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INSIDE

Section I Multiple Choice · Section II Free Response · Answers and Explanations · Scoring Guide



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How to Use This Exam

Take the exam in one sitting under AP timing, without notes. Score Section I with the answer key, then score each free-response question against the point-by-point guide.

After the exam

Read the explanation for every question, including the ones you got right. Log each miss by unit and by reason (content gap, careless error, misread graph) and revisit those sections in the main book.

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E2 Practice Exam 2

A second full-length practice exam covering all nine periods, with explained answers and rubric scoring.

Section I has 55 multiple-choice questions (suggested time 55 minutes, 40 percent of the score). Section II has 3 short-answer questions (40 minutes, 20 percent), one document-based question (60 minutes, 25 percent), and one long essay chosen from three prompts (40 minutes, 15 percent). Take the exam in one sitting, write the free-response answers by hand in full sentences, and then check each against the rubric after the question. Every excerpt in this exam is a paraphrase written for practice, not an exact quotation.

Section	Questions	Time	Weight	Points
I Multiple choice	55	55 min	40%	55 raw
II SAQ 1, 2, 3	3 questions, parts a-c	40 min	20%	9 (3 each)
II DBQ	1 question, 7 documents	60 min	25%	7
II LEQ	Choose 1 of 3 prompts	40 min	15%	6

Rubric	Points	What earns the points
SAQ	3 (one per part)	Each part (a), (b), (c) earns 1 point for a specific, accurate response that answers exactly what is asked
DBQ	7	Thesis 1; contextualization 1; evidence from documents 2 (3 documents for 1 point, 6 documents plus an argument for the second); outside evidence 1; sourcing/analysis 1 (HIPP on at least 3 documents); complexity 1
LEQ	6	Thesis 1; contextualization 1; evidence 2 (specific examples, plus supporting the argument); analysis and reasoning 2 (historical reasoning, plus a complex understanding)

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SECTION I, PART A MULTIPLE CHOICE: QUESTIONS 1-20

Multiple Choice

Each question or short excerpt is followed by five choices. Choose the best answer. Excerpts are written in modern wording for this exam and are paraphrases, not exact quotations.

1. A Spanish friar in the 1540s writes that Native people are rational beings with their own governments, and that colonists who work them to death in mines and fields commit grave sins. He urges the king to end the system of forced labor grants.
The friar's writings most directly contributed to
 - (A) the end of Spanish colonization in the Americas
 - (B) a decision to replace Catholic missions with Protestant churches
 - (C) royal reforms such as the New Laws of 1542 that restricted forced Native labor
 - (D) the immediate abolition of all slavery in Spanish territories
 - (E) a papal ban on Spanish settlement in the Americas
2. In Spanish colonial Mexico, people were classified by ancestry into categories such as peninsulares, creoles, mestizos, and people of African descent, with privileges and legal rights differing by category.
The classification system best illustrates that
 - (A) Spanish colonies had little intermarriage among groups
 - (B) all colonists held equal political rights
 - (C) Native elites ruled the colonies directly
 - (D) Spanish colonial society was organized into a hierarchy based on ancestry and birthplace
 - (E) Class and race played no role in access to office
3. Haudenosaunee (Iroquois) villages in the Northeast were organized around longhouses, with farming done mostly by women. Clan mothers chose leaders, and five nations joined in a council to settle disputes.
The description best supports which conclusion about Native societies before sustained European contact?
 - (A) They developed varied political and social systems suited to their environments
 - (B) They lacked organized government
 - (C) They all depended on hunting and avoided agriculture
 - (D) They had a uniform culture across North America
 - (E) They were ruled by European-style monarchies
4. A minister in 1636 insists that the civil government has no right to punish people for their religious beliefs, and that a wall must separate the garden of the church from the wilderness of the world. Massachusetts leaders banish him, and he founds a new settlement.
His ideas are most closely linked to
 - (A) the creation of the Church of England
 - (B) the establishment of a Catholic haven in Maryland
 - (C) the adoption of the Half-Way Covenant
 - (D) the Salem witch trials
 - (E) the founding of Rhode Island on principles of religious freedom and separation of church and state
5. A colonial founder in 1681 offers cheap land, promises freedom of worship, and guarantees an elected assembly. Within decades his colony contains English Quakers, German Lutherans, Scots-Irish Presbyterians, and others.
Which factor best explains the diversity of the middle colonies?
 - (A) A requirement that all settlers belong to a single church
 - (B) A ban on immigration from continental Europe
 - (C) Religious toleration, fertile land, and access to trading ports
 - (D) The dominance of plantation agriculture based on tobacco
 - (E) Strict control of immigration by the colonial government

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6. A man kidnapped in West Africa recalls being packed below deck, where heat, foul air, and sickness killed many. He later describes being sold to a planter and working in fields far from home.
The account best illustrates
- (A) the voluntary movement of free workers to the Americas
 - (B) the forced migration of Africans to supply labor for plantation economies
 - (C) the spread of indentured servitude among English settlers
 - (D) the shift of colonial farmers toward wage labor
 - (E) the growth of religious revivalism among colonists
7. In 1735 a New York printer was charged with libel for publishing articles that criticized the royal governor. His lawyer argued that truthful criticism of officials should not be punishable, and the jury acquitted him.
This trial is significant because it
- (A) established the Supreme Court's power of judicial review
 - (B) led Parliament to repeal the Stamp Act
 - (C) ended the colonial practice of royal appointment of governors
 - (D) strengthened the colonial belief in freedom of the press and the right to criticize officials
 - (E) ended colonial restrictions on printing
8. In 1692 dozens of residents of Salem Village and nearby towns accused neighbors of witchcraft. Nineteen were hanged. The accusations came during a time of frontier war, political uncertainty after the loss of the colony's charter, and local feuds.
The episode best reflects
- (A) the success of the Enlightenment in New England
 - (B) the influence of religious fears and social tensions in Puritan New England
 - (C) a decline of religious belief in Massachusetts
 - (D) the effects of the Navigation Acts on colonial trade
 - (E) the effect of the Great Awakening on colonial courts
9. A famous engraving of 1770 shows British soldiers firing on an unarmed crowd in Boston. The artist labels the soldiers' commander as ordering the shots and shows the colonists as helpless victims.
The main purpose of the image was most likely to
- (A) document the events with strict accuracy
 - (B) encourage Parliament to station more soldiers in Boston
 - (C) promote reconciliation between colonists and the king
 - (D) build colonial hostility toward British authority by portraying troops as aggressors
 - (E) show colonists' loyalty to the king
10. "All men are created equal and have rights to life, liberty, and the pursuit of happiness. Governments exist to secure these rights, and when a government becomes destructive of them, the people may change it." (Paraphrase of a 1776 document)
The ideas expressed most clearly reflect the influence of
- (A) Puritan ideas about a covenant community
 - (B) Enlightenment natural-rights thought, such as that of John Locke
 - (C) mercantilist economic theory
 - (D) Social Darwinism
 - (E) the Great Awakening's emphasis on emotional faith
11. After a British army surrendered at Saratoga in October 1777, the French government agreed to recognize the United States and enter an alliance, sending money, supplies, soldiers, and warships.
The significance of Saratoga was that it
- (A) ended the war in an immediate American victory
 - (B) led Britain to recognize independence at once
 - (C) convinced France that the Americans could win, bringing crucial foreign help
 - (D) forced Loyalists to leave the colonies
 - (E) led Spain to join the British side

