

Practice Exam 1

SECTION I

Part A: 55 Multiple-Choice Questions

Directions: The questions in the section are grouped in sets of 2–4 questions. Each set is organized around a primary source, secondary source, or other historical issue. Select the best answer for each of the questions in this section. (55 minutes)

QUESTIONS 1–3 REFER TO THE FOLLOWING QUOTATION:

“The question, therefore, should be quickly settled, whether free colored persons, born and naturalized in this country, are not American citizens, and justly entitled to all the rights, privileges and immunities of citizens of the several states; and whether the Constitution of the United States makes or authorizes any invidious distinction with regard to the color or condition of free inhabitants.

“For myself, I have not the shadow of doubt on the subject. I believe that the rights of the free colored persons need only to be vindicated before the U.S. Supreme Court, to be obtained; that no prejudice or sophistry . . . can prevent their acknowledgement . . . and that the present laws, affecting your condition, are clearly unconstitutional. The fact that you have been treated, by common consent and common usage, as aliens and brutes, is not proof that such treatment is legal, but only shows the strength, the bitterness, and the blindness of prejudice.”

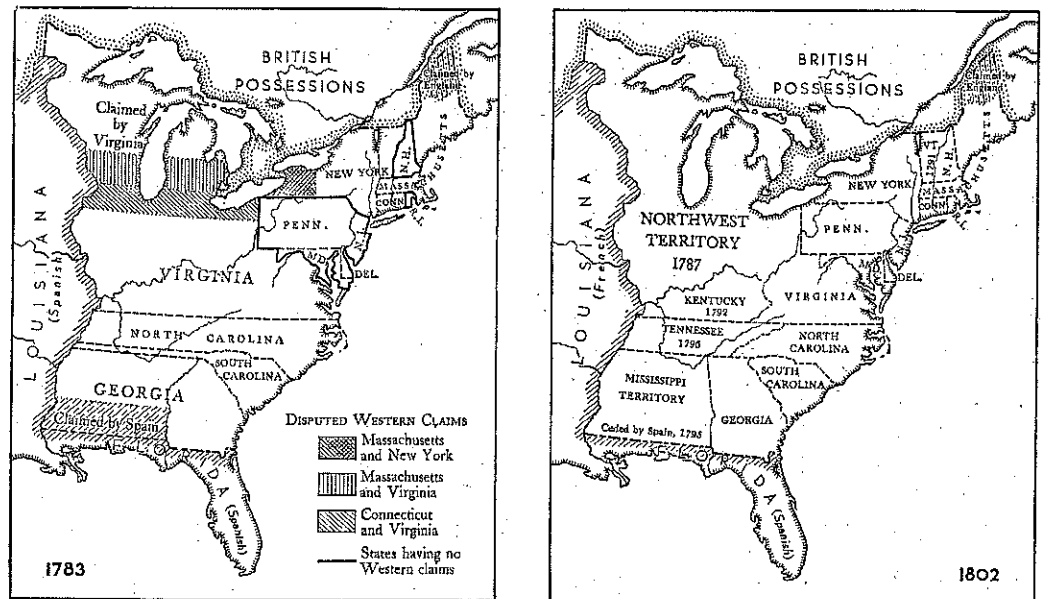
—William Lloyd Garrison, “To the Free People of Color of the United States,”
The Liberator, January 15, 1831

1. The approach of William Lloyd Garrison and *The Liberator* can be seen as directly challenging the approach of
 - (A) David Walker in his book, *An Appeal to the Colored Citizens of the World*.
 - (B) Elijah P. Lovejoy in the newspaper he edited, *The Alton Observer*.
 - (C) Charles Fenton Mercer, Henry Clay, and other activists in the American Colonization Society.
 - (D) Benjamin Lundy in the newspaper he edited, *Genius of Universal Emancipation*.

2. The argument put forth by William Lloyd Garrison in the passage was later contradicted in which of the following Supreme Court decisions?
 - (A) *Dred Scott v. Sanford* (1857)
 - (B) *Ex parte Milligan* (1866)
 - (C) *Pace v. Alabama* (1883)
 - (D) *Plessy v. Ferguson* (1896)

3. The reform that William Lloyd Garrison is advocating in the passage was later enacted as a result of the
 - (A) issuing of the Emancipation Proclamation (1863).
 - (B) passage of the Reconstruction Act of 1867.
 - (C) ratification of the Fourteenth Amendment (1868).
 - (D) passage of the Civil Rights Act of 1875.

QUESTIONS 4-5 REFER TO THE FOLLOWING IMAGE:



4. The differences in the two maps shown above illustrate which of the following?
 - (A) The result of the Articles of Confederation government successfully handling the question of western lands.
 - (B) Territorial transfers that were brought about by the treaty ending the French and Indian War
 - (C) The evolving status of slavery in the newly acquired territories of the United States
 - (D) The impact of the "Quasi-war" with France on competing land claims in the American West

5. The establishment of the Northwest Territory (visible in the second map) by the Northwest Ordinance of 1787 contributed to problems in the subsequent decades of American history because the ordinance
- (A) ignored the earlier designation of that land as an "Indian Reserve" by the British, setting the stage for violent conflict in the region.
 - (B) failed to address the issue of slavery in the Northwest Territory, leading to violence between proslavery and antislavery forces.
 - (C) called for any political entities carved out of the Northwest Territory to be treated as inferior bodies to the original thirteen states, leading to a constitutional conflict that was eventually resolved by the Supreme Court.
 - (D) made no provisions for individuals to gain title to land in the Northwest Territory, setting off a series of violent skirmishes among people with competing land claims.

QUESTIONS 6-8 REFER TO THE FOLLOWING IMAGE:



UNCLE SAM'S NEW CLASS IN THE ART OF SELF-GOVERNMENT.

6. The circumstances depicted in the cartoon suggest that the cartoon was published in the immediate aftermath of
- (A) the War of 1812.
 - (B) the Mexican-American War.
 - (C) the Spanish-American War.
 - (D) World War I.

7. Which of the following reflects a main point of the political cartoon?
- (A) The United States used excessive violence in suppressing independence movements in its recently acquired territories.
 - (B) The inhabitants of America's newly acquired colonial holdings might not initially be able to handle self-government and would require some degree of long-term American control.
 - (C) American expansionistic efforts were misguided and costly; the United States would be well-advised to abandon its experiment in imperialism.
 - (D) The United States should extend citizenship rights to inhabitants of its newly acquired colonies; the Constitution should follow the flag.
8. In the period following the events depicted in the cartoon the United States
- (A) formed multilateral agreements and regional alliances with developing nations.
 - (B) withdrew from global affairs in the face of opposition at home and abroad to imperialistic ventures.
 - (C) expanded its economic and military presence in the Caribbean, Latin America, and Asia.
 - (D) insisted that the countries referred to in the cartoon improve their human rights records or suffer a reduction of foreign aid.

QUESTIONS 9–10 REFER TO THE FOLLOWING QUOTATION:

“The power . . . given to the commanding officer over all the people of each district is that of an absolute monarch. His mere will is to take the place of all law. . . . It reduces the whole population of the ten states—all persons, of every color, sex, and condition, and every stranger within their limits—to the most abject and degrading slavery.”

9. The excerpt from the presidential veto message above is from
- (A) President Thomas Jefferson's veto of the Alien and Sedition Acts.
 - (B) President James Monroe's veto of an act for the preservation and repair of the Cumberland Road.
 - (C) President Andrew Jackson's veto of the bill rechartering the Second Bank of the United States.
 - (D) President Andrew Johnson's veto of one of the Reconstruction Acts of 1867.
10. The political sentiment of the veto message above is most similar to which of the following political positions taken in the twentieth century?
- (A) Justice Frank Murphy's dissent in the Supreme Court case, *Korematsu v. the United States* in 1944
 - (B) United States Army lawyer Joseph Welsh's opposition to Senator Joseph McCarthy in the Army-McCarthy hearings in 1954
 - (C) Governor Orval Faubus's response to the steps taken by President Dwight Eisenhower to resolve the Little Rock crisis in 1957
 - (D) John Lewis's endorsement of the Voting Right's Act in 1965

QUESTIONS 11–12 REFER TO THE FOLLOWING IMAGE:



JUST AS DANGEROUS NOW AS THEN.

