



**AP[®] United States History
2010 Free-Response Questions
Form B**

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UNITED STATES HISTORY

SECTION II

Part A

(Suggested writing time—45 minutes)

Percent of Section II score—45

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. The issue of territorial expansion sparked considerable debate in the period 1800–1855.

Analyze this debate and evaluate the influence of both supporters and opponents of territorial expansion in shaping federal government policy.

Use the documents and your knowledge of the years 1800–1855 in your answer.

Document A

Source: Congressional debate, October 1803.

James Elliot, Federalist, Vermont:

The Constitution is silent on the subject of the acquisition of territory. By the treaty we acquire territory; therefore the treaty is unconstitutional.

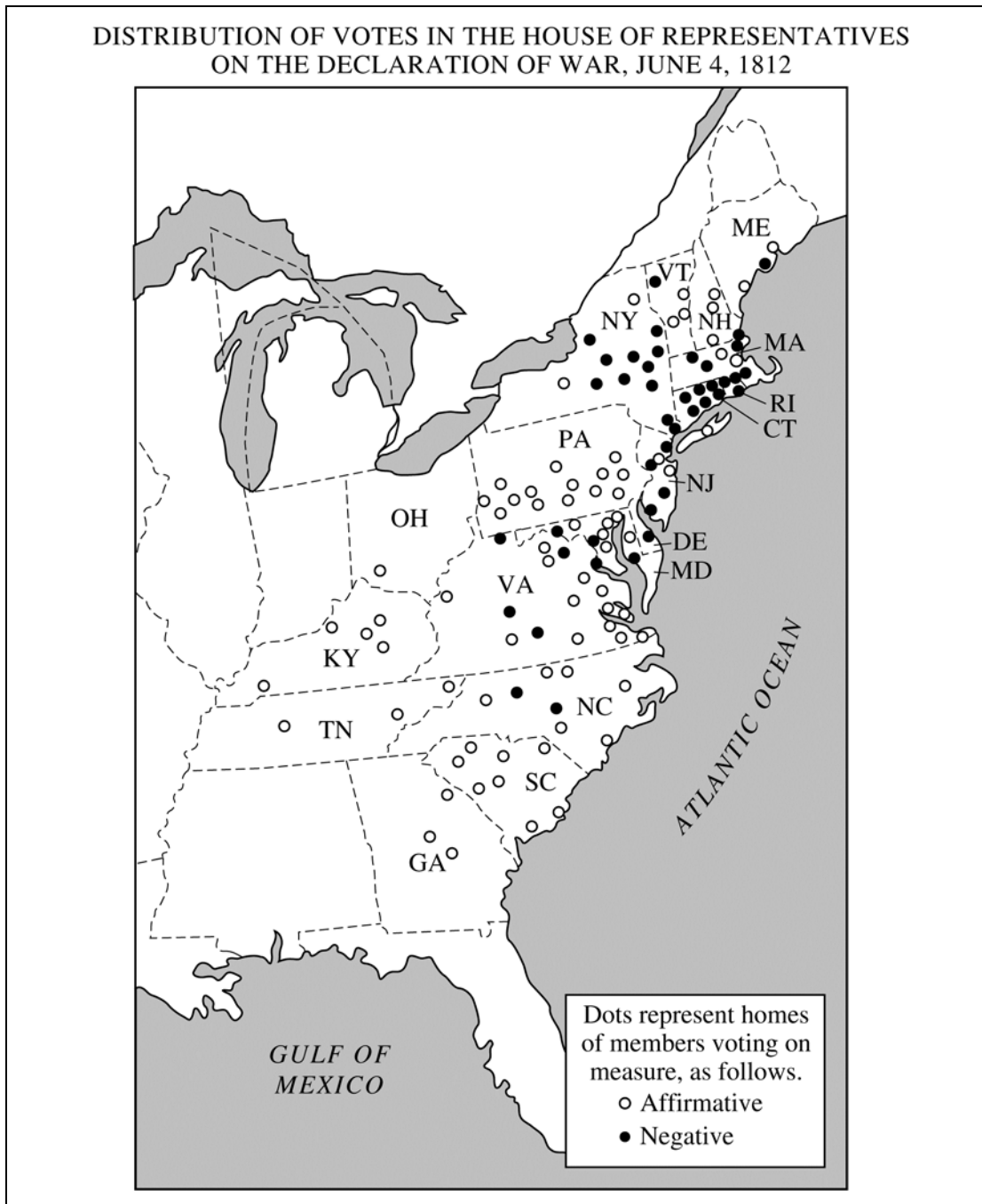
Samuel Thatcher, Federalist, Massachusetts:

This acquisition of distant territory will involve the necessity of a considerable standing army, so justly an object of terror. Do gentlemen flatter themselves that by purchasing Louisiana, we are invulnerable? No, sir; Spain will still border on our southern frontier, and so long as Spain occupies that country we are not secure from the attempts of another nation more warlike and ambitious.

William Plumer, Federalist, New Hampshire:

Admit this western world into the union, and you destroy with a single operation the whole weight and importance of the eastern states.

Document B



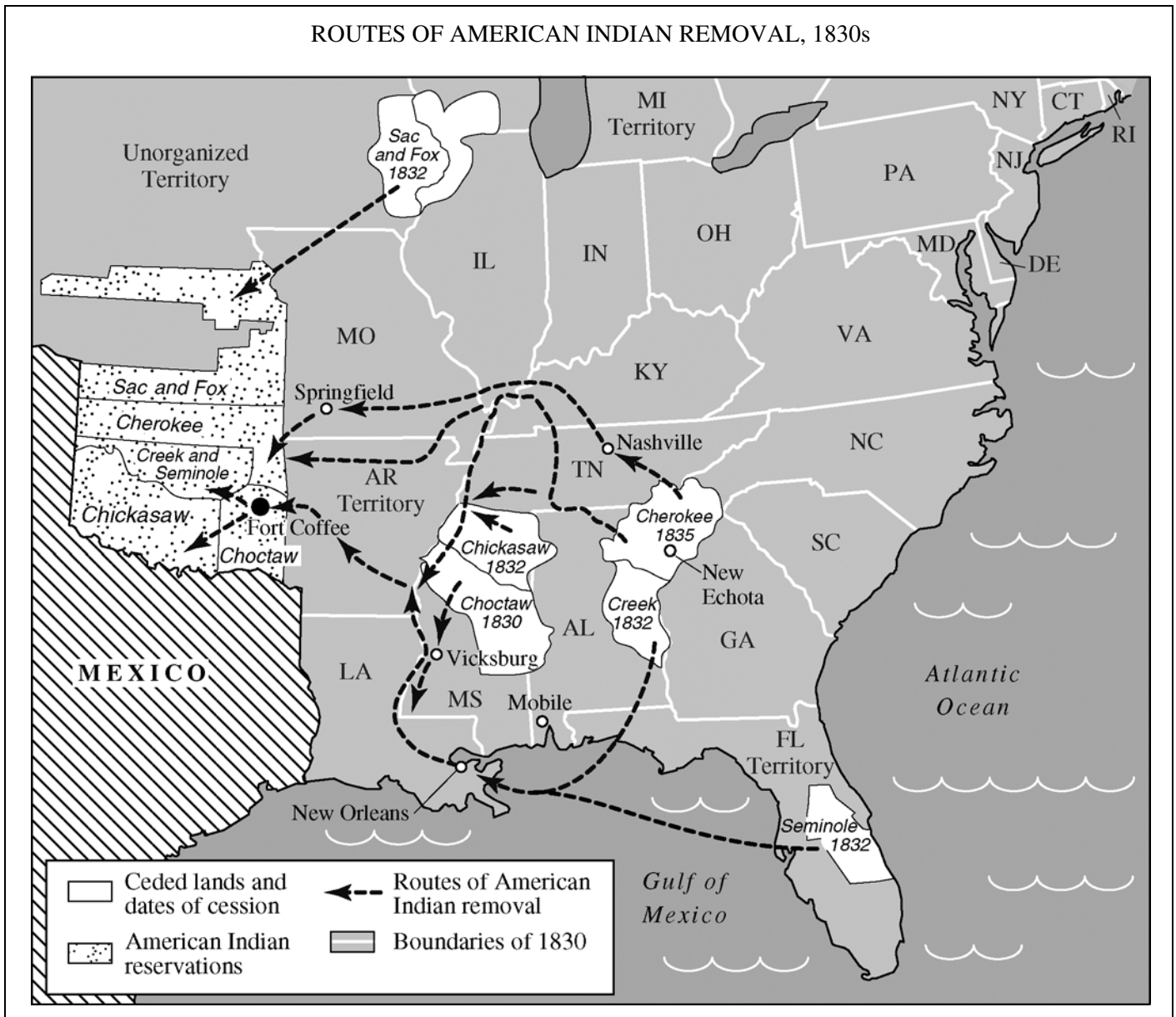
Document C

Source: Lewis Cass, in *Documents and Proceedings Relating to the Formation and Progress of a Board in the City of New York, for the Emigration, Preservation, and Improvement of the Aborigines of America*, 1829.

Existing for two centuries in contact with a civilized people, [the Cherokees] have resisted, and successfully too, every effort to meliorate [improve] their situation, or to introduce among them the most common arts of life. Their moral and their intellectual condition have been equally stationary. And in the whole circle of their existence, it would be difficult to point to a single advantage which they have derived from their acquaintance with the Europeans. All this is without a parallel in the history of the world. That it is not to be attributed to the indifference or neglect of the whites, we have already shown. There must then be an inherent difficulty, arising from the institutions, character, and condition of the Indians themselves.