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12. In 1787 the Confederation Congress passed a law for the lands north of the Ohio River. It set steps for creating new states on equal footing with the original ones, protected certain civil liberties, banned slavery in the territory, and set aside land for public schools. The law is significant because it
- (A) granted Native nations ownership of western lands
 - (B) gave Congress power to tax the territories without limit
 - (C) ended slavery throughout the United States
 - (D) Guaranteed slavery's expansion into the Northwest
 - (E) established a pattern for orderly western expansion and admission of new states
13. "A large republic, with many competing interests, makes it difficult for any one faction to dominate. Representatives chosen by the people will filter popular passions." (Paraphrase of a 1787 essay)
- The argument was meant to
- (A) persuade critics that a strong national government would not threaten liberty
 - (B) defend the Articles of Confederation
 - (C) support a monarchy for the new nation
 - (D) argue for direct democracy in small towns
 - (E) defend the right of states to nullify national law
14. In 1794 farmers in western Pennsylvania attacked tax collectors to protest an excise tax on whiskey. President Washington raised a militia force of thousands to march into the region, and the resistance dissolved.
- The episode demonstrated that
- (A) state governments held the final authority over federal taxes
 - (B) the executive branch lacked the means to suppress rebellions
 - (C) the new national government could enforce its laws, including taxes
 - (D) the Bill of Rights barred excise taxes
 - (E) Britain was planning to retake the western territories
15. After defeat at Fallen Timbers in 1794, leaders of several Native nations in the Ohio country signed a treaty in 1795 giving up most of what is now Ohio in exchange for payments and the promise of a boundary.
- What does this treaty show about the early republic's relationship with Native peoples?
- (A) The government respected Native claims by banning settlement
 - (B) Native nations were fully integrated as citizens
 - (C) Britain maintained control of the Ohio country
 - (D) The United States used military pressure and treaties to take Native land in the West
 - (E) Spain took over the Ohio country
16. In 1803 the Supreme Court held that a section of an act of Congress conflicted with the Constitution, and declared that the Court has the duty to say what the law is.
- The decision established the principle of
- (A) nullification
 - (B) executive privilege
 - (C) implied powers
 - (D) popular sovereignty
 - (E) judicial review
17. President Jefferson had long argued that the federal government should exercise only powers clearly listed in the Constitution. Yet in 1803 he approved purchasing a huge territory from France, though the Constitution said nothing about acquiring land.
- His decision shows that
- (A) he opposed expanding the nation's territory
 - (B) practical goals sometimes led him to use a broader reading of federal power than his stated principles
 - (C) he believed Congress had no authority over foreign affairs
 - (D) he considered the purchase unconstitutional and withdrew it
 - (E) he had abandoned his strict reading of the Constitution after his election

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18. In 1814 delegates from New England Federalist states met in Hartford and proposed constitutional amendments to limit the power of the South and of the president, and hinted at possible secession. Soon after, news arrived of a victory at New Orleans and the end of the war.
What was the result of these events for the Federalist Party?
- (A) The Federalists became the majority party
 - (B) The party gained support for a policy of secession
 - (C) Federalist ideas about state sovereignty were adopted nationwide
 - (D) The party won control of Congress in the next election
 - (E) The party lost credibility and soon collapsed, as the nation entered an era of strong nationalism
19. In the 1830s a mill owner in Massachusetts hired young unmarried women from farm families to work in his textile factory. They lived in company boardinghouses and earned wages paid in cash.
This arrangement best illustrates
- (A) the continuation of colonial household production
 - (B) changes in labor and gender roles associated with the market revolution
 - (C) the increase in plantation slavery in New England
 - (D) the effects of the Homestead Act
 - (E) the growth of subsistence farming in New England
20. "The bank gives special favors to the rich and powerful. It is a monopoly that makes the wealthy richer and the farmers and workers poorer. I will not allow Congress to renew it." (Paraphrase of a presidential veto message, 1832)
This argument best reflects the ideology of
- (A) Jacksonian democracy, which distrusted privileged elites
 - (B) Hamilton's Federalists, who wanted a stronger financial system
 - (C) the Whigs, who supported national economic planning
 - (D) the Populists, who opposed all banks
 - (E) John Quincy Adams's American System

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SECTION I, PART B MULTIPLE CHOICE: QUESTIONS 21-40

Multiple Choice

Each question or short excerpt is followed by five choices. Choose the best answer. Excerpts are written in modern wording for this exam and are paraphrases, not exact quotations.

