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The following excerpt applies to questions 1-3

“He therefore took man as a creature of indeterminate nature and...addressed him thus: ... the nature of all other beings is limited and constrained within the bounds of laws prescribed by Us, You however are , constrained by no limits, and in accordance with your own free will... shall determine for yourself the limits of your nature...O supreme generosity of God the Father, O highest and most marvelous felicity of man! To him it is granted to have whatever he chooses, to be whatever he wills...

Pico della Mirandola, *Dignity of Man* 1486

1. The term “humanism,” when applied to the passage above, refers primarily to the:
 - A. renewed interest in the scientific method at many Italian universities.
 - B. anti-religious movement among leading Italian intellectuals.
 - C. scholarly interest in the study of the classical cultures of Greece and Rome and the belief in the potential value and worth of human beings.
 - D. non-Christian themes that became prominent in Italian art and literature.
2. The thinking expressed by Pico della Mirandola and similar authors of the period led to which of the following?
 - A. A growing willingness among intellectuals to question traditional sources of authority.
 - B. A desire to rediscover classical works of Greek and Roman philosophers.
 - C. The Church’s initiation of the Inquisition to root out heretical teachings and practices.
 - D. Strengthening of Roman Catholic Church authority over kings and emperors.
3. Which of the following is best supported by the passage?
 - A. Most Renaissance humanists believed that God preordained for humans a certain path and plan.
 - B. Most Renaissance humanists believed that humans are destined to be nothing more than beasts.
 - C. Most Renaissance humanists were dedicated and faithful Christians.
 - D. Most Renaissance humanists believed that men have free will and the potential to do great things.

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The following excerpt applies to questions 4-6

“From the human perspective, the most dramatic impact of the Columbian Exchange was on humankind itself. Spanish accounts suggest that Hispaniola had a large native population: Colón, for instance, casually described the Taino as “innumerable, for I believe there to be millions upon millions of them.” Las Casas claimed the population to be “more than three million.” Modern researchers have not nailed down the number; estimates range from 60,000 to almost 8,000,000. A careful study in 2003 argued that the true figure was “a few hundred thousand.” No matter what the original number, though, the European impact was horrific. In 1514, twenty-two years after Colon’s first voyage, the Spanish government counted up the Indians on Hispaniola for the purpose of allocating them among colonists as laborers. Census agents fanned the across the island but found only 26,000 Taino. Thirty-four years later, according to one scholarly Spanish resident, fewer than 500 Taino were alive....

Charles Mann: 1493 Uncovering the New World Columbus Created

4. According to the passage above, which of the following had the most direct effect on Europe?
 - A. The influx of New World diseases
 - B. A decline in European naval power
 - C. A shift of economic wealth to Europe’s Atlantic region
 - D. Cultural exchanges with New World populations

5. In addition to the devastation of the native population referenced in the passage, which of the following best reflects the impact of Europeans on the populations of the Americas?
 - A. Assimilation of European culture
 - B. Conversion to Christianity
 - C. Adaptation of European agricultural technology
 - D. Subjugation through forced labor

6. Which of the following was a direct long-term effect of the development described as the Columbian Exchange?
 - A. The ability of European communities to avoid frequent devastating famines
 - B. The declining influence of European culture
 - C. European adoption of crops from the New World
 - D. Increased agricultural diversity in the Americas

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Questions 7-9 refer to the following image



Defenestration of Prague: Representatives of the Catholic Holy Roman Emperor being thrown out a window by protestant leaders of Bohemia. 1618 *Copper engraving by Johann Philipp Abelin (1635)*

7. The image could be best used to illustrate that the cause of the 30 Years War was in fact
 - A. a disagreement between nobles over their feudal rights
 - B. a disagreement over the interpretation of the Peace of Augsburg
 - C. a disagreement over Catholic or Protestant control of the Holy Roman Empire
 - D. Retribution for the St. Bartholomew's Day massacre

8. The Incident depicted above led most directly to which of the following
 - A. The French entry into the war on the side of the Protestants
 - B. Establishment of the Edict of Nantes
 - C. The establishment of royal absolutism in the Holy Roman Empire
 - D. Catholic victory over the Protestants at the Battle of White Mountain

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9. The long term significance of the Thirty Years War can be explained best
- A. The Thirty Years War had a devastating impact on civilian populations in many parts of northern Europe.
 - B. The ideal of a universal church was largely abandoned as religion ceased to be the major cause for warfare between European states.
 - C. The rulers of the German states maintained the right to designate the official religion of their territories.
 - D. The Hapsburg dynasty lost their political control over the Holy Roman Empire to the Hohenzollerns of Prussia.

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Questions 10-13 refer to the following image



Ignatius of Loyola as depicted by Peter Paul Rubens 1612

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10. In what context does the painting above represent to catholics during the reformation?
 - A. Catholics rejected their long held beliefs to adapt to the teachings of Martin Luther
 - B. Catholics hoped to compromise with protestants to accept Ignatius of Loyola as the new pope.
 - C. Catholics tried to show the differences between their beliefs and protestant doctrine was minimal.
 - D. Catholics defended their views and instituted reforms that led to a Catholic revival.

