



UNITED STATES HISTORY

Course Description

MAY 2006, MAY 2007

The College Board: Connecting Students to College Success

The College Board is a not-for-profit membership association whose mission is to connect students to college success and opportunity. Founded in 1900, the association is composed of more than 4,700 schools, colleges, universities, and other educational organizations. Each year, the College Board serves over three and a half million students and their parents, 23,000 high schools, and 3,500 colleges through major programs and services in college admissions, guidance, assessment, financial aid, enrollment, and teaching and learning. Among its best-known programs are the SAT[®], the PSAT/NMSQT[®], and the Advanced Placement Program[®] (AP[®]). The College Board is committed to the principles of excellence and equity, and that commitment is embodied in all of its programs, services, activities, and concerns.

For further information, visit www.collegeboard.com.

The College Board and the Advanced Placement Program encourage teachers, AP Coordinators, and school administrators to make equitable access a guiding principle for their AP programs. The College Board is committed to the principle that all students deserve an opportunity to participate in rigorous and academically challenging courses and programs. All students who are willing to accept the challenge of a rigorous academic curriculum should be considered for admission to AP courses. The Board encourages the elimination of barriers that restrict access to AP courses for students from ethnic, racial, and socioeconomic groups that have been traditionally under-represented in the AP Program. Schools should make every effort to ensure that their AP classes reflect the diversity of their student population.

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Dear Colleagues:

In 2004, nearly 15,000 schools offered high school students the opportunity to take AP[®] courses, and over 1.1 million students then took the challenging AP Exams. These students felt the power of learning come alive in the classroom, and many earned college credit and placement while still in high school. Behind these students were talented, hardworking teachers who are the heart and soul of the Advanced Placement Program[®].

The College Board is committed to supporting the work of AP teachers. This AP Course Description outlines the content and goals of the course, while still allowing teachers the flexibility to develop their own lesson plans and syllabi, and to bring their individual creativity to the AP classroom. Moreover, AP workshops and Summer Institutes, held around the globe, provide stimulating professional development for more than 60,000 teachers each year. The College Board Fellows stipends provide funds to support many teachers' attendance at these Institutes. Stipends are now also available to middle school and high school teachers who use Pre-AP[®] strategies.

Teachers and administrators can also visit AP Central[®], the College Board's online home for AP professionals, at apcentral.collegeboard.com. Here, teachers have access to a growing set of resources, information, and tools, from textbook reviews and lesson plans to electronic discussion groups (EDGs) and the most up-to-date exam information. I invite all teachers, particularly those who are new to the AP Program, to take advantage of these resources.

As we look to the future, the College Board's goal is to broaden access to AP classes while maintaining high academic standards. Reaching this goal will require a lot of hard work. We encourage you to connect students to college and opportunity not only by providing them with the challenges and rewards of rigorous academic programs like AP but also by preparing them in the years leading up to AP courses.

Sincerely,

A handwritten signature in black ink that reads "Gaston Caperton". The signature is written in a cursive style with a large, sweeping initial "G".

Gaston Caperton
President
The College Board

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Welcome to the AP® Program

The Advanced Placement Program (AP) is a collaborative effort between motivated students; dedicated teachers; and committed high schools, colleges, and universities. Since its inception in 1955, the Program has enabled millions of students to take college-level courses and exams, and to earn college credit or placement, while still in high school.

Most colleges and universities in the United States, as well as colleges and universities in more than 30 other countries, have an AP policy granting incoming students credit, placement, or both on the basis of their AP Exam grades. Many of these institutions grant up to a full year of college credit (sophomore standing) to students who earn a sufficient number of qualifying AP grades.

Each year, an increasing number of parents, students, teachers, high schools, and colleges and universities turn to the AP Program as a model of educational excellence.

More information about the AP Program is available at the back of this Course Description and at AP Central, the College Board's online home for AP professionals (apcentral.collegeboard.com). Students can find more information at the AP student site (www.collegeboard.com/apstudents).

AP Courses

Thirty-eight AP courses in a wide variety of subject areas are available now or are under development. A committee of college faculty and master AP teachers designs each AP course to cover the information, skills, and assignments found in the corresponding college course. See page 2 for a complete list of AP courses and exams.

AP Exams

Each AP course has a corresponding exam that participating schools worldwide administer in May (except for AP Studio Art, which is a portfolio assessment). AP Exams contain multiple-choice questions and a free-response section (either essay or problem solving).

AP Exams are a culminating assessment in all AP courses and are thus an integral part of the Program. As a result, many schools foster the expectation that students who enroll in an AP course will take the corresponding AP Exam. Because the College Board is committed to providing

access to AP Exams for homeschooled students and students whose schools do not offer AP courses, it does not require students to take an AP course prior to taking an AP Exam.

AP Courses and Exams

Art

Art History
Studio Art: 2-D Design
Studio Art: 3-D Design
Studio Art: Drawing

Biology

Calculus

Calculus AB
Calculus BC

Chemistry

Chinese Language and Culture (2006-07)

Computer Science

Computer Science A
Computer Science AB

Economics

Macroeconomics
Microeconomics

English

English Language and Composition
English Literature and Composition

Environmental Science

French

French Language
French Literature

German Language

Government and Politics

Comparative Government and
Politics
United States Government and
Politics

History

European History
United States History
World History

Human Geography

Italian Language and Culture (2005-06)

Japanese Language and Culture (2006-07)

Latin

Latin Literature
Latin: Vergil

Music Theory

Physics

Physics B
Physics C: Electricity and
Magnetism
Physics C: Mechanics

Psychology

Russian Language and Culture (Date to be determined)

Spanish

Spanish Language
Spanish Literature

Statistics

AP United States History

Important Changes and Additions to This Course Description are based on the results of a curriculum survey of colleges nationwide performed in 2003-04.

See especially:

- Themes in AP U.S. History, pages 5–7
- Topic Outline, pages 7–12
- The Exam, pages 13–16
- Sample multiple-choice and free-response questions, pages 16–35

Please note: Throughout the publication, there are minor revisions that reflect changes in the course.

Introduction

The Advanced Placement Program (AP) offers a course and exam in AP United States History to qualified students who wish to complete studies in secondary school equivalent to an introductory college course in U.S. history. The AP U.S. History Exam presumes at least one year of college-level preparation, as is described in this book.

The inclusion of material in the Course Description and 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 and is periodically revised by historians who serve as members of the AP U.S. History Development Committee. The material contained herein is based on survey data from more than 100 colleges and universities and reflects the content of an introductory college course in U.S. history. The exam tests skills and knowledge gained from an introductory survey in U.S. history.

The Course

Purpose

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

College Courses

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

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

Teaching the Course

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

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

The Teachers' Resources section of AP Central (apcentral.collegeboard.com) offers reviews of textbooks, articles, Web sites, and other teaching resources. The electronic discussion groups (EDGs) accessible through AP Central also provide a moderated forum for exchanging ideas, insights, and practices among members of the AP professional community.