21. "I am in earnest. I will not equivocate. I will not excuse. I will not retreat a single inch. Slaveholders must be told to free their slaves immediately, without payment and without being sent abroad." (Paraphrase of a Boston newspaper editorial, 1831)
This position differed from that of earlier antislavery reformers in that it
- (A) supported gradual freedom with payment to owners
 - (B) urged sending freed people to Africa
 - (C) accepted slavery in the Deep South
 - (D) supported the Missouri Compromise's line
 - (E) demanded immediate emancipation and rejected colonization schemes
22. An essayist in 1849 explains why he refused to pay a tax: he would not support a government that waged an unjust war and protected slavery. He argues that individuals must obey conscience over unjust laws.
This idea is most closely associated with
- (A) Jacksonian faith in majority rule
 - (B) the Social Gospel
 - (C) Hamilton's theory of national government
 - (D) Transcendentalist emphasis on individual conscience and civil disobedience
 - (E) Whig support for a powerful national government
23. In 1846, during the war with Mexico, a congressman proposed that slavery be forbidden in any territory taken from Mexico. The House passed it with Northern votes; the Senate defeated it.
The proposal shows that
- (A) the question of slavery's expansion was dividing Congress along sectional rather than party lines
 - (B) Northerners and Southerners agreed on the future of the territories
 - (C) slavery had already been abolished in the North
 - (D) the Mexican War was unpopular in the South
 - (E) a Senate dominated by Northern antislavery senators
24. "A house divided against itself cannot stand. I believe this government cannot endure permanently half slave and half free. I do not expect the Union to be dissolved, but I do expect it will cease to be divided." (Paraphrase of a candidate's 1858 speech)
The speaker's position at the time was best described as
- (A) a demand for immediate national abolition
 - (B) support for popular sovereignty in the territories
 - (C) support for the Dred Scott decision
 - (D) intention to use federal power to abolish slavery in Southern states
 - (E) opposition to the spread of slavery, believing it should be put on a path to eventual extinction
25. "Our nation was conceived in liberty and dedicated to the proposition that all men are created equal. We here highly resolve that government of the people, by the people, for the people shall not perish, and that the nation shall have a new birth of freedom." (Paraphrase of a November 1863 address)
The speaker aimed to
- (A) urge a negotiated peace with the Confederacy
 - (B) announce the end of slavery by constitutional amendment
 - (C) frame the war as a struggle to preserve and extend democratic equality
 - (D) criticize the draft riots in New York
 - (E) defend the right of states to secede

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26. In spring 1861, after fighting began, four additional slave states joined the Confederacy, but Kentucky, Missouri, Maryland, and Delaware stayed in the Union. Lincoln worked carefully not to push these states out.
This helps explain why Lincoln initially
- (A) ordered the arrest of all Confederate officers
 - (B) avoided declaring emancipation as a war aim
 - (C) refused to use military force
 - (D) accepted the Confederacy's independence
 - (E) persuade Britain to recognize the Confederacy
27. After the war, a landowner and a formerly enslaved family sign a contract: the family farms an acre allotment, receives seed and tools on credit at the owner's store, and gives half the crop at harvest.
The arrangement described most likely led to
- (A) prosperity for most Black farmers
 - (B) redistribution of plantations by the federal government
 - (C) a cycle of debt that tied many farmers to the land and limited economic independence
 - (D) cash wages and the end of cotton farming
 - (E) Black families gained secure ownership of land
28. "The right of citizens to vote shall not be denied on account of race, color, or previous condition of servitude." (Paraphrase of an 1870 amendment)
Southern states later weakened its effect by
- (A) adopting poll taxes, literacy tests, and grandfather clauses
 - (B) repealing state constitutions
 - (C) offering free land to Black farmers
 - (D) abolishing the Senate
 - (E) using federal troops to guard polling places
29. A Lakota leader in the 1870s says that railroads and settlers are killing the buffalo and cutting up the grasslands, and that his people are being told to live on small reservations and take up farming.
Which later federal policy continued this approach?
- (A) The Indian Removal Act of 1830
 - (B) The Indian Reorganization Act of 1934, which ended allotment
 - (C) The Treaty of Greenville
 - (D) The Treaty of Fort Laramie
 - (E) The Dawes Act of 1887, which divided tribal land into individual allotments
30. A labor leader in the 1880s argues that unions should focus on skilled craft workers and win higher wages, shorter hours, and better conditions through bargaining and strikes, avoiding broad political reform.
This approach is most closely associated with
- (A) the Knights of Labor
 - (B) the Populist Party
 - (C) the American Federation of Labor
 - (D) the Industrial Workers of the World
 - (E) the Haymarket anarchists
31. A New York political boss helps newly arrived immigrants find jobs, gives coal to poor families in winter, and arranges for a family's rent to be forgiven. Residents of the neighborhood reliably vote for his candidates.
The passage best illustrates
- (A) how civil service reform ended patronage
 - (B) how Progressive reformers regulated cities
 - (C) how settlement houses educated immigrants
 - (D) how urban political machines exchanged services for votes
 - (E) how the Populists captured city governments

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32. In an 1895 address a Black educator tells an audience that his race should win respect by learning trades, saving money, and building businesses, and that in purely social matters the races can stay as separate as the fingers of a hand. Critics such as W. E. B. Du Bois responded that this view
- (A) accepted segregation and gave up the demand for political rights and higher education
 - (B) opposed all vocational training
 - (C) called for armed revolution
 - (D) urged Black Americans to move to Africa
 - (E) recommended armed self-defense
33. Congress in 1890 outlawed combinations that restrain trade. In the next decade the government used the law mostly against unions, such as in the Pullman case, and rarely against large corporations. What does this suggest about the law's early impact?
- (A) It broke up most monopolies by 1900
 - (B) It was struck down immediately by Congress
 - (C) It guaranteed workers the right to organize
 - (D) The Court immediately voided the law as an overreach
 - (E) Enforcement was weak and often favored business over labor
34. An oil company buys most of its rival refiners, then controls pipelines, railroad rebates, and barrels, until it handles most of the nation's refined oil. The company's strategy combined
- (A) collective bargaining and mediation
 - (B) mercantilism and tariffs
 - (C) horizontal and vertical integration to reduce competition
 - (D) welfare capitalism and profit sharing
 - (E) cartel arrangements negotiated by labor unions
35. In 1902 coal miners in Pennsylvania struck for higher pay and shorter hours. When owners refused to negotiate, the president threatened to take over the mines and appointed a commission, and the workers won a raise. This episode is evidence that
- (A) the government always sided with employers
 - (B) the federal government began acting as a mediator in economic disputes
 - (C) unions were banned
 - (D) courts controlled labor relations
 - (E) judges consistently favoring workers
36. "Chronic wrongdoing may require intervention by some civilized nation, and in the Western Hemisphere the United States may be forced to exercise an international police power." (Paraphrase of a 1904 presidential message) This statement expanded the Monroe Doctrine by
- (A) pledging U.S. neutrality in the region
 - (B) inviting European powers to manage Latin American debts
 - (C) ending the American role in the Panama Canal
 - (D) ending the Monroe Doctrine
 - (E) justifying U.S. intervention in Latin American countries
37. A suffragist argues in 1917 that women have proven their patriotism by working in factories, selling war bonds, and nursing the wounded, and that a nation fighting for democracy abroad should grant it at home. This argument most directly contributed to
- (A) the Equal Rights Amendment's adoption
 - (B) the end of Prohibition
 - (C) passage of the Fourteenth Amendment
 - (D) ratification of the Nineteenth Amendment in 1920
 - (E) passage of the Prohibition Amendment

