Watson / White - APUSH

Spring Break Assignment Part 2: (4/6 - 4/24)

April 2020						
Sunday	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**	**Saturday**
Part 1 Assignments: turned in this week!!!	*30* **-36-37 DBQ** **-C37 Assignment** **-U9 Journal** **-U10 Assignment**	*31* >>> >>>	*1* >>> >>>	*2* >>> >>>	*3* >>> >>>	4
5 *Did you turn in your Part 1 Assignment?*	6 **Practice Exam: Multiple Choice**	7	8 **Practice Exam: Short Answer**	9	10 **SPRING BREAK?**	11
12	13 **STILL SPRING BREAK?**	14	15	16	17	18
19	20 **Theme / Period Project**	21 >>>	22 >>>	23 >>>	24 *Review all assignments, check to make sure they are done and ready to be turned in Monday*	25

Part 2 Spring Break Assignment Guidelines

Please read the directions below carefully - this is your assignment that will be collected on ***April 27th***:

1. **Practice Exam - Multiple Choice and Short Answer**
   a. Section I Part A of your exam consists of 55 multiple choice questions, with a suggested 50 minutes to complete
      i. You can time yourself with this, or take your time, just make sure you answer all 55 questions
   b. Section I Part B of your exam consists of 4 short answer questions, which you will respond to 3
   c. A copy of the test is on the Google Classroom, but there is also a hard copy available in the office
      i. Record your responses on notebook paper, to be turned in on 4/27
2. **Theme / Period Review project**
   a. You will create a Google Slides presentation that focuses on one of the periods or themes as a focus
      i. If you pick a period, it will address all 7 themes. If you pick a theme, it will address all 9 periods.
   b. It is preferred that you complete and turn in the presentation through the Google Classroom, but hard copies can also be turned in to the main office on 4/27. Hard copies will still need to meet the same presentation requirements.

This is a graded assignment: YOU ARE RESPONSIBLE for completing the assignment by any means possible. Failure to complete and return these assignments will result in lower grades and possible failure for Quarter 4

If you have ANY QUESTIONS or need any help (with the assignment or in general), please contact BOTH of us at:

watson.robert@mansfieldschools.org ***and*** white.james@mansfieldschools.org

APUSH Theme / Period Review Project

***Purpose**: To review major concepts and key ideas from the year's material in preparation for the AP Exam in May.*

Directions

- Each of you will pick either a time period or theme
  - With that topic, you will create a visual project
  - Imagine you are summing up the topic, for someone new to US History
- Make sure you address big events, important people/concepts, etc
  - Who, what, when, where, why
- For reference, it should end up looking similar to one of our chapter PPT's
- Thematic presentations will need to address all nine periods
- Periodic presentations will need to address all seven themes

Helpful Tips

- Feel free to change the theme, font, colors. This is your creation, be creative!
- Don't try tackling this all at once, do a slide or two at a time
- Your textbook and class materials are a great place to start for information
- If you have any questions or issues, please let us know so we can help

Requirements

- Title slide - name, period, date
- At least 15-20 slides worth of material
- At least 10 images to support your material
- Paintings, pictures, graphs, etc

Choose one of the following:

Periods

- 1491–1607 = Old World meets the New
- 1607-1754 = Europeans Compete in the New World
- 1754-1800 = The Birth of a Nation (the United States)
- 1800-1848 = Expansion and Nationalism
- 1844-1877 = American Identity Crisis
- 1865-1898 = Industrialization and Jim Crow
- 1890-1945 = America on the World Stage
- 1945-1980 = The Cold War
- 1980-Present = A Modern Post-Cold War America

Themes

- American and National Identity (NAT)
- Politics and Power (POL)
- Work, Exchange, and Technology (WXT)
- Culture and Society (CUL)
- Migration and Settlement (MIG)
- Geography and the Environment (GEO)
- America in the World (WOR)

How You Will Be Graded

- You will be graded in 4 categories:
  - Accuracy (30 pts) - is the information you present factually correct?
  - Content (30 pts) - does your presentation address the topic fully?
  - Quality (30 pts) - is it organized, have good flow, and easy to follow?
  - Requirements (10 pts) - does your presentation include all necessary pieces?
- ***Total of 100 possible points***

Practice Exam

After the practice exam you will find a table that shows which key concepts, learning objectives, and primary practice or skill is assessed in each question. The table also provides the answers to the multiple-choice questions.

Section I

Part A: Multiple-Choice Questions

As demonstrated in the following section, question sets will be organized around two to five questions that focus on a primary or secondary source.

Questions 1–3 refer to the excerpt below.