Themes in AP U.S. History

The U.S. History Development Committee's notes about the themes:

- The themes listed in this section are designed to encourage students to think conceptually about the American past and to focus on historical change over time.
- These themes should be used in conjunction with the topic outline on pages 7–12.
- The themes are not presented in any order of importance; rather, they are in alphabetical order. These ideas may serve as unifying concepts to help students synthesize material and place the history of the United States into larger analytical contexts.
- These themes may also be used to provide ideas for class projects.
- AP U.S. History courses may be constructed using any number of these themes.
- Teachers and students should also feel free to develop their own course themes as they look at the American past through a variety of lenses and examine U.S. history from multiple perspectives.

American Diversity

The diversity of the American people and the relationships among different groups. The roles of race, class, ethnicity, and gender in the history of the United States.

American Identity

Views of the American national character and ideas about American exceptionalism. Recognizing regional differences within the context of what it means to be an American.

Culture

Diverse individual and collective expressions through literature, art, philosophy, music, theater, and film throughout U.S. history. Popular culture and the dimensions of cultural conflict within American society.

Demographic Changes

Changes in birth, marriage, and death rates; life expectancy and family patterns; population size and density. The economic, social, and political effects of immigration, internal migration, and migration networks.

Economic Transformations

Changes in trade, commerce, and technology across time. The effects of capitalist development, labor and unions, and consumerism.

Environment

Ideas about the consumption and conservation of natural resources. The impact of population growth, industrialization, pollution, and urban and suburban expansion.

Globalization

Engagement with the rest of the world from the fifteenth century to the present: colonialism, mercantilism, global hegemony, development of markets, imperialism, cultural exchange.

Politics and Citizenship

Colonial and revolutionary legacies, American political traditions, growth of democracy, and the development of the modern state. Defining citizenship; struggles for civil rights.

Reform

Diverse movements focusing on a broad range of issues, including anti-slavery, education, labor, temperance, women's rights, civil rights, gay rights, war, public health, and government.

Religion

The variety of religious beliefs and practices in America from prehistory to the twenty-first century; influence of religion on politics, economics, and society.

Slavery and Its Legacies in North America

Systems of slave labor and other forms of unfree labor (e.g., indentured servitude, contract labor) in Native American societies, the Atlantic World, and the American South and West. The economics of slavery and its racial dimensions. Patterns of resistance and the long-term economic, political, and social effects of slavery.

War and Diplomacy

Armed conflict from the precolonial period to the twenty-first century; impact of war on American foreign policy and on politics, economy, and society.

Topic Outline

The U.S. History Development Committee’s notes about the topic outline:

- This topic outline is intended as a general guide for AP teachers in structuring their courses and for students in preparing for the AP U.S. History Exam.
- The outline is not intended to be prescriptive of what AP teachers must teach, nor of what AP students must study.
- The topics listed here provide some broad parameters for the course and may be expanded or modified for instruction.

1. Pre-Columbian Societies

Early inhabitants of the Americas

American Indian empires in Mesoamerica, the Southwest, and the Mississippi Valley

American Indian cultures of North America at the time of European contact

2. Transatlantic Encounters and Colonial Beginnings, 1492–1690

First European contacts with Native Americans

Spain's empire in North America

French colonization of Canada

English settlement of New England, the Mid-Atlantic region, and the South

From servitude to slavery in the Chesapeake region

Religious diversity in the American colonies

Resistance to colonial authority: Bacon's Rebellion, the Glorious Revolution, and the Pueblo Revolt

3. Colonial North America, 1690–1754

Population growth and immigration

Transatlantic trade and the growth of seaports

The eighteenth-century back country

Growth of plantation economies and slave societies

The Enlightenment and the Great Awakening

Colonial governments and imperial policy in British North America

4. The American Revolutionary Era, 1754–1789

The French and Indian War

The Imperial Crisis and resistance to Britain

The War for Independence

State constitutions and the Articles of Confederation

The federal Constitution

5. The Early Republic, 1789–1815

Washington, Hamilton, and shaping of the national government

Emergence of political parties: Federalists and Republicans

Republican Motherhood and education for women

Beginnings of the Second Great Awakening

Significance of Jefferson's presidency

Expansion into the trans-Appalachian West; American Indian resistance

Growth of slavery and free Black communities

The War of 1812 and its consequences

6. Transformation of the Economy and Society in Antebellum America

The transportation revolution and creation of a national market economy
Beginnings of industrialization and changes in social and class structures
Immigration and nativist reaction
Planters, yeoman farmers, and slaves in the cotton South

7. The Transformation of Politics in Antebellum America

Emergence of the second party system
Federal authority and its opponents: judicial federalism, the Bank War, tariff controversy, and states' rights debates
Jacksonian democracy and its successes and limitations

8. Religion, Reform, and Renaissance in Antebellum America

Evangelical Protestant revivalism
Social reforms
Ideals of domesticity
Transcendentalism and utopian communities
American Renaissance: literary and artistic expressions

9. Territorial Expansion and Manifest Destiny

Forced removal of American Indians to the trans-Mississippi West
Western migration and cultural interactions
Territorial acquisitions
Early U.S. imperialism: the Mexican War

10. The Crisis of the Union

Pro- and antislavery arguments and conflicts
Compromise of 1850 and popular sovereignty
The Kansas–Nebraska Act and the emergence of the Republican Party
Abraham Lincoln, the election of 1860, and secession

11. Civil War

Two societies at war: mobilization, resources, and internal dissent
Military strategies and foreign diplomacy
Emancipation and the role of African Americans in the war
Social, political, and economic effects of war in the North, South, and West

12. Reconstruction

Presidential and Radical Reconstruction

Southern state governments: aspirations, achievements, failures

Role of African Americans in politics, education, and the economy

Compromise of 1877

Impact of Reconstruction

13. The Origins of the New South

Reconfiguration of southern agriculture: sharecropping and crop lien system

Expansion of manufacturing and industrialization

The politics of segregation: Jim Crow and disfranchisement

14. Development of the West in the Late Nineteenth Century

Expansion and development of western railroads

Competitors for the West: miners, ranchers, homesteaders, and American Indians

Government policy toward American Indians

Gender, race, and ethnicity in the far West

Environmental impacts of western settlement

15. Industrial America in the Late Nineteenth Century

Corporate consolidation of industry

Effects of technological development on the worker and workplace

Labor and unions

National politics and influence of corporate power

Migration and immigration: the changing face of the nation

Proponents and opponents of the new order, e.g., Social Darwinism and Social Gospel