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38. A 1924 law restricted immigration by setting annual quotas for each country based on the proportion of that nationality in the U.S. population in 1890, nearly shutting out Southern and Eastern Europeans and barring Asians.
The law reflects
- (A) nativism and fear of radicals after World War I
 - (B) a desire to encourage cultural pluralism
 - (C) labor shortages in factories
 - (D) a belief in open borders
 - (E) a desire to attract workers from Eastern Europe
39. In 1937 the president, frustrated that the Supreme Court had struck down parts of his program, asked Congress to add new justices for each sitting justice over seventy. Congress did not pass the plan, though the Court soon began upholding New Deal laws.
The controversy shows that
- (A) the Constitution allows presidents to remove justices
 - (B) the Supreme Court supported all New Deal measures
 - (C) Congress was unwilling to cooperate on any reform
 - (D) many Americans feared the executive was threatening the independence of the judiciary
 - (E) Congress promptly approved the plan
40. In 1940 and 1941 the president allowed Britain to receive war supplies without immediate payment, comparing the plan to lending a neighbor a garden hose when his house is on fire.
This policy marked a shift from
- (A) isolationism toward alliance with Germany
 - (B) imperialism to anticolonialism
 - (C) the New Deal to laissez-faire
 - (D) a total commitment to join Britain in the war
 - (E) strict neutrality toward active support for the Allies short of war

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SECTION I, PART C MULTIPLE CHOICE: QUESTIONS 41-55

Multiple Choice

Each question or short excerpt is followed by five choices. Choose the best answer. Excerpts are written in modern wording for this exam and are paraphrases, not exact quotations.

41. A Black labor leader in 1941 threatens to bring tens of thousands of marchers to Washington unless the government bans discrimination in defense industries. The president then issues an executive order creating a committee to investigate discrimination.
- This event illustrates
- (A) a decision to desegregate the armed forces entirely
 - (B) the failure of protest tactics
 - (C) the use of mass pressure by civil rights advocates to win federal action
 - (D) the end of segregation in public schools
 - (E) a decision by labor unions to end strikes
42. A president reasons in 1945 that using the new weapon will shorten the war, spare American lives from a land invasion, and may impress the Soviet Union.
- The reasoning illustrates the argument that
- (A) Japan was ready to surrender unconditionally
 - (B) Congress had forbidden use of the weapon
 - (C) the bomb would be used first against Germany
 - (D) the atomic bombing would hasten Japan's surrender and save lives
 - (E) the bomb was needed to force Germany's surrender
43. In 1947 the secretary of state announced a plan under which the United States would provide billions of dollars in aid to rebuild Western European economies. Leaders argued that hunger and poverty fed the appeal of communism.
- The plan's primary goal was to
- (A) force Europe to repay wartime debts
 - (B) build U.S. military bases across Europe
 - (C) strengthen allies and contain Soviet influence through economic recovery
 - (D) expand trade with the Soviet bloc
 - (E) containing Chinese influence
44. In 1950 North Korean forces invaded South Korea. U.N. forces led by the United States pushed north, Chinese troops intervened, and after three years of fighting an armistice left the border near the 38th parallel.
- The war's outcome was
- (A) the unification of Korea under a democratic government
 - (B) a stalemate that reinforced the policy of containment and increased defense spending
 - (C) a decisive U.S. victory using atomic weapons
 - (D) the withdrawal of the U.S. from East Asia
 - (E) a negotiated reunification of Korea
45. In the 1950s, builders produced thousands of identical houses on former farmland, aided by low-interest mortgages for veterans and new highways. Contracts often barred sales to Black families.
- This development contributed most directly to
- (A) suburban growth and persistent racial segregation in housing
 - (B) rapid growth of rural populations
 - (C) the decline of the automobile industry
 - (D) the end of racial discrimination
 - (E) the growth of inner-city public housing

