

The format of the examination is:

80 Multiple Choice Questions with a time limit of 55 minutes.

These questions cover all of American History from the early colonial period to contemporary events. They are arranged non-chronologically by increasing difficulty. The emphasis is on factual knowledge of social, political, diplomatic, economic, cultural and intellectual developments.

All 80 questions have 5 choices.
This section constitutes 50% of a student's AP score.

3 Free Response (Essay) Questions with a time limit of 130 minutes.

All examinees must answer the *Document-Based Question (DBQ)*. Students must formulate a thesis, analyze primary source documents and incorporate them into an essay along with their knowledge of pertinent information.

The DBQ constitutes 22.5% of a student's AP score.

Students must also answer 2 of 4 *Standard Free Response Questions*.

There are 2 groups of 2 questions.
Students must answer one from each group.

Typically, these cover time periods and topics not included in the DBQ. Again, these essays are evaluated on the strength of the thesis developed in answering the question, the quality of the historical argument and the historical evidence offered in support of the student's thesis. Each of these essays constitutes 13.75% of a student's AP score.

Examples of each type of questions found on the examination follow:

Multiple Choice Questions (50%)

The following are examples of questions from the multiple choice section of the AP U.S. History examination.

1. Which of the following most accurately describes the attitude of seventeenth-century Puritans toward religious liberty?
(A) Having suffered persecution in England, they extended toleration to everyone. (B) They tolerated no one whose expressed religious views varied from their own views.
(C) They tolerated all Protestant sects, but not Catholics.
(D) They tolerated Catholics, but not Quakers.
(E) They had no coherent views on religious liberty.

2. In part, President Lincoln refrained from taking action to emancipate slaves until the Civil War had been in progress for almost two years because
- (A) he sought to retain the loyalty of the border states
 - (B) slavery still existed in most Northern states
 - (C) Congress had not granted him the authority
 - (D) he was preparing a plan to send all of the slaves to Liberia
 - (E) he feared a hostile reaction on the part of the British and French
3. Which of the following would have been most likely to support the presidential campaign of William Jennings Bryan in 1896?
- (A) A Kansas farmer
 - (B) A Chicago industrial worker
 - (C) A Philadelphia merchant
 - (D) A university professor of economics
 - (E) A New York Republican party member
4. The principal foreign policy issue confronting the Wilson administration between the outbreak of the First World War in 1914 and United States involvement in the conflict in 1917 was the
- (A) future of United States overseas possessions
 - (B) territorial and political integrity of Poland
 - (C) freedom of the seas
 - (D) question of a Pan-American collective security organization
 - (E) issue of war debt repayment by the Allies

Document Based Question (22.5%)

The following is an example of part of an AP U.S. History Document Based Question which requires a mandatory response.

DBQ: American Women

To what extent did economic and political developments as well as assumptions about the nature of women affect the position of American women during the period 1890-1925?

Use the documents and your knowledge of the history of the years 1890-1925 to construct your response.

Document A

*Source: Susan B. Anthony, The Status of Women, Past, Present, and Future, **Arena**, May 1897.*

The close of this 19th century finds every trade, vocation, and profession open to women, and every opportunity at their command for preparing themselves to follow these occupations.

A vast amount of the household drudgery that once monopolized the whole time and

strength of the mother and daughters has been taken outside and turned over to machinery in vast establishments.

She who can make for herself a place of distinction in any line of work receives commendation instead of condemnation.

Document B

*Source: The Supreme Court decision in **Muller v. Oregon**, 1908.*

That woman's physical structure and the performance of maternal functions place her at a disadvantage in the struggle for subsistence is obvious. This is especially true when the burdens of motherhood are upon her . . . and as healthy mothers are essential to vigorous offspring, the physical well-being of woman becomes an object of public interest and care in order to preserve the strength and vigor of the race.

Still again history discloses the fact that woman has always been dependent upon man. Education was long denied her, and while now the doors of the school room are opened and her opportunities for acquiring knowledge are great, yet even with that and the consequent increase of capacity for business affairs it is still true that in the struggle for subsistence she is not an equal competitor with her brother.

There is that in her disposition and habits of life which will operate against a full assertion of those rights.

Differentiated by these matters from the other sex, she is properly placed in a class by herself, and legislation designed for her protection may be sustained, even when like legislation is not necessary for men and could not be sustained.

Document C

*Source: Jane Addams, "Why Women Should Vote," **Ladies Home Journal**, January 1910.*

This paper is an attempt to show that many women today are failing to discharge their duties to their own households properly simply because they do not perceive that as society grows more complicated it is necessary that woman shall extend her sense of responsibility to many things outside of her own home if she would continue to preserve the home in its entirety. . . .

