

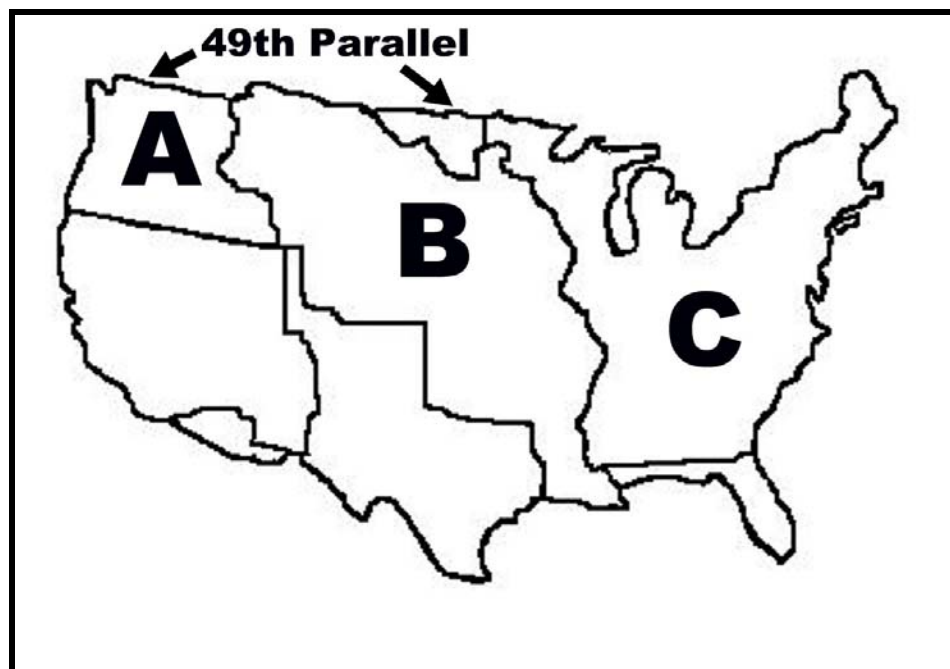
The 5th edition of D& S Marketing System's Preparation Book for the Advanced Placement U.S. History Examination contains four complete examinations including eighty questions, a document-based question (DBQ) and four free response questions (FRQ). Each exam is aligned as closely as possible to the actual AP U.S. examination including eighty multiple choice questions that contain five possible answers. Included in the multiple choice section are questions based upon map skills, interpretation of political cartoons or other visual graphics, and document based multiple choice questions. Examples follow:

Standard Multiple Choice Question: The standard multiple choice questions are drawn as closely as possible to the questions your student will experience on the national exam. Questions are balanced appropriately between cultural, social, political, diplomatic, and economic issues

Question: Both the Sugar Act and the Stamp Act contained which of the following provisions that seemed to threaten basic civil rights of colonials.

- (A) Allow for confiscation of homes and property of those found guilty of violations
- (B) Were applied only to the less prosperous northern colonies while the plantation colonies were omitted
- (C) Contained the idea of "virtual representation" that denied colonies direct representation in Parliament
- (D) Required merchants to pay taxes in gold directly to London
- (E) Tried violators in admiralty courts without colonial juries

Multiple Choice Questions Requiring Map Interpretation Skills: These questions will require your student interpret data on a map and respond to a prompt asking about that data.



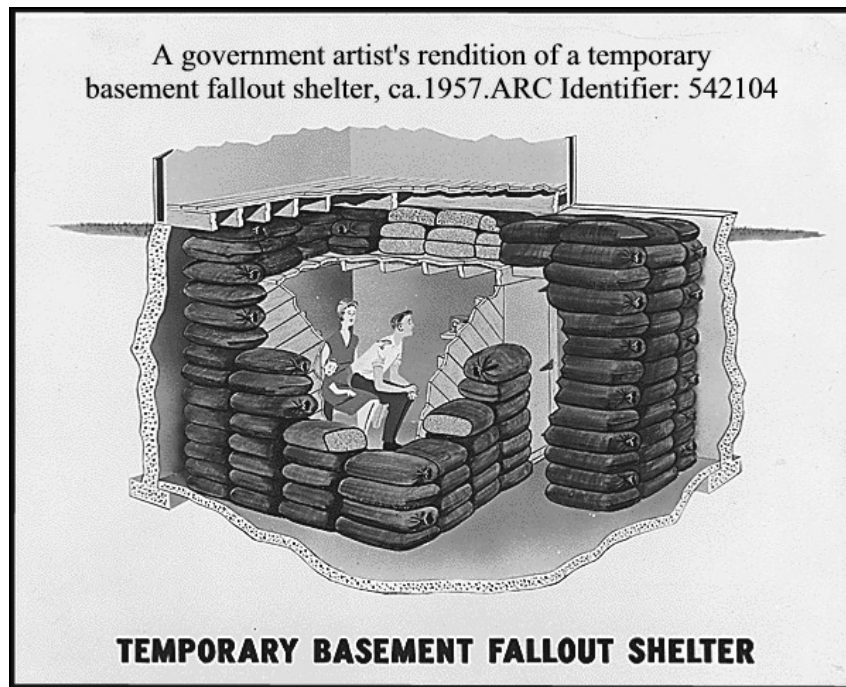
Use the map above to answer the question given below:

Question: Each of the following is an accurate comment regarding one or more the four features identified on the map above **EXCEPT**?

- (A) The Treaty of 1818 and the Oregon Boundary Treaty of 1846 set the border between the U.S. and British Canada from the Lake of the Woods to the Pacific at the 49th parallel.
- (B) The issue of the occupation of Oregon was really decided by the ability of the United States to overwhelm the region with settlers while British Canada had very few immigrants available to settle the region.
- (C) Region A and C were obtained by treaty with Great Britain while Region B came to the U.S. by purchase from France.
- (D) In the early years following the acquisition of Region B, U.S. occupancy and control were threatened by the Spanish and their semi-legitimate claims to sovereignty over the region.
- (E) Territories in Region B escaped the scourge of slavery and gained the promise of full and equal statehood by means of wise ordinances passes by the Congress of the Articles of Confederation

Multiple Choice Questions Requiring Interpretation of Visual Graphics:

These questions will require your student to examine a historical graphic: a poster, a lithograph drawing, a photography, or other visual historical document and answer a question regarding its historical context.



Question: The government pamphlet which contained the above rendering of an emergency fallout shelter would have been particularly interesting to Americans during which of the following events?

- (A) Bay of Pigs Invasion
- (B) Gulf of Tonkin Incident
- (C) Pearl Harbor Attack.
- (D) Cuban Missile Crisis
- (E) Korean War.

Multiple Choice Questions Based on Interpretation of Political Cartoons:

This question will require your student to interpret a political cartoon within its historical context and respond to a prompt regarding the issues addressed by that cartoon.



from Herblock, A Cartoonist's Life (Time Books, 1998)

Question: Which of the following events contribute powerfully to the image of the Carter administration presented in the cartoon shown above?

- (A) Military defeat of U.S. forces in Saigon during the Tet Offensive
- (B) Lack of an adequate FBI response to the Oklahoma City Federal Building bombing
- (C) Carter's personal lack of response to the destruction and damage of Hurricane Andrew in Florida
- (D) Collapse of Carter's "WIN" or Whip Inflation Now program
- (E) Failure of the Carter administration to successfully deal with the 1979 Iranian hostage crisis

Multiple Choice Questions Requiring Document Interpretation: These questions will require your student to read a short historical document and interpret its meaning and context.

DOCUMENT: "From Stettin in the Baltic to Trieste in the Adriatic, an Iron Curtain had descended across the Continent...."

Question: This statement made in Fulton, Missouri in a speech delivered by former British Prime Minister Winston Churchill was an attempt to signal the beginning of what event?

- (A) Opening of the Cold War
- (B) Institution of Truman's "containment" policy
- (C) An alliance between the United States and Great Britain the threat of fascism which culminated in the Atlantic Charter
- (D) Announcement of Roosevelt's Four Freedoms Policy
- (E) British support for NATO.

Each full AP U.S. history examination contains eighty multiple choice questions while the student preparation book has fifty questions in each of the eighteen chapters covering the span of U.S. history. Used properly, this resource can help your student prepare for success on the national examination.

Document Based Essay Questions (DBQ) and Standard Free Response Questions (FRQ)

Each of the DBQs in the four complete AP U.S. examinations contain seven to ten documents including political cartoons, visual graphics, standard documents, and charts or graphs. Particularly useful in the teacher edition are grading rubrics similar to those used by readers at the national exam to score both DBQs and FRQs essays. These rubrics should be shared with students when going over testing results. The following DBQ and sample documents and its rubric are what you will find in this wonderful resource:

Cold War Fears and Domestic Politics

Part A

QUESTION: Discuss the extent to which Cold War fears impacted domestic politics in the United States during the period 1945 to 1959.

DIRECTIONS: Cite relevant historical evidence in support of your generalizations and present your arguments clearly and logically with a well-formed thesis statement.