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46. In his 1961 farewell address, the retiring president warned that a permanent arms industry joined with the military created an influence that could threaten democratic government.
The speaker's concern reflected
- (A) opposition to the policy of containment
 - (B) unease over the growth of the military-industrial complex during the Cold War
 - (C) support for isolationism
 - (D) belief that defense spending should be raised
 - (E) isolationist desire to cut off allies
47. In October 1962 American leaders discovered Soviet missiles in Cuba, imposed a naval quarantine, and demanded their removal. After tense days, the Soviets withdrew the missiles; the United States pledged not to invade Cuba and quietly removed its missiles from Turkey.
A consequence of the crisis was
- (A) the overthrow of Fidel Castro
 - (B) a Soviet-American alliance against China
 - (C) an effort to reduce nuclear tension, including a direct communication link and a limited test ban treaty
 - (D) an end to the arms race
 - (E) a U.S. military occupation of Cuba
48. In early 1968 communist forces launched surprise attacks across South Vietnam during a holiday. Although U.S. forces repelled them with heavy enemy losses, the American public was shocked, since officials had said the war was nearly won.
The event most directly
- (A) deepened the credibility gap and turned many Americans against the war
 - (B) won public support for escalating the bombing
 - (C) ended the Vietnam War
 - (D) caused the Soviet Union to join the war
 - (E) boosted support for Johnson's reelection
49. A writer in 1963 describes suburban housewives who feel unfulfilled, wondering 'Is this all?' despite comfortable homes. She argues that society pushes women into narrow roles.
This book most directly contributed to
- (A) the adoption of the Nineteenth Amendment
 - (B) the formation of the Moral Majority
 - (C) the passage of the Equal Rights Amendment in 1972 by all states
 - (D) the creation of the National Organization for Women and a renewed feminist movement
 - (E) formation of the Congress of Racial Equality
50. In 1979 a group of conservative ministers organized a political organization to support candidates who favored school prayer, opposed abortion, and defended traditional family values.
The group's rise reflects
- (A) a decline in religious activism
 - (B) the growing political influence of religious conservatives
 - (C) the success of liberal reforms in the 1960s
 - (D) isolationist trends after Vietnam
 - (E) growth of the Black Panther Party
51. In 1991 an international coalition authorized by the United Nations drove Iraqi forces out of Kuwait in a few weeks. The U.S. president chose not to march on Baghdad.
This limited objective reflected
- (A) a lack of public support for any use of force
 - (B) the Soviet Union's military intervention
 - (C) a ban imposed by the Senate
 - (D) an American occupation of Iraq
 - (E) a desire to avoid a long occupation and to keep the coalition together

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52. In 1996 a Democratic president signed a law ending the federal guarantee of cash assistance to poor families, limiting benefits to five years and requiring work.
The law was most likely a response to
(A) criticisms from conservatives that welfare encouraged dependence, and a shift to the political center by Democrats
(B) a mass movement of the poor demanding more aid
(C) the success of the Great Society
(D) an economic depression
(E) the success of Johnson's Great Society
53. After attacks in 2001, the president declared that the United States might act before threats fully materialized, and in 2003 the United States invaded Iraq based on claims about weapons of mass destruction.
The war's justification reflected
(A) the doctrine of containment
(B) the Good Neighbor policy
(C) the Truman Doctrine of aid to allies
(D) a policy of preemptive action against perceived threats
(E) Wilson's Fourteen Points
54. A 2010 law required most Americans to have insurance, expanded Medicaid, and banned insurers from denying coverage for preexisting conditions. Opponents challenged it in court; in 2012 the Supreme Court upheld the key mandate as a tax.
The law is best described as
(A) a plan replacing private insurance with a single government plan
(B) the most significant expansion of the federal role in health care since the 1960s
(C) a state-run system with no federal role
(D) a measure passed with strong support from both parties
(E) a single-payer system
55. After 2009, protesters gathered under banners opposing federal bailouts, rising deficits, and new health care law, demanding lower taxes and smaller government.
This movement reflects
(A) renewed conservative activism and increased partisan polarization
(B) a campaign to expand federal social programs
(C) a bipartisan consensus on economic policy
(D) growing public trust in federal institutions
(E) the Great Society

SECTION II, QUESTION 1 (SAQ) Interpretations of Reconstruction

Read both excerpts (paraphrases of two historians' arguments) and answer all parts. Historian A: Reconstruction was a failure. Within a decade, white Southern Democrats had regained power, Black Southerners were pushed into poverty and denied the vote, and the North lost interest in protecting their rights. Historian B: Reconstruction was a revolutionary experiment. For the first time the nation wrote equality and citizenship into the Constitution, Black men voted and held office, and new schools and institutions were created, even though much of this was later undone.

56. (a) Briefly describe ONE major difference between the two historians' interpretations of Reconstruction.
57. (b) Briefly explain how ONE specific event or development from 1865 to 1900 supports Historian A's interpretation.
58. (c) Briefly explain how ONE specific event or development from 1865 to 1877 supports Historian B's interpretation.

SECTION II, QUESTION 2 (SAQ) A Primary Source on Independence Day

Read the excerpt (a paraphrase written for this exam) and answer all parts. A formerly enslaved speaker addresses an audience in the North in 1852: 'You celebrate liberty and independence, but these blessings are not shared by me. The Fourth of July belongs to you, not to me. To the enslaved person, your celebration is a sham, your boast of liberty an empty claim, and your national greatness swelling vanity, while the slave trade and the Fugitive Slave Law continue.'

59. (a) Identify ONE audience, purpose, or point of view of the speaker that shaped this excerpt.
60. (b) Explain ONE way the excerpt reflects a development in the 1840s or 1850s.
61. (c) Explain ONE way that abolitionists or antislavery northerners acted on arguments like this in the 1850s.

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SECTION II, QUESTION 3 (SAQ)**Movements of the 1960s and 1970s**

Answer all parts. No stimulus is provided.

62. (a) Identify ONE group other than African Americans that organized for rights or change between 1960 and 1980.
63. (b) Explain ONE strategy or tactic the group you identified in (a) used.
64. (c) Explain ONE result of the group's activism by 1980.

SECTION II, QUESTION 4 (DBQ)**Britain and the Colonies, 1754-1776**

Suggested time: 60 minutes. Evaluate the extent to which the French and Indian War and British policies that followed it changed colonial attitudes toward Britain from 1754 to 1776. In your essay, develop an argument, use evidence from at least six of the documents, and add at least one piece of relevant evidence not in the documents. Each document is a paraphrase written for practice, not an exact quotation. Document 1. A Pennsylvania colonial leader, 1754 (paraphrase): The colonies are weak and scattered while the French are united. Let each colony send delegates to a grand council, with a president appointed by the Crown, to manage defense, Indian affairs, and western settlement for the benefit of all. Document 2. A royal proclamation after the peace, 1763 (paraphrase): To keep peace with the Indian nations and avoid new frontier wars, colonists are forbidden to settle or purchase land west of the mountains that form the divide of the rivers flowing to the Atlantic. Settlers already there must leave. Document 3. British public debt (approximate): about 75 million pounds in 1755; about 133 million pounds in 1763. A Treasury official in 1764 writes that the colonies, which benefited most from the war, should help pay for the troops that defend them. Document 4. Resolutions of a colonial assembly, 1765 (paraphrase): Only this assembly, chosen by the people of this colony, has the right to tax its inhabitants. Anyone who says otherwise is an enemy to the colony. Document 5. An act of Parliament, 1766 (paraphrase): Parliament has always had, and still has, full power and authority to make laws and statutes binding on the colonies and people of America in all cases whatsoever. Document 6. A Pennsylvania lawyer's letters to the public, 1767-1768 (paraphrase): Parliament may regulate trade, but a tax meant to raise revenue is a different matter. We are loyal subjects who want harmony, but we should defend our rights through petitions and by refusing to buy taxed goods. Let us unite in a peaceful resistance. Document 7. A Massachusetts Loyalist writing under a pen name, 1774 (paraphrase): The colonists have prospered under Britain's protection. Those who urge resistance are reckless and will bring on anarchy and ruin. If we deny Parliament's authority, we leave ourselves without any government at all.

