

# ANSWER KEY TO PRACTICE TEST 2

## Multiple-Choice Questions

1.

Answer	Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
C	CUL-2	Appropriate Use of Relevant Historical Evidence	4.1.I.B

**Explanation:** The Constitution established a system of checks and balances to make certain no one branch of government abused its power. Jackson challenged the notion of separation of powers by asserting that all branches of government could judge the constitutionality of laws, not just the Supreme Court. Jackson further demonstrated this by ignoring the Supreme Court decision in *Worcester v. Georgia*, which ruled that the Cherokees could not be forcibly removed to Indian Territory. Division of powers refers to power being divided between the states and the national government. Judicial review was established in the case of *Marbury v. Madison*, not in Article I of the Constitution.

2.

Answer	Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
B	CUL-2	Appropriate Use of Relevant Historical Evidence Continuity and Change over Time	4.1.I.B

**Explanation:** Jackson significantly increased the power of the presidency, taking actions that sometimes challenged constitutionality. This was demonstrated in his removal of deposits from the Second Bank of the United States, his threat to invade South Carolina during the nullification crisis, and his use of the spoils system and rotation in office, to name a few. The civil service system was not created until 1883. Jackson's tenure saw significant movement toward universal white male suffrage. Jackson was uncharacteristically timid in the Texas revolution because of the issue of slavery.

3.

Answer	Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
A	CUL-2	Continuity and Change over Time	4.1.I.B

**Explanation:** Jacksonian democracy saw the elimination of property qualifications for voting, moving the United States much closer to universal white male suffrage. The direct election of senators was not accomplished until 1913, and the Second American Party

System actually emerged during the era of Jacksonian Democracy. Jackson was not supportive of federally funded internal improvements, as witnessed by his veto of the Maysville Road bill.

4.

Answer	Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
C	CUL-5	Appropriate Use of Relevant Historical Evidence	8.2.I.C

**Explanation:** The southern strategy of the Republican Party was to appeal to conservative southern Democrats by taking a less-than-enthusiastic stand on enforcing court-ordered desegregation. In doing so, the Republican Party fundamentally abandoned the idea that attracting the votes of southern African Americans was a viable option. The political cartoon really has nothing to do with antiwar protests, federal funding for public education, or the Head Start program.

5.

Answer	Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
D	CUL-5	Appropriate Use of Relevant Historical Evidence	8.2.I.C

**Explanation:** The southern strategy of the Republican Party included a less rigorous enforcement of laws regarding civil rights for African Americans, which the party believed would bring conservative southern Democrats to the Republicans. This strategy was foreshadowed by the inroads Barry Goldwater had made into the solidly Democratic South in the election of 1964. The Republican Party did not sponsor Freedom Summer or support expansion of social welfare programs initiated by the Great Society. Nixon actually worked to defuse Cold War hostilities through détente.

6.

Answer	Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
C	CUL-5	Periodization	8.2.I.B

**Explanation:** The Civil Rights Act of 1964 guaranteed equal access to public accommodations regardless of race or gender. Southern congressmen believed that adding gender to the bill would ensure its defeat, a strategy that clearly backfired. *Brown v. Board of Education* and the launching of *Sputnik* both occurred in the 1950s. Spiraling gas prices were the result of the Arab oil embargo in the 1970s.

7.

Answer	Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
D	WOR-1	Appropriate Use of Relevant Historical Evidence	2.2.I.C

**Explanation:** The late seventeenth century witnessed increased competition among the European powers for raw materials and markets. This, coupled with the expansion of the economy of the British North American colonies, led the British government to issue the

Navigation Acts in an effort to control colonial production and trade so that Britain, rather than colonial rivals, would reap the profits the British believed were rightly theirs.

8.	Answer	Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
	A	WOR-1	Historical Causation	2.3.II.B

**Explanation:** Mercantilism is an economic system based on government regulation. Although the other choices here are terms important to the study of economics, the Navigation Acts were clearly an effort to regulate colonial trade.

9.	Answer	Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
	B	WOR-1	Historical Causation	2.3.II.C

**Explanation:** The colonists largely ignored mercantilist laws. After the Glorious Revolution and well into the eighteenth century, the British made few efforts to strictly regulate the North American colonies. This relatively benign approach to colonial governance is often called “salutary neglect.”

10.	Answer	Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
	D	ID-1	Historical Causation	3.1.II.A

**Explanation:** Beginning in 1754, the British fought a costly war in North America against the French and their Indian allies. The French and Indian War, known in Europe as the Seven Years’ War, forced Britain to reassess its policies toward the American colonies. In order to pay its war debt and maintain control over the border between the British colonies and French territory, Parliament abandoned salutary neglect and attempted to reassert its authority over the American colonists.

11.	Answer	Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
	D	ID-4	Contextualization Appropriate Use of Relevant Historical Evidence	3.3.III

**Explanation:** When Crèvecoeur wrote *Letters from an American Farmer*, the mass movement of Americans across the Mississippi River had not yet begun. Crèvecoeur, writing in the aftermath of the American Revolution, described how and why Europeans who came to the British colonies had transformed into something new, “Americans.”