Use both the documents AND your knowledge of history to develop your answer. Only those answers with substantial use of both outside information and accurate interpretation of the documents will achieve high scores.

In crafting your answer, remember that you must use information from at least 75% of the documents.

Document A



© 1947, *The Washington Post* Reprinted with Permission

A federal employee is fingerprinted by J. Edgar Hoover, Director of the FBI, while Uncle Sam looks on. Hoover remarks to Uncle Sam “It’s a messy business, but it won’t hurt anyone who comes in here with clean hands.” Berryman’s signature little bear remarks from behind Uncle Sam in the cartoon: “Gosh, I hope he’ll never get ME up a tree.”

Document B

I believe your conduct in putting into the hands of the Russians the A-bomb years before our best scientists predicted Russia would perfect the bomb has already caused, in my opinion, the Communist aggression in Korea, with the resultant casualties exceeding 50,000 and who knows but that millions more of innocent people may pay the price of your treason.

Judge Irving Kaufman’s Sentencing Statement in the Trial of Julius and Ethel Rosenberg, April 5, 1951.

Free Response Essay Questions: The FRQs in each of the full AP U.S. examinations are balanced to create coverage of the entirety of U.S. history, just as is done in the national exam. Here are two examples:

Part B

Standard Essay Questions (choose One from this group of two).

1. Describe the Puritan contribution to what makes up the American character by focusing upon any TWO of the following areas:

- religion
- education
- morality
- work ethic

2. Using the respective arguments of the Jeffersonians and the Federalists, take a position arguing that either “strict construction” or the “elastic clause” is most protective of the rights of Americans.

Grading Rubrics: Every essay (DBQ and FRQ) comes with a grading rubric that explains the standards for each scoring category and sample thesis statements and analysis level writing for your student to compare against his or her own efforts..

Question: Using the respective arguments of the Jeffersonians and the Federalists, take a position arguing that either “strict construction” or the “elastic clause” is most protective of the rights of Americans.

NOTE TO TEACHERS: At the national exam the grading scale for essays runs from 0-9. It is generally accepted that no essay ranking below 7 is likely to qualify a candidate for a final grade that will receive college credit. The academic grades shown in parentheses below are subjective and as a teacher you may shift them as you please.

8-9 (90-100) Essays:

Represents a superior essay with very few mistakes or errors. Candidate addresses almost all of the issues of the question with depth and clarity. Writer constructs the positions respectively of Jeffersonian and Federalist and the relate those positions to the “strict construction” concept and the ideas behind the “elastic clause.” Writer takes a clear stand on which set of ideas proved most protective of the rights of Americans. Essays in this category are almost assured to receive a grade qualifying for college credit.

- Contains a comprehensive, well-developed thesis statement proposed one, the other, or both the “strict construction” concept and the “elastic clause” was protective of the rights of Americans.
- Essay utilizes substantial amounts of relevant outside information to support the writer’s thesis position; The respective positions of Jeffersonian and Federalist are described in detail and the concepts of “strict construction” concept and the “elastic clause” are related directly to the writer thesis position.
- Presents a effective analysis that draws direct connections between the Jeffersonians, the Federalists, and their respective position and then takes a stand on which group was most protective of the rights of Americans.
- Might contain minor errors that do not distract from the quality of the essay.

5-7 (70-89) Essays:

Represents an adequate to a good quality essay that might contain small errors. Writer understands the basic positions of Jeffersonian and Federalist, but lacks clear details. Writer attempts to prove that one or the other concept proved more protective of Americans, but essential details might be missing and connection may not be clear. Better essays at the higher end of this category will recognize, but perhaps not clearly deal with the complexity of this question. Essays at the higher end of this category are likely to receive a passing score, but not necessarily qualify for college credit.

- Contains a clear thesis statement that asserts that either the Jeffersonian's concept of "strict construction" or the Federalist theory of the "elastic clause" best protected the rights of Americans.
- Essay offers some relevant outside information that identifies the positions of the Jeffersonians and the Federalists and attempts to connect the concepts of "strict construction" and the 'elastic clause' to proof that one or the other was better protective of the rights of Americans. Essential details might be missing and descriptions of each group might be only partially complete.
- Contains a set of arguments that support the position taken by the writer in his thesis statement. Might not establish clear proof that the concepts of one group or the other was more supportive of the rights of Americans.
- Might contain errors that do not diminish the validity of the writer's position.

2-4 (50-69) Essay:

Essays in this category attempt to address the question in a serious manner, but the writer possesses little information to share or is unable to use facts to present a viable argument that addresses the question.