65. Write your essay.

SECTION II, QUESTION 5 (LEQ)**Long Essay: Choose One Prompt**

Suggested time: 40 minutes. Choose ONE of the three prompts below and write a complete essay with a thesis, contextualization, specific evidence, and analysis.

66. Prompt 1 (Periods 1-3). Evaluate the extent to which the Great Awakening and the Enlightenment changed colonial society from 1730 to 1776.
67. Prompt 2 (Periods 4-6). Evaluate the extent to which disputes over the expansion of slavery caused the Civil War from 1846 to 1861.
68. Prompt 3 (Periods 7-9). Evaluate the extent to which the Progressive movement changed the relationship between the federal government and the economy from 1900 to 1920.

Key Practice Exam 2: Answers and Explanations

Complete solutions. Free-response keys show the scoring breakdown.

E2 Practice Exam 2**SECTION I, PART A MULTIPLE CHOICE: QUESTIONS 1-20 · MULTIPLE CHOICE**

1. C. Las Casas's criticism helped inspire the New Laws, though colonists resisted them and the Spanish increasingly turned to enslaved Africans. Slavery was not abolished and colonization continued.
2. D. The caste system grew out of widespread intermixture and gave highest status to those born in Spain. The existence of so many categories shows mixing was common, not rare.
3. A. Native societies differed widely: confederacies in the Northeast, large chiefdoms in the Southeast, and others elsewhere. Women's roles in farming and politics in the Iroquois system contradict the idea of uniformity.
4. E. Roger Williams challenged Puritan authority and gave Rhode Island a model of toleration. Maryland's Toleration Act (1649) protected only Trinitarian Christians.
5. C. Pennsylvania's open policies drew many groups, and the region's grain farming and commerce supported a mixed society. New England colonies were more religiously uniform, and tobacco was a Chesapeake crop.
6. B. The Middle Passage was brutal, and millions of Africans were sent to work on sugar, tobacco, rice, and other plantations. Indentured servants and wage laborers made voluntary contracts.

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7. D. Though the legal principle was not immediately binding, the Zenger verdict became a symbol of press liberty. Judicial review came from Marbury in 1803.
8. B. Historians link the trials to anxiety, factionalism, and belief in the devil's power. Enlightenment rationalism spread later and helped end such trials.
9. D. The Boston Massacre was shaped into propaganda by Revere and others. The image was not neutral; it portrayed one side's view to rally opinion.
10. B. The Declaration of Independence drew on Locke's argument for government by consent and a right of revolution. Social Darwinism arose in the late nineteenth century.
11. C. French aid was decisive in the later victory at Yorktown. Britain fought on until 1781-1783.
12. E. The Northwest Ordinance set the model for territories becoming states and restricted slavery in one region only. It did not recognize Native claims; conflict with Native peoples continued.
13. A. Federalist No. 10 answered Anti-Federalists who claimed a republic must be small. Madison argued that the extended republic controls factions better.
14. C. Unlike under the Articles, the federal government used force to uphold its authority. It also reflected tension between frontier farmers and Hamilton's financial program.
15. D. Continuing pressure for land led to cessions and later conflicts like Tecumseh's resistance. Promised boundaries were repeatedly violated.
16. E. Marbury v. Madison gave the judiciary the power to strike down laws as unconstitutional. Implied powers was the doctrine of McCulloch v. Maryland (1819).
17. B. Jefferson worried about the constitutional issue but saw the chance to secure New Orleans and farmland. He completed the purchase.
18. E. The Hartford Convention looked disloyal after the war ended in apparent victory. The Era of Good Feelings followed under one-party Republican dominance.
19. B. Early factory work drew young women out of household economies and into wage labor. The Homestead Act dates from 1862.
20. A. Jackson portrayed himself as defender of the common man against economic aristocracy. Whigs and Federalists supported the bank; the Populists came decades later.

