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Boutique Academic Coaching & Tutoring

AP U.S. HISTORY · COURSE REVIEW AND PRACTICE

AP U.S. History Mastery.

Every period on the exam, 1491 to the present: clear explanations, worked source analysis, practice questions with full explanations, writing practice, and one full-length practice exam, plus a bonus second exam.

INSIDE

Contact · Colonial America · Revolution and the New Nation · Democracy and Expansion · Civil War and Reconstruction · The Gilded Age · Progressivism, Wars, and Depression · Cold War and Civil Rights · 1980 to the Present · Practice Exam



Table of Contents.

Nine periods of AP U.S. History, an exam toolkit, two practice exams, and a reference section.

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Each section has an explanation, worked examples, and practice problems. Answers and explanations close every chapter. Click any entry to jump to that page.

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Welcome to AP U.S. History.

The content, the thinking skills, the writing methods, and the practice you need for the exam.

Welcome How to Use This Book

A complete AP U.S. History course: clear explanations, worked examples, practice problems with full explanations, and practice exams.

What is inside

All nine periods of AP U.S. History, in order. Start Here covers the exam, the historical thinking skills, and the SAQ, DBQ, and LEQ methods. Each period has explanations, worked examples, three practice sets per section, a multiple-choice set with sources and a writing practice section. Two practice exams and a reference section close the book.

Your situation	Study plan
Taking the course now	Work one period at a time as your class does, then do that period's multiple-choice and writing sections.
Starting 6 weeks before the exam	Read Start Here, do two sections a day, build one timeline per period, and take Practice Exam 1 at the end of week 4.
Final week	Redo missed problems, drill the timeline and the cases and acts tables, and take the bonus Practice Exam 2 (separate PDF) under timed conditions.

A routine that works

- 1. Read.** Study the key boxes, then work each example yourself before reading its solution.
- 2. Practice.** Do every Set A problem, then Sets B and C. Write your answers before you look.
- 3. Check.** Compare with the answers and explanations at the end of the chapter. Mark mistakes and note the reason, not just the right answer.
- 4. Review.** Return to missed problems the next day, then do the multiple-choice and free-response sections and the practice exams.

Writing for points

A thesis must make a defensible claim that answers the prompt. Evidence must be specific: names, dates, laws, and events, not general statements.

Source analysis

For every document ask who wrote it, when, for whom, and why, then explain how that affects what it can tell you.

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Start Here: The Exam and Your Toolkit.

3 sections with explanations and worked examples, then 36 practice problems. Answers and full explanations are at the end of the chapter.

0.1 The AP U.S. History Exam: Format, Scoring, and Study Plan

You will learn exactly how the exam is built, how each section is scored, which periods and themes carry the most weight, and how to turn that into a realistic study plan.

The AP U.S. History exam lasts 3 hours and 15 minutes and tests two things at once: what you know about nine periods of American history, and how well you think like a historian. Memorized facts matter, but almost every question asks you to use a fact to analyze a source, compare, explain causes, or trace change over time. Knowing the format in advance removes surprises and lets you spend your energy on history.

Section	Task	Time	Weight
I-A	55 multiple-choice questions, in sets of 2 to 5 tied to a source	55 min	40%
I-B	3 short-answer questions (SAQs): you answer Question 1, Question 2, and one of Questions 3 or 4	40 min	20%
II-A	1 document-based question (DBQ) with 7 documents	60 min (suggested 15 to read, 45 to write)	25%
II-B	1 long essay question (LEQ): choose 1 of 3 prompts	40 min	15%

Exam structure to memorize

Section I (multiple choice and SAQ) is 60% of the score; Section II (DBQ and LEQ) is 40%.

Written work totals 60% (SAQ 20 + DBQ 25 + LEQ 15), so writing matters more than the multiple-choice section.

SAQ: 3 points each. DBQ: 7 points. LEQ: 6 points. Multiple choice: 1 point each, with no penalty for wrong answers, so never leave a blank.

Multiple choice. Every question follows a stimulus: a quotation, a political cartoon, a map, a graph, a photograph, or a passage by a historian. The stimulus is usually dated or attributed, and that clue tells you the period. Strong test takers read the question first, then the source, then eliminate choices that are true but do not answer what was asked. A choice can be accurate history and still be wrong because it belongs to the wrong time or does not match the source.

Short answer. Question 1 gives a secondary source (a historian's argument), Question 2 gives a primary source, and Questions 3 and 4 have no stimulus, with one drawn from an earlier part of the course and one from a later part. Each has parts (a), (b), and (c), and each part is worth one point. You answer directly, in a few sentences, with no thesis needed.

DBQ and LEQ. The DBQ asks you to build an argument using the documents plus evidence of your own. The LEQ gives three prompts drawn from different parts of the course, and every prompt uses the same kind of reasoning (comparison, causation, or continuity and change over time). You choose the one where your knowledge is deepest. The next lesson covers the thinking skills and the one after covers how to write each response.

The nine periods. The course is organized into nine chronological periods, and the exam does not weight them equally. Periods 3 through 8 each carry roughly 10 to 17 percent of the exam, while Periods 1, 2, and 9 each carry about 4 to 6 percent.

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Period	Dates	Approximate exam weight
1	1491 to 1607	4 to 6%
2	1607 to 1754	4 to 6%
3	1754 to 1800	10 to 17%
4	1800 to 1848	10 to 17%
5	1844 to 1877	10 to 17%
6	1865 to 1898	10 to 17%
7	1890 to 1945	10 to 17%
8	1945 to 1980	10 to 17%
9	1980 to present	4 to 6%

The themes. Every period is also organized by recurring themes. The current framework names eight: American and National Identity (NAT), Work, Exchange, and Technology (WXT), Geography and Environment (GEO), Migration and Settlement (MIG), Politics and Power (PCE), America in the World (WOR), American and Regional Culture (ARC), and Social Structures (SOC). Some older books list seven. The themes are your best tool for comparison and change-over-time essays because they let you ask the same question of different eras, such as how did the role of the federal government in the economy (PCE and WXT) change between 1800 and 1930?

Themes at a glance

NAT: what it means to be American; ideas of citizenship and national character.

WXT: farming, industry, trade, labor, and technology.

GEO: land, climate, resources, and the effects of expansion.

MIG: voluntary and forced movement of peoples, and settlement patterns.

PCE: government, parties, law, reform, and power struggles.

WOR: foreign policy, wars, diplomacy, and global trade.

ARC: religion, art, ideas, and regional cultures.

SOC: class, race, gender, and ethnicity, and how groups interact.

Building a study plan. Because 60 percent of the score is written, split your time between learning content and practicing the skills. A reliable pattern is to use the steps below.

- 1 Learn each period in order** Read the lesson, then make a one-page summary with three to five developments, two key people or cases, and one cause-and-effect chain per period.
- 2 Add a theme grid** On one sheet, list how each theme appears in each period. This gives you ready-made evidence for comparison and change-over-time essays.
- 3 Practice stimulus questions weekly** Do one set of multiple-choice items and one SAQ per week, always reading the source first and noting its date and author.
- 4 Write timed responses** Complete a timed LEQ every two weeks and a timed DBQ every three weeks, then score yourself against the rubric.
- 5 Take a full practice exam** Two to three weeks before the test, sit through all sections in one session to build stamina and fix pacing.

EXAMPLE 1: PREDICTING THE QUESTION MIX

The multiple-choice section has 55 questions. Using the period weights, about how many questions should you expect on Periods 1, 2, and 9 combined, and how many on Periods 3 through 8? How should this shape your review time?

SOLUTION

Periods 1, 2, and 9 are each about 4 to 6 percent, so together they are about 12 to 18 percent of the exam.

Multiply by 55 questions: 0.12×55 is about 7 and 0.18×55 is about 10, so expect roughly 7 to 10 questions from those three periods.

That leaves about 45 to 48 questions, or 82 to 88 percent, for Periods 3 through 8, which is roughly 8 questions per period.

Conclusion: spend most review time on Periods 3 to 8, but do not skip Periods 1, 2, and 9, because 7 to 10 questions can move you across a score band. Give them a lighter pass focused on key developments.

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EXAMPLE 2: ESTIMATING A COMPOSITE SCORE

A student earns 38 of 55 on multiple choice, 6 of 9 on the SAQs, 4 of 7 on the DBQ, and 3 of 6 on the LEQ. Estimate the composite on a 100-point scale.

SOLUTION

Convert each section to its weight: multiple choice $38/55 \times 40 = 27.6$.

SAQ $6/9 \times 20 = 13.3$.

DBQ $4/7 \times 25 = 14.3$.

LEQ $3/6 \times 15 = 7.5$.

Add: $27.6 + 13.3 + 14.3 + 7.5 =$ about 62.8 of 100. Composites are converted to the 1-to-5 scale with cut scores that change by year, so use this only to see where you lose points. Here the weakest rate is the LEQ, and every extra LEQ point is worth 2.5 composite points.

Exam tip

Do not guess the period from the topic alone; use the date in the source line. A question about reform might be from 1830 or 1905, and the correct answer depends on which. Also remember that blank answers earn nothing while a guess might earn a point, so answer every multiple-choice question.

Practice**SET A Check Your Understanding**

Answer each question in one to three sentences.

1. List the four parts of the AP U.S. History exam with the time and percentage weight of each.
2. Why is the written portion more important to your score than the multiple-choice section? Use numbers.
3. Which SAQ questions provide a stimulus, and what kind of source does each provide?
4. Name the eight themes by their abbreviations and give a two-word description of each.
5. Explain why Period 7 deserves more review time than Period 9 for the exam.

SET B Exam-Style Multiple Choice

Choose the best answer.

6. Which section of the exam is worth the largest share of the total score?

(A) Document-based question	(B) Long essay question
(C) Multiple-choice questions	(D) Short-answer questions
(E) Sourcing sections of the DBQ	
7. A student has 60 minutes for the DBQ. Which plan is the most effective?

(A) Write for 60 minutes without reading all the documents, to save time
(B) Spend 40 minutes reading documents and 20 minutes writing
(C) Skip the thesis until the end and summarize each document in order
(D) Write the introduction last and use only outside knowledge
(E) Spend about 15 minutes reading, grouping documents, and planning an argument, then about 45 writing
8. Which of the following best describes the difference between the SAQ and the LEQ?

(A) The SAQ is answered directly in short responses without a thesis, while the LEQ requires an argumentative thesis supported by evidence
(B) The SAQ requires a thesis, but the LEQ does not
(C) The SAQ is worth more points than the LEQ
(D) The LEQ gives a document stimulus, but the SAQ never does
(E) The SAQ and LEQ are identical except for length
9. Which pair of periods together carry the smallest share of the exam by weight?

(A) Periods 3 and 4	(B) Periods 5 and 6	(C) Periods 7 and 8
(D) Periods 1 and 2	(E) Periods 4 and 8	

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10. A multiple-choice question shows a speech dated 1912 about trusts and regulation. Which first step best helps you answer?
- (A) Select the answer choice with the longest explanation
 - (B) Use the date to place the speech in Period 7 and the Progressive Era, then judge the choices in that context
 - (C) Ignore the date because the stem is what matters
 - (D) Assume the speech is from Reconstruction because it mentions government
 - (E) Choose the choice mentioning the most famous president

SET C Apply and Extend

Write a response of a paragraph for each.

11. A friend plans to study only Periods 3 through 5 because they contain famous events and plans to ignore the rest. Explain two ways this plan fails on the AP exam, using what you know about the format.
12. Design a four-week study schedule for a student who has 40 minutes a day. Allocate time among content review, multiple-choice practice, SAQ, LEQ, and DBQ, and justify your choices using the exam weights.

0.2 Historical Thinking Skills and Reasoning Processes

You will learn the skills the exam tests, how to source and analyze primary and secondary documents, and how to use comparison, causation, and continuity and change to explain history.

The exam rewards students who can do things with history, not just recall it. The framework names six **historical thinking skills**: developments and processes, sourcing and situation, claims and evidence in sources, contextualization, making connections, and argumentation. It also names three **reasoning processes** that structure most arguments: comparison, causation, and continuity and change over time. Each question you meet is built around one or more of these.

Skill	What you do	Typical question stem
Developments and processes	Identify and explain an event, trend, or change	Which development best explains...
Sourcing and situation	Judge a source by who made it, when, why, and for whom	Which factor most limits the usefulness of this source...
Claims and evidence	Find an argument and the proof used for it	Which evidence would best support the author's claim...
Contextualization	Place a source or event in its wider time and setting	The excerpt was most likely written in response to...
Making connections	Link developments across periods or themes	Which later development was most similar...
Argumentation	Build a defensible thesis supported by evidence	Evaluate the extent to which...

The three reasoning processes

Comparison: describe similarities and differences between two or more groups, regions, events, or periods, and explain why they exist.

Causation: explain causes and effects, separating immediate causes from long-term ones, and judge which mattered most.

Continuity and change over time (CCOT): show what stayed the same and what changed across a span of years, with specific dates as anchor points.

Sourcing with HIPP. Every document was made by someone, at some time, for a reason. A quick memory device for analyzing it is **HIPP**. Ask about the **H**istorical situation (what was happening when it was created), the **I**ntended audience (who was meant to read or hear it), the **P**urpose (what the author wanted to accomplish), and the **P**oint of view (the author's position, role, or bias). The goal is not to say a source is biased and therefore worthless. Instead, explain how the author's situation shapes what the document reveals and what it leaves out. A planter's diary tells you about plantation management from the owner's view but little about the daily experience of enslaved people.

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Primary versus secondary sources

A primary source was created at the time of the events studied or by someone who took part: letters, speeches, laws, court opinions, diaries, photographs, cartoons, census data.

A secondary source was written later by someone analyzing the past: a textbook or a historian's article. It always makes an interpretation, which is a claim you can agree with, qualify, or dispute.

The same document can be either one depending on the question. A 1920s history of the Civil War is a secondary source about the Civil War but a primary source about how Americans in the 1920s remembered it.

Claims and evidence. A **claim** is a statement the author wants you to accept. **Evidence** is the specific proof. When you read a historian's passage, underline the claim (often a sentence beginning with something like 'the real cause was') and note the evidence used, such as statistics, events, or quotations. Then ask what evidence would challenge the claim. On SAQ 1 you will be asked to identify an interpretation and then support or qualify it with an event you know.

Contextualization means connecting the topic to the broader events before and around it. Strong context does not summarize the topic itself. For a source about the Stamp Act, context would be the debt after the French and Indian War and British efforts to tighten control of the colonies, not the Stamp Act's tax provisions. **Making connections** means linking the topic to another period, region, or theme, such as showing how the Federalist argument for a strong central government echoes in later debates.

Reading images, charts, and maps. For a visual, identify the title, date, creator, and labels first. For a political cartoon, ask who or what each figure and object stands for (symbols are rarely literal) and what the artist wants viewers to feel or do. For a graph or table, read the title and units, find the highest, lowest, and fastest change, and then connect the pattern to events. For a map, look at the legend, boundaries, and the date. Never rely on what you assume the image shows; use what is on the page, then bring in your knowledge.

EXAMPLE 1: SOURCING A DOCUMENT

Read the constructed excerpt and answer: 'From a letter by a Massachusetts farmer to the state legislature, 1786: We have paid heavy taxes in coin that few of us possess. Courts take our livestock and our land while merchants grow rich on our debts. Unless relief is granted, we shall have no choice but to close the courts.' Explain how the author's point of view affects the document's usefulness for understanding the 1780s.

SOLUTION

Historical situation: 1786 in the postwar economic depression. The state needed to repay war debts and taxed heavily in hard currency, which hurt farmers, and this context leads to Shays' Rebellion in 1786 and 1787.

Intended audience and purpose: the state legislature. The farmer wants tax relief and paper money and so presents conditions in the most desperate terms.

Point of view: a debtor farmer, not a merchant or official, so the letter is useful for showing the debtors' grievances but would exaggerate merchants' wealth and say nothing of lenders' own financial pressures.

Conclusion: the source is valuable evidence of rural anger over debt and taxation, but you should pair it with a source from a merchant or government official to understand the full conflict.

Year	Cotton produced (bales, approximate)	Enslaved population (approximate)
1800	73,000	894,000
1820	335,000	1,538,000
1840	1,350,000	2,487,000
1860	3,840,000	3,954,000

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EXAMPLE 2: USING THE DATA FOR CAUSATION AND CHANGE

Use the table to explain one cause of the change shown between 1800 and 1860 and identify what remained continuous.

SOLUTION

Observe: cotton production rose roughly fifty-fold, from about 73,000 bales to about 3.84 million, while the enslaved population rose by about 4.4 times.

Cause: the cotton gin (1793) made removing seeds from short-staple cotton profitable, and British and New England textile mills created huge demand. The South responded by expanding cotton into new lands in Alabama, Mississippi, and Texas.

Link to labor: the expansion relied on enslaved labor, including the domestic slave trade that moved enslaved people from the Upper South to the Deep South, even after the international slave trade ended in 1808.

Continuity: slavery remained the South's main labor system throughout. Change: its scale and its geographic center shifted westward and southward, and the South's economy became more tied to a single export crop.

Applying the reasoning processes. For **comparison**, begin with a basis for comparison (for example, economy or political structure) and state both a similarity and a difference, then explain why. For **causation**, name a short-term trigger and a long-term cause and weigh them: the Boston Tea Party was a trigger, while disputes over taxation and representation were long-term causes. For **CCOT**, pick two or three dates, say what changed and what persisted between them, and explain the reason. In all three, specific evidence (names, dates, laws) is what turns a general statement into a scoring one.

Common mistakes

Do not write 'the author is biased' and stop; explain how the author's position affects the claim. Do not confuse contextualization with summary. Do not say a primary source is 'more reliable' than a secondary one automatically; each has uses and limits. And do not use words like 'always' or 'everyone' to describe a group, because exam questions often reward nuance.

Practice**SET A Check Your Understanding**

Answer each question in two to four sentences.

1. Define HIPP and explain how each part helps you judge a document.
2. Explain the difference between a claim and evidence, and give one example of each about the American Revolution.
3. A textbook chapter on Reconstruction is written in 2010. Is it primary or secondary? Could it ever be a primary source? Explain.
4. What is the difference between contextualization and summary? Give an example for a document about the Louisiana Purchase (1803).
5. Describe how you would analyze a political cartoon from 1832 showing Andrew Jackson as a king.

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SET B Exam-Style Multiple Choice

Choose the best answer.

6. 'The Revolution was not a social upheaval. Colonial leaders sought to preserve the rights they already enjoyed as British subjects.' The author of this interpretation is making which kind of argument?
 - (A) A claim that the Revolution produced a radical social revolution
 - (B) A description of the battles of the war
 - (C) A comparison between the Revolution and the French Revolution only
 - (D) A claim that the Revolution was conservative in its aims
 - (E) A prediction about the Constitution
7. A student reads a speech given in 1861 by a Confederate official who calls slavery the cornerstone of the new government. For which purpose is this source most useful?
 - (A) Revealing the ideology that leading Confederates used to justify secession and a new nation
 - (B) Showing the views of enslaved people in the Confederacy
 - (C) Demonstrating economic conditions in the North
 - (D) Proving that all white Southerners agreed with the speaker
 - (E) Describing Union military strategy
8. Which of the following would be the strongest contextualization for an essay on the Stamp Act of 1765?
 - (A) The Stamp Act taxed printed materials such as newspapers and legal documents
 - (B) Colonists protested with the slogan 'no taxation without representation'
 - (C) Britain's debt after the French and Indian War led it to seek revenue and tighten control of the colonies
 - (D) The Sons of Liberty burned effigies of stamp distributors
 - (E) The Stamp Act was repealed in 1766
9. A table shows the share of U.S. workers in agriculture falling from about 70 percent in 1820 to about 40 percent in 1900. Which broader process best explains this change?
 - (A) The collapse of the manufacturing economy
 - (B) The end of the international slave trade
 - (C) The expansion of cotton after the cotton gin
 - (D) The decline of immigration
 - (E) The growth of industrialization and urbanization
10. Which of the following best demonstrates the reasoning process of comparison?
 - (A) Explaining how the Civil War began after the election of 1860
 - (B) Describing similarities and differences between New England and Chesapeake colonies around 1650 and explaining why they existed
 - (C) Tracing how voting rights expanded between 1800 and 1920
 - (D) Listing the events of the Revolution in order
 - (E) Quoting a speech by Abraham Lincoln

SET C Apply and Extend

Write a response to each prompt.

11. Read this constructed historian's claim: 'The Constitution was created mainly to protect the property of wealthy elites.' (a) Identify the claim. (b) Give one piece of evidence from 1787 to 1789 that supports it. (c) Give one piece of evidence that complicates or challenges it.
12. Use the reasoning process of causation. Explain one long-term cause and one short-term trigger of the American Revolution, and say which you consider more important and why.

0.3 Writing the SAQ, DBQ, and LEQ

You will learn a repeatable method for each written task, the exact rubric points available, thesis templates, and how to avoid the errors that cost students points.

Written responses are 60 percent of your score, and they are scored on rubrics, not on how impressive they sound. Every point is awarded for a specific, checkable move. Once you know the moves, you can build them on purpose. This lesson gives you the rubric for each task, a method, and models.

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Task	Points	What earns them
SAQ	3 (1 per part)	Direct, accurate answers to (a), (b), (c); specific evidence; no thesis needed
DBQ	7	Thesis 1; contextualization 1; evidence 3 (documents 2, outside evidence 1); sourcing 1; complexity 1
LEQ	6	Thesis 1; contextualization 1; evidence 2; reasoning 1; complexity 1

The SAQ method: ACE

Answer the question in the first clause, using the part's own wording.

Cite a specific piece of evidence: a name, law, case, event, or date.

Explain how the evidence proves your answer, with the word 'because' or 'which led to'.

Label each response (a), (b), (c). Write in complete sentences, but do not write an introduction or conclusion.

On a stimulus SAQ, parts often ask you to identify a claim, to name a development that supports or challenges it, and to explain how. When asked to identify, a short phrase is enough, but when asked to explain, you need a reason. Do not repeat the same evidence in two parts, and do not use a source's own words as your evidence unless the part says 'based on the source'.

EXAMPLE 1: A SCORED SAQ RESPONSE

Prompt: 'The Market Revolution of the early nineteenth century reshaped everyday life more than any political change of the era.'

(a) Identify ONE piece of evidence that supports this interpretation. (b) Identify ONE piece of evidence that challenges it. (c)

Explain ONE way the Market Revolution changed the lives of women in the Northeast between 1820 and 1850.

SOLUTION

(a) Supports: the Erie Canal (opened 1825) cut shipping costs between Buffalo and New York City, which tied western farmers to eastern markets and raised wages, land values, and urban growth. Why it scores: a specific project, a date, and an effect.

(b) Challenges: Andrew Jackson's expansion of white male suffrage and the election of 1828 changed how ordinary men participated in government, and the Indian Removal Act of 1830 uprooted southeastern Indian nations; these political changes reshaped lives profoundly. Why it scores: a named political change with a clear link to daily life.

(c) Women: as textile mills such as those in Lowell, Massachusetts hired young unmarried farm women, many left family farms for wage labor and boarding houses, gaining some independence, while the household production of cloth declined. Why it scores: a specific location and a clear change.

Total: 3 of 3. Notice that each response begins with the answer and then supports it. None used an introduction.

The DBQ. Spend about 15 minutes reading the prompt, the seven documents, and planning. First read the prompt and underline its command word (evaluate, analyze, compare) and its time period. Then read each document, jot down a two- or three-word main idea, and note the HIPP of at least three. Next group the documents into two or three categories that answer the prompt, such as economic, political, and social causes. Finally write a thesis that makes a claim and previews the categories, and list outside evidence you will add that is not in any document.

Thesis templates that earn the point

Causation: 'Although [counter-factor], the primary cause of [event] was [factor 1], supported by [factor 2] and [factor 3].'

Comparison: 'While [A] and [B] both [similarity], [A] differed from [B] because [reason].'

Change over time: 'Between [year] and [year], [topic] changed from [early state] to [later state] mainly because [cause], though [continuity] persisted.'

A thesis must take a position and give reasoning. Restating the prompt or saying 'there were many causes' earns nothing.

Using documents. To earn the two document-evidence points, you must use the content of the documents to support your argument, not merely quote or list them. Paraphrase or briefly quote, then explain how the document supports a specific part of your thesis. For the sourcing point, choose at least three documents and add a sentence on how the author's point of view, purpose, audience, or situation helps explain why the document says what it says and how that affects the argument. Write the sourcing right next to the evidence.

Outside evidence is a specific example you know that does not appear in any document and that supports the argument, such as a law or person from the period.

Complexity is the hardest point. You earn it by demonstrating a sophisticated understanding of the topic across the essay, usually in one of these ways: explaining a similarity and difference, or a continuity and change; explaining multiple causes or effects and their interactions; explaining the relative importance of factors; or corroborating, qualifying, or modifying your argument using evidence that points the other way. A good habit is to include a short paragraph that begins 'However' and explains how a counterargument reshapes your thesis.

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The LEQ. Choose among the three prompts in about 3 minutes by asking which one you can support with at least three specific pieces of evidence. Spend 5 minutes writing a thesis, a context sentence, and an evidence list. Write about 30 minutes, and leave 2 minutes to proofread. Each body paragraph should open with a claim, give two specific examples, and explain how they prove the claim, then link to the thesis.

EXAMPLE 2: BUILDING AND TESTING A THESIS

LEQ prompt: 'Evaluate the extent to which the American Revolution changed American society between 1765 and 1800.' Write a thesis and a context sentence, and explain why a weak version fails.

SOLUTION

Weak thesis: 'The American Revolution changed society in many ways, both good and bad.' It fails because it does not take a position or give categories, and so earns no point.

Strong thesis: 'Although the Revolution left slavery and women's legal inequality largely intact, it significantly changed American society by establishing republican government, weakening established churches, and beginning gradual emancipation in the North.' It makes a claim about the extent, shows a counterargument, and previews three body paragraphs.

Context: 'After the French and Indian War, British attempts to raise revenue and strengthen imperial control, along with Enlightenment ideas about natural rights and republicanism, led colonists to resist and eventually to declare independence in 1776.' It describes events before the argument starts instead of summarizing the war.

Evidence plan: state constitutions and the Articles of Confederation (political); Virginia Statute for Religious Freedom 1786 (religion); Pennsylvania's Gradual Emancipation Act 1780 and the Massachusetts judicial rulings ending slavery (social); Abigail Adams's 'remember the ladies' letter and republican motherhood (women). Include a counterpoint: the Constitution's fugitive slave clause and the three-fifths compromise show limits.

Common mistakes

Starting the DBQ with a long summary of the documents; listing documents one by one instead of grouping; writing a thesis that only restates the prompt; giving vague evidence ('the government passed some laws'); using outside evidence from the wrong period; and writing sourcing statements that only say 'this is a primary source'. In the SAQ, avoid writing an introduction and do not explain more than the part asks.

Practice

SET A Check Your Understanding

Answer each question in two to four sentences.

1. List the rubric points available on the DBQ and the number for each.
2. What does ACE stand for in an SAQ response, and why does it work?
3. Rewrite this weak thesis so it earns the point: 'The Great Depression changed America.'
4. Why is it a mistake to spend most of your DBQ planning time summarizing each document?
5. Explain the difference between a contextualization sentence and the opening of the argument.

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SET B Exam-Style Multiple Choice

Choose the best answer.

6. A student's DBQ thesis reads: 'There were many factors that led to the Civil War.' Which revision would best earn the thesis point?
- (A) Although economic differences mattered, disagreement over the expansion of slavery into the territories was the primary cause of the Civil War, supported by the Kansas-Nebraska Act and the Dred Scott decision.
 - (B) Slavery caused the Civil War and it had a major effect on the nation.
 - (C) The Civil War began in 1861 after Lincoln won the election of 1860.
 - (D) Many events led to the Civil War, including the Mexican-American War and the Fugitive Slave Act.
 - (E) The North and South were different in many ways and fought a war.
7. Which sentence best provides a sourcing statement for a 1787 letter from a wealthy merchant supporting the Constitution?
- (A) This document is a primary source written in 1787.
 - (B) The merchant supports the Constitution because he thinks it is good.
 - (C) As a merchant who would gain from a strong national government that could regulate trade and pay debts, the writer likely emphasizes economic stability and may overlook the concerns of debtors.
 - (D) The letter shows that everyone supported the Constitution in 1787.
 - (E) The letter was written in the past and is therefore reliable.
8. Which of the following best demonstrates the complexity point in an LEQ about Jacksonian democracy?
- (A) Listing five policies Jackson supported
 - (B) Describing Jackson's life from birth to death
 - (C) Repeating the thesis in the conclusion
 - (D) Quoting a primary source without explanation
 - (E) Acknowledging that the expansion of white male suffrage broadened participation while the Indian Removal Act and continued slavery limited democracy, and explaining how this affects the argument
9. An SAQ asks: 'Explain ONE way the Proclamation of 1763 contributed to colonial resistance to Britain.' Which response most completely earns the point?
- (A) The Proclamation of 1763 was issued by King George III after the French and Indian War.
 - (B) The Proclamation forbade colonial settlement west of the Appalachians, which angered colonists who wanted land won in the French and Indian War, and this increased their resentment of British control.
 - (C) Colonists were upset about many British policies in the 1760s.
 - (D) The Proclamation was important because it was about the West.
 - (E) The Stamp Act of 1765 taxed printed goods and led to protests.
10. Which outside-evidence example would best support a DBQ argument that the federal government expanded its power during the Civil War?
- (A) The Emancipation Proclamation was issued in 1863.
 - (B) The Battle of Gettysburg took place in Pennsylvania in 1863.
 - (C) Lincoln gave a speech at Gettysburg.
 - (D) The Legal Tender Act of 1862 created national paper currency, and the Homestead Act and Morrill Land-Grant Act of 1862 expanded federal involvement in the economy and education.
 - (E) The North had more railroads than the South.

SET C Apply and Extend

Write the response, then score yourself with the rubric points.

11. SAQ practice: 'Some historians argue that the Louisiana Purchase of 1803 contradicted the limited-government principles of the Jeffersonian Republicans.' (a) Identify ONE piece of evidence that supports this interpretation. (b) Identify ONE piece of evidence that challenges it. (c) Explain ONE way the Louisiana Purchase affected the United States in the decades that followed.
12. LEQ practice: 'Evaluate the extent to which the Progressive movement changed the role of the federal government between 1900 and 1920.' Write a one-sentence context statement, a thesis that takes a position and gives categories, and an evidence list of at least four specific examples.

Answers Start Here: Answers and Explanations

Answers for every practice problem, numbered to match. Read the explanation even when your answer is correct.

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0.1 The AP U.S. History Exam: Format, Scoring, and Study Plan

SET A · CHECK YOUR UNDERSTANDING

1. Multiple choice: 55 questions in 55 minutes, 40 percent. Short answer: 3 questions in 40 minutes, 20 percent. DBQ: 1 question in a suggested 60 minutes, 25 percent. LEQ: choose 1 of 3 prompts in 40 minutes, 15 percent. Together they total 100 percent.
2. The written parts are SAQ 20 + DBQ 25 + LEQ 15 = 60 percent of the score, while multiple choice is 40 percent. Even a strong multiple-choice score cannot fully make up for weak writing, and writing points are the most improvable with practice.
3. SAQ 1 provides a secondary source, a historian's argument or interpretation. SAQ 2 provides a primary source from the time period, such as a speech, letter, or image. Questions 3 and 4 have no stimulus, and you answer one of them.
4. NAT American and National Identity; WXT Work, Exchange, Technology; GEO Geography and Environment; MIG Migration and Settlement; PCE Politics and Power; WOR America in the World; ARC American and Regional Culture; SOC Social Structures. Each is a lens for asking questions across periods.
5. Period 7 (1890 to 1945) is weighted at about 10 to 17 percent of the exam, while Period 9 is only about 4 to 6 percent, so Period 7 supplies several times as many multiple-choice questions. Its big topics (Progressivism, imperialism, the world wars, the Great Depression and New Deal) also appear often in SAQs, LEQs, and DBQs.

SET B · EXAM-STYLE MULTIPLE CHOICE

6. C. Multiple choice is 40 percent, the largest single section. The DBQ is 25 percent, the SAQs 20 percent, and the LEQ 15 percent. The tempting wrong choice A fails because the DBQ, while the largest single essay, is still smaller than the multiple-choice section.
7. E. A short reading and planning phase lets you group documents and build a thesis, leaving most time for writing. Choice B fails because spending 40 minutes reading leaves too little time for the essay, which is where the points are.
8. A. The SAQ asks for direct answers to parts (a) to (c) with no thesis, while the LEQ is a full argumentative essay with a thesis. Choice B reverses this. Choice C fails because the SAQ is 3 points and the LEQ 6.
9. D. Periods 1 and 2 are each about 4 to 6 percent. The other pairs include periods in the 10 to 17 percent range. Choice E is wrong because Periods 4 and 8 are both heavily weighted.
10. B. The date places the source in the Progressive Era of Period 7, which lets you recall context such as the Sherman Act, trust busting, and regulation. Choice C fails because dates are often the key to correct context.

SET C · APPLY AND EXTEND

11. Scoring points: (1) The plan leaves out Periods 6, 7, and 8, which each carry 10 to 17 percent of the exam and so supply roughly half of the multiple-choice questions. (2) The LEQ prompts come from different parts of the course and the SAQs from earlier and later spans, so choices narrow. A student who has gaps may lack a strong option, and even the DBQ requires outside knowledge from its period. A strong answer names specific periods and ties them to the weights.
12. Scoring points: (1) Schedule includes all of content review, multiple choice, SAQ, LEQ, and DBQ. For example, weeks 1 and 2 split 20 minutes of content review and 20 of stimulus multiple choice daily. (2) It gives more time to writing, which is 60 percent of the score, such as one timed SAQ, LEQ, or DBQ-planning session several days a week. (3) It includes a weekly timed response and self-scoring against the rubric. (4) The final week includes a timed full-section simulation and review of weak periods. Any plan that is balanced and justified by the weights earns credit.

0.2 Historical Thinking Skills and Reasoning Processes

SET A · CHECK YOUR UNDERSTANDING

1. HIPP stands for Historical situation, Intended audience, Purpose, and Point of view. Situation tells what was happening, audience tells whom the author addressed and how that shaped the message, purpose explains what the author wanted, and point of view shows the author's role or bias. Together they let you explain what a source reveals and where it is limited.
2. A claim is an argument the author wants accepted, for example that the Revolution was mainly a conservative defense of traditional rights. Evidence is the specific support, such as colonial protests against the Stamp Act that cited the rights of Englishmen. The claim says what is true; the evidence shows why one should believe it.
3. A 2010 textbook is a secondary source because it analyzes the past from a later point of view. It could be a primary source if the question were about how historians in 2010 portrayed Reconstruction, since then it is a product of its own time. The use depends on the question being asked.
4. Contextualization places the topic in the broader events around it, while summary only restates the document. For the Louisiana Purchase, context would be Napoleon's loss of Haiti and need for funds, plus American concern about access to New Orleans and the Mississippi River. Summary would merely say that the United States bought land from France.
5. Identify the title, date, artist, and labels first. Then decode symbols, such as a crown and robe for monarchy and a torn document for the Constitution. Place it in 1832 context: Jackson's veto of the Second Bank recharter and the Bank War. Conclude that the artist, probably a Whig or critic, argues Jackson abuses executive power.

SET B · EXAM-STYLE MULTIPLE CHOICE

6. D. The author argues that colonial leaders aimed to preserve existing rights, a conservative interpretation. Choice A is the opposite claim, held by historians who see the Revolution as radical, and is the tempting distractor.
7. A. The speaker was a Confederate leader addressing supporters, so the speech shows official ideology. Choice D is the trap: one official's speech cannot prove that all white Southerners agreed.
8. C. Context explains the wider situation before the topic, here the war debt and imperial reorganization. Choices A through D describe the act itself or its reaction, which is content rather than context; B is the closest distractor but only describes the act.

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9. E. Falling farm employment reflects workers moving into factories, cities, and services. Choice D is wrong because cotton expansion increased agricultural work in the South and does not explain a nationwide decline.
10. B. Comparison needs at least two subjects, similarities and differences, and an explanation. Choice C is continuity and change over time, the most tempting wrong choice because it also covers many years.

SET C · APPLY AND EXTEND

11. Scoring points: (a) 1 point for stating that the claim is that economic self-interest of elites drove the Constitution. (b) 1 point for specific support, such as the Constitution's protection of contracts, creation of a national currency and debt payment favored by creditors, or Madison's argument in Federalist No. 10 about protecting unequal property. (c) 1 point for a specific challenge, such as the Bill of Rights's guarantees of liberty, support among many small farmers, or the fact that the Constitution answered weaknesses like the lack of a national defense and trade policy. Any accurate, specific evidence earns credit.
12. Scoring points: 1 point for a long-term cause with a date or event (for example, the colonial tradition of self-government, or British debt from the French and Indian War leading to the Stamp Act and Townshend Acts). 1 point for a short-term trigger (for example, the Intolerable Acts of 1774 after the Boston Tea Party, or the fighting at Lexington and Concord in 1775). 1 point for a judgment that explains why one mattered more, linking to evidence. A strong response argues that long-term causes created conditions and the triggers made war immediate.

0.3 Writing the SAQ, DBQ, and LEQ**SET A · CHECK YOUR UNDERSTANDING**

1. Thesis 1, contextualization 1, evidence from documents up to 2 (1 for using at least three documents, 2 for supporting the argument with at least six), outside evidence 1, sourcing 1 (for at least three documents), and complexity 1. That is 7 total. Evidence has three points, and analysis and reasoning has two.
2. ACE means Answer, Cite, Explain. It works because each SAQ point requires an accurate answer, specific evidence, and a link between them. Following it also keeps the response short, since there is no need for an introduction or conclusion.
3. One version: 'Between 1929 and 1941, the Great Depression expanded the role of the federal government in the economy through New Deal programs such as Social Security and the SEC, though it did not end unemployment until World War II.' It makes a claim, gives a time frame, and previews evidence plus a qualification.
4. Summary is not an argument, and the rubric rewards using documents to support a claim. Time spent summarizing leaves too little for grouping documents, planning sourcing for three documents, and drafting a thesis. Aim for a quick main idea per document, then group them.
5. A contextualization sentence describes the broader events and processes before and around the topic, such as post-war debt and imperial reform before the Stamp Act. The opening of the argument is the thesis, which makes a claim about the prompt. Context sets the stage and the thesis answers the question.

SET B · EXAM-STYLE MULTIPLE CHOICE

6. A. Only the first choice makes a defensible claim, names a counter-factor, and previews supporting evidence. Choice D remains a list and does not argue which factor mattered most.
7. C. Sourcing connects the author's position to what the document says and its limits. Choice A is the tempting wrong choice, because it names the source type but explains nothing about how the author's perspective shapes the argument.
8. E. Complexity requires qualifying or corroborating the argument with evidence that points in more than one direction. Choice C is simply a restatement of the thesis and shows no new analysis.
9. B. The correct response names a specific provision and explains the link to resistance. Choice E gives accurate evidence about a different law, and so does not answer the question asked.
10. D. The correct choice names specific laws that show federal power in new areas. Choice A is relevant to the war, but without an explanation of expanded federal power it is the weaker fit.

SET C · APPLY AND EXTEND

11. Scoring points: (a) 1 point, for example that Jefferson, a strict constructionist, stretched the Constitution because it did not explicitly authorize acquiring territory, and he used the treaty power and Senate approval. (b) 1 point, for example that Jefferson used the Constitution's treaty power, submitted the treaty to the Senate for ratification, and sought to secure land for an agrarian republic of small farmers, which fits Republican goals. (c) 1 point, for example that the purchase doubled the nation's size, opened land for farming, and renewed the conflict over slavery's expansion, leading to the Missouri Compromise of 1820. Any accurate, specific, and explained example earns the point.
12. Scoring points: Context 1 point, such as industrialization, urbanization, immigration, and corruption in the Gilded Age creating demands for reform. Thesis 1 point, such as 'The Progressive movement significantly expanded federal power over the economy and public health, but its reforms were limited by courts, racial exclusion, and reliance on state action.' Evidence 1 to 2 points for four accurate examples such as the Pure Food and Drug Act and Meat Inspection Act (1906), Hepburn Act (1906), Federal Reserve Act (1913), Clayton Antitrust Act and Federal Trade Commission (1914), and the 16th and 17th Amendments (1913). Reasoning and complexity points come from explaining why each example expanded federal power and addressing limits such as *Lochner v. New York* (1905) or the exclusion of African Americans.

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Period 1: 1491 to 1607: Contact.

6 sections with explanations and worked examples, then 80 practice problems. Answers and full explanations are at the end of the chapter.

1.1 Native American Societies Before Contact

You will describe the main Native American societies of 1491 and explain how environment shaped their economies and societies.

Before 1492 the Americas were home to tens of millions of people living in hundreds of distinct societies. They were not a single "Indian" culture, and they were not frozen in time. Over thousands of years, **American Indians** (also called Native Americans) built farming economies, trading networks, cities, and governments, each shaped by the **environment** they lived in. The AP course asks you to explain how geography influenced economy, social structure, and religion.

A useful rule: **environment shaped economy, and economy shaped society**. Where rainfall and soil supported crops, people settled in villages and developed larger political units. Where the land supported only foraging or hunting, groups stayed small and mobile. Keep this chain in mind as you work through the regions.

Key idea: adaptation to environment

Native societies adapted their food supply, housing, and government to local climate and resources.

Farming societies (maize, beans, squash) tended toward larger, more settled, more hierarchical communities.

Hunting, fishing, and foraging societies tended toward smaller bands with flexible leadership.

Mesoamerica and the Andes. The most populous societies lay south of today's United States. The **Maya** (Yucatan and Guatemala) built stone cities, kept a written record, and tracked the calendar and astronomy; their classic cities had declined well before Europeans arrived. The **Aztec** (Mexico) ruled a tribute empire from the island capital Tenochtitlan, a city of perhaps 200,000 people, where conquered peoples paid goods and labor and the religion featured large-scale human sacrifice to sustain the sun. The **Inca** in the Andes of South America controlled a vast empire through roads, storehouses, and a labor tax called the mita, though they had no written script. All three rested on **maize** (corn) in Mesoamerica and maize and potatoes in the Andes. Their wealth and organization are the reason Spanish conquest, covered in the next lesson, was so profitable.

The Southwest. Ancestral Pueblo peoples (sometimes called Anasazi) and later the **Pueblo** peoples grew maize, beans, and squash using irrigation and dry farming in a desert. They built multistory adobe towns, held ceremonies in underground chambers called kivas, and organized society around religious leaders and clans. Long droughts strained these societies and pushed some groups to relocate before 1491. In the same region, the Hohokam and others dug irrigation canals.

The Mississippi Valley and the East. The **Mississippian** culture, centered at **Cahokia** (near present-day St. Louis), flourished from about 1000 to 1300 CE. Cahokia was a city of thousands built around earthen platform mounds, supported by intensive maize farming and long-distance trade, and ruled by a chief of high status. It had already declined before Europeans arrived, probably because of environmental strain and political change. In the Eastern Woodlands, **Algonquian-speaking** peoples combined farming (the "three sisters": maize, beans, squash), hunting, and fishing. Many lived in villages, moved seasonally, and had **matrilineal** kinship, tracing family through the mother. The **Iroquois** (Haudenosaunee) of present-day New York built longhouses and formed the **Iroquois League**, a confederation of originally five nations that settled disputes and coordinated defense. Women held real authority, including choosing and removing some leaders.

The Great Plains and Great Basin. Before horses, Plains peoples such as the Sioux and Pawnee mixed hunting on foot with farming in river valleys. Great Basin peoples like the Shoshone and Paiute lived in small, mobile bands that gathered seeds and hunted small game in dry country. After the Spanish brought horses north, many Plains groups became mounted bison hunters, a change you will meet again in the next lesson.

The Pacific Northwest. Peoples such as the Chinook and Kwakiutl did not farm, yet they were settled and wealthy. Abundant salmon, shellfish, and cedar supported large wooden plank houses, permanent villages, and **social stratification**: hereditary chiefs, commoners, and slaves. Wealth was displayed and redistributed at feasts called potlatches.

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Key terms to know

Maize: the staple crop of the Americas; Mesoamerican empires and Mississippian cities depended on it.

Matrilineal: tracing family and inheritance through the mother (common in Eastern Woodlands societies).

Confederation: a union of separate nations for shared purposes (Iroquois League), unlike an empire ruled from the center.

