

Multiple-Choice Question Types

Just as the exam format has undergone slight modifications, so too the types of multiple-choice questions asked may vary from year to year. In recent years, the “multiple” multiple-choice questions and questions based on a variety of graphic presentations — maps, tables, charts, graphs, political cartoons, photographs, and artwork — have not been as common as in the past. We have included them because the pendulum does swing back and forth, and, if they don’t appear in the multiple-choice section, they will show up as documents in the DBQ.

“What” Questions

The multiple-choice questions are framed as a question or sentence stem where one of five possible answers correctly completes the statement. Many are straightforward and require you to remember facts about events, personalities, and significant developments in United States history. Students usually score quite well on this type of question.

Example 1

1. The Great Awakening was associated with
 - A. Thomas Jefferson
 - B. Henry David Thoreau
 - C. Jonathan Edwards
 - D. Lyndon Johnson
 - E. William Bradford

The correct answer is **C**. This question asks you to identify an important cultural movement with its main representative. If you know that the Great Awakening was an early eighteenth-century religious revival, all the choices except Jonathan Edwards can be eliminated. None of the other individuals were known as religious thinkers and came before (William Bradford) or after (Thoreau) the eighteenth century. Lyndon Johnson is included to make sure you don’t confuse the Great Society, his domestic economic program of the 1960s, with the Great Awakening. There’s another way to ask the same question:

Part II: Analysis of Exam Areas

1. Jonathan Edwards was a key figure in the

- A. abolitionist movement
- B. Sons of Liberty
- C. Great Awakening
- D. Progressive party
- E. Populist party

Example 2

Factual multiple-choice questions often ask what something is about. Let's use the Great Awakening again as an example.

2. Which of the following best describes the Great Awakening?

- A. An attempt by nineteenth-century writers to create an American literature
- B. The movement among black Americans to discover their African heritage
- C. The increased emphasis on science and education after the Soviet Union launched the first satellite in 1957
- D. An eighteenth-century revival that was characterized by “fire and brimstone” sermons
- E. Lyndon Johnson's domestic program that included the “War on Poverty”

The correct answer is **D**. This question is easy if you know what the Great Awakening was. If not, you might still get the correct answer if you can place it in time — the eighteenth century.

Example 3

Here's another example of a “what” question presented as a sentence stem:

3. The Know-Nothing party

- A. wanted to limit the rights of freed slaves in the South
- B. advocated prohibiting the teaching of evolution in the public schools
- C. backed the early efforts of unskilled workers to form unions
- D. supported the claims of farmers against the railroads
- E. demanded an end to immigration into the United States

The correct answer is **E**. Established in 1854, the Know-Nothing party had strong local support in New York and New England based on an anti-immigration and anti-Catholic platform.

Example 4

“What” questions sometimes look for the definition of a term. The question may state the definition, and you select the correct term from the five choices, or it may supply the term, and you identify the appropriate definition. You’re expected to know the historical context in which the term was used.

- 4.** A company that buys up other businesses in the same industry is an example of
- A.** horizontal integration
 - B.** vertical integration
 - C.** a corporation
 - D.** a joint-stock company
 - E.** a conglomerate

The correct answer is **A**. Examples of horizontal integration are the railroads and oil industry in the late nineteenth century. Vertical integration refers to controlling production from the raw-material stage through distribution to the consumer — for example, the steel industry under Andrew Carnegie, who owned coal mines, railroads, and steam ships as well as steel mills. Although a corporation or a conglomerate might provide valid examples, the question is asking for a more specific form of business organization.

Example 5

Here’s an example where the term is given:

- 5.** Which of the following most accurately describes carpetbaggers?
- A.** They were former slaves who migrated to the North after the Civil War.
 - B.** They were black officeholders in the South during Reconstruction.
 - C.** They were Northerners who sought economic opportunity in the South after the Civil War.
 - D.** They were displaced farmers who moved to California during the Depression.
 - E.** They were recent immigrants who settled in the West in the late nineteenth century.

The correct answer is **C**. You should be able to associate carpetbaggers with the post-Civil War period. This eliminates answers **D** and **E**. You should also know from your reading and class lectures that carpetbaggers were Northerners.

Part II: Analysis of Exam Areas

There are literally hundreds of terms that may come up in a multiple-choice question. Your AP teacher will probably hand out a list for each unit you study, and important terms are defined beginning on page 97 of this book. As you read your text, take notes on any terms or concepts that are explained in detail. Some may be highlighted by italics or bold print.

In addition to the examples given so far, the AP exam uses multiple-choice questions that contain special markers or have a unique format. Here they are called the “reverse” multiple-choice question, the “when” question, and the “multiple” multiple-choice question.

The “Reverse” Multiple-Choice Question

The “reverse” multiple-choice question is easily identified by the words “EXCEPT” or “NOT” in all capital letters in the question or sentence stem. It basically asks you which of the five possible choices *does not belong*. Once you identify a “reverse” question, the best way to handle it is to ignore the “EXCEPT” or “NOT” marker. Then put an “X” through or cross out all of the answers that do belong. The one you’re left with is correct. “Reverse” questions are very common and make up about ten percent of the multiple-choice section.

Example 1

1. Which of the following amendments to the Constitution was NOT part of the Bill of Rights?
 - A. Freedom of speech, press, and religion
 - B. Direct election of senators
 - C. Protection against illegal search
 - D. The right to bear arms
 - E. Trial by jury

The correct answer is **B**. The direct election of senators was provided for in the Seventeenth Amendment (1913). Prior to the amendment, senators were chosen by state legislatures (indirect election). All of the other choices were among the first ten amendments to the Constitution, effective in December 1791 and commonly known as the Bill of Rights.

Example 2

2. Which of the following statements about the American Federation of Labor (AFL) is NOT accurate?
- A. The AFL was composed of skilled workers organized by craft.
 - B. The AFL used strikes to achieve its goals.
 - C. The AFL opposed restrictions on immigration into the United States.
 - D. The AFL was the largest union in the country at the end of the nineteenth century.
 - E. The AFL supported the closed shop.