SECTION I, PART B MULTIPLE CHOICE: QUESTIONS 21-40 · MULTIPLE CHOICE

21. E. William Lloyd Garrison's radical stance broke from the gradualism of the American Colonization Society and shaped abolitionism.
23. A. The Wilmot Proviso united Northerners of both parties against Southerners, previewing the crisis. Southerners largely supported the war.
25. C. The Gettysburg Address tied the Union cause to the Declaration's promise. The Thirteenth Amendment came in 1865.
27. C. Sharecropping replaced slave labor with a system of debt, falling crop prices, and crop-lien laws. Promises of land redistribution ('forty acres') were not fulfilled.
29. E. The Dawes Act aimed at assimilation by breaking up communal land, cost Native Americans millions of acres. Removal came earlier, and the 1934 act reversed allotment.
31. D. Machines such as Tammany Hall met immigrants' needs in the absence of government welfare, but often through corruption. Reformers later sought to end patronage.
33. E. The Sherman Antitrust Act was vague and narrowly interpreted (as in U.S. v. E. C. Knight). Stronger enforcement came under Theodore Roosevelt.
35. B. Roosevelt's Square Deal marked a shift away from automatic support of business, though he also used trust-busting selectively.
37. D. Wartime service shifted opinion, and the Nineteenth Amendment gave women the vote. The ERA never was ratified.
39. D. The plan was widely criticized as court-packing even by Roosevelt's allies. The Court's later decisions (the 'switch in time') made it unnecessary.
22. D. Thoreau's essay reflected Transcendentalism's individualism and opposition to the Mexican War. It later influenced Gandhi and King.
24. E. Lincoln opposed the expansion of slavery but did not call for immediate abolition where it existed. Douglas, his opponent, supported popular sovereignty.
26. B. Keeping the border states mattered for geography, manpower, and supplies. Emancipation became a war aim in 1862-1863, once he could present it as a military necessity.
28. A. After Reconstruction ended, Southern legislatures used facially neutral devices to disfranchise Black men. Wording avoided mention of race.
30. C. Gompers's AFL practiced 'bread and butter' unionism for skilled workers. The Knights wanted a broad movement including unskilled workers, and the IWW was more radical.
32. A. Washington's Atlanta Compromise was accommodationist. Du Bois demanded civil rights and urged developing a 'Talented Tenth' through higher education.
34. C. Rockefeller's Standard Oil first absorbed competitors, then controlled supply and transport. Welfare capitalism refers to employer-provided benefits in the 1920s.
36. E. The Roosevelt Corollary was used to intervene in the Dominican Republic and elsewhere. It rejected European intervention but asserted U.S. police power.
38. A. The Red Scare and racism fueled restriction. Quotas lasted until the Immigration Act of 1965.
40. E. Lend-Lease made the U.S. 'the arsenal of democracy.' Entry into war came after Pearl Harbor.

SECTION I, PART C MULTIPLE CHOICE: QUESTIONS 41-55 · MULTIPLE CHOICE

41. C. A. Philip Randolph's March on Washington Movement won Executive Order 8802, though the military stayed segregated until 1948.
43. C. The Marshall Plan complemented the Truman Doctrine. Aid was also offered to Eastern Europe, but the Soviets refused it.
45. A. Federal policy and private practices produced white suburbs and urban decline. Redlining excluded Black buyers from many suburbs.
42. D. Supporters of the decision cited the expected cost of invading Japan; critics have questioned alternatives. Germany surrendered in May 1945.
44. B. The war ended without victory and influenced NSC-68's massive military buildup. Korea remains divided.
46. B. Eisenhower, a former general, warned of a costly arms race. He continued containment policy and nuclear deterrence.

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47. C. The crisis brought the world close to war and led to a hotline and the 1963 Partial Test Ban Treaty. The arms race continued.
49. D. Friedan's *The Feminine Mystique* helped launch second-wave feminism. The ERA passed Congress in 1972 but was not ratified by enough states.
51. E. The first Gulf War succeeded quickly and built on lessons from Vietnam. Many Americans supported the war.
53. D. The Bush Doctrine endorsed preemption. No such weapons were found, which led to controversy over intelligence and the war's costs.
55. A. The Tea Party influenced the 2010 elections and the Republican Party's direction.
48. A. Tet was a military setback for North Vietnam but a political turning point; Johnson soon announced he would not run again.
50. B. The Moral Majority, led by Jerry Falwell, helped build Reagan's coalition and reacted against cultural change.
52. A. Clinton's 'New Democrat' approach moved toward Republican positions. The law was signed during a booming economy.
54. B. The Affordable Care Act built on Great Society precedent but passed without Republican votes.

SECTION II, QUESTION 1 (SAQ) · INTERPRETATIONS OF RECONSTRUCTION

56. (a) 1 point: Historian A judges Reconstruction mainly by its failure and its reversal; Historian B judges it by its achievements and the new principles it established. The response must show the contrast.
57. (b) 1 point: Possible evidence: the Compromise of 1877 and removal of federal troops; violence by the Ku Klux Klan and White League; sharecropping and debt; poll taxes and literacy tests; *Plessy v. Ferguson* (1896); or the Supreme Court limiting the Fourteenth Amendment in the Slaughter-House cases. The response must link the evidence to failure.
58. (c) 1 point: Possible evidence: Thirteenth (1865), Fourteenth (1868), and Fifteenth (1870) Amendments; the Civil Rights Act of 1866; Black men elected to Congress and state legislatures; the Freedmen's Bureau schools; the Reconstruction Acts and Black voting. The response must link evidence to the achievement argument.

SECTION II, QUESTION 2 (SAQ) · A PRIMARY SOURCE ON INDEPENDENCE DAY

59. (a) 1 point: Frederick Douglass was a former slave and abolitionist addressing white Northern audience; his purpose was to expose hypocrisy between the nation's ideals and slavery and to win support for abolition. Any one of audience, purpose, or point of view, explained accurately, earns the point.
60. (b) 1 point: The Fugitive Slave Act of 1850 (referenced directly) made Northerners complicit in slavery and radicalized antislavery opinion; or the Compromise of 1850; or growth of abolitionist press and lectures. The response must connect the excerpt to the development.
61. (c) 1 point: Examples: helping fugitives through the Underground Railroad; passing personal liberty laws in northern states; publishing *Uncle Tom's Cabin* (1852); joining the Republican Party (founded 1854) to oppose slavery's expansion; supporting free-soil settlers in Kansas.

SECTION II, QUESTION 3 (SAQ) · MOVEMENTS OF THE 1960S AND 1970S

62. (a) 1 point: any specific group such as women (the National Organization for Women), Mexican Americans (United Farm Workers, Chicano movement), Native Americans (American Indian Movement), gay and lesbian activists (after Stonewall, 1969), students (SDS, Free Speech Movement), or disabled Americans.
63. (b) 1 point: for example: boycotts and strikes (UFW's grape boycott); marches and lobbying (NOW and the ERA campaign); occupation of Alcatraz (1969) and Wounded Knee (1973) by AIM; protests, pride marches, and litigation; the Free Speech Movement's sit-ins. The strategy must match the group.
64. (c) 1 point: for example: Title IX (1972) and the passage of the Equal Rights Amendment by Congress (1972, not ratified by enough states); California farm labor law and union contracts; the Indian Self-Determination Act (1975); the removal of homosexuality from psychiatric disorder lists (1973); voting age lowered to 18 by the Twenty-Sixth Amendment (1971). The result must be specific and accurate.

