

2021 APUSH Exam

Paper Exam and Digital Exam

Thank you, Johnny Burkowski, for putting this together!

EXAMS

- U.S. History
[Updated 4/8/2021]

2021 EXAM INFORMATION

EXAM MODES

- Exams will be offered on paper in early May, and as a digital exam in late May and early June.

EXAM SECTIONS

- The paper and digital versions will differ as follows:
 - Section I, Part A:** Both exams will contain the typical multiple-choice section.
 - Section I, Part B:**
 - The paper exam will contain the typical short answer question (SAQ) section. Students will answer 3 SAQs; 2 are required, and the student chooses the third from 2 options.
 - Students taking the digital exam will be given 3 SAQs and will need to answer all 3; test security considerations preclude providing a choice.
 - Question 1 is required, includes primary source text, and focuses on historical developments or processes between the years 1491 and 1980.
 - Question 2 is required, includes a map source, and focuses on historical developments or processes between the years 1754 and 1980.
 - Question 3 is required, includes a primary source image, and focuses on historical developments or processes between the years 1491 and 2001.
 - At most 1 SAQ in Section I, Part B will focus primarily on historical developments or processes between the years 1491 and 1754 or between the years 1980 and 2001.
 - Section II:**
 - Both exams will contain the typical document-based question (DBQ), with the same recommended time of 1 hour, including a 15-minute reading period
 - The paper exam will contain the typical long essay question (LEQ). Students will choose 1 LEQ to answer from 3 options.
 - The digital exam doesn't contain a long essay question (LEQ), a question type that is precluded from at-home testing due to security considerations. Instead, it will contain two additional SAQs; students will need to answer both. Students will have a recommended time of 40 minutes—the same time as the LEQ on the paper exam—to answer these 2 SAQs.
 - Question 2 is required, includes a source with a data set (such as a chart, table, or graph), and focuses on historical developments or processes between the years 1754 and 1980.
 - Question 3 is required, includes secondary source text, and focuses on historical developments or processes between the years 1754 and 1980.
 - Please note that students will respond to the DBQ and the last two SAQs in the same combined time limit of 1 hour and 40 minutes - just as on the paper and pencil exam, they will respond to the DBQ and the LEQ in the same combined time limit.

In summary, the paper free-response section will include 3 SAQs, 1 DBQ, and 1 LEQ with some optionality; the digital free-response section will include 3 SAQs, 1 DBQ, and 2 SAQs with no optionality.

Digital Exam - “The Most DANGEROUS Button”

The blue “Next” button

Located on the bottom right corner of the platform.

Once clicked, a student may not return to the previous question

Only an issue on the digital exam administration

The screenshot displays a digital exam interface. At the top, a timer shows 39:30 with a 'Hide' option. On the right, there are three circular icons: 'Annotate' (pencil), 'Help' (question mark), and 'More' (three dots). The main content area shows a question numbered '1' with a progress bar. The question text is partially visible on the left: 'merican s over: but this trary, nothing sh and perfect ;, and manners shed and ental Congress.' The question asks the student to use an excerpt to respond to parts a, b, and c. Below the question is a rich text editor with a toolbar containing icons for bold (B), italic (I), underline (U), subscript (x²), superscript (x₂), undo, redo, link (Ω), unlink (✂), copy, and paste. A note above the editor states 'Your response will be saved automatically.' At the bottom, a navigation bar shows '1 | 2 | 3' and a prominent blue 'Next' button.

39:30
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Annotate Help More

1

merican s over: but this trary, nothing sh and perfect ;, and manners shed and ental Congress.

Using the excerpt, respond to **parts a, b, and c.**

- Briefly describe the historical situation in which the excerpt was produced.
- Briefly explain how **ONE** specific event or development in the period between 1754 and 1775 led to the historical change suggested by the author.
- Briefly explain how **ONE** specific historical event or development from the period between 1776 and 1800 could be used to support Rush's interpretation.

Your response will be saved automatically.

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1 | 2 | 3

Next

Multiple Choice Section

Paper Exam

Section I, Part A: Multiple Choice

55 Questions | 55 Minutes | 40% of Exam Score

- Questions usually appear in sets of 3–4 questions.
- Students analyze historical texts, interpretations, and evidence.
- Primary and secondary sources, images, graphs, and maps are included.