> "In 1739 arrived among us from Ireland the Reverend Mr. [George] Whitefield, who had made himself remarkable there as an itinerant preacher. He was at first permitted to preach in some of our churches; but the clergy, taking a dislike to him, soon refused him their pulpits, and he was obliged to preach in the fields. The multitudes of all sects and denominations that attended his sermons were enormous. . . . It was wonderful to see the change soon made in the manners of our inhabitants. From being thoughtless or indifferent about religion, it seemed as if all the world were growing religious, so that one could not walk thro' the town in an evening without hearing psalms sung in different families of every street."
>
> Benjamin Franklin, *The Autobiography of Benjamin Franklin*

1. Whitefield's impact suggests that religious culture among British North American colonists in the 1700s was most directly shaped by

   (A) Roman Catholic influences

   (B) interest in commerce and business

   (C) trans-Atlantic exchanges

   (D) reliance on agriculture

2. Whitefield's open-air preaching contributed most directly to which of the following trends?

   (A) The growth of the ideology of republican motherhood

   (B) Greater independence and diversity of thought

   (C) Movement of settlers to the backcountry

   (D) The pursuit of social reform

3. The preaching described in the excerpt is an example of which of the following developments in the 1700s?

   (A) The emergence of an idea of republican self-government

   (B) The beginning of calls for the abolition of slavery

   (C) The increased influence of the Enlightenment

   (D) The expansion of Protestant evangelism

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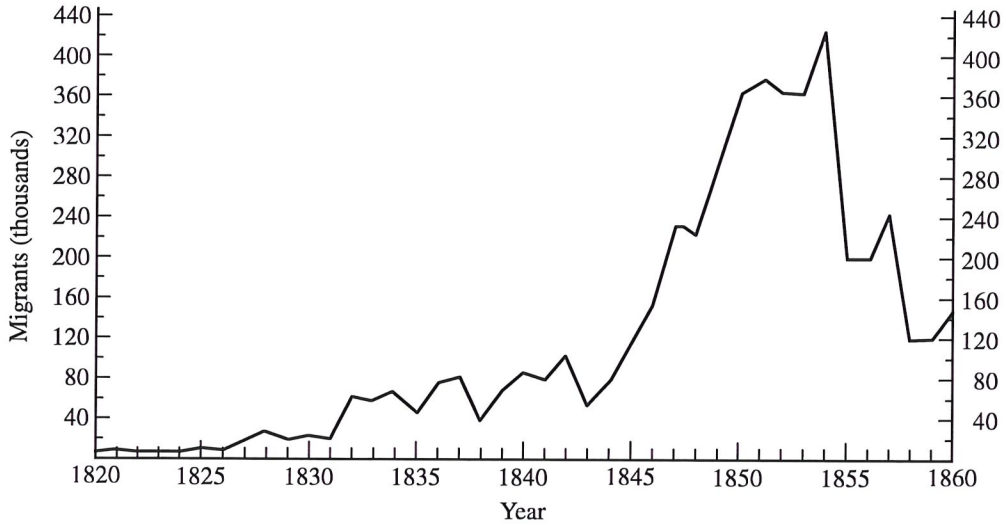
Questions 4–6 refer to the graph below.

MIGRATION TO THE UNITED STATES, 1820–1860



United States Census Bureau

4. Which of the following was a significant cause of the trend from 1843 to 1854 shown in the graph?

   (A) Active encouragement of migration by the United States government

   (B) Economic and political difficulties in Germany and Ireland

   (C) Incentives offered by United States companies looking to hire skilled migrants

   (D) Adoption of free trade policies by European governments

5. Which of the following was a direct effect of the trend in immigration after 1845 shown on the graph?

   (A) An increase in sectional tensions

   (B) A major economic downturn

   (C) An upsurge in nativist sentiment

   (D) The collapse of the second party system

6. The main trend shown in the graph was most directly associated with which of the following processes occurring in the United States at the time?

   (A) The convergence of European and American cultures

   (B) The emergence of an industrialized economy

   (C) The displacement of American Indians from the Southeast

   (D) The resurgence of evangelical Protestantism

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Questions 7–9 refer to the excerpt below.

"The history of mankind is a history of repeated injuries and usurpations on the part of man toward woman, having in direct object the establishment of an absolute tyranny over her. To prove this, let facts be submitted to a candid world.

"He has never permitted her to exercise her inalienable right to the elective franchise.

"He has compelled her to submit to laws, in the formation of which she had no voice. . . .

"Having deprived her of this first right of a citizen, the elective franchise, thereby leaving her without representation in the halls of legislation, he has oppressed her on all sides. . . .

"He has taken from her all right in property, even to the wages she earns."

Seneca Falls Convention, Declaration of Sentiments and Resolutions, 1848

7. The ideas expressed in the excerpt most directly challenged the prevailing ideal in the early nineteenth century that

   (A) women should enjoy full and equal rights with men

   (B) women should focus on the home and the domestic sphere

   (C) the ability of women to earn wages was a positive development

   (D) women should educate their children about the rights and responsibilities of citizenship

8. Which of the following developments in the second half of the nineteenth century best represented the continuation of the ideas expressed in the declaration?

   (A) The formation of voluntary organizations and reform efforts

   (B) Women's support for the Social Gospel

   (C) Support for outlawing the production and sale of alcohol

   (D) A movement focused on religious revivals and personal conversion

9. Many supporters of the declaration in 1848 broke ranks with which of the following groups by the 1870s?

   (A) Social Darwinists

   (B) Supporters of Southern secession and states' rights

   (C) Supporters of the Fifteenth Amendment

   (D) Isolationists

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Questions 10 and 11 refer to the excerpt below.