11. The 1883 cartoon above makes the point that
- (A) the “new” immigrants from eastern and southern Europe, with their different customs and religious beliefs, were just as dangerous to the American way of life as the American Indians were to the Pilgrims in the seventeenth century.
 - (B) the United States was getting filled up with people; additional immigrants would displace native born Americans, just as the seventeenth century Pilgrims displaced the American Indians.
 - (C) among the “new immigrants” were many hard working men and women, but also many radicals, anarchists, revolutionaries, criminals and other “dangerous” elements.
 - (D) incoming immigrants faced a gauntlet of dangers when they arrived in America, just as the Pilgrims did when they arrived in the seventeenth century.
12. Which of the following best represents a continuity with the political sentiments expressed in the cartoon above?
- (A) Jane Addams and Ellen Gates Starr founding Hull House in 1889
 - (B) Madison Grant writing the book, *The Passing of the Great Race* (1916)
 - (C) Attorney General A. Mitchell Palmer carrying out deportation hearings during the “Red Scare” of the 1920s
 - (D) Congressmen Albert Johnson and David Reed proposing the Immigration Act of 1924

QUESTIONS 13–14 REFER TO THE FOLLOWING IMAGE:



13. The 1936 cartoon above, from the *New York Daily News*, is making the point that
- (A) although European individuals and countries might be seduced into waging another major war, the United States would be wise to avoid participating.
 - (B) the policy of appeasement is a bankrupt policy that can only lead to more death and destruction.
 - (C) munitions manufacturers, the so-called merchants of death, were pushing the world toward war in the name of profits.
 - (D) the weaponry of modern warfare had advanced to such a degree that future military engagements would result in unprecedented carnage.
14. Which of the following political positions most closely parallels the political position reflected in the cartoon?
- (A) Newspaper publisher William Randolph Hearst's position on declaring war on Spain in 1898
 - (B) The Abraham Lincoln Brigade position on American intervention in the Spanish Civil War in 1937
 - (C) Secretary of State Dean Acheson's position on United States intervention in the Korean War in 1950
 - (D) Martin Luther King, Jr.'s position on the Vietnam War in 1967

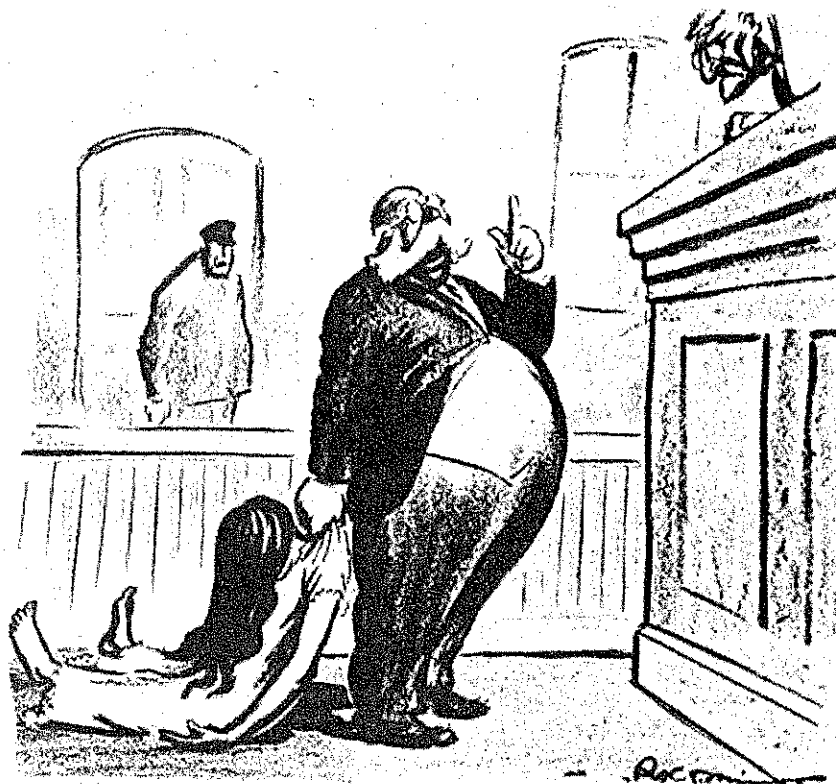
QUESTIONS 15–17 REFER TO THE FOLLOWING PASSAGE:

“The seeds of totalitarian regimes are nurtured by misery and want. They spread and grow in the evil soil of poverty and strife. They reach their full growth when the hope of a people for a better life has died. We must keep that hope alive. . . . Great responsibilities have been placed upon us by the swift movement of events. . . . I am confident that the Congress will face these responsibilities squarely.”

—President Harry S. Truman, 1947

15. The passage above is part of President Truman’s argument to Congress in favor of
- (A) the Servicemen’s Readjustment Act (G.I. Bill).
 - (B) development of the hydrogen bomb.
 - (C) the McCarran Internal Security Act.
 - (D) an extension of aid to Greece and Turkey.
16. The passage above can best be seen as providing a rationale for
- (A) the policy of containment.
 - (B) the principle of “massive retaliation.”
 - (C) participation in the Atlantic Charter.
 - (D) embarking on a “roll back” of communism.
17. The ideas expressed in the passage above most directly reflect which of the following continuities in United States history?
- (A) Debates about the relationship between Congress and the president
 - (B) Debates about the use of military force in volatile situations
 - (C) Debates about the role of the United States in world affairs
 - (D) Debates about the proper role of political parties

QUESTIONS 18–19 REFER TO THE FOLLOWING IMAGE:



—“Your Honor, this woman gave birth to a naked child” (the figure speaking is Anthony Comstock, United States Postal Inspector), *The Masses*, September 1915

18. The political cartoon above is making the point that
- (A) government officials were taking their crusade against immoral behavior to extreme lengths.
 - (B) unregulated immigration was leading to an increase in crime among men and women in urban centers.
 - (C) “flappers” were imposing their standards of moral behavior on an unsuspecting public.
 - (D) the court system was bogged down with insignificant complaints while perpetrators of major crimes were left untouched by the law.
19. The cartoon reflects a point of view about which of the following continuities in United States history?
- (A) Debates about immigration policy
 - (B) Debates about the role of the federal government in regulating morality
 - (C) Debates about access to healthcare for working-class women
 - (D) Debates about the rights of the individuals accused of crimes

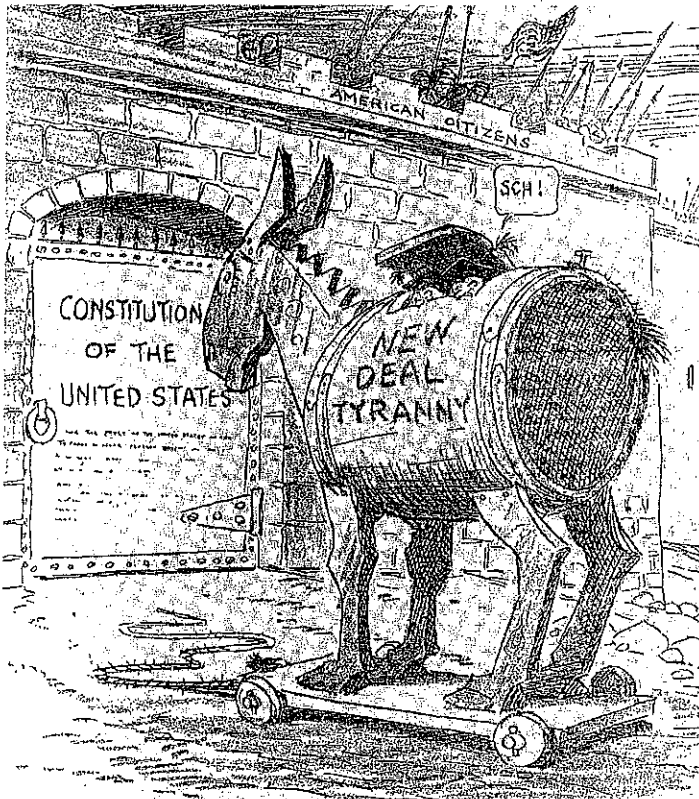
QUESTIONS 20–22 REFER TO THE FOLLOWING PASSAGE:

“If it be conceded, as it must be by every one who is the least conversant with our institutions, that the sovereign powers delegated are divided between the General and State Governments, and that the latter hold their portion by the same tenure as the former, it would seem impossible to deny to the States the right of deciding on the infractions of their powers, and the proper remedy to be applied for their correction. The right of judging, in such cases, is an essential attribute of sovereignty, of which the States cannot be divested without losing their sovereignty itself, and being reduced to a subordinate corporate condition. In fact, to divide power, and to give to one of the parties the exclusive right of judging of the portion allotted to each, is, in reality, not to divide it at all; and to reserve such exclusive right to the General Government (it matters not by what department to be exercised), is to convert it, in fact, into a great consolidated government, with unlimited powers, and to divest the States, in reality, of all their rights. It is impossible to understand the force of terms, and to deny so plain a conclusion.”