To turn the administration of our civic affairs wholly over to men may mean that the American city will continue to push forward in its commercial and industrial development, and continue to lag behind in those things which make a city healthful and beautiful. . . . If women have in any sense been responsible for the gentler side of life which softens and blurs some of its harsher conditions, may they not have a duty to perform in our American cities?

. . . [I]f woman would fulfill her traditional responsibility to her own children; if she would educate and protect from danger factory children who must find their recreation on the

street; if she would bring the cultural forces to bear upon our materialistic civilization; and if she would do it all with the dignity and directness fitting one who carries on her immemorial duties, then she must bring herself to the use of the ballot--that latest implement for self-government. May we not fairly say that American women need this implement in order to preserve the home?

Document D

Source: Charlotte Perkins Gilman, "Are Women Human Beings?" Harper's Weekly, May 25, 1912.

Women will never cease to be females, but they will cease to be weak and ignorant and defenseless. They are becoming wiser, stronger, better able to protect themselves, one another, and their children. Courage, power, achievement are always respected.

As women grow, losing nothing that is essential to womanhood, but adding steadily the later qualities of humanness, they will win and hold a far larger, deeper reverence than that hitherto accorded them. As they so rise and broaden, filling their full place in the world as members of society, as well as their partial places as mothers of it, they will gradually rear a new race of men, men with minds large enough to see in human beings something besides males and females.

Document E

Source: National American Woman Suffrage Association, The Church Vote "Disfranchised," Headquarters News Letter, October 25, 1916.



Document F

Library of Congress

Source: *The Supreme Court decision in **Adkins v. Children's Hospital**, 1923.*

But the ancient inequality of the sexes, otherwise than physical, as suggested in the **Muller Case** has continued with diminishing intensity. In view of the great--not to say revolutionary--changes which have taken place since that utterance, in the contractual, political and civil status of women, culminating in the Nineteenth Amendment, it is not unreasonable to say that this inequality has now come almost, if not quite, to the vanishing point. In this aspect of the matter, while the physical differences must be recognized in appropriate cases, and legislation fixing hours or conditions of work may properly take them into account, we cannot accept the doctrine that women of mature age, **sui juris**, require or may be subjected to restrictions upon their liberty of contract which could not lawfully be imposed in the case of men under similar circumstances. To do so would be to ignore all the implications to be drawn from the present day trend of legislation, as well as that of common thought and usage, by which woman is accorded emancipation from the old doctrine that she must be given special protection or be subjected to special restraint in her contractual and civil relationships.

Standard Free Response Questions (2 X 13.75% each)

Essay Section Part II: Students are required to answer one question from each of two groups of two, such as below.

1. Analyze the differences between the Spanish settlements in the Southwest and the English colonies in New England in the seventeenth century in terms of TWO of the following: (2006)
Politics
Religion
Economic Development
2. Describe the patterns of immigration in TWO periods listed below. Compare and contrast the responses of Americans to immigrants in these periods(2005)

1820 to 1860
1880 to 1924
1965 to 2000

The essay section is scored by at a national reading site by experienced APUSH teachers and college faculty. Educational Testing Service then combines the multiple choice scores with the essay scores which are then converted to the 5 point final AP scale. Students, Parents and Schools are notified of the student scores in July after the examination in May.

The TEXTS for this class are:

Steven M. Gillon and Cathy D. Matson,
The American Experiment: A History of the United States.
2nd ed. New York: Houghton Mifflin, 2006

James Davidson and Mark Lytle,
After The Fact: The Art of Historical Detection.
Fifth Edition. New York: Knopf, Inc., 1992; Fourth Edition. New York: McGraw Hill, 2005.

John J. Newman and John M. Schmalbach,
United States History: Preparing for the Advanced Placement Examination.
New York: Amsco Publishing Co., 1998. (revised edition, 2002)

The American Experiment is a college text book. Each chapter is divided into three parts: an short episode which delves in some detail about an event or person's life flowed by a more general traditional textbook chapter section to place the episode into historical context. At the end of each chapter are several documents entitled *Competing Voices.* Students should read this book regularly and carefully. They should read for comprehension as well as mastery of detail. Normally students will be expected to answer questions in class on this book.

http://college.hmco.com/history/us/gillon/am_exp/1e/students/study.html
is an online study guide with chapter outlines, flashcards, identifications, practice mc questions, learning objectives which should help students master the content of each chapter if used it conscientiously. Also available at the same site are web links, primary sources, and other resources for each chapter.

After The Fact is a supplemental paperback which deals with historical problems and methods. The authors are concerned with how history is "made," that is, the ways historians collect, organize and write history. Oftentimes, the instructor will provide study guides for ATF. When assigned, students should be prepared to answer these study guide questions in class.

United States History: Preparing for the Advanced Placement Examination.
A review book with practice multiple choice and essay questions.