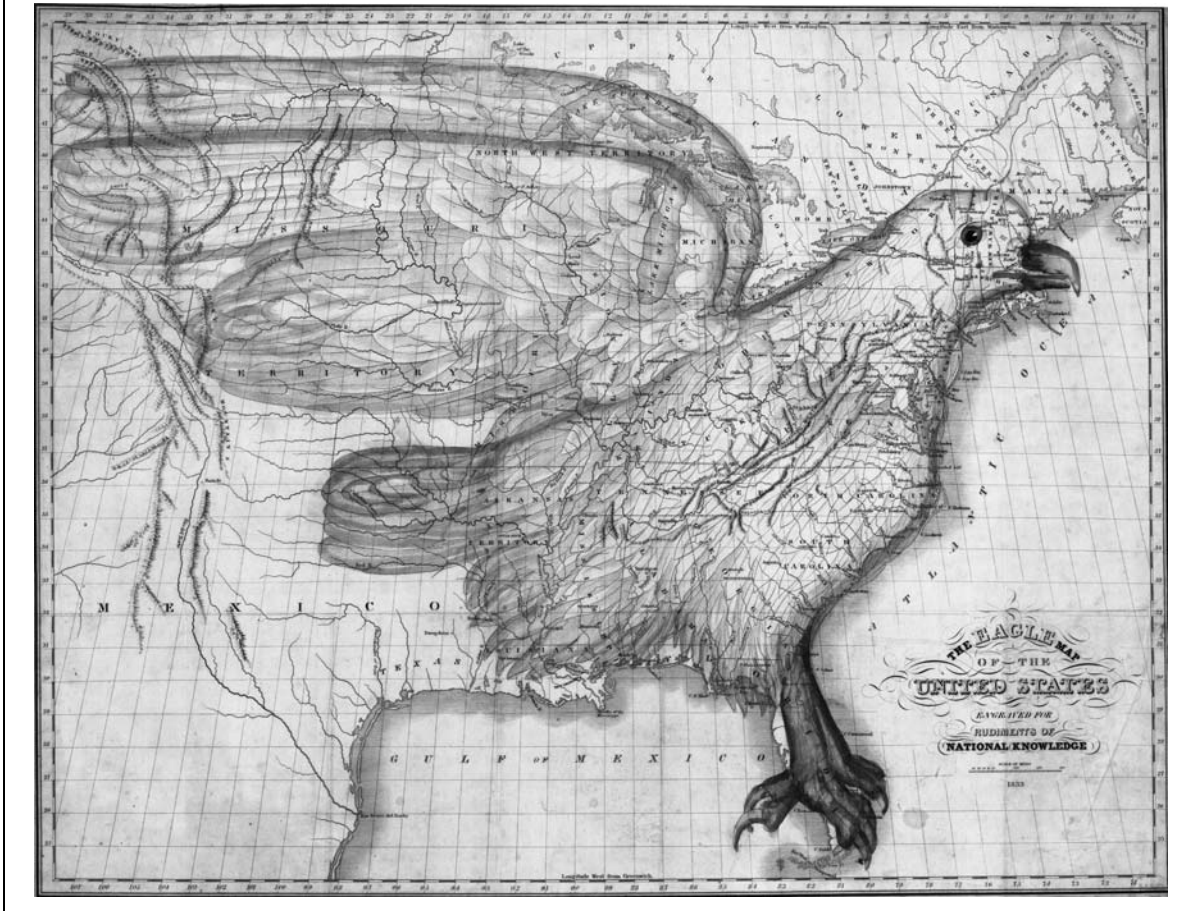
Document D

ROUTES OF AMERICAN INDIAN REMOVAL, 1830s



Document E

Source: The Eagle Map of the United States, 1833.



Document F

Source: Thomas Hart Benton, speech in the United States Senate, 1844.

[T]he settlers in Oregon will also recover and open for us the North American road to India! This road lies through the South Pass, and the mouth of the Oregon; and as soon as the settlements are made, our portion of the North American continent will immediately commence its Asiatic trade on this new and national route.

Document G

Source: Letter from Andrew Jackson to Moses Dawson, published in *Niles' National Register*, 1844.

If there be patriotism in the effort to increase the wealth and happiness of all classes in our society—to diffuse the blessings of equal laws, and a just government . . . if there be love in the spirit which finds in this free land of ours the means to spread the light of the Gospel, and to teach fallen man throughout the world how he may recover his right to civil and religious liberty—it seems to me that all this patriotism—all this philanthropy—all this religion—appeals to us in favor of the addition of Texas to our Union.

Document H

Source: John C. Calhoun, address to Congress on Mexico, 1848.

We are anxious to force free government on all; and I see that it has been urged in a very respectable quarter, that it is the mission of this country to spread civil and religious liberty over all the world, and especially over this continent. It is a great mistake. None but people advanced to a very high state of moral and intellectual improvement are capable, in a civilized state, of maintaining free government; and amongst those who are so purified, very few, indeed, have had the good fortune of forming a constitution capable of endurance.

Document I

Source: Henry David Thoreau, *Civil Disobedience*, 1849.