Region	Example peoples	Economy	Society and belief
Mesoamerica	Aztec, Maya	Maize farming, tribute, markets	Empires, priests, human sacrifice, cities
Andes	Inca	Potatoes, maize, terraces, mita labor	Centralized empire, roads, no script
Southwest	Pueblo	Irrigated maize, beans, squash	Adobe towns, kivas, religious leadership
Mississippi Valley	Mississippian (Cahokia)	Intensive maize farming, trade	Mound-building chiefdom, declined by 1400s
Eastern Woodlands	Algonquian, Iroquois	Farming plus hunting and fishing	Matrilineal kinship, longhouses, Iroquois League
Plains and Great Basin	Sioux, Shoshone	Hunting, gathering, some farming	Small bands, mobile, later horse culture
Pacific Northwest	Chinook, Kwakiutl	Salmon fishing, foraging	Plank houses, hereditary rank, potlatch

Religion and land. Most Native societies saw the natural and spiritual worlds as joined; animals, rivers, and crops had spiritual significance. Land was generally held in common by the group, with individuals having rights to use it, not to sell it. This contrast with European ideas of private property would cause misunderstandings after contact.

EXAMPLE 1: EXPLAINING A CAUSE

Explain ONE way the environment shaped the economy of the Pueblo peoples and ONE way it shaped their society.

SOLUTION

Economy: the Southwest is arid, so Pueblo peoples relied on irrigation and dry-farming techniques to grow maize, beans, and squash instead of relying mainly on hunting.

Society: dependable farming allowed permanent towns of multistory adobe buildings, and because rain and harvests were so important, religious leaders and ceremonies (including kivas) held a central place in community life.

Notice the pattern: name the environmental fact, then the specific result, then the link between them. That 'because' is what earns the point.

EXAMPLE 2: COMPARING TWO SOCIETIES

Compare the Aztec Empire and the Iroquois League.

SOLUTION

Similarity: both rested on maize-based agriculture and both were political organizations linking many communities.

Difference: the Aztec Empire was a hierarchical empire that extracted tribute from conquered peoples from a great capital, while the Iroquois League was a confederation of nations that cooperated voluntarily in a council while keeping local control.

Strong comparison answers state both a similarity and a difference and tie each to a concrete fact.

Common mistakes

Do not treat Native Americans as one group, as 'primitive,' or as unchanged until Columbus arrived. Cahokia and the Maya had already risen and declined. Do not say the Iroquois were an empire or the Aztec a confederation. And do not say the Pueblo or Iroquois 'had no property': they held land communally, which is different.

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Practice

SET A Check Your Understanding

Answer in two to four sentences.

1. Explain how environment shaped the economy of Pacific Northwest peoples such as the Chinook.
2. Identify Cahokia and describe two features of the Mississippian culture.
3. What was the Iroquois League, and why was it significant?
4. Describe one way Native views of land differed from European views.
5. Why did the Aztec Empire attract Spanish attention?

SET B Exam-Style Multiple Choice

Choose the best answer.

6. Which statement best describes Native American societies in 1491?
(A) They were diverse societies whose economies, governments, and beliefs were adapted to their regions.
(B) They shared a single culture based on hunting buffalo across the continent.
(C) They were all small nomadic bands with no agriculture.
(D) They were dependent on trade with Europeans for food.
(E) They had abandoned farming after a long period of drought.
7. Which of the following was true of the Iroquois League?
(A) It was a tribute empire ruled from a single capital.
(B) It joined several nations in a confederation governed through council.
(C) It was built on salmon fishing and hereditary slavery.
(D) It collapsed before the 1400s.
(E) It was founded by Spanish missionaries.
8. Which pairing of people and economy is correct?
(A) Chinook: intensive plow agriculture
(B) Sioux before horses: rice paddies
(C) Pueblo: irrigated and dry-farmed maize
(D) Inca: salmon fishing
(E) Mississippian: nomadic bison hunting
9. The Cahokia mounds were most likely built by which culture?
(A) Aztec
(B) Inca
(C) Chinook
(D) Mississippian
(E) Iroquois
10. Which development did the AP course identify as the main result of horses on the Great Plains after Spanish contact?
(A) Plains peoples abandoned hunting for farming.
(B) Plains peoples built stone cities.
(C) Plains peoples declined from lack of food.
(D) Plains peoples joined the Aztec Empire.
(E) Plains peoples became more mobile bison hunters.

SET C Apply and Extend

Write a developed response. Model answers list scoring points.

11. Using the Pueblo and the Chinook, explain how Native societies adapted to different environments. Include one similarity and one difference.
12. Evaluate the claim that Native American societies before 1491 were simple and unchanging. Use at least two specific examples.

1.2 European Exploration and Spanish Colonization

You will explain why European powers explored the Americas, how Spain built its empire, and how Native peoples resisted.

In the 1400s Europe was a collection of rival kingdoms on the western edge of the Eurasian trade world. By 1600 several of them had built empires across the Atlantic. This lesson explains why they went, how they succeeded, and what the Spanish built, ending with the Pueblo Revolt of 1680.

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Why Europe expanded. Several long-term changes set the stage. The Crusades (from 1095) exposed Europeans to luxury goods from Asia: spices, silk, and sugar. The Black Death (1347 onward) killed perhaps a third of Europeans, raised the value of surviving labor, and weakened old feudal ties. The Renaissance revived learning in geography and mapmaking. Meanwhile, strong monarchies such as Spain and Portugal could finance voyages, and when the Ottoman Empire took Constantinople in 1453, Europeans looked for water routes to Asia that avoided Muslim-controlled land routes.

The three motives: God, gold, and glory

God: spreading Christianity, especially Catholicism, and fighting rival faiths.

Gold: wealth from trade, precious metals, and new land; investors pooled risk in joint-stock companies.

Glory: national rivalry and the prestige of monarchs and individual explorers.

Technology. Voyages became possible because of the caravel (a fast, maneuverable ship), the lateen sail, the magnetic compass, the astrolabe for finding latitude, better maps, and cannons and guns that let small crews dominate coastal fights. Portugal, led early by Prince Henry the Navigator, explored the African coast and built trading posts, including ones that carried enslaved Africans to Europe and Atlantic islands. Sugar plantations worked by enslaved people on those islands became the model for the Americas.

Columbus. Backed by Ferdinand and Isabella of Spain, who had just completed the Reconquista by conquering Granada in 1492, the Genoese captain **Christopher Columbus** sailed west hoping to reach Asia. He landed in the Bahamas in October 1492. He made four voyages (1492 to 1504) and never understood that he had reached a continent unknown to Europeans. His voyages began permanent contact and led to the Treaty of Tordesillas (1494), in which the pope-approved line gave Spain most of the Americas and Portugal Brazil and Africa.

Conquistadors. Spanish soldier-adventurers, the **conquistadors**, financed their own expeditions in exchange for a share of the profits and the right to govern. **Hernan Cortes** reached Mexico in 1519, allied with peoples such as the Tlaxcalans who resented Aztec tribute, and captured Tenochtitlan in 1521 with the help of horses, steel, guns, and a smallpox epidemic. **Francisco Pizarro** conquered the Inca Empire from 1532 to 1533 by exploiting a civil war. Others, such as Ponce de Leon (Florida), De Soto (the Southeast and the Mississippi), and Coronado (the Southwest), found little gold but claimed land.

Power	Main American claims	Main aim	Approach to Natives
Spain	Caribbean, Mexico, Peru, Florida, Southwest	Gold, silver, conversion	Conquest, encomienda, missions
Portugal	Brazil	Sugar, African trade	Plantations, enslaved labor
France	St. Lawrence valley (Quebec 1608)	Fur trade	Trade alliances, Jesuit missions
Netherlands	Hudson valley (New Netherland)	Trade, profit	Trade, few settlers
England	Roanoke (failed 1580s), later Jamestown 1607	Land, trade, rivals to Spain	Large-scale settlement

Spanish colonial institutions. The Spanish crown first gave conquistadors an **encomienda**, the right to demand labor and tribute from Native villages in exchange for protecting and converting them. In practice it was brutal forced labor. Mining at Potosi in Peru (silver, discovered 1545) made Spain the richest power in Europe, yet the wealth caused inflation and did not build a lasting industrial economy. Priests built **missions**, church-run settlements meant to convert and teach Natives, protected by soldiers at presidios. By 1600 the Spanish ruled through viceroys in New Spain and Peru and set up Santa Fe in New Mexico (1610) as a northern outpost.

Key terms to know

Conquistador: Spanish soldier-adventurer who conquered land for Spain (Cortes, Pizarro).

Encomienda: grant of Native labor and tribute to a Spanish colonist, with a duty to convert.

Mission: church-run settlement to convert and educate Native peoples.

The Pueblo Revolt (1680). Spanish rule in New Mexico demanded tribute and labor, suppressed Pueblo religion, destroyed kivas, and punished ceremonies. Disease, drought, and raids made life harder, and Pueblo elders seemed unable to protect their people. A religious leader named **Pope** (Popay) organized the Pueblo villages, and in August 1680 they attacked, killed hundreds of colonists and priests, and drove the Spanish out of New Mexico. It was the most successful Indian revolt against European colonizers. When the Spanish returned in the 1690s, they tolerated more Pueblo religion and rarely used harsh forced labor.

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EXAMPLE 1: CAUSATION

Explain TWO reasons Cortes was able to defeat the Aztec Empire despite being heavily outnumbered.

SOLUTION

Reason 1, alliances: many peoples under Aztec rule, such as the Tlaxcalans, resented tribute and fought with the Spanish, supplying thousands of warriors.

Reason 2, disease and technology: smallpox killed many Aztecs, including leaders, during the siege, and Spanish steel weapons, firearms, and horses gave added advantage.

Good answers avoid the myth that guns alone won; alliances and epidemics were decisive.

EXAMPLE 2: SHORT-ANSWER ON EFFECTS

Identify ONE effect of the Pueblo Revolt on Spanish colonial policy in New Mexico.

SOLUTION

Effect: after reconquest in the 1690s, Spanish officials relaxed forced labor and allowed Pueblo people to continue many religious practices alongside Catholicism.

Evidence: kivas and churches existed side by side.

Always pair the effect with its cause: Pueblo resistance forced Spain to compromise.

Common mistakes

Columbus did not 'prove the earth was round'; educated Europeans already knew it. Do not claim that Spain's government and the conquistadors were the same: conquistadors were private adventurers, and the crown later took control. And remember that France and the Netherlands came to trade, so they used alliances with Natives more than conquest.

Practice**SET A Check Your Understanding**

Answer in two to four sentences.

1. List the three main motives for European exploration and give one example of each.
2. Explain how one technological innovation made Atlantic exploration possible.
3. What was the encomienda system, and what was its purpose?
4. Why did Spanish missions matter to colonization?
5. Identify two causes of the Pueblo Revolt of 1680.

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SET B Exam-Style Multiple Choice

Choose the best answer.

6. Which factor most directly encouraged European monarchs to seek water routes to Asia in the 1400s?
 - (A) A Native American request for trade partners
 - (B) The invention of the steam engine
 - (C) Control of overland trade routes by powerful Muslim states, especially after Constantinople fell in 1453
 - (D) A decline in European interest in spices
 - (E) Conflict with Aztec merchants
7. The Treaty of Tordesillas (1494) was primarily an agreement between
 - (A) Spain and Portugal over claims in the newly encountered lands
 - (B) England and France over North America
 - (C) Spain and the Aztec Empire
 - (D) Portugal and the Inca
 - (E) The Dutch and the English
8. Cortes was able to conquer the Aztec Empire in part because
 - (A) The Aztec had no cities or armies
 - (B) Spain sent a large royal army
 - (C) The Aztec welcomed Christianity
 - (D) The Inca provided supplies
 - (E) Native peoples resentful of Aztec tribute joined him, and smallpox weakened the Aztecs
9. Which statement best describes the Spanish presence in New Mexico before 1680?
 - (A) The Spanish encouraged Pueblo religion alongside Catholicism.
 - (B) Spanish officials and priests demanded tribute and labor and suppressed Pueblo religion.
 - (C) Spain left New Mexico unsettled.
 - (D) The Spanish held all land by treaty with the Iroquois.
 - (E) The Spanish used the area only for fur trading.
10. Compared with Spain, France in the early 1600s depended more on
 - (A) Large plantations in the Caribbean
 - (B) Encomienda labor
 - (C) Gold from Mexico
 - (D) Trade alliances with Native peoples in the fur trade
 - (E) Mass migration of families

SET C Apply and Extend

Write a developed response. Model answers list scoring points.

11. Evaluate the extent to which gold and silver motivated Spanish colonization in the 1500s. Include evidence for and against.
12. Explain the causes and one long-term effect of the Pueblo Revolt of 1680.

1.3 The Columbian Exchange

You will describe what moved between the hemispheres after 1492 and explain its demographic, economic, and environmental effects.

The **Columbian Exchange** is the transfer of plants, animals, diseases, people, and ideas between the Eastern Hemisphere (Europe, Africa, Asia) and the Western Hemisphere (the Americas) that began with Columbus's voyages in 1492. Historians treat it as one of the most important events in world history because it changed diets, populations, and landscapes on every inhabited continent.

Before 1492 the two hemispheres had developed separately. The Americas had no horses, cattle, sheep, pigs, or goats, and no wheat, rice, or sugar. The Old World had no maize, potatoes, tomatoes, or tobacco. Nor did Native Americans share the diseases of the Old World, where dense populations living alongside livestock had bred many infections.

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Moved from Americas to Old World	Moved from Old World to Americas
Maize (corn), potatoes, sweet potatoes, manioc	Wheat, rice, barley, oats
Tomatoes, chili peppers, squash, beans	Sugar cane, coffee, bananas
Cacao (chocolate), vanilla, peanuts, pineapple	Horses, cattle, pigs, sheep, goats, chickens
Tobacco, turkeys	Smallpox, measles, influenza, typhus, malaria, yellow fever
Syphilis (probably, though debated)	Weeds, honeybees, and European settlers and enslaved Africans

Definition: Columbian Exchange

The two-way movement of crops, livestock, germs, people, and ideas between the Old World and the New World after 1492. Its biggest immediate effect was demographic: epidemic disease killed a large share of Native peoples.

Its biggest long-term effect was global: New World crops and Old World livestock changed diets and populations worldwide.

Disease and population collapse. The most devastating part of the Exchange was biological. Smallpox, measles, and other diseases spread through Native populations with no prior immunity, often faster than the Europeans themselves traveled. Estimates vary widely, but scholars generally agree that in some regions as much as 90 percent of the Native population died within a century or so. The population of central Mexico fell from many millions to about a million or fewer by 1600. Epidemics weakened leaders, disrupted farming and trade, broke the social order, and helped explain why small groups of Spaniards could defeat large empires. In North America, epidemics cleared much of the New England coast before the Pilgrims arrived in 1620.

Effects on the Americas. The loss of Native labor created a labor shortage, which led colonists first to force Native people into labor and then to import enslaved Africans. Europeans brought livestock that grazed, rooted up, and trampled the landscape, while forests were cleared for farming; European weeds spread widely. **Horses** transformed Plains and Southwest societies: peoples such as the Comanche and Lakota became mounted hunters of bison, gaining military power and mobility. Other groups gained iron tools, guns, and cloth, and became dependent on trade.

Effects on Europe and the world. American crops, especially the potato and maize, produced more calories per acre than many Old World grains and helped drive population growth in Europe, Africa, and Asia. The potato later became so central in Ireland that when blight destroyed it in the 1840s, famine drove mass migration to the United States. American silver flowed into Spain and then to China and Europe, fueling trade and inflation. Sugar, tobacco, and coffee, grown by enslaved labor in the Americas, became major commodities. The wealth of Atlantic trade shifted Europe's economic center toward the Atlantic coast and strengthened the nations that led it.

Remember: disease timeline and horses

Smallpox, measles, and influenza reached Native peoples with no immunity; losses of 50 to 90 percent in some regions.

Horses (Spanish, 1500s) reached the Plains by the 1600s and 1700s, creating mounted bison cultures.

Labor shortage after population collapse led to greater use of enslaved Africans.

Effects on Africa. Maize and manioc spread to Africa and supported population growth, but the Atlantic slave trade took millions of people from West and Central Africa to work in American plantations and mines. The trade strengthened some African states that sold captives for European goods and weakened others through war and depopulation.

Why did Natives lose so many people? The point is not that Europeans were biologically superior. The cause was environmental history: Old World peoples had long lived with domestic animals and had built immunity over generations, while American peoples had not. Remember also that disease interacted with war, forced labor, and loss of land, which together made recovery slower.

EXAMPLE 1: SHORT-ANSWER ON CAUSES

Explain ONE way the Columbian Exchange contributed to the development of African slavery in the Americas.

SOLUTION

Epidemics and harsh labor reduced Native populations sharply, creating a labor shortage on plantations and in mines.

Europeans turned to enslaved Africans, who were already part of Portuguese and Spanish trade, to supply labor, especially for sugar.

Complete answers link the specific exchange (disease) to the result (demand for imported labor).

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EXAMPLE 2: READING A CLAIM

A historian writes: 'The crucial factor in the Native defeat was not people, plants, or animals, but germs.' Explain ONE piece of evidence that supports this claim and ONE that complicates it.

SOLUTION

Support: epidemics killed large shares of Native populations, weakening societies like the Aztec before and during Spanish conquest, and emptied coasts that English colonists later settled.

Complication: Spanish conquerors also used steel, guns, and horses, exploited Native alliances, and imposed forced labor, so disease was not the only factor.

Pairing a specific piece of support with a specific complication earns full credit on interpretation questions.

Common mistakes

Do not describe the Exchange as only European benefit; Europeans gained crops and wealth but Native people lost population and land. Do not forget it went both ways: American crops changed the Old World. And do not say Europeans deliberately caused all epidemics; most spread unintentionally, though later cases of deliberate harm are debated.

Practice**SET A Check Your Understanding**

Answer in two to four sentences.

1. Name three American crops that changed diets in the Old World and explain one effect.
2. Why did Native Americans suffer so much from Old World diseases?
3. Explain how the horse changed Native American societies.
4. Describe one environmental change caused by Europeans after 1492.
5. How did the Columbian Exchange help Europe's economy?

SET B Exam-Style Multiple Choice

Choose the best answer.

6. Which pair correctly matches an item with its origin?
(A) Horses: Americas; wheat: Americas
(B) Horses: Old World; potatoes: Americas
(C) Tomatoes: Europe; sugar cane: Americas
(D) Cattle: Americas; maize: Africa
(E) Smallpox: Americas; chili peppers: Europe
7. The greatest immediate demographic effect of the Columbian Exchange was
(A) A population boom among Native Americans
(B) The disappearance of livestock in Europe
(C) The spread of smallpox immunity to Europeans from Natives
(D) A steep decline in Native American populations from epidemic disease
(E) A decline in the population of Africa from new crops
8. Which was a long-term effect of the introduction of the horse to the Great Plains?
(A) Development of mounted bison-hunting cultures
(B) Replacement of bison hunting with irrigation
(C) Decline of intertribal warfare
(D) Spanish control of the Plains
(E) Abandonment of trade

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9. "The Pilgrims settled in a village and on a coast nearly cleared of Indians by a recent epidemic." This statement best illustrates which effect of the Columbian Exchange?
- (A) Crop transfers increased English food supply
 - (B) Horses made Native defense easier
 - (C) Native peoples welcomed European religion
 - (D) Spanish treasure fleets reached New England
 - (E) Disease altered where and how easily Europeans could settle
10. American silver and sugar contributed to which development?
- (A) A decline in European overseas interest
 - (B) The end of slavery in Africa
 - (C) Growth of Atlantic trade built on plantation labor and mining
 - (D) The rise of feudalism in Europe
 - (E) A drop in world population

SET C Apply and Extend

Write a developed response. Model answers list scoring points.

11. Evaluate the relative importance of disease compared with military technology in explaining the Spanish conquest of the Aztec and Inca empires.
12. Explain how the Columbian Exchange changed life in TWO different parts of the world (for example, Europe and the Americas).

1.4 Labor, Slavery, and Caste in the Spanish Empire; Cultural Interactions

You will explain how Spain organized labor, the caste hierarchy, resistance to colonization, and the debate over Spanish treatment of Natives.

Spain's empire in the Americas rested on the labor of Native peoples and, increasingly, enslaved Africans. It also produced a society with a rigid ranking by birth and race. This lesson covers how labor was organized, how the caste system worked, how Spanish treatment of Natives was debated then and now, and how Native and African peoples resisted.

Labor systems. After the Caribbean conquest, Spanish settlers on Hispaniola used the **encomienda**: the crown granted a colonist the right to Native labor and tribute, and the colonist promised to teach Christianity. Taino communities on Hispaniola were nearly wiped out within decades by overwork, violence, and disease. By the mid-1500s the crown, worried about Native deaths and the power of the encomenderos, limited the system through the **New Laws of 1542**. Colonists responded by relying on the **repartimiento**, a rotating draft in which Native villages were required to supply a share of their men for labor for a limited time, often in silver mines or on farms, with some pay. Though less hereditary than encomienda, repartimiento was still coercive. In the Andes, Spain adapted the Inca **mita** for mining at Potosi.

African slavery. As Native populations fell, Spanish and Portuguese colonists imported enslaved Africans, first to the Caribbean in the early 1500s and then in large numbers to sugar plantations and mines. Slavery in the Spanish Empire developed into a lifelong, inherited condition, with enslaved people treated as property. Spanish law did give them a few rights, such as to marry, own limited property, and sometimes buy their freedom (coartacion), but conditions on plantations were harsh. Brazil, under Portugal, became the largest importer of enslaved Africans in the Americas.

Key labor terms

Encomienda: grant of Native labor and tribute to a colonist (encomendero), with a duty to Christianize.

Repartimiento: rotating forced-labor draft from Native villages, replacing much of the encomienda after 1542.

African slavery: chattel slavery based on race, rising as Native labor declined.

The caste system. Because few Spanish women migrated at first, many Spanish men married or had children with Native and African women, producing a large mixed-race population. Colonial society ranked people by birth and ancestry in a hierarchy called the **casta system**.

Group	Who they were	Position
Peninsulares	Spanish-born officials, clergy, merchants	Top; held highest government and church posts
Criollos (Creoles)	Spanish descent, born in the Americas	Wealthy landowners but excluded from top offices
Mestizos	Spanish and Native parents	Middle; artisans, small traders, ranchers
Mulattos	Spanish and African parents	Lower; limited rights

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Group	Who they were	Position
Indigenous peoples	Native Americans	Tribute-payers, laborers, some village authority
Enslaved Africans	Africans and their descendants	Bottom; owned as property

The system rested on **race and birth**, though in practice wealth and local custom could shift a person's status. It created resentments, especially among criollos blocked from high office, which fed independence movements in the early 1800s. Compare English America, where racial lines hardened differently and law tended toward a stark division between white and Black.

Key idea: the Spanish model

Wealth was extracted through Native and African labor; the crown controlled colonies through viceroys.
 Society was ranked by birth and race (casta), with mestizo and mixed populations common.
 Spanish conduct was debated at the time (Las Casas) and is still debated (Black Legend).

Cultural interaction. Spain tried to convert Native peoples to Catholicism and impose Spanish language and customs. Many Natives adopted Christian practices but blended them with older beliefs, creating hybrid traditions. Native languages, foods, and farming also shaped Spanish colonial life. Native peoples resisted in several ways: open revolt (the Pueblo Revolt), flight beyond Spanish control, and quiet cultural survival. **Maroon communities** were settlements of escaped enslaved Africans in remote areas, such as in Brazil (Palmares), the Caribbean, and Mexico, where people preserved African traditions and defended their freedom.

Debate and the Black Legend. The friar **Bartolome de las Casas**, once an encomendero, became a Dominican priest and the leading critic of the abuse of Native peoples. His *Short Account of the Destruction of the Indies* (1542) described massacres and forced labor, and he argued that Natives had souls and rights. At Valladolid (1550 to 1551), he debated Juan Gines de Sepulveda, who argued that Natives were naturally inferior and could be subjected. Las Casas also influenced the New Laws; ironically, he at one point suggested African labor as a substitute, a view he later regretted. Spain's rivals, especially England and the Dutch, used his writings as propaganda. The **Black Legend** is the idea that Spanish colonization was uniquely cruel. Many historians now say that while Spanish brutality was real and well documented, other powers, including England, also committed violence against Native peoples, and that the Black Legend served political ends. Others argue that the debate hides deeper issues, such as the role of disease.

EXAMPLE 1: IDENTIFYING AND EXPLAINING

Explain ONE way the casta system reflected the Spanish colonial economy.

SOLUTION

Spanish control rested on extracting wealth from Native and enslaved labor in mines and plantations.
 The casta system placed Spanish-born peninsulares at the top and Native and African people at the bottom, which legitimized an economy where non-Europeans did the hardest labor.
 Tie the social rank to labor and wealth, not just to 'racism.'

EXAMPLE 2: SOURCING A PASSAGE

A reader sees an excerpt from Las Casas describing Spanish cruelty in the Caribbean. Explain how the author's purpose could affect the document's reliability.

SOLUTION

Las Casas wrote to persuade the Spanish king to end abuses, so he may have emphasized horrors and used large numbers.
 His experience as a former encomendero and priest gave him firsthand knowledge, which supports credibility.
 Even so, rivals used it as propaganda, shaping the Black Legend; a careful historian compares it with other sources.

Exam tip

Keep encomienda and repartimiento straight: encomienda gave labor and tribute rights over a group of people to a colonist; repartimiento was a rotating labor draft for limited periods. Also avoid calling Las Casas simply 'a hero': he was a reformer within the system, and the Black Legend arguments show historians still disagree about how to interpret Spanish actions.

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Practice

SET A Check Your Understanding

Answer in two to four sentences.

1. Compare encomienda and repartimiento in one similarity and one difference.
2. Why did the Spanish turn to African slavery in the 1500s?
3. Describe the casta system and identify two groups in it.
4. What was a maroon community?
5. Explain the Black Legend and one reason historians question it.

SET B Exam-Style Multiple Choice

Choose the best answer.

6. The New Laws of 1542 were primarily intended to
 - (A) Abolish all slavery in the Americas
 - (B) Give Natives equal political power
 - (C) Encourage migration of English colonists
 - (D) Establish a Spanish parliament in New Spain
 - (E) Limit the encomienda system and protect Native peoples
7. Bartolome de las Casas is best known for
 - (A) Leading the conquest of Peru
 - (B) Founding the first English colony
 - (C) Criticizing Spanish treatment of Native peoples and arguing they had rights
 - (D) Arguing that Natives were naturally inferior
 - (E) Writing laws for the Inca
8. Which group was at the top of Spanish colonial society?
 - (A) Criollos
 - (B) Peninsulares
 - (C) Mestizos
 - (D) Mulattos
 - (E) Encomenderos only
9. The establishment of maroon communities best illustrates
 - (A) Resistance by enslaved Africans to the institution of slavery
 - (B) Peaceful cooperation among Natives and Spaniards
 - (C) Spanish success in ending slavery
 - (D) A trade network among Native peoples
 - (E) The authority of the criollos
10. The statement that 'the Spanish treated the Native peoples with unique and unmatched brutality' is an example of
 - (A) The mita system
 - (B) The Columbian Exchange
 - (C) The casta system
 - (D) The Black Legend
 - (E) The doctrine of discovery

SET C Apply and Extend

Write a developed response. Model answers list scoring points.

11. Explain how and why labor systems in the Spanish Empire changed from the early 1500s to the late 1500s.
12. Evaluate the extent to which the Spanish caste system promoted stability in the Spanish Empire.

1.5 Multiple-Choice Practice: 1491 to 1607: Contact

Test yourself on Native societies, exploration, the Columbian Exchange, and Spanish colonial labor and society.

Choose the best answer for each item. Some items include a short excerpt or data; use it as evidence and eliminate choices that the evidence contradicts.

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SET A Core Concepts

Choose the best answer.

1. Which feature most clearly distinguished the Mississippian culture at Cahokia?
(A) Plank houses built by salmon fishers
(B) A confederation of five nations governed by council
(C) Large earthen mounds in a city supported by maize farming and trade
(D) Tribute payments to an emperor in Tenochtitlan
(E) Mobile bands following bison herds
2. The Aztec Empire differed from the Iroquois League chiefly because the Aztec
(A) Collected tribute from conquered peoples through a central capital
(B) Relied on hunting rather than farming
(C) Had no cities
(D) Governed by consensus of equal nations
(E) Never fought wars
3. "Salmon, shellfish, and cedar made it possible to build large villages without farming."
The passage best describes which Native society?
(A) Pueblo peoples
(B) Chinook and other Pacific Northwest peoples
(C) Plains Sioux
(D) Iroquois
(E) Inca
4. Which factor most contributed to Portuguese and Spanish ocean exploration in the late 1400s?
(A) Native demand for European textiles
(B) Disease outbreaks in the Americas
(C) Pressure from the Iroquois League
(D) Strong monarchies financed voyages to reach Asian trade without Muslim-controlled routes
(E) Competition from English settlements in Virginia
5. Which technology was most important for allowing Europeans to sail long distances and return?
(A) The steam engine
(B) The printing of paper money
(C) The caravel combined with the compass and astrolabe
(D) The musket alone
(E) The railroad
6. "They had little in the way of iron and no horses. We believed the men on horseback were gods."
(Reconstructed description of a Native reaction to conquistadors)
The passage best illustrates which advantage of the conquistadors?
(A) Large numbers
(B) Technology and horses
(C) Knowledge of local languages
(D) Immunity from disease alone
(E) Support from the Iroquois
7. The Pueblo Revolt of 1680 was most directly a response to
(A) English settlement in Pennsylvania
(B) Competition over beaver furs
(C) A treaty with the Dutch
(D) Disputes among criollos
(E) Spanish suppression of Pueblo religion and forced labor demands

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SET B Applications and Data

Choose the best answer.

8. Which crop is correctly paired with its hemisphere of origin?
- (A) Wheat: Americas (B) Rice: Americas (C) Sugar cane: Americas
(D) Potatoes: Americas (E) Coffee: Americas
9. The greatest immediate effect of epidemic disease on Native societies was
- (A) Increased immunity that protected them from conquest
(B) Expanded trade with Europe
(C) Greater political unity under Spain
(D) Rapid population growth
(E) Severe population loss that disrupted leadership and farming
10. Population of central Mexico (estimates, in millions): 1519: about 20; 1568: about 3; 1620: about 1. These data best support which conclusion?
- (A) Disease and conquest caused a catastrophic collapse of the Native population
(B) Spanish colonization increased Native populations
(C) The Aztec Empire was always small
(D) Migration from Europe replaced Natives quickly
(E) Mexico was largely uninhabited
11. How did the Columbian Exchange affect the Great Plains in the 1600s and 1700s?
- (A) Wheat farming replaced hunting
(B) Spanish missions controlled the region
(C) Mississippian cities were revived
(D) Smallpox disappeared
(E) Horses supported mounted bison hunting cultures
12. "Maize, potatoes, sweet potatoes, squashes, chiles, and manioc have become essentials in the diets of hundreds of millions of Europeans, Africans, and Asians."
According to the passage, one result of the Columbian Exchange was
- (A) Population growth across the Old World
(B) The disappearance of farming in Europe
(C) Decline of the population in Africa from famine
(D) Rejection of American crops
(E) Spread of the encomienda in Asia
13. "Their weapons, armor, and horses were nothing compared to the sickness; it killed my people faster than any army."
(Reconstructed account of a Native survivor)
This account best supports the view that
- (A) Spain won because of religious unity
(B) Epidemics were a major cause of Native defeat
(C) Natives had no weapons
(D) Africans spread disease to Natives only
(E) The conquest was peaceful
14. The shortage of Native labor in the Americas most directly led to
- (A) Abolition of forced labor (B) Greater Native political power
(C) Withdrawal of Spain from the Americas (D) Increased importation of enslaved Africans
(E) Rapid industrialization of Mexico

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SET C Exam-Level Stretch

Choose the best answer.

15. Which statement about the encomienda is accurate?
- (A) It freed Natives from tribute
 - (B) It was created by the Aztec
 - (C) It replaced the missions
 - (D) It granted colonists rights to Native labor and tribute in return for promising to Christianize them
 - (E) It was a Portuguese plantation system
16. The repartimiento differed from the encomienda because it
- (A) Allowed Natives to own Spanish land
 - (B) Ended forced labor
 - (C) Required rotating, time-limited labor drafts from Native villages
 - (D) Applied only to Africans
 - (E) Granted hereditary rights to land
17. In the Spanish colonial hierarchy, criollos were
- (A) Spanish-born officials
 - (B) Spanish descendants born in the Americas who were barred from top offices
 - (C) The children of Spanish and African parents
 - (D) Native village leaders
 - (E) Escaped enslaved people
18. "All the Indians of that island were destroyed by forced labor. I saw it myself."
(Reconstructed sentiment of a Spanish friar)
The author most likely wrote this to
- (A) Celebrate the success of conquest
 - (B) Defend encomienda
 - (C) Persuade the Spanish government to protect Native peoples
 - (D) Promote trade with England
 - (E) Record a religious celebration
19. Historians who challenge the Black Legend generally argue that
- (A) Spain treated Natives better than any other power
 - (B) No Spanish abuses occurred
 - (C) Las Casas invented all events
 - (D) Disease played no role
 - (E) Spanish brutality was real but other empires also used violence, and the legend served propaganda
20. Maroon communities most clearly demonstrate
- (A) Resistance to slavery and preservation of African culture
 - (B) Spanish support for emancipation
 - (C) Native alliances with the Dutch
 - (D) Growth of the casta system
 - (E) Acceptance of mission life

1.6 Free-Response Practice: 1491 to 1607: Contact

Practice the four AP free-response skills on Period 1.

Each question is scored with a short rubric: one point per accurate, specific part for short-answer questions, and thesis, evidence, sourcing, and complexity points for the document-based and long essay tasks. Model answers name where points are earned.

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QUESTION 1 Short Answer: Interpreting a Secondary Source

Use the excerpt to answer parts (a), (b), and (c). "The crucial factor in the decline of Native peoples was not guns or horses but germs. Old World diseases, to which Native peoples had no immunity, swept through the Americas and made conquest and settlement far easier for Europeans." (A historian's interpretation)

1. (a) Identify ONE piece of evidence from Period 1 that supports the historian's claim.
2. (b) Identify ONE piece of evidence that complicates or challenges the claim that disease was the only crucial factor.
3. (c) Explain ONE way the Columbian Exchange affected societies outside the Americas.

QUESTION 2 Short Answer: Primary Source on Spanish Labor

Read the excerpt. "Our Lord God has chosen to show me, a friar of the order of Saint Dominic, the cruelty of my countrymen: they set the Indians to labor in the mines and fields until they die, and call it protection and instruction." (A Spanish reformer, 1500s)

4. (a) Identify the labor system most directly criticized in the excerpt.
5. (b) Explain ONE purpose the author may have had in writing this passage.
6. (c) Explain ONE way the Spanish response to criticism like this changed labor in the empire.

QUESTION 3 Document-Based Practice: Contact and Conquest

Evaluate the extent to which Spanish conquest and settlement changed the lives of Native peoples in the Americas from 1492 to 1600. Use the documents below and your knowledge. Document 1 (Spanish friar, 1540s): the Indians of the island have died almost entirely from forced labor and sickness. Document 2 (Indigenous account of Cortes's siege): the sickness killed many people, and the survivors were too weak to fight. Document 3 (royal decree, 1573): Spanish settlers are forbidden from making war on Natives and must instead bring them to the faith peacefully. Document 4 (Spanish official report, 1580s): Native villages in Mexico continue to grow maize, pay tribute to the crown, and keep their own village governments.

7. (a) Write a thesis that makes a historically defensible claim and establishes a line of reasoning.
8. (b) Describe how you would use Documents 1 and 2 to support the claim that conquest produced severe change, naming the point of view or purpose of one document.
9. (c) Describe how you would use Documents 3 and 4 to show continuity or limits on change, and name ONE piece of outside evidence not found in the documents.

QUESTION 4 Long Essay: Causes and Comparison

Choose ONE prompt. Prompt A: Evaluate the extent to which economic motives drove European exploration and colonization of the Americas from 1492 to 1600. Prompt B: Compare the Spanish and French approaches to Native peoples from 1500 to 1608. Thesis scaffold: 'Although [counterclaim], [claim] because [reason 1] and [reason 2].'

10. (a) Write a thesis with a line of reasoning for Prompt A OR Prompt B.
11. (b) Describe TWO pieces of specific evidence you would use and explain how each supports the thesis.
12. (c) Explain how you would add complexity (for example, by addressing a counterargument or a contrasting case).

Answers Period 1: Answers and Explanations

Answers for every practice problem, numbered to match. Read the explanation even when your answer is correct.

1.1 Native American Societies Before Contact**SET A · CHECK YOUR UNDERSTANDING**

1. The region's rivers and coast supplied huge salmon runs and shellfish, so people could live in permanent villages without farming. Cedar supplied material for large plank houses. This surplus supported social stratification with hereditary chiefs, commoners, and slaves.
2. Cahokia was the largest Mississippian city, near present-day St. Louis, at its height around 1000 to 1300 CE. It featured large earthen platform mounds and was supported by intensive maize farming. It also had long-distance trade and a chief of high status, though it had declined before Europeans arrived.
3. It was a confederation of originally five nations in present-day New York that settled disputes through a council and coordinated defense. It shows that Native peoples created sophisticated governments, and it later made the Iroquois an important political and military power in colonial rivalries. Women had real influence in choosing leaders.
4. Many Native societies treated land as held in common by the group, with individuals having rights of use but not rights to buy and sell it. Europeans generally saw land as private property that could be owned and transferred. This difference produced misunderstandings in treaties and land deals.

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5. The Aztec ruled a wealthy tribute empire centered on Tenochtitlan, a large city with markets, gold, and silver. Its concentrated wealth was easy to seize once Spaniards controlled the capital. Its subject peoples also resented tribute, which Spaniards later exploited.

SET B • EXAM-STYLE MULTIPLE CHOICE

6. A. Diversity and adaptation to environment is the central point. The 'single culture' choice ignores hundreds of distinct societies, and many peoples farmed intensively.
7. B. The League was a confederation using council government. The tribute empire description fits the Aztec, which is the tempting distractor.
8. C. Pueblo peoples grew maize, beans, and squash in an arid land. The Chinook were fishers and foragers, not plow farmers.
9. D. Cahokia was the center of the Mississippian culture in the Mississippi Valley. The Aztec built Tenochtitlan in central Mexico, so they are a tempting but wrong choice.
10. E. Horses, introduced by the Spanish, made bison hunting more efficient and mobile. Abandoning hunting for farming reverses the change.

SET C • APPLY AND EXTEND

11. Scoring: 1 point for correct description of the Pueblo adaptation (irrigated maize, adobe towns, in an arid land). 1 point for correct Chinook adaptation (salmon and shellfish, cedar plank houses). 1 point for a difference, such as farming versus fishing economies. 1 point for a similarity, such as both producing enough surplus to support permanent villages and religious ceremonies. Both illustrate that environment shaped economy and society.
12. Scoring: 1 point for a clear thesis rejecting the claim. 1 point for each of two accurate examples, such as Cahokia's mounds and trade, the Aztec tribute empire, or the Iroquois League. 1 point for evidence of change over time, such as the decline of Cahokia or Pueblo relocation after drought. A strong response notes that these societies had their own histories before contact.

1.2 European Exploration and Spanish Colonization**SET A • CHECK YOUR UNDERSTANDING**

1. God: Spain spread Catholicism through missions. Gold: Cortes and Pizarro seized silver and gold. Glory: Spain and Portugal competed for prestige, as shown in the Treaty of Tordesillas dividing the world.
2. The caravel was fast and could sail against the wind with its lateen sail, so ships could go farther and return. Combined with the compass and astrolabe for navigation, it let Portuguese and Spanish sailors cross open ocean and return with cargo.
3. It granted Spanish colonists the right to demand labor and tribute from Native communities in exchange for supposedly protecting and converting them. Its purpose was to supply labor for mines and farms and to reward conquistadors. In practice it was close to forced servitude.
4. Missions were church-run settlements where priests tried to convert Natives to Catholicism and teach European farming and crafts. They extended Spanish control in frontier regions like New Mexico, Texas, and California, often with soldiers nearby. They also spread European culture and sometimes provoked resistance.
5. Spanish suppression of Pueblo religion, including destroying kivas and punishing ceremonies, provoked resentment. Forced labor and tribute under encomienda and repartimiento, combined with disease and drought, deepened resentment and encouraged unity under Pope.

SET B • EXAM-STYLE MULTIPLE CHOICE

6. C. Competition for Asian goods and Ottoman control of land routes encouraged ocean routes. Declining interest in spices is backwards; demand was high.
7. A. It divided new territory between the two Iberian powers. It involved no Native states.
8. E. Alliances and disease were decisive. A large royal army is the tempting wrong answer, since Cortes had a few hundred men.
9. B. Repression of religion and forced labor led to the revolt. Religious tolerance came after, not before, the revolt.
10. D. French colonies like Quebec were small trading posts tied to Native partners. Mass migration describes English colonies, a common confusion.

SET C • APPLY AND EXTEND

11. Scoring: 1 point for a defensible claim. 1 point for evidence supporting wealth as central, such as Cortes in Tenochtitlan, Pizarro in Peru, or Potosi silver. 1 point for evidence against or qualifying, such as religious conversion through missions or national rivalry with Portugal and later England. 1 point for explaining that the motives overlapped (God, gold, glory), with a conclusion about which mattered most.
12. Scoring: 1 point for a cause tied to Spanish policy (tribute and labor under encomienda and repartimiento, suppression of religion). 1 point for a second cause (disease, drought, or leadership by Pope). 1 point for describing the revolt itself (Spanish driven out of New Mexico). 1 point for a long-term effect, such as the Spanish allowing more religious tolerance and less harsh labor when they returned, and the lesson that Native resistance could change colonial policy.

1.3 The Columbian Exchange

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SET A • CHECK YOUR UNDERSTANDING

1. Maize, potatoes, and manioc (also tomatoes and beans) spread to Europe, Africa, and Asia. The potato and maize produced many calories per acre, supporting population growth. In Ireland reliance on the potato later made famine devastating.
2. They had no earlier exposure to diseases such as smallpox and measles, which developed in dense Old World populations living with domestic animals. With no immunity, epidemics spread widely and killed many. Disruption of farming and leadership made survival even harder.
3. Horses were brought by the Spanish and spread north, and Plains peoples used them to hunt bison and travel long distances. Mounted hunting made some groups wealthier and militarily stronger and reshaped their way of life. It also increased conflict among groups.
4. Settlers cleared forests for farms and brought livestock that grazed and trampled native plants. They also introduced European weeds and crops that spread. These changes altered ecosystems and the Native food and hunting economies.
5. New crops improved diets and supported population growth. Silver and gold from the Americas, plus commodities like sugar and tobacco, enriched merchants and monarchs and expanded Atlantic trade. This wealth gave Atlantic powers advantages in competing for empire.

SET B • EXAM-STYLE MULTIPLE CHOICE

6. B. Horses came from the Old World and the potato from the Andes. Smallpox is Old World, so reversing that fails.
7. D. Epidemics killed a large portion of Native peoples. New crops generally raised populations elsewhere, so the Africa choice reverses the effect.
8. A. Horses allowed mobile hunting societies like the Comanche and Lakota to flourish. Warfare did not decline; mounted raiding increased.
9. E. The passage points to epidemic disease emptying land. Crop transfers are unrelated to the passage.
10. C. Mining and plantation commodities fueled Atlantic commerce, which relied on forced labor. The drop-in-population choice mistakes Native losses for a global trend.

SET C • APPLY AND EXTEND

11. Scoring: 1 point for a clear claim. 1 point for evidence on disease, such as smallpox reducing Aztec and Inca populations and leadership. 1 point for evidence on technology or tactics, such as steel, guns, horses, or alliances with Tlaxcalans and Inca civil war. 1 point for linking or weighing them (for instance, disease produced the weakness that technology and alliances exploited) and a reasoned conclusion.
12. Scoring: 1 point for an accurate change in the Americas (population collapse, livestock, horses, environmental change). 1 point for an accurate change in Europe, Africa, or Asia (potato and maize population growth, silver and sugar wealth, slave trade). 1 point for specific named examples in each. 1 point for explaining a cause or connection, such as labor shortages leading to slavery.