The correct answer is **C**. Although Samuel Gompers, the leader of the AFL, was an immigrant himself, he and his union supported restrictions on immigration in the late nineteenth century allegedly to protect the jobs of American workers. All of the other choices accurately reflect the AFL's program. This question also requires you to know the definition of the term "closed shop" — companies could hire only workers who belonged to the union.

Example 3

3. Progressives supported greater participation in the political process through all of the following EXCEPT
- A. primary elections
 - B. recall
 - C. initiative and referendum
 - D. direct election of senators
 - E. city manager government

The correct answer is **E**. The city manager government, where a professional administrator runs local government in accordance with the policies of elected officials, reflects the Progressives' emphasis on efficiency. But since the city manager is appointed, this is not an example of greater public participation in the political process.

Part II: Analysis of Exam Areas

Example 4

4. Which of the following writers is NOT considered part of the “Lost Generation”?

- A.** Langston Hughes
- B.** F. Scott Fitzgerald
- C.** Ernest Hemingway
- D.** e. e. cummings
- E.** Gertrude Stein

The correct answer is **A**. This question is similar to the first example given on the Great Awakening — identify an individual with a movement or event. Four of the writers listed — Fitzgerald, Hemingway, cummings, and Stein — are associated with the “Lost Generation” of the 1920s; indeed, Gertrude Stein coined the phrase. Langston Hughes, an African-American writer, was a major figure in the Harlem Renaissance.

Example 5

5. All of the following are important to understanding U.S. foreign policy from 1945 to 1970 EXCEPT

- A.** brinksmanship
- B.** NATO
- C.** containment policy
- D.** Marshall Plan
- E.** McCarthyism

The correct answer is **E**. Although Senator Joseph McCarthy’s campaign against alleged Communists in the government certainly reflected concerns raised by the Cold War, it had little to do with U.S. foreign policy given your other choices.

Example 6

A variant of the “reverse” multiple-choice question uses the word “LEAST,” again in all capital letters. It isn’t as common as the other markers. “LEAST” questions often relate to the causes/consequences of an event or the character of a period in U.S. history. Let’s use U.S. post-World War II foreign policy again for an example.

6. During the period from 1945 to 1970, U.S. foreign policy planners were LEAST concerned with
- A. containing Soviet expansion
 - B. trade imbalances between the United States and Japan
 - C. Cuba's support for guerilla movements in Latin America
 - D. wars of national liberation in Southeast Asia
 - E. military conflicts in the Middle East

The correct answer is **B**. International trade didn't become an important foreign policy concern until the 1980s. All of the other choices were major foreign policy issues during the Cold War.

The "When" Question

A common type of multiple-choice question asks "when" something took place. Although history is much more than dates, students must be able to put key events in their proper chronological context. You are expected to know, for example, that the ratification of the Constitution came after the Declaration of Independence. "First," "last," "occurred," and "most recently" are obvious markers for "when" questions. These words are *not* capitalized in the question.

Example 1

1. The first permanent English colony in North America was
- A. Maryland
 - B. Roanoke
 - C. Jamestown
 - D. Plymouth
 - E. St. Augustine

The correct answer is **C**. Jamestown was founded in 1607. While Sir Walter Raleigh tried to establish a colony at Roanoke in the 1580s, the attempt failed. St. Augustine was founded by Spain (not England) in 1565. Plymouth was established in 1620 and Maryland in 1634. This question has two important clues — "permanent" and "English." If you read it too quickly and missed either clue, you probably marked the wrong answer.

Part II: Analysis of Exam Areas

Example 2

2. Which of the following important events in westward expansion took place last?

- A. Annexation of Texas
- B. California gold rush
- C. Homestead Act
- D. Mexican War
- E. Oregon boundary settlement

The correct answer is **C**. The Homestead Act of 1862 offered 160 acres of public lands in the West to any citizen for a low fee. All of the other events occurred earlier: annexation of Texas (1845), Mexican War (1846), Oregon boundary settlement (1846), and California gold rush (1849). Since you can mark up the question booklet, you could put dates you know next to the event to help you eliminate the incorrect choices.

Example 3

3. Which of the following occurred during the Truman administration?

- A. Yalta Conference
- B. *Brown v. Board of Education of Topeka*
- C. Bay of Pigs invasion
- D. Taft-Hartley Act
- E. Suez crisis

The correct answer is **D**. The Taft-Hartley Act, which significantly affected labor unions, became law in 1947 over President Truman's veto. All of the other events occurred either before (Yalta Conference) or after Truman's term as President. If you're unsure of the dates, you could arrive at the right answer by identifying the events with the correct President:

Yalta Conference — Franklin Roosevelt

Brown v. Board of Education — Dwight Eisenhower

Bay of Pigs invasion — John Kennedy

Taft-Hartley Act — Harry Truman

Suez crisis — Dwight Eisenhower

Example 4

A variation of the “when” question presents several lists of events, and asks which is in the correct chronological order.

- 4.** Which of the following is in the correct chronological order?
- A.** Japan invades Manchuria, Stimson Doctrine, Neutrality Acts, Lend-Lease Act, Atlantic Charter
 - B.** Stimson Doctrine, Japan invades Manchuria, Lend-Lease Act, Neutrality Acts, Atlantic Charter
 - C.** Atlantic Charter, Stimson Doctrine, Lend-Lease Act, Neutrality Act, Japan invades Manchuria
 - D.** Stimson Doctrine, Atlantic Charter, Lend-Lease Act, Neutrality Acts, Japan invades Manchuria
 - E.** Japan invades Manchuria, Neutrality Acts, Atlantic Charter, Lend-Lease Act, Neutrality Acts.

