




The United States History AP Exam



“Continuous effort - not strength or intelligence - is the key to unlocking our potential.” - Winston Churchill

The exam

- ▶ There are 9 periods in which the exam covers. Your syllabus breaks down each one. They cover from 1491-Present

Period	Date Range	Approximate % on Exam
1	1491-1607	5%
2	1607-1754	11.25%
3	1754-1800	11.25%
4	1800-1848	11.25%
5	1844-1877	11.25%
6	1865-1898	15%
7	1890-1945	15%
8	1945-1980	15%
9	1980-Present	5%

The exam

- ▶ There are 4 parts to the exam:
 1. 55 Multiple Choice questions
 2. 4 Short answer questions
 3. One DBQ
 4. One Long essay question

Section	Question Type	# of Questions	Timing	% of Total Exam Score
I	Part A: Multiple Choice	55	55	40%
I	Part B: Short Answer	4	50	20%
II	Part A: Document Based Question	1	55	25%
II	Part B: Long Essay Question	1	35	15%

Multiple Choice

- ▶ New format!
- ▶ There is a stimulus and questions that follow, relating to the stimulus.

CAUTION!!
COLORED PEOPLE
OF BOSTON, ONE & ALL,
 You are hereby respectfully CAUTIONED and advised, to avoid conversing with the **Watchmen and Police Officers of Boston,**
 For since the recent **ORDER OF THE MAYOR & ALDERMEN,** they are empowered to act as **KIDNAPPERS AND Slave Catchers,**
 And they have already been actually employed in **KIDNAPPING, CATCHING, AND KEEPING SLAVES.** Therefore, if you value your **LIBERTY,** and the *Welfare of the Fugitives* among you, *Shun* them in every possible manner, as so many **HOUNDS** on the track of the most unfortunate of your race.
Keep a Sharp Look Out for KIDNAPPERS, and have TOP EYE open.
APRIL 24, 1851.

- An April 24, 1851 poster warning the "colored people of Boston" about policemen acting as slave catchers.

1. Which of the following reasons did the Fugitive Slave Act of 1850 anger Northerners?

A. It contradicted the Wilmot Proviso.

C. It contradicted the Missouri Compromise.

B. It increased federal intervention in the affairs of independent states.

D. It prioritized states' rights over the rights of the federal government.

2. What was the main provision of the Fugitive Slave Act?

A. Slaves were free if they got to the North.

C. Southerners could not pursue escaped slaves.

B. The Underground Railroad was made illegal.

D. Aiding runaway slaves was a crime.

Short Answer

- ▶ Answer the question!!!
- ▶ Show off your knowledge.
- ▶ No thesis needed.

Answer parts a, b, and c.

- ▶ Briefly explain the differences between the Spanish settlements in the Southwest and the English colonies in New England in the seventeenth century in terms of ONE of the following:
 - ▶ Politics
 - ▶ Religion
 - ▶ Economic development
- ▶ Briefly explain ONE cause for the differences between the Spanish settlements in the Southwest and the English colonies in New England in the seventeenth century in the category discussed.
- ▶ Briefly explain ONE resulting consequence of the difference explained in part a and b.

Document Based Question

- ▶ 7 documents
- ▶ No questions go along with each document like the regents
- ▶ Must use 6 documents in your essay response.
- ▶ Complete essay = all components!

DOCUMENT-BASED QUESTION

Directions: Question 1 is based on the accompanying documents. The documents have been edited for the purpose of this exercise. You are advised to spend 15 minutes planning and 45 minutes writing your answer. 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.
1. Analyze the similarities and differences in the various influences and approaches toward unity in the English colonies in the period of the 17th and early 18th centuries.

Document 1

Source: The Mayflower Compact, 1620

This day before we came to harbor, observing some not well affected to unity and concord, but gave some appearance of faction, it was thought good there should be an association and agreement that we should combine together in one body, and to submit to such government and governors as we should be common consent agree to make and choose, and set out hands to this that follows word for word. . . . [We] do by these present, solemnly and mutually, in the presence of God and one another, covenant and combine ourselves together into a civil body politic, for our better ordering and preservation and furtherance of the ends aforesaid; and by virtue hereof to enact, constitute, and frame such just and equal laws, ordinances, acts, constitutions, offices from time to time as shall be thought most meet and convenient for the general good of the colony.

Long Essay Question

- ▶ Thesis needed!
- ▶ Hamburger method!
 - ▶ Yummm.....

Answer one out of the two following questions

- ▶ In the seventeenth century, New England Puritans tried to create a model society. What were their aspirations, and to what extent were those aspirations fulfilled during the seventeenth century?
- ▶ “Geography was the primary factor in shaping the development of the British colonies in North America.” Support, modify, or refute this statement for the 1600’s, providing specific evidence to justify for answer.