12.	Answer	Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
	A	ID-1	Comparison Appropriate Use of Relevant Historical Evidence	3.3.I

**Explanation:** Prior to the Civil War, most immigrants to the United States came from Western and Central Europe, especially England, Ireland, Scandinavia, and Germany. Crèvecoeur believed that immigrants had become truly “American,” while Morse questioned whether immigrants, especially those who were Roman Catholic, could ever be fully assimilated.

13.

Answer	Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
D	ID-1	Historical Causation	4.1.II.C

**Explanation:** Irish and German Catholics came to America in increasing numbers in the mid-1800s. Many settled in urban areas. Protestant opposition to Catholicism led to overt discrimination against Catholic immigrants.

14.

Answer	Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
A	ENV-5	Appropriate Use of Relevant Historical Evidence Periodization	6.2.II.C

**Explanation:** The closing of the frontier in 1890 and the Panic of 1893 demonstrated to Americans that resources were not inexhaustible. There is no indication that Hornady favored government annihilation of buffalo herds or that Indians should be confined to small, scattered reservations, although they were. Hornady is critical of the impact of civilization on the environment.

15.

Answer	Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
D	ID-6	Continuity and Change over Time	6.2.II.C

**Explanation:** While initiatives like the Dawes Act were designed to assimilate American Indians into white society by breaking down tribal loyalty, they were largely unsuccessful. Attempts to promote private, rather than tribal, ownership of land also failed. Indian advocates like Helen Hunt Jackson believed assimilation was the best hope for American Indians. Indian suffrage did not become a reality until the Snyder Act of 1924.

16.

Answer	Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
C	CUL-1	Contextualization Appropriate Use of Relevant Historical Evidence	4.1.II.A

**Explanation:** The Second Great Awakening of the first half of the nineteenth century witnessed the emergence of many new religious groups, among them, the Mormons, the Oneida Community, the Shakers, and the Millerites. This period of religious reform also was characterized by the spread of evangelical enthusiasm and the growing influence of the Methodists and Baptists.

17.	<b>Answer</b>	<b>Learning Objectives</b>	<b>Historical Thinking Skills</b>	<b>Key Concepts in the Curriculum Framework</b>
	C	CUL-2	Contextualization	4.1.II.A

**Explanation:** In the first half of the nineteenth century, many utopian experiments, both secular and religious, reflected the optimism of the Second Great Awakening and the belief that humans could be made perfect or at least much better, given the right environment.

18.	<b>Answer</b>	<b>Learning Objectives</b>	<b>Historical Thinking Skills</b>	<b>Key Concepts in the Curriculum Framework</b>
	D	CUL-4	Patterns of Continuity and Change over Time Appropriate Use of Relevant Historical Evidence	8.1.III.C

**Explanation:** The Millerites were part of a religious reform movement, as was the growth of the evangelical movement in the twentieth century. Populism, progressivism, and Social Darwinism were largely secular.

19.	<b>Answer</b>	<b>Learning Objectives</b>	<b>Historical Thinking Skills</b>	<b>Key Concepts in the Curriculum Framework</b>
	A	WXT-5	Appropriate Use of Relevant Historical Evidence	4.1.II.A

**Explanation:** The market revolution of the 1820s to 1850s resulted in a greater separation between the home and the workplace as production moved from the home to the factory. Roles for middle-class women whose economic role in the family was diminished were now defined by the “cult of true womanhood,” which clearly reinforced women’s role as wife and mother.

20.	<b>Answer</b>	<b>Learning Objectives</b>	<b>Historical Thinking Skills</b>	<b>Key Concepts in the Curriculum Framework</b>
	B	PEO-3	Patterns of Continuity and Change	4.1.II.B

**Explanation:** Women, regarded as the keepers of morality and rectitude in the mid-nineteenth century, assumed important roles in their churches during the Second Great Awakening. The skills they developed helped propel middle-class women into other reform movements: education, abolitionism, prison reform, and women’s rights.

21.	<b>Answer</b>	<b>Learning Objectives</b>	<b>Historical Thinking Skills</b>	<b>Key Concepts in the Curriculum Framework</b>
	D	ENV-4	Historical Causation	4.2.II.D

**Explanation:** The challenges of moving west and establishing homes and communities in a harsh new environment required all family members to contribute to the welfare of their families. This was a democratizing process, and it was no coincidence that western states often granted more rights to women than they had had in the East.

22.	<b>Answer</b>	<b>Learning Objectives</b>	<b>Historical Thinking Skills</b>	<b>Key Concepts in the Curriculum Framework</b>
	C	ID-2	Comparison Appropriate Use of Relevant Historical Evidence	6.1.I.C

**Explanation:** Ward argued that while Darwin's theories applied to the physical evolution of species, they did not apply to human behavior. He agreed with the Progressives who advocated efforts to improve the lot of the poor.

23.	<b>Answer</b>	<b>Learning Objectives</b>	<b>Historical Thinking Skills</b>	<b>Key Concepts in the Curriculum Framework</b>
	A	ID-6	Contextualization	6.2.I.C

**Explanation:** Nativists were opposed to immigration and generally opposed efforts to help the working poor, many of whom were recent immigrants. Nativists viewed immigrants as dregs of society. All of the other choices strongly indicate support for helping the poor.

24.	<b>Answer</b>	<b>Learning Objectives</b>	<b>Historical Thinking Skills</b>	<b>Key Concepts in the Curriculum Framework</b>
	D	WXT-7	Historical Causation	6.1.II.B

**Explanation:** It was not until the 1920s that Congress passed laws that established quotas and restricted immigration.