16. Urban Society in the Late Nineteenth Century

Urbanization and the lure of the city

City problems and machine politics

Intellectual and cultural movements and popular entertainment

17. Populism and Progressivism

Agrarian discontent and political issues of the late nineteenth century

Origins of Progressive reform: municipal, state, and national

Roosevelt, Taft, and Wilson as Progressive presidents

Women's roles: family, workplace, education, politics, and reform

Black America: urban migration and civil rights initiatives

18. The Emergence of America as a World Power

American imperialism: political and economic expansion

War in Europe and American neutrality

The First World War at home and abroad

Treaty of Versailles

Society and economy in the postwar years

19. The New Era: 1920s

The business of America and the consumer economy

Republican politics: Harding, Coolidge, Hoover

The culture of Modernism: science, the arts, and entertainment

Responses to Modernism: religious fundamentalism, nativism, and Prohibition

The ongoing struggle for equality: African Americans and women

20. The Great Depression and the New Deal

Causes of the Great Depression

The Hoover administration's response

Franklin Delano Roosevelt and the New Deal

Labor and union recognition

The New Deal coalition and its critics from the Right and the Left

Surviving hard times: American society during the Great Depression

21. The Second World War

The rise of fascism and militarism in Japan, Italy, and Germany

Prelude to war: policy of neutrality

The attack on Pearl Harbor and United States declaration of war

Fighting a multifront war

Diplomacy, war aims, and wartime conferences

The United States as a global power in the Atomic Age

22. The Home Front During the War

Wartime mobilization of the economy

Urban migration and demographic changes

Women, work, and family during the war

Civil liberties and civil rights during wartime

War and regional development

Expansion of government power

23. The United States and the Early Cold War

Origins of the Cold War

Truman and containment

The Cold War in Asia: China, Korea, Vietnam, Japan

Diplomatic strategies and policies of the Eisenhower and Kennedy administrations

The Red Scare and McCarthyism

Impact of the Cold War on American society

24. The 1950s

Emergence of the modern civil rights movement

The affluent society and “the other America”

Consensus and conformity: suburbia and middle-class America

Social critics, nonconformists, and cultural rebels

Impact of changes in science, technology, and medicine

25. The Turbulent 1960s

From the New Frontier to the Great Society

Expanding movements for civil rights

Cold War confrontations: Asia, Latin America, and Europe

Beginning of Détente

The antiwar movement and the counterculture

26. Politics and Economics at the End of the Twentieth Century

The election of 1968 and the “Silent Majority”

Nixon’s challenges: Vietnam, China, Watergate

Changes in the American economy: the energy crisis, deindustrialization, and the service economy

The New Right and the Reagan revolution

End of the Cold War

27. Society and Culture at the End of the Twentieth Century

Demographic changes: surge of immigration after 1965, Sunbelt migration, and the graying of America

Revolutions in biotechnology, mass communication, and computers

Politics in a multicultural society

28. The United States in the Post–Cold War World

Globalization and the American economy

Unilateralism vs. multilateralism in foreign policy

Domestic and foreign terrorism

Environmental issues in a global context

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

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

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

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

Examples of the organization and content (including bibliography) of AP U.S. History courses or equivalent college courses can be found at AP Central and in the *AP U.S. History Teacher's Guide*. See pages 42–46 for information on how to order this and other AP Program publications.

The Exam

The exam is 3 hours and 5 minutes in length and consists of two sections: a 55-minute multiple-choice section and a 130-minute free-response section. The free-response section begins with a mandatory 15-minute reading period. Students are advised to spend most of the

15 minutes analyzing the documents and planning their answer to the document-based essay question (DBQ) in Part A. Suggested writing time for the DBQ is 45 minutes.

Parts B and C each include two standard essay questions that, with the DBQ, cover the period from the first European explorations of the Americas to the present. Students are required to answer one essay question in each part in a total of 70 minutes. For each of the essay questions students choose to answer in Parts B and C, it is suggested they spend 5 minutes planning and 30 minutes writing.

Both the multiple-choice and the free-response sections cover the period from the first European explorations of the Americas to the present, although a majority of questions are on the nineteenth and twentieth centuries.

| Period Covered | Approximate Percentage of Test (Multiple-choice section only) |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|
| Pre-Columbian to 1789 | 20% |
| 1790 to 1914 | 45% |
| 1915 to the present | 35% |
| <p>Whereas the multiple-choice section may include a few questions from the period since 1980, neither the DBQ nor any of the four essay questions in Parts B and C will deal exclusively with this period.</p> <p>Together, the multiple-choice and free-response sections cover political institutions, behavior, and public policy; social change, and cultural and intellectual developments; diplomacy and international relations; and economic developments.</p> | |
| Material Covered | Approximate Percentage of Test (Multiple-choice section only) |
| Political institutions, behavior, and public policy | 35% |
| Social change, and cultural and intellectual developments | 40% |
| Diplomacy and international relations | 15% |
| Economic developments | 10% |

The U.S. History Development Committee's note on social and cultural history:

Much recent scholarship in U.S. history merges social and cultural history. Based on college curriculum survey data, the Development Committee decided to combine these two categories into one called social change, and cultural and intellectual developments.

A substantial number of social, cultural, and economic history questions deal with such traditional topics as the impact of legislation on social groups and the economy or the pressure brought to bear on political processes by social, economic, and cultural developments. Because historical inquiry is not neatly divided into categories, many questions pertain to more than one area.

The questions in the multiple-choice section are designed to test students' factual knowledge, breadth of preparation, and knowledge-based analytical skills. Essay questions are designed, additionally, to make it possible for students from widely differing courses to demonstrate their mastery of historical interpretation and their ability to express their views and knowledge in writing.

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

Answers to standard essay questions will be judged on the strength of the thesis developed, the quality of the historical argument, and the evidence offered in support of the argument, rather than on the factual information per se. Unless a question asks otherwise, students will not be penalized for omitting one or another specific illustration.

The required DBQ differs from the standard essays in its emphasis on the ability to analyze *and* synthesize historical data and assess verbal, quantitative, or pictorial materials as historical evidence. Like the standard essay, however, the DBQ will also be judged on its thesis, argument, and supporting evidence.

Although confined to no single format, the documents contained in the DBQ are unlikely to be the familiar classics (the Emancipation Proclamation or Declaration of Independence, for example), but their

authors may be major historical figures. The documents vary in length and are chosen to illustrate interactions and complexities within the material. The material will include—where the question is suitable—charts, graphs, cartoons, and pictures, as well as written materials. In addition to calling upon a broad spectrum of historical skills, the diversity of materials will allow students to assess the value of different sorts of documents.

The DBQ will typically require students to relate the documents to a historical period or theme and, thus, to focus on major periods and issues. *For this reason, outside knowledge is very important and must be incorporated into the student's essay if the highest scores are to be earned.* It should be noted that the emphasis of the DBQ will be on analysis and synthesis, not historical narrative.

Scores earned on the multiple-choice and free-response sections each account for one-half of the student's exam grade. Within the free-response section, the DBQ counts for 45 percent; the two standard essays count for 55 percent. Information about the process employed in grading the exam, including the standards used and samples of student answers, can be found in the *2001 AP United States History Released Exam*. Ordering information for this and other publications can be found on pp. 42–46.

Sample Multiple-Choice Questions

The 80 questions that appear in the multiple-choice section of the exam are designed to measure what students know of the subject matter commonly covered in introductory college courses in U.S. history. The difficulty of the multiple-choice section is deliberately set at such a level that a student has to answer about 60 percent of the questions correctly to receive a grade of 3, in addition to doing acceptable work on the broader questions in the free-response section.