11. This painting is an example of what school of art?
 - A. Renaissance
 - B. Northern renaissance
 - C. Baroque
 - D. Neoclassicism

12. What was one of the changes instituted during the Catholic Reformation?
 - A. Repudiation of the concept of transubstantiation
 - B. Creation of the Society of Jesus which led efforts to improve education and conduct missionary work
 - C. Allow for priests to marry
 - D. With the help of various monarchies, disband all convents and monasteries.

13. How did the Catholic Church use negative forces to enforce doctrine?
 - A. Prevent women from participating in holy orders
 - B. Institute the death penalty to anyone who renounced catholic teaching
 - C. Support of the German Princes in their use of force against the peasant uprising
 - D. Use the inquisition and Index of Prohibited books to limit the spread of heretical ideas.

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The following excerpts apply to questions 14-17

... the state of monarchy is the highest thing upon earth. For kings are not only God's lieutenants, and sit upon God's throne, but even God himself calls them gods. There are three key comparisons that illustrate the state of monarchy. One of them comes from the Bible, and the other two are based on policy and philosophy... I conclude then this point touching the power of kings with this statement of divinity: that to argue with what God may do is blasphemy. So it is sedition in subjects to dispute what a king may do in the height of his power.

King James VI of Scotland (later King James I of England) *True Law of Free Monarchies*, 1598

"The interests of the Prince and those of the people are one. The tranquility of subjects depends only on their obedience: less harm results to the public if it bears rule with submission than if it finds fault with even bad government by Kings, whom God alone can judge. What they seem to be doing in opposition to law is more often based on reasons of State, which form the first of all laws, but are the least understood by all who do not govern."

French King Louis XIV, from a letter to his son on the nature of kingship; from Theodore K. Rabb (ed.), *Origins of the Modern West*, 1993

14. Based on the selections above, these statements describe most clearly which of the following?
- A. Despotism
 - B. Royal absolutism
 - C. C. Enlightened absolutism
 - D. Constitutional Monarchy
15. The selections above would be supported by which of the following statements?
- A. A king's divine power was limited by the courts and tradition.
 - B. The king's right to rule came from God.
 - C. Royal power does not necessarily need to be reasonable and just.
 - D. The decisions of a sovereign king were the law.
16. In what ways was Louis XIV able to extend his control over the nobility in France?
- A. Enhance the power of the *parliaments*
 - B. Allowed nobles to control their feudal armed forces
 - C. Appoint intendants to systematically collect taxes
 - D. Eliminate aristocratic privileges such as the *corvee*

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17. The concepts presented in the selections above are most represented in other parts of Europe by
- A. Peter the Great of Russia
 - B. Oliver Cromwell
 - C. Leopold of Austria
 - D. The Dutch Stadholders

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The following excerpt applies to questions 18-20

We naturally believe we are more capable of reaching the centre of things than of embracing their circumference, and the visible extent of the world is visibly greater than we. But since we in our turn are greater than small things, we think we are more capable of mastering them, and yet it takes no less capacity to reach nothingness than the whole. In either case it takes an infinite capacity and it seems to me that anyone who had understood the ultimate principles of things might also succeed in knowing infinity. One depends on the other, and one leads to the other...

Yet this is the thing we understand least; man is to himself the greatest prodigy in nature, for he cannot conceive what body is, and still less what mind is, and least of all how a body can be joined to a mind. This is the supreme difficulty, and yet it is the very beginning.

Blaise Pascal, *Pensees XV*. Transition from Knowledge of Man to Knowledge of God 1670

18. Which of the following best reflects Pascal's goal for mankind and the gaining of knowledge?
- A. It is best to reinforce traditional beliefs
 - B. People should pay homage to the church and church doctrine
 - C. Individuals are meant to strive for the fulfillment of human potential
 - D. Question the role of spirituality and study of mathematics and science
19. What discovery of the scientific revolution would BEST relate to the excerpt above?
- A. Cartesian Dualism
 - B. The anatomical drawings of Vesalius
 - C. Newton's Laws of Motion
 - D. Galileo's observations of Jupiter
20. This excerpt can be viewed as an extension of what earlier intellectual movement?
- A. Empiricism
 - B. Humanism
 - C. Deism
 - D. Pantheism

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Enlightenment (Secondary)

...Parisian women established the institution of the salon by the last quarter of the 17th century. Aspiring hostesses competed to attract the talented, the witty and the powerful to their homes. Outside the powerful French court and frequently in opposition to it, the new social circles offered women a new possibility: that of being a saloniere, who by her graciousness and skill enabled conversation to flourish, [and] artists to find patrons...

It is a tragedy for women that those men, who were aided, sponsored, and lionized by the salonieres, produced- with very few exceptions- art and writing which either ignored women completely or upheld the most traditional views of womanhood.

Bonnie S. Anderson and Judith P. Zinsser *Women in the Salons 1988*

21. Aside from the experiences depicted in the excerpt, what was another example of spreading the ideas of the Enlightenment to the widest possible audience?
 - A. Official government statements
 - B. Diedrot's encyclopedia
 - C. Coffee Houses
 - D. Masonic Lodges

22. Enlightenment figures such as Rousseau, who frequented salons expressed their ideas about the role of women in that
 - A. women needed to rely on men for their well being.
 - B. women should take their place as equals to men in society.
 - C. women having made tremendous gains during the scientific revolution were now poised to make similar gains in society.
 - D. women were expanding their roles in established institutions such as the church and government.