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SECTION II, QUESTION 4 (DBQ) · BRITAIN AND THE COLONIES, 1754-1776**65. Scoring (7 points).**

Thesis (1 point): a defensible claim that answers the prompt and sets up a line of reasoning. Example: 'The French and Indian War and the British policies that followed changed colonial attitudes toward Britain to a great extent, because they ended a sense of partnership and turned disputes over land, taxes, and Parliament's authority into a debate over liberty, yet most colonists still wanted to remain British until 1775, so the change was gradual.' A thesis that simply repeats the prompt earns no point.

Contextualization (1 point): describe a broader process before 1754 that frames the issue, such as salutary neglect, the colonies' growing self-government through assemblies, mercantilism and the Navigation Acts, or imperial rivalry with France in North America.

Evidence from the documents (2 points): 1 point for using the content of at least three documents to address the prompt; a second point for using at least six documents to support the argument (for example, Document 1 cooperation, Document 2 land restriction, Document 4 and 5 clash over taxation, Document 6 peaceful resistance, Document 7 Loyalist opposition).

Evidence beyond the documents (1 point): a specific example not in the documents, such as the Sugar Act (1764), the Quartering Act, the Stamp Act Congress, the Boston Massacre (1770), the Tea Act and Boston Tea Party (1773), the Coercive (Intolerable) Acts (1774), Pontiac's Rebellion (1763), or the battles of Lexington and Concord (1775).

Sourcing (1 point): explain how the point of view, purpose, audience, or historical situation of at least three documents shapes its meaning.

Examples: Document 1 is by a colonial leader urging unity in wartime; Document 2 is an official policy from London that aimed to avoid costly Native wars; Document 5 is Parliament asserting authority after repeal of the Stamp Act; Document 7 is a Loyalist with a stake in British order.

Complexity (1 point): show a nuanced understanding, such as explaining that colonial attitudes varied by region, class, and loyalty, that colonists first claimed rights as British subjects before seeking independence, or that British policy was a response to debt and not mere tyranny.

Model outline: Paragraph 1 context and thesis. Paragraph 2: wartime cooperation and shared identity (Document 1), and then the shocks of 1763 (Document 2) and the debt that motivated taxes (Document 3). Paragraph 3: constitutional clash over taxation and sovereignty (Documents 4, 5, 6), plus outside evidence such as the Stamp Act Congress. Paragraph 4: limits of the change - many colonists, including Loyalists in Document 7, still preferred remaining in the empire, and Document 6 expresses loyalty. Conclude that the attitude shift was profound but gradual.

SECTION II, QUESTION 5 (LEQ) · LONG ESSAY: CHOOSE ONE PROMPT

66. Scoring (6 points): thesis 1 (a defensible claim with a line of reasoning, not a restatement); contextualization 1 (broader events before and after the topic that frame it); evidence 2 (1 point for two or more specific, relevant examples; a second point if they are used to support the argument, not just listed); analysis and reasoning 2 (1 point for using a reasoning process such as causation, comparison, or continuity and change; 1 point for a complex understanding, such as considering multiple causes, counterarguments, or similarities and differences). **Model for Prompt 1:** Thesis: 'The Great Awakening and Enlightenment significantly changed colonial society by encouraging questioning of traditional authority, new ideas of rights, and greater religious and intellectual pluralism, although they did not by themselves cause the Revolution and left social hierarchies and slavery largely in place.' Contextualization: Puritan decline, the Half-Way Covenant, growth of trade and printing. Evidence: Jonathan Edwards and George Whitefield; New Lights vs Old Lights and new denominations; the rise of colleges; Franklin and scientific inquiry; Locke's ideas and the Zenger trial; later Declaration of Independence language. Complexity: some revivalists preached to enslaved people and women, but the movements coexisted with slavery.

67. Scoring (6 points): thesis 1 (a defensible claim with a line of reasoning, not a restatement); contextualization 1 (broader events before and after the topic that frame it); evidence 2 (1 point for two or more specific, relevant examples; a second point if they are used to support the argument, not just listed); analysis and reasoning 2 (1 point for using a reasoning process such as causation, comparison, or continuity and change; 1 point for a complex understanding, such as considering multiple causes, counterarguments, or similarities and differences). **Model for Prompt 2:** Thesis: 'Disagreements over slavery's expansion were the primary cause of the Civil War because each new territory raised the question of whether the slave or free labor system would dominate, but economic differences, states' rights arguments, and political breakdown also shaped the crisis.' Contextualization: Missouri Compromise, nullification debates, abolitionist movement. Evidence: Wilmot Proviso; Compromise of 1850 and Fugitive Slave Act; Kansas-Nebraska Act and Bleeding Kansas; Dred Scott (1857); John Brown's raid (1859); the Republican Party; election of 1860 and secession. Analysis: causation with short-term triggers and long-term roots; address and refute the argument that tariffs or states' rights were primary.

68. Scoring (6 points): thesis 1 (a defensible claim with a line of reasoning, not a restatement); contextualization 1 (broader events before and after the topic that frame it); evidence 2 (1 point for two or more specific, relevant examples; a second point if they are used to support the argument, not just listed); analysis and reasoning 2 (1 point for using a reasoning process such as causation, comparison, or continuity and change; 1 point for a complex understanding, such as considering multiple causes, counterarguments, or similarities and differences). **Model for Prompt 3:** Thesis: 'The Progressive movement expanded federal power over the economy through antitrust action, consumer protection, and new regulatory institutions, but regulation was often limited and sometimes served business interests, so the change was significant but moderate.' Contextualization: Gilded Age concentration of wealth, trusts, and corruption; Populist demands. Evidence: Roosevelt's Square Deal, Northern Securities case, Hepburn Act, Meat Inspection and Pure Food and Drug Acts; Taft and Wilson - Clayton Antitrust Act, Federal Trade Commission, Federal Reserve Act, Sixteenth Amendment; muckrakers. Complexity: note Wilson's 'New Freedom' versus Roosevelt's 'New Nationalism' and the limits of enforcement and the persistence of segregation.

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