—John C. Calhoun, “South Carolina Exposition and Protest,” 1828

20. The issue that precipitated the passage excerpted above was
- (A) the removal of American Indians from the South.
 - (B) the rechartering of the Second Bank of the United States.
 - (C) the passage of an act creating higher tariff rates.
 - (D) the funding of “internal improvements.”
21. The argument put forth by John C. Calhoun in the passage above states a position in a debate that is most similar to which of the following debates from earlier in United States history?
- (A) The debate over whether to count slaves in the census for purposes of representation
 - (B) The debate over the Constitutionality of purchasing the Louisiana Purchase
 - (C) The debate over disestablishment of the Episcopal Church in several states
 - (D) The debate over replacing the Articles of Confederation with the Constitution
22. The language of “protest” that Calhoun used in his “Exposition and Protest” was similar to the language of which of the following political positions?
- (A) The response of supporters of Andrew Jackson to the “corrupt bargain” of 1824
 - (B) The response of New England Federalists to the War of 1812
 - (C) The response of the Jefferson administration to the actions of the “Barbary pirates”
 - (D) The response of Daniel Shays to fiscal policies of the Massachusetts legislature in the 1780s

QUESTIONS 23–25 REFER TO THE FOLLOWING IMAGE:



23. The 1933 political cartoon shown above makes the point that
- (A) the New Deal's proposals for open immigration would threaten American democracy.
 - (B) the New Deal would be ineffective in addressing the problems of the Great Depression.
 - (C) the Supreme Court acted in a tyrannical way in declaring certain New Deal measures unconstitutional.
 - (D) New Deal programs would usher in unconstitutional restrictions on American freedoms and liberties.
24. The sentiment expressed in the cartoon above most directly reflects which of the following continuities in United States history?
- (A) Debates about the proper role of the federal government in the economy
 - (B) Debates about the power of the Supreme Court to "legislate from the bench"
 - (C) Debates about the proper relationship between the federal government and the states
 - (D) Debates about individual liberties during time of war

25. The sentiment reflected in the cartoon above was similar to which of the following political expressions?
- (A) Support by the feminists for the Equal Rights Amendment in 1972
 - (B) Opposition by the Republican Party to the creation of Great Society programs in the 1960s
 - (C) Opposition by environmentalists to passage of the North American Free Trade Agreement in 1994
 - (D) Opposition by Korean War veterans to the firing of General Douglas MacArthur by President Dwight D. Eisenhower in 1951

QUESTIONS 26–27 REFER TO THE FOLLOWING PASSAGE:

“A drunkard in the gutter is just where he ought to be. . . . The law of survival of the fittest was not made by man, and it cannot be abrogated by man. We can only, by interfering with it, produce the survival of the unfittest. . . . The millionaires are a product of natural selection, acting on the whole body of men to pick out those who can meet the requirement of certain work to be done. In this respect they are just like the great statesmen, or scientific men, or military men. It is because they are thus selected that wealth—both their own and that entrusted to them—aggregates under their hands. Let one of them make a mistake and see how quickly the concentration gives way to dispersion.”

—William Graham Sumner, *What Social Classes Owe to Each Other*, 1883

26. During the late 1800s, those who followed the ideas of William Graham Sumner in his book, *What Social Classes Owe to Each Other* (excerpted above), would most likely have advocated
- (A) government ownership of major banks and railroad companies.
 - (B) a social welfare “safety net” to help people get through difficult economic times.
 - (C) government efforts to curb alcohol consumption.
 - (D) a laissez-faire approach to the economy.
27. The sociological ideas of William Graham Sumner reflect the idea that during the late 1800s
- (A) cultural and intellectual arguments justified the success of those at the top of the socioeconomic structure as both appropriate and inevitable.
 - (B) popular writers rejected ideas from the sciences, and based their arguments on faith.
 - (C) intellectuals were critical of the cut-throat competition of the ages, and proposed radical alternatives based on creating a cooperative economy.
 - (D) cultural products of the era tended to ignore the economic direction of society and looked back wistfully to the past.

QUESTIONS 28–30 REFER TO THE FOLLOWING PASSAGE:

“If any person or persons shall, from and after the passing of this act, by force and violence, take and carry away, or cause to be taken or carried away, and shall, by fraud or false pretense, seduce, or cause to be seduced, or shall attempt so to take, carry away or seduce, any negro or mulatto, from any part or parts of this commonwealth, to any other place or places whatsoever, out of this commonwealth, with a design and intention of selling and disposing of, or of causing to be sold, or of keeping and detaining, or of causing to be kept and detained, such negro or mulatto, as a slave or servant for life, or for any term whatsoever, every such person or persons, his or their aiders or abettors, shall on conviction thereof, in any court of this commonwealth having competent jurisdiction, be deemed guilty of a felony.”

—Excerpt from Pennsylvania law, 1826

28. This law was challenged in a Supreme Court case, *Prigg v. Pennsylvania* (1842), on the grounds that it
- (A) violated the Constitutional injunction against bills of attainder.
 - (B) undermined the intent of the fugitive slave clause of the Constitution.
 - (C) circumvented the three-fifths clause of the Constitution.
 - (D) was inconsistent with the “eminent domain” clause of the Fifth Amendment of the Constitution.
29. The passage and implementation of this Pennsylvania law reflected an ongoing conflict between
- (A) rural and urban interests.
 - (B) federal law and state law.
 - (C) those who favored gradual emancipation and those who favored immediate emancipation.
 - (D) supporters and opponents of government regulation of commerce.
30. Debate and conflict over the Pennsylvania law, excerpted above, reflected the fact that the framers of the Constitution
- (A) specifically declared that the institution of slavery would be protected “in perpetuity” in the original thirteen states.
 - (B) allowed for a state to be exempt from federal laws that went against that state’s constitution.
 - (C) postponed a solution to the problems of slavery.
 - (D) declared that slaves could be both citizens and property.

QUESTIONS 31–32 REFER TO THE FOLLOWING PASSAGE:

“I come to present the strong claims of suffering humanity. I come to place before the Legislature of Massachusetts the condition of the miserable, the desolate, the outcast. I come as the advocate of helpless, forgotten, insane and idiotic men and women; of beings, sunk to a condition from which the most unconcerned would start with real horror; of beings wretched in our Prisons, and more wretched in our Alms-Houses. . . .

“I must confine myself to few examples, but am ready to furnish other and more complete details, if required. If my pictures are displeasing, coarse, and severe, my subjects, it must be recollected, offer no tranquil, refined, or composing features. The condition of human beings, reduced to the extremest states of degradation and misery, cannot be exhibited in softened language, or adorn a polished page.

“I proceed, Gentlemen, briefly to call your attention to the present state of Insane Persons confined within this Commonwealth, *in cages, closets, cellars, stalls, pens! Chained, naked, beaten with rods, and lashed into obedience!*”

—Dorothea Dix, “Memorial to the Massachusetts Legislature” (1843)

31. Dorothea Dix’s testimony to the Massachusetts legislature reflects the influence of which of the following?
- (A) Social Darwinism
 - (B) The Second Great Awakening
 - (C) Second-wave feminism
 - (D) The Christian Science movement
32. Dorothea Dix’s research and testimony is best understood in the context of
- (A) women gaining the right to vote in many states.
 - (B) an economic downturn that was responsible for the closure of many state institutions.
 - (C) an evolving relationship between the federal government and issues of health and poverty.
 - (D) the rise of voluntary organizations to promote religious and secular reforms.

QUESTIONS 33–35 REFER TO THE FOLLOWING PASSAGE:

“I was once a tool of oppression
And as green as a sucker could be
And monopolies banded together
To beat a poor hayseed like me.

“The railroads and old party bosses
Together did sweetly agree;
And they thought there would be little trouble
In working a hayseed like me. . . .”

—“The Hayseed”

33. The song lyrics would most likely have appeared in
- (A) an abolitionist newspaper in the 1830s.
 - (B) a Republican leaflet in the 1870s.
 - (C) a populist newspaper in the 1890s.
 - (D) a civil rights pamphlet in the 1950s.
34. Which of the following is an accomplishment of the political movement that was organized around sentiments similar to the one in the song lyrics?
- (A) Establishment of the minimum wage law
 - (B) Enactment of laws regulating railroads
 - (C) Shift in United States currency from the gold standard to the silver standard
 - (D) Creation of a price support system for small-scale farmers
35. The song, and the movement that it was connected to, highlights which of the following developments in the broader society in the late 1800s?
- (A) Corruption in government—especially as it related to big business—energized the public to demand increased popular control and reform of local, state, and national governments.
 - (B) A large-scale movement of struggling African American and white farmers, as well as urban factory workers, was able to exert a great deal of leverage over federal legislation.
 - (C) The two-party system of the era broke down, and led to the emergence of an additional major party that was able to win control of Congress within ten years of its founding.
 - (D) Continued skirmishes on the frontier in the 1890s with American Indians created a sense of fear and bitterness among western farmers.

QUESTIONS 36–37 REFER TO THE FOLLOWING PASSAGE:

“We are men; we have souls, we have passions, we have feelings, we have hopes, we have desires, like any other race in the world. The cry is raised all over the world today of Canada for the Canadians, of America for the Americans, of England for the English, of France for the French, of Germany for the Germans—do you think it is unreasonable that we, the Blacks of the world, should raise the cry of Africa for the Africans?”

—Marcus Garvey, 1920

36. The passage could best be understood as
- (A) an argument in favor of restrictions on immigration into the United States.
 - (B) an attempt to unite working-class African American and white men and women.
 - (C) an expression of black nationalism.
 - (D) a pamphlet designed to promote the advancement of African Americans in industry.