The correct answer is **A**: Japan invades Manchuria (1931), Stimson Doctrine (1932), Neutrality Acts (1935–1939), Lend-Lease Act (1941), Atlantic Charter (1941). The Stimson Doctrine, which stated that the United States would not recognize territory acquired by force, was a direct response to Japan’s invasion of Manchuria.

Example 5

“When” questions may not include one of the special markers. It’s obvious from the examples presented so far that understanding when an event occurred is often an important clue to the correct answer. Dates or references to particular periods in U.S. history in the question are significant. It’s a good idea to put dates that you know next to the possible answers to better define your choices.

- 5.** In 1961, the most significant event affecting relations between the United States and Cuba was
- A.** the discovery of Soviet missiles on the island
 - B.** Castro’s decision to support Marxist movements in Central America
 - C.** the Bay of Pigs invasion
 - D.** the closing of the U.S. naval base at Guantánamo Bay
 - E.** the CIA plan to assassinate Castro

The correct answer is **C**. You might easily have answered **A** if you didn’t remember that the Cuban missile crisis, which brought the United States and the Soviet Union to the brink of war, occurred in 1962.

Part II: Analysis of Exam Areas

The “Multiple” Multiple-Choice Question

In contrast to the question types reviewed so far, the “multiple” multiple-choice has not been common on recent exams. It has a format different from that of any other question. In addition to the five choices lettered **A** through **E**, there are four answers numbered I through IV; the right choice is usually a combination of those answers. There are often several correct answers presented in a “multiple” multiple-choice question. The best way to approach this type of question is to circle the correct answers and look for that combination in the lettered choices.

Example 1

1. Armed conflicts between white settlers and Native Americans were common during the seventeenth century. Which of the following involved Native Americans?

- I. Pequot War
 - II. Whiskey Rebellion
 - III. Bacon’s Rebellion
 - IV. King Philip’s War
- A. I only
 - B. I and IV only
 - C. II and III only
 - D. I, II, and III only
 - E. I, III, and IV only

The correct answer is **E**. The Pequot War (1637) in Connecticut led to the tribe’s virtual extermination; King Philip’s War (1675–1676) involved Native American tribes in New England; Bacon’s Rebellion (1675–1677) began as a conflict between settlers and Native Americans in Virginia. Even if you don’t know that the Whiskey Rebellion (1794) was a farmers’ revolt over taxes, you might remember that it took place after American independence and not in the seventeenth century.

Example 2

2. Most immigrants arriving in the United States between 1890 and 1925 came from

- I. Russia
 - II. Great Britain
 - III. China
 - IV. Italy
-
- A.** I only
 - B.** I and III only
 - C.** I and IV only
 - D.** II and III only
 - E.** I, II, and III only

The correct answer is **C**. This question asks about the New Immigration. From the 1890s to 1925, the overwhelming majority of immigrants came from southern and eastern Europe, for example, Russia and Italy. Chinese immigration to the United States was effectively ended by the Chinese Exclusion Act of 1882.

Example 3

3. As a direct result of the Spanish-American War, the United States gained control over

- I. the Philippines
 - II. Cuba
 - III. Puerto Rico
 - IV. Hawaii
-
- A.** I and II only
 - B.** I and III only
 - C.** I and IV only
 - D.** I, II, and III only
 - E.** I, III, and IV only

The correct answer is **B**. Cuba gained its independence as a result of the war; although Hawaii came under U.S. control in 1898, its annexation was unrelated to the war with Spain.

Part II: Analysis of Exam Areas**Example 4**

4. President Hoover responded to the Depression by

- I. making loans available to financial institutions, railroads, and insurance companies
 - II. supporting private relief efforts by established charities
 - III. creating numerous new federal programs to provide jobs for the unemployed
 - IV. taking the United States off the gold standard
-
- A. I and II only
 - B. I and III only
 - C. I and IV only
 - D. II and IV only
 - E. I, II, and IV only

The correct answer is **A**. Hoover's basic response to the Depression was to rely on private relief efforts. Late in his term, as the Depression continued to worsen, he did establish the Reconstruction Finance Corporation to put federal money into the economy.

Example 5

5. In the period after World War II, which of the following were intended to contain the expansion of the Soviet Union?

- I. NATO
 - II. Camp David Accords
 - III. United Nations
 - IV. Truman Doctrine
-
- A. I only
 - B. I and III only
 - C. I and IV only
 - D. III and IV only
 - E. I, III, and IV only

The correct answer is **C**. NATO, the North Atlantic Treaty Organization, is the military alliance that confronted the Soviet Union and Eastern European nations of the Warsaw Pact. The Truman Doctrine committed the United States to protect Greece and Turkey and to use American military and economic resources to check the expansion of the Soviet Union. The Camp David Accords refer to the peace settlement negotiated by President Jimmy Carter between Egypt and Israel in 1979. The United Nations was not an instrument of American foreign policy.

Even with the different formats, the examples of multiple-choice questions given so far are rather straightforward. The AP exam may also use quotations, visuals (such as maps, photographs, cartoons, and artwork), and statistical data to test your ability to analyze documents, a crucial skill for the historian. Analytical questions, or “stimulus” questions as they are sometimes called, also require you to recall factual information in a different context. For example, you might be asked to locate, on a map of the thirteen colonies, where the Declaration of Independence was signed. Knowing how to handle analytical questions is important because you’ll come across the same types of documents on the DBQ. If you can correctly interpret the meaning of a passage or glean information from a photograph here, you’ll have little difficulty integrating documents into your essay on the DBQ.

The Quotation Question

The quotation question is based on a short passage from a written document — for example, a letter, diary, article, book, party platform, speech, or court decision.

Example 1

In many instances, the source of the quotation is not given, and you’re expected to identify the author or the source from the context.