23. The most significant exception alluded to in the excerpt was Mary Wollstonecraft's *Vindication of the Rights of Women*, this work is significant because
 - A. It led to full political and social equality for women in France during the French Revolution
 - B. It advocated for the first time that women should have the right to vote and hold political office.
 - C. It advocated for the end of an established religion in France and England.
 - D. Called for the end of the traditional marriage in which no one partner would have control.

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Questions 24-26 refer to the following image



Frederick the Great Playing the Flute at Sansoucci by Adolf von Menzel 1852

24. The image above is best understood in the context of which of the following developments seen during the time of the Enlightened Despots?
- A. Musical concerts were an important part of social life for all classes.
 - B. Monarchs like Frederick the Great were to be the best society had to offer and had to be skilled in many areas.
 - C. Monarchs adopted and embraced certain aspects of Enlightenment thought and supported the arts, philosophy and education.
 - D. Monarchs ignored the problems of government and the state and focused on their own interests.
25. One common theme for the monarchs of the 18th century was
- A. The granting of universal suffrage to all their subjects
 - B. Officially cutting ties with the State sponsored church
 - C. Issuing edicts on governmental reforms and religious toleration
 - D. Ending the rights and privileges of aristocrats.

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26. Despite an emphasis on the ideals of the Enlightenment, monarchs during this period frequently came into violent conflict over
- A. which religion was to be dominant on the continent
 - B. claims on territory with the goal of strengthening their dynastic holdings
 - C. the rights of individuals especially the bourgeois
 - D. which monarch or state would express their hegemony over the continent.

The following excerpt applies to questions 27-29

No, my lord Count, you shan't have her... you shall not have her! Just because you are a great nobleman, you think you are a great genius—Nobility, fortune, rank, position! How proud they make a man feel! What have *you* done to deserve such advantages? Put yourself to the trouble of being born—nothing more. For the rest—a very ordinary man! (Figaro who was a servant, addressing his master)

From *The Marriage of Figaro*- Pierre Beaumarchais 1788

27. The play the Marriage of Figaro was banned repeatedly throughout Europe because of the ideas contained in the passage above illustrate
- A. challenges to the traditional division of the social classes of Europe
 - B. arguments for the rights of all peoples
 - C. criticism of the Catholic church and the role the church played in society
 - D. the glorification the American War of Independence
28. The most direct link from the excerpt above to the events of the French Revolution would be
- A. Division of France into Departments
 - B. Civil Constitution of the Clergy
 - C. The Declaration of Rights of Man and Citizen
 - D. The Abolition of Nobility
29. The ideas expressed in the excerpt above would most likely have been shared by which groups in the 19th century?
- A. Supporters of Captain Alfred Dreyfus
 - B. Supporters of the Paris Commune
 - C. Advocates for the abolition of Slavery
 - D. Attendees of the Congress of Vienna

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The following excerpt applies to questions 30-32

The new state, which emerged from the Revolution, and was shaped by Napoleon... It was a state based on a conscripted army and staffed by a professional bureaucracy... Administration was “rationalized” in the sense that corruption and favoritism were officially outlawed.

The Consulate and Empire rested on the support of the *notable*, whom the regime itself helped to define and cultivate. The *notables* were gathered from the successful revolutionary bourgeoisie of landowners, professional men and administrators, together with elements of the commercial and manufacturing elites. They supported Napoleon because he preserved the social gains of the Revolution.

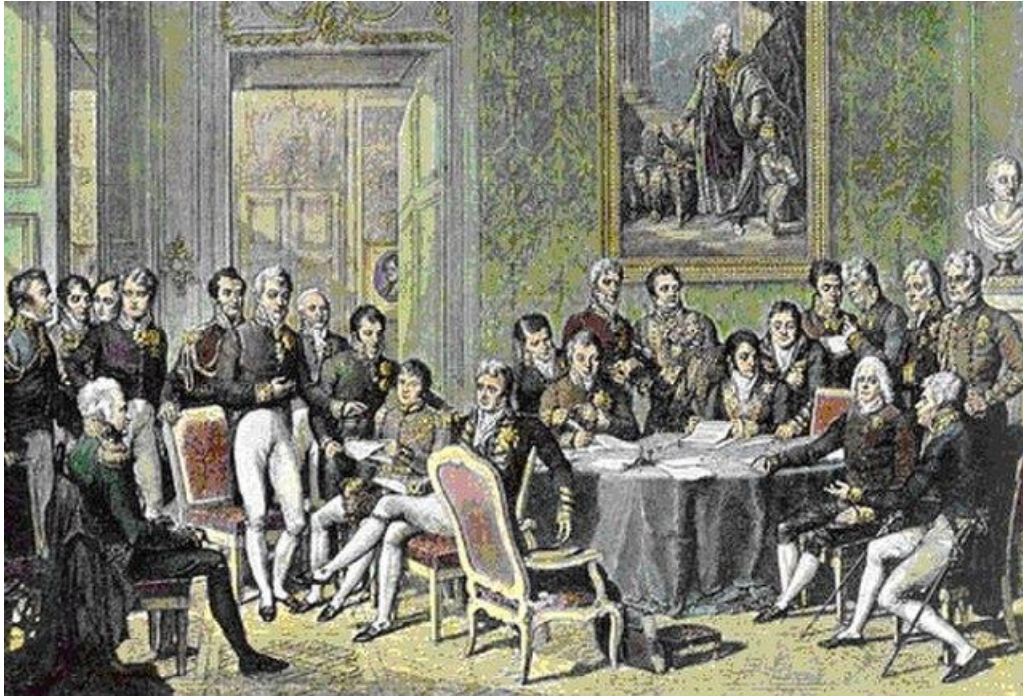
Martyn Lyons, *Napoleon Bonaparte and the Legacy of the French Revolution* 1994