1.4 Labor, Slavery, and Caste in the Spanish Empire; Cultural Interactions**SET A • CHECK YOUR UNDERSTANDING**

1. Both forced Native people to work for Spanish colonists. Encomienda gave a colonist rights to labor and tribute from a whole community and was inherited, while repartimiento required villages to supply a rotating share of workers for a limited time, with some pay.
2. Disease, overwork, and violence caused Native populations to collapse, leaving labor shortages. Colonists already knew the Portuguese trade in enslaved Africans, so they imported captives to work on sugar plantations and in mines.
3. It was a social hierarchy based on birth and ancestry. Peninsulares, born in Spain, held the highest positions, and criollos were Spanish descendants born in the Americas. Mestizos, Natives, and enslaved Africans ranked below.
4. A settlement of escaped enslaved Africans in remote areas, such as Palmares in Brazil. Residents preserved African culture and defended their freedom, sometimes for decades. Maroons show that enslaved people resisted slavery.
5. The Black Legend is the idea that Spanish colonization was exceptionally cruel, built partly on writings like Las Casas and used by rivals as propaganda. Historians note that Spanish abuses were real but that other European powers also used violence and forced labor, and the legend served political purposes.

SET B • EXAM-STYLE MULTIPLE CHOICE

6. E. They tried to curb abuse and end inheritance of encomiendas. They did not abolish slavery, which is a tempting overstatement.
7. C. Las Casas defended Native peoples. Sepulveda made the argument for natural inferiority, so that option confuses the two.
8. B. Peninsulares, born in Spain, held the top offices. Criollos were wealthy but excluded from the highest posts.
9. A. Maroons were escaped people creating free settlements. Cooperation is not supported.
10. D. The Black Legend claims Spain was uniquely cruel. The doctrine of discovery is about legal claims over land, a different concept.

SET C • APPLY AND EXTEND

11. Scoring: 1 point for describing the early encomienda system. 1 point for explaining a cause of change, such as Native population decline, the crown's concern over abuse, and the New Laws of 1542. 1 point for describing repartimiento or the mita. 1 point for describing the growing use of enslaved Africans. Answers should show continuity (forced labor) and change (from Native to African labor).
12. Scoring: 1 point for a clear claim. 1 point for evidence of stability, such as a hierarchy that kept Spanish officials and the church in control and a labor supply. 1 point for evidence of tension, such as criollo resentment at exclusion from top offices, Native revolts such as the Pueblo Revolt, and maroon resistance. 1 point for a reasoned conclusion that weighs them.

1.5 Multiple-Choice Practice: 1491 to 1607: Contact

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SET A · CORE CONCEPTS

1. C. Cahokia was a mound-building center of intensive maize farming. The confederation of nations describes the Iroquois League, a different eastern society.
3. B. Salmon and cedar describe the Northwest Coast. The Pueblo relied on irrigated maize.
5. C. The caravel and navigational instruments made ocean voyages possible. The musket helped conquest, not navigation.
7. E. Spanish rule combined labor demands with religious repression. The fur trade did not drive events in New Mexico.
2. A. The Aztec built a tribute empire at Tenochtitlan. The League was a voluntary confederation, so reversing them is the common error.
4. D. Monarchs sought direct access to Asia, aided by new navigation technology. English settlements came later, after 1607.
6. B. The passage points to horses and metal. Large numbers is wrong, since conquistadors were greatly outnumbered.

SET B · APPLICATIONS AND DATA

8. D. The potato was domesticated in the Andes. The others were Old World crops, so claiming they came from the Americas ignores the direction of the exchange.
10. A. The figures show a dramatic drop. The data say nothing about Spanish growth.
12. A. New high-yield crops supported more people. The passage claims no decline.
14. D. Colonists replaced Native workers with enslaved Africans. Abolition came much later.
9. E. Epidemics killed many and disrupted society. Immunity developed only slowly and at high cost.
11. E. Horses reshaped Plains life. Wheat farming and Spanish control did not dominate the Plains.
13. B. The survivor stresses disease over weapons. Africans may have carried diseases, but the account does not claim that.

SET C · EXAM-LEVEL STRETCH

15. D. Encomienda rewarded colonists with Native labor. It did not free Natives.
17. B. Criollos were American-born whites. The Spanish-born were peninsulares.
19. E. Critics question exaggeration, not whether abuses occurred. Saying none occurred overstates.
16. C. Repartimiento was a rotating draft. It still used coercion, so claiming it ended forced labor is wrong.
18. C. A friar criticizing labor abuses is making a reform argument. Defending encomienda is the opposite.
20. A. Maroon settlements were formed by escapees. They were not state-sponsored.

1.6 Free-Response Practice: 1491 to 1607: Contact**QUESTION 1 · SHORT ANSWER: INTERPRETING A SECONDARY SOURCE**

1. 1 point: any accurate evidence, such as smallpox epidemics weakening the Aztec during Cortes's siege of Tenochtitlan in 1521, or epidemics that emptied New England's coast before 1620. It must be specific.
2. 1 point: accurate evidence such as Spanish steel, firearms, and horses, Cortes's alliances with peoples like the Tlaxcalans, or the Inca civil war that Pizarro exploited. The response must show it complicates the claim.
3. 1 point: an accurate effect with explanation, such as American crops (potatoes, maize) supporting population growth in Europe, Africa, and Asia, or silver and sugar enriching Atlantic powers, or labor shortages increasing the Atlantic slave trade.

QUESTION 2 · SHORT ANSWER: PRIMARY SOURCE ON SPANISH LABOR

4. 1 point: encomienda (or Spanish forced Native labor under encomienda and repartimiento).
5. 1 point: for a purpose tied to the author's position, such as persuading the king to end abuses of Native peoples and to protect them, which fits a Dominican friar like Las Casas.
6. 1 point: accurate change, such as the New Laws of 1542 limiting encomienda and the turn to repartimiento, or increased use of enslaved Africans as Native populations declined.

QUESTION 3 · DOCUMENT-BASED PRACTICE: CONTACT AND CONQUEST

7. 1 point: a thesis that responds to the prompt with a defensible claim and reasoning, such as: 'Spanish conquest transformed Native life through disease, forced labor, and religious conversion, but Native communities retained village structures, labor obligations, and cultural practices, so change was profound but not total.' Restating the prompt earns no point.
8. Scoring: 1 point for accurate use of Document 1 (labor and illness reducing population) and Document 2 (epidemic weakening resistance). 1 point for sourcing: for example, the friar's purpose was to persuade authorities, or the Indigenous account gives a survivor's viewpoint.
9. Scoring: 1 point for using Document 3 to show a legal attempt to limit violence and Document 4 to show village continuity. 1 point for outside evidence, such as the Pueblo Revolt, the casta system, the New Laws of 1542, or the survival of Native languages. Strong responses also evaluate extent (change versus continuity).

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QUESTION 4 · LONG ESSAY: CAUSES AND COMPARISON

10. 1 point: a defensible thesis with a line of reasoning. Model for A: 'Although religion and rivalry mattered, economic motives were the strongest driver because the search for Asian trade, silver, and sugar, funded by joint-stock investors and monarchs, shaped where Europeans went and how they governed.' Model for B: 'Spain relied on conquest, encomienda, and missions, while France relied on trade and alliances, because Spanish colonies aimed at precious metals and settlement whereas French Canada centered on the fur trade.'
11. Scoring: 1 point for each of two accurate specific pieces of evidence tied to the thesis, with explanation. Evidence examples for A: Potosi silver, Cortes at Tenochtitlan, sugar plantations, the quest for Asian trade. For B: encomienda, mission system, Quebec, fur trade alliances.
12. 1 point for sophistication: acknowledging an alternative motive (religious conversion, national rivalry) or a nuance (French Jesuit missions, Spanish reform debates), and explaining how it modifies but does not overturn the thesis.

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Period 2: 1607 to 1754: Colonial America.

8 sections with explanations and worked examples, then 105 practice problems. Answers and full explanations are at the end of the chapter.

2.1 The Chesapeake Colonies

Learn how Virginia and Maryland survived, why tobacco shaped their labor and politics, and how Bacon's Rebellion pushed planters toward racial slavery.

The English founded **Jamestown** in 1607 under the **Virginia Company**, a joint-stock company whose investors expected gold and a route to Asia. They found neither. The settlers chose a swampy, disease-ridden site, many were gentlemen unwilling to farm, and the first years brought dysentery, typhoid, famine, and conflict with the Powhatan Confederacy led by Wahunsonacock (called Powhatan). Captain John Smith imposed work discipline ("he that will not work shall not eat"), but the winter of 1609-1610, the "starving time," still killed most colonists.

The colony was saved by a crop. Around 1612 John Rolfe began growing a sweeter West Indian strain of **tobacco** that thrived in Virginia soil. English demand was high even though King James I disliked smoking. Tobacco gave the colony an export, profits, and a reason to expand, and it set the economic pattern of the Chesapeake region (Virginia and Maryland) for a century.

Key idea: tobacco drove everything

Tobacco was labor-intensive and exhausted soil in a few years, so planters wanted both cheap labor and constant new land.

That demand led to scattered plantations along rivers rather than towns, to land grabs from Native peoples, and finally to dependence on enslaved Africans.

Labor and land were connected through the **headright system**. Starting in 1618, a person who paid for the passage of a worker received 50 acres for each person imported. Wealthy planters who imported many servants built large estates quickly. Most migrants (perhaps 75 percent in the 1600s) came as **indentured servants**, who signed a contract to work four to seven years in exchange for passage, food, and "freedom dues" such as tools or a small amount of land. Conditions were harsh and many died before their terms ended. Men far outnumbered women, so families formed late and the population grew mainly through immigration rather than births until the late 1600s.

Self-government began early. In 1619 the Virginia Company allowed the first representative assembly in English America, the **House of Burgesses**, with elected representatives from the settlements. The same year, a Dutch ship brought the first recorded Africans to Virginia. Their status was unclear at first, and some earned freedom, but by the 1660s and 1670s Virginia law treated Africans as slaves for life and made the status hereditary. In 1624 the Crown revoked the company's charter, and Virginia became a **royal colony** with a governor appointed by the king, though the burgesses survived.

Maryland (1634) was a **proprietary colony** granted to the Calvert family (Lord Baltimore) partly as a refuge for English Catholics. Protestants quickly outnumbered Catholics, so the **Act of Toleration (1649)** protected the right of all Trinitarian Christians to worship, though it punished those who denied the Trinity. Maryland's economy looked like Virginia's: tobacco, servants, and a growing enslaved population.

Relations with Native peoples followed a cycle of trade, misunderstanding, and war. The English needed Native corn at first, but they also took land. In 1622 the Powhatan struck, killing about a quarter of the settlers, and the English answered with years of war. In 1644 another assault failed, and by 1646 the Powhatan were defeated and forced to pay tribute and accept boundaries. English settlers viewed land as private property to be fenced and farmed, while Native peoples generally used land communally, a difference that fueled conflict.

Feature	Virginia	Maryland
Founded	1607 (Jamestown)	1634 (St. Mary's)
Type of colony	Joint-stock company, then royal (1624)	Proprietary (Calvert family)
Original purpose	Profit for investors	Profit plus Catholic refuge
Cash crop	Tobacco	Tobacco

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Feature	Virginia	Maryland
Religion	Church of England established	Toleration Act of 1649 for Trinitarian Christians
Government	House of Burgesses (1619)	Assembly plus proprietor's governor

By the 1670s the Chesapeake had a growing class of former servants who had survived their terms but found the best land taken, tobacco prices low, and taxes high. Governor William Berkeley and a small circle of well-connected planters controlled land, offices, and the profitable fur trade. Frontier farmers also felt unprotected from Native raids. These tensions exploded in **Bacon's Rebellion (1676)**.

Nathaniel Bacon, a young planter, demanded a war against all Indians, including friendly ones, and defied Berkeley's more cautious policy. Bacon's followers included landless freemen, servants, and some enslaved Africans. His forces attacked Native communities and then burned Jamestown. Bacon died of illness in late 1676 and the rebellion collapsed, but it shook the elite. Planters concluded that a large class of poor, armed, restless white servants was dangerous, and that enslaved Africans, held for life and divided from whites by law, were a more controllable workforce. Over the next decades, Virginia and Maryland passed laws that sharply distinguished Black from white laborers, and after 1680 the number of enslaved Africans in the Chesapeake rose rapidly.

Key terms to know

Headright: 50 acres granted for each person whose passage a planter paid.

Indentured servant: a worker bound by contract for a fixed term, usually four to seven years.

House of Burgesses (1619): first elected assembly in English America.

Bacon's Rebellion (1676): armed uprising of frontier farmers, servants, and some slaves against Governor Berkeley.

Common mistakes

Do not say Jamestown succeeded because of gold or religion; it survived because of tobacco. Do not say Bacon's Rebellion ended indentured servitude overnight: it was one cause among several (rising wages in England also reduced the supply of servants). Do not confuse the House of Burgesses, a Virginia legislature, with Parliament, and do not call Maryland a haven for Catholics only; it was a proprietary colony where Protestants were the majority.

EXAMPLE 1: EXPLAINING A CAUSE

Explain ONE way that tobacco cultivation shaped labor patterns in the Chesapeake colonies in the 1600s.

SOLUTION

Identify the claim: tobacco required intensive labor planting, topping, and curing, and it wore out soil.

Add evidence: planters needed many workers, so the headright system rewarded importing servants with 50 acres each, and later planters turned to enslaved Africans.

Link to the prompt: the result was a labor system first based on indentured servitude and increasingly on lifelong racial slavery.

EXAMPLE 2: ANALYZING A SOURCE

Bacon's 1676 "Declaration of the People" accused Governor Berkeley of favoring friends in the fur trade, taxing the poor unfairly, and failing to protect frontier farms. Explain what the document shows about Virginia society.

SOLUTION

Sourcing: a leader of discontented frontier planters, writing to win public support, so it emphasizes grievances.

Content: tax unfairness and favoritism show a gap between an elite circle and ordinary freemen; the Indian policy complaint shows frontier anger.

Context: resentment from low tobacco prices, limited land, and the Navigation Acts explains why many followers joined.

Conclusion: Virginia society was divided by class and region, not unified around the governor.

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Practice

SET A Check Your Understanding

Answer each in two to four sentences.

1. Why did the Virginia Company's Jamestown colony nearly fail in its early years?
2. How did the headright system encourage the growth of large plantations?
3. Compare the original purposes of Virginia and Maryland.
4. What was the significance of the House of Burgesses created in 1619?
5. Describe the causes of Bacon's Rebellion and one long-term effect.

SET B Exam-Style Multiple Choice

Choose the best answer.

6. Which development most directly made Virginia economically viable in the early 1600s?
(A) Large-scale production of rice and indigo
(B) Discovery of gold and silver deposits
(C) A profitable fur trade with the French
(D) The cultivation of tobacco for export
(E) Trade in dyes with Spanish colonies
7. The headright system was designed primarily to
(A) encourage the importation of laborers
(B) tax planters for slave imports
(C) limit the size of plantations
(D) force Indians to sell land
(E) give land to freed servants only
8. "Maryland was founded as a haven for Catholics, but in practice Protestants soon dominated." Which Maryland law best reflects the colony's response to this situation?
(A) The Fundamental Orders of Connecticut
(B) The Toleration Act of 1649
(C) The Half-Way Covenant
(D) The Navigation Act of 1651
(E) The Mayflower Compact
9. Bacon's Rebellion (1676) is best understood as evidence of
(A) Native alliance with Virginia's elite
(B) Puritan opposition to the Church of England
(C) class and frontier tensions in Chesapeake society
(D) the success of the Virginia Company
(E) a conflict between Catholics and Protestants
10. A major result of Bacon's Rebellion in the Chesapeake was that
(A) Virginia ended trade with England
(B) indentured servants gained political power
(C) Parliament abolished the House of Burgesses
(D) tobacco was replaced by wheat
(E) planters increasingly relied on enslaved Africans

SET C Apply and Extend

Respond in a short paragraph (SAQ style).

11. (a) Identify ONE way the Chesapeake colonies differed from New England in the 1600s. (b) Explain ONE reason for that difference. (c) Explain ONE consequence for labor or society.
12. Evaluate the extent to which Bacon's Rebellion changed labor systems in the Chesapeake. Support your answer with evidence.

2.2 New England and Middle Colonies

Compare Puritan New England, with its covenant communities and dissenters, to the diverse, commercial Middle Colonies of New York and Pennsylvania.

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Puritans were English Protestants who wanted to "purify" the Church of England of Catholic-style rituals. They followed John Calvin's ideas: God had predestined an **elect** few for salvation, and everyone should live by scripture. A smaller group of **Separatists**, the Pilgrims, wanted to break away from the Church completely. In 1620 they landed at Plymouth, outside the Virginia Company's territory, and signed the **Mayflower Compact**, an agreement to make laws for the general good with the consent of the governed. Plymouth stayed small and was absorbed into Massachusetts in 1691.

The much larger **Massachusetts Bay Colony** (1630) was founded by non-separating Puritans led by John Winthrop. Winthrop's sermon "A Model of Christian Charity" told colonists that they would be "a city upon a hill," watched by the world. The colonists believed they had a **covenant** with God: if the community obeyed His laws, it would prosper. Between 1630 and about 1640, over 20,000 people arrived in the **Great Migration**, mostly in families, which produced a healthier, more balanced and quickly growing population than the Chesapeake.

Puritan ideas to remember

Covenant: a binding agreement with God that made the whole community responsible for morality.

Congregationalism: each church governed itself; only visible "saints" who testified to a conversion experience were full church members.

Government served religion: voting was limited to male church members at first, and the colony enforced Sabbath observance and punished heresy.

Education mattered so people could read the Bible: Massachusetts required towns to set up schools (1647) and founded Harvard in 1636.

Local government centered on **town governments**. Settlers received land grants as groups, built villages around a meetinghouse and common, and held **town meetings** where adult male property holders voted on taxes, roads, and officials. This tradition of local participation, along with the colony's General Court, gave New England a distinctive political culture. Most families practiced mixed farming; coastal towns developed fishing, shipbuilding, and trade.

Puritan leaders did not tolerate disagreement. **Roger Williams**, a minister in Salem, argued that civil authorities had no right to enforce religious belief and that settlers should pay Native peoples for land. Banished in 1635, he founded Providence (1636), the start of **Rhode Island**, which guaranteed religious freedom and separated church from state. **Anne Hutchinson** held meetings in her Boston home and argued that salvation came by direct grace rather than by outward good works, which seemed to undermine ministers' authority (a belief called antinomianism). Convicted in 1637, she was banished and went to Rhode Island. Others left to found Connecticut (Thomas Hooker, 1636), whose **Fundamental Orders (1639)** set up a government with a broader electorate. Dissent therefore spread New England's settlement.

Dissenter	Challenge to Puritan leaders	Outcome
Roger Williams	Rejected state enforcement of religion; respected Native land rights	Banished 1635; founded Providence, Rhode Island
Anne Hutchinson	Stressed personal grace over works; criticized ministers	Tried 1637; banished; settled in Rhode Island
Thomas Hooker	Wanted a wider voting base	Founded Hartford, Connecticut; Fundamental Orders

The **Middle Colonies** grew differently. The Dutch founded New Netherland (1624) for the fur trade, with New Amsterdam as its commercial port. The Dutch West India Company ruled through governors, offered little political voice, and welcomed varied settlers, so the colony included Dutch, Walloons, Africans (free and enslaved), Jews, Swedes, and others. In 1664 England seized the colony and Charles II gave it to his brother James, Duke of York, renaming it **New York**. Large estates along the Hudson were held by a few wealthy families, while New York City became a trading hub. In 1664 the Duke also granted New Jersey to proprietors who attracted settlers with religious tolerance.

Pennsylvania was a proprietary colony granted in 1681 to **William Penn**, a **Quaker**. Quakers (the Society of Friends) believed each person had an "inner light" and thus rejected clergy, hierarchy, and violence. Penn's "Holy Experiment" offered religious freedom, a representative assembly, fair treatment of the Lenape through purchased land and treaties, and cheap land. Philadelphia became a planned port city. Germans, Scots-Irish, and English settlers flooded in, and Pennsylvania grew rich exporting wheat and flour. Its diversity produced lively, often contentious politics, but it also created tolerance as a practical necessity.

The two regions were not entirely separate. New England merchants traded with the West Indies, and New England and Middle ports both profited from provisioning plantations. By 1700 both regions held enslaved people, though in smaller numbers than the South.

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Key terms to know

Mayflower Compact (1620): Pilgrims' agreement to govern by consent.

Great Migration: about 20,000 Puritans to Massachusetts Bay, 1630-1640.

Fundamental Orders (1639): Connecticut's written plan of government.

Quakers: believed in an inner light; founded Pennsylvania under William Penn (1681).

Common mistakes

Do not claim that the Puritans came for religious freedom in the modern sense: they wanted freedom to practice their own faith and enforced conformity. Roger Williams, not Winthrop, represents toleration. Also avoid saying the Pilgrims and Puritans were the same group; the Pilgrims were Separatists in Plymouth, while Puritans settled Massachusetts Bay.

EXAMPLE 1: COMPARING TWO REGIONS

Compare ONE similarity and ONE difference between the settlement of Massachusetts Bay and Pennsylvania.

SOLUTION

Similarity: both were founded by religious groups (Puritans and Quakers) that wanted to build a society based on their faith and attracted families.

Difference: Massachusetts limited power to church members and punished dissenters, while Pennsylvania offered broad religious toleration and attracted many ethnic groups.

Support: Massachusetts banished Williams and Hutchinson; Penn welcomed people of many Christian denominations.

EXAMPLE 2: SHORT-ANSWER CAUSATION

Explain why Anne Hutchinson was seen as a threat to Massachusetts Bay's leaders.

SOLUTION

She taught that grace came directly to individuals, which implied ministers might not know who was saved.

As a woman holding large public meetings, she also challenged gender roles in Puritan society.

Leaders believed disorder would destroy the covenant community, so they tried her for sedition and banished her in 1637.

Practice

SET A Check Your Understanding

Answer each in two to four sentences.

1. What was the purpose of the Mayflower Compact?
2. Explain the Puritan idea of the covenant and the "city upon a hill."
3. How did town meetings function in New England?
4. Why did Massachusetts banish Roger Williams?
5. Identify two reasons the Middle Colonies were more diverse than New England.

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SET B Exam-Style Multiple Choice

Choose the best answer.

6. "We shall be as a city upon a hill, the eyes of all people are upon us." John Winthrop's statement best reflects the Puritan belief that
 - (A) church and state should be separate
 - (B) Native peoples should govern the colony
 - (C) royal officials ought to appoint church leaders
 - (D) colonists should seek wealth above religion
 - (E) the colony had a covenant with God to be a model society
7. Which statement best describes the difference between Roger Williams and Massachusetts Bay's leaders?
 - (A) Williams opposed education for children
 - (B) Williams favored separation of church and state and religious toleration
 - (C) Williams supported Navigation Acts
 - (D) Williams argued for the Half-Way Covenant
 - (E) Williams wanted a king to rule the colony
8. Pennsylvania differed from Massachusetts Bay most significantly in that Pennsylvania
 - (A) required church membership to vote
 - (B) limited immigration to English Protestants
 - (C) permitted religious freedom for many Christian groups
 - (D) was ruled by a joint-stock company
 - (E) banned commercial farming
9. The Middle Colonies' economy in the late 1600s relied most heavily on
 - (A) sugar processing
 - (B) plantation indigo
 - (C) tobacco exported with enslaved labor
 - (D) grain and flour exports and urban trade
 - (E) whaling and rice
10. New York came under English control in 1664 when
 - (A) Parliament ended the Dutch West India Company
 - (B) the Virginia Company claimed it
 - (C) England seized it from the Dutch and gave it to the Duke of York
 - (D) colonists purchased it from Native peoples
 - (E) France ceded it after a treaty

SET C Apply and Extend

Respond in a short paragraph (SAQ style).

11. (a) Identify ONE way Puritan beliefs shaped New England government. (b) Explain ONE way dissent challenged that system. (c) Explain ONE outcome of that dissent.
12. Compare the role of religion in Massachusetts Bay and Pennsylvania in the 1600s. Give a similarity, a difference, and an explanation of the difference.

2.3 Southern Colonies, Slavery, and the Atlantic Economy

Trace how rice, indigo, and tobacco plantations fueled the rise of racial slavery, and how mercantilism tied the colonies into an Atlantic trading system.

The southernmost English colonies grew out of the Restoration. In 1663 Charles II granted **Carolina** to eight proprietors, and settlers from Barbados, an English sugar island, brought the plantation model and slave codes with them. Charleston, founded in 1670, became the main port. Carolina soon split into North Carolina, with small tobacco farms and few enslaved people, and South Carolina, dominated by wealthy planters. Both became royal colonies in 1729.

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South Carolina's economy rested on **rice**, grown in coastal swamps from the 1690s, and on **indigo**, a blue dye plant introduced by Eliza Lucas Pinckney in the 1740s that grew well on higher ground and fit into the same planting calendar. Planters imported thousands of Africans, many from rice-growing regions of West Africa whose skills and knowledge of cultivating the crop were essential. By the 1720s Black people made up a majority of South Carolina's population. Rice planters used a **task system** (a daily assigned job, after which time was free), while Chesapeake tobacco planters usually used a gang system under supervision, which shaped differences in African American culture; the Gullah language of the Carolina coast reflects the relative isolation of enslaved communities there.

Georgia (1732) was founded by James Oglethorpe and trustees as a buffer against Spanish Florida, as a place for debtors and the "worthy poor", and as a refuge where slavery and rum would be banned. These rules were abandoned by the 1750s, and Georgia became a royal colony in 1752 with a plantation economy like South Carolina's.

Key idea: how slavery became racial and hereditary

Early on, some Africans in Virginia were treated like servants and could gain freedom; by the 1660s-1670s laws made slavery a lifelong, inherited status (a child followed the mother's condition).
Colonies passed **slave codes** that denied enslaved people the right to travel freely, to testify against whites, to assemble, to own property, or to marry legally, and that gave owners wide power to punish.
Planters preferred enslaved Africans over servants because they could be held for life, could not easily escape in an unfamiliar land, and were cheaper over time.

Why did racial slavery take hold? Historians cite economic demand (labor-intensive staple crops), the decline in English servants after wages rose and the Chesapeake became less attractive, the fear of unity among poor whites and Blacks after Bacon's Rebellion, and long-standing English prejudices that portrayed Africans as inferior. Laws gradually separated people by race. Virginia's 1705 code, for example, defined slaves as real estate, restricted their movement, and allowed owners to punish them without court approval.

Enslaved people resisted in many ways: slowing work, breaking tools, running away, and sometimes revolting. The **Stono Rebellion** (1739) in South Carolina began when about twenty enslaved people, led by a man called Jemmy, seized weapons near the Stono River and marched south toward Spanish Florida, where Spain had promised freedom. Their numbers grew to perhaps sixty before the militia crushed them, but dozens of whites and many more Blacks died. South Carolina responded with the Negro Act of 1740, restricting assembly, movement, and literacy. In 1741 fear of a supposed conspiracy led to the execution of more than thirty people in New York City. Meanwhile, enslaved people created families, churches, music, and mixed African and European traditions, preserving community under bondage.

The labor system fit into an Atlantic economy shaped by **mercantilism**, the theory that a nation grows strong by exporting more than it imports and by controlling colonies that supply raw materials and buy manufactured goods. To enforce this, Parliament passed the **Navigation Acts** (1651, 1660, 1663, 1673, 1696). The key provisions required that colonial trade be carried on English or colonial ships with mostly English crews; that "enumerated" goods such as tobacco, sugar, and later rice and indigo be shipped only to England or other English colonies; and that European goods bound for the colonies pass through English ports. The Acts benefited England's merchants and shipbuilders and gave colonial shippers a protected market, but they also frustrated planters, who had to sell tobacco only to English buyers at lower prices. Enforcement before 1763 was loose, and smuggling was common.

Region	Main exports	Labor	Notes
Chesapeake	Tobacco	Servants then slaves (gang system)	House of Burgesses, scattered plantations
Lowcountry (SC, GA)	Rice, indigo	Enslaved Africans (task system); Black majority	Wealthy planter elite; Charleston
New England	Fish, timber, ships, rum	Mostly free family labor; some enslaved	Shipping and trade in the Atlantic
Middle Colonies	Wheat, flour, furs	Free families, servants, some slaves	Commercial ports: Philadelphia, New York

The **triangular trade** linked three regions: New England and other colonies shipped rum, goods, and food to West Africa; ships carried enslaved Africans across the Middle Passage to the Caribbean and the mainland; and the colonies sent molasses, sugar, tobacco, and rice to Britain and elsewhere. In reality, trade often followed many routes rather than a neat triangle, but it shows how colonial merchants profited from slavery even in regions with few plantations. Between 1500 and 1860 about 12.5 million Africans were forced onto ships, and roughly 10.7 million survived the Middle Passage. Fewer than 5 percent were taken to British North America.

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Key terms to know

Mercantilism: economic theory that colonies exist to strengthen the mother country's trade balance.

Navigation Acts: laws (1651-1696) requiring English/colonial ships and routing enumerated goods through England.

Task system vs. gang system: daily assigned jobs on rice plantations vs. supervised group labor on tobacco farms.

Stono Rebellion (1739): failed uprising in South Carolina that led to the Negro Act of 1740.

Common mistakes

Do not treat the Navigation Acts as simply "taxes"; they regulated who could carry and receive goods. Do not say the Stono Rebellion succeeded; it failed but led to harsher laws. Avoid saying slavery existed only in the South: it was legal in every colony, but plantation economies made it central in the Chesapeake and Lowcountry.

EXAMPLE 1: CAUSE AND EFFECT

Explain ONE effect of the Stono Rebellion on slavery in South Carolina.

SOLUTION

State the effect: the colony tightened control over enslaved people.

Support: the Negro Act of 1740 limited gatherings, movement, and literacy, and imposed harsh penalties.

Connect: whites outnumbered by enslaved Africans feared insurrection and used law to preserve the plantation system.

EXAMPLE 2: MERCANTILISM

Explain how the Navigation Acts both benefited and burdened the colonies.

SOLUTION

Benefit: colonial ships counted as English, so merchants had a protected market and shipbuilding grew in New England.

Burden: enumerated goods could be sold only in the empire, which limited planters' markets and lowered prices; European goods passed through English ports with duties.

Conclusion: mercantilism tied the colonies economically to Britain, but loose enforcement (salutary neglect) reduced the burden before 1763.

Practice

SET A Check Your Understanding

Answer each in two to four sentences.

1. Why did rice and indigo make South Carolina different from New England?
2. What was the purpose of slave codes?
3. What happened in the Stono Rebellion, and why did it matter?
4. Define mercantilism and name two Navigation Act requirements.
5. Why is the triangular trade a simplification of Atlantic commerce?

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SET B Exam-Style Multiple Choice

Choose the best answer.

6. Which statement best explains why enslaved Africans replaced indentured servants as the main labor force in the Chesapeake by the early 1700s?
 - (A) Parliament forbade the use of servants
 - (B) Native workers were available in large numbers
 - (C) Planters feared unrest among poor whites and could hold Africans for life
 - (D) Servants demanded and won full political rights
 - (E) Tobacco prices rose beyond what servants could produce
7. Georgia was originally established to
 - (A) serve as a buffer against Spanish Florida and aid debtors
 - (B) serve as a refuge for Quakers
 - (C) expand the fur trade with France
 - (D) produce sugar for England
 - (E) challenge the Navigation Acts
8. The Navigation Acts primarily reflected which economic theory?
 - (A) Mercantilism
 - (B) Manifest destiny
 - (C) Laissez-faire capitalism
 - (D) Physiocracy
 - (E) Free trade
9. The Stono Rebellion (1739) is best understood as
 - (A) a war between the Carolina proprietors
 - (B) an uprising of enslaved people seeking freedom in Spanish Florida
 - (C) a protest against the Stamp Act
 - (D) a revolt by indentured servants against Governor Berkeley
 - (E) a Native alliance with the French
10. Which feature distinguished Lowcountry rice plantations from Chesapeake tobacco farms?
 - (A) A population of mostly free small farmers
 - (B) A small export economy
 - (C) Reliance on indentured servants
 - (D) Use of the task system and a Black majority
 - (E) Absence of slave codes

SET C Apply and Extend

Respond in a short paragraph (SAQ style).

11. (a) Identify ONE legal change that made slavery hereditary and racial in the colonies. (b) Explain ONE economic reason for the change. (c) Explain ONE way enslaved people resisted.
12. Evaluate the extent to which the Navigation Acts shaped colonial economic development before 1754.

2.4 Colonial Society and Culture

Examine family life, social structure, conflict with Native peoples, the Salem trials, and the Great Awakening and Enlightenment that reshaped colonial thought.

Colonial society reflected English traditions adapted to American conditions. The **family** was the basic economic unit. In New England, long-lived settlers and balanced sex ratios produced large families, and fathers controlled land and decisions. Women's legal status followed **coverture**: a married woman had no independent legal identity, though she managed the household, produced goods, and often worked in trades. Widows could inherit and manage property. In the Chesapeake early death and a shortage of women meant that families formed late, marriages were short, and women could choose among suitors; by the 1700s the population grew by natural increase.

Wealth distribution was uneven but mobility was real compared with Europe. A few merchants, planters, and lawyers formed an elite; most colonists were independent farmers and artisans; below them were servants, laborers, and, lowest, enslaved Africans. Free white men who owned property could vote and hold office in most colonies. As good land filled up in the 1700s, inequality widened in port cities and the poor became more visible. Deference to elites remained strong.

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Conflict with Native peoples shaped every region. In New England, the **Pequot War (1636-1637)** destroyed a powerful tribe. After decades of land losses and English pressure on Native lifeways, Metacom (called King Philip), leader of the Wampanoag, led an alliance in **King Philip's War (1675-1676)**. The war devastated New England: roughly a dozen towns were destroyed, about one in ten settlers of military age was killed, and Native people suffered even higher losses, with many captives sold into slavery. After the war, Native resistance in southern New England largely ended and colonists grew more hostile. In the Southwest, the **Pueblo Revolt of 1680** drove the Spanish out of New Mexico for over a decade, and in the South, the Yamasee War (1715) nearly destroyed South Carolina.

Key terms to know

Coverture: legal doctrine merging a married woman's identity into her husband's.

Half-Way Covenant (1662): allowed partial church membership to children of baptized but unconverted parents.

Great Awakening: 1730s-1740s revival emphasizing personal conversion; leaders Edwards and Whitefield.

Enlightenment: intellectual movement based on reason, science, and natural rights.

Key idea: why Native-colonist conflict grew

English settlers wanted land and treated it as private property; many Native peoples held land collectively and shared its use.

Disease reduced Native populations, and trade in guns, furs, and captives pulled Native groups into European rivalries.

Wars like King Philip's War hardened racial attitudes and pushed Native peoples west and into alliances with European powers.

Religious fear also produced the **Salem witch trials (1692)**. After girls in Salem Village accused neighbors of witchcraft, over 150 people were arrested and 19 were hanged (plus one pressed to death). Many accused were women who were poor, quarrelsome, or outside the Puritan community. Historians point to tensions over land, status, and church membership, to Puritan fears of the devil, and to anxiety after frontier war and the loss of the old charter. When courts accepted "spectral evidence" (claims that a spirit of the accused had harmed someone), the trials grew out of control. Judges eventually halted them, and the colony later apologized.

By the early 1700s Puritan fervor had eased. Church membership fell, and the **Half-Way Covenant (1662)** had already allowed the baptized children of non-converted members partial membership. Then, in the 1730s and 1740s, the **First Great Awakening** spread through the colonies. Jonathan Edwards, whose sermon "Sinners in the Hands of an Angry God" (1741) warned of hell, and George Whitefield, an English preacher who drew huge outdoor crowds, urged emotional conversion and a personal relationship with God. Revivalists, called **New Lights**, challenged **Old Lights**, the established ministers who valued formal learning. The movement split congregations and led to growth of Baptists, Presbyterians, and Methodists. It crossed colonial borders, included women, African Americans, and Native people, and encouraged ordinary people to question authority, which many historians see as a preparation for the Revolution.

At the same time the **Enlightenment**, an intellectual movement stressing reason, science, and natural law, reached the colonies. John Locke argued that people possessed natural rights to life, liberty, and property and that governments rested on consent. Isaac Newton's laws suggested an orderly universe. **Benjamin Franklin** embodied the colonial Enlightenment: he organized the Junto, founded a library and the American Philosophical Society, published Poor Richard's Almanack, and conducted electrical experiments. Education and **print culture** expanded literacy and political debate through newspapers, almanacs, and pamphlets. The 1735 trial of printer John Peter Zenger, found not guilty of libel after truth was argued as a defense, showed growing support for press freedom.

Movement	Core message	Leaders	Effects
Great Awakening	Emotion, sin, and personal conversion	Edwards, Whitefield	New denominations; division of churches; questioning of elites
Enlightenment	Reason, natural law, natural rights	Franklin, Locke (influence)	Scientific societies; secular political thought

Common mistakes

The Great Awakening and the Enlightenment are different movements even though both questioned traditional authority: one emphasized faith and emotion, the other reason. Do not confuse the Salem trials with the Pequot or King Philip's wars, and remember that the Half-Way Covenant addressed declining church membership, not witchcraft.

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EXAMPLE 1: SHORT ANSWER

Explain ONE way the Great Awakening affected colonial society.

SOLUTION

Identify an effect: religious competition and division, or a challenge to traditional authority.

Evidence: New Light preachers like Whitefield criticized settled ministers, causing congregations to split and new Baptist and Presbyterian churches to grow.

Link: by teaching that all people could experience grace, it undermined deference to established elites and encouraged intercolonial unity.

EXAMPLE 2: CONTEXTUALIZING A SOURCE

A 1692 account says girls in Salem Village accused villagers, and that magistrates accepted "spectral evidence." Explain how historical context helps explain the trials.

SOLUTION

Context: Puritan belief in an active devil and fear of internal enemies.

Context: recent frontier warfare, loss of the old charter, and local disputes over land and church membership.

Result: community anxiety and accepted legal standards allowed accusations to spread until respected ministers criticized spectral evidence.

Practice

SET A Check Your Understanding

Answer each in two to four sentences.

1. How did the legal status of women reflect the idea of coverture?
2. What were two causes of King Philip's War, and what was one result?
3. Why did the Salem witch trials occur in 1692?
4. Contrast New Lights and Old Lights during the Great Awakening.
5. How did the Zenger trial reflect Enlightenment ideas?

SET B Exam-Style Multiple Choice

Choose the best answer.

6. "Sinners in the Hands of an Angry God" is most closely associated with which development?
(A) The First Great Awakening
(B) The Salem trials
(C) The Navigation Acts
(D) The Enlightenment
(E) The Half-Way Covenant
7. A major long-term effect of King Philip's War was
(A) immediate independence of the colonies
(B) the founding of Pennsylvania
(C) reduced Native power in southern New England
(D) an end to English settlement in Massachusetts
(E) a new alliance between Puritans and the Wampanoag
8. The Half-Way Covenant (1662) was adopted because
(A) the colony lacked ministers
(B) Quakers demanded toleration
(C) Parliament required it
(D) many Puritan children had not experienced conversion
(E) Native peoples converted in large numbers
9. Which person is best associated with the colonial Enlightenment?
(A) Anne Hutchinson
(B) George Whitefield
(C) Nathaniel Bacon
(D) Jonathan Edwards
(E) Benjamin Franklin

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10. Compared with the Enlightenment, the Great Awakening was more likely to
- (A) promote scientific explanation of natural events
 - (B) oppose the printing press
 - (C) support aristocratic rule
 - (D) emphasize emotional religious experience
 - (E) rely on natural law

SET C Apply and Extend

Respond in a short paragraph (SAQ style).

11. (a) Identify ONE change in colonial religion between 1650 and 1750. (b) Explain ONE cause. (c) Explain ONE effect on politics or society.
12. Compare the Great Awakening and the Enlightenment. Give one similarity, one difference, and explain the significance of one.

2.5 Colonial Governance and Imperial Conflict

Understand how colonies were governed, why Britain practiced salutary neglect, and how competition with France, Spain, and the Dutch involved Native peoples.

By 1733 Britain ruled thirteen colonies on the Atlantic coast, and they were governed in three ways. **Charter (corporate) colonies**, such as Connecticut and Rhode Island, elected their own governors and legislatures under a charter. **Proprietary colonies**, such as Maryland and Pennsylvania, were granted to individuals or families who appointed governors. **Royal colonies**, such as Virginia, New York, and (after 1691) Massachusetts, had governors appointed by the king. By the mid-1700s most were royal colonies.

Every colony had a similar structure: a governor, an appointed council (upper house, often wealthy men), and an elected **colonial assembly** (lower house) such as Virginia's House of Burgesses or the Massachusetts General Court. Assemblies held the **power of the purse**: they voted taxes and paid the governor's salary. Voting was limited to adult white male property owners, but because land was cheap, a larger share of men could vote than in Britain. Assemblies used their financial power to bargain with governors, gaining experience in self-rule.

Key idea: salutary neglect

From roughly 1690 to 1763 Britain loosely enforced its trade regulations and let colonists run local affairs; Robert Walpole, prime minister in the 1720s-1740s, is linked to the policy.

The result: colonial assemblies grew strong, smuggling flourished, and colonists came to regard self-government as their right.

Britain's attention was elsewhere. After the English Civil War and the **Glorious Revolution (1688-1689)**, Parliament, not the king, became supreme. In 1686 James II had combined New England colonies into the **Dominion of New England** under Governor Edmund Andros, who curbed town meetings and assemblies and enforced the Navigation Acts. Colonists overthrew Andros in 1689 when news of the Glorious Revolution arrived. In New York, Jacob Leisler seized power in the same crisis, claiming to protect Protestantism, and was executed in 1691. These events showed the colonists' willingness to resist unpopular authority and the power of English political ideas such as the English Bill of Rights (1689).

The Crown tried some oversight: the Board of Trade (1696) advised on colonial policy, vice-admiralty courts tried smuggling cases, and royal governors could veto laws. But governors depended on assemblies for salaries, distance slowed orders, and officials were often lenient. Merchants who evaded the Navigation Acts, such as by trading with the French West Indies, rarely faced consequences until the Molasses Act (1733), which was widely ignored.

Imperial rivalry shaped the colonial frontier. **Spain** held Florida and the Southwest, using missions and presidios (forts); its encomienda labor system provoked the Pueblo Revolt in 1680. **France** controlled New France along the St. Lawrence and Mississippi, building a fur trade with Native allies like the Huron and Algonquin. French traders lived among Native peoples, intermarried, and respected their territory more than the English did. The **Dutch** founded New Netherland and New Amsterdam (1624-1664) and traded with the Iroquois (Haudenosaunee) until the English conquered them. The **Iroquois Confederacy**, a powerful league of five (later six) nations in New York, played European powers against one another to protect its position.

Between 1689 and 1748 Britain and France fought a series of wars that spread to America: King William's War (1689-1697), Queen Anne's War (1702-1713), and King George's War (1744-1748). The Treaty of Utrecht (1713) gave Britain Nova Scotia, Newfoundland, and Hudson Bay. Native peoples chose sides according to their interests; the Iroquois and later the Ohio Valley groups sought to keep a balance rather than ally permanently with one empire. Wars also increased colonial military experience and debts, setting the stage for the French and Indian War.

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Empire	Colonial focus	Labor/relations with Natives	Government
Spain	Gold, missions, ranching	Encomienda, forced conversion	Crown-controlled viceroysalties
France	Fur trade, small population	Alliances, trade, intermarriage	Royal governor, Catholic missions
Netherlands	Trade (New Netherland)	Trade partnerships, such as with the Iroquois	Dutch West India Company
Britain	Settlement, farms, staple crops	Land hunger, often conflict	Assemblies plus royal or proprietary governors

Exam tip

When asked how colonial governments were similar, point to elected assemblies controlling taxes and to limited suffrage. When asked how Britain governed, link the weak, uneven enforcement of trade laws to the rise of self-government. Remember that 'salutary neglect' is a modern historians' phrase, and it ended after 1763 when Britain tightened control.

Key terms to know

Royal colony: governor appointed by the king (Virginia, New York).

Proprietary colony: governed by a proprietor (Maryland, Pennsylvania).

Dominion of New England (1686-1689): consolidation under Andros, overthrown after the Glorious Revolution.

Iroquois Confederacy: powerful Native league that balanced British and French.

EXAMPLE 1: EVALUATING A CLAIM

A student writes: "Britain tightly controlled the colonies before 1763." Evaluate this claim.

SOLUTION

Evidence against: loose enforcement (smuggling, ignored Molasses Act) and powerful assemblies.

Evidence for: the Navigation Acts and Board of Trade did regulate trade, and royal governors had a veto.

Judgment: formal authority was strong on paper but weak in practice, so the claim is mostly inaccurate.

EXAMPLE 2: COMPARING EMPIRES

Explain ONE difference between French and English relations with Native Americans before 1750.

SOLUTION

Difference: the French focused on the fur trade and alliances, with few settlers, while the English wanted land for farms.