Students often ask whether they should guess on the multiple-choice questions. Haphazard or random guessing is unlikely to improve scores because one-fourth of the number of questions answered incorrectly will be subtracted from the number of questions answered correctly. (No points are deducted for a blank answer.) However, if a student has some knowledge of the question and can eliminate one or more answer choices, selecting the best answer from among the remaining choices is usually to his or her advantage.

Following are questions comparable to those appearing in the multiple-choice section of the exam. As a group, they reflect the types of history (i.e., political, social, economic, cultural/intellectual, and diplomatic) and chronological periods covered. An answer key to the multiple-choice questions can be found on page 27.

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

1. Alexander Hamilton's economic program was designed primarily to
 - (A) prepare the United States for war in the event Britain failed to vacate its posts in the Northwest
 - (B) provide a platform for the fledgling Federalist Party's 1792 campaign
 - (C) establish the financial stability and credit of the new government
 - (D) ensure northern dominance over the southern states in order to abolish slavery
 - (E) win broad political support for his own candidacy for the presidency in 1792

2. The development of the early nineteenth-century concept of "separate spheres" for the sexes encouraged all of the following EXCEPT
 - (A) acceptance of a woman as the intellectual equal of a man
 - (B) idealization of the "lady"
 - (C) designation of the home as the appropriate place for a woman
 - (D) emphasis on child care as a prime duty of a woman
 - (E) establishment of a moral climate in the home

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



4. The graph above refutes which of the following statements?
- (A) There were more Black people than White people in the antebellum South.
 - (B) Most southern families held slaves.
 - (C) Most southern families lived in rural areas.
 - (D) The southern population was much smaller than that of the North.
 - (E) Slaveholders were an extremely powerful group.
5. Frederick Jackson Turner’s “frontier hypothesis” focused on the importance of
- (A) the traditions of western European culture
 - (B) the absence of a feudal aristocracy
 - (C) Black people and Black slavery
 - (D) the conflict between capitalists and workers
 - (E) the existence of cheap unsettled land

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

10. Joseph McCarthy's investigative tactics found support among many Americans because
 - (A) evidence substantiated his charges against the army
 - (B) there was widespread fear of communist infiltration of the United States
 - (C) both Truman and Eisenhower supported him
 - (D) he worked closely with the FBI
 - (E) he correctly identified numerous communists working in the State Department

11. The Tet offensive of 1968 during the Vietnam War demonstrated that
 - (A) bombing North Vietnam had severely curtailed Vietcong supplies
 - (B) the army of South Vietnam was in control of the South
 - (C) American strategy was working
 - (D) a negotiated settlement was in the near future
 - (E) the Vietcong could attack major cities throughout South Vietnam

12. Liberty of conscience was defended by Roger Williams on the grounds that
 - (A) all religions were equal in the eyes of God
 - (B) the signers of the Mayflower Compact had guaranteed it
 - (C) Puritan ideas about sin and salvation were outmoded
 - (D) theological truths would emerge from the clash of ideas
 - (E) the state was an improper and ineffectual agency in matters of the spirit

13. By the end of the seventeenth century, which of the following was true of women in New England?
 - (A) They had begun to challenge their subordinate role in society.
 - (B) They were a majority in many church congregations.
 - (C) They voted in local elections.
 - (D) They frequently divorced their husbands.
 - (E) They could lead town meetings.

14. The First Great Awakening led to all of the following EXCEPT
 - (A) separatism and secession from established churches
 - (B) the renewed persecution of witches
 - (C) the growth of institutions of higher learning
 - (D) a flourishing of the missionary spirit
 - (E) a greater appreciation for the emotional experiences of faith

15. The Embargo Act of 1807 had which of the following effects on the United States?
- (A) It severely damaged American manufacturing.
 - (B) It enriched many cotton plantation owners.
 - (C) It disrupted American shipping.
 - (D) It was ruinous to subsistence farmers.
 - (E) It had little economic impact.
16. The National Road was constructed primarily for the purpose of
- (A) demarcating the southwestern boundary of the Louisiana Purchase
 - (B) promoting trade and communication with the Old Northwest
 - (C) opening the Southwest to ranchers
 - (D) assisting the movement of settlers to the Oregon Country
 - (E) relieving overpopulation and crowding in the Northeast
17. The idea of Manifest Destiny included all of the following beliefs EXCEPT:
- (A) Commerce and industry would decline as the nation expanded its agricultural base.
 - (B) The use of land for settled agriculture was preferable to its use for nomadic hunting.
 - (C) Westward expansion was both inevitable and beneficial.
 - (D) God had selected America as a chosen land and people.
 - (E) The ultimate extent of the American domain was to be from the tropics to the Arctic.
18. Which of the following statements about woman suffrage is true?
- (A) The six states of New England were the first to have complete woman suffrage.
 - (B) Woman suffrage was introduced into the South during Radical Reconstruction.
 - (C) No state granted woman suffrage before 1900.
 - (D) The only states with complete woman suffrage before 1900 were west of the Mississippi.
 - (E) California and Oregon were the first states to have complete woman suffrage.

19. The American Federation of Labor under the leadership of Samuel Gompers organized
- (A) skilled workers in craft unions in order to achieve economic gains
 - (B) all industrial and agricultural workers in “one big union”
 - (C) unskilled workers along industrial lines
 - (D) workers and intellectuals into a labor party for political action
 - (E) workers into a fraternal organization to provide unemployment and old-age benefits
20. In the period 1890–1915, all of the following were generally true about African Americans EXCEPT:
- (A) Voting rights previously gained were denied through changes in state laws and constitutions.
 - (B) The National Association for the Advancement of Colored People (NAACP) endorsed the Back-to-Africa movement.
 - (C) African American leaders disagreed on the principal strategy for attaining equal rights.
 - (D) Numerous African Americans were lynched, and mob attacks on African American individuals occurred in both the North and the South.
 - (E) African Americans from the rural South migrated to both southern and northern cities.
21. Conservative Republican opponents of the Treaty of Versailles argued that the League of Nations would
- (A) isolate the United States from postwar world affairs
 - (B) prevent the United States from seeking reparations from Germany
 - (C) violate President Wilson’s own Fourteen Points
 - (D) limit United States sovereignty
 - (E) give England and France a greater role than the United States in maintaining world peace
22. Which of the following best characterizes the stance of the writers associated with the literary flowering of the 1920’s, such as Sinclair Lewis and F. Scott Fitzgerald?
- (A) Sympathy for Protestant fundamentalism
 - (B) Nostalgia for the “good old days”
 - (C) Commitment to the cause of racial equality
 - (D) Advocacy of cultural isolationism
 - (E) Criticism of middle-class conformity and materialism