Digital Exam

Section I, Part A: Multiple Choice

55 Questions | 55 Minutes | 40% of Exam Score

- Questions usually appear in sets of 3–4 questions.
- Students analyze historical texts, interpretations, and evidence.
- Primary and secondary sources, images, graphs, and maps are included.

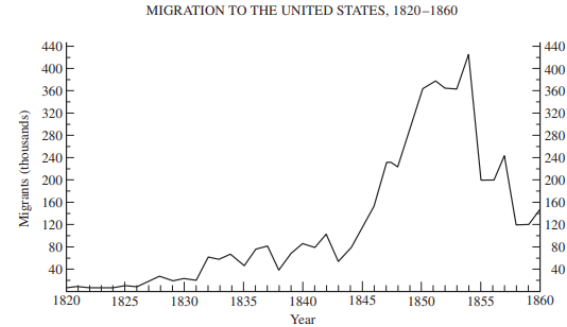
Multiple Choice - Paper Exam - Section 1, Part A

Section I, Part A: Multiple Choice

55 Questions | 55 Minutes | 40% of Exam Score

- Questions usually appear in sets of 3–4 questions.
- Students analyze historical texts, interpretations, and evidence.
- Primary and secondary sources, images, graphs, and maps are included.

Questions 4–6 refer to the graph below.



United States Census Bureau

4. Which of the following was a significant cause of the trend from 1843 to 1854 shown in the graph?
 - (A) Active encouragement of migration by the United States government
 - (B) Economic and political difficulties in Germany and Ireland
 - (C) Incentives offered by United States companies looking to hire skilled migrants
 - (D) Adoption of free trade policies by European governments
5. Which of the following was a direct effect of the trend in immigration after 1845 shown on the graph?
 - (A) An increase in sectional tensions
 - (B) A major economic downturn
 - (C) An upsurge in nativist sentiment
 - (D) The collapse of the second party system
6. The main trend shown in the graph was most directly associated with which of the following processes occurring in the United States at the time?
 - (A) The convergence of European and American cultures
 - (B) The emergence of an industrialized economy
 - (C) The displacement of American Indians from the Southeast
 - (D) The resurgence of evangelical Protestantism

Multiple Choice - Digital Exam - Section 1, Part A

Section I, Part A: Multiple Choice

55 Questions | 55 Minutes | 40% of Exam Score

- Questions usually appear in sets of 3–4 questions.
- Students analyze historical texts, interpretations, and evidence.
- Primary and secondary sources, images, graphs, and maps are included.

Cannot skip-and-return

AP U.S. History
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Questions 10 through 12 refer to the following maps.

TRAVEL TIMES FROM NEW YORK CITY, 1800

TRAVEL TIMES FROM NEW YORK CITY, 1857

11

In the 1850s, which of the following groups would have been most likely to benefit from the changes depicted on the maps?

(A) Immigrants from western Europe

(B) American Indians

(C) Mexicans who remained in the southwestern United States

(D) African Americans

SAQ - Paper Exam

Section 1 - Part B

Section I, Part B: Short Answer

3 Questions | 40 Minutes | 20% of Exam Score

- Students analyze historians' interpretations, historical sources, and propositions about history.
- Questions provide opportunities for students to demonstrate what they know best.
- Some questions include texts, images, graphs, or maps.
- Students choose between 2 options for the final required short-answer question, each one focusing on a different time period:
 - Question 1 is required, includes 1–2 secondary sources, and focuses on historical developments or processes between the years 1754 and 1980.
 - Question 2 is required, includes 1 primary source, and focuses on historical developments or processes between the years 1754 and 1980.
 - Students choose between Question 3 (which focuses on historical developments or processes between the years 1491 and 1877) and Question 4 (which focuses on historical developments or processes between the years 1865 and 2001) for the last question. No sources are included for either Question 3 or Question 4.