30. What was one example of the social gains that benefited the *notables* under Napoleon’s rule?
- A. Government administration was rationalized and based on citizen equality
 - B. Suffrage for men in national plebiscites that confirmed decisions Napoleon had already made.
 - C. State censorship of newspapers and journals
 - D. Restrictions placed on Trade Unions and rights of women
31. Which of the following best supports the claim that the new French state shaped by Napoleon had been ‘rationalized’.
- A. The implementation of the Continental system
 - B. The construction of parks and monuments in honor of French military victories
 - C. The Civil Code
 - D. The Concordat of 1801
32. Which of the following BEST exemplifies a social reform instituted by Napoleon during his creation of “the new state”?
- A. The new state would promote advancement based on talent not birth.
 - B. The new state placed limits on the rights of the traditional aristocracy.
 - C. The new state used a modern secret police force to repress dissenters
 - D. The new state expanded to all of Europe introducing revolutionary ideals to the continent.

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Questions 33-35 refer to the following image



Jean-Baptiste Isabey, *Congress of Vienna*

33. The painting labeled the Congress of Vienna shows leaders of the nations that defeated Napoleon. The primary goal of the Congress was to
- A. embrace Napoleon's reforms across the continent
 - B. ensure the secularization of Europe
 - C. maintain traditional social structures and values
 - D. punish France for its costly revolutionary wars.
34. The men in the picture above would MOST likely to have feared which of the following ideologies that emerged from the 19th century?
- A. Capitalism
 - B. Utopian Socialism
 - C. Nationalism
 - D. Chartism

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35. Choose the statement that best reflects the outcome of the structure created at the Congress of Vienna.
- A. The revolutions of the 1830's and 40's put an end to the Concert of Europe and established parliamentary based democracies throughout Europe.
 - B. European countries were ruled with the principles of conservatism and emphasis on traditional institutions which was widely accepted by the people of Europe.
 - C. Because of economic hardships and crop failures such as the Irish Potato Famine, conservative leaders quickly enacted political and economic reforms that appeased protestors.
 - D. Despite several revolutionary movements, conservative forces exploited divisions within their respective movement and reemerged as the leaders of most European states.

The following excerpts apply to questions 36-37

I had indicated plainly enough the direction in which I was going. Prussia--such was the point of my speech--as a glance at the map will show, could no longer wear unaided on its long narrow figure the panoply which Germany required for its security; that must be equally distributed over all German peoples. We should get no nearer the goal by speeches, associations, decisions of majorities; we should be unable to avoid a serious contest, a contest which could only be settled by blood and iron. In order to secure our success in this, the deputies must place the greatest possible weight of blood and iron in the hands of the King of Prussia, in order that according to his judgment he might throw it into one pale or the other. I had already given expression to the same idea in the House of Deputies in 1849.... [The crucial part of the speech read: "not by speeches and majority votes are the great questions of the day decided--that was the great mistake of 1848 and 1849--but by blood and iron."]

Otto von Bismarck, *Bismarck, the Man and the Statesman; Being the Reflections and Reminiscences of Otto von Bismarck (1898)*

The settlement imposed on Italy by the Congress of Vienna was as arbitrary as it was defective. It was based on no principle, not even that of legitimacy. Certainly it was not based on national interests or popular will. A democratic revolution has no chance of success in Italy. Active power resides almost exclusively in the middle class and part of the upper class, both of which have ultraconservative interests to defend. All true friends of the country must recognize that they cannot truly help their fatherland except by gathering in support of legitimate monarchs who have their roots deep in the national soil.

Count Camillo Benso di Cavour, prime minister Piedmont-Sardinia, 1846.

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36. Which event was the MOST direct effect on creating the conditions highlighted in the speeches above in which Italy and Germany could be unified?
- A. The Frankfurt Assembly
 - B. Kulture Kampf
 - C. The Crimean War
 - D. Carlsbad Decrees
37. In the speeches above, Bismarck and Cavour demonstrate their adherence to realpolitik, which is best described as?
- A. Encouraging loyalty to the nation using romantic idealism and appeals to individual patriotism.
 - B. Co-Opting liberal ideals such as universal suffrage to justify and consolidate their own power and the power of the monarchy
 - C. Using authoritarian methods such as the establishment of secret police to rule their respective countries
 - D. By forging close alliances with France and Russia in order to ensure support of their aims

The following excerpt applies to questions 38-40

“It is not to be doubted that this country [England] has been invested with wealth and power, with arts and knowledge, with the sway of distant lands, and the mastery of the restless waves, for some great and important purpose in the government of the world. Can we suppose otherwise than that it is our office to carry civilization and humanity, peace and good government, and, above all, the knowledge of the true God, to the uttermost ends of the earth?”