> "Governments are instituted among Men, deriving their just powers from the consent of the governed. That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness."
>
> Thomas Jefferson, Declaration of Independence, 1776

10. The excerpt was written in response to the

    (A) British government's attempt to assert greater control over the North American colonies

    (B) British government's failure to protect colonists from attacks by American Indians

    (C) colonial governments' failures to implement mercantilist policies

    (D) colonial governments' attempts to extend political rights to new groups

11. The ideas about government expressed in the excerpt are most consistent with which of the following?

    (A) The concept of hereditary rights and privileges

    (B) The belief in Manifest Destiny

    (C) The principle of religious freedom

    (D) The ideas of the Enlightenment

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Questions 12–14 refer to the excerpt below.

"We conclude that in the field of public education the doctrine of 'separate but equal' has no place. Separate educational facilities are inherently unequal."

Chief Justice Earl Warren, writing the unanimous opinion of the United States Supreme Court in *Brown v. Board of Education of Topeka, 1954*

12. Which of the following was the most immediate result of the decision excerpted?

(A) Radicals critiqued government actions as doing too little to transform the racial status quo.

(B) Education advocates raised awareness of the effect of poverty on students' opportunities.

(C) Civil rights activists became increasingly divided over tactical and philosophical issues.

(D) Segregationists in southern states temporarily closed many public schools in an effort to resist the decision.

13. The decision excerpted most directly reflected a growing belief after the Second World War that the power of the federal government should be used to

(A) promote greater racial justice

(B) revitalize cities

(C) foster economic opportunity

(D) defend traditional visions of morality

14. The Brown decision reversed which of the following earlier decisions?

(A) *Marbury* v. *Madison*, which established the principle of judicial review

(B) *Worcester* v. *Georgia*, which established that the federal government rather than individual states had authority in American Indian affairs

(C) *Dred Scott* v. *Sandford*, which proclaimed that slaves could not be citizens

(D) *Plessy* v. *Ferguson*, which endorsed racial segregation laws

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Questions 15 and 16 refer to the excerpt below.

"The system of quotas . . . was the first major pillar of the Immigration Act of 1924. The second provided for the exclusion of persons ineligible to citizenship. . . . Ineligibility to citizenship and exclusion applied to the peoples of all the nations of East and South Asia. Nearly all Asians had already been excluded from immigration. . . . The exclusion of persons ineligible to citizenship in 1924 . . . completed Asiatic exclusion. . . . Moreover, it codified the principle of racial exclusion into the main body of American immigration and naturalization law."

Mae M. Ngai, historian, *Impossible Subjects: Illegal Aliens and the Making of Modern America,* 2004

15. The Immigration Act of 1924 most directly reflected

(A) cultural tensions between scientific modernism and religious fundamentalism in the 1920s

(B) conflicts arising from the migration of African Americans to urban centers in the North

(C) the emergence of an increasingly national culture in the 1920s shaped by art, cinema, and mass media

(D) social tensions emerging from the First World War

16. Which of the following evidence would best support Ngai's argument in the excerpt?

(A) Census data showing the changing percentages of the foreign-born population from 1920 to 1930

(B) Narratives describing the challenges of immigrant family life in the 1920s

(C) Diplomatic correspondence reflecting the increasing isolationism of United States foreign policy in the 1920s and 1930s

(D) Census data revealing the Great Migration of African Americans to cities in the North and West in the 1920s

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Questions 17 and 18 refer to the excerpt below.

"I believe that it must be the policy of the United States to support free peoples who are resisting attempted subjugation by armed minorities or by outside pressures. I believe we must assist free peoples to work out their own destinies in their own way. I believe that our help should be primarily through economic and financial aid which is essential to economic stability and orderly political processes."

President Harry Truman, address before a joint session of Congress articulating what would become known as the Truman Doctrine, 1947

17. In his statement Truman had the goal of

(A) restraining communist military power and ideological influence

(B) creating alliances with recently decolonized nations

(C) reestablishing the principle of isolationism

(D) avoiding a military confrontation with the Soviet Union

18. Truman issued the doctrine primarily in order to

(A) support decolonization in Asia and Africa

(B) support United States allies in Latin America

(C) protect United States interests in the Middle East

(D) bolster noncommunist nations, particularly in Europe

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Questions 19–21 refer to the late-nineteenth-century photograph below by journalist Jacob Riis.

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19. Conditions like those shown in the image contributed most directly to which of the following?

    (A) The passage of laws restricting immigration to the United States

    (B) An increase in Progressive reform activity

    (C) A decline in efforts to Americanize immigrants

    (D) The weakening of labor unions such as the American Federation of Labor

20. The conditions shown in the image depict which of the following trends in the late nineteenth century?

    (A) The growing gap between wealthy people and people living in poverty

    (B) The rise of the settlement house and Populist movements

    (C) The increased corruption in urban politics

    (D) The migration of African Americans to the North

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21. Advocates for individuals such as those shown in the image would have most likely agreed with which of the following perspectives?

    (A) The Supreme Court's decision in *Plessy* v. *Ferguson* was justified.

    (B) Capitalism, free of government regulation, would improve social conditions.

    (C) Both wealth and poverty are the products of natural selection.