SAQ - Paper Exam - Section 1, Part B (SAQ1)

- Secondary Source Historian Interpretation
- Between 1754 - 1980

Part A

- Identify different main idea of each historian

Part B

- Identify and explain ONE evidence to support Historian 1

Part C

- Identify and explain ONE evidence to support Historian 2

"[W]e have in [United States history] a recurrence of the process of evolution in each western area reached in the process of expansion. Thus American development has exhibited not merely advance along a single line, but a return to primitive conditions on a continually advancing frontier line, and a new development for that area. American social development has been continually beginning over again on the frontier. This perennial rebirth, this fluidity of American life, this expansion westward with its new opportunities, its continuous touch with the simplicity of primitive society, furnish the forces dominating American character. The true point of view in the history of this nation is not the Atlantic coast, it is the Great West. . . . In this advance, the frontier is the outer edge of the wave—the meeting point between savagery and civilization."

Frederick Jackson Turner, historian, "The Significance of the Frontier in American History," 1893

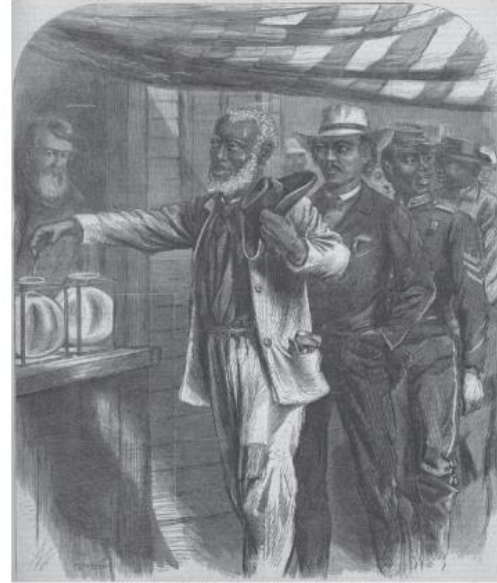
"[T]he history of the West is a study of a place undergoing conquest and never fully escaping its consequences. . . . Deemphasize the frontier and its supposed end, conceive of the West as a place and not a process, and Western American history has a new look. First, the American West was an important meeting ground, the point where Indian America, Latin America, Anglo-America, Afro-America, and Asia intersected. . . . Second, the workings of conquest tied these diverse groups into the same story. Happily or not, minorities and majorities occupied a common ground. Conquest basically involved the drawing of lines on a map, the definition and allocation of ownership (personal, tribal, corporate, state, federal, and international), and the evolution of land from matter to property."

Patricia Nelson Limerick, historian, *The Legacy of Conquest: The Unbroken Past of the American West*, 1987

1. Using the excerpts above, answer (a), (b), and (c).
 - (A) Briefly describe ONE major difference between Turner's and Limerick's historical interpretations of the West.
 - (B) Briefly explain how ONE specific historical event or development during the period 1865 to 1898 that is not explicitly mentioned in the excerpts could be used to support Turner's interpretation.
 - (C) Briefly explain how ONE specific historical event or development during the period 1865 to 1898 that is not explicitly mentioned in the excerpts could be used to support Limerick's interpretation.

SAQ - Paper Exam - Section 1, Part B - Question 2 (SAQ2)

- Primary Source
 - Text
 - Image
- Between 1754 - 1980



"The First Vote" — Drawn by A. R. Waud

Courtesy of the Library of Congress

2. Using the post-Civil War image above, answer (a), (b), and (c).
 - (A) Briefly describe ONE perspective about citizenship expressed in the image.
 - (B) Briefly explain ONE specific historical development that led to the change depicted in the image.
 - (C) Briefly explain ONE way in which the historical change depicted in the image was challenged in the period 1866 to 1896.

SAQ - Paper Exam - Section 1, Part B - Question 3 / 4 (SAQ 3 / 4)

- Non-stimulus
 - Choose either SAQ3 or SAQ4
 - SAQ3 between 1491 - 1877
 - SAQ4 between 1865 - 2001
3. Answer (a), (b), and (c).
 - (A) Briefly describe ONE specific historical difference between the antislavery movement in the period 1780–1810 and in the period 1830–1859.
 - (B) Briefly describe ONE specific historical similarity between the antislavery movement in the period 1780–1810 and in the period 1830–1859.
 - (C) Briefly explain ONE specific historical effect of the antislavery movement in either the period 1780–1810 or the period 1830–1859.
 4. Answer (a), (b), and (c).
 - (A) Briefly describe ONE specific historical similarity between mass media in the 1920s and in the 1950s.
 - (B) Briefly describe ONE specific historical difference between mass media in the 1920s and in the 1950s.
 - (C) Briefly explain ONE specific historical effect of mass media in either the 1920s or the 1950s.