23. Before 1492, many American Indian cultures were strongly influenced by the
- (A) spread of corn cultivation
 - (B) ravages of smallpox epidemics
 - (C) regular contacts with Africa
 - (D) invention of the spoked wheel
 - (E) domestication of horses
24. Which of the following was an immediate consequence of the Bay of Pigs incident?
- (A) Congress demanded United States withdrawal from the Panama Canal Zone.
 - (B) The Soviet Union sent missiles to Cuba.
 - (C) Americans began to view nuclear power plants as dangerous.
 - (D) The United States ended its military occupation of Japan.
 - (E) China entered the Korean War.
25. The high inflation rates of the late 1960's and early 1970's were due in part to
- (A) major state and federal tax increases
 - (B) increased investment in major industries
 - (C) spending on social-welfare programs and the Vietnam War
 - (D) a decline in foreign trade
 - (E) deregulation of key transportation and defense industries
26. Which of the following was true of a married woman in the colonial era?
- (A) She would be sentenced to debtors' prison for debts incurred by her husband.
 - (B) She could vote as her husband's proxy in elections.
 - (C) She generally lost control of her property when she married.
 - (D) She had no legal claim on the estate of her deceased husband.
 - (E) Her legal rights over her children were the same as those of her husband.
27. Which of the following colonies required each community of 50 or more families to provide a teacher of reading and writing?
- (A) Pennsylvania
 - (B) Massachusetts
 - (C) Virginia
 - (D) Maryland
 - (E) Rhode Island



28. The area marked X on the map was part of
- (A) Massachusetts' Western Reserve
 - (B) the Northwest Territory
 - (C) the Louisiana Purchase
 - (D) the Mexican Cession
 - (E) the Oregon Country
29. Which of the following was true of the French-American Alliance formed in 1778?
- (A) It contributed little to the American victory in the Revolutionary War.
 - (B) It restricted French naval activity to the high seas, far from the North American coast.
 - (C) It influenced the British to offer generous peace terms in the Treaty of Paris in 1783.
 - (D) It allowed the French to repossess their North American colonies lost in 1763.
 - (E) It specifically prohibited the deployment of French troops on North American soil.

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

33. Many Mexicans migrated to the United States during the First World War because
- (A) revolution in Mexico had caused social upheaval and dislocation
 - (B) immigration quotas for Europeans went unfilled as a result of the war
 - (C) the war in Europe had disrupted the Mexican economy
 - (D) American Progressives generally held liberal views on the issue of racial assimilation
 - (E) the United States government offered Mexicans land in exchange for military service
34. Which of the following has been viewed by some historians as an indication of strong anti-Catholic sentiment in the presidential election of 1928?
- (A) The increased political activity of the Ku Klux Klan
 - (B) The failure of the farm bloc to go to the polls
 - (C) Alfred E. Smith's choice of Arkansas senator Joseph T. Robinson as his running mate
 - (D) Alfred E. Smith's failure to carry a solidly Democratic South
 - (E) Herbert Hoover's use of "rugged individualism" as his campaign slogan
35. During his presidency, Harry S. Truman did all of the following EXCEPT
- (A) abolish the Tennessee Valley Authority
 - (B) establish a new loyalty program for federal employees
 - (C) extend Social Security benefits
 - (D) order the desegregation of the armed forces
 - (E) veto the Taft-Hartley Act
36. Which of the following best describes the Harlem Renaissance?
- (A) The rehabilitation of a decaying urban area
 - (B) An outpouring of Black artistic and literary creativity
 - (C) The beginning of the NAACP
 - (D) The most famous art show of the early twentieth century
 - (E) The establishment of the back-to-Africa movement
37. Conscription policies in the First and Second World Wars differed significantly in that in the Second World War
- (A) African Americans were drafted into integrated units
 - (B) conscientious objectors were not officially recognized
 - (C) the draft began before the United States entered the conflict
 - (D) the draft was administered at the regional and federal levels by the armed forces
 - (E) exemptions were offered for a range of war-related occupations

38. All of the following concerns were addressed during the “Hundred Days” of the New Deal EXCEPT
- (A) banking regulation
 - (B) unemployment relief
 - (C) agricultural adjustment
 - (D) homeowner mortgage support
 - (E) court restructuring
39. Jimmy Carter and Ronald Reagan were similar as presidential candidates in that both
- (A) articulated the public’s desire for less involvement in foreign affairs
 - (B) capitalized on their status as Washington outsiders
 - (C) promised Congress increased control over domestic matters
 - (D) renounced private fund-raising in support of their campaigns
 - (E) had built national reputations as legislators
40. Richard Nixon’s 1968 political comeback to win the presidency can be partly attributed to
- (A) dissension within the Democratic Party over Vietnam
 - (B) the defection of Black voters to the Republican Party
 - (C) Nixon’s cordial relations with the news media
 - (D) Nixon’s great popularity as Eisenhower’s vice president
 - (E) Nixon’s promise of immediate withdrawal of American forces from Vietnam

Answers to Multiple-Choice Questions

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

Sample Free-Response Questions

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

Part A: Document-Based Essay Question (DBQ)

Directions: The following question requires you to construct a coherent essay that integrates your interpretation of Documents A–J and your knowledge of the period referred to in the question. High scores will be earned only by essays that both cite key pieces of evidence from the documents and draw on outside knowledge of the period.

1. Analyze the responses of Franklin D. Roosevelt’s administration to the problems of the Great Depression. How effective were these responses? How did they change the role of the federal government?

Use the documents and your knowledge of the period 1929–1941 to construct your essay.

Document A

Source: Meridel Lesueur, *New Masses*, January 1932.

It’s one of the great mysteries of the city where women go when they are out of work and hungry. There are not many women in the bread line. There are no flop houses for women as there are for men, where a bed can be had for a quarter or less. You don’t see women lying on the floor of the mission in the free flops. They obviously don’t sleep . . . under newspapers in the park. There is no law I suppose against their being in these places but the fact is they rarely are.

Yet there must be as many women out of jobs in cities and suffering extreme poverty as there are men. What happens to them?

Document B

Source: Letter to Senator Robert Wagner, March 7, 1934.

It seems very apparent to me that the Administration at Washington is accelerating it's [sic] pace towards socialism and communism. Nearly every public statement from Washington is against stimulation of business which would in the end create employment.

Everyone is sympathetic to the cause of creating more jobs and better wages for labor; but, a program continually promoting labor troubles, higher wages, shorter hours, and less profits for business, would seem to me to be leading us fast to a condition where the Government must more and more expand it's relief activities, and will lead in the end to disaster to all classes.

Document C

Source: *The Evening Star* (Washington, D.C.), April 26, 1934.



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Library of Congress, Prints & Photographs Division,
Clifford Berryman Collection, LC-USZ62-17290.

Document D

Source: William Lloyd Garrison, Jr., "The Hand of Improvidence," *The Nation*, November 14, 1934.