Evidence: French traders adopted Native customs and trade alliances (Huron), while English expansion pushed Native peoples off the land, leading to wars such as King Philip's War.

Result: Native groups often allied with France against English expansion.

Practice

SET A Check Your Understanding

Answer each in two to four sentences.

1. Distinguish royal colonies from proprietary colonies and give an example of each.
2. Why were colonial assemblies powerful?
3. What was the Dominion of New England and how did it end?
4. Define salutary neglect and explain one consequence.
5. How did the French approach to colonization differ from the Spanish?

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SET B Exam-Style Multiple Choice

Choose the best answer.

6. Which development most directly led colonists to overthrow Governor Andros in 1689?
(A) The Zenger trial (B) News of the Glorious Revolution in England
(C) Passage of the Stamp Act (D) The founding of Georgia
(E) Defeat in King Philip's War
7. The power of colonial assemblies was based primarily on their authority to
(A) declare war on France (B) control taxation and salaries
(C) appoint the governor (D) regulate Native trade without the Crown
(E) veto acts of Parliament
8. Which statement best describes British colonial policy from 1690 to 1763?
(A) Strict enforcement of every trade law
(B) Elimination of colonial assemblies
(C) Direct rule through Parliament
(D) Total abandonment of the Navigation Acts
(E) Loose enforcement that allowed colonial self-government to grow
9. The French in North America differed from the English in that the French
(A) used indentured servants primarily
(B) banned Catholic missions
(C) settled mostly small farms in large numbers
(D) controlled Virginia
(E) relied heavily on fur trade alliances with Native peoples
10. The Iroquois Confederacy is best described as
(A) a Spanish mission system
(B) an English charter company
(C) a French colony
(D) a Native league that used diplomacy to balance European powers
(E) an enslaved community in Carolina

SET C Apply and Extend

Respond in a short paragraph (SAQ style).

11. (a) Identify ONE way colonial governments were self-governing. (b) Explain ONE reason Britain allowed that. (c) Explain ONE later consequence.
12. Compare British and French relationships with Native peoples before 1754 and explain one effect on imperial rivalry.

2.6 Comparing the Colonial Regions

Synthesize economy, society, religion, labor, and government across New England, the Middle Colonies, the Chesapeake, and the Lower South, and learn to write a comparison essay.

Period 2 is full of details, but AP questions usually ask you to use them for an argument. The most common task is **comparison**: showing similarities and differences between regions and explaining why. A second is **continuity and change over time (CCOT)**: showing what stayed the same and what changed between 1607 and 1754. This lesson organizes the period so you can do both.

Start with the founding motives, because they explain much of what followed. New England colonists, especially the Puritans, came in families seeking to build a religious community. The Middle Colonies, founded after 1664, were proprietary colonies that sought profit and attracted many ethnic and religious groups. The Chesapeake colonies were founded for profit by investors and developed around tobacco. The Lower South (the Carolinas and Georgia) were founded by proprietors and trustees and grew around rice and indigo with ties to the Caribbean.

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Category	New England	Middle Colonies	Chesapeake	Lower South
Economy	Fishing, shipbuilding, trade, small farms	Grain, flour, trade, crafts	Tobacco	Rice, indigo, naval stores
Labor	Family labor; few enslaved	Family, servants, some slaves	Servants, then slaves	Slaves (Black majority in SC)
Settlement	Compact towns	Mixed farms and port cities	Scattered plantations	Large rural plantations; Charleston
Religion	Puritan Congregationalism	Many Protestant sects, Quakers	Anglican establishment	Anglican; later varied
Government	Town meetings; General Court	Assemblies; proprietors/governors	House of Burgesses; planter elite	Planter-dominated assemblies
Society	Large families, high literacy	Diverse and tolerant	Elite planters, many poor	Wealthy planters, enslaved majority

Key idea: common threads

All colonies had representative assemblies and relied on English law and the Atlantic market.

All depended on forced or unfree labor to some degree: servants, and increasingly enslaved Africans.

All pushed Native peoples off their lands, causing wars and shifting alliances.

Differences in geography and labor shaped each region. New England's rocky soil and cold climate encouraged mixed farms and trade, while its Puritan values made towns central. In the Middle Colonies, fertile soil and rivers produced surpluses of wheat for export and made cities such as Philadelphia into centers of commerce and immigration. The warm, wet Southern climate favored cash-crop plantations that relied on enslaved labor. These choices created different social structures: a relatively equal village society in New England, a mix of ethnic groups in the Middle Colonies, and a hierarchy of planter, farmer, and enslaved worker in the South.

Religion explains New England and Pennsylvania most clearly, but also appears elsewhere: Virginia established the Church of England, Maryland became a Catholic haven, and Rhode Island protected dissenters. By the 1700s the Great Awakening spread across regions, weakening the old religious establishment, while the Enlightenment spread among urban elites. Government developed locally: New England town meetings, Southern county courts and parish vestries, and Pennsylvania's broad-based assembly.

Continuity and change from 1607 to 1754 can be summarized as follows. Continuity: dependence on British markets, the importance of land ownership, a hierarchical society, and conflict with Native peoples. Change: the shift from indentured servitude to racial slavery in the South, the decline of Puritan dominance and the rise of religious diversity, population growth from about 50,000 in 1650 to over a million by 1750, increasing colonial self-government, and the growth of an Atlantic trade network.

Exam tip

A comparison thesis needs a claim about both similarities AND differences, and a reason. Use comparison words ('whereas,' 'similarly,' 'in contrast') in every body paragraph. Do not just describe each region one at a time; make each paragraph compare.

Comparison essay formula

Thesis: [Region A] and [Region B] were similar in X but differed in Y because Z.

Body paragraph 1: similarity with specific evidence from both regions.

Body paragraph 2: difference with specific evidence from both regions.

Body paragraph 3: explain WHY the difference occurred (geography, founders' motives, labor).

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EXAMPLE 1: MODEL THESIS AND OUTLINE

Prompt: Compare the development of the New England and Chesapeake colonies between 1607 and 1700.

SOLUTION

Thesis: Although both regions created representative institutions and depended on English markets, New England developed a family-centered, town-based society organized around religion, while the Chesapeake developed a plantation society driven by tobacco and unfree labor, a difference rooted in the founders' motives and the region's geography.

Paragraph 1 (similarity): Burgesses (1619) and the Massachusetts General Court show representative government; both exported goods to England.

Paragraph 2 (difference): Puritan families settled towns and valued schooling; Chesapeake settlers were mostly young men, indentured servants, and then slaves on dispersed plantations.

Paragraph 3 (cause): Tobacco and open land encouraged plantations; Puritan covenant ideas encouraged tight communities.

EXAMPLE 2: CONTINUITY AND CHANGE

Explain ONE change and ONE continuity in labor in the Chesapeake from 1607 to 1750.

SOLUTION

Change: labor shifted from mostly indentured English servants to enslaved Africans, especially after Bacon's Rebellion and rising English wages.

Continuity: labor remained focused on tobacco, and planters continued to depend on a large unfree workforce for profit.

Link: the products and the demand for labor stayed the same, while the source of labor changed.

Practice

SET A Check Your Understanding

Answer each in two to four sentences.

1. Identify two similarities among all of the British colonial regions.
2. Why were the Middle Colonies more religiously and ethnically diverse than New England?
3. How did geography influence differences between New England and the Lower South?
4. Give one example of continuity and one of change in colonial society from 1607 to 1754.
5. What is the difference between a similarity-only and a comparative thesis?

SET B Exam-Style Multiple Choice

Choose the best answer.

6. Which factor best explains why the Chesapeake colonies developed plantations while New England developed towns?
(A) Virginia banned town governments
(B) New England had no access to the sea
(C) Tobacco rewarded large landholdings and labor, while New Englanders arrived in families seeking religious communities
(D) Parliament required plantations in the South
(E) Chesapeake colonists were mostly Puritans
7. Which was shared by New England and the Chesapeake before 1700?
(A) A majority enslaved population
(B) An economy dependent on rice
(C) Rule by joint-stock company until 1776
(D) Representative assemblies
(E) Complete religious toleration
8. Which region would be best described as the most ethnically diverse by 1700?
(A) Massachusetts Bay
(B) The Middle Colonies
(C) Tidewater Virginia
(D) South Carolina's Lowcountry
(E) Plymouth

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9. A historian argues that by 1750 the colonies had developed distinctive regional identities. Which evidence best supports this?
- (A) New England towns, Middle Colony diversity, and Southern plantations produced different societies
 - (B) All colonies were proprietary
 - (C) Colonies had no representative government
 - (D) All colonies used the same labor system
 - (E) Every colony shared one established church
10. Which was a significant CHANGE in the colonies between 1650 and 1750?
- (A) Population grew rapidly and enslaved Africans became more numerous
 - (B) Puritan dominance in New England was strengthened
 - (C) The colonies stopped trading with Britain
 - (D) Native peoples gained control of the Atlantic coast
 - (E) Virginia ended its assembly

SET C Apply and Extend

Respond as an SAQ or short essay.

11. Write a thesis and two supporting pieces of evidence comparing the Middle Colonies with the Lower South between 1650 and 1750.
12. (a) Identify ONE continuity in colonial economic life from 1607 to 1754. (b) Identify ONE change. (c) Explain ONE cause of the change.

2.7 Multiple-Choice Practice: 1607 to 1754: Colonial America

Twenty AP-style questions on Period 2.

Directions: Choose the best answer to each question. Some questions use short excerpts or data. Explanations name the best distractor and why it fails.

SET A Core Concepts

Choose the best answer.

1. Which crop most directly allowed the Jamestown colony to become profitable?
- (A) Wheat
 - (B) Tobacco
 - (C) Indigo
 - (D) Cotton
 - (E) Rice
2. The headright system rewarded colonists who
- (A) freed indentured servants early
 - (B) signed the Mayflower Compact
 - (C) paid for the passage of workers
 - (D) joined the House of Burgesses
 - (E) fought in Indian wars
3. The Mayflower Compact is best understood as
- (A) a trade agreement with Spain
 - (B) a law banning dissent
 - (C) a treaty with the Wampanoag
 - (D) an agreement to govern by consent of the signers
 - (E) a charter from the king
4. Which pair correctly matches a dissenter with an outcome?
- (A) Nathaniel Bacon - founded Maryland
 - (B) Thomas Hooker - founded Georgia
 - (C) William Penn - banished from Massachusetts
 - (D) Roger Williams - founded Providence
 - (E) Anne Hutchinson - founded Pennsylvania
5. Slave codes in the colonies were meant primarily to
- (A) end the Atlantic slave trade
 - (B) encourage freed people to vote
 - (C) define and control enslaved people as property
 - (D) give enslaved people legal protection
 - (E) punish indentured servants only

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6. Which colony was founded as a buffer against Spanish Florida?
- (A) Maryland (B) Georgia (C) New Jersey
(D) Pennsylvania (E) Rhode Island
7. "The planters feared that a restless class of freed servants, armed and landless, would threaten their power." This concern most directly contributed to
- (A) a growing reliance on enslaved Africans (B) passage of the Navigation Acts
(C) the Stono Rebellion (D) the Great Awakening
(E) the Dominion of New England

SET B Applications and Data

Choose the best answer.

8. "We must consider that we shall be as a city upon a hill. The eyes of all people are upon us." - John Winthrop, 1630
The passage most strongly supports which conclusion about Massachusetts Bay?
- (A) The colony was ruled by Parliament
(B) Settlers sought to trade with Spain
(C) Leaders saw the colony as a model society with a mission
(D) Settlers planned to separate from England
(E) Colonists wanted to leave religion behind
9. Use the statement: "New England's population doubled every 25 years in the 1600s, with a balanced sex ratio and long lifespans, while Virginia's grew largely through immigration." What best explains the difference?
- (A) Virginia banned servants
(B) New England settlers migrated in family groups and faced fewer deadly diseases
(C) Virginia had a healthier climate
(D) New England had no Native neighbors
(E) New England imported more enslaved people
10. In Pennsylvania, William Penn differed from most other colonial founders in that he
- (A) banned commerce
(B) relied on indentured servants only
(C) offered religious toleration and sought fair dealings with the Lenape
(D) required a state church
(E) excluded non-English settlers
11. Table: Exports by region, 1750 (approx.)
- | Region | Main export |
|-----------------|---------------------|
| New England | Fish, ships, lumber |
| Middle Colonies | Wheat, flour |
| Chesapeake | Tobacco |
| Lower South | Rice, indigo |
- Which conclusion is best supported by the table?
- (A) New England exported sugar
(B) Regional economies reflected different natural resources
(C) The South produced no staple crops
(D) Colonial economies were identical
(E) The Middle Colonies relied on tobacco
12. The Navigation Acts most clearly illustrate which economic idea?
- (A) Socialism (B) Mercantilism (C) Free trade
(D) Physiocracy (E) Laissez-faire

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13. Which of the following best explains why the Great Awakening threatened colonial elites?
- (A) It encouraged ordinary people to challenge ministers and authority
 - (B) It ended town meetings
 - (C) It supported the Navigation Acts
 - (D) It promoted aristocratic government
 - (E) It banned printing
14. The Stono Rebellion and Bacon's Rebellion were similar in that both
- (A) revealed tensions that led elites to tighten control
 - (B) occurred in Massachusetts
 - (C) succeeded in gaining reforms
 - (D) were led by enslaved Africans
 - (E) ended with Spain taking over the colony

SET C Exam-Level Stretch

Choose the best answer.

15. Which best illustrates the principle of salutary neglect?
- (A) A strict colonial tax collected by British soldiers
 - (B) Widespread smuggling with weak enforcement of trade laws
 - (C) The Proclamation of 1763
 - (D) The abolition of colonial assemblies
 - (E) The Stamp Act
16. Which statement best explains how the Glorious Revolution influenced colonial politics?
- (A) It created the Navigation Acts
 - (B) It ended colonial assemblies
 - (C) It established Virginia as a proprietary colony
 - (D) It inspired colonists to overthrow Andros and showed that rulers could be removed
 - (E) It ended Puritan rule in Rhode Island
17. French relations with Native Americans differed from English relations primarily because the French
- (A) took land for large farms
 - (B) banned trade
 - (C) settled in the Chesapeake
 - (D) focused on fur trade alliances
 - (E) avoided contact
18. "Be it enacted that all servants imported who were not Christians in their native country shall be slaves." - Virginia law, 1670 (paraphrased)
- This law most likely reflects
- (A) the Great Awakening
 - (B) the growth of racial slavery
 - (C) the Dominion of New England
 - (D) the end of indentured servitude
 - (E) Quaker influence
19. Which feature of the Middle Colonies was most likely to appeal to a Scots-Irish or German immigrant in 1720?
- (A) Spanish missions
 - (B) A ban on commerce
 - (C) Mandatory Puritan church membership
 - (D) Cheap farmland and religious tolerance
 - (E) A slave-based plantation economy
20. A historian argues that by 1750 colonists were developing a sense of themselves as distinct from Britons. Which evidence supports this claim?
- (A) Britain controlled all colonial laws
 - (B) The colonies shared a single religion
 - (C) Colonists never challenged governors
 - (D) All colonists spoke the same language as Parliament
 - (E) Colonial assemblies and town meetings developed local self-rule

2.8 Free-Response Practice: 1607 to 1754: Colonial America

Four free-response questions modeled on the AP exam.

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Scoring: SAQs earn 1 point per part (3 points each) for accurate, specific answers. The document-based practice is scored on thesis, document use, outside evidence, sourcing, and complexity. The long essay is scored on thesis (1), context (1), evidence (2), and reasoning (2). Use the model answers to check your own responses.

QUESTION 1 Short Answer: Labor in the Chesapeake

Use the excerpt. "In the seventeenth century, Chesapeake planters relied overwhelmingly on indentured servants, but by the early eighteenth century they depended heavily on enslaved Africans. Historians have debated whether this shift was driven mainly by economic factors or by racial attitudes." (Adapted from a historian's summary)

1. (a) Identify ONE economic factor that led planters to rely more on enslaved labor.
2. (b) Identify ONE way Bacon's Rebellion contributed to this shift.
3. (c) Explain ONE way that racial attitudes shaped colonial laws about slavery.

QUESTION 2 Short Answer: Dissent in New England

Use the source. "I desire not that liberty to myself which I would not freely and impartially weigh to all the consciences of the world beside." (Roger Williams, 1644, paraphrased)

4. (a) Identify ONE argument Williams makes in the passage.
5. (b) Explain ONE way the Puritan leadership of Massachusetts Bay would have disagreed.
6. (c) Explain ONE effect of dissenters like Williams on the settlement of New England.

QUESTION 3 Document-Based Practice: Colonial Self-Government

Prompt: Evaluate the extent to which colonial governments in British North America developed self-rule between 1607 and 1754. Document 1: In 1619 Virginia held its first assembly of burgesses elected from the settlements. Document 2: In 1639 Connecticut's Fundamental Orders established a government by the consent of the governed. Document 3: In 1689 colonists in Boston arrested Governor Andros after news of the Glorious Revolution. Document 4: In 1735 a New York jury acquitted printer John Peter Zenger of libel against the governor.

7. (a) Write a thesis that makes a defensible claim and establishes a line of reasoning.
8. (b) Explain how TWO of the documents support your thesis, including one piece of sourcing (point of view, purpose, audience, or historical situation).
9. (c) Identify ONE piece of evidence beyond the documents and explain how it supports or complicates your argument.

QUESTION 4 Long Essay: Comparing Colonial Regions

Prompt: Compare the economic and social development of the New England colonies and the Southern colonies (Chesapeake and Lower South) between 1607 and 1754. Thesis scaffolds: (1) Although both regions ... , they differed in ... because ... (2) The primary difference was ... ; however, both Suggested evidence: tobacco and rice, town meetings, Puritan covenant, headrights, slave codes, shipbuilding, Atlantic trade.

10. (a) Write a thesis using one scaffold.
11. (b) Write a contextualization sentence or two describing the broader situation of English colonization.
12. (c) Outline two body paragraphs, each with at least two pieces of specific evidence and reasoning.
13. (d) Write a one-sentence complexity point (qualification, contrasting evidence, or multiple causes).

Answers Period 2: Answers and Explanations

Answers for every practice problem, numbered to match. Read the explanation even when your answer is correct.

2.1 The Chesapeake Colonies

SET A · CHECK YOUR UNDERSTANDING

1. The settlers chose an unhealthy, swampy site and arrived expecting gold rather than preparing to farm. Disease, hunger (the starving time of 1609-1610), and conflict with the Powhatan killed most newcomers. Only strong discipline under John Smith and, later, the profitable tobacco crop stabilized the colony.
2. Under the headright system, anyone who paid the passage of a worker received 50 acres. Rich investors who could afford to import many servants therefore gained large tracts of land and the labor to farm them. This concentrated land ownership and made big tobacco estates possible.
3. Virginia was founded in 1607 by a joint-stock company seeking profit for investors. Maryland, founded 1634, was a proprietary colony of the Calvert family that sought profit and also offered a refuge for English Catholics. Both ended up focused on tobacco.

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4. The House of Burgesses was the first elected representative assembly in English America. It set a precedent for colonists making local laws and levying taxes through elected bodies, a tradition that later shaped colonial resistance to Parliament.
5. Frontier settlers and former servants resented Governor Berkeley's cautious Indian policy, high taxes, low tobacco prices, and elite favoritism. Bacon led an armed uprising that burned Jamestown in 1676. A long-term effect was that elite planters shifted from indentured servants to enslaved Africans as a more controllable labor force.

SET B · EXAM-STYLE MULTIPLE CHOICE

6. D. Tobacco, popularized by John Rolfe, gave Virginia an export. Choice B is the tempting idea that early investors expected, but no gold was found.
7. A. Headrights granted 50 acres for each person whose passage a planter paid, which rewarded bringing in workers. Choice E is wrong because the grant went to the importer, not the servant.
8. B. The 1649 act protected Trinitarian Christians in a colony where Catholic proprietors were outnumbered. The Half-Way Covenant (C) was a Massachusetts church policy.
9. C. The rebels were frontier planters and poor freemen angry at an elite-run government and Indian policy. Choice E is wrong because religion was not the issue.
10. E. Elites feared a large class of discontented white servants and moved toward lifelong slavery. Choice B is wrong because servants did not gain power; the rebellion was defeated.

SET C · APPLY AND EXTEND

11. Model: (a) The Chesapeake economy centered on export tobacco grown on scattered plantations, while New England was built around towns and diversified farming and trade. (b) Tobacco needed labor and new land and sold in a transatlantic market, and the warmer climate and rivers suited plantations, whereas New England's colonists came as families seeking a religious community. (c) The result was a society of servants and later slaves with sharp class divisions. Scoring: 1 point for a valid difference, 1 for a reason tied to economy, religion, or geography, 1 for a consequence.
12. Model: Bacon's Rebellion was important but not the sole cause of change. Before 1676 most laborers were indentured servants, and Virginia already treated Africans as lifelong slaves. The rebellion, which united poor whites, servants, and some enslaved people against the elite, frightened planters, who saw white servants as a threat. After 1680, rising English wages meant fewer servants arrived while planters bought many more Africans, and laws like the 1705 Virginia slave code widened racial divisions. Thus the rebellion accelerated a trend rather than inventing it. Scoring: 1 point for a defensible thesis, 1 for evidence of pre-1676 conditions, 1 for evidence of change after, 1 for reasoning about degree of change.

2.2 New England and Middle Colonies

SET A · CHECK YOUR UNDERSTANDING

1. The Pilgrims signed the compact in 1620 because they landed outside any legal jurisdiction. It created a civil body to make laws for the general good and relied on the consent of the signers, an early example of self-government.
2. Puritans believed they had a binding agreement with God that required the community to follow His laws. John Winthrop's phrase "city upon a hill" meant they would be an example to the world, which made moral failure a public danger. This belief supported strict laws and close community supervision.
3. Adult male property holders met to decide local matters such as taxes, schools, roads, and town officers. Town meetings gave ordinary men direct political experience and made New England government local and participatory.
4. Williams argued that government should not enforce religious belief and that the king's charter did not give colonists land that belonged to Native peoples. Leaders saw this as a threat to church-state unity and to the colony's legal claims. He founded Providence on principles of toleration.
5. The Dutch colony had welcomed varied settlers for trade, and later English proprietors of New York, New Jersey, and Pennsylvania promoted religious tolerance and cheap land to attract people. Good farmland and commerce also drew Germans, Scots-Irish, and others.

SET B · EXAM-STYLE MULTIPLE CHOICE

6. E. The 'city upon a hill' image told settlers their covenant with God made them a model. Choice D fails because Winthrop's emphasis was religious duty, not wealth.
7. B. Williams supported religious liberty and separation of church and state. Choice D is wrong because the Half-Way Covenant came later (1662) and was unrelated to Williams.
8. C. Pennsylvania welcomed many denominations while Massachusetts enforced Puritan conformity. Choice A describes Massachusetts, not Pennsylvania.
9. D. Grain was easy to grow in the Middle Colonies and flour exports fed trade through New York and Philadelphia. Choice C describes the Chesapeake.
10. C. English forces took New Amsterdam in 1664 and Charles II granted it to his brother James. Choice D is wrong because conquest, not purchase, transferred the colony.

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SET C · APPLY AND EXTEND

11. Model: (a) The covenant idea led Massachusetts to limit voting to church members and to enforce moral laws through the General Court and town meetings. (b) Anne Hutchinson challenged ministers' authority by claiming direct grace, and Roger Williams challenged state enforcement of religion. (c) Both were banished, but their exile spread settlement and produced Rhode Island with religious liberty. Scoring: 1 point each for (a), (b), (c) with specific evidence.
12. Model: Similarity: religious motives drove both colonies and family migration occurred in both. Difference: Massachusetts enforced a single Puritan church and limited political rights to members, whereas Pennsylvania's Quaker founders granted toleration to many Christians. Explanation: Puritans believed that purity depended on community conformity, while Quakers believed in an individual inner light and rejected coercion; Penn also needed settlers for a commercial colony. Scoring: 1 point for a similarity, 1 for a difference, 1 for an explanation tied to beliefs or economic motives.

2.3 Southern Colonies, Slavery, and the Atlantic Economy**SET A · CHECK YOUR UNDERSTANDING**

1. Rice and indigo were labor-intensive export crops grown on large estates, so South Carolina developed a wealthy planter elite and a Black majority. New England had small farms and a commercial economy based on fishing, shipping, and trade, and fewer enslaved people.
2. Slave codes were laws that defined enslaved people as property and limited their rights to move, assemble, testify, and own property. They allowed owners harsh punishments and were meant to prevent resistance and to preserve white control.
3. In 1739 a group led by Jemmy seized weapons and marched toward Spanish Florida seeking freedom. The militia suppressed it, and the colony adopted a stricter slave code in 1740. It showed both resistance by enslaved people and the fears driving harsher laws.
4. Mercantilism is the belief that colonies exist to enrich the mother country by providing raw materials and buying its manufactures. The Navigation Acts required that colonial goods travel on English or colonial ships and that enumerated goods like tobacco be shipped only to English ports.
5. Merchants carried many cargoes along varied routes, not a simple three-leg circuit, and ships often visited multiple Caribbean and Atlantic ports. The model still shows how colonial economies depended on slavery and the Atlantic market.

SET B · EXAM-STYLE MULTIPLE CHOICE

6. C. After Bacon's Rebellion, elites saw lifelong, racially defined slavery as safer and more profitable. Choice E is wrong because higher tobacco prices did not remove the preference; falling servant supply was the larger factor.
7. A. Georgia served as a military buffer against Spain and as a charity colony. Choice B is wrong because Pennsylvania, not Georgia, was the Quaker refuge.
8. A. Mercantilism held that colonies should enrich the mother country, which the Navigation Acts enforced. Choice E is wrong because free-trade ideas opposed such regulation.
9. B. Enslaved rebels sought Spanish Florida, where freedom had been promised. Choice D is wrong because Bacon's Rebellion was in 1676 and involved free whites.
10. D. Rice planters used task systems and by the 1720s enslaved people were a majority in South Carolina. Choice C is wrong because rice planters relied on enslaved Africans rather than indentured servants.

SET C · APPLY AND EXTEND

11. Model: (a) Virginia and other colonies passed laws in the 1660s and 1670s, and later codes such as the 1705 Virginia slave code, making slave status pass through the mother and treating Africans as property. (b) Plantation staples like tobacco and rice needed a large, controllable labor force, and slavery for life was more profitable than short-term servitude. (c) Enslaved people ran away, slowed work, or revolted, as at Stono. Scoring: 1 point for each part with specific evidence.
12. Model: The Navigation Acts shaped trade patterns by requiring English or colonial shipping, directing enumerated goods to England, and routing imports through England. They helped New England shipbuilding and gave colonial shippers a protected market, but limited planters' markets and prices. Their effect was reduced by weak enforcement and smuggling, and colonial economies also grew from fertile land, immigration, and the demand for staple crops. Thus the Acts had a real but limited influence. Scoring: 1 point for a thesis, 1 for accurate Act provisions, 1 for evidence of influence, 1 for evidence of limits.

2.4 Colonial Society and Culture**SET A · CHECK YOUR UNDERSTANDING**

1. Under coverture a married woman's legal identity merged with her husband's, so she generally could not own property, make contracts, or sue on her own. She still performed vital economic work. Widows and unmarried women had more legal independence.
2. Causes included English land demands, expanding settlements, and efforts to control Native peoples and their religion. The war devastated New England towns, but Native defeat meant lost lands, enslavement of captives, and the end of major Native resistance in southern New England.
3. Colonists worried about the devil and social change, and local disputes over property and church status heightened suspicion. When the court accepted spectral evidence, accusations multiplied. The trials ended after officials and ministers questioned the evidence.
4. New Lights supported emotional revivals and believed conversion mattered more than education. Old Lights were established ministers who valued reason and order and distrusted emotional preaching. The conflict split churches and communities.
5. Zenger's lawyer argued that truth should defend against libel, a challenge to arbitrary governmental power. The verdict reflected Enlightenment beliefs in free expression and the rights of the governed and helped build support for press freedom.

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SET B · EXAM-STYLE MULTIPLE CHOICE

6. A. Edwards's famous sermon of 1741 is a hallmark of the Awakening. Choice D is wrong because Enlightenment thinkers stressed reason, not hellfire.
8. D. Church membership required a conversion experience that many second-generation Puritans could not claim. Choice A is wrong because the issue was spiritual standing rather than a lack of ministers.
10. D. The Awakening emphasized conversion and emotion. Choice E describes Enlightenment reasoning.
7. C. After the war, Native resistance in southern New England largely ended. Choice E is wrong because the war was fought against, not with, the Wampanoag.
9. E. Franklin pursued science, civic improvement, and print. Choice D is wrong because Edwards was a revivalist, though he was educated.

SET C · APPLY AND EXTEND

11. Model: (a) Puritan church membership declined and then revivals spread new evangelical churches. (b) Prosperity, immigration, and second-generation worries about conversion weakened old religious unity, while revivalists revived piety. (c) Revivals divided congregations, created new denominations, and led people to question authority, preparing the ground for resistance to British rule. Scoring: 1 point per part with accurate evidence.
12. Model: Similarity: both questioned traditional authority and spread across colonies through print and public discussion. Difference: the Awakening stressed emotional faith and sin while the Enlightenment stressed reason and natural law. Significance: the Awakening created shared experiences and a language of equality before God, while Enlightenment ideas about natural rights and consent later shaped arguments for independence. Scoring: 1 point for similarity, 1 for difference, 1 for significance.

2.5 Colonial Governance and Imperial Conflict**SET A · CHECK YOUR UNDERSTANDING**

1. A royal colony had a governor appointed by the king, as in Virginia after 1624. A proprietary colony was granted to an individual or family who selected the governor, as in Maryland under the Calvert family or Pennsylvania under Penn.
2. Assemblies controlled taxation and often paid officials' salaries, so governors needed their cooperation. They also represented property-owning voters and, with distance from London, gained experience in making laws.
3. The Dominion of New England was James II's 1686 consolidation of northern colonies under Governor Edmund Andros, who limited assemblies and town meetings. Colonists overthrew it in 1689 after the Glorious Revolution removed James II.
4. Salutary neglect was Britain's loose enforcement of trade laws and light interference in colonial affairs. One consequence was that colonial assemblies grew strong and colonists became accustomed to self-government, so later British efforts to tighten control met resistance.
5. The French built a small colony based on the fur trade, relied on Native allies, and had fewer settlers. The Spanish created large colonies with missions, mining, and forced labor systems, especially the encomienda, and sought conversion and control.

SET B · EXAM-STYLE MULTIPLE CHOICE

6. B. The Glorious Revolution removed James II, undermining Andros's authority. Choice C is wrong because the Stamp Act came in 1765.
8. E. Britain's loose enforcement is called salutary neglect. Choice D is wrong because the Acts remained law but were only weakly enforced.
10. D. The Iroquois leveraged British-French rivalry to protect their interests. Choice B is wrong because the Iroquois were a Native nation, not a company.
7. B. Assemblies controlled the 'power of the purse.' Choice C is wrong because royal governors were appointed in London, not by assemblies.
9. E. French colonists were few and depended on trade with Native allies. Choice C describes English settlement patterns.

SET C · APPLY AND EXTEND

11. Model: (a) Elected assemblies voted taxes and passed local laws. (b) Britain was preoccupied with civil conflict, the Glorious Revolution, and wars in Europe, and distance made enforcement difficult, so it practiced salutary neglect. (c) After 1763, when Britain tried to tax and regulate more closely, colonists resisted because they were accustomed to self-rule. Scoring: 1 point per part.
12. Model: The French emphasized trade and alliance with Native groups such as the Huron, while the English sought land for farming and often fought over it. As a result, many Native groups sided with France against English expansion, intensifying rivalry in wars such as King George's War and setting the stage for the French and Indian War. Scoring: 1 point for each of comparison, evidence, and effect.

2.6 Comparing the Colonial Regions**SET A · CHECK YOUR UNDERSTANDING**

1. All colonies had elected assemblies and relied on English trade and legal traditions. They also used unfree labor and displaced Native peoples. These shared features tied them into the empire even as regional economies diverged.
2. The Middle Colonies were founded as commercial proprietary colonies that welcomed settlers of many faiths and nationalities, and the Dutch tradition of trade encouraged tolerance. Good farmland and ports attracted Germans, Scots-Irish, and others. New England was founded by Puritans who wanted religious conformity.
3. New England's thin soil and cold climate led to small farms, fishing, and shipping, while the warm Lower South supported rice and indigo plantations that required large labor forces. This led to a free-labor commercial society in the north and a slave society in the south.

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4. Continuity: colonists remained tied to the British market and land ownership defined status. Change: the Chesapeake shifted from servants to racial slavery, or Puritan religious dominance gave way to diversity and the Great Awakening.
5. A comparative thesis explains both how regions were alike and how they differed, and gives a reason. A similarity-only thesis misses the AP requirement to weigh differences and causes.

SET B · EXAM-STYLE MULTIPLE CHOICE

6. C. Economic and religious motives shaped settlement patterns differently. Choice E is wrong because the Chesapeake was settled largely by Anglicans seeking profit.
7. D. Both had representative assemblies by the early 1600s. Choice A is wrong because neither New England nor Virginia had a majority enslaved population in this period.
8. B. The Middle Colonies attracted Dutch, German, Scots-Irish, English, and other settlers of varying faiths. Choice A is wrong because Massachusetts was largely English and Puritan.
9. A. Distinct economies and societies support the claim. Choice D would undermine it, since identical labor systems would suggest sameness.
10. A. Colonial population soared and slavery expanded, especially in the South. Choice B is wrong because the Awakening and diversity weakened Puritan dominance.

SET C · APPLY AND EXTEND

11. Model: Thesis: Although both regions exported staple goods to the Atlantic world and had representative assemblies, the Middle Colonies relied on free and diverse farming families and commercial cities, whereas the Lower South depended on enslaved labor for rice and indigo, because climate and soil favored plantation agriculture. Evidence: Philadelphia's wheat trade and diverse immigrants; South Carolina's Black majority and 1740 Negro Act. Scoring: 1 point for a comparative thesis, 1 for evidence in each region, 1 for explaining the reason.
12. Model: (a) Colonists continued to depend on exporting raw materials to Britain under mercantilism. (b) The Chesapeake and Lower South shifted toward enslaved African labor. (c) The decline in servants after rising English wages, planters' fear after Bacon's Rebellion, and demand for staple crops caused the change. Scoring: 1 point per part.

2.7 Multiple-Choice Practice: 1607 to 1754: Colonial America

SET A · CORE CONCEPTS

1. B. John Rolfe's sweet West Indian tobacco gave Virginia an export. Choice E is wrong because rice became important in South Carolina decades later.
3. D. The Pilgrims agreed to make laws for the general good. Choice E is wrong because it was written by colonists, not granted by the Crown.
5. C. Codes restricted movement, assembly, and testimony. Choice D is wrong because the laws expanded owners' power rather than protecting the enslaved.
7. A. After Bacon's Rebellion, planters preferred lifelong slave labor. Choice C is wrong because Stono was an uprising of enslaved people in 1739.
2. C. Planters received 50 acres per person they transported. Choice A is wrong because the reward went to the importer, not to the servant.
4. D. Williams was banished and founded Providence, the start of Rhode Island. Choice C is wrong because Penn was a Quaker proprietor, not banished from Massachusetts.
6. B. Georgia, founded in 1732, served as a military buffer. Choice A is wrong because Maryland was a refuge for Catholics.

SET B · APPLICATIONS AND DATA

8. C. Winthrop's phrasing links the colony's purpose to a covenant. Choice D is wrong because Massachusetts Bay Puritans did not claim to separate.
10. C. Penn's Quaker beliefs led to a policy of toleration and treaties. Choice D is wrong because Pennsylvania had no established church.
12. B. They sought to make colonies serve the mother country. Choice C is wrong because free trade opposes such regulation.
14. A. Both led authorities to strengthen control, through slavery laws in the Chesapeake and the 1740 code in South Carolina. Choice D is wrong because Bacon's Rebellion was led by a planter.
9. B. Family migration and a healthier climate raised natural increase in New England. Choice C is wrong because the Chesapeake's disease environment increased deaths.
11. B. Each region exported what its environment supported. Choice D is wrong because the table lists different exports.
13. A. Revivalists taught that conversion was open to all and attacked settled ministers. Choice E is wrong because print helped spread revival messages.

SET C · EXAM-LEVEL STRETCH

15. B. Lax enforcement and smuggling show neglect. Choice E is wrong because the Stamp Act (1765) marked a new, stricter policy.
17. D. The French wanted furs and relied on cooperation with Native partners. Choice A describes the English.
19. D. Land and tolerance attracted newcomers. Choice C is wrong because Puritanism dominated New England, not Pennsylvania.
16. D. Colonists acted on news from England to remove the Dominion's governor. Choice A is wrong because the Navigation Acts began in 1651.
18. B. Such laws defined lifetime slavery by origin and religion, moving toward racial slavery. Choice D is wrong because indentured servitude continued for decades.
20. E. Experience in self-government fostered a separate identity. Choice C is wrong because assemblies often clashed with governors.

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2.8 Free-Response Practice: 1607 to 1754: Colonial America**QUESTION 1 · SHORT ANSWER: LABOR IN THE CHESAPEAKE**

- 1 point: Rising English wages and fewer servants arriving, or tobacco's demand for permanent labor, or the lower long-term cost of enslaved labor. A specific factor and a link to labor shift must be stated.
- 1 point: The rebellion united poor white servants, freed people, and some enslaved Africans against the elite, convincing planters that a large class of discontented white servants was dangerous and that lifelong enslaved workers divided by race were safer.
- 1 point: Laws such as Virginia's slave codes (1660s-1705) made slave status hereditary through the mother, restricted movement and testimony, and allowed punishment of Africans but not whites without trial, which institutionalized racial hierarchy.

QUESTION 2 · SHORT ANSWER: DISSENT IN NEW ENGLAND

- 1 point: Williams argues for freedom of conscience for everyone, or that government should not enforce religious belief.
- 1 point: Massachusetts leaders believed their covenant with God required a single orthodox church and civil enforcement of belief; they saw tolerance as a threat to order and salvation, so they banished dissenters.
- 1 point: Dissenters created new settlements: Williams founded Providence and Rhode Island, Hooker founded Connecticut, and Hutchinson also went to Rhode Island, spreading settlement and promoting religious liberty.

QUESTION 3 · DOCUMENT-BASED PRACTICE: COLONIAL SELF-GOVERNMENT

- 1 point: Model thesis: Between 1607 and 1754 colonial self-rule expanded significantly through assemblies, town meetings, and willingness to challenge governors, but it remained limited by royal governors, property qualifications, and imperial trade laws, so it was developing rather than complete.
- 1-2 points: Example: Document 1 shows that representative assemblies existed early; Document 3 shows colonists would resist authority they judged illegitimate. Sourcing: the Fundamental Orders were written by Puritan settlers to justify a government of their own design, so they reflect elite male church members' views of consent. Each document use must connect to the thesis.
- 1 point: Evidence such as New England town meetings, the Navigation Acts, or salutary neglect. For example, town meetings widened participation, while the Navigation Acts show limits on colonial economic autonomy.

QUESTION 4 · LONG ESSAY: COMPARING COLONIAL REGIONS

- 1 point: Model: Although both regions depended on exports to Britain and elected assemblies, New England developed a diversified, town-based society of free families because of Puritan settlement and its environment, while the South developed a plantation society dependent on tobacco, rice, and enslaved labor.
- 1 point: Model: English colonization followed the Spanish conquest as the Crown and investors sought profit, land, and religious freedom, and mercantilist policies encouraged colonies to supply raw materials and markets.
- 2 points: Model: Paragraph 1 (economy): New England fishing, shipbuilding, and trade vs. Chesapeake tobacco and Lowcountry rice; the Navigation Acts affected each. Paragraph 2 (society and labor): Puritan families and town meetings vs. headright-based plantations, indentured servants, the rise of slavery, and slave codes. Each includes a reason such as geography or founders' motives.
- 1 point: Model: Although the regions differed, New England merchants profited from the slave trade and the West Indian sugar economy, so the northern economy was also connected to slavery.

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Period 3: 1754 to 1800: Revolution and the New Nation.

8 sections with explanations and worked examples, then 104 practice problems. Answers and full explanations are at the end of the chapter.

3.1 The French and Indian War and Imperial Crisis

Learn how victory in 1763 led to new British taxes and imperial control, and how colonial resistance grew from protest to organized opposition.

The American Revolution did not begin with a quarrel over liberty alone. It began with a bill. After Britain won the **French and Indian War** (1754-1763, the North American front of the global Seven Years' War), it held a vast new empire and a huge war debt. Parliament decided the colonists should help pay for imperial defense. Colonists, long used to **salutary neglect** (loose enforcement of imperial rules), saw something new: taxes passed by a body in which they had no vote.

The war and its settlement. The war began in 1754 over the Ohio River valley, where a young Virginia officer, George Washington, clashed with the French. Colonial leaders meeting at Albany that year approved Benjamin Franklin's Plan of Union, but the colonies rejected it. The war went badly until William Pitt committed British money and troops; Quebec fell in 1759. In the **Treaty of Paris (1763)** France gave up Canada and nearly all its claims east of the Mississippi, and Spain, which had joined France, ceded Florida to Britain (receiving Louisiana). Colonists no longer needed Britain to guard them against France, just as Britain began demanding more control.

Western policy. In 1763 an Ottawa leader, Pontiac, led Native nations of the Great Lakes and Ohio country in attacks on British forts, because the British treated them as conquered people and cut gift-giving and trade. To prevent more fighting, the **Proclamation of 1763** banned colonial settlement west of the Appalachian crest. Land-hungry colonists, including speculators like Washington, ignored or resented the line, and it did little to stop settlers.

Key idea: why 1763 is a turning point

Britain: debt doubled, a larger empire to police, and a belief that colonists should share the cost.

Colonists: the French threat was gone, and they believed only their own assemblies could tax them (**no taxation without representation**).

Britain answered with **virtual representation** (Parliament speaks for all subjects); colonists rejected it.

Key terms

Salutary neglect: loose British enforcement of trade rules before 1763.

Treaty of Paris (1763): France lost Canada; Britain gained land east of the Mississippi; Spain gained Louisiana and lost Florida.

Proclamation of 1763: barred colonial settlement west of the Appalachian crest.

The cycle of taxes and protest, 1764-1770. Each new measure produced a colonial response, and the responses grew more organized.

Year	British measure	What it did	Colonial response
1764	Sugar Act	Lowered the molasses duty but enforced it strictly; vice-admiralty courts without juries	Pamphlets, protests in port cities
1765	Stamp Act	First direct internal tax: stamps on newspapers, legal papers, cards	Stamp Act Congress, boycotts, Sons of Liberty violence; repealed 1766
1766	Declaratory Act	Parliament claimed power to legislate for the colonies 'in all cases'	Overlooked in the celebration of repeal

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Year	British measure	What it did	Colonial response
1767	Townshend Acts	Duties on glass, paint, paper, tea; revenue paid royal officials	Non-importation, Letters from a Farmer in Pennsylvania; most duties repealed 1770
1773	Tea Act	Cut tea prices to rescue the East India Company but kept the tax and a monopoly	Boston Tea Party, December 1773
1774	Coercive (Intolerable) Acts	Closed Boston harbor, curbed Massachusetts self-government, expanded quartering; Quebec Act added	First Continental Congress; Suffolk Resolves; boycott

Two points of nuance matter. First, in 1765 colonists argued that Parliament could regulate trade but not tax them directly, a distinction the Townshend duties blurred. Second, resistance built new institutions: committees of correspondence, the Sons of Liberty, and women's boycott groups (Daughters of Liberty) who spun homespun cloth. In March 1770 British soldiers fired on a Boston crowd, killing five in the **Boston Massacre**. Patriots like Samuel Adams used engravings and pamphlets to turn it into propaganda, even though John Adams defended the soldiers in court and most were acquitted.

Toward war. After the Tea Party, Parliament passed the Coercive Acts, and Americans called them the Intolerable Acts. The Quebec Act of 1774 extended Quebec to the Ohio River and tolerated Catholicism, which many colonists read as another threat. In September 1774 the First Continental Congress met in Philadelphia, endorsed a boycott of British goods, and agreed to meet again. Fighting erupted at Lexington and Concord in April 1775.

EXAMPLE 1: EXPLAINING CAUSATION

Prompt: Explain ONE way the outcome of the French and Indian War led to colonial resistance.

SOLUTION

Name the outcome: Britain won Canada and the land east of the Mississippi but accumulated a huge debt.

Link to a policy: Parliament responded with the Sugar Act and Stamp Act to raise revenue in America.

Link to the reaction: colonists, no longer fearing France, objected that they were taxed without representation, so they organized boycotts and the Stamp Act Congress.