    (D) Government should act to eliminate the worst abuses of industrial society.

Questions 22 and 23 refer to the excerpt below.

> "Excepting only Yosemite, Hetch Hetchy is the most attractive and wonderful valley within the bounds of the great Yosemite National Park and the best of all the camp grounds. People are now flocking to it in ever-increasing numbers for health and recreation of body and mind. Though the walls are less sublime in height than those of Yosemite, its groves, gardens, and broad, spacious meadows are more beautiful and picturesque. . . . Last year in October I visited the valley with Mr. William Keith, the artist. He wandered about from view to view, enchanted, made thirty-eight sketches, and enthusiastically declared that in varied picturesque beauty Hetch Hetchy greatly surpassed Yosemite. It is one of God's best gifts, and ought to be faithfully guarded."
>
> John Muir, *Century Magazine*, 1909

22. Which of the following aspects of Muir's description expresses a major change in Americans' views of the natural environment?

    (A) The idea that wilderness areas are worthy subjects for artistic works

    (B) The idea that wilderness areas serve as evidence of divine creation

    (C) The idea that government should preserve wilderness areas in a natural state

    (D) The idea that mountainous scenery is more picturesque and beautiful than flat terrain

23. Muir's ideas are most directly a reaction to the

    (A) increasing usage and exploitation of western landscapes

    (B) increase in urban populations, including immigrant workers attracted by a growing industrial economy

    (C) westward migration of groups seeking religious refuge

    (D) opening of a new frontier in recently annexed territory

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Questions 24–27 refer to the excerpt below.

> "[H]istory and experience prove that foreign influence is one of the most baneful foes of republican government. . . . Excessive partiality for one foreign nation and excessive dislike of another cause those whom they actuate to see danger only on one side and serve to veil and even second the arts of influence on the other. . . . The great rule of conduct for us, in regard to foreign nations, is in extending our commercial relations to have with them as little political connection as possible. So far as we have already formed engagements, let them be fulfilled with perfect good faith. Here let us stop. Europe has a set of primary interests which to us have none, or a very remote relation. Hence she must be engaged in frequent controversies, the causes of which are essentially foreign to our concerns."
>
> George Washington, Farewell Address, 1796

24. The concerns expressed by Washington were a response to the

    (A) debate over the proper treatment of American Indian tribes in the trans-Appalachian West

    (B) dispute over the possibility of annexing Canada from Great Britain

    (C) controversy regarding support for the revolutionary government of France

    (D) conflict with Great Britain over the treatment of American Loyalists

25. The ideas expressed in Washington's address most strongly influenced which United States foreign policy decision in the twentieth century?

    (A) The establishment of the United Nations in 1945

    (B) The formation of the NATO alliance between the United States and Western Europe in 1949

    (C) The refusal to join the League of Nations in 1919

    (D) The oil embargo against Japan in 1941

26. Which of the following groups most strongly opposed Washington's point of view in the address?

    (A) Democratic-Republicans

    (B) New England merchants

    (C) Southern plantation owners

    (D) Federalists

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27. Most historians would argue that the recommendations of Washington's address ceased to have a significant influence on United States foreign policy as a result of

(A) westward expansion in the nineteenth century

(B) support for Cuban revolutionaries in the Spanish-American War

(C) Woodrow Wilson's support for international democratic principles during the First World War

(D) involvement in the Second World War

Questions 28–30 refer to the excerpt below.

"The colonizers brought along plants and animals new to the Americas, some by design and others by accident. Determined to farm in a European manner, the colonists introduced their domesticated livestock—honeybees, pigs, horses, mules, sheep, and cattle—and their domesticated plants, including wheat, barley, rye, oats, grasses, and grapevines. But the colonists also inadvertently carried pathogens, weeds, and rats. . . . In sum, the remaking of the Americas was a team effort by a set of interdependent species led and partially managed (but never fully controlled) by European people."

Alan Taylor, historian, *American Colonies,* 2001

28. The export of New World crops to the Old World transformed European society mostly by

(A) improving diets and thereby stimulating population growth

(B) encouraging enclosure of open lands and pushing workers off of farms

(C) promoting greater exploration of the interior of the American continents

(D) fostering conflicts among major powers over access to new food supplies

29. The patterns described in the excerpt most directly foreshadowed which of the following developments?

(A) The spread of maize cultivation northward from present-day Mexico into the American Southwest

(B) The population decline in Native American societies

(C) The gradual shift of European economies from feudalism to capitalism

(D) The emergence of racially mixed populations in the Americas

30. The trends described by Taylor most directly illustrate which of the following major historical developments in the Atlantic world?