SAQ - Paper Exam - SAQ Box

Use a pen with black or dark blue ink only. Do NOT write your name. Do NOT write outside the box.

Write your answer to SECTION I: PART B, QUESTION 1 on this page only.

Q1

End of response area for Q1

SAQ - Digital Exam

Section 1 - Part B

Section I, Part B: Short Answer

3 Questions | 40 Minutes | 21% of Exam Score

- Students analyze historians' interpretations, historical sources, and propositions about history.
- Questions provide opportunities for students to demonstrate what they know best.
- Questions include texts, images, graphs, or maps.
- Students answer **3 required questions**, each one focusing on a different time period:
 - *Question 1 includes primary source text, and focuses on historical developments or processes between the years 1491 and 1980.*
 - *Question 2 includes a map source, and focuses on historical developments or processes between the years 1754 and 1980.*
 - *Question 3 includes a primary source image, and focuses on historical developments or processes between the years 1491 and 2001.*

SAQ - Digital Exam - Section 1, Part B - Question 1 (SAQ1)

- Primary Source TEXT
 - Speech / Transcript
 - Document
 - Legislation / ordinance
 - Governing document
 - Legal decision
 - Book
 - Letter / Correspondence / Diary
- Between 1491 - 1980

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1

“There is nothing more common than to confound the terms of the American Revolution with those of the late American war. The American war is over; but this is far from being the case with the American Revolution. On the contrary, nothing but the first act of the great drama is closed. It remains yet to establish and perfect our new forms of government; and to prepare the principles, morals, and manners of our citizens, for these forms of government, after they are established and brought to perfection.”

Benjamin Rush, signer of the Declaration of Independence and delegate to the Continental Congress, January 1787

Using the excerpt, respond to **parts a, b, and c**.

- Briefly describe the historical situation in which the excerpt was produced.
- Briefly explain how **ONE** specific event or development in the period between 1754 and 1775 led to the historical change suggested by the author.
- Briefly explain how **ONE** specific historical event or development from the period between 1776 and 1800 could be used to support Rush’s interpretation.

Your response will be saved automatically.

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SAQ - Digital Exam - Section 1, Part B - Question 2 (SAQ2)

- MAP Source
- Between 1754 - 1980

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2

Using the map, respond to **parts a, b, and c.**

- Briefly describe a relevant social context for the development depicted in the map.
- Briefly explain how **ONE** specific historical event or development contributed to the changes depicted in the map.
- Briefly explain **ONE** specific effect of the changes depicted in the map in the period from 1800 to 1848.

Your response will be saved automatically.

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THE GROWTH OF COTTON TEXTILE MANUFACTURING, 1810–1840

Cotton Spinning, 1810

- Under 5,000 spindles
- 5,000 to 24,999 spindles
- 25,000 to 99,999 spindles

Cotton Spinning, 1840

- Under 5,000 spindles
- 5,000 to 24,999 spindles
- 25,000 to 99,999 spindles
- 100,000 to 249,999 spindles
- 250,000 to 500,000 spindles

SAQ - Digital Exam - Section 1, Part B - Question 3 (SAQ3)

- Primary Source IMAGE
 - Political cartoon
 - Painting
 - Photograph
- Between 1491 - 2001


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"King Andrew the First," an image of President Andrew Jackson, 1833

BORN TO COMMAND.



F VETO MEMORY.

HAD I BEEN CONSULTED.

3

Using the image, respond to **parts a, b, and c.**

- Briefly describe **ONE** perspective about politics in the 1830s expressed in the image.
- Briefly explain **ONE** specific event or development that led to the perspective expressed in the image.
- Briefly explain **ONE** specific effect of the political developments referenced by the image.