37. The passage above presents a position in which of the following ongoing debates in American history?
- (A) The debate between interventionism and isolationism in regard to foreign policy
 - (B) The debate between separatism and integration in regard to the place of African Americans in American society
 - (C) The debate between exclusion and inclusion in regard to immigration policy
 - (D) The debate between laissez-faire policies and government intervention in economic affairs

QUESTIONS 38–39 REFER TO THE FOLLOWING PASSAGE:

“But even if southern progressivism included women, was it reserved for whites? The answer is that whites intended for it to be, and it would have been even more racist, more exclusive, and more oppressive if there had been no black women progressives. . . . As much as southern whites plotted to reserve progressivism for themselves, and as much as they schemed to alter the ill-fitting northern version accordingly, they failed. African-American women embraced southern white progressivism, reshaped it, and sent back a new model that included black power brokers and grass roots activists. Evidence of southern African-American progressivism is not to be found in public laws, electoral politics, or the establishment of mothers’ aid programs at the state level. It rarely appears in documents that white progressives, male or female, left behind. Since black men could not speak out in politics and black women did not want to be seen, it has remained invisible in virtually every discussion of southern progressivism. Nonetheless, southern black women initiated every progressive reform that southern white women initiated, a feat they accomplished without financial resources, without the civic protection of their husbands, and without publicity.”

—Glenda Elizabeth Gilmore, “Diplomatic Women,” from *Gender and Jim Crow: Women and the Politics of White Supremacy in North Carolina, 1896–1920* (Chapel Hill: University of North Carolina Press, 1996), 147–75.

38. The excerpt above, from the essay by Glenda Elizabeth Gilmore, implies that historians of the Progressive movement have
- (A) failed to adequately explain why the agenda and goals of the Progressive movement never resonated with the African-American community.
 - (B) ignored the latent racism and white supremacy inherent in the Progressive movement.
 - (C) not written extensively on the contributions of black women to progressivism in the South because of a scarcity of documentary evidence.
 - (D) overemphasized the extent of African-American participation in the Progressive movement in order to improve the public perception of the movement.

39. The efforts described in the reading above occurred in the context of
- (A) increased federal support for civil rights measures in the United States, as American political leaders sought to bolster the democratic image of the United States on a global stage.
 - (B) rapid industrialization in the South, which brought African-American working-class activists in closer contact with whites.
 - (C) successful efforts by the United States military to segregate units fighting in the Spanish-American War and World War I, but resistance by state governments to follow the lead of the military.
 - (D) a nadir in race relations in the United States as “scientific” ideas about race, inaction by the federal government, and rigid segregation in the South relegated African Americans to a second-class status in the United States.

QUESTIONS 40–42 REFER TO THE FOLLOWING PASSAGE:

“Your sentiments, that our affairs are drawing rapidly to a crisis, accord with my own. What the event will be is also beyond the reach of my foresight. We have errors to correct. We have probably had too good an opinion of human nature in forming our confederation. Experience has taught us that men will not adopt and carry into execution measures the best calculated for their own good without the intervention of a coercive power. I do not conceive that we can exist long as a nation without having lodged somewhere a power which will pervade the whole Union in as energetic a manner as the authority of the state governments extends over the several states. . . .

What astonishing changes a few years are capable of producing. I am told that even respectable characters speak of a monarchical form of government without horror. . . . What a triumph for our enemies to verify their predictions! What a triumph for the advocates of despotism to find that we are incapable of governing ourselves, and that systems founded on the basis of equal liberty are merely ideal and fallacious. . . .”

—George Washington, letter to John Jay, August 1, 1786

40. The sentiments in the letter by George Washington, above, reflect which of the following continuities in American history?
- (A) Debates about the proper balance between liberty and order
 - (B) Debates about reconciling republicanism with the institution of slavery
 - (C) Debates about the relationship among the three branches of government
 - (D) Debates about the use of the military in subduing domestic disturbances

41. Based on the context of the letter, which of the following most closely describes the meaning of Washington's phrase, "We have probably had too good an opinion of human nature"?
- (A) Contemporary Deist spiritual beliefs were misguided in that they abandoned the Calvinist notions of "original sin."
 - (B) The United States had overestimated the good will and honor of Great Britain in terms of following the stipulations of the Treaty of Paris (1783).
 - (C) The United States army misread the willingness of American Indians in the Ohio Valley and Great Lakes regions to live side-by-side with white settlers.
 - (D) The framers of the Articles of Confederation made a mistake in allowing for too great a degree of democracy in the new republic.
42. In subsequent United States history, those who shared the sentiments George Washington expressed in the letter, above, would most likely have taken which of the following positions?
- (A) Support for joining France in its war with Great Britain in 1793 in honor of the 1778 Treaty of Alliance with France
 - (B) Opposition to the chartering of a national bank in 1791
 - (C) Support for ratification of the Constitution in 1789
 - (D) Opposition to the Alien and Sedition Acts of 1798

QUESTIONS 43–44 REFER TO THE FOLLOWING PASSAGE:

"As our late Conduct at the Conestoga Manor and Lancaster have occasioned much Speculation & a great diversity of Sentiments in this and neighboring Governments; some vindicating & others condemning it; some charitably alleviating the Crime, & others maliciously painting it in the most odious & detestable Colours, we think it our duty to lay before the Publick, the whole Matter as it appeared, & still appears, to us. . . .

"If these things are not sufficient to prove an unjustifiable Attachment in the Quakers to the Indians Savages, a fixed Resolution to befriend them & an utter insensibility to human Distresses, let us consider a few more recent Facts. When we found the last Summer that we were likely to get no Assistance from the Government, some Volunteers went out at our own Expense, determined to drive our Enemies from our Borders; & when we came near to the great Island, we understood that a Number of their Warriors had gone out against our Frontiers. Upon this we returned and came up with them and fought with them at the Munfey Hill where we lost some of our Men & killed some of their Warriors & thereby saved our Frontiers from this Story in another Expedition. But no sooner had we destroyed their Provisions on the great Island, & ruined their trade with the good People at Bethlehem, but these very Indians, who were justly suspected of having murdered our Friends in Northampton County, were by the Influence of some Quakers taken under the Protection of the Government to screen them from the Resentments of the Friends and Relations of the Murdered, & to support them thro the Winter."

—"Apology of the Paxton Boys" (pamphlet), 1764. (Note: "apology" in this context should be read as an explanation, not an admission of guilt or regret)

43. The sentiments expressed in the explanation reflect which of the ongoing tensions during the colonial period of American history?
- (A) Tensions between British policies and the aspirations of North American colonists
 - (B) Tensions between American Indians allied with the French and those allied with the British
 - (C) Tensions between freed African Americans and white planters
 - (D) Tensions between backcountry settlers and elites within colonial America
44. Which of the following events from either earlier or later in the colonial period can best be seen as being part of a continuity with the events described in the passage?
- (A) The expulsion of Anne Hutchinson from Massachusetts Bay Colony
 - (B) Bacon's Rebellion in colonial Virginia
 - (C) The Boston Tea Party
 - (D) The trial of John Peter Zenger

QUESTIONS 45–48 REFER TO THE FOLLOWING PASSAGE:

"When we were kids the United States was the wealthiest and strongest country in the world; the only one with the atom bomb, the least scarred by modern war, an initiator of the United Nations that we thought would distribute Western influence throughout the world. Freedom and equality for each individual, government of, by, and for the people—these American values we found good, principles by which we could live as men. Many of us began maturing in complacency.

"As we grew, however, our comfort was penetrated by events too troubling to dismiss. First, the permeating and victimizing fact of human degradation, symbolized by the Southern struggle against racial bigotry, compelled most of us from silence to activism. Second, the enclosing fact of the Cold War, symbolized by the presence of the Bomb, brought awareness that we ourselves, and our friends, and millions of abstract 'others' we knew more directly because of our common peril, might die at any time. . . ."

—Port Huron Statement, 1962

45. The Port Huron Statement, excerpted above, can most clearly be seen as an important document in which of the following movements?
- (A) The labor union movement
 - (B) The civil rights movement
 - (C) The New Right
 - (D) The New Left
46. The language of this document can be seen as a repudiation of which of the following policies or actions from the Eisenhower years?
- (A) The "New Look" foreign policy
 - (B) Increases in funding for the United Nations
 - (C) Intervention in the Little Rock, Arkansas, crisis
 - (D) Renewed focus on education

47. The primary intended audience for the Port Huron Statement was
- (A) African Americans in the South
 - (B) Government officials
 - (C) Middle-class college students
 - (D) Factory workers
48. The growth of the organization, through the remainder of the 1960s, that published the Port Huron Statement can best be understood in the context of
- (A) rapid industrialization, urban growth and congestion, and corporate consolidation.
 - (B) the baby boom, economic growth, and a rapid expansion of higher education.
 - (C) economic polarization, supply-side economic policies, and the disappearance of the middle class.
 - (D) the proliferation of personal computer technologies, the rise of Christian fundamentalism, and an increase in student apathy.

