

APUSH FRQ's for Period 7 (1890-1945)

2015

“None of Nature’s landscapes are ugly so long as they are wild.”

“I recognize the right and duty of this generation to develop and use the natural resources of our land; but I do not recognize the right to waste them, or to rob, by wasteful use, the generations that come after us.”

Former president Theodore Roosevelt, 1910

2015 - 2. Using the excerpts, answer (a), (b), and (c).

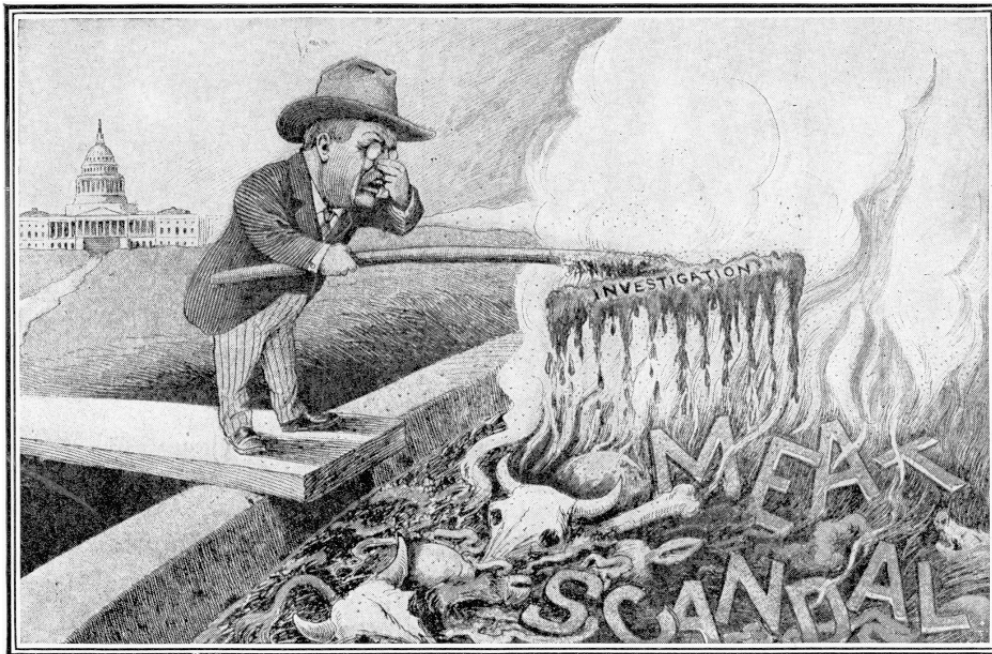
- Briefly explain ONE implication for public policy of John Muir’s view on land use.
- Briefly explain ONE way in which an implication for public policy of Theodore Roosevelt’s view contrasts with the implication for public policy of Muir’s view.
- Identify ONE specific example of land use policy in the United States from 1890 to 1945 and briefly explain how the example is consistent with the view of either Muir or Roosevelt.

2017

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

- Briefly explain ONE important way in which the Second World War (1939-1945) transformed the relationship of the United States with the rest of the world.
- Briefly explain ONE important way in which the Second World War transformed United States society.
- Briefly explain ANOTHER important way in which the Second World War transformed United States society.

2018



Saturday Globe © Bettmann/Corbis

2. The Progressive Era image above depicts, President Theodore Roosevelt. Using the image, answer (a), (b), and (c).

- Briefly describe ONE perspective expressed by the artist about the role of government in society.
- Briefly explain how ONE event or development led to the historical situation depicted in the image.
- Briefly explain ONE specific outcome of Progressive Era debates about the role of government in society.

2021

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

- a) Briefly describe ONE specific historical continuity in industrial work in the period from 1865 to 1898.
- b) Briefly describe ONE specific historical change in industrial work in the period from 1865 to 1898.
- c) Briefly explain how ONE specific historical development between 1865 and 1920 was a response to the change in industrial work.

2022

4. Respond to parts a, b, and c.

- a. Briefly describe one way reform movements responded to economic conditions from 1880 to 1920.
- b. Briefly explain one similarity in how two reform movements attempted to change United States society from 1880 to 1920.
- c. Briefly explain one difference in how two reform movements attempted to change United States society from 1880 to 1920.