25.	<b>Answer</b>	<b>Learning Objectives</b>	<b>Historical Thinking Skills</b>	<b>Key Concepts in the Curriculum Framework</b>
	B	POL-5	Continuity and Change over Time Appropriate Use of Relevant Historical Evidence	5.3.II.A

**Explanation:** The Emancipation Proclamation issued in January 1863 freed only slaves living in states currently in rebellion against the United States. When the war ended in April 1865, Congress proposed the Thirteenth Amendment, to be ratified by all the states, to complete the process of emancipation throughout the nation.

26.	<b>Answer</b>	<b>Learning Objectives</b>	<b>Historical Thinking Skills</b>	<b>Key Concepts in the Curriculum Framework</b>
	C	POL-5	Continuity and Change over Time	5.3.III.C

**Explanation:** Southern states ratified the Thirteenth, Fourteenth and Fifteenth amendments as a requirement to rejoin the Union at the end of the Civil War, but most were determined to prevent African Americans from enjoying the full rights of citizens. The states passed a series of restrictive laws, known collectively as Jim Crow laws, to restrict full access to citizenship rights and retain a system of social segregation in the southern states. Attempts to have such laws overturned by the federal court system were generally unsuccessful in the nineteenth and early twentieth centuries.

27.	<b>Answer</b>	<b>Learning Objectives</b>	<b>Historical Thinking Skills</b>	<b>Key Concepts in the Curriculum Framework</b>
	B	POL-7	Contextualization	8.2.I.B

**Explanation:** The 1954 Supreme Court decision, *Brown v. Board of Education of Topeka, Kansas*, was the first time the Court overturned a Jim Crow law that had claimed the right to establish “separate-but-equal” facilities for different races. The Court ruled that by requiring separation, the assumption was that there was no equality. The earlier case, *Plessy v. Ferguson*, had established the separate-but-equal justification in the 1890s.

28.	<b>Answer</b>	<b>Learning Objectives</b>	<b>Historical Thinking Skills</b>	<b>Key Concepts in the Curriculum Framework</b>
	A	ID-6	Historical Causation Appropriate Use of Relevant Historical Evidence	5.1.II.A

**Explanation:** These advertisements are representative of the discrimination faced by Irish immigrants who came to the United States in the 1840s and 1850s. They were singled out because they were Catholic and were willing to take whatever jobs were available at whatever wage was offered. They were perceived as a threat to many laboring class Americans.

29.	<b>Answer</b>	<b>Learning Objectives</b>	<b>Historical Thinking Skills</b>	<b>Key Concepts in the Curriculum Framework</b>
	A	ID-6	Contextualization	5.1.II.A

**Explanation:** Many working-class Americans feared Irish immigrants would replace them in their jobs as they were willing to work for lower wages. Most of the Irish who came in the 1840s and 1850s were impoverished and could not afford land out west, so they settled in urban areas where jobs were available for those with minimal skills and education. There were no federal government limits on immigration in this period of U.S. history. Immigrant neighborhoods became a common feature in many U.S. cities during the nineteenth century.

30.	<b>Answer</b>	<b>Learning Objectives</b>	<b>Historical Thinking Skills</b>	<b>Key Concepts in the Curriculum Framework</b>
	B	WOR-4	Contextualization	7.2.II.C

**Explanation:** The U.S. Congress passed a series of restrictive immigration laws in the years immediately following World War I in an effort to protect jobs for those already in the country and out of a fear that immigrants, particularly those coming from parts of the world where communism and socialism were influential, might bring radical political ideas with them. These laws did not affect the movements within the country of other ethnic groups and was not directly related to concerns over the terms of the Treaty of Versailles.

31.	<b>Answer</b>	<b>Learning Objectives</b>	<b>Historical Thinking Skills</b>	<b>Key Concepts in the Curriculum Framework</b>
	C	POL-2	Historical Causation	5.2.II.A

**Explanation:** The Compromise of 1850, which temporarily settled the issue of the extension of slavery into the territories gained from Mexico in the Mexican War, also laid the groundwork for new conflicts that ultimately resulted in the Civil War. The new Fugitive Slave Law, which allowed runaways to be recaptured in the North and returned to southern owners, radicalized many in the North who had previously been insulated from the real horrors of slavery. The public capture and return of some who had lived for years as free in the North received wide publicity and created strong opposition to slavery where feeling had not been so strong before the passage of this law. Abolitionist groups gained strength in both Congress and in the feelings of the general public.

32.

Answer	Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
A	POL-6	Historical Causation	5.2.II.B

**Explanation:** Northern free-soilers were opposed to the extension of slavery into any new territories or states. The Compromise of 1850 left the question of the extension of slavery open to decisions made on the basis of popular sovereignty in the unorganized territories, two areas that were expected to be divided into Kansas and Nebraska. Many felt Kansas was likely to be open to slavery, while Nebraska would most likely be a free territory.

33.

Answer	Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
A	POL-5	Continuity and Change over Time	5.2.II.A

**Explanation:** A stronger fugitive slave law was enacted as part of the Compromise of 1850. The Missouri Compromise was repealed by the Kansas-Nebraska Act in 1854 and was later ruled unconstitutional in the U.S. Supreme Court decision in *Dred Scott v. Sandford* (1857). Despite the 1808 banning of the slave trade, slaves continued to be imported into the United States. The compromise did nothing to guarantee individual freedoms provided in the Bill of Rights.