(A) The growth of mercantile empires that stretched across the Atlantic

(B) The increasing 46nglicization of the English colonies

(C) The phenomenon known as the Columbian Exchange

(D) The rise of the trans-Atlantic slave trade

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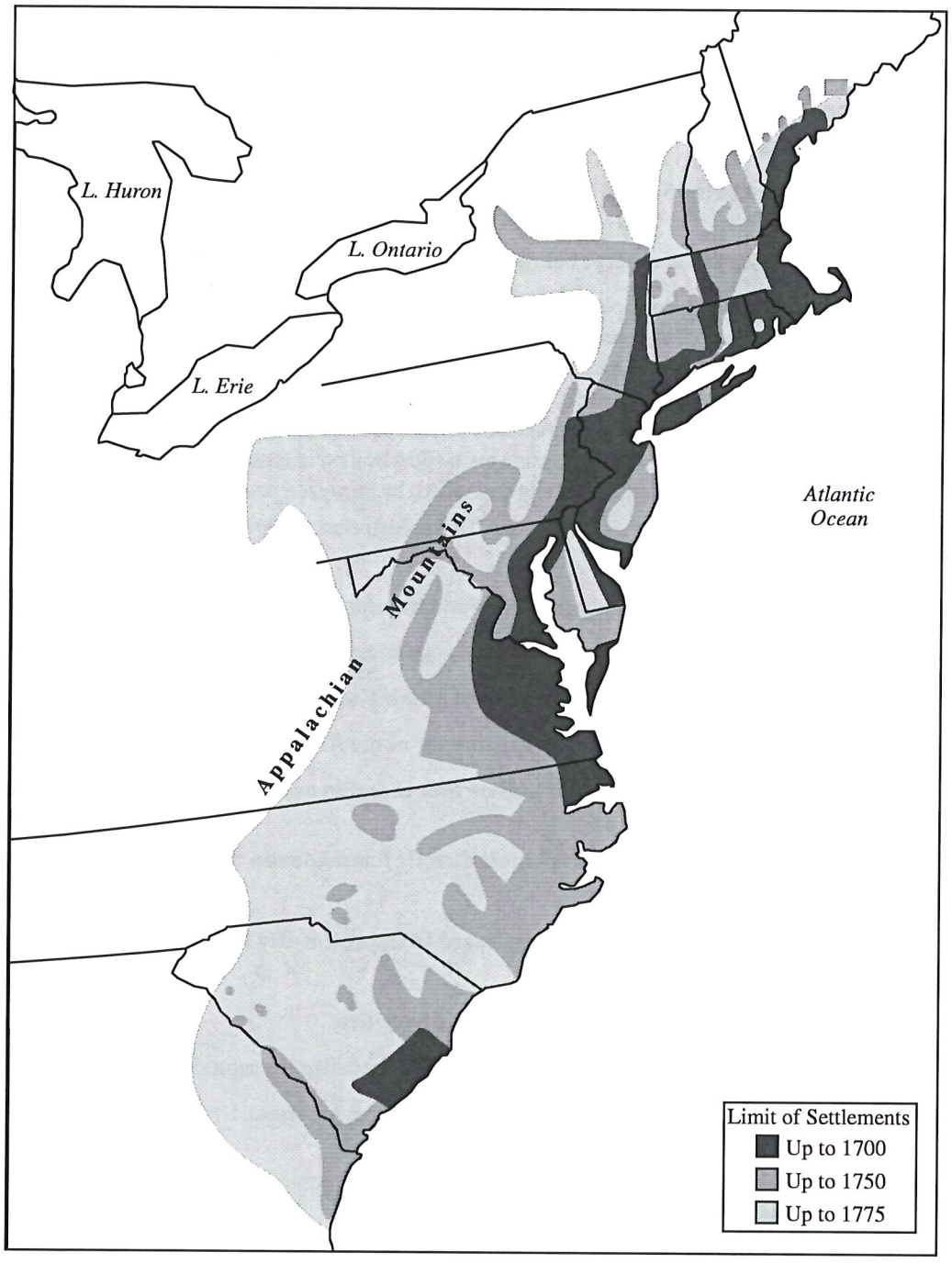
Questions 31–34 refer to the map below.

BRITISH SETTLEMENT OF THE THIRTEEN COLONIES 1700–1775



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31. The map most directly depicts the

    (A) inland expansion of the colonial population

    (B) effects of industrialization

    (C) pattern of American Indian resistance

    (D) decline of tobacco production

32. The pattern of colonial settlement up to 1700 resulted most directly from which of the following factors?

    (A) The large size of British colonial populations relative to American Indian populations

    (B) British recognition of Native American sovereignty

    (C) The orientation of the British colonies toward producing commodities for export to Europe

    (D) British government attempts to impose greater control over the colonies in the late 1600s

33. The change in settlement patterns from 1700 to 1775 had which of the following effects?

    (A) A decrease in the coastal population

    (B) An increase in conflicts between British settlers and American Indians

    (C) A decrease in the economic importance of slavery and other forms of coerced labor

    (D) An increase in trade with French Canada

34. The change in settlement patterns from 1700 to 1775 best explains the

    (A) development of economic differences between the northern and southern colonies

    (B) colonists' difficulties in effectively resisting the British military during the American Revolution

    (C) significant proportion of colonists who remained loyal to Great Britain during the American Revolution

    (D) growth of social tensions between backcountry settlers and coastal elites

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Questions 35–37 refer to the excerpt below.

