, and/or point of view.
- Support your argument with analysis of historical examples outside the documents.
- Connect historical phenomena relevant to your argument to broader events or processes.
- Synthesize the elements above into a persuasive essay that extends your argument, connects it to a different historical context, or accounts for contradictory evidence on the topic.

1. Explain the reasons why a new conservatism rose to prominence in the United States between 1960 and 1989.

### Background Information

The graph below is for background information. Analysis of it is not required and will not count toward the required number of documents.

UNEMPLOYMENT PLUS INFLATION, 1961–1988



## Document 1

Source: Barry Goldwater, a Republican senator from Arizona, *The Conscience of a Conservative*, 1960.

Franklin Roosevelt's rapid conversion from Constitutionalism to the doctrine of unlimited government is an oft-told story. . . . I am here concerned . . . by the unmistakable tendency of the Republican Party to adopt the same course. The result is that today *neither* of our two parties maintains a meaningful commitment to the principle of States' Rights. Thus, the cornerstone of the Republic, our chief bulwark against the encroachment of individual freedom by Big Government, is fast disappearing under the piling sands of absolutism. . . .

The root evil is that the government is engaged in activities in which it has no legitimate business. As long as the federal government acknowledges responsibility in a given social or economic field, its spending in that field cannot be substantially reduced.

## Document 2

Source: Milton Friedman, economist, *Capitalism and Freedom*, 1962.

We now have several decades of experience with governmental intervention. . . .

Which if any of the great "reforms" of past decades has achieved its objectives? . . .

A housing program intended to improve the housing conditions of the poor, to reduce juvenile delinquency, and to contribute to the removal of urban slums, has worsened the housing conditions of the poor, contributed to juvenile delinquency, and spread urban blight. . . .

The greater part of the new ventures undertaken by government in the past few decades have failed to achieve their objectives. The United States has continued to progress; its citizens have become better fed, better clothed, better housed, and better transported; class and social distinctions have narrowed; minority groups have become less disadvantaged. . . . All this has been the product of the initiative and drive of individuals co-operating through the free market.

### Document 3

Source: Letter to Nelson Rockefeller, Republican governor of New York, February 6, 1971.

This letter is written to you by a law abiding citizen who feels she is discriminated against in favor of dope addicts and welfare cheats. I am a widow who lives alone, works every day, pays taxes and lives by the rules. I get very little from my taxes when I can no longer walk on the streets and when I am afraid in my own home. . . . Sorry this letter is not typed. My typewriter was stolen.

### Document 4

Source: Jerry Falwell, television evangelist and founder of the Moral Majority, *Listen, America!*, 1980.

We must reverse the trend America finds herself in today. Young people between the ages of twenty-five and forty have been born and reared in a different world than Americans of years past. The television set has been their primary baby-sitter. From the television set they have learned situation ethics and immorality—they have learned a loss of respect for human life. They have learned to disrespect the family as God has established it. They have been educated in a public-school system that is permeated with secular humanism. They have been taught that the Bible is just another book of literature. They have been taught that there are no absolutes in our world today. They have been introduced to the drug culture. They have been reared by the family and the public school in a society that is greatly void of discipline and character-building. These same young people have been reared under the influence of a government that has taught them socialism and welfarism. They have been taught to believe that the world owes them a living whether they work or not.

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### Document 5

Source: 1980 Republican Party Platform.

Overseas, our goal is . . . to preserve a world at peace by keeping America strong. This philosophy once occupied a hallowed place in American diplomacy, but it was casually . . . dismissed at the outset by the Carter Administration—and the results have been shattering. Never before in modern history has the United States endured as many humiliations, insults, and defeats as it has during the past four years: our ambassadors murdered, our embassies burned, our warnings ignored, our diplomacy scorned, our diplomats kidnapped. The Carter Administration has shown that it neither understands totalitarianism nor appreciates the way tyrants take advantage of weakness. The brutal invasion of Afghanistan promises to be only the forerunner of much more serious threats to the West—and to world peace—should the Carter Administration somehow cling to power.

### Document 6

Source: Teddi Holt, a homemaker, a member of Georgia Stop ERA, and the national president of Mothers On the March, 1984.

I am pleased that God blessed me with the privilege of being a woman. I have never been envious of the role of men but have had respect for both sexes. There's no doubt that there has been discrimination against women, but that is past history, just as discrimination against blacks is past history in the US. . . .

Just what were we women to be liberated from? These women [feminists] were calling for liberation from the things women like me love most—our husbands, our children, our homes. My cry became: “God, liberate us from the Liberators!” . . .

We believe that the mothers of this and other nations must stand up for the protection of our homes and our children. In no way are we extremists, unless we be guilty of extreme devotion to our husbands, our children, and our homes. It is our sincere belief that if we do not unite against the threats to the home, if we retire to the convenience and security of our houses and do not speak out, then it will not be long until we, the “keeper at home” (Titus 2.5) will not have a home to keep!

Excerpt from “Women Who Do and Women Who Don’t Join the Women’s Movement” by Teddi Holt and edited by Robyn Rowland, Copyright © 1984 by Teddi Holt. Reproduced by permission of Taylor & Francis Books U.K.

**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.

- State a relevant thesis that directly addresses all parts of the question.
  - Support your argument with evidence, using specific examples.
  - Apply historical thinking skills as directed by the question.
  - Synthesize the elements above into a persuasive essay that extends your argument, connects it to a different historical context, or connects it to a different category of analysis.
- 
2. Evaluate the extent to which the Seven Years' War (French and Indian War, 1754–1763) marked a turning point in American relations with Great Britain, analyzing what changed and what stayed the same from the period before the war to the period after it.
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3. Evaluate the extent to which the Mexican-American War (1846–1848) marked a turning point in the debate over slavery in the United States, analyzing what changed and what stayed the same from the period before the war to the period after it.

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

**STOP**

**END OF EXAM**

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**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.**