A full response names the outcome, the policy and the reaction in sequence; naming only the war earns nothing.

EXAMPLE 2: READING A SOURCE

A 1765 colonial resolution states: 'The taxes imposed on the people by their own representatives alone are the only taxes they can be justly bound to pay.' Identify the point of view and one piece of context.

SOLUTION

Point of view: a colonial assembly or leader asserting the right of self-taxation, a claim about the English constitution.

Context: the Stamp Act, the first direct tax on colonists, passed in 1765 to pay for postwar defense.

Support with outside evidence: the Stamp Act Congress and boycotts that led to repeal in 1766.

Common mistakes

Do not say the colonists opposed all taxes; they objected to taxes without consent. Do not date the Declaration of Independence to the Tea Party. Keep the order straight: Proclamation (1763), Sugar (1764), Stamp (1765), Townshend (1767), Tea (1773), Coercive (1774). Do not call the Boston Massacre a large battle; five died.

Practice

SET A Check Your Understanding

Answer in 2 to 4 sentences.

1. Explain why Britain's victory in 1763 created new problems for its American colonies.
2. What did the Proclamation of 1763 do, and why did many colonists resent it?
3. Distinguish the Sugar Act from the Stamp Act.
4. What was virtual representation, and why did colonists reject it?
5. Identify TWO colonial forms of organized resistance between 1765 and 1774.

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SET B Exam-Style Multiple Choice

Choose the best answer.

6. Which result of the Treaty of Paris of 1763 most directly changed British-colonial relations?
(A) Britain gained control of the Caribbean sugar islands
(B) France gave up Canada and its claims east of the Mississippi
(C) Spain surrendered Texas to Britain
(D) The colonies gained the right to settle west of the Appalachians
(E) The British government canceled its war debt
7. The Declaratory Act of 1766 is best understood as Parliament's effort to
(A) raise revenue from tea
(B) repeal the Sugar Act
(C) punish Boston
(D) create a colonial assembly
(E) assert its authority to legislate for the colonies in all cases
8. 'We are taxed in our property, yet have no voice in the body that taxes us.' Which British argument was used to answer this complaint?
(A) Virtual representation
(B) Salutary neglect
(C) Mercantile self-sufficiency
(D) Popular sovereignty
(E) Judicial review
9. Which pair of events is in the correct chronological order?
(A) Tea Act, then Stamp Act
(B) Townshend Acts, then Proclamation of 1763
(C) Boston Massacre, then Sugar Act
(D) Stamp Act, then Boston Tea Party
(E) Intolerable Acts, then Stamp Act Congress
10. The Boston Tea Party (1773) was a direct response to
(A) the Townshend duties on glass and paper
(B) the Tea Act, which kept a tax and favored the East India Company
(C) the Quartering Act
(D) the Quebec Act
(E) the Stamp Act

SET C Apply and Extend

Write a short, evidence-based response.

11. Explain TWO ways colonial resistance to British policy changed between 1765 and 1774.
12. Evaluate the extent to which the British decision to tax the colonies was caused by the costs of the French and Indian War. Give evidence for and against.

3.2 Revolutionary Ideas and the War for Independence

Learn how Enlightenment and republican ideas justified independence, how the war was won, and how the Revolution affected different groups of Americans.

By 1776 Americans were not just protesting taxes; they were declaring a new nation. Two forces drove the change: a body of political ideas that made resistance feel principled, and a war that turned a rebellion into a republic. This lesson covers both.

Ideas behind the Revolution. The **Enlightenment** taught that reason could discover natural laws governing politics. John Locke argued that people hold natural rights to life, liberty, and property, that governments rest on a social contract, and that people may replace a government that violates it. Colonists also drew on **republicanism**, the belief that a free society depends on virtuous citizens who put the public good above self-interest, and on the 'Real Whig' fear that power corrupts liberty. Combined with colonial self-government, these ideas made British taxes look like tyranny. In January 1776 Thomas Paine's **Common Sense** attacked monarchy and hereditary rule in plain language and sold hundreds of thousands of copies, persuading many readers that reconciliation was absurd.

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Declaring independence. Fighting began at Lexington and Concord (1775), and the Second Continental Congress created a Continental Army under George Washington. The king rejected the Olive Branch Petition. On July 4, 1776, Congress approved the **Declaration of Independence**, drafted mainly by Thomas Jefferson. It had a philosophical part (all men are created equal, with unalienable rights, and government by consent), a list of grievances against George III, and a formal break. Its ideals were later used by abolitionists, suffragists, and civil rights leaders, even though slavery persisted.

Key idea: the argument of the Declaration

Natural rights: life, liberty, and the pursuit of happiness.

Social contract: governments derive just powers from the consent of the governed.

Right of revolution: when a government abuses its power, the people may alter or abolish it.

The war. Britain had the stronger navy, army, and finances; Americans had the advantage of fighting at home, a determined general, and Britain's problem of supplying an army across the Atlantic. Washington's army lost New York City in 1776 but won small victories at Trenton and Princeton, restoring hope. The turning point was **Saratoga** (October 1777), where an American force defeated General Burgoyne's invasion from Canada. The victory convinced France to sign an alliance in 1778, bringing money, supplies, soldiers, and above all the French navy. After the British shifted their efforts to the South, with mixed results, Washington and French forces trapped General Cornwallis at **Yorktown**, Virginia, in 1781, and he surrendered. The **Treaty of Paris (1783)** recognized American independence and set the western border at the Mississippi.

Key terms

Republicanism: government by the people's representatives, resting on civic virtue.

Loyalists: colonists who supported Britain; **Patriots:** those who backed independence.

Common Sense (1776): Paine's pamphlet urging independence.

Event	Date	Significance
Lexington and Concord	1775	First armed clashes
Declaration of Independence	1776	Formal break; statement of ideals
Trenton and Princeton	1776-1777	Revived morale after defeats in New York
Saratoga	1777	Turning point; led to French alliance
Valley Forge	1777-1778	Winter of hardship; training under von Steuben
Yorktown	1781	Last major battle; Cornwallis surrendered
Treaty of Paris	1783	Independence recognized

Who fought, and what did they gain? Not all colonists supported independence. Perhaps one fifth, the **Loyalists**, stayed loyal to the Crown for reasons that included belief in order, ties to Britain, or fear of Patriot mobs. Many Loyalists were harassed, lost property, and fled to Canada or Britain. Patriots often relied on the militia and on women who ran farms and businesses, raised funds, and sometimes followed the army as nurses and cooks. Enslaved Black Americans faced a choice of sides. Lord Dunmore's 1775 proclamation offered freedom to those who joined the British, and thousands escaped to British lines; about 5,000 Black men served the Patriot cause, and several northern states began ending slavery. Native nations had to choose too: most sided with Britain, hoping to stop American expansion, and the Treaty of Paris ignored their claims, leaving them vulnerable. The Iroquois Confederacy split over the war and was devastated by American campaigns in 1779.

EXAMPLE 1: WHY DID FRANCE ALLY WITH THE UNITED STATES?

Explain how Saratoga affected the outcome of the war.

SOLUTION

State the event: American forces defeated and captured Burgoyne's army in New York in October 1777.

State the result: it proved the Americans could win, so France, eager to weaken Britain after 1763, signed an alliance in 1778.

State the effect: French troops, loans, and the fleet made Yorktown possible. Evidence plus consequence earns the point.

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EXAMPLE 2: CONTINUITY OR CHANGE?

Was the Revolution a conservative or a radical event? Build a one-sentence thesis.

SOLUTION

Conservative evidence: colonists claimed to defend English rights, and the elite stayed in power.

Radical evidence: republican government replaced monarchy; the ideal of equality; some states began ending slavery; Loyalist property was seized.

Thesis: 'Although the Revolution left slavery and women's legal status largely intact, it was radical in creating a republic based on popular sovereignty.'

Exam tip

Do not credit Saratoga with ending the war; Yorktown did that in practice. Do not say the Declaration created the government; the Articles came later. When asked about groups (women, Loyalists, Black Americans, Native Americans), state how the war changed their situation, not only what they did.

Practice**SET A Check Your Understanding**

Answer in 2 to 4 sentences.

1. List the Enlightenment ideas that Jefferson used in the Declaration of Independence.
2. What argument did Paine make in Common Sense, and why did it matter?
3. Why is Saratoga called the turning point of the war?
4. Why did many Black Americans and Native Americans side with Britain?
5. Who were the Loyalists, and what happened to many of them?

SET B Exam-Style Multiple Choice

Choose the best answer.

6. Which idea from the Enlightenment most directly supported the claim that colonists could break from Britain?
(A) Divine right of kings
(B) The social contract, in which government rests on consent
(C) Mercantilism
(D) Salutary neglect
(E) Established churches
7. The Treaty of Paris of 1783 did all of the following EXCEPT
(A) recognize American independence
(B) set the western boundary at the Mississippi
(C) protect the land claims of Native nations
(D) address Loyalist property claims
(E) leave the British in Canada
8. 'Government is instituted for the protection of mankind; if it fails, the people may alter it.' This reasoning most closely reflects
(A) republican motherhood
(B) the Federalist Papers
(C) Lockean social-contract theory
(D) Puritan covenant theology alone
(E) Hamilton's financial plan
9. The French alliance of 1778 resulted primarily from
(A) the American victory at Yorktown
(B) the Olive Branch Petition
(C) Paine's Common Sense
(D) the American victory at Saratoga
(E) the Treaty of Paris

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10. Which was a short-term effect of the Revolution on slavery?
- (A) Slavery was banned throughout the United States
 - (B) Several northern states adopted gradual or immediate emancipation
 - (C) The Declaration of Independence abolished the slave trade
 - (D) Congress freed all enslaved soldiers
 - (E) Southern states ended slavery by 1790

SET C Apply and Extend

Write a short, evidence-based response.

11. Explain TWO ways the Revolution affected women OR Black Americans during the war years.
12. Evaluate the extent to which the Revolution was a radical break from the colonial past. Provide a thesis and two pieces of evidence.

3.3 The Articles of Confederation

Learn what the first national government could and could not do, why the 1780s felt like a crisis, and how states and society changed.

Independence forced Americans to build governments from nothing. Fearing the concentrated power they blamed on Britain, they created weak central authority. The Articles of Confederation produced real achievements, especially in the West, but a crisis in the 1780s convinced many leaders that the experiment needed repair.

State constitutions. Between 1776 and 1780 most states wrote constitutions. Remembering royal governors, they gave strong powers to legislatures and weak ones to governors. Many included bills of rights. Pennsylvania's 1776 document was radical, with a one-house legislature, while Massachusetts's 1780 constitution, shaped by John Adams, was written by a special convention and ratified by voters, a model for later constitution-making. Property requirements for voting remained, though in a few states more men qualified. Virginia's Statute for Religious Freedom (1786) ended tax support for a state church.

The Articles of Confederation. Congress approved the Articles in 1777, but they took effect in 1781 after Maryland and others accepted a plan for states to cede western land claims. The document created a 'league of friendship' among sovereign states. Congress had one chamber, each state had one vote, nine states were needed to pass important laws, and all thirteen had to approve any amendment. There was no president and no national court. Congress could conduct diplomacy, make war and peace, and manage Indian affairs, but it could not tax or regulate trade, and it relied on the states for money and troops.

Key idea: the structure of the Articles

Unicameral Congress; one vote per state; no independent executive or judiciary.
 Nine states for major laws; thirteen for amendments.
 No power to tax, to regulate commerce, or to enforce its own laws.

Western land policy. The **Land Ordinance of 1785** organized public land into a grid of townships six miles square, each divided into 36 sections of 640 acres, with one section set aside for public schools. Sale of land was to raise revenue. The **Northwest Ordinance of 1787** governed the territory north of the Ohio River. Congress would appoint a governor and judges; when 5,000 free adult men lived there, they could elect a legislature; at 60,000 inhabitants, the territory could enter the Union as a state equal to the original states. It guaranteed freedom of religion and trial by jury, encouraged schools, and banned slavery in the territory. The ordinance created a model for expansion without permanent colonies, though it ignored Native nations whose lands were being settled.

Key terms

Northwest Ordinance (1787): stages to statehood, civil liberties, and no slavery north of the Ohio River.

Land Ordinance (1785): townships of 36 one-square-mile sections; section 16 for schools.

Shays' Rebellion: 1786-1787 uprising of indebted Massachusetts farmers.

Problem	Why the Articles could not solve it
War debt	No power to tax; Congress could only request money from the states
Trade	Britain closed some markets; states taxed each other's goods; no national trade policy
British forts and Spain	Britain kept forts in the Northwest; Spain closed the Mississippi to American shipping; no army or money to respond
Disorder	No executive or national force to put down uprisings

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Problem	Why the Articles could not solve it
Reform	Amendments required all thirteen states

Shays' Rebellion (1786-1787). Massachusetts raised taxes payable in hard money to pay its war debt, and farmers in the western part of the state faced foreclosure and prison. Daniel Shays, a Revolutionary War veteran, and followers closed courts and marched on the arsenal at Springfield in January 1787. Congress could not raise a force; Wealthy Massachusetts citizens funded a militia that dispersed the rebels. The incident alarmed property holders, who now argued for a stronger national government. Others worried that the rebels' grievances were being ignored. Earlier, in 1786, delegates at the **Annapolis Convention** had called for a broader meeting, and Congress endorsed a convention in Philadelphia for May 1787.

Social change. The Revolution also stirred debate about women and slavery. **Republican motherhood** held that mothers should raise virtuous citizens, which justified better education for girls, though women's political role stayed limited and married women remained under coverture. Northern states passed gradual emancipation laws beginning with Pennsylvania in 1780, and free Black communities founded churches and schools, such as Richard Allen's African Methodist Episcopal church in Philadelphia. In the South, slavery remained strong.

EXAMPLE 1: EVALUATING A SOURCE

Prompt: A Massachusetts farmer in 1786 writes, 'We are drained of our money by taxes, and the courts take our farms.' Explain how this source relates to the weaknesses of the Articles.

SOLUTION

Context: the postwar depression and Massachusetts's high taxes to pay debts.

Link: the national government had no power to ease debt or tax fairly, and states acted alone.

Outcome: this discontent erupted in Shays' Rebellion, which showed that Congress could not keep order and persuaded leaders to call a convention.

EXAMPLE 2: STRENGTHS AND WEAKNESSES

Develop a claim about the Articles of Confederation using ONE success and ONE failure.

SOLUTION

Success: the Northwest Ordinance set a path to statehood on equal terms and banned slavery north of the Ohio.

Failure: Congress could not tax or regulate trade, so it could not pay debts or respond to Britain and Spain.

Claim: 'Although the Articles organized the West, their lack of taxing power left the nation unable to defend its interests, fueling the push for a new constitution.'

Common mistakes

The Articles did not fail at everything; the Northwest Ordinance was a lasting success. Shays' Rebellion did not itself cause the Convention (the Annapolis meeting came first) but it created urgency. Do not confuse the Land Ordinance of 1785 (survey and sale) with the Northwest Ordinance of 1787 (government and statehood).

Practice

SET A Check Your Understanding

Answer in 2 to 4 sentences.

1. Name three powers the national government lacked under the Articles of Confederation.
2. What was the main purpose of the Land Ordinance of 1785?
3. How did the Northwest Ordinance of 1787 provide for new states?
4. Explain the causes of Shays' Rebellion.
5. What was republican motherhood?

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SET B Exam-Style Multiple Choice

Choose the best answer.

6. Which feature of the Articles of Confederation most hampered the government in paying war debts?
(A) Equal state representation in Congress
(B) The lack of power to levy taxes
(C) The absence of a bill of rights
(D) The ban on slavery in the Northwest
(E) A fixed four-year term for Congress
7. The Northwest Ordinance of 1787 is significant because it
(A) gave the president power over the territories
(B) allowed slavery north of the Ohio
(C) ended Native American land claims
(D) created the first national bank
(E) established a process for admitting new states on equal terms
8. Shays' Rebellion most directly influenced American leaders to
(A) abandon republican government
(B) give Congress power over the militia only
(C) support a stronger national government
(D) expand the right to vote
(E) end the war debt by default
9. Which was a feature of most state constitutions written in the 1770s?
(A) A weak executive and a strong legislature
(B) A strong governor with a veto
(C) Universal suffrage for adults
(D) Establishment of a national church
(E) Abolition of property requirements
10. The Annapolis Convention of 1786 is significant because it
(A) wrote the Constitution
(B) revised the Articles
(C) ended the war with Britain
(D) called for a convention to consider changes to the government
(E) ratified the Bill of Rights

SET C Apply and Extend

Write a short, evidence-based response.

11. Explain TWO ways the Northwest Ordinance reflected the ideals of the Revolution or addressed weaknesses under the Articles.
12. Evaluate whether the Articles of Confederation were a failure. Use specific evidence.

3.4 The Constitution and Ratification

Learn how the Constitution was written through compromise, how it organizes power, and how ratification led to the Bill of Rights.

In the summer of 1787, delegates met in Philadelphia to fix the Articles of Confederation and ended by writing a new frame of government. The Constitution came from compromise, and the fight over ratification shaped American politics for generations.

The Constitutional Convention. Fifty-five delegates from twelve states (Rhode Island refused to send any) met from May to September 1787, with George Washington presiding. They were mostly young, wealthy, and well-educated men; no women, Black Americans, or Native Americans took part. They agreed to meet in secret and soon decided to write a new document. James Madison, often called the 'Father of the Constitution,' kept the best notes and drafted the **Virginia Plan**, which proposed a strong national government with three branches and a two-house legislature in which representation was based on population. Smaller states answered with the **New Jersey Plan**, which kept one house with equal votes per state.

Key compromises of 1787

Great (Connecticut) Compromise: House by population, Senate with two senators per state.

Three-Fifths Compromise: three-fifths of enslaved persons counted for representation and direct taxes.

Slave trade compromise: Congress could not ban the importation of slaves before 1808; the Constitution also required return of fugitives.

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Other disputes were settled by design. The delegates created an **Electoral College** to choose the president, a four-year term, and a Supreme Court with judges appointed for life. Congress gained the power to tax, regulate interstate and foreign commerce, and raise armies. Delegates feared both anarchy and tyranny, so they relied on three principles.

Principle	Meaning	Example
Federalism	Power divided between national and state governments	National government regulates commerce; states keep police powers
Separation of powers	Legislative, executive, and judicial branches with distinct duties	Congress makes law, the president enforces it, courts interpret it
Checks and balances	Each branch limits the others	Presidential veto, congressional override; Senate confirms appointments
Republicanism	Rule by representatives of the people	Elected House; indirect election of Senate and president

Key terms

Federalists: backed ratification; wanted energetic national government.

Anti-Federalists: opposed ratification; feared tyranny and demanded a bill of rights.

Federalist Papers: 85 essays by Hamilton, Madison, and Jay defending the Constitution.

Ratification. The Constitution would take effect when nine of thirteen states approved it in special conventions. The debate divided Americans. **Federalists**, who supported the Constitution, included Madison, Hamilton, and Washington, and were strongest among merchants, urban residents, and those along the coast. **Anti-Federalists** such as Patrick Henry and George Mason feared a distant national government, high taxes, and a standing army, and objected that the document lacked a bill of rights. Many were small farmers. To win New York, Hamilton, Madison, and John Jay wrote the **Federalist Papers**. In No. 10 Madison argued that a large republic would control the danger of factions because many competing interests would check one another. Federalists also promised to add amendments, a pledge that helped carry Massachusetts and Virginia. Delaware ratified first in December 1787, and New Hampshire became the ninth state in June 1788. North Carolina (1789) and Rhode Island (1790) came last.

The Bill of Rights. In 1789 Madison led Congress in proposing amendments, and ten were ratified in 1791. They protect freedom of religion, speech, press, and assembly (First); the right to bear arms (Second); rights of the accused such as due process and jury trial; and reserve powers not delegated to the nation to the states or the people (Tenth). At the time, they limited only the national government.

EXAMPLE 1: DOCUMENT ANALYSIS

Federalist No. 10 argues that a large republic can control the effects of faction better than a small one. Explain the argument and one criticism from the Anti-Federalists.

SOLUTION

Argument: with many interests spread over a wide area, no single faction is likely to become a majority and dominate; representatives refine public opinion.

Criticism: Anti-Federalists argued that republics only work in small communities where representatives know their constituents, so a large republic would be distant and aristocratic.

Context: the argument aimed to persuade ratifiers, especially in New York, in 1787-1788.

EXAMPLE 2: COMPROMISE

Explain how the Great Compromise resolved a conflict at the Convention.

SOLUTION

Conflict: large states wanted representation by population; small states wanted equal votes.

Resolution: the House based on population, the Senate with equal votes.

Effect: both groups accepted a bicameral Congress. Add that the Three-Fifths Compromise settled a separate dispute over counting slaves and shifted power toward the South.

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Common mistakes

Do not say the Bill of Rights was in the original Constitution; it was added in 1791 to win support. The Federalist Papers argued for ratification, not the Constitution's text itself. Anti-Federalists were not against all government; they feared concentrated national power. Do not say the Three-Fifths Compromise made enslaved people three-fifths of a person; it set how they were counted for representation.

Practice**SET A Check Your Understanding**

Answer in 2 to 4 sentences.

1. How did the Virginia Plan differ from the New Jersey Plan?
2. Explain the Three-Fifths Compromise.
3. Describe how separation of powers and checks and balances work together.
4. Name two arguments of the Anti-Federalists against the Constitution.
5. Why was the Bill of Rights added?

SET B Exam-Style Multiple Choice

Choose the best answer.

6. The Great Compromise resolved a dispute between
 - (A) North and South over slavery
 - (B) Federalists and Anti-Federalists
 - (C) large states and small states over representation
 - (D) the president and Congress over the army
 - (E) debtors and creditors over taxes
7. Which statement best reflects Madison's argument in Federalist No. 10?
 - (A) Small republics are the safest form of government
 - (B) Political parties should be encouraged
 - (C) Government should have no power over property
 - (D) A large republic can limit the power of any single faction
 - (E) The president should be chosen by Congress
8. Anti-Federalists opposed ratification primarily because they believed that
 - (A) the Articles of Confederation worked well
 - (B) the Constitution was too democratic
 - (C) the Senate should be elected by the people
 - (D) slavery should be abolished immediately
 - (E) the Constitution lacked protections for individual rights and gave too much power to the national government
9. Which feature of the Constitution best illustrates federalism?
 - (A) Powers shared by national and state governments
 - (B) The presidential veto
 - (C) Congress's power to declare war
 - (D) Judges serving for life
 - (E) The Electoral College
10. The Constitution would go into effect when
 - (A) Congress approved it
 - (B) Washington signed it
 - (C) nine states ratified it
 - (D) all thirteen states ratified it
 - (E) the Supreme Court upheld it

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SET C Apply and Extend

Write a short, evidence-based response.

11. Explain TWO ways the Constitution addressed weaknesses of the Articles of Confederation.
12. Compare the Federalist and Anti-Federalist positions on the Constitution and explain one reason for the compromise of adding a bill of rights.

3.5 The Federalist Era: Hamilton, Jefferson, and the New Republic

Learn how Hamilton's economic plan, foreign crises, and party conflict shaped the early republic through the election of 1800.

The first leaders under the Constitution had to turn a paper plan into a working government. Their disputes over money, foreign policy, and the meaning of the Constitution created the first political parties and led to the first peaceful transfer of power between opposing groups.

Washington's presidency. George Washington took office in 1789 and set precedents: a cabinet (Hamilton at Treasury, Jefferson at State, Henry Knox at War), the title 'Mr. President,' and a two-term limit by example. The Judiciary Act of 1789 created the federal court system. His first term also produced the Bill of Rights.

Hamilton's financial plan. Treasury Secretary Alexander Hamilton wanted a strong national economy tied to wealthy investors. His plan: (1) pay the national debt in full at face value, to build credit; (2) have the federal government assume state war debts; (3) create a **Bank of the United States** as a depository, lender, and issuer of stable currency; (4) tax whiskey and impose a tariff to raise revenue, and (5) in the Report on Manufactures, promote industry. Opponents, especially southern farmers whose states had already paid debts, objected. A compromise in 1790 secured assumption in exchange for locating the permanent capital on the Potomac.

Key idea: loose versus strict construction

Hamilton: the 'necessary and proper' clause and implied powers allow a national bank (**loose construction**).

Jefferson and Madison: the Constitution lists specific powers, and a bank is not among them (**strict construction**).

Washington sided with Hamilton and signed the bank bill in 1791.

Key terms

Judiciary Act of 1789: created the federal court system.

Neutrality Proclamation (1793): declared the US neutral in the war between Britain and France.

Alien and Sedition Acts (1798): Federalist laws restricting immigrants and criticism of the government.

	Federalists (Hamilton)	Democratic-Republicans (Jefferson)
Base	Merchants, creditors, urban North	Farmers, planters, South and West
View of government	Strong national government	Limited government; stronger states
Economy	Bank, tariff, manufacturing, commerce	Agrarian republic
Foreign policy	Pro-British; Jay Treaty	Pro-French; sympathy with Revolution
Constitution	Loose construction	Strict construction

Crises at home and abroad. In 1794 western Pennsylvania farmers resisted the whiskey excise tax in the **Whiskey Rebellion**. Washington personally led militia to the region; the uprising collapsed, showing that the new government could enforce its laws. When war broke out between Britain and revolutionary France, Washington issued the Neutrality Proclamation (1793). Britain nevertheless seized American ships and kept western forts, so John Jay negotiated a treaty in 1794: Britain agreed to leave the forts but made few concessions on shipping. **Jay's Treaty** angered Republicans, but it avoided war, and Spain, fearing an Anglo-American alliance, signed Pinckney's Treaty (1795) opening the Mississippi and New Orleans to American trade. In his **Farewell Address** (1796) Washington warned against permanent alliances and bitter party spirit.

Adams and the party struggle. John Adams, a Federalist, narrowly won in 1796, with Jefferson as vice president. Relations with France deteriorated after it seized American ships. In the **XYZ Affair** (1797–1798) French agents demanded bribes from American envoys, which outraged Americans and led to the undeclared Quasi-War. Federalists used the crisis to pass the **Alien and Sedition Acts** (1798): they lengthened the residency requirement for citizenship, allowed deportation of foreign radicals, and made it a crime to publish 'false, scandalous' writings against the government. Republican editors were prosecuted. Jefferson and Madison replied with the **Kentucky and Virginia Resolutions**, which argued that states could judge the constitutionality of federal laws, an idea called nullification that no other state endorsed. In the **election of 1800**, Jefferson defeated Adams, but he tied in the Electoral College with Aaron Burr, and the House chose Jefferson. The Twelfth Amendment (1804) separated presidential and vice-presidential votes. Jefferson called it the 'Revolution of 1800' because power changed hands peacefully.

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EXAMPLE 1: SHORT ANSWER

Explain one way Hamilton's financial plan reflected a Federalist view of government.

SOLUTION

Identify the policy: the national bank or federal assumption of state debts.

Link to the view: these measures tied wealthy creditors to the national government and expanded federal power.

Add evidence: Jefferson and Madison opposed them as unconstitutional, forming the Democratic-Republican opposition.

EXAMPLE 2: CAUSATION

Explain how the Alien and Sedition Acts contributed to Jefferson's victory in 1800.

SOLUTION

The Acts targeted Republican editors and immigrants who tended to vote Republican.

Critics called them an attack on free speech, and the Kentucky and Virginia Resolutions framed the issue.

The backlash helped unite Republicans and weaken the Federalists, who also faced tax resentment.

Common mistakes

The Kentucky and Virginia Resolutions were not accepted by the other states and did not become law. The Whiskey Rebellion was put down; it was not a success for the rebels. Do not confuse the Jay Treaty (Britain, 1794) with Pinckney's Treaty (Spain, 1795). Washington warned against 'permanent alliances,' not all foreign trade.

Practice**SET A Check Your Understanding**

Answer in 2 to 4 sentences.

1. List two parts of Hamilton's financial program and state the goal of each.
2. Why did Jefferson object to the national bank?
3. What was the Whiskey Rebellion, and what did it show?
4. What did Washington's Farewell Address advise?
5. Explain the XYZ Affair.

SET B Exam-Style Multiple Choice

Choose the best answer.

6. The Compromise of 1790 exchanged
 - (A) the bank for the tariff
 - (B) assumption of state debts for the national capital location on the Potomac
 - (C) a bill of rights for ratification
 - (D) the Louisiana Purchase for Florida
 - (E) a ban on slavery for statehood
7. Which statement best expresses the Democratic-Republican position in the 1790s?
 - (A) A strong central bank is necessary for prosperity
 - (B) Manufacturing should be subsidized
 - (C) The United States should ally with Britain
 - (D) The Constitution should be read strictly to limit federal power
 - (E) The Alien and Sedition Acts were constitutional
8. The Kentucky and Virginia Resolutions (1798-1799) argued that
 - (A) the Alien and Sedition Acts were unconstitutional and states could judge federal laws
 - (B) Congress could not tax imports
 - (C) the president could remove judges
 - (D) political parties should be banned
 - (E) Jay's Treaty was invalid

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9. The Jay Treaty (1794) was controversial mainly because it
- (A) gave up American claims to Florida
 - (B) opened the Mississippi to Spain
 - (C) failed to win concessions on British seizure of ships while keeping peace
 - (D) annexed Canada
 - (E) ended the Quasi-War
10. The election of 1800 is called the 'Revolution of 1800' because
- (A) Jefferson abolished the Federalist programs overnight
 - (B) the Electoral College was eliminated
 - (C) Burr won the presidency
 - (D) the Bill of Rights was ratified
 - (E) power was transferred peacefully between opposing parties

SET C Apply and Extend

Write a short, evidence-based response.

11. Explain TWO differences between Federalists and Democratic-Republicans in the 1790s.
12. Evaluate the extent to which the Alien and Sedition Acts threatened constitutional liberties. Use evidence.

3.6 American Identity and Early Westward Movement

Learn how Americans built a national culture, how religion and the frontier changed, and how historians interpret the Revolution.

While leaders argued over banks and treaties, ordinary Americans were building a new society. They created a national culture, pushed west onto Native lands, and wrestled with what the Revolution meant for religion, race, and the frontier. Historians still disagree about how revolutionary these changes were.

National identity and culture. Having rejected monarchy, Americans looked for symbols and a culture of their own. Noah Webster wrote a spelling book and later a dictionary to standardize American English; painters such as Charles Willson Peale and John Trumbull celebrated Revolutionary heroes; Washington became a unifying figure. Newspapers multiplied and fostered political debate, and most states ended or weakened official churches. The idea of **republican virtue** shaped debates over education, luxury, and civic duty.

Religion. Disestablishment of state churches led to a free market in religion. Some elites embraced **Deism**, which emphasized reason and a distant creator, but the greater change came from below. Beginning in the 1790s, preachers on the Kentucky and Tennessee frontier held huge camp meetings, such as Cane Ridge in 1801, that launched the **Second Great Awakening**. Baptists and Methodists grew rapidly by stressing personal conversion, welcoming women and Black worshippers, and making religion accessible to ordinary people. This revival, which expanded in the 1800s, laid the groundwork for later reform movements.

Key idea: the West after the Revolution

Settlers poured over the Appalachians into Kentucky, Tennessee, and the Ohio country, where farmers wanted land and access to the Mississippi.

Native nations resisted American expansion; the United States claimed lands by treaty or by conquest.

Spain controlled Florida, Louisiana, and the Southwest, limiting American trade and settlement.

Native Americans and the frontier. The Treaty of Paris of 1783 gave the United States land that Native peoples still occupied, and the new nation treated them as defeated allies of Britain. Native leaders such as Little Turtle (Miami) and Blue Jacket (Shawnee) formed a confederacy to defend lands north of the Ohio River. In 1791 they crushed an army under Arthur St. Clair. In 1794 General Anthony Wayne defeated them at the **Battle of Fallen Timbers**, and the British, under the Jay Treaty, withdrew from their forts, leaving the tribes without support. In the **Treaty of Greenville** (1795), Native nations ceded most of Ohio in exchange for payments and recognition of a boundary line. White settlers soon crossed the line anyway. Federal policy treated tribes as separate nations that could make treaties, yet encouraged them to adopt farming and Christianity.

Key terms

Deism: belief in a rational creator who does not intervene in the world.

Treaty of Greenville (1795): Native nations ceded most of Ohio after Fallen Timbers.

Pinckney's Treaty (1795): Spain opened the Mississippi and New Orleans to American trade.

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Region	Power	Key developments, 1783-1800
Ohio country	Native nations, then the United States	Northwest Ordinance; Fallen Timbers 1794; Greenville 1795
Southeast	Cherokee, Creek, and other nations; Spain	Pressure from Georgia; some nations adopted farming and written laws
Mississippi River and Florida	Spain	Closed the river to Americans, then opened it in Pinckney's Treaty (1795)
California and Southwest	Spain	Missions and presidios linked Native labor and Spanish settlement

Spanish borderlands. Spain claimed Florida, Louisiana west of the Mississippi, Texas, New Mexico, and California. It sought to protect its colonies by limiting American expansion and offering incentives for settlers to enter Spanish territory. Pinckney's Treaty (1795) set the southern boundary at the 31st parallel and gave Americans the right to ship goods through New Orleans, a major gain for western farmers. Spanish missions in California, run by Franciscans, used Native labor and changed Indigenous life, while the Spanish and Native peoples in the Southwest traded and fought.

Slavery and race. The invention of the cotton gin in 1793 made cotton profitable and strengthened slavery in the South. Congress passed the Fugitive Slave Act of 1793. The slave rebellion in Saint-Domingue (the Haitian Revolution) alarmed slaveholders, and Gabriel's conspiracy in Virginia in 1800 was crushed. Meanwhile, free Black communities in the North built institutions and some, like Benjamin Banneker, challenged racial ideas through their achievements.

Interpreting the Revolution. Early 20th-century 'Progressive' historians argued that the Revolution was a conflict between classes and economic groups. Mid-century 'consensus' historians stressed shared American values and said the Revolution was largely conservative. Later scholars stressed the power of republican ideas, and others focused on the roles of women, enslaved people, and Native Americans. When writing about interpretations, name the school and its evidence.

EXAMPLE 1: EXPLAINING A DEVELOPMENT

Explain one way the Second Great Awakening reflected changes after the Revolution.

SOLUTION

Identify: revivals and camp meetings, from Cane Ridge in 1801, converted large numbers.
Connect: disestablishment and republican ideals made religion voluntary and democratic, with ordinary preachers and wider participation.
Effect: it gave momentum to reform movements and made religion a force in public life.

EXAMPLE 2: CONTINUITY AND CHANGE

Write a one-sentence claim about Native American relations with the United States between 1783 and 1795.

SOLUTION

Evidence of change: new treaties and the creation of an official boundary at Greenville.
Evidence of continuity: ongoing white settlement beyond the line and loss of land.
Claim: 'Although the United States treated Native nations as separate powers through treaties, military defeat at Fallen Timbers forced cession of most of Ohio, continuing the pattern of colonial expansion.'

Exam tip

The Second Great Awakening is mainly a Period 4 topic; in Period 3 you only need its roots. When asked about Native Americans, avoid generalizing: nations differed in how they fought, allied, or adapted. Always tie the Treaty of Greenville to Fallen Timbers and the British withdrawal.

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Practice

SET A Check Your Understanding

Answer in 2 to 4 sentences.

1. Name two ways Americans sought to build a distinct national culture after independence.
2. Why did Baptists and Methodists grow rapidly in the early republic?
3. What did the Treaty of Greenville (1795) accomplish?
4. How did Pinckney's Treaty benefit western settlers?
5. Describe one historians' interpretation of the Revolution.

SET B Exam-Style Multiple Choice

Choose the best answer.

6. The Treaty of Greenville (1795) followed which event?
(A) Shays' Rebellion
(B) The Battle of Fallen Timbers
(C) The Louisiana Purchase
(D) The Whiskey Rebellion's collapse
(E) The XYZ Affair
7. Which development most directly strengthened slavery in the South in the 1790s?
(A) The Northwest Ordinance
(B) Pinckney's Treaty
(C) The Bill of Rights
(D) The invention of the cotton gin
(E) The Alien and Sedition Acts
8. The Cane Ridge revival of 1801 is most closely associated with
(A) Deism
(B) the Enlightenment
(C) the Quaker abolition movement
(D) the Federalist Party
(E) the Second Great Awakening
9. Spain's closing of the Mississippi to American shipping in the 1780s most alarmed
(A) New England merchants
(B) southern planters on the coast
(C) western farmers
(D) Atlantic fishermen
(E) Pennsylvania manufacturers
10. Historians who argue that the Revolution was driven by conflicts among social and economic groups are most associated with the
(A) Progressive school
(B) consensus school
(C) republican synthesis
(D) political party school
(E) frontier thesis

SET C Apply and Extend

Write a short, evidence-based response.

11. Explain ONE way the Second Great Awakening's early development was connected to the Revolution's ideals and ONE way it differed from the Enlightenment's emphasis on reason.
12. Evaluate the extent to which the Revolution changed the lives of Native Americans in the Ohio country between 1783 and 1800.

3.7 Multiple-Choice Practice: 1754 to 1800: Revolution and the New Nation

Practice Period 3 with AP-style questions on the imperial crisis, the Revolution, the Articles, the Constitution, and the early republic.

Each set has questions on the whole period. Read each stimulus carefully, choose the best answer, and use the explanations to learn why the strongest distractor fails.

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SET A Core Concepts

Choose the best answer.

1. Use the excerpt to answer the question.
'Parliament has the right to bind the colonies in all cases whatsoever.' (Declaratory Act, 1766, paraphrased)
The excerpt is best understood as a response to
(A) Pontiac's Rebellion (B) the Boston Massacre
(C) colonial resistance to the Stamp Act (D) the Intolerable Acts
(E) the Treaty of Paris
2. Which factor most directly explains why Britain issued the Proclamation of 1763?
(A) the desire to avoid costly frontier wars with Native nations
(B) a plan to settle the Ohio valley quickly
(C) a response to the Boston Tea Party
(D) French demands in the peace treaty
(E) colonial requests for western land
3. The slogan 'no taxation without representation' reflected colonial opposition to which British claim?
(A) that colonial assemblies could not tax
(B) that the king was a god-given ruler
(C) that tea was a luxury
(D) that colonists were Catholic
(E) that Parliament represented colonists through virtual representation
4. The Declaration of Independence drew most directly on which idea?
(A) divine right of monarchs
(B) Locke's social-contract theory and natural rights
(C) mercantilism
(D) Calvinist predestination
(E) Hamilton's financial theory
5. The American victory at Saratoga (1777) was most important because it
(A) ended British control of New York City
(B) forced Cornwallis to surrender
(C) gave independence to the colonies
(D) brought France into the war as an American ally
(E) ended the war
6. Which was a weakness of the government under the Articles of Confederation?
(A) Congress lacked power to tax and to regulate commerce
(B) It gave too much power to the president
(C) It lacked a state-level government
(D) It allowed slavery in the Northwest Territory
(E) It could not conduct diplomacy at all
7. The Northwest Ordinance of 1787 most directly reflected which Revolutionary ideal?
(A) strong central authority over states
(B) protection of slave property
(C) that new territories should be equal partners rather than colonies
(D) rule by hereditary elites
(E) limits on westward settlement

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SET B Applications and Data

Choose the best answer.

8. Use the excerpt to answer the question.

'It is not the mere existence of factions that is dangerous but the lack of their balance. Extend the sphere, and you take in a greater variety of parties and interests.' (Madison-style argument, paraphrased)

The argument is most closely tied to the debate over

- (A) the Stamp Act
- (B) the Alien and Sedition Acts
- (C) the Land Ordinance
- (D) ratification of the Constitution
- (E) the Jay Treaty

9. Delegates compromised on slavery at the Convention by

- (A) abolishing slavery in the Northwest only
- (B) counting three-fifths of the enslaved for representation and allowing the slave trade until 1808
- (C) banning the import of slaves immediately
- (D) requiring emancipation by 1800
- (E) ending the Electoral College

10. Which of the following best explains the Federalists' promise to add a bill of rights?

- (A) The Constitution already contained one
- (B) Washington demanded it
- (C) The Supreme Court required it
- (D) Britain insisted on it
- (E) It was needed to win ratification in states with strong Anti-Federalist opposition

11. Which pair of leaders best represents opposing views on the national bank?

- (A) Hamilton and Jefferson
- (B) Washington and Adams
- (C) Madison and Henry
- (D) Franklin and Paine
- (E) Burr and Jay

12. Washington's Neutrality Proclamation (1793) was a response to

- (A) the Whiskey Rebellion
- (B) the XYZ Affair
- (C) war between Britain and France
- (D) Shays' Rebellion
- (E) the Louisiana Purchase

13. Which statement best explains the importance of the Whiskey Rebellion?

- (A) It led to repeal of the excise tax at once
- (B) It shows that the Articles were strong
- (C) It caused the Alien and Sedition Acts
- (D) It led to war with Britain
- (E) It showed the federal government could enforce its laws.

14. The Treaty of Greenville resulted from which event?

- (A) Pontiac's Rebellion
- (B) the Battle of Fallen Timbers
- (C) the Louisiana Purchase
- (D) the Battle of Yorktown
- (E) the Haitian Revolution

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SET C Exam-Level Stretch

Choose the best answer.

15. Use the table to answer the question.
Massachusetts, 1786: Tax collections fell; courts closed in western counties; Springfield arsenal attacked January 1787; militia funded privately.
These events most directly support which conclusion?
(A) The Articles of Confederation could not respond to domestic unrest
(B) Massachusetts had no government
(C) Britain caused the rebellion
(D) The Constitution was already in effect
(E) Farmers supported the national bank
16. The Alien and Sedition Acts and the Kentucky and Virginia Resolutions together illustrate that
(A) states had accepted nullification
(B) the Supreme Court ruled on the acts immediately
(C) Federalists controlled every state
(D) debates over federal power could divide the new nation along party lines
(E) Washington approved the acts
17. A historian argues that the Revolution was shaped chiefly by ideas about virtue and liberty rather than class conflict. This interpretation most clearly challenges
(A) the Enlightenment
(B) the Federalist Papers
(C) the Progressive school's emphasis on economic conflict
(D) the Constitution itself
(E) the Declaration's grievances
18. Which development in the 1790s most directly increased demand for enslaved labor in the South?
(A) the Fugitive Slave Act
(B) the cotton gin
(C) the Haitian Revolution
(D) the end of the Atlantic slave trade
(E) the Land Ordinance
19. Compared with the Articles of Confederation, the Constitution
(A) weakened the central government
(B) gave states more power over the military
(C) required unanimity to amend
(D) eliminated the states
(E) gave the national government power to tax and regulate commerce
20. The Second Great Awakening's early revivals are best seen as
(A) a revival of Puritan established churches
(B) a Deist movement
(C) a government program
(D) emotional, voluntary religion that suited a society without state churches
(E) a movement limited to New England

3.8 Free-Response Practice: 1754 to 1800: Revolution and the New Nation —

Practice the AP free-response formats on Period 3: short answer, document-based question, and long essay.

Questions 1 and 2 are short-answer questions worth 1 point per part. Question 3 practices the DBQ skills of thesis, document use, outside evidence, and sourcing. Question 4 practices a long essay with a thesis scaffold. Compare your response with the scoring points in each model answer.

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QUESTION 1 Short Answer: Secondary Source (Imperial Crisis)

Use the excerpt to answer parts (a), (b), and (c). 'The British victory in 1763 did not simply end a war; it created an empire that the Crown could neither afford nor easily govern. Colonists, freed from the French threat, bristled at demands that they pay for their own defense.' (Adapted from a historian's account of the origins of the Revolution)

1. (a) Identify ONE claim the author makes about the effects of the British victory.
2. (b) Describe ONE piece of evidence from 1763 to 1774 that supports the author's argument.
3. (c) Explain ONE way colonial reaction to British policy differed from the author's emphasis, or ONE additional factor that contributed to the Revolution.

QUESTION 2 Short Answer: Primary Source (Constitution)

Use the excerpt to answer parts (a), (b), and (c). 'If men were angels, no government would be necessary. If angels were to govern men, neither external nor internal controls on government would be necessary.' (James Madison, Federalist No. 51, 1788)

4. (a) Identify ONE principle of the Constitution that the excerpt supports.
5. (b) Explain ONE way the Constitution put this principle into practice.
6. (c) Explain ONE objection that Anti-Federalists raised against the Constitution.