34.

Answer	Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
A	ENV-2	Contextualization Comparison Appropriate Use of Relevant Historical Evidence	1.1.I.A

**Explanation:** These two societies were established and permanent, sustained by the cultivation of maize, trade, and a mixture of foraging and hunting as well as agriculture. They are examples of such settlements that developed in very different environments.

35.

Answer	Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
B	PEO-4	Historical Causation	1.2.I.A



**Explanation:** The introduction of European diseases played a major role in the destruction of native populations in both the Southwest and the Ohio Valley. While many native people ultimately worked for European colonists, it was rarely by choice and more often by force. Buffalo herds were not an essential part of the economies of the native populations in the areas represented by the photographs.

36.	Answer	Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
	A	WOR-1	Historical Causation Appropriate Use of Relevant Historical Evidence	1.2.I.C

**Explanation:** The Columbian Exchange introduced new agricultural products, animals, and diseases into both the Americas and Europe, leading to changes in diet, lifestyles, and ultimately social structures. While many positive benefits came with the addition of new foods and farm animals, the exchange of diseases caused massive numbers of deaths in the Western Hemisphere. The introduction of a new form of syphilis to Europe was also devastating, though not in the numbers associated with smallpox, measles, and other European diseases that ravaged the native populations.

37.	Answer	Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
	B	PEO-5	Historical Causation Appropriate Use of Relevant Historical Evidence	1.2.I.B

**Explanation:** European colonizers quickly began to import African slaves to the Western Hemisphere when native populations were not sufficient to do the work of the newly established plantations and mining ventures.

38.	Answer	Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
	A	POL-3	Contextualization Appropriate Use of Relevant Historical Evidence	9.1.I.B

**Explanation:** The last decades of the twentieth century saw the rise of neoconservatism and a general disdain for the broad social welfare programs of midcentury. Politicians supporting this position called for smaller government, lower taxes, and a pulling back from programs they felt created a welfare state. Citizens were called on to be responsible for their own well-being and stop relying on government support.

39.	Answer	Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
	A	WXT-8	Contextualization Continuity and Change	9.1.II.B

**Explanation:** In the late nineteenth century, many promoted “Social Darwinism,” the idea that those who possessed energy and initiative would work their way to success. If one failed to succeed at what one attempted, then the fault was entirely his or her own. There was no belief that it was the place of the government to provide any social or economic safety net.

40.

Answer	Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
B	POL-7	Appropriate Use of Historical Evidence Historical Causation	9.2.II.B

**Explanation:** The attack on the World Trade Center and the Pentagon led the U.S. Congress to pass a number of laws aimed at increasing domestic security. Some, like the Patriot Act, included clauses that many have felt compromised some of the liberties guaranteed in the Bill of Rights.

41.

Answer	Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
A	WOR-8	Historical Causation	9.2.II.A

**Explanation:** The United States launched an attack on the strongholds of Al Qaeda in northern Afghanistan immediately after the attacks on the World Trade Center. An invasion of Iraq took place later when the Bush administration claimed the regime of Saddam Hussein was giving aid to America’s enemies and stockpiling weapons of mass destruction that it could use against the United States and its allies in the future.

42.

Answer	Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
C	POL-6	Historical Causation Appropriate Use of Relevant Historical Evidence	8.1.III.B

**Explanation:** The war in Vietnam was extensively covered by the media, which brought the conflict into the living rooms of Americans nightly. Photos and videos showing the police chief of Saigon shooting a man suspected of being a Vietcong, naked children running from a napalm attack, and bodies lined up along a roadside after the My Lai massacre led Americans to question the values the United States was fighting for in Vietnam. Inroads made by the Vietcong in the Tet Offensive of 1968 also helped fuel the antiwar movement.

43.

Answer	Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
C	POL-6	Patterns of Continuity and Change over Time	8.1.III.B

**Explanation:** In the Tet Offensive, Communist forces won back most of the territory the United States and its allies had gained since 1963. This eroded support for the war as there seemed to be no end in sight to it. There was a large increase in the percentage of people who considered themselves doves (those who opposed the war) and a decrease in those

who considered themselves hawks (those who favored continuing the war). The energy crisis did not come about until the 1970s.

44.	Answer	Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
	D	WXT-6	Periodization Interpretation	7.2.I.B

**Explanation:** Installment buying came into vogue in the 1920s. This allowed people to blur the distinction between needs and wants and purchase goods they might not otherwise afford. The introduction of credit cards is more closely tied to the 1950s. Radio and print media were the largest outlets for advertising as television did not become commonly available until after World War II. Prices for agricultural commodities decreased in the 1920s, and farmers did not enjoy the same prosperity as other Americans.

45.	Answer	Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
	B	WXT-6	Periodization	7.1.I.C

**Explanation:** The “big bull market” of the 1920s created a sense of optimism in the United States. The prices of consumer goods, like the Model T, enabled more people to feel that the quality of life was improving. Nuclear energy was a product of the post–World War II era, and immigration, while restricted, had little to do with the rising expectations of Americans. The failure of the United States to realize its goals in World War I actually led to increased cynicism and disillusionment.