QUESTIONS 49–51 ARE BASED ON THE FOLLOWING PASSAGE:

“An act for the more effectual protection of the property of married women:

“§1. The real property of any female who may hereafter marry, and which she shall own at the time of marriage, and the rents, issues, and profits thereof, shall not be subject to the sole disposal of her husband, nor be liable for his debts, and shall continue her sole and separate property, as if she were a single female.

“§2. The real and personal property, and the rents, issues, and profits thereof, of any female now married, shall not be subject to the disposal of her husband; but shall be her sole and separate property, as if she were a single female, except so far as the same may be liable for the debts of her husband heretofore contracted.

“§3. Any married female may take by inheritance, or by gift, grant, devise, or bequest, from any person other than her husband, and hold to her sole and separate use, and convey and devise real and personal property, and any interest or estate therein, and the rents, issues, and profits thereof, in the same manner and with like effect as if she were unmarried, and the same shall not be subject to the disposal of her husband nor be liable for his debts.”

—Married Women’s Property Act, New York State (1848)

49. The Married Women’s Property Act was significant in that it
- (A) expanded women’s participation in the political sphere.
 - (B) challenged traditional understandings of women and property embodied in the legal concept of *femme covert*.
 - (C) codified the cultural assumptions implicit in the concept of “Republican motherhood.”
 - (D) relegated women to a second-class status in regard to citizenship.

50. Which of the following groups would be most likely to support the perspective of the Married Women's Property Act?
- (A) Participants in the Seneca Falls Convention
 - (B) Southern supporters of the concept of "female virtue"
 - (C) Proponents of the "cult of domesticity" value system
 - (D) Congregational ministers
51. The ideas expressed in the passage most directly reflect which of the following continuities in United States history?
- (A) Debates about access to voting rights
 - (B) Debates about the role of federal government in marriage law
 - (C) Debates about discrimination in employment
 - (D) Debates about the legal status of women

QUESTIONS 52–53 REFER TO THE FOLLOWING QUOTATION:

"The law of love, peace and liberty in the states extending to Jews, Turks and Egyptians, as they are considered sonnes of Adam, which is the glory of the outward state of Holland, soe love, peace and liberty, extending to all in Christ Jesus, condemns hatred, war and bondage. And because our Saviour sayeth it is impossible but that offences will come, but woe unto him by whom they cometh, our desire is not to offend one of his little ones, in whatsoever form, name or title hee appears in, whether Presbyterian, Independent, Baptist or Quaker, but shall be glad to see anything of God in any of them, desiring to doe unto all men as we desire all men should doe unto us, which is the true law both of Church and State; for our Saviour sayeth this is the law and the prophets.

"Therefore if any of these said persons come in love unto us, we cannot in conscience lay violent hands upon them, but give them free egress and regress unto our Town, and houses, as God shall persuade our consciences, for we are bounde by the law of God and man to doe good unto all men and evil to noe man. And this is according to the patent and charter of our Towne, given unto us in the name of the States General, which we are not willing to infringe, and violate, but shall houlde to our patent and shall remaine, your humble subjects, the inhabitants of Vlissingh (Flushing, part of the colony of New Netherlands)."

—*The Flushing Remonstrance*, 1657

52. Which of the following most accurately describes the context in which the document, above, was written?
- (A) The Dutch West India Company had sought to establish a model community in the New World, based on Enlightenment principles; the document grew out of this mandate.
 - (B) The policies of the Dutch West Indian company had discouraged non-Dutch immigrants from settling in New Netherlands; the document was an attempt to diversify the colony.
 - (C) Religious toleration had become the norm in the neighboring New England colonies in the seventeenth century; the document was an attempt to bring New Amsterdam to the same levels of toleration.
 - (D) The director-general of the colony of New Netherlands, Peter Stuyvesant, was attempting to enforce conformity in New Netherlands despite the multi-ethnic makeup of the colony; the document was an attempt to accommodate the diverse population.
53. Which of the following was most significant in enshrining into the United States legal structure the ideas contained in the Flushing Remonstrance?
- (A) The preamble of the Declaration of Independence
 - (B) The enumeration of congressional powers in the Constitution
 - (C) The “Free Exercise Clause” of the First Amendment
 - (D) The “Establishment Clause” of the First Amendment

QUESTIONS 54–55 REFER TO THE FOLLOWING PASSAGE:

“The petition of several poor negroes and mulattoes, who are inhabitants of the town of Dartmouth, humbly showeth,—

“That we being chiefly of the African extract, and by reason of long bondage and hard slavery, we have been deprived of enjoying the profits of our labor or the advantage of inheriting estates from our parents, as our neighbors the white people do, having some of us not long enjoyed our own freedom; yet of late, contrary to the invariable custom and practice of the country, we have been, and now are, taxed both in our polls and that small pittance of estate which, through much hard labor and industry, we have got together to sustain ourselves and families withall. We apprehend it, therefore, to be hard usage, and will doubtless (if continued) reduce us to a state of beggary, whereby we shall become a burthen to others, if not timely prevented by the interposition of your justice and your power.

“Your petitioners further show, that we apprehend ourselves to be aggrieved, in that, while we are not allowed the privilege of freemen of the State, having no vote or influence in the election of those that tax us, yet many of our colour (as is well known) have cheerfully entered the field of battle in the defence of the common cause, and that (as we conceive) against a similar exertion of power (in regard to taxation), too well known to need a recital in this place.”

—Paul Cuffe’s Petition, Massachusetts, 1780

54. The main purpose of the petition by Paul Cuffe was to demand
- (A) that the petitioners be released from slavery because slavery was incompatible with the Massachusetts constitution.
 - (B) that the Massachusetts legislature extend reparations to the petitioners as compensation for their time in slavery.
 - (C) that the petitioners receive land that had been expropriated from loyalists in order to reward them for their service to the Continental Army during the American Revolution.
 - (D) that the Massachusetts legislature either grant the petitioners the right to vote or that it excuse them from paying taxes.
55. The petition by Paul Cuffe best illustrates which of the following developments?
- (A) The rhetoric of the American Revolution raised awareness of social inequalities and inspired groups and individuals to call for greater political democracy.
 - (B) Slave rebellions, such as the Stono Rebellion, inspired enslaved Americans throughout North America to engage in similar behavior.
 - (C) African Americans who had fought with the British during the American Revolution felt doubly vulnerable—as African Americans and as traitors to the patriot cause—after the British defeat.
 - (D) African Americans received worse treatment under the state government of Massachusetts than they had under British law during the colonial period.

ANSWER KEY**Practice Exam 1**

1. (C)	11. (D)	21. (D)	31. (B)	41. (D)	51. (D)
2. (A)	12. (A)	22. (B)	32. (D)	42. (C)	52. (D)
3. (C)	13. (A)	23. (D)	33. (C)	43. (D)	53. (C)
4. (A)	14. (D)	24. (A)	34. (B)	44. (B)	54. (D)
5. (A)	15. (D)	25. (B)	35. (A)	45. (D)	55. (A)
6. (C)	16. (A)	26. (D)	36. (C)	46. (A)	
7. (B)	17. (C)	27. (A)	37. (B)	47. (C)	
8. (C)	18. (A)	28. (B)	38. (C)	48. (B)	
9. (D)	19. (B)	29. (B)	39. (D)	49. (B)	
10. (C)	20. (C)	30. (C)	40. (A)	50. (A)	

PRACTICE EXAM 1**Answers and Explanations to Multiple-Choice Questions**

- (C) Garrison is arguing that free African Americans should be granted citizenship and equality in the United States. Advocates of colonization believed that slaves either could not or should not receive treatment as equals in the United States, and should therefore go to Africa. Garrison broke with the colonization movement. He said all slaves should be immediately freed, that there should be no compensation to their owners, and that freed slaves were entitled to the same rights as white people. Garrison was one of the leading white figures in the abolitionist movement that grew in strength after 1830. He is in general agreement with the men in the other three choices about the need for immediate abolition of slavery.
- (A) Garrison is specifically calling for equality and citizenship for free African Americans in the United States. The decision in the *Dred Scott* case asserted the exact opposite; it stipulated that African Americans, whether slave or free, could not be American citizens and therefore had no standing to sue in federal court. *Ex parte Milligan* (1866) (B) held that military tribunals, used on occasion during the Civil War, were unconstitutional when civilian courts were functioning. *Pace v. Alabama* (1883) ruled that Alabama's anti-miscegenation statute was constitutional. *Plessy v. Ferguson* (1896) (D) allowed for segregated facilities, using the principle, "separate but equal."
- (C) With ratification of the Fourteenth Amendment (1868), African Americans were granted citizenship in the United States. This amendment, ratified during Reconstruction, also stated that no person shall be denied "equal protection of the laws." This was a vindication of the position that Garrison took a generation earlier. Garrisonians would have endorsed the developments in the other three choices, but those choices did not specifically bestow citizenship on African Americans.
- (A) The differences in the two maps illustrate the result of the Articles of Confederation government successfully handling the question of western lands. After the United States victory in the American Revolution, there was a great deal of debate about status area between the Appalachian Mountains and the Mississippi River. Some states

insisted that western land claims from the colonial period should be honored, while other states had no claims on this land. Maryland, a state with no western land claims, insisted that it would not ratify the Articles until all states gave up their land claims and the western lands became part of a national domain. Congress persuaded the states with claims to do just that. The handling of western lands was considered one of the major successes of the Articles of Confederation government. The maps do not indicate any French land claims (B), nor do they refer to slavery (C). By the time of the “Quasi-war” (1798–1800) (D), western land claims by the various states had long been settled.