1. “. . . the United States is woefully unready, not only in fact but in purpose, to assert in the Caribbean and Central America a weight of influence proportional to the extent of its interest. We have not the navy, and what is worse, we are not willing to have the navy, that will weigh seriously in any disputes with those nations whose interests will conflict there with our own. We have not, and we are not anxious to provide, the defense of the seaboard which will leave the navy free for its work at sea.”

This passage was most likely written by

- A. Alfred Thayer Mahan
- B. Theodore Roosevelt
- C. Andrew Carnegie
- D. Senator Henry Cabot Lodge
- E. President William McKinley

The correct answer is **A**. The focus of the quotation is on the need for the United States to develop a strong navy. You should know from your readings that Alfred Thayer Mahan, particularly in his *The Influence of Seapower upon History*, strongly advocated this position.

Part II: Analysis of Exam Areas

Example 2

2. “He has monopolized nearly all profitable employments, and from those she is permitted to follow, she receives but scanty remuneration. He closes against her all the avenues of wealth and distinction which he considers most honorable to himself. As a teacher of theology, medicine, or law she is not known. He has denied her the facilities for obtaining a thorough education, all colleges being closed to her. He allows her in Church, as well as State, but [in] a subordinate position, claiming Apostolic authority for her exclusion from the ministry, and, with some exceptions from any public participation in the affairs of the Church.”

This passage is most likely taken from

- A. a statement by the National Organization for Women
- B. Women’s Christian Temperance Union “Declaration of Principles”
- C. Seneca Falls “Declaration of Sentiments and Resolutions”
- D. the Supreme Court decision in *Roe v. Wade*
- E. the “Debates of the Constitutional Convention”

The correct answer is **C**. The passage clearly deals with women’s rights. Although the sentiments expressed might be echoed by the National Organization for Women, several points made in the passage don’t apply to contemporary American society — women do attend college and are on the faculties of law and medical schools as well as religious seminaries. The document is from early in the women’s movement, and you should know that the Seneca Falls “Declaration” (1848) was the first formal statement of women’s rights.

Example 3

A quotation question might also ask you to identify the point of view of the author. Again, the source of the passage is usually not identified, and you have to use the content to determine the correct answer.

Multiple-Choice Question Types

3. “Your sentiments, that our affairs are drawing rapidly to a crisis, accord with my own. What the event will be, is also beyond the reach of my foresight. We have errors to correct. We have probably had too good an opinion of human nature in forming our confederation. Experience has taught us, that men will not adopt and carry into execution measures best calculated for their own good, without the intervention of a coercive power. I do not conceive that we can exist long as a nation without having lodged somewhere a power, which will pervade the whole Union in as energetic a manner as the authority of the State governments extends over the several States.”

Which of the following best describes the author of this passage?

- A. Federalist
- B. Jackson Democrat
- C. Abolitionist
- D. Anti-Federalist
- E. States Rightist

The correct answer is **A**. The quotation is a letter from George Washington to John Jay, dated August 1, 1786. Here Washington states his concern with the weakness of the country under the Articles of Confederation and his belief that a stronger central government was necessary. This position would soon come to be identified with the Federalists in the debate over the ratification of the Constitution.

Example 4

Quotation questions may also test your reading comprehension and ability to draw inferences from historical sources.

Part II: Analysis of Exam Areas

4. The following is from Jacob Riis's *How the Other Half Lives*, an exposé of immigrant life in New York in the 1880s:

"Six months of the year the cloakmaker is idle, or nearly so. Now is his harvest. Seventy-five cents a cloak, all complete, is the price in his shop. The cloak is of cheap plush, and might sell for eight or nine dollars over the store counter. Seven dollars is the weekly wage of this man with wife and two children, and nine dollars and a half rent to pay per month. A boarder pays about a third of it. There was a time when he made ten dollars a week and thought himself rich."

According to the passage, an immigrant family was able to make ends meet by

- A. having the children go to work
- B. doing piecework at home
- C. taking in boarders to share the rent
- D. selling cloaks directly to department stores
- E. striking for higher wages

The correct answer is **C**. The approximately \$3.00 a month the boarder paid in rent was the difference between the family making it or not. Boarders were often single men who were given a place to sleep and perhaps a small breakfast in return for helping with the rent and other expenses.

Tables, Charts, and Graphs

Tables, charts, and graphs are useful in determining patterns of change over time, particularly with respect to aspects of economic and social history. Your textbook almost certainly contains information on population, industrial and/or farm production, slavery, the makeup of the labor force, and immigration presented in this manner. Here are some hints on handling questions based on statistical data:

- Read the title and both the horizontal and vertical axis on a chart or graph carefully so that you understand what information is given.
- Pay particular attention to the date range. A significant event, for example, war or depression, may explain the changes shown.
- The numbers may be presented in absolute terms or in percentages. Absolute numbers are often rounded off or abbreviated. If the title of a table, for example, includes the phrase (in thousands), the number 48,000 is really 48 million.

Example 1

The simplest way to present statistical data is in a table. The most direct question requires an interpretation of the information and does not necessarily require any specific knowledge of American history.

IMMIGRATION TO THE UNITED STATES 1820–1860 BY COUNTRY OF ORIGIN					
	<i>Great Britain</i>	<i>Ireland</i>	<i>Germany</i>	<i>Italy</i>	<i>Asia</i>
1820	2,400	3,600	970	30	—
1830	1,150	2,720	1,900	9	—
1840	2,600	39,430	29,700	37	1
1850	51,000	164,000	72,000	431	7
1860	30,000	48,700	54,500	1,019	5,476

Source: U.S. Bureau of the Census, *Historical Statistics of the United States from Colonial Times to 1970*.