The New Deal, being both a philosophy and a mode of action, began to find expression in diverse forms which were often contradictory. Some assisted and some retarded the recovery of industrial activity ... An enormous outpouring of federal money for human relief and immense sums for public-works projects started to flow to all points of the compass ... Six billion dollars was added to the national debt ... a bureaucracy in Washington grew by leaps and bounds ... and finally, to lend the picture the heightened academic touch, John Maynard Keynes, of Cambridge, England, ... commenced the plan of buying Utopia for cash.

Document E

Source: Print and Photograph Division, Library of Congress, 1935.

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3. WRITE IN INK YOUR OTHER SOCIAL SECURITY NUMBER.

4. WRITE IN INK THE NAME OF YOUR EMPLOYER
5. WRITE IN INK YOUR ADDRESS.

- Social Security Board

INFORMATION MAY BE OBTAINED AT ANY POST OFFICE

Document F

Source: Charles Evans Hughes, majority opinion, *Schechter v. United States*, 1935.

The question of chief importance relates to the provision of the codes to the hours and wages of those employed ... It is plain that these requirements are imposed in order to govern the details of defendants' management of their local business. The persons employed ... are not employed in interstate commerce. Their wages have no direct relation to interstate commerce ...

The authority of the federal government may not be pushed to such an extreme.

Document G

Source: NBC radio broadcast, John L. Lewis, December 13, 1936.

It is the refusal of employers to grant such reasonable conditions and to deal with their employees through collective bargaining that leads to widespread labor unrest. The strikes which have broken out ... especially in the automobile industry, are due to such "employee trouble."

Huge corporations, such as United States Steel and General Motors ... have no right to transgress the law which gives to the workers the right of self-organization and collective bargaining.

Document H

Source: “The New Deal in Review,” editorial in *The New Republic*, May 20, 1940.

The government as an instrument of democratic action in the future has also been strengthened and renovated. This is not merely a matter of the addition of many new agencies, but of the more efficient organization of the whole executive department — including a planning board under the President which so far has been relatively unimportant but is capable of future development. The Courts, too, have been revived, partly by legislation, but principally by excellent new appointments, so that we now have a Supreme Court which is abreast of the times.

Document I

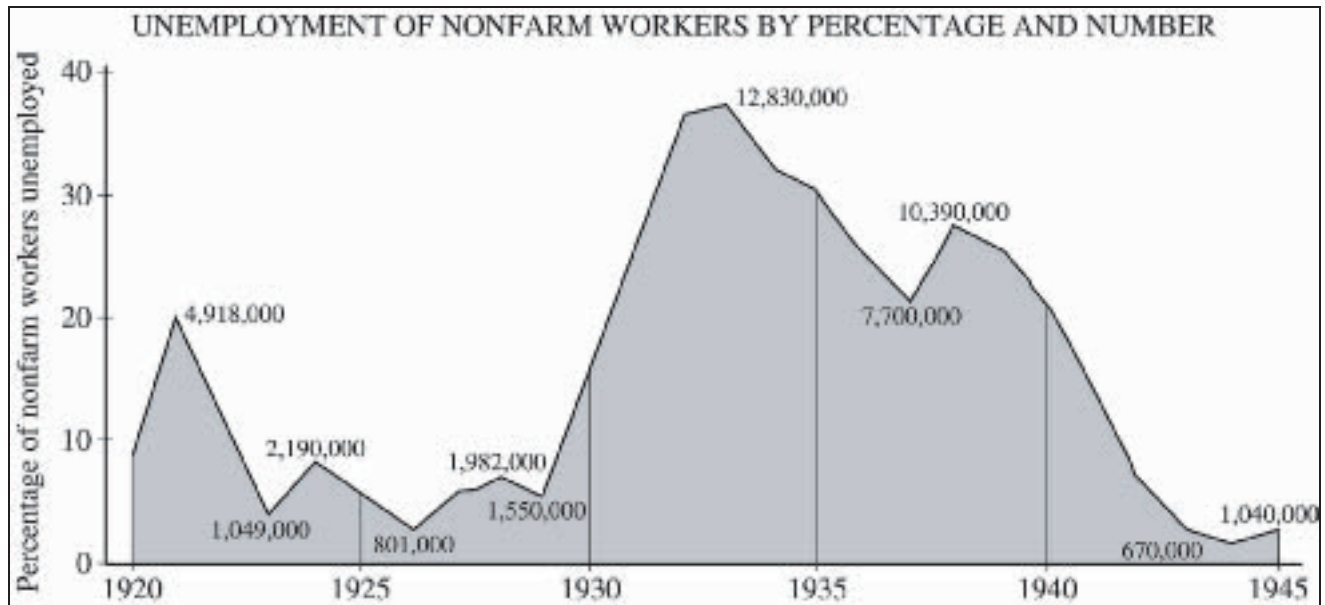
Source: “The Roosevelt Record,” editorial in *The Crisis*, November 1940.

To declare that the Roosevelt administration has tried to include the Negro in nearly every phase of its program for the people of the nation is not to ignore the instances where government policies have harmed the race ...

At Boulder Dam, for example, the administration continued the shameful policy begun by Hoover of forbidding Negroes to live in Boulder City, the government-built town. And in its own pet project, the TVA, the administration forbade Negroes to live in Norris, another government-built town at Norris Dam.

[The] most important contribution of the Roosevelt administration to the age-old color line problem in America has been its doctrine that Negroes are a part of the country and must be considered in any program for the country as a whole. The inevitable discriminations notwithstanding, this thought has been driven home in thousands of communities by a thousand specific acts. For the first time in their lives, government has taken on meaning and substance for the Negro masses.

Document J



Parts B and C: Standard Essay Questions

Part B

Directions: Choose ONE question from this part. You are advised to spend 5 minutes planning and 30 minutes writing your answer. Cite relevant historical evidence in support of your generalizations and present your arguments clearly and logically.

2. Evaluate the extent to which the Articles of Confederation were effective in solving the problems that confronted the new nation.
3. In what ways did developments in transportation bring about economic and social change in the United States in the period 1820 to 1860?

Part C

Directions: Choose ONE question from this part. You are advised to spend 5 minutes planning and 30 minutes writing your answer. Cite relevant historical evidence in support of your generalizations and present your arguments clearly and logically.

4. Evaluate the impact of the Civil War on political and economic developments in TWO of the following regions.
 - The South
 - The North
 - The WestFocus your answer on the period between 1865 and 1900.
5. Compare and contrast United States society in the 1920's and the 1950's with respect to TWO of the following:
 - race relations
 - role of women
 - consumerism

AP[®] Program Essentials

The AP Reading

Each year in June, the free-response section of the exams, as well as the AP Studio Art portfolios, are scored by college faculty and secondary school AP teachers at the AP Reading. Thousands of Readers participate, under the direction of a Chief Reader (a college professor) in each AP subject. The experience offers both significant professional development and the opportunity to network with like-minded educators.

If you are an AP teacher or a college faculty member and would like to serve as a Reader, you can apply online at apcentral.collegeboard.com/reader. Alternatively, you can send an e-mail to apreader@ets.org, or call Performance Assessment Scoring Services at 609 406-5384.