William Whewell *British Colonization of New Zealand* 1837

38. As shown in the speech above, which statement best describes Whewell's position
- A. The belief that other people of the world were backward and uncivilized
 - B. The need to spread the ideals of the Enlightenment
 - C. The belief that European Industrialism needed to expand
 - D. The belief in the cultural superiority of the white race
39. What factors assisted European expansion in Africa and Asia during the second half of the 19th century?
- A. The United States focus on the issues of slavery and Civil War.
 - B. The development of advanced weaponry such as the machine gun.
 - C. Call for expansion from socialist and workers groups to expand the industrial economy.
 - D. The assimilation of non-Europeans into European culture.

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40. What was ONE of the reactions to the spreading of European ideals through the world.
- A. Creation of the League of Nations to mediate disputes over colonial issues
 - B. As non-Europeans became educated in Western values, they challenged imperialism through nationalist movements.
 - C. The European nations came into conflict over the borders of South Africa and Rhodesia.
 - D. Citizens of European nations were unified in their imperial expansionist goals.

Question 41 refers to the following image



European Sovereigns at Windsor Castle for the funeral of King Edward VII in May of 1910.

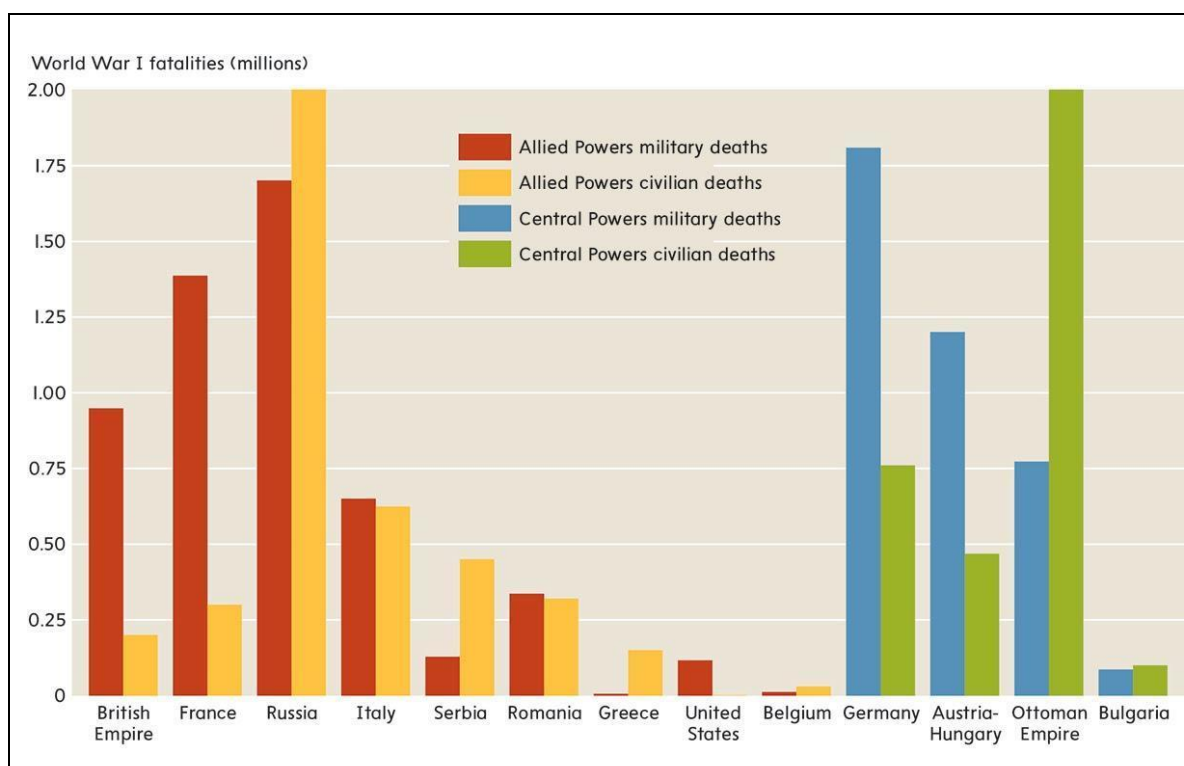
Standing, from left to right: King Haakon VII of Norway, Tsar Ferdinand of Bulgaria, King Manuel II of Portugal, Kaiser Wilhelm II of the German Empire, King George I of Greece and King Albert I of Belgium. Seated, from left to right: King Alfonso XIII of Spain, King-Emperor George V of the United Kingdom and King Frederick VIII of Denmark. W. & D. Downey