- According to the table shown above, the greatest numerical increase in immigration was from
 - Asia between 1850 and 1860
 - Ireland between 1830 and 1840
 - Ireland between 1840 and 1850
 - Germany between 1830 and 1840
 - Germany between 1840 and 1850

The correct answer is **C**. Immigration from Ireland between 1840 and 1850 increased from just over 39,000 to 164,000, a far larger increase than that of any other country listed. The same table could be used to test your factual knowledge about immigration before the Civil War. Here's an example:

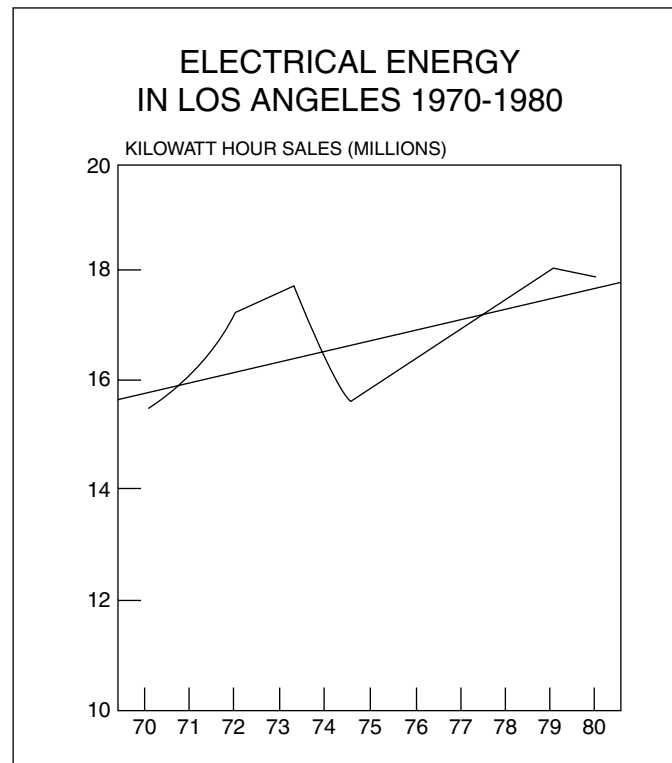
- The significant increase in emigration from Ireland between 1840 and 1850 was mainly due to
 - opportunities for unskilled workers in U.S. factories
 - the passage of the Homestead Act
 - the effects of the Irish potato famine
 - the British policy of settling English farmers on Irish lands
 - religious oppression against the Catholic Church in Ireland

The correct answer is **C**. The failure of the Irish potato crop in 1845 led to widespread famine and emigration from the country.

Part II: Analysis of Exam Areas

Example 2

The line graph is useful to show trends over time. The horizontal axis is usually the time line, and the vertical axis is the subject of the graph. In the sample given below, the subject is energy sales expressed in millions of kilowatt-hours.



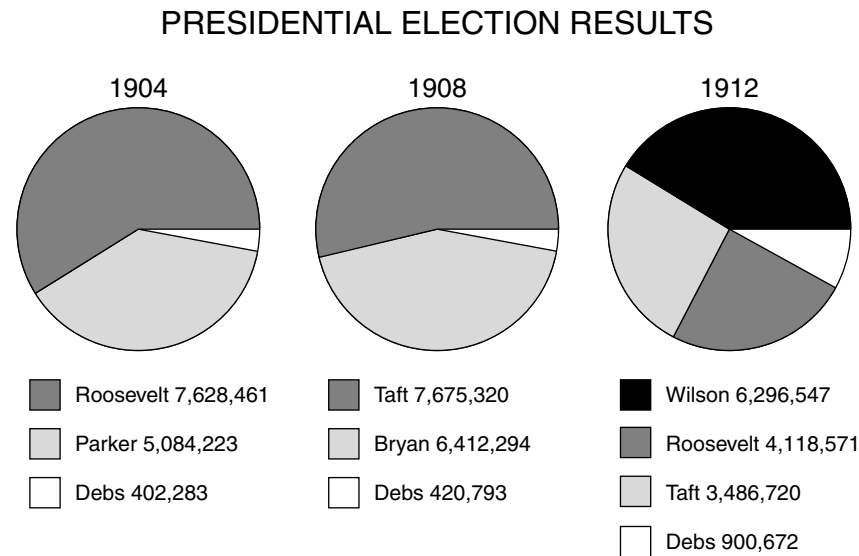
Source: Los Angeles Department of Water and Power.

- 2.** While the trend of increasing energy sales in Los Angeles continued during the 1970s, the accompanying graph shows a sharp decline in actual consumption during the period. The decline was most likely due to
- A.** a sharp rate increase to residential customers
 - B.** conservation measures introduced in response to the Arab oil embargo
 - C.** a decline in population
 - D.** the effects of a serious recession
 - E.** the closing of plants using fuel because of air-pollution restrictions

The correct answer is **B**. This question requires that you read the graph correctly and relate the statistical information to a particular event. The sharp decline began in late 1973 and continued into 1974, a period that coincides with the Arab oil embargo. By curtailing fuel oil supplies, the embargo forced many electric utilities and local governments to institute strict energy-conservation ordinances.

Example 3

The important thing to remember about the pie chart is that the circle represents one hundred percent and the portions, or slices, of the pie represent a smaller percentage. The AP exam usually bases a question on several pie charts so that you can see changes or make comparisons. The sample given below shows the results in the presidential elections in 1904, 1908, and 1912 by the percentages each candidate received.