The government itself, which is only the mode which the people have chosen to execute their will, is equally liable to be abused and perverted before the people can act through it. Witness the present Mexican War, the work of comparatively a few individuals using the standing government as their tool; for, in the outset, the people would not have consented to this measure.

Document J

Source: Ostend Manifesto, 1854.

[B]y every law, human and divine, we shall be justified in wresting [Cuba] from Spain if we possess the power; and this upon the very same principle that would justify an individual in tearing down the burning house of his neighbor if there were no other means of preventing the flames from destroying his own home. Under such circumstances we ought neither to count the cost nor regard the odds which Spain might enlist against us.

END OF DOCUMENTS FOR QUESTION 1

UNITED STATES HISTORY

SECTION II

Part B and Part C

(Suggested total planning and writing time—70 minutes)

Percent of Section II score—55

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 influence of religion on the development of colonial society in TWO of the following regions.
 - The Spanish Southwest
 - New England
 - New France

3. Compare and contrast the experience of slaves on tobacco plantations in the early seventeenth-century Chesapeake region with that of slaves on nineteenth-century cotton plantations in the Deep South. What forces transformed the institution of slavery from the early seventeenth century to the nineteenth century?

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. Analyze the effectiveness of Progressive Era reformers in addressing problems of the late nineteenth and early twentieth centuries. In your answer, focus on reform efforts in TWO of the following areas.

State and federal government

The workplace

Living conditions in cities

5. Analyze the effects of the Vietnam War on TWO of the following in the United States in the period from 1961 to 1975.

The presidency

The population between 18 and 35 years old

Cold War diplomacy

STOP

END OF EXAM