> "[T]he condition of the African race throughout all the States where the ancient relation between the two [races] has been retained enjoys a degree of health and comfort which may well compare with that of the laboring population of any country in Christendom; and, it may be added that in no other condition, or in any other age or country, has the Negro race ever attained so high an elevation in morals, intelligence, or civilization."
>
> John C. Calhoun, political leader, 1844

35. Which of the following groups would have been most likely to support Calhoun's views expressed in the excerpt?

    (A) Members of nativist political parties

    (B) Members of the Whig Party

    (C) Southern landowners

    (D) Northern industrialists

36. Which of the following most directly undermines Calhoun's assertions?

    (A) Many slaves adopted elements of Christianity.

    (B) Many slaves engaged in forms of resistance to slavery.

    (C) Abolitionist societies encountered difficulty organizing in Southern states.

    (D) A majority of White Southerners were not slaveholders.

37. In the 1840s and 1850s, the views expressed by Calhoun most directly contributed to

    (A) the United States acquisition of new territory in the West

    (B) increased sectional divisions between the North and the South

    (C) the development of sharecropping and tenant farming in the South

    (D) the rise of voluntary organizations to promote religious reform

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Questions 38–40 refer to the excerpt below.

"My purpose is not to persuade children from their parents; men from their wives; nor servants from their masters: only, such as with free consent may be spared: But that each [English] parish, or village, in city or country, that will but apparel their fatherless children, of thirteen or fourteen years of age, or young married people, that have small wealth to live on; here by their labor may live exceeding well: provided always that first there be sufficient power to command them, . . . and sufficient masters (as carpenters, masons, fishers, fowlers, gardeners, husbandmen, sawyers, smiths, spinsters, tailors, weavers, and such like) to take ten, twelve, or twenty, or as is their occasion, for apprentices. The masters by this may quickly grow rich; these [apprentices] may learn their trades themselves, to do the like; to a general and an incredible benefit for king, and country, master, and servant."

John Smith, English adventurer, *A Description of New England*, 1616

38. The excerpt suggests that promoters such as Smith most typically presented migration as a means for

(A) workers to achieve social mobility and economic opportunity

(B) people to earn wages to send home to their families

(C) countries to acquire new sources of mineral wealth

(D) joint-stock companies to generate profits

39. The excerpt would be most useful to historians as a source of information about which of the following?

(A) The interaction of English colonial settlers with native populations in the early seventeenth century

(B) The harsh realities of life in the early seventeenth-century American colonies, including illness, high mortality rates, and starvation

(C) The role that appeals and advertising played in encouraging men and women to participate in colonization efforts

(D) The nature of master and apprentice relationships in England in the early seventeenth century

40. Which of the following was a major contrast between the New England colonies and the colonies of France?

(A) The New England colonies were based on more diverse agriculture and commerce.

(B) The French settled more often in cities and towns.

(C) The French had more conflicts with American Indians.

(D) New England developed a less rigid racial hierarchy.

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Questions 41–43 refer to the excerpt below.

"There is, at present, no danger of another insurrection against the authority of the United States on a large scale, and the people are willing to reconstruct their State governments, and to send their senators and representatives to Congress. But as to the moral value of these results, we must not indulge in any delusions. . . . [T]here is, as yet, among the southern people an *utter absence of national feeling*. . . .

"Aside from the assumption that the Negro will not work without physical compulsion, there appears to be another popular notion . . . that the Negro exists for the special object of raising cotton, rice and sugar for the whites, and that it is illegitimate for him to indulge, like other people, in the pursuit of his own happiness in his own way."

Carl Schurz, *Report on the Condition of the South*, 1865

41. Schurz's analysis most directly illustrated the debates about which of the following issues in the South?

(A) The industrialization of the South

(B) The issuing of the Emancipation Proclamation

(C) The process of readmitting Confederate states

(D) The extent of federal legislative power

42. The attitudes of White Southerners described by Schurz contributed to which of the following developments in the last quarter of the nineteenth century?

(A) The sale of most plantations to African Americans to keep them in the South

(B) The establishment of sharecropping throughout the South

(C) The Nullification Crisis caused by Southern resistance to federal policy

(D) The rise of the Whig Party in the South

43. Efforts by Republicans such as Schurz to establish a base for their party in the South after the Civil War ultimately failed because

(A) Republicans feared the South would secede again if the party became too successful

(B) Republican opposition to African American rights alienated many White Southerners

(C) Republicans grew weary of pressing their Reconstruction agenda in a hostile environment

(D) Republicans believed it better to withdraw from the South than to become corrupted by Southern politics

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Questions 44–46 refer to the excerpt below.

"The peace-loving nations must make a concerted effort in opposition to those violations of treaties and those ignorings of humane instincts which today are creating a state of international anarchy and instability from which there is no escape through mere isolation or neutrality.

"Those who cherish their freedom and recognize and respect the equal right of their neighbors to be free and live in peace, must work together for the triumph of law and moral principles in order that peace, justice and confidence may prevail in the world. There must be a return to a belief in the pledged word, in the value of a signed treaty. There must be recognition of the fact that national morality is as vital as private morality."