AP Grades

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

| AP GRADE | QUALIFICATION |
|----------|--------------------------|
| 5 | Extremely well qualified |
| 4 | Well qualified |
| 3 | Qualified |
| 2 | Possibly qualified |
| 1 | No recommendation |

Grade Distributions

Many teachers want to compare their students' grades with national percentiles. Grade distribution charts are available at AP Central, as is information on how the grade boundaries for each AP grade are established. Grade distribution charts are also available on the AP student site at www.collegeboard.com/apstudents.

Why Colleges Grant Credit, Placement, or Both for AP Grades

Colleges know that the AP grades of incoming students represent a level of achievement equivalent to that of students who take the same course in the colleges' own classrooms. That equivalency is ensured through several AP Program processes:

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

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

Guidelines on Setting Credit and Placement Policies for AP Grades

The College Board has created two useful resources for admissions administrators and academic faculty who need guidance on setting an AP policy for their college or university. The printed guide *AP and Higher Education* provides guidance for colleges and universities in setting AP credit and placement policies. The booklet details how to set an AP policy, summarizes AP research studies, and describes in detail course and exam development and the exam scoring process. AP Central has a section geared toward colleges and universities that provides similar information and additional resources, including links to all AP research studies, released exam questions, and sample student responses at varying levels of achievement for each AP Exam. Visit apcentral.collegeboard.com/highered.

The *Advanced Placement Policy Guide* for each AP subject field is designed for college faculty responsible for setting their department's AP policy. These folios provide content specific to each AP Exam, including validity research studies and a description of the AP course curriculum. Ordering information for these and other publications can be found in the AP Publications and Other Resources section of this Course Description.

College and University AP Credit and Placement Policies

Each college and university sets its own AP credit and placement policies. The AP Program has created a new online search tool, AP Credit Policy Info, that provides links to credit and placement policies at hundreds of colleges and universities. The tool helps students find the credit hours and advanced placement they can receive for qualifying exam scores within each AP subject. AP Credit Policy Info is available at www.collegeboard.com/ap/creditpolicy.

AP Scholar Awards

The AP Program offers a number of AP Scholar Awards to recognize high school students who have demonstrated college-level achievement through consistently high performance on AP Exams. Although there is no monetary award, students receive an award certificate, and the achievement is acknowledged on any grade report sent to colleges following the announcement of the awards. For detailed information about AP Scholar Awards (including qualification criteria), visit AP Central or contact the College Board's national office. Students can find this information at www.collegeboard.com/apstudents.

AP Calendar

The *AP Program Guide* for education professionals and the *Bulletin for AP Students and Parents* provide important Program information and details on the key events in the AP calendar. Information on ordering or downloading these publications can be found at the back of this book.

Exam Security

All parts of every AP Exam must be kept secure at all times. Forty-eight hours after the exam has been administered, the inserts containing the free-response questions (Section II) can be made available for teacher and student review.* **However, the multiple-choice section (Section I) must remain secure both before and after the exam administration.** No one other than students taking the exam can ever have access to or see the questions contained in Section I—this includes AP Coordinators and all teachers. The multiple-choice section must never be shared, copied in any manner, or reconstructed by teachers and students after the exam. **Schools that knowingly or unknowingly violate these policies will not be permitted to administer AP Exams in the future and may be held responsible for any damages or losses the College Board and/or ETS incur in the event of a security breach.**

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

To ensure that all students have an equal opportunity to demonstrate their abilities on the exam, AP Exams must be administered in a uniform manner. **It is extremely important to follow the administration schedule and all procedures outlined in detail in the most recent *AP Coordinator's Manual*.** Please note that AP Studio Art portfolios and their contents are not considered secure testing materials; see the *AP Coordinator's Manual* and the appropriate *AP Examination Instructions* book for further information. The *Manual* also includes directions on how to handle misconduct and other security problems. All schools participating in AP automatically receive printed copies of the *Manual*. It is also available in PDF format at apcentral.collegeboard.com/coordinators.

* The free-response section of the alternate form (used for late testing administration) is NOT released.

Any breach of security should be reported to the Office of Testing Integrity immediately (call 800 353-8570 or 609 406-5427, fax 609 406-9709, or e-mail tsreturns@ets.org).

Teacher Support

AP Central® (apcentral.collegeboard.com)

You can find the following Web resources at AP Central (free registration required):

- AP Course Descriptions, AP Exam questions and scoring guidelines, sample syllabi, research reports, and feature articles.
- A searchable Institutes and Workshops database, providing information about professional development events. AP Central offers online events that participants can access from their home or school computers.
- The Course Home Pages (apcentral.collegeboard.com/coursehomepages), which contain insightful articles, teaching tips, activities, lab ideas, and other course-specific content contributed by colleagues in the AP community.
- In-depth FAQs, including brief responses to frequently asked questions about AP courses and exams, the AP Program, and other topics of interest.
- Links to AP publications and products (some available for immediate download) that can be purchased online at the College Board Store (store.collegeboard.com).
- Moderated electronic discussion groups (EDGs) for each AP course to facilitate the exchange of ideas and practices.
- Teachers' Resources database—click on the “Teachers' Resources” tab to search for reviews of textbooks, reference books, documents, Web sites, software, videos, and more. College and high school faculty write the reviews with specific reference to the value of the resources in teaching AP courses.

AP teachers can also obtain a number of AP publications, CD-ROMs, and videos that supplement these Web resources. Please see the following pages for an overview and ordering information.

Online Workshops and Events

College Board online events and workshops are designed to help support and expand the high level of professional development currently offered teachers in workshops and AP Summer Institutes. Because of budgetary, geographical, and time constraints, not all teachers and administrators are able to take advantage of live, face-to-face workshops. The College Board develops and offers both standard and customized online events and workshops for schools, districts, and states, which are available in both live and archival formats. Online events and workshops are developed and presented by experienced College Board consultants and guest speakers; online workshops are equivalent to one-day, face-to-face workshops.

Pre-AP[®]

Pre-AP[®] is a suite of K–12 professional development resources and services designed to help equip middle school and high school teachers with the strategies and tools they need to engage their students in high-level learning, thereby ensuring that every middle school and high school student has the opportunity to acquire a deep understanding of the skills, habits of mind, and concepts they need to succeed in college.

Pre-AP is based on the following premises. The first is the expectation that all students can perform at rigorous academic levels. This expectation should be reflected in the curriculum and instruction throughout the school so that all students are consistently being challenged to bring their knowledge and skills to the next level.

The second important premise of Pre-AP is the belief that educators can prepare every student for higher intellectual engagement by starting the development of skills and the acquisition of knowledge as early as possible. When addressed effectively, the middle school and high school years can provide a powerful opportunity to help all students acquire the knowledge, concepts, and skills needed to engage in a higher level of learning.

Pre-AP teacher professional development explicitly supports the goal of college as an option for every student. It is important to have a recognized standard for college-level academic work. The AP Program provides these standards for Pre-AP. Pre-AP professional development resources reflect the topics, concepts, and skills taught in AP courses and assessed in AP Exams.