QUESTION 3 Document-Based Question Practice: The Crisis of the 1780s

Prompt: Evaluate the extent to which the Articles of Confederation were a failure in the 1780s. Document 1 (Land Ordinance, 1785): Western lands shall be surveyed in townships of six miles square, and one section reserved for schools. Document 2 (Northwest Ordinance, 1787): There shall be neither slavery nor involuntary servitude in the said territory. Document 3 (a Massachusetts farmer, 1786): 'The taxes are heavy, the courts take our farms; we must shut the courts.' Document 4 (George Washington, 1786): 'We are one nation today and thirteen tomorrow. Who will treat with us on such terms?'

7. (a) Write a thesis that responds to the prompt and establishes a line of reasoning.
8. (b) Use at least three documents and explain how each supports your argument; add one piece of outside evidence.
9. (c) For one document, explain how the author's point of view or purpose affects its usefulness.

QUESTION 4 Long Essay: Continuity and Change in the Revolutionary Era

Prompt: Evaluate the extent to which the American Revolution changed American society and politics from 1763 to 1800. Plan: state a thesis with a claim and a line of reasoning; use specific evidence; show comparison to the period before 1763; complicate your argument.

10. (a) Write a thesis (claim plus reasoning) that responds to the prompt.
11. (b) List at least four specific pieces of evidence and say whether each shows change or continuity.
12. (c) Explain how you would complicate or qualify your thesis.

Answers Period 3: Answers and Explanations

Answers for every practice problem, numbered to match. Read the explanation even when your answer is correct.

3.1 The French and Indian War and Imperial Crisis**SET A · CHECK YOUR UNDERSTANDING**

1. Victory gave Britain a larger empire and a doubled national debt, so Parliament sought American revenue. It also removed France as a threat, so colonists felt less need for British protection and resisted new taxes and control.
2. It forbade colonial settlement west of the Appalachian crest to avoid conflicts like Pontiac's Rebellion. Settlers and speculators wanted Ohio valley land and saw the line as London limiting their opportunity.
3. The Sugar Act (1764) mainly regulated trade and tightened enforcement, with trials in vice-admiralty courts. The Stamp Act (1765) was a direct internal tax on printed documents, so it touched many colonists and sparked wider protest.
4. It was the British claim that every member of Parliament represented all subjects, including colonists who elected no one. Colonists said real consent required their own elected assemblies.
5. Examples: the Stamp Act Congress, Sons of Liberty crowd actions, non-importation boycotts, Daughters of Liberty homespun, committees of correspondence, the First Continental Congress. Any two with a brief description earn credit.

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SET B · EXAM-STYLE MULTIPLE CHOICE

6. B. With France removed from North America, colonists no longer needed British protection while Britain wanted revenue. D is wrong because the Proclamation of 1763 barred settlement beyond the mountains.
7. E. It accompanied the repeal of the Stamp Act and kept the principle of parliamentary supremacy. C is tempting but describes the Coercive Acts of 1774.
8. A. Britain claimed Parliament represented all subjects whether or not they voted. B describes the earlier lax enforcement, which is the policy colonists were losing, not an answer to their complaint.
9. D. The Stamp Act (1765) came before the Tea Party (1773). The Boston Massacre (1770) came after the Sugar Act (1764), so C is reversed.
10. B. Colonists objected to the Tea Act's monopoly and to paying the remaining tax on tea. A is wrong because those duties had mostly been repealed in 1770.

SET C · APPLY AND EXTEND

11. Model answer: (1) Tactics widened from petitions and crowd protest to coordinated economic boycotts and boycott enforcement by committees. (2) Organization moved from local groups like the Sons of Liberty to intercolonial bodies, the Stamp Act Congress and then the First Continental Congress. (3) The argument shifted from objections to internal taxes toward denying Parliament's authority. Scoring: 1 point for each accurate change with evidence, 2 points total.
12. Model answer. For: the war doubled the debt, and the Sugar and Stamp Acts were openly justified as paying for the army kept in America. Against or alongside: Britain also wanted tighter imperial control and enforcement (vice-admiralty courts, Proclamation line), and the Tea Act was meant to rescue the East India Company. Scoring: 1 point for a defensible claim, 1 for evidence supporting it, 1 for evidence complicating it or an other cause.

3.2 Revolutionary Ideas and the War for Independence**SET A · CHECK YOUR UNDERSTANDING**

1. Natural rights, the social contract, government by consent, and the right to overthrow a government that violates rights. These came largely from Locke and shaped the opening of the Declaration.
2. He argued that monarchy and hereditary rule were unjust and that America should be independent, using plain language for ordinary readers. It shifted opinion away from reconciliation with Britain in early 1776.
3. The victory persuaded France that the Americans might win. France then entered the war openly in 1778, providing troops, money, and a navy that proved decisive at Yorktown.
4. Britain offered freedom (Dunmore's Proclamation) to enslaved people who left Patriot masters. Many Native nations expected that a British victory would limit American expansion onto their lands.
5. They were colonists who remained loyal to Britain. Many faced harassment and property seizure and left for Canada, Britain, or the West Indies.

SET B · EXAM-STYLE MULTIPLE CHOICE

6. B. If government derives power from consent and violates natural rights, people may replace it. A is wrong because divine right was the monarchist theory the Revolution rejected.
7. C. The treaty was negotiated without Native nations, so their claims were ignored. D is part of the treaty, which recommended that states treat Loyalists fairly.
8. C. The passage states that government exists for the people's protection and may be replaced, a Lockean idea. D is tempting because covenant ideas had influence, but they do not justify popular overthrow of rulers.
9. D. Saratoga convinced France that an alliance was worth the risk. A is incorrect because Yorktown (1781) came after the alliance.
10. B. Pennsylvania, Massachusetts and others acted against slavery, but the institution grew stronger in the South. A is wrong; no national ban existed.

SET C · APPLY AND EXTEND

11. Model answer (women): (1) Women managed farms and businesses while men served, and organized boycotts and fundraising; (2) after the war, republican ideals led to calls for female education, though legal rights stayed limited. Model answer (Black Americans): (1) Dunmore's Proclamation and Patriot enlistments offered some a path to freedom; (2) several northern states began emancipation. Scoring: 1 point per accurate effect with specific evidence.
12. Model answer: Thesis: The Revolution was radical in its political ideas but conservative in social structure. Evidence for radicalism: rejection of monarchy, written republican constitutions, state-level emancipation. Evidence for continuity: slavery persisted and expanded in the South, women lacked political rights, and property qualifications for voting remained. Scoring: 1 point thesis, 1 point evidence for each side, 1 point reasoning that weighs them.

3.3 The Articles of Confederation

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SET A · CHECK YOUR UNDERSTANDING

1. It could not tax, regulate interstate or foreign commerce, or raise an army on its own. It also had no executive to enforce laws and no national court system.
2. It created a survey system of six-mile-square townships divided into 36 sections and provided for sale of western land. The sales raised revenue and one section in each township supported public schools.
3. It set stages of territorial government. At 5,000 free adult men, a territory elected a legislature; at 60,000 inhabitants it could become a state equal to the original states. It also banned slavery in the territory.
4. Massachusetts's high taxes on hard money and a postwar credit shortage led to farm foreclosures and imprisonment for debt. Farmers in the western counties closed the courts and marched on the Springfield arsenal.
5. The idea that women had a civic role raising virtuous republican citizens. It supported female education but did not grant women political rights.

SET B · EXAM-STYLE MULTIPLE CHOICE

6. B. Congress could only request money from the states, which often did not pay. A concerned representation, not revenue.
7. E. It provided stages leading to equal statehood. B is wrong because the Ordinance banned slavery there.
8. C. The uprising persuaded many property owners that the Articles could not preserve order, building support for the Philadelphia convention. A overstates the reaction.
9. A. Distrust of royal governors led states to limit executive power. C is wrong because women and most Black people could not vote and property qualifications remained.
10. D. Too few states attended to act, but delegates urged a wider meeting. B is wrong because the Articles were not revised there.

SET C · APPLY AND EXTEND

11. Model answer: (1) It established equal statehood, rejecting colonial subordination; (2) it protected civil liberties and banned slavery in the territory; (3) it provided a plan for orderly expansion that the Confederation could administer. Scoring: 1 point for each accurate explanation linked to the Revolution's ideals or the Confederation's needs.
12. Model answer: Thesis: The Articles were a mixed record. Success: they won the war's peace settlement, and the ordinances of 1785 and 1787 organized the West. Failure: lack of taxation, trade regulation, and enforcement left debts unpaid, left the Mississippi closed, and could not stop Shays' Rebellion. Scoring: 1 thesis, 1 success evidence, 1 failure evidence, 1 for reasoning about the overall judgment.

3.4 The Constitution and Ratification**SET A · CHECK YOUR UNDERSTANDING**

1. The Virginia Plan proposed representation by population in a two-house legislature, favoring large states. The New Jersey Plan kept a one-house Congress with equal votes per state, favoring small states.
2. Southern states wanted enslaved people counted for representation but not taxation; northerners objected. Delegates agreed to count three-fifths of the enslaved population for both, increasing Southern power in the House and Electoral College.
3. Separation of powers divides authority among legislative, executive, and judicial branches. Checks and balances let each branch limit the others, such as the veto and Senate confirmation.
4. They feared a strong national government would threaten state power and individual liberty, and they objected to the lack of a bill of rights. They also worried about a standing army and taxes.
5. Federalists promised amendments to win ratification in states like Massachusetts and Virginia, where critics demanded protection of individual rights. Madison drafted amendments, and ten were ratified in 1791.

SET B · EXAM-STYLE MULTIPLE CHOICE

6. C. It created a House by population and a Senate with equal votes. A is the Three-Fifths Compromise.
7. D. Madison believed that a large, diverse republic would make it hard for one interest to dominate. A reflects the Anti-Federalist view.
8. E. Their central objections were about centralization and the missing bill of rights. B is the opposite: critics generally said the Constitution favored elites.
9. A. Federalism divides authority between the two levels of government. B is an example of checks and balances.
10. C. Article VII required nine states, avoiding the unanimity that had crippled the Articles. D describes the Articles' amendment rule.

SET C · APPLY AND EXTEND

11. Model answer: (1) It gave Congress power to tax and regulate commerce, solving revenue and trade problems. (2) It created an executive and a national judiciary to enforce laws. (3) It allowed amendment by less than unanimity. Scoring: 1 point for each accurate way tied to a specific weakness.
12. Model answer: Federalists (Madison, Hamilton) favored a stronger national government for order, commerce, and security, arguing a large republic would protect liberty. Anti-Federalists (Henry, Mason) feared tyranny and wanted explicit rights guarantees. The Bill of Rights answered critics and secured ratification in key states. Scoring: 1 point for each position, 1 for the compromise reason.

3.5 The Federalist Era: Hamilton, Jefferson, and the New Republic

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SET A · CHECK YOUR UNDERSTANDING

1. Funding the debt at par and assuming state debts built national credit; the Bank of the United States provided a stable currency and a place to hold federal funds. The excise and tariff raised revenue.
2. He read the Constitution strictly and argued that the bank was not an enumerated power. He also feared it would favor northern financiers over farmers.
3. Western Pennsylvania farmers resisted the 1791 excise tax on whiskey in 1794. Washington's use of militia ended it, showing that the federal government could enforce its laws, unlike the Confederation.
4. He urged neutrality and avoiding permanent alliances with foreign nations. He also warned that political parties could divide the country.
5. French agents demanded bribes from American diplomats in 1797. The incident angered Americans, strengthened Federalists temporarily, and led to the Quasi-War with France.

SET B · EXAM-STYLE MULTIPLE CHOICE

6. B. Southerners accepted Hamilton's assumption plan in exchange for a capital site on the Potomac. A mixes up the parts of the financial program.
7. D. Jefferson and Madison favored strict construction and an agrarian republic. C is the Federalist position.
8. A. They protested the Alien and Sedition Acts and asserted state authority. D is wrong; the resolutions were an act of party politics, not a ban on parties.
9. C. Republicans thought it favored Britain over France. B describes Pinckney's Treaty.
10. E. Federalists surrendered power to their rivals peacefully. C is wrong because the House chose Jefferson over Burr.

SET C · APPLY AND EXTEND

11. Model answer: (1) Federalists favored a strong national government, a bank, and commerce, while Republicans favored limited government and agriculture. (2) Federalists leaned toward Britain, Republicans toward France. (3) Federalists used loose construction, Republicans strict. Scoring: 1 point per accurate difference with specific detail.
12. Model answer: Thesis: They posed a significant threat because they criminalized criticism of the government in violation of the First Amendment. Evidence: Republican editors were prosecuted; the acts targeted immigrants. Counter: Federalists argued wartime danger, and the acts expired in 1801 with little permanent harm, as the election of 1800 corrected the course. Scoring: 1 thesis, 2 evidence, 1 counterpoint or reasoning.

3.6 American Identity and Early Westward Movement**SET A · CHECK YOUR UNDERSTANDING**

1. Noah Webster's American spelling book and dictionary, patriotic art and history, and symbols such as Washington as a national hero. Disestablishment and republican ideals also set American culture apart.
2. They emphasized personal conversion, used unpaid preachers and camp meetings, and welcomed women and Black worshippers. Disestablishment let them compete freely with older churches.
3. After the defeat at Fallen Timbers, Native nations ceded most of present-day Ohio and accepted a boundary line. The treaty opened the region to settlement, though settlers did not honor the line.
4. Spain agreed to the 31st parallel as the border and let Americans ship goods through New Orleans without paying prohibitive duties. This gave farmers in Kentucky and Tennessee a route to market.
5. Progressive historians saw economic and class conflict; consensus historians saw shared values and moderate change; republican-synthesis historians stressed ideas about virtue and liberty. Each cites different evidence.

SET B · EXAM-STYLE MULTIPLE CHOICE

6. B. Wayne's victory in 1794 forced Native nations to negotiate. D is close in time but unrelated to the Ohio country treaty.
7. D. The cotton gin made short-staple cotton profitable and raised demand for enslaved labor. A banned slavery north of the Ohio.
8. E. Cane Ridge was an enormous frontier camp meeting at the start of the Second Great Awakening. A is tempting because Deism grew in the same era but emphasized reason, not revivals.
9. C. Farmers in Kentucky and Tennessee relied on the river to reach markets. B is wrong because coastal planters used Atlantic ports.
10. A. Progressive historians emphasized class and economic conflict. B stresses shared values and downplays conflict.

SET C · APPLY AND EXTEND

11. Model answer: Connection: revivals were voluntary and democratic, fitting the republican rejection of established churches. Difference: Enlightenment thinkers like Deists stressed reason and natural religion, while revivalists stressed emotional conversion and biblical faith. Scoring: 1 point for connection with detail, 1 for difference with detail.
12. Model answer: Thesis: The Revolution changed their lives for the worse and continued colonial patterns. Evidence: the Treaty of Paris ignored Native claims; Fallen Timbers and Greenville forced land cessions; Native nations lost British allies after the Jay Treaty. Complication: Native confederacies still defended themselves successfully for a time (St. Clair's defeat in 1791) and obtained treaty recognition and payments. Scoring: 1 thesis, 2 evidence, 1 complexity.

3.7 Multiple-Choice Practice: 1754 to 1800: Revolution and the New Nation

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SET A · CORE CONCEPTS

1. C. Parliament repealed the Stamp Act but claimed supremacy in the same year. E is wrong because the Treaty of Paris (1763) predated the crisis over taxation.
2. A. After Pontiac's attacks, the Crown tried to separate settlers from Native lands. B is the opposite of the policy.
3. E. Britain argued Parliament spoke for all subjects, while colonists insisted on actual consent. A is wrong because colonial assemblies did tax, which was the point of the complaint.
4. B. The Declaration states that governments derive power from the consent of the governed. A is the doctrine it repudiated.
5. D. The alliance with France brought naval and military aid. B describes Yorktown (1781).
6. A. The inability to raise revenue and regulate trade caused debt and trade disputes. E is wrong because Congress could conduct diplomacy and signed the Treaty of Paris.
7. C. It promised equal statehood. E is wrong because it encouraged organized settlement, unlike the Proclamation of 1763.

SET B · APPLICATIONS AND DATA

8. D. This is the logic of Federalist No. 10, which defended a large republic. A is tempting but the Stamp Act debate centered on taxation, not factions.
9. B. The Three-Fifths and slave-trade clauses were compromises that protected slavery. A is wrong because the Northwest Ordinance, not the Constitution, banned slavery there, and not as part of this compromise.
10. E. Critics in Massachusetts and Virginia demanded protections, so supporters promised amendments. A is wrong; the original document lacked one.
11. A. Hamilton favored the bank through implied powers; Jefferson opposed it as unconstitutional. B is wrong because both were Federalists.
12. C. Americans were divided over supporting France or Britain, so Washington chose neutrality. A is wrong because that rebellion came in 1794 and was domestic.
13. E. The federal response contrasted with the Confederation's helplessness during Shays' Rebellion. A is wrong; the tax was repealed only after Jefferson took office in 1802.
14. B. Native defeat at Fallen Timbers led to the 1795 cession of Ohio land. A occurred in 1763.

SET C · EXAM-LEVEL STRETCH

15. A. Congress lacked the means to raise forces, so a private militia was needed. B is overstated: Massachusetts had a functioning government, though it was slow to help.
16. D. The Federalists passed the acts, and Republican legislatures replied with a states' rights argument. A is wrong because no other states supported nullification.
17. C. The republican interpretation downplays economic class struggle. A is wrong because the Enlightenment is a source, not an interpretation.
18. B. The gin made cotton profitable, expanding plantation agriculture. A protected slaveholders but did not create new demand.
19. E. The new frame of government fixed the revenue and trade weaknesses. C is wrong because the Constitution reserved military power to the national government.
20. D. Disestablishment encouraged denominations to compete for believers. A is wrong because established churches were declining.

3.8 Free-Response Practice: 1754 to 1800: Revolution and the New Nation**QUESTION 1 · SHORT ANSWER: SECONDARY SOURCE (IMPERIAL CRISIS)**

1. 1 point: The victory left Britain with an expensive empire and made colonists resentful of taxes for defense, now that France was no longer a threat.
2. 1 point: Example: the Stamp Act (1765) and Townshend duties were justified as paying for the army in America; colonists protested with boycotts. Proclamation of 1763 also fits as an effort to govern the new empire.
3. 1 point: Example of an additional factor: Enlightenment and republican ideas about rights and representation led colonists to argue against taxation without consent, or colonial elites' fear of corruption of liberty. Also accepted: the Coercive Acts hardened opinion beyond finance.

QUESTION 2 · SHORT ANSWER: PRIMARY SOURCE (CONSTITUTION)

4. 1 point: Checks and balances or separation of powers; government must be restrained because people are imperfect.
5. 1 point: Example: the president's veto and Congress's override, Senate confirmation of appointments, judicial independence, or the division of power among three branches and between nation and states.
6. 1 point: Example: the lack of a bill of rights; the national government was too powerful and distant; a standing army and taxes threatened liberty.

QUESTION 3 · DOCUMENT-BASED QUESTION PRACTICE: THE CRISIS OF THE 1780S

7. 1 point: a historically defensible thesis, for example: 'Although the Articles organized the West and expanded the republic, their inability to tax, regulate commerce, or keep order made them largely a failure and led to a new Constitution.'
8. Up to 3 points: Documents 1 and 2 show success in orderly expansion and in banning slavery; Document 3 shows inability to respond to economic distress and unrest (Shays' Rebellion); Document 4 shows fear of national weakness. Outside evidence: no power to tax, Spain closing the Mississippi, the Annapolis Convention. Each document needs to be linked to the argument, not merely quoted.
9. 1 point: For example, Washington, a nationalist, wrote to persuade leaders to strengthen the government, so his warning reflects a particular political view; the farmer wrote from the standpoint of debtors seeking relief, so his view is limited but valuable for understanding grievances.

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QUESTION 4 · LONG ESSAY: CONTINUITY AND CHANGE IN THE REVOLUTIONARY ERA

10. 1 point: Sample thesis: 'The Revolution transformed American politics by creating republican governments based on popular sovereignty, but it changed social life more slowly, since slavery and women's legal inequality largely continued.'
11. 2 points for evidence, 1 for connecting it to the argument. Change: written state constitutions, disestablishment of churches, the Constitution and Bill of Rights, northern emancipation laws. Continuity: slavery expanded in the South after the cotton gin, property requirements for voting, coverture for women, Native land loss. Strong essays compare to colonial conditions.
12. 1 point: Qualify by showing that groups experienced the Revolution differently, for example that republican ideals later inspired abolition and women's rights even though the founders did not deliver them, or that the pace of change differed between North and South.

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Period 4: 1800 to 1848: Democracy and Expansion.

8 sections with explanations and worked examples, then 104 practice problems. Answers and full explanations are at the end of the chapter.

4.1 Jeffersonian Republicanism and the Early Republic

Trace the nation from the Revolution of 1800 through the Louisiana Purchase, the War of 1812, and the Monroe Doctrine, and see how each event reshaped federal power and national identity.

Thomas Jefferson called his victory in the **election of 1800** a revolution. The Federalists, who had passed the Alien and Sedition Acts, lost the presidency and Congress to the Democratic-Republicans. The election ended in an Electoral College tie between Jefferson and his running mate Aaron Burr, and the House of Representatives broke it in 1801 after 36 ballots. The Twelfth Amendment (1804) then required separate electoral votes for president and vice president. The real significance was the peaceful transfer of power between rival parties.

Jefferson wanted a small, cheap government. His party cut the army and navy, repealed internal taxes such as the whiskey excise, and let the Sedition Act expire. Yet he kept Hamilton's national bank and the national debt structure. Jefferson was a pragmatist when the national interest demanded it.

Marbury v. Madison (1803). Just before leaving office, President John Adams appointed many Federalist judges, including William Marbury, whose commission Secretary of State James Madison refused to deliver. Chief Justice John Marshall, a Federalist, ruled that Marbury deserved the job but that the law Marbury relied on, part of the Judiciary Act of 1789, gave the Court a power the Constitution did not. The Court struck it down. Marshall avoided a direct fight with Jefferson while establishing **judicial review**, the Court's power to declare acts of Congress unconstitutional.

Key idea: judicial review

Marbury v. Madison (1803): the Supreme Court may strike down a law that violates the Constitution.

Result: the judiciary became a true third branch, equal to Congress and the president.

The Louisiana Purchase (1803). Spain had returned Louisiana to France, and Americans feared a French empire at New Orleans, the outlet for western farmers' goods. Napoleon, defeated in Haiti by an enslaved-led revolution and expecting war with Britain, sold the entire territory for about \$15 million. The purchase doubled the nation's size. Jefferson, a strict constructionist, doubted that the Constitution authorized buying land, but he accepted a loose reading of presidential treaty power. Expansion, he believed, would sustain an agrarian republic of independent farmers. Meriwether Lewis and William Clark, guided by the Shoshone woman Sacagawea, explored the territory and the Pacific Northwest from 1804 to 1806, gathering scientific and geographic knowledge and strengthening U.S. claims.

Neutral rights and the War of 1812. As Britain and France fought the Napoleonic Wars, both seized American ships, and Britain impressed (forced into service) American sailors. After the British ship Leopard attacked the American Chesapeake in 1807, Jefferson chose economic pressure over war. The **Embargo Act** (1807) banned American exports. It hurt New England merchants and farmers far more than Britain, and was repealed in 1809, but it spurred domestic manufacturing. Madison's later policies failed too. Western "War Hawks" like Henry Clay and John C. Calhoun, angry at impressment and at British support for Native resistance led by Tecumseh, pushed for war, and Congress declared it in 1812.

The war was a stalemate with early American failures, including the burning of Washington in 1814. Andrew Jackson's victory at New Orleans came after the Treaty of Ghent (1814) had restored prewar boundaries, but it made Jackson a hero. New England Federalists, who opposed the war, met at the **Hartford Convention** (1814-1815) and discussed constitutional amendments and states' rights. The war's end made them look disloyal, and the Federalist Party collapsed. The war also ended Native resistance in the Northwest and encouraged nationalism and manufacturing.

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Event	Date	Significance
Election of 1800	1800	First peaceful party transfer of power
Marbury v. Madison	1803	Judicial review established
Louisiana Purchase	1803	Doubled U.S. size; strict vs. loose construction
Embargo Act	1807	Economic coercion; hurt U.S. merchants
Treaty of Ghent	1814	Ended war; no territorial change
Hartford Convention	1814-15	Discredited the Federalists
Monroe Doctrine	1823	Opposed new European colonization

The Era of Good Feelings. With the Federalists gone, James Monroe won the presidency easily in 1816 and 1820, and one-party rule produced a sense of unity. Nationalism shaped policy. John Marshall's Court strengthened federal power in *McCulloch v. Maryland* (1819), which upheld the national bank and denied states the power to tax it. The Adams-Onís Treaty (1819) gained Florida from Spain and set a border to the Pacific. The label hides conflict: the Panic of 1819 and the Missouri crisis showed deep divisions.

The Monroe Doctrine (1823). As Latin American colonies won independence, Secretary of State John Quincy Adams shaped Monroe's declaration that the Western Hemisphere was closed to new European colonization, and the United States would stay out of European affairs. The country lacked the navy to enforce it; Britain's navy did, because Britain wanted open trade.

Key idea: Monroe Doctrine

Americas closed to new European colonization; U.S. stays out of Europe's wars.
Later became the basis for U.S. claims of influence in Latin America.

EXAMPLE 1: LOOSE VERSUS STRICT CONSTRUCTION

Explain how Jefferson's purchase of Louisiana contradicted his earlier beliefs about the Constitution, and why he went ahead.

SOLUTION

Identify the belief: Jefferson opposed Hamilton's bank because the Constitution did not list a power to create it (strict construction).
Identify the contradiction: the Constitution also did not explicitly allow buying foreign territory, yet Jefferson accepted the treaty.
Give the reason: the chance to secure New Orleans and land for farmers was too valuable, so national interest outweighed principle.
Conclude: power in office pushed Jefferson toward the loose reading he had criticized.

EXAMPLE 2: BUILDING A THESIS

Prompt: Evaluate the extent to which the War of 1812 changed the United States between 1812 and 1824.

SOLUTION

Choose a position: the war changed politics and the economy more than it changed borders.

Evidence for change: the Federalist collapse after Hartford, Jackson's rise, the Second Bank (1816) and tariff, and growing manufacturing.

Evidence for continuity: Ghent restored prewar boundaries and Britain did not end impressment by treaty.

Thesis: Although the war ended with no territorial change, it significantly altered American politics and economic policy by eliminating the Federalists, boosting nationalism, and encouraging domestic industry.

Common mistakes

Do not say *Marbury v. Madison* forced Marbury into office; he never got the commission. Do not say Jefferson fought the Barbary pirates or Britain with the Embargo; the Embargo was a peaceful boycott that failed. And the Hartford Convention did not call for secession; it was a protest that looked treasonous.

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Practice

SET A Check Your Understanding

Answer each question in two to four sentences.

1. Explain why the election of 1800 is called a revolution even though no violence occurred.
2. How did Marbury v. Madison increase the power of the Supreme Court?
3. Identify two reasons the Embargo Act failed to change British or French policy.
4. What was the outcome of the Hartford Convention for the Federalist Party?
5. Explain two reasons the Monroe Doctrine was announced in 1823.

SET B Exam-Style Multiple Choice

Choose the best answer.

6. The Louisiana Purchase most directly challenged Thomas Jefferson's belief in
 - (A) a weak standing army
 - (B) free trade with all nations
 - (C) limited government and strict construction of the Constitution
 - (D) the sovereignty of Native nations
 - (E) the national debt
7. Which was a direct result of Marbury v. Madison?
 - (A) The principle of judicial review was established
 - (B) Congress gained power to remove federal judges
 - (C) The Twelfth Amendment was adopted
 - (D) States gained the power to nullify federal laws
 - (E) Jefferson's appointments were blocked
8. "The Convention recommends that each state protect its citizens from unconstitutional acts of Congress and consider amendments limiting the president's war powers." This reflects the concerns of
 - (A) Western War Hawks
 - (B) Jeffersonian Republicans
 - (C) Southern nationalists
 - (D) New England Federalists
 - (E) Native confederacies
9. Which policy of the Madison and Monroe era best reflects the nationalism that followed the War of 1812?
 - (A) The Embargo Act
 - (B) The Alien and Sedition Acts
 - (C) The Twelfth Amendment
 - (D) The Hartford Convention
 - (E) Chartering the Second Bank of the United States
10. The Monroe Doctrine was effective in the 1820s mainly because
 - (A) the U.S. Navy dominated the Atlantic
 - (B) Britain's navy supported its aims
 - (C) Spain recognized it by treaty
 - (D) France supported Latin American independence
 - (E) Congress passed it into law

SET C Apply and Extend

Write a short, organized response using specific evidence.

11. Evaluate the extent to which Jefferson's presidency (1801-1809) fulfilled his promise of limited government. Provide a thesis and two pieces of evidence.
12. Explain how the causes and results of the War of 1812 reflect both continuity and change in U.S. relations with Britain.

4.2 The Market Revolution

Understand how transportation, factories, cotton, and national economic policy moved Americans from household production toward a connected market economy, and how that change deepened sectional differences.

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Between about 1815 and 1850 the United States shifted from an economy of mostly local, household production to a **market revolution**: families increasingly bought and sold goods, worked for wages, and depended on distant markets. Historians use the term for the combined effect of new transportation, new factories, commercial agriculture, and new financial institutions. The change was uneven, and it benefited some regions and groups far more than others.

Transportation. Roads were slow and expensive, so cheaper water and rail routes transformed trade. Robert Fulton's Clermont (1807) proved the steamboat practical, and steamboats allowed upstream travel on the Mississippi and Ohio rivers. New York's **Erie Canal** (completed 1825) linked the Hudson River to Lake Erie, slashed freight costs, made New York City the nation's leading port, and fed the growth of Buffalo, Rochester, and the Great Lakes region. Its success set off a wave of state-funded canals. Railroads, such as the Baltimore and Ohio, began in 1830 and reached about 30,000 miles by 1860, linking the Midwest more closely to the Northeast than to the South. The National Road, built with federal funds, ran west toward the Ohio River.

Factories and labor. Samuel Slater, a British mechanic, built the first successful American textile mill in Rhode Island in 1790 and trained families to work its machines. Francis Cabot Lowell's mills in Waltham and later **Lowell**, Massachusetts, combined spinning and weaving under one roof and employed young farm women, housed in company boardinghouses under strict supervision. Over time, declining wages and speedups led women to strike, and mill owners turned to Irish immigrants. Eli Whitney promoted interchangeable parts for muskets, an idea that spread to other industries, and Elias Howe's sewing machine reshaped clothing production. Skilled artisans lost status as wage labor replaced craft work, and a new managerial and middle class appeared alongside a poorer working class.

Key terms

Market revolution: shift from household and local exchange to wage labor, commercial farming, and national markets.

Lowell system: mills staffed by young unmarried women living in company housing.

Interchangeable parts: standardized components that made repair and mass production possible.

Cotton. Eli Whitney's **cotton gin** (1793) made it profitable to remove seeds from short-staple cotton, which grew in the interior South. Cotton exports rose enormously, Britain's and New England's textile mills depended on the fiber, and slavery spread into Alabama, Mississippi, and Louisiana. Cotton became the nation's leading export, tying Northern banks, shippers, and mills to slave labor even where slavery was illegal. The South invested in land and enslaved people rather than in factories or canals, and it built fewer cities and railroads.

The American System. After the War of 1812, Henry Clay of Kentucky urged a program to bind the regions together: a protective tariff (the Tariff of 1816) to shelter new industry, a national bank (the Second Bank, chartered 1816) to provide stable credit and currency, and federal funding for internal improvements. Northeasterners liked the tariff, westerners wanted roads and canals, and southerners, who sold cotton abroad and bought manufactured goods, increasingly saw the tariff as a burden. Presidents also hesitated on constitutional grounds. James Madison vetoed the Bonus Bill (1817) for internal improvements, so the states led much of the building.

The Marshall Court. Chief Justice John Marshall's decisions favored national authority and commerce. **McCulloch v. Maryland** (1819) upheld the Second Bank under the "necessary and proper" clause and barred states from taxing it. **Gibbons v. Ogden** (1824) held that Congress controls interstate commerce, ending a New York steamboat monopoly. **Dartmouth College v. Woodward** (1819) protected contracts, including corporate charters, from state interference. **Fletcher v. Peck** (1810) was the first case to strike down a state law.

Case	Year	Holding
Marbury v. Madison	1803	Judicial review
Fletcher v. Peck	1810	State law voided; contracts protected
McCulloch v. Maryland	1819	Implied powers; national supremacy; bank legal
Dartmouth College v. Woodward	1819	Charters are contracts states cannot alter
Gibbons v. Ogden	1824	Federal power over interstate commerce

Key idea: Marshall Court nationalism

Strengthened federal power (McCulloch, Gibbons) and protected property and contracts (Fletcher, Dartmouth).

Together these rulings encouraged a national market.

Cities and sections. Market growth drew people to cities: New York, Philadelphia, Cincinnati, and Chicago grew fast, and immigrants from Ireland and Germany increasingly filled factory and canal work. The North developed commercial farms, factories, and a free-labor outlook; the West grew grain and livestock for eastern and southern markets; the South relied on cotton and slave labor. Different economies produced different priorities on tariffs, banks, and internal improvements, which is why historians call these years the start of **sectionalism**.

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EXAMPLE 1: EFFECTS OF THE ERIE CANAL

Explain two ways the Erie Canal changed the American economy and society.

SOLUTION

Economic effect: freight costs from Buffalo to New York fell dramatically, so western farmers could sell grain in eastern and foreign markets.

Link to growth: New York City became the leading port and financial center, and canal towns like Rochester and Syracuse boomed.

Social effect: the canal encouraged migration and settlement in the Great Lakes region, strengthening ties between the Northeast and Northwest.

Wider result: it pushed other states to build canals and railroads, deepening the North's commercial networks.

EXAMPLE 2: READING A SOURCE

A visitor to Lowell wrote in 1840 that young farm women worked there for wages, lived in company boardinghouses, and could spend their pay on books and clothing. Explain one way this source supports and one way it limits an argument about the market revolution.

SOLUTION

Support: it shows wage labor replacing household production and women entering the paid workforce, a core change.

Limit: it gives one visitor's positive view and does not show later wage cuts, long hours, or strikes.

Add context: owners later replaced New England women with cheaper Irish immigrants.

Common mistakes

Do not credit Eli Whitney with inventing the Industrial Revolution; he made the cotton gin and promoted interchangeable parts. Also, the market revolution mostly strengthened slavery in the South rather than weakening it, even though slavery was not central to Northern factory production. And *McCulloch v. Maryland* concerned a state tax on a federal bank, not tariffs.

Practice**SET A Check Your Understanding**

Answer each question in two to four sentences.

1. Define the market revolution and name two developments that caused it.
2. Explain how the cotton gin affected the Southern economy and slavery.
3. Describe the three parts of Henry Clay's American System.
4. Why did many southerners oppose the protective tariff?
5. Explain the significance of *Gibbons v. Ogden*.

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SET B Exam-Style Multiple Choice

Choose the best answer.

6. Which development most directly lowered the cost of shipping western grain to eastern markets in the 1820s?
(A) The Tariff of 1816 (B) The cotton gin
(C) The Lowell mills (D) The Second Bank of the United States
(E) The Erie Canal
7. The Lowell system differed from the earlier Rhode Island system mainly because it
(A) used slave labor
(B) employed young single women and housed them in company boardinghouses
(C) produced only for local households
(D) avoided machinery
(E) was owned by the federal government
8. The Supreme Court's decision in *McCulloch v. Maryland* (1819) established that
(A) states may tax federal institutions
(B) the federal government has no role in banking
(C) the Court may review state law only in treason cases
(D) Congress may use implied powers and states cannot tax the national bank
(E) corporate charters can be revoked by legislatures
9. Which statement about regional economies in 1840 is most accurate?
(A) The Northeast developed factories while the South depended on cotton and slave labor
(B) The South led the nation in manufacturing
(C) The West relied mostly on subsistence farming
(D) All regions strongly supported high tariffs
(E) Railroads connected the Deep South more densely than any other region
10. "We must bind the Republic together with a perfect system of roads and canals, and protect our infant manufactures." This statement best reflects the views of
(A) Thomas Jefferson in 1801 (B) John C. Calhoun in the 1830s
(C) Henry Clay (D) Andrew Jackson
(E) Daniel Webster in 1850

SET C Apply and Extend

Write a short, organized response using specific evidence.

11. Explain how the market revolution affected the lives of women and wage workers in the Northeast between 1815 and 1850.
12. Evaluate the extent to which the American System unified the nation economically between 1816 and 1830.

4.3 Jacksonian Democracy

Examine how expanding white male suffrage, the spoils system, Indian removal, nullification, and the Bank War reshaped politics and executive power under Andrew Jackson and gave rise to the Second Party System.

By the 1820s the Era of Good Feelings was fading. In the 1824 election four Republicans ran, and Andrew Jackson won the most popular and electoral votes but not a majority. The House chose John Quincy Adams, and when Adams named Henry Clay secretary of state, Jackson's supporters denounced a "corrupt bargain." That grievance helped Jackson win the presidency in 1828 and again in 1832.

Expanding democracy. New western states entered with few property requirements for voting, and older states dropped property and taxpaying tests. By the 1840s nearly all white men could vote, and many offices, including presidential electors, became elective. Political participation soared, as voter turnout rose from roughly a quarter of eligible white men in 1824 to about 80 percent in 1840. Parties held national nominating conventions rather than relying on congressional caucuses. But democracy expanded for some and shrank for others: free Black men lost the vote in states such as Pennsylvania (1838) and New York kept a property test for them, and women, Native people, and the enslaved were excluded.

Jackson cast himself as the champion of the "common man" against elite privilege. He defended the **spoils system**, rewarding loyal supporters with federal jobs, on the theory that rotation in office was democratic. Critics said it filled government with party loyalists, and the principle that elected officials control appointments lasted until civil service reform in 1883.

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Key idea: Jacksonian democracy

Broader white male suffrage, popular campaigning, party conventions, and the spoils system.

Strong presidency: Jackson used the veto as a tool of policy, not only to block unconstitutional laws.

Indian removal. Jackson saw Native nations in the Southeast as obstacles to white settlement and state authority. The **Indian Removal Act** (1830) authorized the president to exchange eastern lands for territory west of the Mississippi. The Cherokee had adopted a written constitution, a newspaper, and farming practices, and they sued to remain on their land. In *Worcester v. Georgia* (1832) John Marshall held that Georgia had no authority over Cherokee territory, but Jackson did not enforce the ruling. A minority faction signed the Treaty of New Echota (1835), which most Cherokee rejected, and in 1838 the army forced about 16,000 Cherokee west along the **Trail of Tears**, where thousands died. The Choctaw, Creek, Chickasaw, and Seminole were also removed, and the Seminole fought a long war in Florida.

Key idea: nullification

Doctrine that a state may declare a federal law void within its borders (Calhoun, 1828).

Jackson rejected it; the Force Bill and the Compromise Tariff of 1833 ended the crisis.

Nullification. The Tariff of 1828, called the Tariff of Abominations by Southerners, raised duties on imports. Vice President John C. Calhoun anonymously wrote the South Carolina Exposition and Protest, arguing that a state could **nullify** a federal law it found unconstitutional. After the Tariff of 1832, South Carolina declared the tariffs void within the state. Jackson answered with a Proclamation against nullification and the Force Bill authorizing troops, while Clay arranged a compromise tariff in 1833 that lowered rates over time. South Carolina repealed its ordinance, but the crisis showed the danger that states' rights and slavery would divide the Union. Calhoun's worry was that a hostile majority could someday attack slavery.

The Bank War. Jackson distrusted the Second Bank of the United States as an unaccountable monopoly serving wealthy easterners. Its president, Nicholas Biddle, and Clay passed a recharter bill in 1832 to make the Bank a campaign issue. Jackson vetoed it, arguing it was unconstitutional despite *McCulloch v. Maryland*, and he won reelection. He then removed federal deposits and placed them in state "pet banks." The Bank's charter expired in 1836. Meanwhile the Specie Circular (1836) required payment for public land in gold or silver, and combined with speculation and failed banks it helped cause the **Panic of 1837**, which brought a deep depression under Jackson's successor, Martin Van Buren.

The Second Party System. Jackson's opponents formed the **Whig Party**, led by Clay and Daniel Webster, which attacked "King Andrew" for abusing executive power. Whigs favored the American System, an active government promoting economic growth, and moral reform; they drew business owners, many planters, and evangelical Protestants. Democrats favored limited government, states' rights, and westward expansion, and drew small farmers, urban workers, and many immigrants. In 1840 the Whigs ran William Henry Harrison with a log-cabin campaign that borrowed Democratic popular techniques, and won amid the depression.

Issue	Democrats (Jackson)	Whigs (Clay, Webster)
Federal role in economy	Limited; hostile to national bank	Active; American System
Executive power	Strong president, many vetoes	Congress should lead; feared "King Andrew"
Expansion	Favored western growth	Favored growth through internal improvements
Reform	Wary of moral legislation	Backed reform and public schools

EXAMPLE 1: ANALYZING JACKSON'S VETO

Jackson's 1832 Bank veto said that the Bank gave benefits mostly to the wealthy and was unconstitutional. Explain how the veto reflects Jacksonian democracy and one historical context that shaped the message.

SOLUTION

Link to democracy: Jackson framed the Bank as privilege for a few, appealing to farmers and workers who distrusted eastern bankers.

Link to executive power: he asserted that the president could judge constitutionality independently of the Court, which expanded the presidency.

Context: the veto came in an election year and followed Clay's attempt to make the Bank an issue, and the 1819 Panic had made many distrust banks.

Outcome: Jackson won reelection and then removed deposits, hastening the Bank's end.

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EXAMPLE 2: COMPARING CRISES

Compare the federal response to the Cherokee case and the Nullification Crisis.

SOLUTION

Similarity: both involved a state defying or resisting federal authority over land or tariffs.

Difference: in *Worcester v. Georgia* Jackson did not enforce the Court against Georgia, while against South Carolina he threatened force.

Explanation: Jackson supported white expansion in the first and a unified Union in the second.

Conclusion: his enforcement depended on whether the challenge threatened his priorities.

Exam tip

Jacksonian democracy is not the same as equality. When asked to assess its democratic character, give both sides: more white male voters and popular politics, but Indian removal, slavery's expansion, and disfranchisement of free Black men. Also remember that the Whig Party formed in opposition to Jackson, not to the Federalists.

Practice**SET A Check Your Understanding**

Answer each question in two to four sentences.

1. Explain what the spoils system was and why Jackson defended it.
2. Describe how voting rules changed between 1800 and 1840 and one group that did not benefit.
3. Why did South Carolina threaten nullification, and how was the crisis resolved?
4. Explain Jackson's reasons for vetoing the recharter of the Second Bank.
5. Identify two groups that supported the Whig Party and one policy they favored.

SET B Exam-Style Multiple Choice

Choose the best answer.

6. Which development most directly contributed to the increase in voter turnout between 1824 and 1840?
(A) Ratification of the Fifteenth Amendment
(B) Extension of the vote to women in New Jersey
(C) Adoption of the secret ballot nationwide
(D) Removal of property requirements for white men and mass party organization
(E) Direct election of senators
7. "The people of South Carolina... declare that the tariff acts of 1828 and 1832 are null, void, and no law, nor binding upon this State." This declaration is best understood as a response to
(A) the Missouri Compromise
(B) the Indian Removal Act
(C) federal tariffs that hurt the cotton economy
(D) the Panic of 1837
(E) the Hartford Convention
8. In *Worcester v. Georgia* (1832), the Supreme Court ruled that
(A) the Cherokee nation was a distinct community under federal, not state, authority
(B) the Cherokee had no rights to land
(C) Georgia could remove the Cherokee
(D) Congress could not make treaties with tribes
(E) Jackson must be impeached
9. The Whig Party was most united in its opposition to
(A) the Second Bank
(B) the American System
(C) the Federalist legacy
(D) public schools
(E) Andrew Jackson's use of executive power

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10. The Panic of 1837 was caused in part by
- (A) the destruction of the Second Bank's gold reserves
 - (B) land speculation and Jackson's Specie Circular
 - (C) the Tariff of Abominations
 - (D) a collapse of the cotton gin industry
 - (E) the Embargo Act

SET C Apply and Extend

Write a short, organized response using specific evidence.

11. Evaluate the extent to which Andrew Jackson's presidency expanded democracy.
12. Explain how the Nullification Crisis and the Bank War each reflect debates over federal power in the 1830s.

4.4 Religion, Reform, and Culture

Learn how the Second Great Awakening inspired reform movements and how romanticism, transcendentalism, and utopian experiments expressed new ideas of the individual and society in antebellum America.