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41. The image above most clearly represents what development that led to the start of World War
- A. a decline of nationalist sentiment as shown by the willingness of these monarchs to take a formal picture
 - B. the formation of an alliance system that pitted Germany, Austria, and Italy against Great Britain, France, and Russia.
 - C. Scandinavia had become a dangerous flash-point for unrestricted nationalism as represented by the absence of the Russian Czar.
 - D. a strong tendency toward international disarmament and cooperation

Questions 42-44 refer to the following graph



42. The patterns shown in the graph above were most likely due to which of the following?
- A. The rapid spread of disease associated with trench warfare
 - B. The lack of medical knowledge in treating the wounded
 - C. A warfare style targeting civilian populations
 - D. The combination of new military technology and old military tactics

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43. What are the most likely reasons for the high rates of civilian fatalities in Russia and the Ottoman Empire?
- A. The use of poison gas was first implemented in these two areas
 - B. These countries experienced civil war and attacks on ethnic minorities
 - C. These areas were particularly hard hit by the influenza epidemic
 - D. The fiercest fighting of the war took place in these locations
44. In addition to the patterns shown in the graph, one direct long-term effect of World War I was
- A. the increase of European global influence
 - B. the end of multiple monarchies and empires and the creation of new countries in Europe
 - C. the economic and political domination of Europe by the United States
 - D. the rise of nationalistic movements on a global scale

Questions 45-47 refer to the following image



Fieseler Fi 103 (also known as a Vengeance Weapon 1, or V1) is pulled by soldiers on sledges to its launching position. 1944 German Federal Archive

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45. The image above represents which of the following trends during World War II.
- A. Using new technology, countries were able to utilize “smart weapons” to limit physical destruction and civilian casualties.
 - B. Technological developments such as radar, and the atomic bomb led to the threat of an even more destructive conflict.
 - C. New technology assisted the axis powers in the maintenance of their authoritarian regimes.
 - D. Military technologies led to an “ethnic cleansing” in the area known as the Balkans during and immediately after the war.
46. The most direct cause of the technology seen in the picture above was
- A. due to early victories in 1939-40, the Nazi's coopted French technology which enabled them to develop the V-1.
 - B. due to the success of Operation Barbarossa, the Nazi's were able to focus their attention on the development of new weapons systems.
 - C. the Allies, having invaded France in 1944 threatened Germany resulting in Hitler's attempt to end the war by terrorizing the civilian population of Britain.
 - D. Nazi scientists were able to develop technology that was able to prevent the advancing Russian armies
47. The image provides the clearest evidence for a continuation of which of the following?
- A. The heroic romantic vision of armed conflict
 - B. International agreements ensured civilians would be protected during times of war.
 - C. German technology would continue to dominate the post war world.
 - D. Military technologies coupled with the industrialization of warfare led to more and more costly conflicts.

The following excerpt applies to questions 48-50

“Here is a mantra, a short one, that I give to you. You may imprint it on your hearts and let every breath of yours give expression to it. The mantra is ‘Do or Die.’ We shall either free India or die in the attempt; we shall not live to see the perpetuation of our slavery. Every true Congressman or woman will join the struggle with inflexible determination not to remain alive to see the country in bondage and slavery.”

—Mohandas “Mahatma” Karamchand Gandhi “*Quit India*” speech August 1942

48. The passage best illustrates which of the following trends of the 20th Century?
- A. Native peoples use of mass media to influence public opinion in Europe
 - B. The rising cost of governing and maintaining colonies
 - C. Growth of nationalist movements resistant to Imperialism
 - D. The use of colonial troops in the two world wars.

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49. Organizations such as the Indian National Congress were most influenced by
- A. The writings and philosophy of Karl Marx
 - B. The writings of Mikail Bukanin and the anarchist movement
 - C. The philosophy of Mussolini and fascsim
 - D. The principle of self-determination articulated by Woodrow Wilson
50. The most important factor in delaying the nationalist movements in colonial areas
- A. The willingness of European governments to grant democratic rights to colonial subjects
 - B. The scale and issues related to the outbreak of WWII
 - C. Economic stagnation brought about as a result of the Great Depression
 - D. Colonial nationalists' willingness to embrace a slow methodical change of government.

The following excerpt applies to questions 51-53

“The expanding web of international alliances, agencies and accords offered little guarantee of international harmony. With the benefit of hindsight we can now see that between them the Council of Europe, the European Coal and Steel Community... were the germ of a new and stable system of inter-state relations... But at the time... the agencies...rather closely resembled the well meaning but doomed pacts and leagues of the 1920's. Skeptical contemporaries could be forgiven for paying them little attention.”

Tony Judt Postwar: A History of Europe since 1945 2005

51. The organizations discussed in the passage above were formed due to a desire to
- A. provide agreements that would help prevent the spread of communism
 - B. rebuild Europe after the devastation Europe experienced as a result of WWII
 - C. establish a viable alternative to NATO
 - D. redraw the borders of Europe to their pre- 1914 boundaries
52. The most direct long term result of the events described in the passage led to
- A. A rise in nationalism throughout Europe.
 - B. Increased tensions between European nations and the United States.
 - C. The creation of the European Union which established the euro and free movement across borders.
 - D. The creation of the United States of Europe that challenged the power of both the United States and Soviet Union

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53. Challenges to the ideas represented in the passage above can best be described as
- A. Nationalism was becoming less important and international organizations were becoming more important.
 - B. Individual countries objected to a loss of sovereignty and their inability to manage their own affairs.
 - C. Frequent economic downturns led many Europeans to turn away from the integration of Europe.
 - D. Many Europeans objected to allowing former soviet bloc nations to integrate into the economy.