Your response will be saved automatically.

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DBQ - Paper Exam - Section 2

Section II: Document-Based Question and Long Essay

2 questions | 1 Hour, 40 minutes | 40% of Exam Score

Document-Based Question (DBQ)

Recommended Time: 1 Hour (includes 15-minute reading period) | 25% of Exam Score

- Students are presented with 7 documents offering various perspectives on a historical development or process.
- Students assess these written, quantitative, or visual materials as historical evidence.
- Students develop an argument supported by an analysis of historical evidence.
- The document-based question focuses on topics from 1754 to 1980.

Question 1. Evaluate the extent to which differing ideas of national identity shaped views of United States overseas expansion in the late nineteenth and early twentieth centuries.

Document 1

Source: E. E. Cooper, African American editor of the Washington, D.C., newspaper *Colored American*, newspaper articles, 1898.

March 19: [The war with Spain will result in a] quickened sense of our duty toward one another, and a loftier conception of the obligations of government to its humblest citizen. . . . April 30: [Black participation in the war will bring about] an era of good feeling the country over and cement the races into a more compact brotherhood through perfect unity of purpose and patriotic affinity [where White people will] . . . unloose themselves from the bondage of racial prejudice.

Document 2

Source: William Graham Sumner, sociology professor at Yale University, "The Conquest of the United States by Spain," speech given at Yale in 1899.

The Americans have been committed from the outset to the doctrine that all men are equal. We have elevated it into an absolute doctrine as a part of the theory of our social and political fabric. . . . It is an astonishing event that we have lived to see American arms carry this domestic dogma out where it must be tested in its application to uncivilized and half-civilized peoples. At the first touch of the test we throw the doctrine away and adopt the Spanish doctrine. We are told by all the imperialists that these people are not fit for liberty and self-government; that it is rebellion for them to resist our beneficence; that we must send fleets and armies to kill them if they do it; that we must devise a government for them and administer it ourselves; that we may buy them or sell them as we please, and dispose of their "trade" for our own advantage. What is that but the policy of Spain to her dependencies? What can we expect as a consequence of it? Nothing but that it will bring us where Spain is now.

LEQ - Paper Exam - Section 2

Long Essay

Recommended time: 40 Minutes | 15% of Exam Score

- Students explain and analyze significant issues in U.S. history.
- Students develop an argument supported by an analysis of historical evidence.
- The question choices focus on the same skills and the same reasoning process (e.g., comparison, causation, or continuity and change), but students choose from 3 options, each focusing on historical developments and processes from a different range of time periods—either 1491–1800 (option 1), 1800–1898 (option 2), or 1890–2001 (option 3).

Question 2. Evaluate the extent to which trans-Atlantic interactions fostered change in labor systems in the British North American colonies from 1600 to 1763.

Question 3. Evaluate the extent to which new technology fostered change in United States industry from 1865 to 1900.

Question 4. Evaluate the extent to which globalization fostered change in the United States economy from 1945 to 2000.

DBQ - Digital Exam

Section II: Document-Based Question and Short Answer Questions

3 Questions | 1 Hour, 40 minutes | 39% of Exam Score

Please note that students will respond to the DBQ and the last two SAQs in the same combined time limit of 1 hour and 40 minutes.

Document-Based Question (DBQ)

Recommended time: 1 Hour (includes 15-minute reading period) | 25% of Exam Score

- Students are presented with 7 documents offering various perspectives on a historical development or process.
- Students assess these written, quantitative, or visual materials as historical evidence.
- Students develop an argument supported by an analysis of historical evidence.
- The document-based question focuses on topics from 1754 to 1980.

Must complete questions in order

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This question is based on the accompanying documents. The documents have been edited for the purpose of this exercise.

In your response you should do the following:

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using at least six documents.
- Use at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.
- For at least three documents, explain how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.
- Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.

Source Documents For Review:

1 2 3 4 5 6 7

1

Evaluate the extent of change in ideas about American independence from 1763 to 1783.

Your response will be saved automatically.

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- For at least three documents, explain how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.
- Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.