The market revolution unsettled traditional communities, and many Americans looked to religion for meaning. The **Second Great Awakening**, a wave of evangelical revivals beginning around 1800, spread through camp meetings in Kentucky and Tennessee and through the preaching of Charles Grandison Finney in western New York, the "burned-over district" that had been scorched by repeated revivals. Finney taught that sinners could choose salvation and that individuals could improve themselves and society. This optimistic message stressed free will and rejected the Calvinist idea of predestination. Methodists and Baptists grew rapidly, women were the majority of converts, and African Americans formed their own churches, such as the African Methodist Episcopal Church.

Key idea: the Second Great Awakening

Emphasis on personal conversion, free will, and the possibility of human perfection (perfectionism).

Outcome: converts were urged to reform society, linking religion to temperance, abolition, and schooling.

Reform movements. Reformers, often middle-class Protestants, believed that individuals and institutions could be improved.

Temperance advocates blamed alcohol for poverty, violence, and family ruin. The American Temperance Society (1826) and later Maine's law (1851) cut consumption, which fell sharply from its 1830 peak. **Education reform** was led by Horace Mann of Massachusetts, who promoted tax-supported common schools, teacher training, and a standard curriculum; schooling would create moral, productive citizens, and many saw it as a way to assimilate immigrants. Dorothea Dix campaigned for humane treatment of the mentally ill, and reformers built prisons and asylums to rehabilitate people rather than only punish them.

Abolitionism. The most radical reform movement attacked slavery. Early efforts like the American Colonization Society sought to send free Black Americans to Africa, a plan most Black leaders rejected. In the 1830s William Lloyd Garrison, in his newspaper *The Liberator* (1831), demanded immediate emancipation, and the American Anti-Slavery Society formed in 1833. Black abolitionists such as Frederick Douglass, who escaped slavery and published the *North Star*, and Sojourner Truth and Harriet Tubman, were central. Theodore Weld, Angelina and Sarah Grimke, and others used religious arguments. Others favored political action, like the Liberty Party (1840). Abolitionists faced mobs and censorship: the House adopted a "gag rule" in 1836 to table antislavery petitions, and a mob killed Elijah Lovejoy in 1837. Most Northerners disliked slavery without supporting equality.

Women's rights. Women were active in reform but found that men often limited their roles. Barred from speaking at the World Anti-Slavery Convention in London in 1840, Elizabeth Cady Stanton and Lucretia Mott organized the **Seneca Falls Convention** (1848) in New York. Its Declaration of Sentiments, modeled on the Declaration of Independence, declared that "all men and women are created equal" and demanded the right to vote, a controversial resolution. The movement was shaped by the ideology of "separate spheres" that placed women in the home, which reformers both used and challenged.

Romanticism and transcendentalism. American writers and artists broke from European models. Romantic writers valued emotion, imagination, and nature; the Hudson River School painted majestic landscapes, and Hawthorne and Melville explored human darkness. **Transcendentalists** such as Ralph Waldo Emerson ("Self-Reliance") and Henry David Thoreau ("Civil Disobedience," *Walden*) argued that individuals could find truth through intuition and nature rather than institutions, and urged nonconformity. Thoreau went to jail rather than pay taxes that supported slavery and the Mexican War. Walt Whitman's poetry celebrated democracy, and Margaret Fuller advocated women's equality.

Utopian communities. Some reformers created model societies. Robert Owen's New Harmony (Indiana) and Brook Farm (Massachusetts) shared property and labor; the Oneida Community pursued perfectionism, and the Shakers practiced celibacy and communal living. The Mormons, founded by Joseph Smith in the 1830s after revival-era visions, were persecuted and migrated to Utah under Brigham Young in 1847. Most utopias were short-lived.

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Movement	Leaders	Goal
Temperance	American Temperance Society, Lyman Beecher	Reduce alcohol use
Education	Horace Mann	Public common schools
Mental health	Dorothea Dix	Humane asylums
Abolition	Garrison, Douglass, the Grimke sisters	End slavery
Women's rights	Stanton, Mott, Anthony	Legal and political equality
Transcendentalism	Emerson, Thoreau	Individualism and nature

Key idea: Seneca Falls (1848)

First women's rights convention; Declaration of Sentiments and resolutions.
Demand for suffrage was the most radical; the vote was won only in 1920.

EXAMPLE 1: CONNECTING RELIGION TO REFORM

Explain how the Second Great Awakening contributed to the growth of reform movements.

SOLUTION

Belief: revivalists taught that people could choose salvation and perfect themselves, so change was possible.
Application: converts took on moral responsibility for society, as in temperance and antislavery societies.
Evidence: Finney urged converts to oppose slavery, and church women ran reform societies.
Conclusion: religious optimism became a force for social change.

EXAMPLE 2: IDENTIFYING A POINT OF VIEW

Thoreau wrote that when a government "is unjust, the only place for a just man is also in prison." Explain how this reflects transcendentalism and the context of the 1840s.

SOLUTION

Idea: individual conscience outranks laws and institutions.
Context: Thoreau refused a poll tax in protest of slavery and the Mexican War.
Effect: his argument later influenced nonviolent protest.

Common mistakes

Do not treat all reformers as abolitionists; most temperance and school reformers did not oppose slavery. Do not confuse the First Great Awakening (1730s–40s) with the Second, which stressed free will and social reform. And remember that Seneca Falls (1848) was not about the 1920 amendment itself but began the long campaign for suffrage.

Practice

SET A **Check Your Understanding**

Answer each question in two to four sentences.

- 1. Describe two beliefs of the Second Great Awakening that differed from earlier Calvinist teaching.
- 2. Why did William Lloyd Garrison's abolitionism differ from the American Colonization Society's approach?
- 3. Explain why women reformers organized the Seneca Falls Convention.
- 4. What did transcendentalists believe about the individual and institutions?
- 5. Give one reason utopian communities failed to last.

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SET B Exam-Style Multiple Choice

Choose the best answer.

6. The burned-over district of western New York is best associated with
 - (A) Brook Farm
 - (B) revival preaching by Charles Finney
 - (C) the Hudson River School
 - (D) the Mormon migration to Utah
 - (E) the Oneida Community
7. "Whenever it is possible, the common school should become the great equalizer." This statement reflects the goals of
 - (A) Dorothea Dix
 - (B) Elizabeth Cady Stanton
 - (C) Henry David Thoreau
 - (D) William Lloyd Garrison
 - (E) Horace Mann
8. Which was an immediate cause of the Seneca Falls Convention of 1848?
 - (A) The adoption of the Nineteenth Amendment
 - (B) The Mexican-American War
 - (C) The Fugitive Slave Act
 - (D) Exclusion of women from leadership roles in the antislavery movement
 - (E) The Panic of 1837
9. Which pair correctly matches a reformer and a cause?
 - (A) Dorothea Dix and public education
 - (B) Frederick Douglass and temperance
 - (C) Dorothea Dix and treatment of the mentally ill
 - (D) Horace Mann and treatment of the mentally ill
 - (E) Brigham Young and abolition
10. Transcendentalism differed from the Second Great Awakening in that transcendentalism
 - (A) stressed intuition and individual conscience over organized religion
 - (B) rejected the possibility of reform
 - (C) relied on camp meetings
 - (D) opposed all education
 - (E) was supported mostly by southern planters

SET C Apply and Extend

Write a short, organized response using specific evidence.

11. Explain how the Second Great Awakening and the market revolution together shaped antebellum reform.
12. Evaluate the extent to which antebellum reform movements changed American society by 1850.

4.5 Slavery and the South in the Early Republic

Study how cotton expanded slavery, how enslaved and free Black Americans built culture and resisted, how Southerners defended slavery, and how the Missouri Compromise tried to contain the conflict.

After the American Revolution, many Northern states ended slavery gradually, and the Constitution allowed Congress to end the international slave trade after 1808, which it did. Yet slavery grew. The cotton gin, the demand of British and New England mills, and the opening of lands in Alabama, Mississippi, Louisiana, and later Texas created a **Cotton Kingdom**. By 1860 about four million people were enslaved. Because the foreign slave trade was banned, a vast **domestic slave trade** moved perhaps one million enslaved people from the Upper South to the Deep South, breaking up families. Sugar in Louisiana and rice and tobacco elsewhere also relied on slave labor.

Southern society. The South was not uniform. Large planters, owning twenty or more enslaved people, were a small share of the white population but dominated wealth and politics. Most white Southerners were yeoman farmers who owned few or no enslaved people, and a poorer group lived in the pine barrens and hills. Many yeomen supported slavery because they hoped to rise, because it kept their racial status, and because planters held local power. The region had less industry, fewer cities, and less immigration than the North.

Key idea: the domestic slave trade

After 1808 the legal slave trade ended, but the internal trade moved around a million people south and west. It tied the Upper South economy to the Cotton Kingdom and shattered enslaved families.

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Slave life and culture. Enslaved people faced harsh work, whipping, family separation, and sexual abuse, with few legal protections. They built communities and a distinct African American culture. Families, though not legally recognized, were central, and extended kin networks raised children when parents were sold. Spirituals, folktales, and religion, which blended African traditions with evangelical Christianity, offered hope and, at times, coded messages of freedom. Enslaved workers also kept small gardens and sold produce.

Resistance. Day-to-day resistance included slowing work, breaking tools, feigning illness, and running away. A few people escaped through networks later called the Underground Railroad, helped by Black and white allies like Harriet Tubman. Open revolt was rare and brutally punished. Gabriel's rebellion (Virginia, 1800) and Denmark Vesey's plot (Charleston, 1822) were discovered and crushed. In 1831 **Nat Turner**, an enslaved preacher, led a revolt in Southampton County, Virginia, that killed about 55 white people, after which dozens of Black people were killed in reprisal and Turner was hanged. Virginia debated abolition in 1831-1832 but chose tighter control, and states tightened laws against teaching enslaved people to read and against assembly.

Free Black communities. About 250,000 free African Americans lived in the South and roughly as many in the North. They faced discrimination: denial of the vote in most states, segregated schools, and job restrictions. Yet they built churches, schools, mutual aid societies, and newspapers like Freedom's Journal (1827) and organized conventions. Free Black people in Southern cities such as Charleston and New Orleans lived in constant danger of being re-enslaved.

Proslavery defense. Early Southerners often called slavery a "necessary evil." By the 1830s, as abolitionism grew, they defended it as a "positive good." John C. Calhoun, George Fitzhugh, and Thomas Dew argued that slavery benefited both races, was supported by the Bible, and was superior to Northern wage labor, which they called wage slavery. The South censored abolitionist mail and Congress adopted the gag rule. This defense hardened regional identity and made compromise harder.

The Missouri Compromise. In 1819 Missouri asked to join as a slave state. Representative James Tallmadge of New York proposed gradually ending slavery there, and the Senate, evenly split between free and slave states, rejected it. In 1820 Congress admitted Maine as a free state and Missouri as slave, and banned slavery in the rest of the Louisiana Purchase north of latitude 36 degrees 30 minutes. The deal kept the balance of power, but the debate showed that slavery was a national threat to the Union. Thomas Jefferson called it a fire bell in the night.

Key idea: Missouri Compromise (1820)

Maine free, Missouri slave, and slavery barred north of 36 degrees 30 minutes in the rest of the Louisiana Purchase. It kept the Senate balanced but exposed the sectional divide.

Feature	Upper South	Deep South
Main crops	Tobacco, wheat, hemp	Cotton, sugar, rice
Slave trade role	Source of enslaved people sold south	Destination
Economy	More diversified, some cities	Plantation agriculture

EXAMPLE 1: EVALUATING A PRIMARY SOURCE

A Virginia lawmaker wrote in 1832 that, after Nat Turner's revolt, "we must watch the Black preacher and restrict gatherings." Explain what the source reveals about the aftermath of the revolt and the limits of the evidence.

SOLUTION

Reveals: slaveholders responded with fear and tighter control, including limits on religious meetings and literacy.
Context: Virginia debated abolition in 1831-1832 but rejected it.
Limit: it reflects the perspective of a white lawmaker and says little about enslaved people's views.
Conclusion: resistance led to harsher laws, not to reform.

EXAMPLE 2: EXPLAINING CONTINUITY AND CHANGE

Explain one way slavery changed and one way it continued between 1790 and 1830.

SOLUTION

Change: the cotton gin and the opening of new land moved slavery westward and enlarged the enslaved population.
Change: the international slave trade ended in 1808 while the domestic trade grew.
Continuity: slavery remained a system of forced labor with violence and denial of rights, and Southern leaders still sought political protection for it, as in the Missouri debates.

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Common mistakes

Do not say the Missouri Compromise settled the slavery issue; it postponed it. Do not describe the South as having mostly planters: most white Southerners were small farmers. And free Black Americans in the North were not equal citizens; they faced discrimination and often lost voting rights.

Practice**SET A Check Your Understanding**

Answer each question in two to four sentences.

1. Explain why slavery expanded after 1793 even though the international slave trade ended in 1808.
2. Describe two forms of resistance by enslaved people other than armed revolt.
3. What was the immediate effect of Nat Turner's rebellion on Southern law?
4. Explain the shift in Southern thinking from "necessary evil" to "positive good."
5. State the main provisions of the Missouri Compromise.

SET B Exam-Style Multiple Choice

Choose the best answer.

6. Which factor most directly increased demand for enslaved labor in the early 1800s?
(A) The expansion of short-staple cotton production after the cotton gin
(B) The Missouri Compromise
(C) The Northwest Ordinance
(D) The Embargo Act
(E) The Seneca Falls Convention
7. The most important result of the Nat Turner rebellion in the South was
(A) a wave of emancipations in Virginia
(B) federal protection for slave revolts
(C) stricter slave codes and greater suspicion of Black preachers
(D) the end of the domestic slave trade
(E) the founding of the Colonization Society
8. "We have the wolf by the ear, and we can neither hold him, nor safely let him go." Thomas Jefferson's statement about the Missouri crisis expresses
(A) confidence that slavery was ending
(B) a call for expansion into Cuba
(C) support for immediate emancipation
(D) approval of the Compromise as final
(E) fear that slavery threatened national unity
9. Free Black communities in the North in the 1830s were most likely to
(A) be protected by equal voting rights
(B) create churches, newspapers, and aid societies despite discrimination
(C) be restricted from forming any associations
(D) move in large numbers to the Deep South
(E) be represented in Congress
10. The proslavery argument of the 1830s differed from earlier Southern views mainly because it
(A) blamed Britain for slavery
(B) called slavery a regrettable evil
(C) predicted its quick end
(D) claimed that slavery was a positive good
(E) argued slavery violated the Constitution

SET C Apply and Extend

Write a short, organized response using specific evidence.

11. Explain how the Cotton Kingdom shaped both the Southern economy and national politics before 1850.
12. Compare resistance to slavery by enslaved people with resistance by free Black communities and white abolitionists in the 1830s.

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4.6 Regions and Identity: North, South, and West

Compare the economies, societies, and politics of the North, South, and West before 1848, including immigration, nativism, women's work, and western settlement.

By the 1840s the United States contained three increasingly distinct regions. Each was tied to the others by trade, but their economies, labor systems, and social structures pulled them in different directions. Understanding these differences explains the political alignments of the 1840s and 1850s.

The Northeast. The Northeast led in commerce, finance, and manufacturing. Textile mills, shoe shops, and shipping firms drew workers from farms and abroad. Cities grew rapidly, and wage labor spread. Many farmers moved toward market agriculture, such as dairy near cities. A growing urban middle class valued education, thrift, and respectability, while factory laborers and artisans formed early unions. Free labor ideology held that anyone could rise through hard work, an idea that clashed with slavery. Reform movements flourished here.

The South. The South remained rural and agricultural, producing cotton, tobacco, rice, and sugar through enslaved labor. Wealth was tied to land and enslaved people, so there was less urban growth, fewer factories, and little immigration. Northern banks, shippers, and mills handled much of the cotton trade. A planter elite dominated politics, and Southern leaders emphasized states' rights and the defense of slavery.

The West. In this era the "West" meant the Old Northwest (Ohio to Illinois) and the Mississippi Valley. Settlers arrived by canals, rivers, and roads, mostly from the Northeast and Europe, and settled on land made available by the Land Act of 1820 and federal land policy. The region developed commercial farming of corn, wheat, and livestock, with McCormick's reaper and Deere's steel plow making large-scale farming possible. Cities like Cincinnati and Chicago prospered as market centers. Its trade moved increasingly east along the Erie Canal and railroads rather than south on the Mississippi, which tied the West to the North. Western interests favored cheap land, internal improvements, and later opposed the expansion of slavery.

Key idea: sectional economies, c. 1845

North: manufacturing, commerce, wage labor, cities.

South: cotton plantations, slave labor, few cities.

West: commercial grain and livestock farms, growing ties to the North.

Immigration and nativism. Between 1840 and 1860 about 4 million immigrants arrived, many from Ireland and Germany. Irish Catholics, fleeing the Great Famine (1845-1850), settled in Northeastern cities and worked in canals, mills, and as laborers. Germans, some fleeing the failed revolutions of 1848, often settled in the Midwest as farmers and craftsmen. Most immigrants avoided the South. Immigrants fueled urban growth and cheap labor but faced prejudice. **Nativism**, hostility to immigrants, targeted Catholics in particular, with riots such as those in Philadelphia (1844), and produced the American (Know-Nothing) Party in the 1850s, which sought longer residency requirements for citizenship.

Women and work. The market revolution changed women's roles. Ideals of "separate spheres" and the "cult of domesticity" assigned middle-class women to the home as moral guardians. Some women worked in mills, as teachers, or as seamstresses, while rural women contributed farm labor, and poor and immigrant women worked as servants. Enslaved women worked in fields and houses. Women gained access to education, and Catharine Beecher promoted teaching as a woman's profession, but women could not vote or hold most property after marriage in most states.

Region	Economy	Labor	Population features
North	Commerce, factories	Wage and free labor	Cities, immigrants
South	Staple crops, cotton	Slave labor	Rural, few immigrants
West	Grain, livestock	Family farms, some hired labor	Rapid growth, settlers from East and abroad

Key idea: free labor versus slave labor

The North and West stressed opportunity for wage earners and small farmers.

The South defended slavery; conflict over which system would spread westward drove sectional politics.

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EXAMPLE 1: COMPARING REGIONS

Compare the economic development of the North and the South in the 1840s.

SOLUTION

Similarity: both were linked to the global market, especially British textile demand for cotton.

Difference: the North developed factories, cities, and wage labor, while the South kept an agrarian economy based on slavery.

Evidence: immigrants and railroads went mostly to the North and West, and Southern capital went to land and enslaved people.

Conclusion: shared markets did not produce shared interests.

EXAMPLE 2: EXPLAINING NATIVISM

Explain one cause and one effect of nativism in the 1840s and 1850s.

SOLUTION

Cause: large-scale Irish Catholic immigration after the Famine alarmed Protestant Americans, who linked Catholicism to loyalty to the pope and competition for jobs.

Effect: violent riots occurred in cities such as Philadelphia and a political party, the Know-Nothings, called for longer waiting periods for citizenship.

Context: nativism also reflected anxiety about change from the market revolution.

Exam tip

On comparison questions, state a specific similarity and a specific difference, then explain why. Avoid saying the West was one unified region: Westerners were mostly small farmers tied to the North economically, but some in the Southwest sold cotton and supported slavery.

Practice**SET A Check Your Understanding**

Answer each question in two to four sentences.

1. Explain why western farmers became more connected to the Northeast than to the South by the 1840s.
2. Identify two reasons Irish and German immigrants settled mostly in the North and Midwest.
3. What was nativism, and how did it appear in politics?
4. How did the ideal of separate spheres affect middle-class women?
5. Why did the South have fewer cities and factories than the North?

SET B Exam-Style Multiple Choice

Choose the best answer.

6. Which factor most strengthened economic ties between the Old Northwest and the Northeast before 1850?
(A) The Missouri Compromise
(B) The Monroe Doctrine
(C) The cotton gin
(D) The Erie Canal and railroads
(E) The Indian Removal Act
7. The Irish Catholic immigrants who arrived in the 1840s most often
(A) worked in Northern cities and faced nativist hostility
(B) settled in plantation regions of the Deep South
(C) received land grants in Texas
(D) formed the Whig Party
(E) were barred from entering the country
8. The American (Know-Nothing) Party of the 1850s was primarily motivated by
(A) opposition to the Mexican War
(B) a desire to end the tariff
(C) support for the Second Bank
(D) demands for women's suffrage
(E) fear of immigrants and Catholics

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9. Which statement best describes the labor systems of the West in the 1840s?
- (A) It was dominated by slave plantations
 - (B) It relied mostly on family farms with some wage labor
 - (C) It consisted mainly of factory labor
 - (D) It was based on tenant farming under European-style landlords
 - (E) It had no labor market
10. Which was a difference between Northern and Southern women before 1848?
- (A) Northern women owned most property
 - (B) Southern women could vote while Northern women could not
 - (C) Northern middle-class women worked in a few mill and teaching jobs while enslaved women labored in fields
 - (D) Southern women were mostly factory workers
 - (E) Only Northern women were enslaved

SET C Apply and Extend

Write a short, organized response using specific evidence.

11. Compare the economies of the North and the South before 1848 and explain how they affected political conflict.
12. Explain how immigration and nativism reflected broader changes in American society between 1830 and 1850.

4.7 Multiple-Choice Practice: 1800 to 1848: Democracy and Expansion

Practice with 20 AP-style multiple-choice questions on Period 4.

Choose the best answer for each question. Read the stem carefully, identify the period concept being tested, and eliminate choices that fit a different era. Review the explanations, which note why the most tempting wrong choice fails.

SET A Core Concepts

Choose the best answer.

1. "The Court has no authority to issue the writ because the law that gave it that power conflicts with the Constitution." This reasoning is from
- (A) Worcester v. Georgia
 - (B) McCulloch v. Maryland
 - (C) Gibbons v. Ogden
 - (D) Marbury v. Madison
 - (E) Dartmouth College v. Woodward
2. Which of the following best explains why Jefferson supported the Louisiana Purchase despite his views on strict construction?
- (A) He feared Spain would invade Florida
 - (B) He wanted to expand slavery into the territory
 - (C) Control of New Orleans and western land was vital to farmers' economic security
 - (D) He sought to weaken the Federalists in New England
 - (E) He wanted to end the Barbary wars
3. Which event most directly led to the collapse of the Federalist Party?
- (A) The Hartford Convention, discredited by the end of the War of 1812
 - (B) The Embargo Act
 - (C) The Alien and Sedition Acts of 1798
 - (D) The Louisiana Purchase
 - (E) The Missouri Compromise
4. The Monroe Doctrine reflected which broader trend of the 1810s and 1820s?
- (A) A desire to join European alliances
 - (B) Growing national confidence and interest in Latin American independence
 - (C) A retreat from trade
 - (D) Support for French power in Mexico
 - (E) An end of westward expansion

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5. Which of the following was a major consequence of the Erie Canal?
- (A) A decline in Great Lakes settlement
 - (B) The expansion of cotton plantations
 - (C) The end of the Second Bank
 - (D) The creation of the Whig Party
 - (E) Lower freight costs and the growth of New York City as a commercial center
6. The Marshall Court's decision in *Gibbons v. Ogden* most directly
- (A) Ended judicial review
 - (B) Protected state monopolies
 - (C) Upheld the Second Bank
 - (D) Strengthened federal authority over interstate commerce
 - (E) Removed Native Americans from Georgia
7. Which statement best explains why Southerners opposed the Tariff of 1828?
- (A) It created a national bank
 - (B) It banned the export of cotton
 - (C) It raised prices of imported goods while threatening cotton exports through foreign retaliation
 - (D) It ended the slave trade
 - (E) It required land to be purchased with gold

SET B Applications and Data

Choose the best answer.

8. "Resolved, that the people of this State have the right to judge when the federal government has exceeded its powers." This resolution best fits
- (A) James Monroe and the Era of Good Feelings
 - (B) Henry Clay and the American System
 - (C) Horace Mann and school reform
 - (D) William Lloyd Garrison and *The Liberator*
 - (E) John C. Calhoun and the Nullification Crisis
9. Jackson's veto of the Bank recharter in 1832 reflected his belief that the Bank
- (A) was unconstitutional because Congress cannot tax
 - (B) was a privileged monopoly serving the wealthy
 - (C) had been created by the Federalists in 1790 only
 - (D) helped Western farmers by issuing loans
 - (E) should be expanded to the states
10. Which policy most directly supports the claim that Jacksonian democracy had limits?
- (A) The Indian Removal Act and the Trail of Tears
 - (B) The end of property requirements for white men
 - (C) Party nominating conventions
 - (D) Popular campaigning in 1840
 - (E) Rotation in office
11. The political party that formed to oppose Andrew Jackson's use of executive power was the
- (A) Know-Nothing Party
 - (B) Federalist Party
 - (C) Whig Party
 - (D) Liberty Party
 - (E) Free Soil Party
12. The Second Great Awakening most directly encouraged
- (A) support for established state churches
 - (B) acceptance of predestination
 - (C) rejection of reform
 - (D) belief in personal salvation and efforts to improve society
 - (E) skepticism toward all religion

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13. The Seneca Falls Declaration of Sentiments was modeled on which document?
- (A) The Constitution (B) The Declaration of Independence
(C) The Federalist Papers (D) The Mayflower Compact
(E) The Emancipation Proclamation
14. Which reformer is correctly paired with her cause?
- (A) Dorothea Dix and care of the mentally ill (B) Sojourner Truth and temperance
(C) Lucretia Mott and public schools (D) Margaret Fuller and colonization
(E) Catharine Beecher and abolition

SET C Exam-Level Stretch

Choose the best answer.

15. Which was the most important long-term consequence of the Missouri Compromise?
- (A) It ended slavery in the West
(B) It showed that slavery's expansion could divide the nation along sectional lines
(C) It abolished the domestic slave trade
(D) It gave Congress power over Southern state laws
(E) It created the Republican Party
16. Nat Turner's rebellion (1831) is best understood as evidence that
- (A) Black preachers were encouraged
(B) Southerners were ready to abolish slavery
(C) enslaved people rarely resisted
(D) the North would intervene
(E) enslaved people resisted slavery, leading to stricter controls in the South
17. Proslavery thinkers such as John C. Calhoun and George Fitzhugh argued that slavery
- (A) should be gradually ended
(B) was a necessary evil
(C) was a positive good that was superior to Northern wage labor
(D) was inefficient
(E) violated Christian teaching
18. The cotton gin influenced the Southern economy primarily by
- (A) making short-staple cotton profitable and increasing demand for enslaved labor
(B) lowering demand for slaves
(C) replacing field workers with machines
(D) ending tobacco farming
(E) promoting Southern factories
19. Which group was most likely to have migrated to the Midwest in the 1840s?
- (A) French colonists (B) Southern planters
(C) Chinese miners (D) German immigrants seeking farmland
(E) British Loyalists
20. The 'cult of domesticity' most directly assigned middle-class women to
- (A) mill management (B) moral guidance of the family within the home
(C) political leadership (D) military service
(E) the abolition of slavery

4.8 Free-Response Practice: 1800 to 1848: Democracy and Expansion

Practice the three AP free-response formats on Period 4.

Questions 1 and 2 are short-answer questions scored one point per part. Question 3 is a document-based practice item scored on thesis, sourcing, and evidence. Question 4 asks you to plan a long essay with a thesis, evidence, and complexity. Compare your responses with the model answers and scoring points.

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QUESTION 1 Short Answer: Market Revolution

Use the passage and your knowledge of U.S. history. "The Erie Canal did more than move freight. It made New York the nation's gateway, turned villages like Rochester into boom towns, and tied the farms of the Great Lakes to the markets of the Atlantic world. Southerners watched as the wealth and population of the free states grew." (Historian's summary)

1. (a) Identify ONE claim in the passage about the effects of transportation improvements.
2. (b) Explain ONE way the market revolution deepened differences between the North and the South.
3. (c) Explain ONE way the federal government or the Supreme Court promoted the market economy in the period 1815-1840.

QUESTION 2 Short Answer: Jackson and Federal Power

Use the passage and your knowledge. Jackson, Proclamation to the people of South Carolina (1832): "I consider the power to annul a law of the United States, assumed by one State, incompatible with the existence of the Union, contradicted expressly by the letter of the Constitution, unauthorized by its spirit."

4. (a) Identify ONE point of view in the passage about the relationship between states and the national government.
5. (b) Explain ONE way the passage reflects the context of the Nullification Crisis.
6. (c) Explain ONE way another event in Jackson's presidency shows his views on federal power.

QUESTION 3 Document-Based Practice: Reform and Democracy

Prompt: Evaluate the extent to which reform movements changed American society between 1820 and 1850. Documents: (1) Horace Mann (1848): "Education is the great equalizer of the conditions of men." (2) William Lloyd Garrison, *The Liberator* (1831): "I will be as harsh as truth, and as uncompromising as justice... I will be heard." (3) Declaration of Sentiments (1848): "We hold these truths to be self-evident: that all men and women are created equal." (4) A Southern newspaper (1836) arguing that abolitionist mailings should be burned because they threaten public safety.

7. (a) Write a thesis that makes a historically defensible claim and establishes a line of reasoning.
8. (b) Explain how at least three documents support your argument, and for at least two of them explain the author's point of view, purpose, audience, or historical situation.
9. (c) Use at least one piece of outside evidence not found in the documents and explain how it supports your argument.

QUESTION 4 Long Essay: Jacksonian Democracy

Choose one prompt. Prompt A: Evaluate the extent to which the presidency of Andrew Jackson (1829-1837) expanded American democracy. Prompt B: Evaluate the extent to which the market revolution changed the lives of Americans between 1815 and 1848. Prompt C: Evaluate the extent to which tensions over slavery shaped national politics between 1800 and 1848.

10. (a) Write a thesis for your chosen prompt with a clear line of reasoning (two or three categories).
11. (b) List two specific pieces of evidence you would use and explain how each supports your thesis.
12. (c) Explain one counterargument or complexity and how you would address it.

Answers Period 4: Answers and Explanations

Answers for every practice problem, numbered to match. Read the explanation even when your answer is correct.

4.1 Jeffersonian Republicanism and the Early Republic**SET A · CHECK YOUR UNDERSTANDING**

1. Power moved peacefully from the Federalists to a rival party after a bitter campaign. Both sides accepted the result, which showed that the new Constitution could survive partisan conflict. Jefferson's party also reversed many Federalist policies by cutting taxes and the military.
2. Chief Justice Marshall ruled that part of the Judiciary Act of 1789 was unconstitutional. This established judicial review, the power to void laws that conflict with the Constitution. He did it by ruling against the Court's own authority in the case, so Jefferson had nothing to defy.
3. Britain and France did not depend heavily on American exports, so the loss of trade hurt them little. American merchants, sailors, and farmers, especially in New England, lost income and smuggled goods. Opposition at home forced repeal in 1809.
4. The convention's proposals were soon made irrelevant by news of the Treaty of Ghent and Jackson's victory at New Orleans. Opponents of the war, who had met secretly and talked of states' rights, were accused of disloyalty. The Federalists never recovered as a national party.
5. Latin American colonies were winning independence, and Americans feared that European powers might try to reconquer them. The United States also wanted to expand trade and protect its own security in the hemisphere. Britain's interest in open markets made the warning credible.

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SET B · EXAM-STYLE MULTIPLE CHOICE

6. C. Jefferson had argued that the federal government has only powers listed in the Constitution, yet he approved buying territory that no clause mentioned. B is wrong because he favored trade; A and E do not involve the purchase.
7. A. Marshall's opinion claimed the power to review laws. B is wrong because the case did not give Congress new removal powers; D is a later idea tied to the Kentucky and Virginia Resolutions.
8. D. Calling for state protection from Congress and for amendments limiting war powers matches the Hartford Convention. A is wrong because War Hawks supported the war.
9. E. The 1816 Bank, with a protective tariff and internal improvements, expressed nationalism. A and D are wrong because the embargo and Hartford were divisive responses, not nationalist policy.
10. B. The U.S. Navy was small, but Britain wanted to keep Latin America open to its trade. A is wrong because the U.S. lacked naval power in 1823.

SET C · APPLY AND EXTEND

11. Thesis: Jefferson partly kept the promise, cutting taxes, the army, and the debt, but he expanded presidential power in ways that departed from strict construction. Point 1 (1 pt): he repealed the excise taxes, reduced the military, and let the Sedition Act lapse. Point 2 (1 pt): the Louisiana Purchase doubled the nation's size without a constitutional provision, and the Embargo Act sharply increased federal control of private trade. Scoring: 1 for a defensible thesis, 1 for each accurate use of evidence, 1 for explaining the extent.
12. Continuity (1 pt): as in the 1790s, the U.S. struggled to secure neutral trading rights against British seizures and impressment, and it still saw Britain as a threat on the frontier through support for Native peoples. Change (1 pt): after the war, Britain accepted U.S. borders in the Northwest and the Rush-Bagot and 1818 agreements eased tension, while Americans saw independence as secure. Explanation (1 pt): the war ended the Federalists, fostered nationalism, and let the nation turn toward expansion rather than ties with Europe.

4.2 The Market Revolution**SET A · CHECK YOUR UNDERSTANDING**

1. The market revolution was the shift from mostly household and local production to wage labor, commercial farming, and regional and national markets. Causes include transportation improvements, such as canals and steamboats, and factory production like the Lowell mills. Banks and credit also helped finance the change.
2. The gin made short-staple cotton profitable, so planters expanded into the Deep South and demanded more enslaved labor. Cotton became the leading export and slavery became more entrenched, not less. The domestic slave trade carried hundreds of thousands of enslaved people from the Upper South to the new cotton lands.
3. Clay proposed a protective tariff to shield young industries, a national bank to provide credit and a stable currency, and federal spending on internal improvements such as roads and canals. The goal was a self-sufficient national economy with each region supporting the others.
4. Southerners exported cotton and bought manufactured goods, so tariffs raised the cost of goods they bought while inviting foreign retaliation against their exports. They felt they paid for Northern industrial growth, and this fueled sectional resentment.
5. The Court ruled that Congress, not individual states, regulates interstate commerce, overturning a New York steamboat monopoly. The decision expanded federal power, encouraged a national market, and fit Marshall's pattern of strengthening the national government.

SET B · EXAM-STYLE MULTIPLE CHOICE

6. E. The canal cut freight rates sharply and opened the Great Lakes to New York. B and D do not affect shipping costs; C concerns textile production.
7. B. Lowell hired farm daughters and supervised their housing, while the Rhode Island system hired whole families. A is wrong because mills used wage labor.
8. D. Marshall upheld the Bank under the necessary and proper clause and denied states the power to tax it. A reverses the holding; E describes the opposite of Dartmouth College.
9. A. The Northeast industrialized and the South remained agricultural with cotton and slavery. B is wrong because the South had little manufacturing; C is wrong because Western farms sold to markets.
10. C. The statement matches Clay's American System, with roads, canals, and tariffs. B is tempting because Calhoun supported it early, but by the 1830s he opposed the tariff.

SET C · APPLY AND EXTEND

11. Model response: Women moved from household production to textile mills (1 pt, with the Lowell system as evidence). Pay gave young women independence, but long hours and wage cuts led to protests and strikes, and mill owners later replaced them with immigrants (1 pt). Artisans and other workers faced the loss of craft independence as factories and wage labor spread, producing a growing working class and a separate middle class (1 pt). Scoring: 1 for a clear claim, 1 for each accurate piece of evidence about women or workers, 1 for explaining change.
12. Model response: Thesis (1 pt): the program unified much of the Northeast and West but failed to unify the nation because it favored some regions over others. Evidence of unity (1 pt): the Second Bank provided a national currency, McCulloch and Gibbons supported national authority, and canals and roads tied the West to the Northeast. Evidence of division (1 pt): Southerners resented the tariff, the Bonus Bill veto showed constitutional doubts, and the Tariff of 1828 triggered the nullification crisis. Reasoning (1 pt): economic interests differed by region.

4.3 Jacksonian Democracy

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SET A · CHECK YOUR UNDERSTANDING

1. The spoils system gave federal jobs to political supporters. Jackson argued that rotation in office prevented an entrenched elite and made government more democratic, though it also encouraged patronage and party loyalty over expertise.
2. States removed property and taxpaying requirements, so nearly all white men could vote and turnout rose sharply. Women and Native Americans were excluded, and free Black men lost the vote in several states, such as Pennsylvania in 1838.
3. The Tariff of 1828 and 1832 hurt the cotton-exporting South, and Calhoun argued states could void unconstitutional federal laws. Jackson threatened force, while Congress passed the Force Bill and a compromise tariff reduced rates, so South Carolina backed down.
4. Jackson thought the Bank was a monopoly that favored wealthy easterners and foreign investors and was unaccountable to the people. He also argued it was unconstitutional even though the Court had upheld it, claiming each branch interprets the Constitution.
5. Supporters included merchants, manufacturers, many planters, and evangelical reformers. They favored the American System, which meant a national bank, tariffs, and federally supported internal improvements.

SET B · EXAM-STYLE MULTIPLE CHOICE

6. D. States dropped property tests and parties mobilized voters through conventions and campaigns. A and E are wrong because those amendments came later; C is wrong because ballots were not secret nationwide in the era.
7. C. The tariffs raised prices of manufactured goods and endangered cotton exports. D is wrong because the Panic came later; B is wrong because it concerns Native removal.
8. A. Marshall held that Georgia laws had no force in Cherokee territory. C is wrong because it reverses the holding; the ruling was not enforced.
9. E. Whigs formed to resist "King Andrew's" use of vetoes and removal of deposits. A is wrong because the Whigs generally favored the Bank, and D is wrong because many Whigs backed public schools.
10. B. Speculation, bank failures, and the requirement of specie payment drained credit. A is wrong because the Bank had no gold taken; C is wrong because the tariff is unrelated.

SET C · APPLY AND EXTEND

11. Model response: Thesis (1 pt): Jackson broadened political participation for white men but limited democracy for others. Evidence for expansion (1 pt): near universal white male suffrage, party conventions, spoils system, appeals to the common man. Evidence against (1 pt): Indian Removal and the Trail of Tears, disfranchisement of free Black men, and the growth of slavery. Judgment (1 pt): the extent was real but narrow, shaped by race and gender.
12. Model response: Nullification (1 pt): Calhoun and South Carolina argued states could void federal laws, while Jackson insisted the Union was perpetual and used the Force Bill. Bank War (1 pt): Jackson claimed the president could reject a law the Court upheld, and he removed deposits, while Whigs said he abused executive power. Link (1 pt): Jackson favored a strong presidency but a limited national economic role, and both episodes showed fights over who interprets the Constitution (1 pt).

4.4 Religion, Reform, and Culture**SET A · CHECK YOUR UNDERSTANDING**

1. Revivalists taught that individuals could choose salvation through free will, not be limited by predestination. They also emphasized perfectionism, the belief that people and society could be improved, which motivated moral reform.
2. Garrison demanded immediate emancipation and equal rights, calling slavery a sin. The Colonization Society favored gradual freedom and sending free Black people to Africa, which most Black Americans opposed as a denial of their American citizenship.
3. Women had been active in antislavery and temperance but were denied equal voices, as at the 1840 London convention. They organized Seneca Falls to demand legal, social, and political equality, including the vote.
4. They believed that truth came from intuition and nature, that people should be self-reliant, and that institutions could corrupt the individual. They valued nonconformity and conscience over conformity.
5. Many communities lacked economic stability, depended on a charismatic leader, or faced disagreement about shared property and labor. Others, such as Shaker communities that banned reproduction, could not sustain membership.

SET B · EXAM-STYLE MULTIPLE CHOICE

6. B. Finney's revivals made the region famous for religious enthusiasm. D and E are wrong because those groups were separate; A was a utopian farm in Massachusetts.
7. E. Mann promoted tax-supported common schools as a means of opportunity and social order. A is wrong because Dix worked for mental health reform.
8. D. Women such as Stanton and Mott were barred from speaking at an antislavery convention and acted. A is wrong because it came in 1920; B is wrong because the war began in 1846 and was not the cause.
9. C. Dix pressed states to build humane asylums. The pairings of Dix with schools and Mann with asylums swap the two reformers' causes.
10. A. Transcendentalists trusted personal intuition and nature, whereas revivalists emphasized conversion in churches. B is wrong because transcendentalists were reformers too.

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SET C · APPLY AND EXTEND

11. Model response: Market revolution (1 pt): the shift to wage labor and cities created social disruption, alcohol problems, and a new middle class with time and money for reform. Awakening (1 pt): revivals taught that sin was a choice and that individuals could perfect society, giving reformers moral energy. Evidence (1 pt): temperance societies, schools, and antislavery groups drew converts, many of them women. Link (1 pt): the combination explains why reform came from middle-class evangelicals in commercial regions.
12. Model response: Thesis (1 pt): reform produced real change in education, temperance, and mental health care, but fell short on slavery and women's rights by 1850. Change (1 pt): states adopted common schools and asylums, and consumption of alcohol fell. Limits (1 pt): slavery still grew, women lacked the vote and legal equality, and abolitionists were attacked. Judgment (1 pt): reform changed attitudes and institutions more than it changed law.

4.5 Slavery and the South in the Early Republic**SET A · CHECK YOUR UNDERSTANDING**

1. The cotton gin and world demand for cotton made slavery highly profitable in the Deep South. The domestic slave trade supplied labor from the Upper South, so the enslaved population kept growing without imports.
2. Enslaved people slowed work, broke tools, feigned illness, ran away, and kept family and religious traditions alive. These actions defended dignity and challenged slaveholders' control without risking certain death.
3. Southern states tightened laws restricting assembly, preaching, and teaching literacy to Black people. Virginia debated abolition but rejected it, and fear of revolt hardened support for slavery.
4. In the early republic many white Southerners admitted slavery was wrong but said it was necessary. As abolitionism grew in the 1830s and cotton profits rose, leaders such as Calhoun claimed slavery was beneficial and defended it with religion and theories about race.
5. Missouri entered as a slave state and Maine as a free state, preserving the Senate balance. Slavery was banned in the remaining Louisiana Purchase land north of 36 degrees 30 minutes, except Missouri.

SET B · EXAM-STYLE MULTIPLE CHOICE

6. A. The gin made cotton profitable on a large scale in the Deep South. B and C do not affect labor demand; D concerns trade policy.
7. C. Southern legislatures passed stricter slave codes after the revolt. A is wrong because Virginia rejected emancipation; D is wrong because the trade continued.
8. E. Jefferson's metaphor shows he saw slavery as dangerous to the Union. A is wrong because it denies the fear; D is wrong because he called the Compromise a warning.
9. B. Despite discrimination, free Black Americans organized churches and newspapers. A is wrong because most Northern states denied or restricted the Black vote.
10. D. By the 1830s defenders claimed that slavery benefited society. B is wrong because it describes the earlier "necessary evil" view.

SET C · APPLY AND EXTEND

11. Model response: Economy (1 pt): cotton became the nation's leading export, and planters invested in land and enslaved people rather than industry, leaving the South with fewer cities and railroads. Domestic slave trade (1 pt): the Upper South sold enslaved people to the Deep South. Politics (1 pt): Southern leaders sought to protect slavery through the Missouri Compromise, the gag rule, and tariff opposition, and the economic interest of slavery became a sectional force. Link (1 pt): cotton tied Northern finance and textile mills to slavery while giving the South a distinct identity.
12. Model response: Enslaved people (1 pt): everyday resistance, running away, and occasional revolt such as Nat Turner, usually met with harsh repression. Free Black communities (1 pt): newspapers, conventions, churches, and the Underground Railroad, though restricted by discrimination. White abolitionists (1 pt): Garrison's *Liberator*, the American Anti-Slavery Society, and petition campaigns, which provoked mobs and the gag rule. Comparison (1 pt): all challenged slavery but used different tools; legal and political power determined the options.

4.6 Regions and Identity: North, South, and West**SET A · CHECK YOUR UNDERSTANDING**

1. The Erie Canal and railroads made it cheaper to ship grain and livestock east, while the Mississippi route faded in importance. Trade and migration thus linked the West to the Northeast, and Western farmers shared Northern support for internal improvements.
2. Immigrants sought wage work in Northern mills and ports and cheap farmland in the Midwest. They also avoided the South, where slavery limited wage jobs and land was concentrated in plantations.
3. Nativism was hostility to immigrants, especially Catholics. It led to riots and to the Know-Nothing party, which sought longer residency requirements before immigrants could vote or become citizens.
4. The ideal placed women in the home as moral guides and managers, and it gave middle-class women an influential domestic role. It also limited their access to public roles and paid work, which women reformers later challenged.
5. Southern capital was invested in land and enslaved people, and slave labor reduced the demand for consumer goods and wage workers. Immigrants avoided the region, so there was less labor and urban growth.