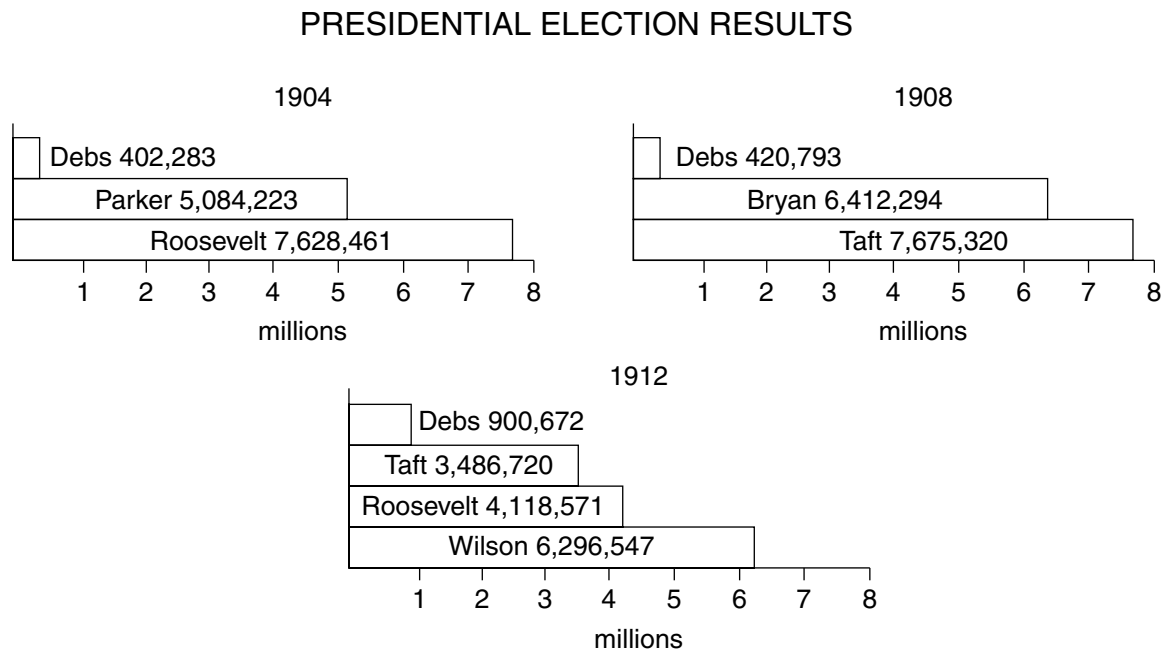
Source: U.S. Bureau of the Census, *Historical Statistics of the United States from Colonial Times to 1970*.

- 3.** From the election results shown above, Wilson won the presidency in 1912 mainly because
- A.** voters supported his New Freedom program
 - B.** the Republican vote was split between Teddy Roosevelt and Taft
 - C.** Wilson won the southern states
 - D.** Eugene Debs took votes away from Taft
 - E.** support for the Prohibitionist candidate increased

The correct answer is **B**. Looking just at the popular vote, it seems likely that the Republicans would have won the election if the party had been unified behind a single candidate. Any votes that the Socialist Debs received wouldn't have gone to the conservative Taft, and the South had been a traditional Democratic stronghold since Reconstruction.

Part II: Analysis of Exam Areas

Statistical data can often be presented in different formats. Here's an example of a bar graph that uses the popular vote in the elections of 1904, 1908, and 1912 that could be used to ask the same question posed above. Note that while bar graphs are usually on the vertical, the data are shown in this example on the horizontal.



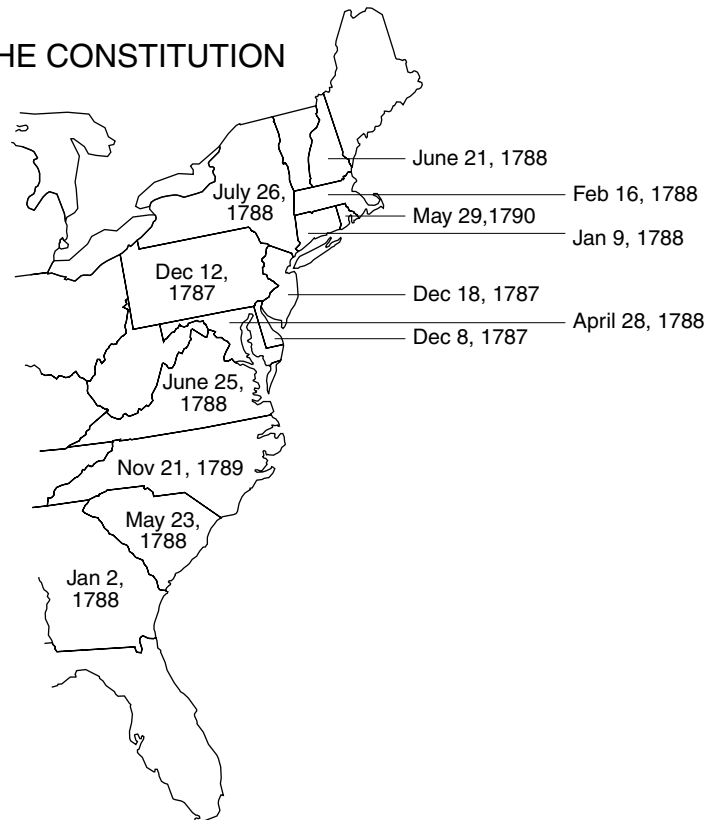
Maps

There are two types of maps used on the AP Exam: (1) maps that are historically significant themselves, for example, maps drawn by Lewis and Clark during their expedition, and (2) maps created to visually present historical information. The latter are far more common and are the type found in your textbook or a historical atlas. They are useful in describing the results of elections, the territorial growth of the United States, and military campaigns. Maps can also be used to present social and economic data — population density, agricultural and industrial development, migration patterns.

Like charts and graphs, map questions test your ability to “read” a visual document. It’s important to note the title as well as the legend or key before trying to answer the question. You should be aware that this information is not provided on all maps.

Example 1

RATIFICATION OF THE CONSTITUTION



1. According to the map above, which was the first state to ratify the Constitution?

- A. Delaware
- B. Maryland
- C. New York
- D. Massachusetts
- E. New Jersey

The correct answer is **A**. This is an example of a straightforward map question. You can easily see which state ratified the Constitution first by the date; all you need to do is be able to name the state from the map.