5. **(A)** The Northwest Ordinance did not recognize the land claims of the American Indians in the region that dated from the period of British rule. The act encouraged fair treatment of native peoples, but it did recognize their earlier claims to the land, setting the stage for a series of clashes between whites and American Indians during the 1780s and 1790s in the Ohio River Valley and Great Lakes region. In general the Northwest Ordinance is considered an important piece of legislation from the “critical period.” It divided up the land and provided a plot in every town for public schools. The Northwest Ordinance spelled out the steps that these areas would have to go through in order to become states, on equal footing with the original thirteen states (C). In addition, the Northwest Ordinance banned slavery in the Northwest Territory (B).
6. **(C)** In many ways the Spanish-American War can be seen as a turning point in American history. After the war, the United States became a colonial power like Britain, the nation Americans had defeated in order to establish their own independence. The United States and Spain negotiated the Treaty of Paris (1898) following the war. In the treaty, Spain agreed to cede the Philippines, Puerto Rico, and Guam to the United States; the United States agreed to pay Spain \$20 million for these possessions. The cartoon is depicting problems that ensued in these newly acquired lands. However, the cartoon does not question the wisdom of American policy, nor does it display empathy for residents of the newly acquired lands. Rather, it portrays them as unruly children that the United States needs to discipline.
7. **(B)** Following the Spanish-American War in 1898, the United States gained control of the Philippines, Puerto Rico, and Cuba. The acquisition of new territories generated a great deal of debate in the United States. Many Americans wondered aloud what to do with these newly acquired territories. The cartoon reflects contemporary racist notions about the inhabitants of the Philippines, Puerto Rico, and Cuba—asserting that they are childlike, unruly, and violent. The cartoon suggests that only the strong hand of the United States could steady these peoples and prepare them for self-government at some point in the future.
8. **(C)** In the period following the Spanish-American War (1898), the United States expanded its economic and military presence in the Caribbean and Latin America, and increased its involvement in Asia. America’s more active role in the world was due, in large part, to the aggressive foreign policy of President Theodore Roosevelt (1901–1909). He envisioned the United States acting as the world’s policeman, punishing wrongdoers. He claimed that the United States had the right to militarily intervene in the nations of Latin America. This assertion of American might is known as the Roosevelt Corollary to the Monroe Doctrine. Roosevelt’s aggressive approach to Latin America is clearly evident in regard to Panama. Panama had been part of Colombia. With the backing of

President Roosevelt and the United States military, pro-American Panamanians instigated a “rebellion” against Colombia. Panama became an independent country and immediately reached a deal with the United States to build a canal. With the acquisition of Pacific territories and with an increased interest in trade with China, American policymakers became interested in a shortcut to the Pacific.

9. **(D)** The excerpt from the presidential veto message is from President Andrew Johnson’s veto of one of the Reconstruction Acts of 1867. The message alludes to treating the ten former Confederate states (excluding Tennessee) as military districts. This was a central aspect of the acts. These sweeping acts divided the South into five military districts. These areas could only rejoin the United States if they guaranteed basic rights to African Americans. The radicals were not able to fully carry out their program. They were not able to extend land ownership to African Americans, nor did they carry out mass arrests of former Confederates.
10. **(C)** Governor Orval Faubus’s response to the steps taken by President Dwight Eisenhower to resolve the Little Rock crisis in 1957 echoes the sentiment of President Andrew Johnson in 1867. Faubus knew that alluding to the Reconstruction period would resonate among white southerners; bitterness over that period was still present in the collective memory of white southerners almost a hundred years later. The conflict began when local authorities had decided to allow nine African-American students to enroll in Central High School at the beginning of the school year in 1957. Governor Orville Faubus refused to cooperate with the plan, leading to mob action and violence outside of the high school. The violence and the national news coverage of the flaunting of federal authority convinced Eisenhower to send federal troops. The use of federal troops in a southern state provided Faubus with a metaphor that aroused bitterness almost a century after Reconstruction.
11. **(D)** The 1883 cartoon makes the point that incoming immigrants faced a myriad of dangers when they arrived in America, just as the Pilgrims did when they arrived in the seventeenth century. The dangers immigrants faced in the late nineteenth century included crooked money-changers, baggage handlers who stole all of the immigrant’s worldly possessions, landlords renting out substandard housing, and employers looking to exploit cheap labor. This is a rare pro-immigrant cartoon. Most cartoons of the period saw immigrants as a threat to the United States in one way or another (A), (B), and (C).
12. **(A)** The founding of Hull House in Chicago (1889) by Jane Addams and Ellen Gates Starr represents a continuity with the political sentiments expressed in the cartoon above. Both the cartoon and the settlement house movement demonstrate empathy for the predicament that recent immigrants often found themselves in. Settlement houses, such as Hull House, were established to aid immigrants, especially immigrant women. By 1911 more than 400 settlement houses existed in the United States, usually run by women. The other choices all reflect aspects of the nativist, or anti-immigrant, movement.
13. **(A)** The 1936 cartoon is making the point that although European individuals and countries might be seduced into waging another major war, the United States would be wise to avoid participating. The cartoon is an expression of isolationism, which became

a common sentiment among many Americans between the two world wars. The cartoon is implying that war may be seductive, but it is also brutal and deadly. Many Americans had vivid memories of World War I, and many had lost friends and loved-ones. Ultimately, many asked, was it worth it? In addition, the Senate's Nye committee (1934–1937) uncovered evidence that certain American corporations greatly profited from World War I. Americans wondered if the so-called merchants of death had pushed the country into World War I.

14. **(D)** The position of Martin Luther King, Jr., in 1967 paralleled, in many ways, the sentiment of the cartoon in the question. Both argued against military involvement in foreign conflicts, and both held that the conflicts in question—World War I and the Vietnam War—did not have the potential to significantly advance American interests in the world. Initially, King did not take a position on the Vietnam War, focusing instead on domestic civil rights issues. However, King began to see the disproportionate role that African Americans played on the front lines of Vietnam, and he began to see the war as a question of morality and justice. In 1965 King began to publicly express doubts about the Vietnam War. In a 1967 appearance at the Riverside Church in New York City King delivered a speech titled “Beyond Vietnam: A Time to Break Silence.”
15. **(D)** The passage is part of President Truman's argument to Congress in favor of an extension of aid to Greece and Turkey. As part of the policy of containment, the United States extended military aid to Greece and Turkey in 1947. The aid was successful. It helped the Greek monarchy put down a communist-influenced rebel movement. Further, the move quieted Republican criticism of Truman and improved Truman's standing in public opinion polls; he won reelection the following year.
16. **(A)** The passage can best be seen as providing a rationale for the policy of containment. In order to block any further aggression by the Soviet Union, Truman issued the Truman Doctrine (1947), in which he said that the goal of the United States would be to contain communism. The containment approach to the Soviet Union had been spelled out in an article entitled “Sources of Soviet Conduct,” published in *Foreign Affairs* (1947). Containment remained the cornerstone of American foreign policy for decades to come.
17. **(C)** The ideas expressed in the passage most directly reflect a continuity with debates about the role of the United States in world affairs. This debate emerged as early as President George Washington's Proclamation of Neutrality (1793), as war broke out between France and Great Britain. It can be seen in the aftermath of the American victory in the Spanish-American War (1898) and in the lead-up to both World Wars.
18. **(A)** The political cartoon is making the point that government officials were taking their crusade against immoral behavior to extreme lengths. The cartoon is depicting Anthony Comstock, a former United States postal inspector and the public face of the moral reform movement, dragging a woman into court and, absurdly, accusing her of giving birth to a “naked child.” Although the cartoon is satirical, Comstock's actual actions were only slightly less outrageous. For example, he prohibited certain anatomy textbooks from being sent to medical students. The 1873 Comstock Law outlawed the distribution of information or devices related to contraception. Comstock repeatedly clashed with birth-control advocate Margaret Sanger.