46.	Answer	Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
	C	POL-4	Patterns of Continuity and Change over Time	7.3.II.C

**Explanation:** In 1920, Warren G. Harding called for a “return to normalcy.” That meant returning to the Gilded Age prior to the progressive reforms of the pre–World War I era. Republican presidents and conservative ideas dominated the political landscape during the 1920s. The United States refused to join the League of Nations or the World Court. The United States did not play the role of international peacekeeper in the Middle East.

47.	Answer	Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
	C	POL-6	Historical Causation Appropriate Use of Relevant Historical Evidence	7.3.III.B

**Explanation:** The fear of the concentration of Japanese American citizens on the West Coast led to the issuing of Executive Order 9066 by President Roosevelt, which ultimately set up internment camps in the interior of the country. While Japanese Americans did work in agricultural fields, they were not forced labor. Japanese American citizens could not be deported because of constitutional guarantees. Although there were some violent deaths in the camps, there were no executions for espionage or sabotage.

48.	<b>Answer</b>	<b>Learning Objectives</b>	<b>Historical Thinking Skills</b>	<b>Key Concepts in the Curriculum Framework</b>
	B	CUL-5	Periodization	7.3.II.B

**Explanation:** A. Philip Randolph threatened a march on Washington if President Roosevelt did not establish a commission to investigate and prevent racial discrimination in hiring defense workers. Ultimately this led to the establishment of the Fair Employment Practices Commission. Racial segregation in the armed forces was not ended until the Truman administration. Schools remained segregated in much of the United States until long after the *Brown v. Board of Education* decision in 1954. African American troops served in both the European and Pacific theaters of the war until the war ended in 1945.

49.	<b>Answer</b>	<b>Learning Objectives</b>	<b>Historical Thinking Skills</b>	<b>Key Concepts in the Curriculum Framework</b>
	A	POL-4	Patterns of Continuity and Change over Time	7.3.II.A

**Explanation:** The classic example of Rosie the Riveter demonstrated that labor shortages opened opportunities for women and minorities. Women succeeded in jobs traditionally reserved for men. However, they earned significantly less than men in the same positions. While women served in various branches of the military, they were not assigned combat roles. Women won the right to vote with the ratification of the Nineteenth Amendment in 1920, well before World War II.

50.	<b>Answer</b>	<b>Learning Objectives</b>	<b>Historical Thinking Skills</b>	<b>Key Concepts in the Curriculum Framework</b>
	B	POL-3	Comparison	5.2.I.B

**Explanation:** After the passage of the Compromise of 1850, attitudes toward slavery and abolition became more polarized in both the North and the South, with both sides increasingly unwilling to work for a middle ground. Southerners felt their entire economy and way of life was threatened, while northerners increasingly came to see slavery as an intolerable immoral practice.

51.	<b>Answer</b>	<b>Learning Objectives</b>	<b>Historical Thinking Skills</b>	<b>Key Concepts in the Curriculum Framework</b>
	B	CUL-2	Historical Causation	5.2.I.C

**Explanation:** Southern slaveholders made many different arguments to justify the slave system, among them the belief that had Africans not been taken into slavery, they would have never been exposed to Christianity and could not have hoped to be allowed into heaven after they died. While slaves may have been more efficient at some types of farmwork, the argument that they were better than white workers was not generally made. There was very little southern manufacturing before the Civil War. Most slaves were used in agricultural work or as house slaves. There was some urban slavery in the South, but not in factories.

52.	<b>Answer</b>	<b>Learning Objectives</b>	<b>Historical Thinking Skills</b>	<b>Key Concepts in the Curriculum Framework</b>
	A	CUL-2	Comparison	5.2.I.B

**Explanation:** Many abolitionist groups argued over which tactics were appropriate to use to try to bring about the end of slavery. Some advocated nonviolence, hoping slave owners could be persuaded to give up their chattel through appeals to logic and religious principles. Others, particularly those who had former slaves among their membership, believed that slaves had the right to do whatever was necessary to gain their freedom.

53.	<b>Answer</b>	<b>Learning Objectives</b>	<b>Historical Thinking Skills</b>	<b>Key Concepts in the Curriculum Framework</b>
	B	CUL-5	Periodization	6.1.I.D

**Explanation:** Veblen criticized the rich for excessive displays that flaunted their wealth for no other reason than they could. He referred to that as “conspicuous consumption.” Robber barons like the Vanderbilts and the Bradley Martins built ornate mansions and threw lavish parties that cost far more than many factory workers would earn in a lifetime. While scientific management and the philosophy of utilitarianism were associated with the time period, they didn’t deal with such excessive displays of spending.

54.	<b>Answer</b>	<b>Learning Objectives</b>	<b>Historical Thinking Skills</b>	<b>Key Concepts in the Curriculum Framework</b>
	C	CUL-5	Periodization	6.1.III.C

**Explanation:** Abuses of power by big business led to increased calls for government regulation of business at both the national and state levels. Legislation such as the Interstate Commerce Act and the Sherman Antitrust Act, though weak and fairly ineffective, set the precedent for government regulation of business. While a graduated income tax was proposed, passed, and subsequently ruled unconstitutional, there were no calls for a cap on income. While the Populist Party supported government ownership of utilities and railroads, that call was not realized.