2023 – Test 1

Source: Source: Lizabeth Cohen, historian, *Making a New Deal: Industrial Workers in Chicago, 1919-1939*, published in 1991

“Working-class Chicagoans – male and female, black and white, ... immigrants from eastern and southern Europe or their children-were ... asserting themselves in new ways in the larger political arena. During the 1930s, Chicago workers, along with men and women elsewhere in the nation, had begun to vote Democratic more consistently and in greater numbers than ever before, joining President Franklin Roosevelt’s ‘New Democratic Coalition.’ ... Supporting the Democrats ... , they felt, would ensure a more activist federal government committed to providing the benefits that over time have become associated with ‘the welfare state.’”

Source: Ira Katznelson, historian, *Fear Itself: The New Deal and the Origins of Our Time*, published in 2013

“Far more enduring was the New Deal’s intimate partnership with those in the South who preached white supremacy.... Southern representatives acted ... as an indispensable pan of the governing party. New Deal lawmaking would have failed without ... southern members of Congress. Here lay an acute incongruity. The New Deal permitted, or at least turned a blind eye toward, an organized system of racial cruelty. This alliance was a crucial pan of its supportive structure. The New Deal thus collaborated with the South’s racial hegemony as it advanced liberal democracy.”

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

- a. Briefly describe one major difference between Cohen’s and Katznelson’s historical interpretations of the New Deal.
- b. Briefly explain how one event or development from 1932 to 1945 that is not explicitly mentioned in the excerpts could be used to support Cohen’s argument.
- c. Briefly explain how one event or development from 1932 to 1945 that is not explicitly mentioned in the excerpts could be used to support Katznelson’s argument.

2023 – Test 1

Source: Ida Tarbell, journalist, *The History of the Standard Oil Company*, 1904

“[The Standard Oil Trust] is the most perfectly developed trust in existence The perfection of the organization of [it], the ability and daring with which it has carried out its projects, make it the preeminent trust of the world So long as the Standard Oil Company can control transportation as it does today, it will remain master of the oil industry

“... The ethical cost of all this is the deep concern. We are a commercial people As a consequence, business success is sanctified, and, practically, any methods which achieve it are justified by a larger and larger class. All sorts of subterfuges¹ and sophistries² and slurring over of facts are employed to explain aggregations³ of capital whose determining factor has been like that of the Standard Oil Company, special privileges obtained by persistent secret effort in opposition to the spirit of the law, the efforts of legislators, and the most outspoken public opinion.”

¹ tricks

² lies

³ accumulations

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

- a. Briefly describe one point of view suggested in the excerpt.
- b. Briefly explain how one specific historical development between 1865 and 1904 contributed to the development described in the excerpt.
- c. Briefly explain how ideas such as those reflected in the excerpt resulted in one specific effect between 1904 and 1920.

2023 – Test 2

Source: Pamphlet from a women’s organization in Mississippi, circa the early 1900s

“The Southern woman of the ante-bellum regime [was] the gracious, charming hostess, the sheltered wife and mother This is the ideal which the Southern people have been slow to give up

“... Southern women saw homes burned, estates pass to strangers, fathers and husbands dead upon the battle field....

“... The old-time idea that a lady must not earn her livelihood had to go down before stem need Many women faced the terror of family displeasure and went to work, choosing personal independence rather than the misguided approbation of relatives and friends.

“... Southern women have come to see that public policies and private conditions are interdependent and cannot be separated

“... The woman who takes absolutely no interest in any public questions is no longer the typical or the ideal Southern woman. No support will be won by standing apart from the strain and struggle of life and merely demanding political rights.”

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

- a. Briefly describe one purpose of the women’s organization in producing the pamphlet.
- b. Briefly explain how one specific event or development from 1840 to 1900 that is not mentioned in the passage resulted in ideas such as those expressed in the excerpt.
- c. Briefly explain how ideas such as those expressed in the excerpt resulted in one specific effect from 1900 to 1945.

4. Respond to parts a, b, and c.

- a. Briefly describe one way in which economic development influenced migration within the United States from 1890 to 1945.
- h. Briefly explain one similarity in how economic development influenced two regions of the United States from 1945 to 2000.
- c. Briefly explain one difference in how economic development influenced two regions of the United States from 1945 to 2000.