19. **(B)** The cartoon reflects a point of view in the ongoing debate about the role of the federal government in regulating morality. This debate can be seen in the lead-up to the ratification of the Eighteenth Amendment in 1919. The Eighteenth Amendment called for a ban on the manufacture, sale, and transportation of alcoholic beverages. The movement to ban alcohol from American society was one of the largest movements in the nineteenth and early twentieth centuries. The debate can also be seen in 1960s in discussions of various forms of birth control, including “the pill,” as well as in recent debates around gay marriage and marijuana policy.
20. **(C)** The issue that precipitated the speech was the passage of an act creating higher tariff rates. The act, known by its critics as the “Tariff of Abominations,” dramatically raised tariff rates on many items, and led to a general reduction in trade between the United States and Europe. This decline in trade hit South Carolina’s cotton plantations especially hard. By 1832, John C. Calhoun and other South Carolina political leaders asserted the right of states to nullify federal legislation. Under the theory of nullification, a state could declare an objectionable law null and void within that state. President Jackson, a defender of states’ rights, was, nonetheless, alarmed at this blatant flouting of federal authority. He pushed for passage of the Force Bill, which authorized military force against South Carolina for committing treason. At the same time, Congress revised tariff rates, providing relief for South Carolina. The Force Bill and the new tariff rates, passed by Congress on the same day, amounted to a face-saving compromise.
21. **(D)** The debate over nullification and the debate over ratifying the Constitution are similar in that in both the issue of the power of the states was at stake. Under the Articles of Confederation, the states had a great deal more power. Those who defended the Articles—the Antifederalists—used language strikingly similar to Calhoun’s. In the excerpt above, Calhoun argues, “to reserve such exclusive right to the General Government . . . is to convert it, in fact, into a great consolidated government, with unlimited powers, and to divest the States, in reality, of all their rights. . . .” Such an argument echoes the arguments of the Antifederalists against the Constitution.
22. **(B)** Calhoun’s protest included the threat of state nullification of federal decisions. He even threatened to consider secession if other measures did not work. This form of protest can also be seen in the response of New England Federalists to the War of 1812. The Hartford Convention (1814) raised the very real possibility that New England would secede from the United States in order to protect its economic and maritime trade interests. Although talk of nullification and secession is more associated with southern political leaders, it was also uttered in the intense debates about the War of 1812. The war ended before the Federalists could follow through on their threat.
23. **(D)** The main point of the cartoon is that President Franklin D. Roosevelt has a secret agenda. He claims that he is creating programs to help people, but secretly he is attempting to create some sort of dictatorship that would take away people’s freedom. The cartoon reflects conservative criticisms of the New Deal. Note that the presence of a “Trojan horse” in a political cartoon implies that someone has a sinister agenda different from his stated agenda.

24. **(A)** This cartoon is taking a position in the debate about the proper role of the federal government in the economy. This debate first became part of the national agenda during the Progressive era of the early decades of the twentieth century, when reformers insisted that the federal government should play a greater role in regulating economic activity in the United States. The debate continued through the New Deal, the Great Society, and into the debates in recent decades about the federal government playing a role in reforming the health care system. Some conservatives accused the Supreme Court of legislating from the bench in the 1950s and 1960s, under Chief Justice Earl Warren (B). Conservative opposition to the New Deal did not center on issues of states' rights or the power of the states (C). The country was not at war in 1933 (D).
25. **(B)** The sentiment reflected in the cartoon was similar to opposition by the Republican Party to the creation of Great Society programs in the 1960s. Johnson's Great Society programs included Medicare and Medicaid. The Medicare program provides health care for every American reaching the age of sixty-five. The main components of Johnson's Great Society were landmark civil rights acts as well as a comprehensive "war on poverty." Many aspects of Johnson's Great Society were underfunded as the federal government spent more and more on the Vietnam War. In both the 1930s and the 1960s, conservatives argued that the federal government's reach was extending beyond its traditional limits and threatening individual liberty and the Constitution.
26. **(D)** William Graham Sumner is associated with the intellectual movement, social Darwinism. Followers of Sumner and his book, *What Social Classes Owe to Each Other*, would most likely have advocated a laissez-faire approach to the economy. The French phrase *laissez-faire* means "to let alone." It describes a government policy that would take a hands-off approach in regard to economic activities. Social Darwinism was an attempt to apply Charles Darwin's ideas about the natural world to social relations. Sumner was attracted to Darwin's ideas about competition and "survival of the fittest." He argued against any attempt at government intervention into the economic and social spheres. Interference, he argued, would hinder the evolution of the human species. The inequalities of wealth that characterized the late 1800s were part of the process of "survival of the fittest." Social Darwinism appealed to owners of large corporations, because it both justified their wealth and power and warned against any type of regulation or reform.
27. **(A)** The ideas of social Darwinism justified the success of those at the top of the socio-economic structure as both appropriate and inevitable. Sumner argues that we should let nature run its course; to do otherwise could lead to disaster. He argues, "We can only, by interfering with [the natural order], produce the survival of the unfittest. . . ." He therefore was against government regulations of economic activity.
28. **(B)** The law, excerpted in the question, mandated that citizens in Pennsylvania do not cooperate with slave-catchers, seeking to capture fugitive slaves. The fugitive slave clause of the Constitution was present from the drafting of the Constitution, but it was given teeth later in history, with the passage of the Fugitive Slave Act, as part of the Compromise of 1850. Even before that act was passed, states were not allowed to pass laws that went directly against return slaves to their owners. The Supreme Court declared the Pennsylvania law invalid in 1842.

29. **(B)** The existence of the Pennsylvania law, excerpted in the question, demonstrates an ongoing tension between federal and state law. The Supremacy Clause of the Constitution states that the Constitution and federal laws and treaties are the “supreme law of the land.” Therefore, state laws must operate within the bounds of the Constitution, as defined by the Supreme Court. However, states repeatedly asserted their right to do as they pleased in the antebellum period, hoping the federal government would not try to enforce the Constitution. This tension persisted into the twentieth century, with many white southerners vowing “massive resistance” to federal edicts against segregation.
30. **(C)** The conflict around the Pennsylvania law reflected the ambiguous nature of slavery in the Constitution. The framers of the Constitution were, to some degree, uneasy with the institution. This uneasiness is reflected in the fact that the word “slavery” is not mentioned in the entire document. Slaves are often referred to as “other persons.” Although the framers of the Constitution did not mention the word slavery, they were willing to compromise on the issue and postpone any final decision about slavery to the future. This postponement led to decades of debate and conflict over the issue.
31. **(B)** Dorothea Dix’s testimony to the Massachusetts legislature reflects the influence of the Second Great Awakening. The movement spoke to many of the men who were brought into the larger society by the “market revolution.” The Second Great Awakening told the individual that salvation was also in his or her hands. Righteous living, self-control, and a strong moral compass would lead to salvation. This idea that one could determine his or her eternal life was very different from the old Puritan notion of predestination, which held that one’s eternal life was planned out by God. The Second Great Awakening not only encouraged individual redemption, but also societal reformation. Not only could one become perfect in the eyes of God, but one could work to perfect society as well. In this respect the Second Great Awakening acted as a springboard for a variety of reform movements.
32. **(D)** Dorothea Dix’s research and testimony is best understood in the context of the rise of voluntary organizations to promote religious and secular reforms. This activism was inspired in part by the Second Great Awakening. The era also saw the rise of the abolitionist movement, the women’s rights movement, and the temperance movement. Women did not gain the right to vote in several states until the late 1800s (A). Dix’s activism was not motivated by an economic downturn (B); on the contrary, many historians note that the Second Great Awakening and the market revolution went hand in hand, suggesting such activism occurred in an expanding economy. Dix was making her argument to the Massachusetts state government, not the federal government (C). It is not until the twentieth century that the federal government begins to play a role in issues of health and poverty.
33. **(C)** The song lyrics appeared in a populist newspaper in the 1890s. The allusions to monopolies, railroads, and party bosses indicate that this song was meant to publicize the plight of farmers in the late 1800s. The populist movement tapped into growing discontent among farmers in the West about the economic bind they found themselves in and became a formidable force in the 1890s. The populists grew angry at the concentration of wealth and power by eastern industrialists. They supported a national income tax so that those with higher incomes would pay more than the poor. They also supported free and unlimited coinage of silver. Populists wanted the United States to get

off the gold standard and to issue money backed by silver as well. This would increase the amount of money in circulation and would lead to inflation. Farmers supported inflationary policies so that the prices they received for their produce would increase.