President Franklin Roosevelt, Quarantine Speech, 1937

44. The ideas expressed in the excerpt differed from the prevailing United States approach to foreign policy issues primarily in that Roosevelt was

(A) arguing to expand the role of the United States in the world

(B) encouraging the United States to avoid political entanglements in Europe

(C) seeking to promote United States influence throughout Latin America

(D) encouraging new laws that would give the United States international police power

45. The excerpt best reflects an effort by Roosevelt to

(A) encourage the ratification of the Treaty of Versailles

(B) promote the acquisition of new territories abroad

(C) contain the spread of Soviet-dominated communism

(D) overcome opposition to participation in the impending Second World War

46. Which of the following best represents continuity in the years after 1945 with the ideas that Roosevelt expressed in the excerpt?

(A) The conviction and execution of suspected Soviet spies in the United States

(B) United States membership in an international collective security organization

(C) United States military commitment to countries battling communist insurgencies

(D) The rise of peace organizations opposed to the buildup and use of nuclear weapons

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Questions 47–49 refer to the poster below.

Courtesy of Library of Congress, LC-USZ62-117090

47. The poster most directly reflects the

(A) wartime mobilization of United States society

(B) emergence of the United States as a leading world power

(C) expanded access to consumer goods during wartime

(D) wartime repression of civil liberties

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48. The poster was intended to

(A) persuade women to enlist in the military

(B) promote the ideals of republican motherhood

(C) advocate for the elimination of sex discrimination in employment

(D) convince women that they had an essential role in the war effort

49. Which of the following represents a later example of the change highlighted in the poster?

(A) Feminist calls for equal economic opportunities in the 1970s

(B) The growing feminist protests against United States military engagements abroad in the 1970s

(C) The increasing inability of the manufacturing sector to create jobs for women in the 1970s and 1980s

(D) The growing popular consensus about appropriate women's roles in the 1980s and 1990s

Questions 50 and 51 refer to the excerpt below.

"The era of big government is over but we can't go back to a time when our citizens were just left to fend for themselves. We will meet them by going forward as one America, by working together in our communities, our schools, our churches and synagogues, our workplaces across the entire spectrum of our civic life."

President Bill Clinton, radio address to the nation, 1996

50. Which of the following actions by the Clinton administration best reflects the ideas about the scope of government expressed in the excerpt?

(A) The decision to pursue military peacekeeping interventions in the Balkans and Somalia

(B) The enactment of welfare reform to restrict benefits and encourage self-reliance

(C) The negotiation of new free trade agreements among North American countries

(D) The effort to enact universal health care legislation

51. The ideas expressed by Clinton in the excerpt were most similar to those of which twentieth-century president?

(A) Lyndon Johnson

(B) Ronald Reagan

(C) Franklin Roosevelt

(D) Woodrow Wilson

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Questions 52–55 refger to the excerpt below.

"Shortly after this, my mother's widowed sister, . . . who kept a factory boarding house in Lowell [Massachusetts], advised her to come to that city. . . .

"My mother, feeling obliged to have help in her work besides what I could give, and also needing the money which I could earn, allowed me . . . to go to work in the mill. . . .

"The working hours of all the girls extended from five o'clock in the morning until seven in the evening, with one half hour for breakfast and dinner. . . .

"I cannot tell you how it happened that some of us knew about the English factory children, who as it was said, were treated so badly. . . .

"In contrast to this sad picture, we thought of ourselves as well off . . . enjoying ourselves in our own good way, with our good mothers and our warm suppers awaiting us."

Harriet Hanson Robinson, *Loom and Spindle, or Life Among Early Mill Girls*, describing events in the 1830s, published in 1898

52. Which of the following most directly contributed to the developments described in the excerpt?

(A) The concept of republican motherhood after the American Revolution

(B) Large-scale immigration from southern and eastern Europe

(C) The expansion and increased organization of industrial production

(D) The wartime need for women to fill jobs previously held by men

53. The developments described in the excerpt most directly reflect which of the following changes in the first half of the 1800s?

(A) The sharp increase in the number of workers making goods for distant markets

(B) Women's acquisition of new legal rights independent of their fathers and husbands

(C) The emergence of a larger and more distinct middle class

(D) Many women's embrace of the idea of separate spheres

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54. Which of the following was a major difference in economic development between the Northeast and the South in the first half of the 1800s?

(A) Southern exports had a far lower value than exports from the Northeast.

(B) Banking and shipping grew more rapidly in the South than in other regions.

(C) The South relied much less on wage labor than the Northeast.

(D) The South had few commercial connections with other regions of the United States.

55. Robinson's assertion that she and the other workers were "well off" would be challenged during the second half of the nineteenth century by which of the following?

(A) The growing corporate need for clerical workers that brought many women into office jobs

(B) Declining household incomes of working families as a result of businesses' unwillingness to employ children

(C) The expanded access to company-sponsored pensions and healthcare for most employees

(D) Confrontations between unions and factory management over wages and working conditions

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Part B: Short-Answer Questions

There are four short-answer questions on the exam. Students answer Question 1 and Question 2. They then choose to answer either Question 3 or Question 4. Note that the short-answer questions do not require students to develop and support a thesis statement.