The College Board does not design, develop, or assess courses labeled “Pre-AP.” Courses labeled “Pre-AP” that inappropriately restrict access to AP and other college-level work are inconsistent with the fundamental purpose of the Pre-AP initiatives of the College Board. Schools, districts, and policymakers are encouraged to utilize Pre-AP professional

development in a manner that ensures equitable access to rigorous academic experiences for all students.

Pre-AP Professional Development

Pre-AP professional development is available through workshops and conferences coordinated by the College Board’s regional offices. Pre-AP professional development is divided into three categories:

1. **Vertical Teaming**—Articulation of content and pedagogy across the middle school and high school years. The emphasis is on aligning curricula and improving teacher communication. The intended outcome is a coordinated program of teaching skills and concepts over several years.
2. **Classroom Strategies**—Content-specific classroom strategies for middle school and high school teachers. Various approaches, techniques, and ideas are emphasized.
3. **Instructional Leadership**—Administrators and other instructional leaders examine how to use Pre-AP professional development—especially AP Vertical Teams®—to create a system that challenges all students to perform at rigorous academic levels.


For a complete list of Pre-AP professional development offerings, please contact your regional office or visit AP Central.

AP Publications and Other Resources

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

AP Coordinators and Administrators A
College Faculty C
Students and Parents SP
Teachers T

Free Resources

Copies of the following items can be ordered free of charge at apcentral.collegeboard.com/freepubs. Items marked with a computer mouse icon  can be downloaded for free from AP Central.

 **The Value of AP Courses and Exams** **A, SP, T**

This brochure can be used by school counselors and administrators to provide parents and students with information about the many benefits of participation in AP courses and exams.

AP Tools for Schools Resource Kit **A**

This complimentary resource assists schools in building their AP programs. The kit includes the new video *Experience College Success*, the brochure *The Value of AP Courses and Exams*, and brief descriptions of the AP Credit Policy Info search and the Parent’s Night PowerPoint presentation.

Experience College Success is a six-minute video that provides a short overview of the AP Program, with commentary from admissions officers, college students, and high school faculty about the benefits of participation in AP courses. Each videotape includes both an English and Spanish version.

 **Bulletin for AP Students and Parents** **SP**

This bulletin provides a general description of the AP Program, including information on the policies and procedures related to taking the exams. It describes each AP Exam, lists the advantages of taking the exams, describes the grade reporting process, and includes the upcoming exam schedule. The *Bulletin* is available in both English and Spanish.

 **Opening Classroom Doors: Strategies for Expanding Access to AP** **A, T**

Increasing AP participation while maintaining the Program’s high academic standards is a challenge for many schools. This booklet profiles best practices from urban, suburban, and rural schools nationwide that have successfully met this challenge, and offers powerful strategies for fostering a culture of excellence and equity.

 **Get with the Program** **SP**

All students, especially those from underserved backgrounds, should understand the value of a high-quality education. Written especially for students and their families, this bilingual (Spanish/English) brochure highlights the benefits of participation in the AP Program. (The brochure can be ordered in large quantities for students in grades 8–12.)

AP Program Guide

A

This guide takes the AP Coordinator through the school year step-by-step—organizing an AP program, ordering and administering the AP Exams, AP Exam payment, and grade reporting. It also includes information on teacher professional development, AP resources, and exam schedules.

AP and Higher Education

A, C, T

This publication is intended to inform and help education professionals at the secondary and postsecondary levels understand the benefits of having a coherent, equitable AP credit and placement policy. Topics included are the development of AP courses and exams, grading of AP Exams, exam validation, research studies comparing the performance of AP students with non-AP students, uses of AP Exams by students in college, and how faculty can get involved in the AP Program.

Advanced Placement Policy Guides

A, C, T

These policy guides are designed for college faculty responsible for setting their department's AP policy, and provide, in a subject-specific context, information about AP validity studies, college faculty involvement, and AP course curricular content. There are separate guides for each AP subject field.

Priced Publications

The following items can be ordered through the College Board Store at store.collegeboard.com. Alternatively, you can download an AP Order Form from AP Central at apcentral.collegeboard.com/documentlibrary.

Course Descriptions

A, C, SP, T

Course Descriptions are available for each AP subject. They provide an outline of each AP course's content, explain the kinds of skills students are expected to demonstrate in the corresponding introductory college-level course, and describe the AP Exam. Sample multiple-choice questions with an answer key and sample free-response questions are included.

Note: PDF versions of current AP Course Descriptions for each AP subject may be downloaded free of charge from AP Central and the College Board's Web site for students. Follow the above instructions to purchase printed copies. (The Course Description for AP Computer Science is available in electronic format only.)

Released Exams

C, T

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

Teacher's Guides

T

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

AP Vertical Teams® Guides

A, T

AP Vertical Teams (APVT) are made up of teachers from different grade levels who work together to develop and implement a sequential curriculum in a given discipline. Teams help students acquire the skills necessary for success in AP courses. To assist teachers and administrators who are interested in establishing an APVT at their school, the College Board has published these guides: *AP Vertical Teams Guide for English*; *Advanced Placement Mathematics Vertical Teams Toolkit*; *AP Vertical Teams Guide for Science*; *AP Vertical Teams Guide for Social Studies*; *AP Vertical Teams Guide for Fine Arts, Vol. 1: Studio Art*; *AP Vertical Teams Guide for Fine Arts, Vol. 2: Music Theory*; and *AP Vertical Teams Guide for Fine Arts, Vols. 1 and 2* (set).

Multimedia APCD®

(home version, multinetwork site license)

SP, T

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

The teacher version of each CD, which can be licensed for up to 50 workstations, enables you to monitor student progress and provide individual feedback. Included is a Teacher's Manual that gives full explanations along with suggestions for utilizing the APCD in the classroom.

Electronic Publications

Additional supplemental publications are available in electronic format to be purchased and downloaded from the College Board Store. These include a collection of 13 World History Teaching Units, Calculus free-response questions and solutions from 1969 to 1997, the *Physics Lab Guide*, and a collection of Java syllabi for Computer Science.

Announcements of new electronic publications can be found on the AP Course Home Pages on AP Central (apcentral.collegeboard.com/coursehomepages).

Contact Us

NATIONAL OFFICE

Advanced Placement Program
45 Columbus Avenue
New York, NY 10023-6992
212 713-8066
E-mail: ap@collegeboard.org

AP SERVICES

P.O. Box 6671
Princeton, NJ 08541-6671
609 771-7300
877 274-6474 (toll free in the U.S.
and Canada)
E-mail: apexams@info.collegeboard.org

AP CANADA OFFICE

1708 Dolphin Avenue, Suite 406
Kelowna, BC, Canada V1Y 9S4
250 861-9050
800 667-4548 (toll free in Canada only)
E-mail: gewonus@ap.ca

AP INTERNATIONAL OFFICE

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866 392-4078
E-mail: wro@collegeboard.org



2004-05 Development Committee and Chief Reader

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