34. **(B)** The farmers' movement pushed state governments to pass laws regulating railroad rates and practices. These laws, known as Granger laws, had limited effectiveness. In the 1886 *Wabash* case, the Supreme Court limited the ability of states to regulate railroads. In response, the federal government created the Interstate Commerce Commission (1887) to regulate railroads. However, the ICC was chronically underfunded and was, therefore, ineffective.
35. **(A)** The era saw widespread corruption in government; this is hinted at in the allusion to old party bosses. As the extent of corruption in government became more widely known, from the Grant Administration in Washington to Tammany Hall in New York City, activists demanded reform of local, state, and national governments. Some activists hoped that the broad coalition described in choice B could form, but differences in race, ethnicity, and location made such a coalition untenable. The farmers did create a third party, the Populist Party, but it remained just that—a third party; it did not rise in prominence on a national level to compete with the two main political parties (C). The "Indian Wars" of the West were over by the 1890s (D).
36. **(C)** The passage from Marcus Garvey is best understood as an expression of black nationalism. Garvey is best known for urging African Americans to return to their ancestral homelands in Africa. Not many African Americans made the journey, but Garvey instilled a sense of pride among many African Americans; in this he is seen as an important figure in the movement for black nationalism.
37. **(B)** Marcus Garvey argued for African Americans to build separate institutions to demand greater power. His activism highlights the ongoing debate between separatism and integration in regard to the place of African Americans in American society. There are echoes of this tension in the 1960s between King's call for integration and the rise of the "Black Power" movement.
38. **(C)** The excerpt above, from the essay by Glenda Elizabeth Gilmore, implies that historians of the Progressive movement have not written extensively on the contributions of black women to progressivism in the South because of a scarcity of documentary evidence. She argues that African-American women "remained invisible in virtually every discussion of southern progressivism" because they did not have access to the public expressions of activism that white women did. She implies that it is the job of the historian to recognize this limitation, and to figure out other ways of studying the activities of black women in the Progressive movement.
39. **(D)** The efforts by black women to participate in the southern Progressive movement occurred in the context of a nadir in race relations in the United States as "scientific" ideas about race, inaction by the federal government, and rigid segregation in the South relegated African Americans to a second-class status in the United States. The year 1896, the beginning of Gilmore's study, was also the year the Supreme Court issued the *Plessy v. Ferguson* decision, giving sanction to segregation, on a "separate but equal" basis.

40. **(A)** The letter by Washington reflects his position in the ongoing debate about the proper balance between liberty and order. This is the debate that also occurred around President Abraham Lincoln's suspension of habeas corpus during the Civil War, around the Espionage and Sedition Acts during World War I, around the Japanese internment during World War II, and around the McCarran Internal Security Act of 1950. It is occurring today around the 2001 Patriot Act.
41. **(D)** Washington came to believe that the Articles of Confederation government erred in allowing for too great a degree of democracy. There was a heated debate in the 1780s about the appropriate degree of democratic participation in society and about the nature of the public. Many of the political leaders who coalesced around the Federalist point of view on the Constitution came to believe that too much democracy was dangerous. These fears would be borne out in the coming weeks when Shays' Rebellion began in Massachusetts. This was a central reason that Washington, Hamilton, and other Federalists wanted to replace the Articles of Confederation with the Constitution.
42. **(C)** George Washington is expressing great unease with the ability of the government under the Articles of Confederation to maintain order in the United States. He was worried about the lack of strong authority in the United States. People who shared this view would have supported the ratification of the Constitution, as Washington himself did. People who favored order over democracy would certainly not have supported the revolutionary French government in 1793 (A). Supporters of increasing the power and authority of the central government generally supported the chartering of a national government (B). The Alien and Sedition Acts imposed greater order and restraints on the people (D); therefore, someone who shared Washington's sentiments would have supported it, not opposed it.
43. **(D)** The actions of the Paxton Boys represent ongoing tensions between backcountry settlers and elites within colonial America. In the aftermath of the French and Indian War and of Pontiac's Rebellion, a vigilante group of these Scots-Irish immigrants organized raids against American Indians on the Pennsylvania frontier. These raids included an attack on Conestoga Indians in 1763 that resulted in twenty deaths. After the attacks on the Conestoga, in January 1764, about 250 Paxton Boys marched to Philadelphia to present their grievances to the Pennsylvania legislature. Tensions began to develop around this time between colonists and British authorities (A), but the Paxton boys are citing resentment at local elites, not British authorities. Tensions did exist among Indian groups allied with different European powers (B); this was evident in the Beaver Wars of the 1600s. Tensions existed in colonial America between freed African Americans and white planters (C), as evidenced in court proceedings, changing attitudes of whites, and legislative acts, but this was not central to the grievances of the Paxton Boys.
44. **(B)** Bacon's Rebellion and the March of the Paxton Boys form a clear continuity in colonial American history in that both events were precipitated by tensions on the frontier between backcountry settlers and American Indians; both events reflected resentment by the western backcountry settlers against the eastern colonial elites; both events reflect differing opinions around policies in regard to American Indians; and both involved extralegal violence. The other events reflected tensions in colonial America, but do not represent as clear a continuity as Bacon's Rebellion does.

45. **(D)** The Port Huron Statement, written and approved by Students for a Democratic Society, was an important foundational document of the emerging New Left of the 1960s. It raises a host of concerns that shaped the New Left of the 1960s—poverty, racism, the misguided priorities of an affluent society, the proliferation of nuclear bombs, the paranoia of the anticommunist crusade. The New Left was supportive of the civil rights movement (B); however, this document reflects the concerns of middle-class students, “bred in at least modest comfort.” The New Left was generally supportive of workers’ rights and just wages for working-class people, but it was often at odds with some of the more conservative political positions of large unions (including anticommunism and support for the war in Vietnam) (A). The concerns in the Port Huron Statement are far different from the agenda of the New Right (D). In some ways, the New Right can be seen as a reaction to the rise of the New Left.
46. **(A)** The “New Look” foreign policy shifted American military priorities away from conventional forces and toward increased reliance on nuclear weapons. The Port Huron Statement expressed concern about the proliferation of nuclear weapons that occurred, in part, as a result of the “New Look” foreign policy. United States funding for the United Nations increased in the 1950s (B); however, the sentiments in the Port Huron Statement are not critical of the United Nations. The Port Huron Statement expressly embraces the “southern struggle” for racial justice; as such, it would have supported Eisenhower’s intervention in the Little Rock crisis (C). The United States devoted additional resources to education, especially in math and science, in the wake of the Sputnik launch (D); the Port Huron Statement contains no repudiation of funding for education.
47. **(C)** The primary intended audience for the Port Huron Statement was middle-class college students. The statement was written at the founding convention of Students for a Democratic Society, and was intended to be a recruiting tool as SDS tried to attract support on college campuses. The statement refers to having grown up in “comfort,” not poverty. The statement expressed solidarity with African Americans in the South, but it was not meant as a recruiting tool for African Americans (A). SDS made many appeals and petitions to government officials (B), but this is not one of them. The “old left” of the 1930s attempted to recruit factory workers (D); the “new left” focused more on recruiting college students.
48. **(B)** The growth of Students for a Democratic Society—the organization that published the Port Huron Statement—can best be understood in the context of the baby boom, economic growth, and a rapid expansion of higher education. The campus-based organization thrived at a time when the size of the college-aged demographic ballooned as baby boomers reached their upper teens. In addition, the growth of the middle class contributed to a large increase in the number of students enrolled in four-year universities in the 1960s.
49. **(B)** The New York law, cited in the question, allowed married women to own their own property and to keep money they might inherit. This challenged traditional understandings of women and property embodied in the legal concept of *femme covert*. Under the legal doctrine of *femme covert*, wives had no independent legal or political standing.

50. **(A)** Participants in the Seneca Falls Convention, which occurred in New York State, just weeks after the New York legislature passed the Married Women's Property Act (1848), would certainly have supported the act as a step forward for the women's rights movement. The Seneca Falls Declaration, which was written at the Convention, specifically sites unequal property rights as an injustice to be rectified.
51. **(D)** The passage of the Married Women's Property Act directly reflects the ongoing debate around the legal status of women. From the colonial period until the contemporary period, the legal status of women has changed so that women currently enjoy virtually the same legal rights and responsibilities as men. These debates have involved divorce, custody, property, voting, serving on juries, serving in the military, and other issues.
52. **(D)** The Flushing Remonstrance (1657) was written by English residents of the village of Flushing in the Dutch colony of New Netherlands. The director-general of the colony of New Netherlands, Peter Stuyvesant, was attempting to enforce conformity in New Netherlands despite the multi-ethnic makeup of the colony. The authors were protesting a ban on Quaker worship in New Netherlands, even though the authors themselves were not Quaker. A similar controversy occurred with members of the Jewish community of New Netherlands.
53. **(C)** The main idea of the Flushing Remonstrance—that government should not interfere or limit different religious practices—was enshrined into the United States legal structure by the "Free Exercise Clause" of the First Amendment. The First Amendment mentions religion in two contexts. The "Establishment Clause" (D) prohibits the establishment of an official religion in the United States. The "Free Exercise Clause" asserts that Congress shall make no laws limiting the right to worship freely.
54. **(D)** The main purpose of the petition by Paul Cuffe was to demand that the Massachusetts legislature either grant the petitioners the right to vote or that it excuse them from paying taxes. Cuffe and his brother were free African Americans. They paid taxes, but they were not permitted to vote. The petition was based on the oft-repeated principle of the Patriot cause—no taxation without representation.
55. **(A)** The petition by Paul Cuffe illustrates the fact that the rhetoric of the American Revolution raised awareness of social inequalities and inspired groups and individuals to call for greater political democracy. The documents and publications of the Revolutionary era are filled with the language of inequality, injustice, and enslavement. The Declaration of Independence contains the idea that all men have certain basic rights, in the phrase "life, liberty, and the pursuit of happiness." Many groups—African Americans (free and enslaved), indentured servants, women, American Indians—were inspired by this language and insisted that the new government abide by its principles.