Part II: Analysis of Exam Areas**Example 2**

- 2.** Based on the above map, the Constitution was formally adopted after which state ratified it?
- A.** Rhode Island
 - B.** Maryland
 - C.** Delaware
 - D.** New Hampshire
 - E.** Massachusetts

The correct answer is **D**. Here you need to know that the Constitution provided for ratification by nine of the thirteen states. The ninth state to approve the Constitution was New Hampshire.

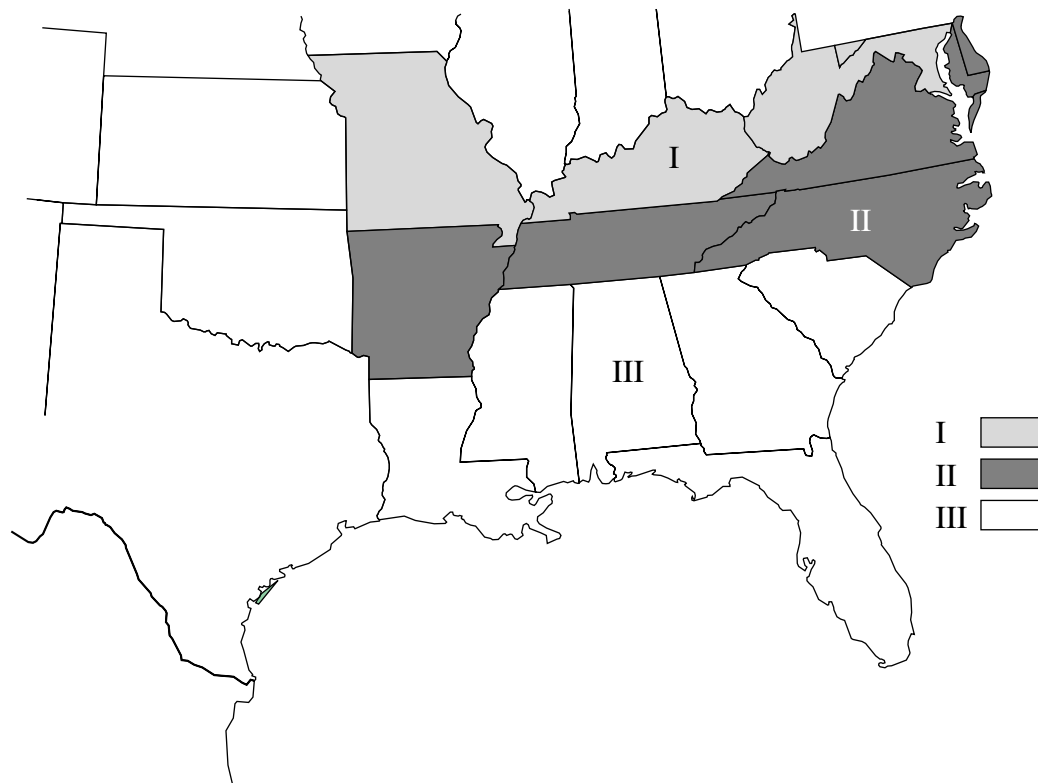
Example 3

- 3.** The shaded area on the above map refers to
- A.** states admitted to the Union after the Missouri Compromise
 - B.** the area surveyed under the Land Ordinance of 1785
 - C.** states where the Ku Klux Klan was strong in the 1920s
 - D.** states that were formed out of the Louisiana Purchase
 - E.** states that had major industrial development in the period 1800–1820

The correct answer is **B**. The shaded area is the old Northwest Territory, which was surveyed under the Land Ordinance of 1785. Illinois, Indiana, and Ohio were admitted before the Missouri Compromise, and significant industrial development was not evident in the region until after 1820.

Example 4

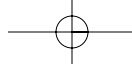
THE PATTERN OF SECESSION, 1860-1861



4. Which of the following statements about the states in Region II on the map is true?

- A. They were slaveholding states that remained loyal to the Union.
- B. They include Virginia, which was the first state to secede from the Union.
- C. They seceded from the Union after Fort Sumter was fired on.
- D. They seceded from the Union before Fort Sumter was fired on.
- E. They were the states with the highest number of slaves.

The correct answer is **C**. Virginia, North Carolina, Tennessee, and Arkansas seceded after the attack on Fort Sumter. South Carolina was the first state to leave the Union on December 20, 1860. Given the title of the map, it is extremely unlikely that the correct answer would deal with the slave population.

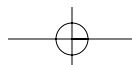


Part II: Analysis of Exam Areas

Political Cartoons, Photographs, and Artwork

The maxim that a picture is worth a thousand words is certainly true on the AP exam. Political cartoons, photographs, and artwork may be used to test your analytical skills. These types of visuals often capture the mood of a period or an event more clearly than another source if you develop the ability to “read” these documents properly.

Political cartoons have appeared in newspapers and magazines since the colonial period; they’ve been used to rally support for a cause and, more often than not, take a position against those in power. The artists rely on caricature or distortion and familiar symbols to emphasize their points of view. It’s important to place the cartoon in time. This task can be relatively easy if the subject is clear — a caricature showing Lincoln and his generals obviously is from the Civil War — or you can use the way the figures are dressed to come up with an approximate date. It’s also important to read the caption and any other printed words. In the nineteenth century, the figures in cartoons sometimes carried on a conversation. The printed information is critical in understanding the point the artist is trying to make.



Example 1



Source: Library of Congress.

1. The political corruption attacked in the cartoon above most likely refers to
 - A. the Teapot Dome scandal
 - B. urban politics after the Civil War
 - C. the scandals of the Grant administration
 - D. the spoils system under Andrew Jackson
 - E. the power of the trusts in controlling state government

The correct answer is **B**. A careful “reading” of the cartoon gives you the name of the artist — Thomas Nast. You should know from your reading that Nast’s favorite target was William Tweed, whose Tammany Hall political machine ran New York City in the 1870s. There’s nothing in the cartoon to indicate the Teapot Dome scandal or corruption in the Grant administration; you should recognize that the main figure in the cartoon is not Grant. The way the figures are dressed eliminates Andrew Jackson.