55.	<b>Answer</b>	<b>Learning Objectives</b>	<b>Historical Thinking Skills</b>	<b>Key Concepts in the Curriculum Framework</b>
	A	CUL-5	Periodization	6.2.I.D

**Explanation:** Both the state and federal governments took a laissez-faire (hands-off) attitude toward social welfare in the time period. Private movements like the settlement house movement, the Salvation Army, and the YMCA took up the slack to try to alleviate suffering among the poor. Railroad companies did not offer free transportation to the west.

## Short-Answer Questions

1.	Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
	<p>PEO-5 Explain how free and forced migration to and within different parts of North America caused regional development, cultural diversity and blending, and political and social conflicts through the nineteenth century.</p> <p>WOR-6 Analyze the major aspects of domestic debates over U.S. expansionism in the nineteenth century and the early twentieth century.</p>	<p>Appropriate Use of Relevant Historical Evidence</p> <p>Continuity and Change over Time</p>	<p>5.2</p> <p>5.3.I.B</p>

### What a good response might include

- a) A good response might include the following: It will note that in his First Inaugural Address, Lincoln states that he has no intention or right to interfere with slavery where it exists; it will note that Lincoln was a free-soiler and that his primary objective early on in the sectional crisis was to preserve the Union.
- b) A good response might include the following: It might explain that Lincoln's Second Inaugural Address attempted to place the blame for the Civil War on the South; it might explain that this inaugural address offered hope for a lenient reconstruction.
- c) A good response might note the following: Lincoln's first address was given before the Upper South had seceded and before the Civil War had begun. Thus, his objective was to placate the southern states and preserve the Union. In contrast, by the time of the Second Inaugural Address, Lincoln had already issued the Emancipation Proclamation, which had freed the slaves in the areas of the Confederacy still in rebellion in 1863. Lincoln's objective in issuing the Emancipation Proclamation was to clarify the status of runaway slaves and slaves in areas that were conquered. He also hoped to prevent any European alliances with the Confederacy by making the Civil War more clearly about slavery.

2.	Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
	<p>POL-7 Analyze how debates over civil rights and civil liberties have influenced political life from the early twentieth century through the early twenty-first century.</p> <p>CUL-5 Analyze the ways that philosophical, moral, and scientific ideas were used to defend and challenge the dominant economic and social order in the nineteenth and twentieth centuries.</p>	<p>Contextualization</p> <p>Comparison</p>	<p>7.2.I.B</p> <p>7.2.I.C</p> <p>7.2.II.B</p> <p>7.2.II.C</p> <p>7.3.II.C</p> <p>8.1</p>

**What a good response might include**

- a) A good response might include one or more of the following examples of conflicts: the conflict over the Eighteenth Amendment, which prohibited alcohol within the United States; the conflict over immigration and the quota system devised in the 1920s; the debate between fundamentalism and scientific modernism; concepts of Victorian womanhood versus modern womanhood (private versus public spheres).
- b) A good response might include one or more of the following examples of conflicts: conflicts over segregation and civil rights; the liberalism of the legislative branch and the conservatism of the executive branch; disagreements over how to combat the threat of Soviet expansion; the growing generation gap between youth and adults, especially among the middle class.
- c) A good response might include one or more of the following examples of similarities: both periods were times of economic growth and prosperity; both periods also witnessed an expansion of consumerism and the suburbanization of American society; both periods also saw the emergence of a youth culture that challenged the prevailing morals of the established generation. Examples of differences might include the following: whereas the 1920s was a time of activism in women's rights, the 1950s were relatively dormant in this regard; the 1950s saw a much more active expansion of the civil rights movement during the 1950s, including the movement toward nonviolent civil disobedience, than had existed in the 1920s; there were also significantly different challenges in terms of foreign policy, with the 1920s marked by a spirit of isolationism while the 1950s was a time of tremendous international focus, in large part a product of the Cold War.

3.	Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
	WXT-4 Explain the development of labor systems such as slavery, indentured service, and free labor from the colonial period through the end of the eighteenth century.	Appropriate Use of Relevant Historical Evidence Continuity and Change over Time	2.1.III.B 2.3.I.B 2.3.I.C

**What a good response might include**

- a) A good response might include the following: Because of improvements in the English economy after the restoration in 1660, the supply of indentured servants from there declined; increasingly colonial authorities felt threatened by freed indentured servants, especially after Bacon's Rebellion in 1676; there was also a high mortality rate among indentured servants.
- b) A good response might include the following: Bacon's Rebellion in 1676 increased colonial authorities' fear of the "landless rabble"; slave rebellions, particularly the Stono Rebellion, along with work slowdowns and sabotage, led colonial assemblies to enact laws that restricted the movement of slaves; plantation owners feared that there would be a labor shortage, thus leading them to advocate that African Americans "servants" and their offspring should be slaves for life.
- c) A good response might include the following: the French in North America had little need for slaves in their North American colonies because their economy was not based on plan-

tation labor; however, slavery was prominent in the French West Indies; in both Spanish and French colonies, slaves and native populations were more likely to intermarry than in the British colonies; the Spanish and French had fewer restrictive laws governing the movement of slaves.

4. Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
CUL-4 Analyze how changing religious ideals, Enlightenment beliefs, and republican thought shaped the politics, culture, and society of the colonial era through the early republic.	Appropriate Use of Relevant Historical Evidence Continuity and Change over Time	3.1.II.A 3.2.II.B

**What a good response might include**

- a) A good response might include the following: Great Britain was saddled with debt following the French and Indian War and needed to raise money; the colonists and British disagreed on the contribution of each to victory over the French and who should assume the cost of the victory; the British believed the colonies were undertaxed and were reluctant to raise taxes on citizens in Britain.
- b) A good response might include the following: many Americans believed Britain had the right to regulate trade but lacked the power to impose direct internal taxes on the colonies; many colonists believed that they were being taxed despite not having representatives in Parliament; many colonists rejected the notion of virtual representation in favor, ostensibly, of direct representation.
- c) A good response might include the following: Great Britain attempted to tax the colonies through acts such as the Sugar Act, the Stamp Act, the Townshend Acts, the Quartering Act; colonial resistance including organized protests under the auspicious of the Sons and Daughters of Liberty and included events such as the Stamp Act Congress, nonimportation agreements and boycotts, and the Boston Tea Party.

**Document-Based Question**

Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
POL-5 Analyze how arguments over the meaning and interpretation of the Constitution have affected U.S. politics since 1787. WOR-5 Analyze the motives behind, and results of, economic, military and diplomatic initiatives aimed at expanding U.S. power and territory in the Western Hemisphere in the years between independence and the Civil War.	Appropriate Use of Relevant Historical Evidence Patterns of Continuity and Change over Time Synthesis	3.1.III 3.2.I.C 3.2.II.A 3.2.II.B 3.2.II.D



### What a good response might include

This question asks you to consider the domestic and diplomatic problems that the new United States faced between the end of the American Revolution to the beginning of the nineteenth century. You will use primarily the historical thinking skill of **patterns of continuity and change over time**, as well as the skills of **synthesis**, and the **appropriate use of relevant historical evidence**. Begin by crafting a thesis that articulates the major issues revealed by the documents and by fully explaining what you will argue about the relative success of the United States in dealing with these issues. Your thesis must do more than simply repeat the prompt. Strong essays will discuss the origins and outcomes of both the domestic and diplomatic (or foreign policy) issues that the United States faced in the 1780s and 1790s. It will make a case for why these issues were problematic and the degree to which they were successfully resolved by 1801. You must also explicate and evaluate the documents and place them in proper historical context.

In order to earn the maximum of 3 points for document use, in this case you must analyze *all or all but one* of the documents (that is, at least six in this DBQ) and address how these documents provide evidence of domestic or diplomatic problems the United States encountered. Do not forget the requirement to address one of these points for each document you use: audience, purpose, historical context, or point of view. If you are not certain how to do this, ask your teacher to show you some examples. You cannot merely name the intended audience or simply state the speaker's point of view. Instead, you must link this discussion to the directive at hand: to analyze the domestic and diplomatic problems that the United States faced and to evaluate the extent to which the new nation succeeded in solving those problems.

Before you even begin writing—and remember to make good use of the 15-minute planning period that you are given—make a list of relevant information that you know about this period. You may remember, for example, that in 1783, the year the United States signed the Treaty of Paris with Great Britain officially ending the American Revolution, the new nation was governed under the Articles of Confederation—the Constitution was still seven years from ratification. The Articles of Confederation failed for a number of reasons, including the ability of the new government to raise revenue or levy taxes. You will likely remember that there was a bitter three-year fight over ratification between people calling themselves Federalists and a group calling themselves Antifederalists. On the diplomatic front, you would do well to recall that the French Revolution, whose effects were felt around the world, began in 1789 and that the various factions within the federal government disagreed about what position the United States should take toward that conflict and the subsequent wars that it engendered. You might also remember that in 1783, the United States held title to only the eastern part of the North American continent and that the British in Canada and the Spanish to the South and West remained formidable presences on the continent, sometimes threatening U.S. sovereignty.

You should also remember that you are required to link documents together to make a convincing argument. For example, you could use Alexander Hamilton's statement at the Constitutional Convention (Document 1) along with the document from the Antifederalist papers (Document 4) and Thomas Jefferson's first inaugural address (Document 7) to illustrate the ongoing debate throughout this era about how much power the federal government should have. On the diplomatic front, you might connect the Northwest Ordinance (Document 2) with Jay's Treaty (Document 5) to illustrate ongoing problems with British occupation of the Northwest forts. Similarly, both Jay's Treaty (Document 5) and the map of the port of New Orleans (Document 6) expose issues that the United States faced with powerful foreign nations on the North American continent.

Do not refer to the documents as "Document 1" or "Document 6." Instead, refer to the type of document (painting, address to Congress . . .) and its context, and reference the author, the title of the work, and his purpose audience, or point of view. Be certain to link the document to your thesis. One of the worst errors you can make is to do what is called "laundry listing" the documents.

When you finish writing, look over your essay. Be certain that you have included all of the required elements. If you do not have already have a generic rubric, ask your teacher to give you a copy of one so you will be absolutely certain that you understand what the person who scores your essay is looking for. The rubric is a sort of map for your essay. Remember that if you go on a journey without a map, you might never know when you arrive at your destination. So commit that rubric to memory and pay attention to your destination and what it takes to get there.