- Writer fails to provide a thesis, restates the question, or offers a thesis that is irrelevant to the issues of the question.
- Offers little relevant outside information; exhibits little understanding of the issues of the question.
- If arguments are present, they may not address the main issues of the question
- Might contain major errors.

0-1 (0-49) Essay:

Writers of these essays were ill-prepared or produced an inappropriate, off topic writing sample.

- Fails to address the issues of the question or provides an inappropriate response.
- Offers little or no outside information.
- Contains little or no analysis.
- Has serious errors or omissions that invalidates the essay.

Sample Thesis Statements: Each essay has four sample thesis statements, one at each grading level, to assist your students in learning the requisite skills for writing viable thesis statements:

Sample Thesis Statement #1 - (8-9 ranking): During the American Civil War the survival of the Constitution required the powerful hand of Abraham Lincoln who freely violated the rights of habeas corpus and free speech to keep border states like Maryland and Missouri in the Union. During the First World War congressional actions like the Sedition Act endangered freedom of the press and speech and led to the imprisonment of government critics like Eugene V. Debs. During the Civil Rights movement of the 1950s-60s the powerful hand of the federal government blocked states rights advocates from continuing the unconstitutional violation of the rights of African Americans under the guise of state

sponsored Jim Crow laws. Proof to an assertion that either the limited government advocated by Thomas Jefferson in his “strict construction” concept or the powerful central government envisioned by Alexander Hamilton in his interpretation of the “elastic clause” is more protective of the rights of the American people is to be had in the specific situation being faced by the American nation and how the powers of government are exercised.

This is a very complex thesis statement. The writer begins by posing three different situations where the powers of the government both threatened and protected the rights of Americans. The writer then takes the rather sophisticated position that whether Jefferson’s weak government or Hamilton’s power federal establishment was more protective of the rights of Americans is dependent upon the specific situation being faced and how those powers are used. If the writer fulfills the promise of his thesis, his essay will earn him college credit.

Sample Analysis Level Writing: Each essay also contains samples of good analysis level writing and examples of poor writing to assist your students:

Sample Analysis:

Those who fear the powers of government, like Jefferson, see them as the enemy of an individual’s freedoms while those who believe that a powerful federal government is a benign force, like Hamilton, believe the federal government is their protector. Both points of view can be true. In 1918 Eugene V. Debs, socialist and president of the American Railway Union, spoke against American involvement the World War I. Under the terms of the Espionage Act of 1917, which Wilson’s government passed in order to silence any criticism of its decision to go to war, Debs was sentenced to ten years in prison and disenfranchised for life, losing the rights of citizenship. Jefferson would have been highly critical of stripping a citizen of the right to vote just because he exercised his rights of free speech and would have argued that a strict construction interpretation of the U.S. Constitution would render such power unavailable to the hands of government. In 1961 the Jim Crow laws of the Deep South were challenged in a test of the *Brown* case and later decisions of the U.S. Supreme Court outlawing segregation in public facilities. Groups of racially mixed young students boarded buses in the North and traveled South to challenge Jim Crow facilities. In Alabama they were met with firebombing of their buses and mob violence encouraged and condoned by local law enforcement and state authorities. Defying states’ rights advocates, President John Kennedy was forced by public opinion to side with the civil rights workers in the South and commit the forces of federal marshals and even federal troops to various civil rights causes in support of federal court order such as that which granted James Meredith admissions as the first African American student at the University of Mississippi in 1961. Hamiltonians could viably argue that in this case the expanded powers of the federal government under the elastic clause had protected the rights of individual Americans from the tyranny of states’ rights support for Jim Crow segregation. In both cases, that of Debs and that of the civil rights advocates, whether the rights of Americans were best protected by Jefferson’s perspective on the powers of government or Hamilton’s is a function of the circumstances of each individual situation..

Analysis Notes:

This writer has offered a strong case for his thesis position that the rights of Americans might be best protected by either Jefferson’s strict construction of the Constitution or Hamilton’s elastic clause depending upon the individual circumstances and how the powers of government were used. The writer has incorporated a great deal of good outside information in support of his positions and used those facts to prove his point, thus achieving analysis level writing.

Overall the 5th edition of the D&S Marketing System's Preparation Book for the Advanced Placement U.S. History Examination contains a wealth of resources to assist your students with both their abilities to master multiple choice questions at the AP level and to achieve AP style writing skills. These two books could be the best investment your school makes toward promoting the success of your students on the national AP U.S. history exam.