Part II: Analysis of Exam Areas

Example 2



Source: Los Angeles Department of Water and Power.

2. Which of the following statements is NOT true based on the above cartoon?
- A. The term of a franchise to the gas company was set by the city charter.
 - B. The cartoon opposed Charter Amendment 1-A.
 - C. The gas company wants a longer franchise from the city.
 - D. The gas company made excess profits under the existing franchise.
 - E. The gas company will make excess profits if Charter Amendment 1-A passes.

The correct answer is **E**. This cartoon does not pertain to any well-known event in U.S. history; it's an exercise in reading a historical source. The basic information is as follows: The gas company supports an amendment to the city charter to increase the term of its franchise from twenty-one to thirty-five years. The artist opposes the amendment because twenty-one years is an "honest franchise" and because the longer franchise will result in excess profits. Note that the banner "\$70,000,000 excess profits" is attached to the branch the gas company wants to "graft" onto the charter.

Example 3

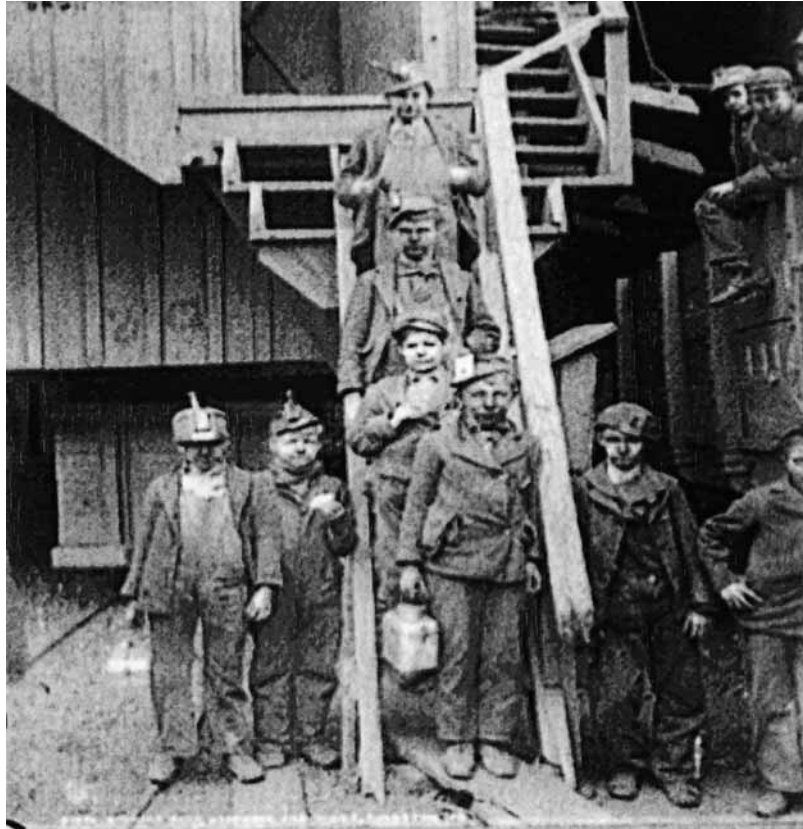
Photographs are valuable tools in studying American history. They can tell us a great deal about the way people lived as well as chronicle major events, for example, Mathew Brady's Civil War photographs. Photographs are often taken for a purpose. The images of slum conditions in American cities at the turn of the century were intended in many cases to point up the need for reform. Questions often ask you to identify what is taking place in the photograph or to put the photograph in historical context.



3. Based on the photograph, which of the statements is true?

- A. The strike was over higher wages.
- B. The strike was over the refusal of the company to hire African American workers.
- C. The strike involved both labor and housing issues.
- D. The strike took place before World War I.
- E. The strike involved an 8 hour day.

The correct answer is **C**. The only clear information we have on the issues of the strike is the picket sign the woman is carrying. This clearly indicates that both low wages and high rents are the key issues. Although you may not be able to conclude with certainty that all the workers at Mid-City Realty were African Americans, the photograph does suggest this.

Part II: Analysis of Exam Areas**Example 4**

4. Which of the following is the best caption for this photograph?

- A. “Life in the Coal Mines”
- B. “A Cause of Labor Unrest”
- C. “Industrialization in the Late 19th Century”
- D. “The Problem of Child Labor”
- E. “Lamps and Lunch Boxes”

The correct answer is **D**. The photograph is of a group of coal miners, but the most important point is how young the miners in the photograph are. It is true that some unions did seek laws restricting the age at which children could work, but it was not a cause for strikes.

Example 5

Questions based on artwork — paintings, drawings, sculpture, architecture — are not as common as those using other types of visuals but they do come up on the exam. The types of questions are similar to those on photographs, and again it’s important for you to pay attention to the details.



Source: Library of Congress.

5. The most significant impression the viewer gets from this nineteenth-century painting is that
- A. Native Americans were a serious obstacle to westward expansion
 - B. wagon trains crossing the plains were small
 - C. the artist had a positive image of Native Americans
 - D. Native Americans provided settlers with essential supplies
 - E. Native Americans were willing to trade anything for liquor

The correct answer is **E**. The key element in the painting is the empty bottles on the ground and the bottle one of the Native Americans is holding. Clearly, the artist portrays the Native Americans as a rather pathetic group, which posed no threat at all. The wagon train is shown stretching out to the distant mountains, obviously indicating that it was quite large.

Most textbooks contain large numbers of charts, tables, graphs, maps, political cartoons, photographs, artwork, and other types of sources. Since these materials are often explained or referred to in the text, studying them carefully will help you see the value of a particular document in the context of a particular era of American history. Remember that there are just so many relevant illustrations of various kinds that may turn up on the exam. Going over the ones in your textbook may give you the answer to a question on your AP exam.