Questions 54-56 refer to the following image



Mobile Phone Evolution 1992-2014 Anders 2014

54. The development of communication abilities shown above has led to the following trend in the late 20th century and early 21st century.
- A. Increased interest in the traditions and customs of local communities
 - B. Reemergence of community organizations like clubs and social groups
 - C. Increase in the spread of ideas and economic and social globalization
 - D. Frequent disruptions to the communication system leading to economic downturns.

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55. Reactions to the the trend as represented in the picture above has led to the rise of
- A. Green Parties that challenged consumerism and globalization
 - B. Nationanlist parties that challenge the influence of the United States
 - C. Groups advocating for similar beliefs as the Luddittes
 - D. Groups calling for further economic and political integration in Europe
56. The technological advances first developed in the United States and imported to Europe have led to
- A. The adoption of American style policies such as ending national health services.
 - B. Criticism of American influence as a form of cultural imperialism
 - C. Rejection of all things American and the embrace of a separate European society
 - D. A reliance on innovations and technology from outside of Europe

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EUROPEAN HISTORY
SECTION I, Part B
Time—40 minutes

Directions: Answer Question 1 **and** Question 2. Answer **either** Question 3 **or** Question 4,

In your responses, be sure to address all parts of the questions you answer. Use complete sentences; an outline or list is NOT acceptable.

Use the passage below to answer all parts of the question that follows.

“The belief in progress has been the center of modern thought since the Scientific Revolution of the seventeenth century. Although some romantic poets, conservatives and socialists questioned the consequences of modern technologies and industry, most people in the nineteenth century assumed progress was both inevitable and beneficial. Liberals were especially optimistic about progressive developments in all the main spheres of modern life: scientific knowledge, technological inventions, economic expansion, constitutional government, and protection for fundamental human rights.z”

R.R. Palmer Historian. *A History of Europe in the Modern World 2007*

1. Using the excerpt above, answer (a), (b), and (c).

- a) Describe ONE political development that supports Palmer's argument about the optimistic nature of the nineteenth century.
- b) Describe ONE social movement that supports Palmer's argument about the optimistic nature of the nineteenth century.
- c) Describe ONE historical development of any kind that challenges Palmer's argument about the optimistic nature of the nineteenth century.

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David Friedrich, *Wanderer Above the Sea of Fog*, 1817



2. Using the image above, answer (a), (b), and (c).

- a) Describe one way in which the image above depicts an ideal of the Romantic movement.
- b) Using the image above or another image, written work or piece of music, describe one other ideal of the Romantic movement.
- c) Describe one way in which the image above is a reaction to the ideals of the Enlightenment.

Question 3 or 4

Directions: Answer either Question 3 or Question 4.

3. Answer (a), (b), and (c).

- a) Describe one development that led to the rise of urban financial centers in the years 1450-1648.
- b) Describe one development that led to the rise of the worldwide economic development of the 17th century.
- c) Explain one other economic development that led to the rise of the Dutch Golden Age.

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4. Answer (a), (b), and (c).

- a) Describe one factor in Britain that led to the development of industrialization from 1750-1850.
- b) Describe one different factor that led Northern European countries to industrialize in the 19th century.
- c) Explain one reason Southern and Eastern European Countries failed to develop an industrial economy at the same time.

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European History Section II

Total Time- 1 hour and 40 minutes

Question 1 (Document-Based Question)

Suggested reading and writing time: 1 hour

It is suggested that you spend 15 minutes reading the documents and 45 minutes writing your response.

Note: You may begin writing your response before the reading period is over.

Directions: Question 1 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 the prompt.
- Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.

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1. Evaluate whether it was economic or political factors that led to the rise of fascist and totalitarian regimes in Europe in the years 1919-1939.