## Long Essay Questions

1.	Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
	<p>WXT-6 Explain how arguments about market capitalism, the growth of corporate power, and government policies influenced economic policies from the late eighteenth century through the early twentieth century.</p> <p>WXT-8 Explain how and why the role of the federal government in regulating economic life and the environment has changed since the end of the nineteenth century.</p>	<p>Appropriate Use of Relevant Historical Evidence</p> <p>Contextualization</p> <p>Historical Argumentation</p> <p>Continuity and Change over Time</p>	6.1.I.C

### What a good response might include

This is a clear and straightforward question, and good responses will explicitly address the degree to which the U.S. government adopted a strict *laissez-faire* policy during the Gilded Age. The essay calls for the historical thinking skills of the **use of relevant historical evidence**, **contextualization**, **historical argumentation**, and **continuity and change over time**. You must develop a thoughtful thesis that clearly states the argument you will craft. It is important that you make it clear in your opening statement that you understand what “strict *laissez-faire* policy” means. The term *laissez-faire*, coined in the nineteenth century, means a complete hands-off approach, with no interference. You might make an argument that *laissez-faire* as a policy can apply to more than just economics—it can also be applied to social issues.

Your essay must synthesize a significant body of evidence and must support your thesis. Remember not to rush through your essay; rather, take the time to make sure that you are answering the question and that you are not merely summarizing events and ideas but rather analyzing them. After you write your introductory paragraph, put down your pen and carefully read what you have just written. It is far easier to make changes in your essay at the beginning rather than trying to correct your mistakes as time expires. Also, occasionally stop writing as you work on the rest of your essay and examine your work to ensure that you are saying just what you want to say.

You might explain that during the Gilded Age, the federal government pursued a pro-business policy in that it provided land grants and subsidies to railroads. You might also explain that the federal government pursued tight money, high protective tariff policies that aided big business. The federal government also intervened in labor disputes on the side of big business through the issuing of injunctions and commitment of troops, and it encouraged westward expansion through the granting of homesteads and the removal of American Indians. Your essay must cite specific examples to support the thesis and explain how and why those examples do so.

All of these policies suggest that the United States did not pursue a strict *laissez-faire* policy toward the economy.

At the same time, you should consider that the federal government did pursue a strict *laissez-faire* policy when it came to the regulation of big business. A number of reformers called on the government to end its *laissez-faire* approach to regulating big business. Early attempts to convince the government to regulate big business were largely unsuccessful. However, over time, Congress passed—and the president signed—legislation that marked the beginning of business regulation. Examples include the Interstate Commerce Act (1887) and the Sherman Antitrust Act (1882). Essays must cite and explain how specific examples such as these support the thesis.

Typically the best responses show an understanding of the fact that things are seldom all one thing or all the other. Thus, essays that acknowledge a more complex analysis would tend to receive higher scores.

2. Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
<p>WXT-6 Explain how arguments about market capitalism, the growth of corporate power, and government policies influenced economic policies from the late eighteenth century through the early twentieth century.</p> <p>WXT-8 Explain how and why the role of the federal government in regulating economic life and the environment has changed since the end of the nineteenth century.</p>	<p>Appropriate Use of Relevant Historical Evidence</p> <p>Contextualization</p> <p>Historical Argumentation</p> <p>Continuity and Change over Time</p>	<p>7.1.I.A</p>

### What a good response might include

This is a clear and straightforward question, and good responses will explicitly address the degree to which the U.S. government adopted a strict *laissez-faire* policy during the 1920s. The essay calls for the historical thinking skills of the **use of relevant historical evidence, contextualization, historical argumentation, and continuity and change over time**. You must develop a thoughtful thesis that clearly states the argument you will craft. It is important that you make it clear in your opening statement that you understand what a “strict *laissez-faire* policy” means. The term *laissez-faire*, coined in the nineteenth century, means a complete hands-off approach with no interference. You might make an argument that *laissez-faire* as a policy can apply to more than just economics—it can also be applied to social issues.

Your essay must synthesize a significant body of evidence and must support your thesis. Remember not to rush through your essay; rather, take the time to make sure that you are answering the question and not merely summarizing events and ideas but rather analyzing them. After you write your introductory paragraph, put down your pen and carefully read what you have just written. It is far easier to make changes in your essay at the beginning rather than trying to correct your mistakes as time expires. Also, occasionally stop writing as you work on the rest of your essay and examine your work to ensure that you are saying just what you want to say.

You might explain that during the 1920s, the federal government pursued a probusiness policy in an attempt to return to the policies of the Gilded Age. Just as during the Gilded Age, the federal government in the 1920s pursued tight money and high protective tariff policies that aided big business. The 1920s also witnessed the implementation of the “trickle-down” theory of economics that theorizes that the more that big businesses make, the better the economy will

thrive because business leaders will reinvest their profits into the economy, thus creating jobs and expanding the gross domestic product. In the 1920s, the federal government appointed to various regulatory agencies leaders who were probusiness advocates and used those agencies to aid rather than regulate big business. Thus, in terms of aiding big business, the 1920s clearly did not witness a strict laissez-faire policy on the part of the federal government. You might also explain that the government quickly ended government control of businesses after World War I and also cite the federal government's lack of regulation of the stock market that led to the "bull market" of the 1920s that ultimately led to the stock market crash and the Great Depression.

Typically the best responses show an understanding of the fact that things are seldom all one thing or all the other. Thus, essays that acknowledge a more complex analysis would tend to receive higher scores.