> "[W]e have in [United States history] a recurrence of the process of evolution in each western area reached in the process of expansion. Thus American development has exhibited not merely advance along a single line, but a return to primitive conditions on a continually advancing frontier line, and a new development for that area. American social development has been continually beginning over again on the frontier. This perennial rebirth, this fluidity of American life, this expansion westward with its new opportunities, its continuous touch with the simplicity of primitive society, furnish the forces dominating American character. The true point of view in the history of this nation is not the Atlantic coast, it is the Great West. . . . In this advance, the frontier is the outer edge of the wave—the meeting point between savagery and civilization."
>
> Frederick Jackson Turner, historian, "The Significance of the Frontier in American History," 1893

> "[T]he history of the West is a study of a place undergoing conquest and never fully escaping its consequences. . . . Deemphasize the frontier and its supposed end, conceive of the West as a place and not a process, and Western American history has a new look. First, the American West was an important meeting ground, the point where Indian America, Latin America, Anglo-America, Afro-America, and Asia intersected. . . . Second, the workings of conquest tied these diverse groups into the same story. Happily or not, minorities and majorities occupied a common ground. Conquest basically involved the drawing of lines on a map, the definition and allocation of ownership (personal, tribal, corporate, state, federal, and international), and the evolution of land from matter to property."
>
> Patricia Nelson Limerick, historian, *The Legacy of Conquest: The Unbroken Past of the American West*, 1987

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

   (A) Briefly describe ONE major difference between Turner's and Limerick's historical interpretations of the West.

   (B) Briefly explain how ONE specific historical event or development during the period 1865 to 1898 that is not explicitly mentioned in the excerpts could be used to support Turner's interpretation.

   (C) Briefly explain how ONE specific historical event or development during the period 1865 to 1898 that is not explicitly mentioned in the excerpts could be used to support Limerick's interpretation.

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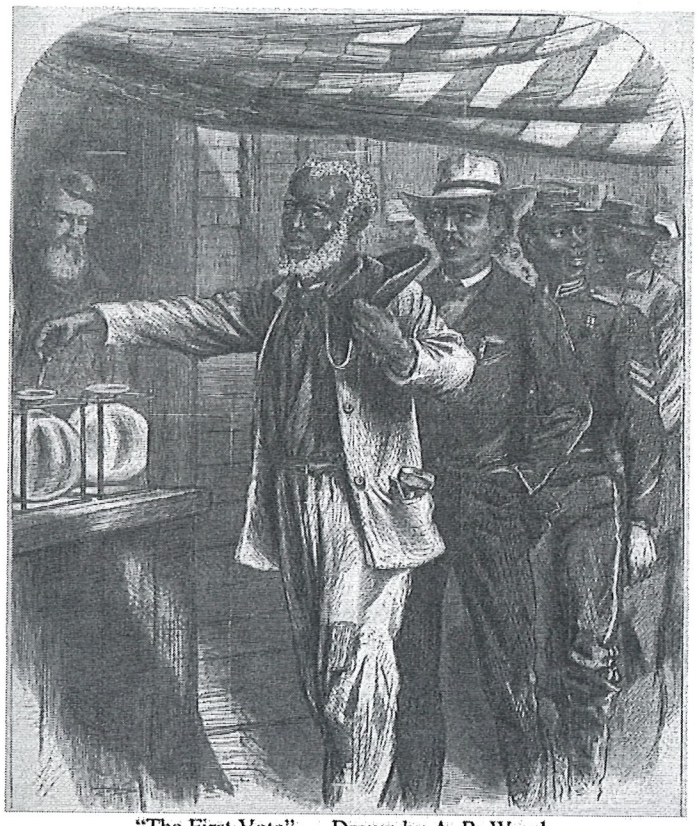

"The First Vote" — Drawn by A. R. Waud

Courtesy of the Library of Congress

2. Using the post–Civil War image above, answer (a), (b), and (c).

   (A) Briefly describe ONE perspective about citizenship expressed in the image.

   (B) Briefly explain ONE specific historical development that led to the change depicted in the image.

   (C) Briefly explain ONE way in which the historical change depicted in the image was challenged in the period 1866 to 1896.

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Choose EITHER Question 3 OR Question 4.

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

   (A) Briefly describe ONE specific historical difference between the antislavery movement in the period 1780–1810 and in the period 1830–1859.

   (B) Briefly describe ONE specific historical similarity between the antislavery movement in the period 1780–1810 and in the period 1830–1859.

   (C) Briefly explain ONE specific historical effect of the antislavery movement in either the period 1780–1810 or the period 1830–1859.

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

   (A) Briefly describe ONE specific historical similarity between mass media in the 1920s and in the 1950s.

   (B) Briefly describe ONE specific historical difference between mass media in the 1920s and in the 1950s.

   (C) Briefly explain ONE specific historical effect of mass media in either the 1920s or the 1950s.

Scoring the Response

For a short-answer question, a good response should:

- accomplish all three tasks set by the question. It should answer each task with complete sentences and must show some specific knowledge of history to receive credit.

Depending on the question, a good response should:

- explain a historical interpretation, compare two interpretations, and/or explain how evidence relates to an interpretation.
- go beyond simply quoting or paraphrasing primary or secondary sources in explaining their meaning or significance.
- address causes and effects, similarities and differences, or continuities and changes over time for different historical issues, and provide specific evidence in relation to the prompt.

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