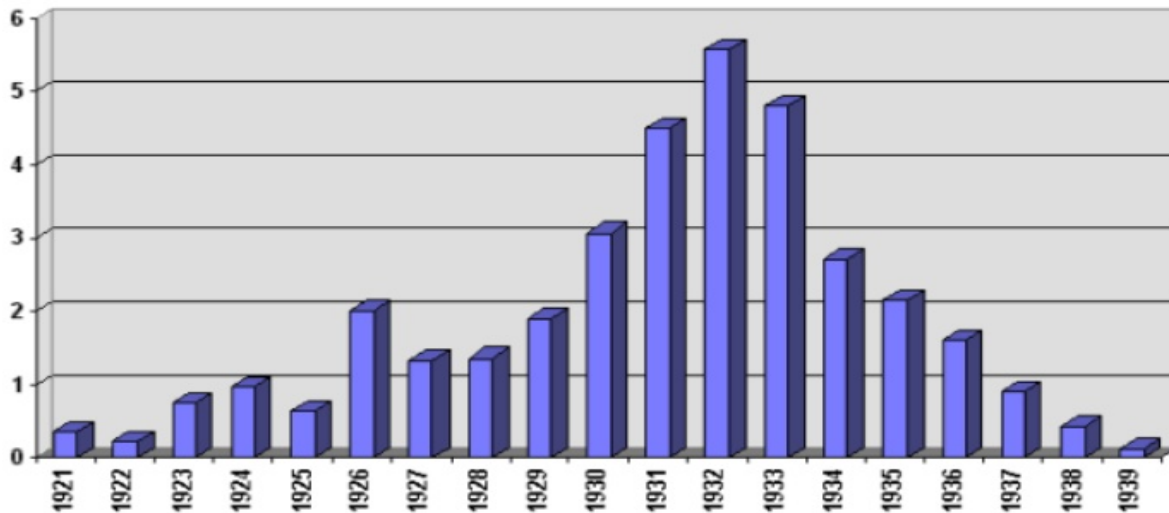
Document 1

The policy of degrading the lives of millions of human beings, and of depriving a whole nation of happiness should be abhorrent and detestable... The danger confronting us, therefore is the rapid depression of the standard of life the European populations to a point which will mean actual starvation for some (a point already reached in Russia and approximately reached in Austria) Men will not die quietly, For starvation, which brings some lethargy and a helpless despair, drives other temperaments to the nervous instability of hysteria and to a mad despair. And these in their distress may overturn the remnants of organization, and submerge civilization itself in their attempts to satisfy desperately the overwhelming needs of the individual.

—John Maynard Keynes *The Economic Consequences of Peace*, 1919

Document 2

Unemployment in Germany (1921-1939)



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Document 3

We are an anti-parliamentarian party that for good reasons rejects the Weimar constitution and its republican institutions. We oppose a fake democracy that treats the intelligent and the foolish, the industrious and the lazy, in the same way. We see in the present system of majorities and organized irresponsibility the main cause of our steadily increasing miseries. So why do we want to be in the Reichstag*?

We enter the Reichstag to arm ourselves with democracy's weapons. If democracy is foolish enough to give us free railway passes and salaries, that is its problem. It does not concern us. Any way of bringing about the revolution is fine by us.

We do not beg for votes. We demand conviction, devotion, passion! A vote is only a tool for us as well as for you. We will march into the marble halls of parliament, bringing with us the revolutionary will of the broad masses from which we came, called by fate and forming fate. We do not want to join this pile of manure. We are coming to shovel it out.

Do not believe that parliament is our goal. We have shown the enemy our nature from the podiums of our mass meetings and in the enormous demonstrations of our brown army. We will show it as well in the leaden atmosphere of parliament.

We are coming neither as friends or neutrals. We come as enemies! As the wolf attacks the sheep, so come we.

* German Parliament*

Why do we want to Join the Reichstag? Essay by Joseph Goebbels who would later become Minister of Propaganda, April 30, 1928

Document 4



Political make-up of Europe in the 1930's

Document 5

It means we have passed from the policy of restricting the exploiting proclivities of the Kulaks to the policy of eliminating the Kulaks as a class. This means we have made, and are still making one of the decisive turns in our whole policy... Now, the expropriation of the Kulaks is an integral part of the formation and development of the collective farm. Consequently it is now ridiculous and foolish to discourse on the expropriation of the Kulaks. You do not lament the loss of the hair of one who has been beheaded....they are sworn enemies of the collective-farm movement.

—Joseph Stalin, *Collectivization and the Liquidation of the Kulaks*, 1929

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Document 6

“ Yes, that’s just it -millions! If it isn’t my fault, whose fault is it? I tell you-your friends, the French, the English, the Americans. All those damnable nations who inflict on us one dishonorable penalty after the other- they are to blame for all this. Before the war the whole world bought German goods. My firm exported to Africa, to the German colonies. Hundreds of thousands we turned over every year. But they have robbed us of our colonies, of all our foreign markets. They have stolen the coal-mines on the Saar and in Upper Silesia, they squeeze millions of marks out of our bleeding country. We’ll never rise again unless we free ourselves by another war.”

—Lilo Linke in a conversation with his brother after the bankruptcy of his company. *Restless Days*, 1935

Document 7

...”But the state’s authority was dead; it was now ready for the grave... I made them understand, as I had suddenly understood, that through newspaper propaganda, or by example, we would never attain great successes. It was necessary to beat the violent adversary on the battlefield of violence... Our democracy of yesterdays had died; its testament had been read; it bequeathed us nothing but chaos.”

—Benito Mussolini *My Autobiography*, 1928

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Question 2, 3, or 4 (Long Essay)

Suggested Writing Time: 40 Minutes

Directions: Answer Question 2 or Question 3 or Question 4.

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 specific and relevant examples or evidence.
 - Use historical reasoning (e.g., comparison, causation, continuity or change over time) to frame or structure an argument that addresses the prompt.
 - Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.
2. Evaluate the most significant effect of the Protestant Reformation during the period 1450-1648.
3. Evaluate the most significant effect of the revolutions of the nineteenth century on European politics.
4. Evaluate the most significant cultural effect of the Cold War during the period 1945-1980.