Source Documents For Review:

1 2 3 4 5 6 7

Source 1

Source: Teapot, made in England between 1766 and 1770. Inscribed on one side with "No Stamp Act" and on the other with "America, Liberty Restored."



Smithsonian Institution, National Museum of American History, Home and Community Life

1

Evaluate the extent of change in ideas about American independence from 1763 to 1783.

Your response will be saved automatically.

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SAQ - Digital Exam - Section 2

Short Answer Questions

Recommended time: 40 Minutes | 14% of Exam Score

- *Students analyze historians' interpretations, historical sources, and propositions about history.*
- *Questions provide opportunities for students to demonstrate what they know best.*
- *Students answer 2 required questions, each one assessing historical developments or processes between the years 1754 and 1980 and with each one focusing on a different time period:*
 - *Question 2 includes a source with a data set (such as a chart, table, or graph).*
 - *Question 3 includes secondary source texts.*

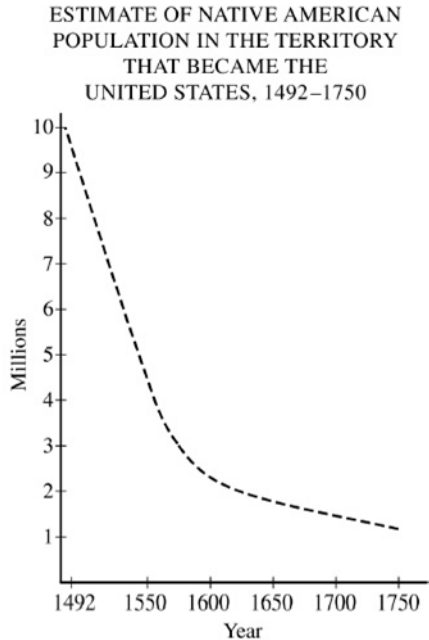
SAQ - Digital Exam - Section 2 - Question 2 (SAQ4)

AP U.S. History

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2

Using the data, respond to **parts a, b, and c.**

- Briefly describe **ONE** specific historical event or development that contributed to the change depicted in the graph.
- Briefly explain **ONE** specific historical effect of the change depicted in the graph on North American society from 1492 to 1750.
- Briefly explain **ONE** specific historical change in North American society from 1750 to 1848 that resulted from the population trend depicted in the graph.

Your response will be saved automatically.

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SAQ - Digital Exam - Section 2 - Question 3 (SAQ5)

- Secondary Source - Historian Interpretation
- Between 1754 - 1980

Part A

- Identify different main idea of each historian

Part B

- Identify and explain ONE evidence to support Historian 1

Part C

- Identify and explain ONE evidence to support Historian 2

AP U.S. History
Directions ▾

1:37:59
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Annotate Help More

3

Using the excerpts, respond to parts a, b, and c.

a. Briefly describe ONE major difference between Crane's and Zagarrri's historical interpretations of the immediate impact of the American Revolution on women.

b. Briefly explain how ONE event, development, or circumstance from the period 1765 to 1800 that is not explicitly mentioned in the excerpts could be used to support Crane's argument.

c. Briefly explain how ONE event, development, or circumstance from the period 1765 to 1800 that is not explicitly mentioned in the excerpts could be used to support Zagarrri's argument.

Your response will be saved automatically.

B I U X² X₂ ↺ ↻ Ω ✂ 📄

"The revolutionary moment was neither radical nor a watershed for American women. Those who disregard America's commitment to patriarchal rule and plead for a historical interpretation that favors enlightened exceptionalism have overlooked the conditions that made large-scale change all but impossible at that time and place."
Elaine Forman Crane, historian. *Ebb Tide in New England: Women, Seaports, and Social Change, 1630-1800*, published in 1998

"The coming of the American Revolution . . . created new opportunities for women to participate in politics. Responding to men's appeals, women engaged in a variety of actions in support of the revolutionary cause, which led women to experience a greater sense of connection to and involvement with the polity. After the war their political contributions were praised, celebrated, and remembered. . . Women now were seen as political beings who had the capacity to influence the course of war, politics, and history."
Rosemarie Zagarrri, historian. *Revolutionary Backlash: Women and Politics in the Early American Republic*, published in 2007