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SET B • EXAM-STYLE MULTIPLE CHOICE

6. D. The canal and rail lines carried western goods east. A and C do not create trade ties; E concerns Native removal.
8. E. The Know-Nothings wanted restrictions on immigrants and Catholics. C is wrong because the Bank was a Jacksonian-era issue.
10. C. Middle-class Northern women found limited work in mills and schools, whereas enslaved Southern women worked in fields and homes. B is wrong because no women could vote nationally.
7. A. Irish immigrants mostly settled in Northern cities and encountered hostility. B is wrong because few went South, and D is wrong because the Whig Party formed earlier.
9. B. Midwestern farms were usually family owned. A is wrong because slavery was banned north of the Ohio River under the Northwest Ordinance.

SET C • APPLY AND EXTEND

11. Model response: Thesis (1 pt): the North developed a commercial, industrial wage economy while the South depended on cotton and slave labor, producing different political priorities. Evidence North (1 pt): factories, canals, and railroads, immigrants, and cities. Evidence South (1 pt): plantations, slave trade, and little industry. Politics (1 pt): conflicts over tariffs, internal improvements, and slavery's expansion, such as nullification and the Missouri Compromise.
12. Model response: Immigration (1 pt): Famine Irish and Germans came by the millions, filling mills and farms as the market economy grew. Nativism (1 pt): Protestants feared Catholic influence, competition for jobs, and loss of cultural dominance, leading to riots and the Know-Nothings. Broader change (1 pt): urbanization and rapid economic change made Americans anxious about identity. Evidence (1 pt): the Philadelphia riots of 1844 and demands for longer naturalization periods.

4.7 Multiple-Choice Practice: 1800 to 1848: Democracy and Expansion**SET A • CORE CONCEPTS**

1. D. The opinion voided part of the Judiciary Act of 1789 and established judicial review. Worcester v. Georgia is the tempting wrong choice because it also involved Marshall, but it concerned Cherokee sovereignty.
2. C. Jefferson prized an agrarian republic and needed the Mississippi outlet. Weakening Federalists was a side effect, but not his motive for this purchase.
3. A. The convention appeared disloyal after Jackson's victory and the peace. The Alien and Sedition Acts hurt the party earlier, but the party survived until after 1815.
4. B. The declaration opposed new colonization and asserted U.S. influence in the hemisphere. Joining alliances contradicts its stated policy of staying out of European affairs.
5. E. The canal tied the Great Lakes to the Atlantic and made New York the leading port. The cotton expansion is wrong because that was driven by the cotton gin.
6. D. Congress's commerce power overrode a New York monopoly. McCulloch upheld the Bank, which is the likely trap.
7. C. The tariff protected Northern manufacturers at a cost to the cotton South. The Specie Circular required gold for land, a separate issue.

SET B • APPLICATIONS AND DATA

8. E. Nullification claimed that states could judge federal laws. Clay opposed nullification, so he is a trap.
10. A. Removal forced Native peoples from their lands, showing that expanded rights for white men did not extend to everyone. The other policies describe the expansion of democracy.
12. D. Revivals taught free will and perfectionism. Predestination was associated with older Calvinism.
14. A. Dix investigated jails and asylums. Truth was an abolitionist and women's rights speaker, not mainly a temperance leader.
9. B. Jackson attacked the Bank's elite benefits and insisted on his own constitutional judgment. Claim of western farmer benefit is the reverse of his argument.
11. C. The Whigs mocked 'King Andrew.' The Federalists had already collapsed by 1820.
13. B. The Declaration of Sentiments said 'all men and women are created equal.' The Constitution did not use the same rhetorical structure.

SET C • EXAM-LEVEL STRETCH

15. B. The deal preserved the balance but made slavery a national issue. The Republican Party was founded later.
17. C. By the 1830s defenders went beyond calling it necessary. The 'necessary evil' view was the earlier position.
19. D. Many Germans settled in Ohio, Wisconsin, and Missouri. Planters moved south and west for cotton.
16. E. The rebellion produced harsher laws. Virginia did debate emancipation but rejected it.
18. A. The gin sped seed removal but not picking, so field labor demand rose. Factories were not stimulated.
20. B. The ideology limited public roles while praising domestic virtue. Women's activism in abolition came despite it.

4.8 Free-Response Practice: 1800 to 1848: Democracy and Expansion

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QUESTION 1 · SHORT ANSWER: MARKET REVOLUTION

1. (a) 1 point: Any accurate claim, such as that the canal tied the Great Lakes region to Atlantic markets, made New York the gateway city, or created boom towns. The answer must restate a claim from the passage, not just a fact.
2. (b) 1 point: A causal explanation, such as: the North developed factories, cities, immigration, and wage labor, while the South invested in cotton, land, and enslaved people, and built fewer railroads and cities. The two systems created conflicting interests over tariffs, banks, and the expansion of slavery.
3. (c) 1 point: One accurate example with explanation, such as: the Second Bank of the United States (1816) provided national credit and currency; *McCulloch v. Maryland* upheld implied powers; *Gibbons v. Ogden* gave Congress authority over interstate commerce, ending state monopolies; or the tariff and National Road supported industry and trade.

QUESTION 2 · SHORT ANSWER: JACKSON AND FEDERAL POWER

4. (a) 1 point: Jackson holds that a state cannot nullify federal law because the Union is supreme and perpetual; the Constitution does not permit annulment.
5. (b) 1 point: South Carolina had declared the Tariffs of 1828 and 1832 void, following Calhoun's doctrine of nullification; Jackson answered with the proclamation, the Force Bill, and willingness to use troops, while a compromise tariff in 1833 resolved the crisis.
6. (c) 1 point: A valid example with explanation, such as: his veto of the Bank recharter (1832) showed he claimed independent constitutional judgment and limited federal economic power; or the Indian Removal Act and refusal to enforce *Worcester v. Georgia* showed a willingness to let states and settlers override Native rights; or his removal of deposits expanded executive power.

QUESTION 3 · DOCUMENT-BASED PRACTICE: REFORM AND DEMOCRACY

7. (a) 1 point: A thesis such as: "Reform movements fostered by the Second Great Awakening produced lasting change in education, temperance, and mental health care, but they achieved little on slavery and women's rights before 1850 because of social resistance and unequal power." It must take a position and name categories of change and limits.
8. (b) 1 point for using the content of three documents (Mann on common schools, Garrison on immediate abolition, Sentiments on women's equality, the newspaper on resistance). 1 point for sourcing two: for example, Mann as a state official speaking to legislators and promoting common schools; Garrison writing for an antislavery audience to provoke Northerners and attacking colonization; the Southern editor defending slavery and reflecting fear of agitation.
9. (c) 1 point: outside evidence such as Dorothea Dix's asylum campaign, the American Temperance Society, the Seneca Falls Convention's follow-up, the gag rule, or the Second Great Awakening's role. Another 1 point for complexity: showing both change and continuity, e.g. reforms were strong in the North but limited by racial and gender hierarchies.

QUESTION 4 · LONG ESSAY: JACKSONIAN DEMOCRACY

10. (a) 1 point. Prompt A sample: "Jackson widened political participation for white men through the spoils system, mass campaigning, and the Bank War, but he limited democracy for Native Americans, free Black men, and enslaved people, so the expansion was real but narrow." Prompt B sample: "The market revolution transformed work, transportation, and regional identity but increased inequality and sectional division." Prompt C sample: "Slavery shaped politics through compromises, the gag rule, and conflicts over tariffs and expansion."
11. (b) 2 points (1 for each piece of evidence with explanation). Prompt A: the removal of property qualifications and rising turnout (suffrage), and the Indian Removal Act or Trail of Tears (limit). Prompt B: the Erie Canal's effect on trade and the Lowell mills' use of wage labor. Prompt C: the Missouri Compromise and the nullification link to Southern fears. Each must name specifics and tie to the thesis.
12. (c) 1 point for complexity. Prompt A: Jackson's veto and use of executive power could be seen as undemocratic or as popular; Whigs called him a king. Prompt B: subsistence farming continued for many, and the South's experience differed. Prompt C: the Missouri crisis showed slavery was national, but tariffs and the Bank also divided regions. A strong answer qualifies the thesis rather than abandoning it.

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Period 5: 1844 to 1877: Crisis, Civil War, and Reconstruction.

8 sections with explanations and worked examples, then 106 practice problems. Answers and full explanations are at the end of the chapter.

5.1 Manifest Destiny and the Mexican War

You will trace how the belief in continental expansion produced the annexation of Texas, the Oregon settlement, the Mexican-American War, and the Gold Rush, and why each gain made the slavery question more explosive.

In the 1840s many Americans believed their nation was meant to spread across the continent. In 1845 editor John L. O'Sullivan gave this belief a name, **Manifest Destiny**: the idea that the United States had a providential, even obvious, mission to expand its borders and spread its institutions. The idea mixed several motives. Farmers wanted cheap land, merchants wanted Pacific ports, and many Americans held racial and cultural assumptions that Anglo-Americans were superior to Native peoples and to Mexicans. Expansion also carried a hidden cost. Every acre added to the nation raised the question of whether slavery would be allowed there, and that question eventually broke the political system.

Key definition: Manifest Destiny

The belief, popular in the 1840s, that the United States was destined by Providence to expand across North America to the Pacific. It justified annexation, war, and the removal of Native peoples, and it tied territorial growth to the debate over slavery.

Texas. Mexico had invited American settlers into Texas in the 1820s. By the 1830s most settlers were American-born and many held enslaved people, which clashed with Mexican law. Texans declared independence in 1836 and won it at San Jacinto, but Congress hesitated to annex Texas because it would add a large slave state and probably mean war with Mexico. The Republic of Texas existed for nearly a decade.

The election of 1844. Democrat **James K. Polk** was an expansionist who promised to annex Texas and claim all of Oregon. His narrow victory over Whig Henry Clay (helped by the antislavery Liberty Party drawing votes from Clay in New York) was read as a mandate for expansion. Outgoing President Tyler pushed a joint resolution of Congress to annex Texas in early 1845, and Texas entered the Union that December.

Oregon. The United States and Britain had jointly occupied the Oregon Country. Settlers streamed west along the Oregon Trail, and Democrats used the slogan "Fifty-four Forty or Fight," claiming land up to the latitude 54 degrees 40 minutes north. Polk, however, did not want two wars at once. The 1846 treaty with Britain set the boundary at the 49th parallel, giving the United States the present Washington, Oregon, and Idaho region. Notice the pattern: Polk bargained with strong Britain but fought weak Mexico.

The road to war. After annexation, Mexico and the United States disputed the Texas border. Mexico claimed the Nueces River; Texas and the United States claimed the Rio Grande. Polk sent an envoy, John Slidell, to offer to buy California and New Mexico, and Mexico refused to receive him. Polk also sent troops under Zachary Taylor into the disputed zone. When Mexican troops attacked an American patrol in April 1846, Polk told Congress that Mexico had shed American blood on American soil, and Congress declared war. Whig critics, including a young congressman named Abraham Lincoln, demanded to know the exact spot, and Henry David Thoreau went to jail rather than pay a tax that he thought supported a slaveholders' war.

The war itself. American forces won nearly every major battle. Taylor won in northern Mexico, Stephen Kearny and the Bear Flag rebels took New Mexico and California, and Winfield Scott landed at Veracruz and captured Mexico City in September 1847. In the **Treaty of Guadalupe Hidalgo** (1848), Mexico accepted the Rio Grande border and ceded California and the Southwest (the Mexican Cession) for \$15 million. In 1853 the Gadsden Purchase added southern Arizona and New Mexico for a southern railroad route. Mexicans living in the ceded lands could become U.S. citizens, but many lost land and local power.

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Acquisition	Year	How acquired
Texas	1845	Annexation by joint resolution
Oregon (to 49th parallel)	1846	Treaty with Britain
Mexican Cession (California, Nevada, Utah, most of Arizona and New Mexico)	1848	Treaty of Guadalupe Hidalgo, after war
Gadsden Purchase	1853	Purchase from Mexico

Slavery enters the debate. In August 1846 Pennsylvania Democrat David Wilmot proposed that slavery be banned from any land taken from Mexico. The **Wilmot Proviso** passed the House, where the North had more members, but died in the Senate, where the sections were equal. It was never law, yet it split both parties along sectional rather than party lines. Southerners such as John C. Calhoun argued that Congress could not bar slaveholders from taking their property into common territory. Northerners backed free soil. Stephen Douglas and Lewis Cass offered **popular sovereignty**, letting settlers decide. In 1848 the Free Soil Party, running Martin Van Buren, campaigned against the extension of slavery.

Key idea: why the Mexican Cession mattered

The Missouri Compromise line of 1820 did not clearly cover land taken from Mexico, so the territorial status of slavery was open again.

Three competing answers emerged: Wilmot Proviso (ban), extending the 36 30 line or Calhoun's protection of slavery (allow), and popular sovereignty (let settlers vote).

The Gold Rush. In January 1848 gold was found at Sutter's Mill in California. In 1849 roughly 80,000 "forty-niners" arrived from the United States, Latin America, Europe, and China. San Francisco boomed, mining camps were violent and unequal, and foreign miners were taxed and harassed. California's population grew so fast that it skipped territorial status and applied for admission as a free state in 1850, which set off the crisis you will study next.

Native peoples. Expansion meant displacement. Overland migrants crossed Plains homelands, trails disrupted buffalo herds, and disease hit tribes hard. The government began to push Plains peoples toward defined lands through the Fort Laramie Treaty (1851), and the war with Mexico added Native nations in the Southwest to the U.S. claim without their consent. In California, Native population fell sharply from disease, violence, and forced labor during the Gold Rush. Manifest Destiny therefore had winners and victims, and the victims were Native Americans, Mexicans, and later enslaved people whose status the new lands left unsettled.

EXAMPLE 1: ANALYZING A SOURCE

A Whig newspaper in 1847 argues: "The President has taken the country into war to seize land. The blood was shed on soil Mexico claims, and the object is to open new fields for the slaveholder." Identify the viewpoint and explain one piece of historical evidence that supports it.

SOLUTION

Viewpoint: Northern Whig opposition to the Mexican-American War, which saw it as a Democratic and proslavery land grab.

Evidence: Polk sent Taylor's army into the disputed area between the Nueces and the Rio Grande before Mexico fired, and he had already tried to buy California and New Mexico through Slidell.

Link to slavery: the Wilmot Proviso debate showed that Northerners feared slavery would follow the flag into the Mexican Cession.

Scoring habit: always name the speaker's group, state the claim, and support it with a specific fact.

EXAMPLE 2: SHORT-ANSWER OUTLINE

Explain one way the Mexican-American War changed the debate over slavery.

SOLUTION

Claim: it reopened the question of slavery in the territories on a huge scale.

Evidence: the Mexican Cession was enormous and no earlier compromise clearly covered it, and the Wilmot Proviso split Congress by section instead of by party.

Reasoning: because no existing compromise covered the new land, North and South fought over whether it would be free or slave, leading to the Compromise of 1850.

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Common mistakes

Do not say the Wilmot Proviso became law (it never passed the Senate). Do not confuse the Oregon boundary (49th parallel, a treaty with Britain) with the Mexican border (Rio Grande, won by war). And do not say the war was only about slavery: land, ports, and Manifest Destiny mattered, but slavery shaped its consequences.

Practice**SET A Check Your Understanding**

Answer each question in two to four sentences.

1. What did John O'Sullivan mean by Manifest Destiny, and which groups' interests did the idea serve?
2. Explain why the annexation of Texas was controversial before 1845.
3. Why did Polk accept the 49th parallel in Oregon but go to war with Mexico?
4. What did the Treaty of Guadalupe Hidalgo give the United States, and what did Mexico receive?
5. Describe the Wilmot Proviso and its fate.

SET B Exam-Style Multiple Choice

Choose the best answer.

6. The slogan "Fifty-four Forty or Fight" was most directly connected to a dispute over
 - (A) the Texas boundary with Mexico
 - (B) the Oregon Country with Great Britain
 - (C) the Alaska purchase from Russia
 - (D) the Louisiana Territory's northern border
 - (E) fishing rights off Newfoundland
7. Which event most directly caused the outbreak of the Mexican-American War?
 - (A) The discovery of gold in California
 - (B) The Wilmot Proviso
 - (C) A clash in territory disputed between the Nueces and the Rio Grande
 - (D) The Gadsden Purchase
 - (E) Mexico's refusal to repay U.S. loans in 1840
8. "Our manifest destiny is to overspread the continent allotted by Providence for the free development of our yearly multiplying millions." This 1845 statement best reflects the belief that
 - (A) expansion should be limited to avoid war
 - (B) Native Americans should be given independence
 - (C) trade, not territory, would make the nation great
 - (D) slavery would soon end in the West
 - (E) American expansion was divinely supported and natural
9. The Wilmot Proviso is best understood as evidence that, by 1846,
 - (A) the Whig and Democratic parties were united on expansion
 - (B) Congress had banned slavery in the Mexican Cession
 - (C) Southern states had already seceded
 - (D) slavery in new territories had become a sectional issue overriding party lines
 - (E) Texas had rejected statehood
10. Which of the following was a major effect of the California Gold Rush?
 - (A) California requested admission as a state in 1849-1850, bypassing territorial status
 - (B) The Missouri Compromise line was extended to the Pacific
 - (C) Mexico regained control of northern California
 - (D) Chinese immigration was banned immediately
 - (E) Native populations in California grew

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SET C Apply and Extend

Write a paragraph-length response, as on the AP short-answer section.

11. (a) Identify one motive for Manifest Destiny. (b) Explain one way the Mexican-American War increased sectional tension. (c) Explain one consequence of westward expansion for Native peoples.
12. Evaluate the extent to which the election of 1844 was a mandate for expansion.

5.2 The Compromise of 1850 to Secession

You will follow the chain of crises from the Compromise of 1850 through Kansas, Dred Scott, John Brown, and Lincoln's election, and explain why the Southern states left the Union.

After 1846 the central question of American politics was whether slavery would spread into the western territories. Most Northerners did not call themselves abolitionists, but a growing number embraced **free soil**, the view that slavery should not expand into new territory so that free white farmers could settle there. Southerners saw any limit on expansion as an attack on their equality in the Union and eventually on slavery itself. Each crisis below shows compromise working a little less well than the one before.

The Compromise of 1850. California wanted to enter as a free state, which would tip the Senate toward the free states. Henry Clay, with help from Daniel Webster and later Stephen Douglas, steered through a package of bills. Southerners got a stronger **Fugitive Slave Act**, a popular-sovereignty rule for Utah and New Mexico, and the end of a Texas boundary dispute with a payment to Texas. Northerners got California as a free state and the end of the slave trade (not slavery) in Washington, D.C. Calhoun, dying, opposed the plan, and Zachary Taylor's death in 1850 put Millard Fillmore in the White House, who signed it.

Provision of 1850	Who gained
California admitted as a free state	North
Utah and New Mexico organized by popular sovereignty	Compromise (South hoped for slave states)
Stronger Fugitive Slave Act	South
Slave trade ended in D.C.	North
Texas boundary settled, debt assumed by U.S.	Texas and the South

The Fugitive Slave Act damaged the compromise. It required citizens to help capture alleged runaways, denied the accused a jury trial or the right to testify, and paid commissioners more if they ruled the person a slave. Many Northerners were outraged. Personal liberty laws, vigilance committees, and the **Underground Railroad** (assisted by people such as Harriet Tubman) resisted the law, and Harriet Beecher Stowe's novel **Uncle Tom's Cabin** (1852) turned millions of readers against slavery.

Kansas-Nebraska. In 1854 Stephen Douglas wanted a northern railroad route and so needed to organize the Nebraska territory. To win Southern votes he proposed two territories, Kansas and Nebraska, with popular sovereignty, which in effect repealed the Missouri Compromise's ban on slavery north of 36 30. The **Kansas-Nebraska Act** passed, and Northern anger destroyed the party system. The Whigs collapsed, and the **Republican Party** formed from antislavery Whigs, Free Soilers, and Northern Democrats on a platform opposing the expansion of slavery. Nativist Know-Nothings briefly rose and then faded, partly over slavery.

Bleeding Kansas. Both sides sent settlers to Kansas. Proslavery Missourians crossed the border to vote, and a proslavery government sat at Lecompton while free-state settlers set up their own at Topeka. In 1856 proslavery men sacked Lawrence, and in revenge John Brown's band killed five proslavery settlers at Pottawatomie Creek. Kansas showed that popular sovereignty could produce bloodshed rather than peace. Meanwhile Senator Charles Sumner of Massachusetts was beaten with a cane on the Senate floor by Congressman Preston Brooks of South Carolina after Sumner insulted a South Carolina senator. Southerners cheered Brooks, Northerners were enraged, and each side saw the other as violent.

Key idea: four answers to the territorial question

Free Soil / Wilmot Proviso: Congress bans slavery in the territories.

Popular sovereignty: settlers vote (Douglas, Cass).

Congressional protection: Congress must protect slavery in the territories (Calhoun, later Southern Democrats).

Missouri Compromise line: divide the territories at 36 30 (repealed by Kansas-Nebraska).

Key definition: Slave Power and free soil

Free soil: the Northern position that slavery must not spread into the territories.

Slave Power: the Republican charge that a Southern slaveholding minority controlled the federal government and sought to nationalize slavery.

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Dred Scott v. Sandford (1857). Dred Scott, an enslaved man taken by his owner to free territory, sued for freedom. Chief Justice Roger Taney's Court ruled that African Americans, enslaved or free, were not and could not be citizens and therefore could not sue in federal court. It also held that Congress had no power to ban slavery in the territories, since slaves were property protected by the Fifth Amendment, so the Missouri Compromise had been unconstitutional. The decision overturned the main Republican platform and made free soil appear illegal. Republicans warned of a "Slave Power" conspiracy.

Toward the election of 1860. In 1858 Abraham Lincoln, running for the Senate, debated Douglas in Illinois. Douglas's "Freeport Doctrine" argued that territories could still keep slavery out by refusing to pass the laws needed to protect it, which angered the South. In 1859 John Brown, hoping to start a slave uprising, raided the federal arsenal at Harpers Ferry, Virginia. He was captured and hanged. Many Northerners saw him as a martyr; many Southerners concluded that the North supported slave revolt. In 1860 the Democrats split into Northern (Douglas) and Southern (Breckinridge) wings, John Bell led the Constitutional Union ticket, and Lincoln won the presidency with about 40 percent of the popular vote but a majority of the Electoral College, carrying every free state and no Southern states.

Secession. Lincoln pledged not to touch slavery where it existed, but he opposed its expansion. For Southern leaders that was enough. South Carolina seceded in December 1860, and six more Deep South states followed by February 1861. They formed the Confederate States of America with Jefferson Davis as president. Their declarations named the protection of slavery as the cause. The Upper South, including Virginia, waited. Efforts at a compromise, such as the Crittenden plan to extend the 36 30 line, failed because Lincoln refused to accept slavery's expansion. After the Confederates bombarded Fort Sumter in Charleston harbor in April 1861 and Lincoln called for troops, Virginia, Arkansas, Tennessee, and North Carolina joined.

EXAMPLE 1: CAUSATION

Explain how the Kansas-Nebraska Act changed American politics.

SOLUTION

Context: Douglas wanted a railroad and needed Southern votes.

Change: the act repealed the Missouri Compromise's limit on slavery north of 36 30 and used popular sovereignty.

Result 1: Northern outrage helped create the Republican Party and destroyed the Whigs.

Result 2: Kansas became violent, showing that compromise could not hold.

Take-away: connect the law to both a party change and a social effect.

EXAMPLE 2: SOURCING A DOCUMENT

The Dred Scott opinion states that Black people were regarded as beings "so far inferior that they had no rights which the white man was bound to respect." Explain how this affected the sectional debate.

SOLUTION

Identify purpose: Taney, a Southern Chief Justice, sought to settle the territorial question permanently.

Effect on the South: it protected slave property everywhere and legitimized the Southern position.

Effect on the North: Republicans called it unjust and part of a Slave Power plot, and they saw their platform declared unconstitutional.

Result: the Court inflamed the dispute instead of ending it.

Exam tip

Do not treat the Civil War as caused by one event. Build a chain: Mexican Cession, Compromise of 1850, Kansas-Nebraska, Republican Party, Dred Scott, Harpers Ferry, election of 1860. Also remember that Lincoln was elected without any Southern electoral votes, so the South saw the election as proof that it had lost power.

Practice

SET A Check Your Understanding

Answer each question in two to four sentences.

1. List the main parts of the Compromise of 1850 and explain which section gained most from each.
2. Why did the Fugitive Slave Act of 1850 increase Northern opposition to slavery?
3. How did the Kansas-Nebraska Act lead to the creation of the Republican Party?
4. What two rulings did Chief Justice Taney reach in Dred Scott v. Sandford?
5. Why did the election of Lincoln in 1860 prompt secession?

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SET B Exam-Style Multiple Choice

Choose the best answer.

6. Which of the following was a direct result of the Kansas-Nebraska Act (1854)?
 - (A) The Missouri Compromise was strengthened
 - (B) Slavery was banned in Kansas by Congress
 - (C) The Republican Party formed in opposition to the expansion of slavery
 - (D) Southerners accepted California statehood
 - (E) The Supreme Court upheld the Wilmot Proviso
7. Which statement best describes the main holding of Dred Scott v. Sandford (1857)?
 - (A) Congress could not prohibit slavery in the territories and Black Americans could not be citizens
 - (B) States could not secede from the Union
 - (C) Fugitive slaves must be returned by Northern states
 - (D) Popular sovereignty was required in all territories
 - (E) Slavery was unconstitutional in the District of Columbia
8. "A house divided against itself cannot stand. I believe this government cannot endure permanently half slave and half free." Lincoln's 1858 speech suggests that he believed
 - (A) slavery should be abolished immediately by force in the South
 - (B) the Constitution gave Congress no control over the territories
 - (C) the Union and the North would divide peacefully
 - (D) the nation would eventually become entirely free or entirely slave
 - (E) popular sovereignty would settle the issue
9. John Brown's raid on Harpers Ferry in 1859 most increased which of the following?
 - (A) Northern support for the Fugitive Slave Act
 - (B) Support for popular sovereignty in Kansas
 - (C) Confidence in the Union Army
 - (D) Whig strength in the South
 - (E) Southern fear that Northerners supported slave rebellion
10. In the election of 1860, the Democratic Party
 - (A) nominated Lincoln
 - (B) united behind Douglas
 - (C) split into Northern and Southern wings, helping Lincoln win
 - (D) won the Deep South states for John Bell
 - (E) adopted the Free Soil platform

SET C Apply and Extend

Write a paragraph-length response, as on the AP short-answer section.

11. (a) Identify one way Northerners responded to the Fugitive Slave Act. (b) Explain how Bleeding Kansas showed a weakness in popular sovereignty. (c) Explain one effect of the Dred Scott decision on the Republican Party.
12. Evaluate the extent to which the Compromise of 1850 resolved the conflict over slavery in the territories.

5.3 The Civil War: Causes, Strategy, and Home Fronts

You will compare Union and Confederate strategies, follow the war's turning points, explain how emancipation and Black enlistment changed the conflict, and examine life and politics on both home fronts.

The Civil War began in April 1861 when Confederate batteries fired on Fort Sumter. The deepest cause was slavery and the disagreement over its expansion. Lincoln entered the war to preserve the Union, and secessionists fought to protect the institution on which their economy and society rested. This lesson covers how the war was fought and how it reshaped both sides at home.

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Resources and strategies. The Union had a population of about 22 million (against about 9 million in the Confederacy, 3.5 million of them enslaved), most of the nation's factories, banks, and railroad lines, and a navy. The Confederacy had a strong military tradition, talented generals such as Robert E. Lee, and the advantage of fighting defensively on familiar ground. It needed only to survive; the Union had to conquer. The Union's **Anaconda Plan**, proposed by Winfield Scott, aimed to blockade Southern ports and split the Confederacy by taking the Mississippi. The Confederacy hoped that Northern war weariness and European demand for cotton ("King Cotton") would bring recognition and aid, which never came.

Major battles. The first Battle of Bull Run (July 1861) showed that the war would be long. In the East, Lee's Army of Northern Virginia defeated several Union commanders, but at **Antietam** (September 1862), the bloodiest single day of the war, Lee's invasion of Maryland was stopped. In the West, Ulysses S. Grant captured Forts Henry and Donelson (1862) and the Mississippi stronghold of **Vicksburg** (July 1863). At **Gettysburg** (July 1863) Lee's second invasion of the North ended after Pickett's charge failed. Together Vicksburg and Gettysburg are seen as the turning point. In 1864 Grant, now commanding all Union armies, pressed Lee in Virginia while Sherman took Atlanta.

Battle	Date	Why it mattered
Fort Sumter	April 1861	War begins; Upper South joins Confederacy
Antietam	Sept. 1862	Lee's first invasion halted; Lincoln announces emancipation
Gettysburg	July 1863	Lee's last invasion of the North fails
Vicksburg	July 1863	Union controls Mississippi; Confederacy split
Atlanta	Sept. 1864	Helps Lincoln's reelection

Key idea: turning points of 1862-1863

Antietam gave Lincoln the victory he needed to issue the preliminary Emancipation Proclamation (September 1862) and discouraged British recognition.

Vicksburg and Gettysburg, in July 1863, split the Confederacy and ended its large invasions of the North.

Emancipation. At first Lincoln said the aim was union. Union armies, though, were already facing thousands of enslaved people who fled to their lines, and the army began to treat them as "contraband." Congress passed confiscation acts, and Lincoln came to see emancipation as a military necessity. The **Emancipation Proclamation**, effective on January 1, 1863, declared enslaved people free in areas still in rebellion. It did not free enslaved people in the border states or Union-held areas, and it could not be enforced where the Union did not control the land. Yet it changed the war: it made abolition a Union war aim, discouraged Britain and France from backing the Confederacy, and opened the army to Black men.

Black soldiers. About 180,000 African Americans served in the Union Army and about 19,000 in the navy. Units such as the 54th Massachusetts, which attacked Fort Wagner in 1863, proved Black courage. Black soldiers were first paid less than white soldiers and faced execution or enslavement if captured, and the Fort Pillow massacre of 1864 showed the danger. For many soldiers and their families, service was a claim to citizenship.

Key definition: Emancipation Proclamation

Issued in preliminary form in September 1862 and effective January 1, 1863: Lincoln, as commander in chief, declared enslaved people free in areas in rebellion.

It excluded the border states and Union-held areas, made abolition a war aim, and allowed Black enlistment.

The Northern home front. War spending boosted industry and Republican policies reshaped the economy: the Homestead Act (free western land), the Morrill Act (land-grant colleges), the Pacific Railway Act, higher tariffs, and the National Banking Acts and greenbacks paper money. Women worked in factories and offices and served as nurses, like Clara Barton. The Union introduced a draft in 1863 that allowed wealthy men to pay for substitutes. The draft riots in New York City in July 1863 killed more than a hundred people, many of them Black residents. Lincoln suspended **habeas corpus**, a protection against arbitrary detention, in some areas, and the Union arrested many suspected Confederate sympathizers. Chief Justice Taney objected, and critics called Lincoln a tyrant, while others, called Copperheads, opposed the war.

The Southern home front. The Confederacy had a weaker economy, a blockade that choked trade, and inflation from printed money. It also faced political tension over states' rights: governors resisted Davis's centralization, including the first national draft in 1862, which exempted owners of twenty or more enslaved people and led to the complaint of a "rich man's war and poor man's fight." Women ran farms and plantations, and bread riots broke out in Richmond in 1863. Enslaved people slowed work, ran away, or aided the Union.

1864 and the meaning of the war. In November 1863 Lincoln's **Gettysburg Address** reframed the war as a test of whether a nation dedicated to equality could endure. In 1864 Northern morale was low until Sherman's capture of Atlanta in September helped Lincoln defeat the Democratic candidate, General George McClellan, in the election, though the Democrats had called for peace talks.

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EXAMPLE 1: DOCUMENT ANALYSIS

Excerpt from Lincoln's Gettysburg Address, November 1863: "...that this nation, under God, shall have a new birth of freedom--and that government of the people, by the people, for the people, shall not perish from the earth." Explain the historical significance of the phrase "a new birth of freedom."

SOLUTION

Context: delivered at a Union cemetery after the costliest battle of the war, four months after the Emancipation Proclamation.

Meaning: Lincoln redefined the war's purpose, placing the Declaration's principle of equality at its center, not just union.

Significance: it helped shift the war from restoring the old Union to creating a nation where slavery was ended.

Scoring habit: tie the phrase to context (Gettysburg, Emancipation) and the larger change in war aims.

EXAMPLE 2: COMPARING STRATEGIES

Compare the strategic aims of the Union and the Confederacy.

SOLUTION

Similarity: both used their armies to hold territory and affect Northern or Southern morale.

Union aim: restore the Union by blockading the coast (Anaconda Plan), controlling the Mississippi, and capturing Richmond.

Confederate aim: gain independence by outlasting the North, winning defensive battles, and seeking foreign recognition, especially Britain's cotton-based support.

Difference: the Union had to conquer, the Confederacy only had to avoid defeat.

Common mistakes

The Emancipation Proclamation did not free all enslaved people; it freed those in Confederate-held areas on paper. Students also reverse the cause and effect of emancipation: Union battlefield success (Antietam) came before the proclamation, and the proclamation then allowed Black enlistment, which strengthened the Union army.

Practice**SET A Check Your Understanding**

Answer each question in two to four sentences.

1. Name two advantages the Union held at the beginning of the war and two held by the Confederacy.
2. What was the Anaconda Plan?
3. Why did the Emancipation Proclamation apply only to areas in rebellion?
4. How did Black military service change the war and Black Americans' claim to citizenship?
5. Describe one limit on civil liberties during the war and the response to it.

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SET B Exam-Style Multiple Choice

Choose the best answer.

6. Which Union strategy aimed to divide the Confederacy by controlling the Mississippi River?
(A) The Wilmot Proviso
(B) The Anaconda Plan combined with the capture of Vicksburg
(C) Pickett's Charge
(D) The Trent affair
(E) The Homestead strategy
7. The Emancipation Proclamation (January 1863) did which of the following?
(A) Freed enslaved people in areas in rebellion and allowed Black men to enlist
(B) Ended slavery in the border states
(C) Abolished slavery everywhere in the United States
(D) Granted citizenship to freed people
(E) Compensated slaveholders in the Confederacy
8. Which was a result of the Union victories at Gettysburg and Vicksburg in July 1863?
(A) The Confederacy gained European recognition
(B) The Union had won the war immediately
(C) The Confederacy lost its ability to launch major invasions of the North and was cut in two
(D) Lincoln lost the election of 1864
(E) The draft was ended
9. The New York City draft riots of 1863 were driven largely by
(A) opposition to the Gettysburg Address
(B) support for the Confederacy's strategy
(C) a strike for higher wages by Union soldiers
(D) resistance to the Homestead Act
(E) resentment over a draft that let wealthy men buy substitutes, combined with racial tension
10. Which of the following describes a Union economic advantage and a policy of the Lincoln administration?
(A) Plantation cotton exports that financed the war
(B) Free trade with Britain
(C) A single national currency issued by the states
(D) Industry, railroads, and a wartime bond and banking system, with the Homestead and Morrill Acts passed by the Republican Congress
(E) A tax-free war economy

SET C Apply and Extend

Write a paragraph-length response, as on the AP short-answer section.

11. (a) Identify one Union economic advantage. (b) Explain how the Emancipation Proclamation affected the war's purpose. (c) Explain one way the war strained Confederate unity.
12. Evaluate the extent to which 1863 was the turning point of the Civil War.

5.4 The Civil War: Outcomes and Meaning

You will explain how total war and Union victory ended the Confederacy, tally the war's human and political costs, and weigh interpretations of why the war was fought and what it meant.

By 1864 the Union had worn down the Confederacy, but the war was far from over. The final year showed a more severe form of fighting, a changed Union, and a nation uncertain about what victory would mean. This lesson covers the war's end, its costs, and its meaning.

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Total war. Ulysses S. Grant, appointed commander of all Union armies in March 1864, believed the Union had to use its superior numbers and wear down Lee's army. His Overland Campaign in Virginia in the spring of 1864 (the Wilderness, Spotsylvania, Cold Harbor) cost the Union heavy casualties but pinned Lee near Richmond and Petersburg. William Tecumseh **Sherman** captured Atlanta in September 1864 and then led about 60,000 soldiers on a march from Atlanta to Savannah, destroying railroads, crops, and property. This was **total war**: warfare that targets an enemy's economic resources and civilian support as well as its armies. Sherman then moved north through the Carolinas. Phil Sheridan did the same in Virginia's Shenandoah Valley.

Key definition: total war

A strategy of destroying the enemy's economic and logistical base and its morale, not only its armies.

Examples: Sherman's March to the Sea (1864) and the Union blockade; it aimed to end the war sooner by making Southern resistance impossible.

Election of 1864 and the end. Lincoln ran on the National Union ticket with Andrew Johnson, a Southern Unionist Democrat, as his running mate. Democrats nominated George McClellan on a platform that called the war a failure. Atlanta's fall helped Lincoln win, and soldiers voted overwhelmingly for him. In January 1865 Congress passed the **Thirteenth Amendment**, ratified in December 1865, which abolished slavery. The Union captured Richmond on April 3, and Lee surrendered to Grant at **Appomattox Court House** on April 9, 1865. Grant offered generous terms: Confederate soldiers could go home with their horses. On April 14 John Wilkes Booth shot Lincoln at Ford's Theatre; he died the next morning. Booth's plot was part of a larger conspiracy that also targeted Vice President Johnson and Secretary of State Seward.

Key rule: Thirteenth Amendment (1865)

Section 1: neither slavery nor involuntary servitude shall exist in the United States, except as punishment for crime.

Section 2: Congress has power to enforce it. This exception clause later allowed convict leasing.

The costs. About 620,000 to 750,000 soldiers died, which was more than in all other American wars up to Vietnam combined, mostly from disease. The South lost much of its farmland, railroads, cities, and nearly all its wealth tied up in enslaved people, valued at several billion dollars. About four million people moved from slavery to freedom. Southern agriculture and infrastructure were wrecked, while the North emerged with a stronger industrial economy and a larger national government.

Area	Union (North)	Confederacy (South)
Economy after war	Industrial expansion, new banks, railroads	Destroyed infrastructure, collapse of slave-based wealth
Government	Stronger federal power: income tax, draft, greenbacks	Confederate government dissolved
People	Over 360,000 Union dead	Over 250,000 Confederate dead; four million freed
Constitution	Thirteenth Amendment; federal supremacy established	Secession rejected

Political results. The war settled two things: no state could leave the Union, and slavery was dead. It established that the federal government was supreme over the states and that the nation was a single entity, not a loose compact. Many people began to say "the United States is" rather than "the United States are." The war also left questions unresolved: what would be the status of freed people, how would the former Confederate states be readmitted, and how would the nation treat those who had rebelled?

Impact on Americans. The war transformed daily life. Women ran farms, served as nurses, worked in government offices, and joined relief organizations such as the U.S. Sanitary Commission; many did not return fully to prewar roles, and their service helped fuel the postwar women's rights movement. Native Americans were affected as well: the war weakened federal attention on the West, and the Homestead and Pacific Railway Acts opened the Plains to settlers, while conflicts such as the Dakota War in Minnesota (1862) and Sand Creek massacre (1864) brought violence. Immigrants, including many Irish and German soldiers, fought on both sides. Formerly enslaved people now faced the work of building lives in freedom.

Why was the war fought? Interpretations. Historians have long debated this. One older view, the "Lost Cause," argued that the South fought for states' rights and honor, not slavery. Most historians reject it, noting that Confederate leaders' own statements, such as Vice President Alexander Stephens's "cornerstone" speech and the secession declarations, emphasized slavery. Others stress economic differences between a free-labor industrial North and a slave-labor agricultural South. Another view emphasizes the Union's goal of preserving the nation, shifting later toward a "new birth of freedom." Lincoln's Second Inaugural Address (March 1865) described slavery as the cause. The best approach for an essay is to argue that slavery was the root cause while explaining other factors, such as sectional politics, expansion, and competing ideas of liberty.

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EXAMPLE 1: SHORT ANSWER

Explain one way the Civil War changed the relationship between the federal government and the states.

SOLUTION

Claim: it established federal supremacy and increased national power.

Evidence: secession was defeated, the Thirteenth Amendment gave Congress power to enforce abolition, and wartime measures such as the income tax, national banks, and conscription increased national authority.

Reasoning: because the Union won, no state could claim the right to leave, and the national government became the main protector of citizens' rights.

EXAMPLE 2: EVALUATING INTERPRETATIONS

A historian claims, "The Civil War was fought over states' rights, not slavery." Evaluate this claim.

SOLUTION

Thesis: the claim is weak, because the right most at stake was the right to hold slaves.

Evidence against: South Carolina's declaration cited Northern hostility to slavery, and Stephens called slavery the cornerstone of the Confederacy.

Complicating evidence: Confederate governors later fought Davis's draft in the name of states' rights, and the North entered the war to preserve the Union, not initially to end slavery.

Conclusion: states' rights was a tool for defending slavery, not an independent cause.

Common mistakes

Do not say Lincoln lived to see Reconstruction begin; he died days after Appomattox. Do not say the Emancipation Proclamation ended slavery; the Thirteenth Amendment did. And avoid claiming the Union fought only to end slavery in 1861: a precise answer separates original war aims from later ones.

Practice**SET A Check Your Understanding**

Answer each question in two to four sentences.

1. Define total war and give one example from the Civil War.
2. What role did the capture of Atlanta play in the election of 1864?
3. What did the Thirteenth Amendment do, and how did it differ from the Emancipation Proclamation?
4. Describe two major costs of the Civil War.
5. What is the Lost Cause interpretation, and how do historians challenge it?

SET B Exam-Style Multiple Choice

Choose the best answer.

6. Sherman's March to the Sea (1864) is best described as an example of
 - (A) a defensive campaign to protect Washington
 - (B) a diplomatic effort to win British support
 - (C) total war aimed at destroying the South's economic capacity and will to fight
 - (D) a campaign to free enslaved people in the border states
 - (E) a surrender negotiation with Lee
7. Which amendment abolished slavery throughout the United States?
 - (A) The Tenth Amendment
 - (B) The Fourteenth Amendment
 - (C) The Fifteenth Amendment
 - (D) The Twelfth Amendment
 - (E) The Thirteenth Amendment
8. Lee surrendered to Grant at Appomattox Court House in
 - (A) April 1865
 - (B) July 1863
 - (C) September 1864
 - (D) January 1863
 - (E) December 1865

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9. Which of the following is the best evidence that the Civil War expanded the power of the federal government?
- (A) The war led to the weakening of the Supreme Court
 - (B) States gained the right to secede
 - (C) Congress reduced its role in the economy
 - (D) The first national income tax, national banking system, and a draft
 - (E) Presidents lost authority in wartime
10. Lincoln's Second Inaugural Address (1865) suggested that the war was
- (A) a purely political dispute over tariffs
 - (B) a divine judgment on both sections for the sin of slavery, to be followed by reconciliation with 'malice toward none'
 - (C) a victory for the Confederacy's principles
 - (D) unrelated to slavery
 - (E) a war requiring harsh punishment of the South

SET C Apply and Extend

Write a paragraph-length response, as on the AP short-answer section.

11. (a) Identify one way the war increased the power of the federal government. (b) Explain one way the war changed women's roles. (c) Explain why the Lost Cause interpretation is disputed.
12. Evaluate the extent to which the Civil War was a turning point in American history.

5.5 Reconstruction Plans and Amendments

You will compare the competing Reconstruction plans of Lincoln, Johnson, and Congress, explain the Freedmen's Bureau, Black Codes, and the three Reconstruction amendments, and trace the clash that ended in Johnson's impeachment.

Reconstruction (1865-1877) was the effort to bring the Confederate states back into the Union and to define the place of four million freed people in American society. It raised questions without easy answers. Who had the power to decide, the president or Congress? How harshly should former Confederates be treated? Would freedom include citizenship, land, and the vote? The answers changed the Constitution.

Presidential plans. In December 1863 Lincoln proposed the **Ten Percent Plan**: pardon most Confederates who took an oath of loyalty, and readmit a state when ten percent of its 1860 voters did so and accepted the end of slavery. Radical Republicans thought it too lenient, and Congress passed the stricter Wade-Davis Bill in 1864, requiring a majority of white men to swear loyalty. Lincoln pocket-vetoed it. After Lincoln's assassination, Vice President **Andrew Johnson**, a Tennessee Democrat who despised wealthy planters but held white supremacist views, issued a plan in 1865 that pardoned most Southerners, asked states to void secession, ratify the Thirteenth Amendment, and repudiate Confederate debts, and he let them form governments without any provision for Black voting. Many Confederate leaders returned to power.

Freedpeople and the Freedmen's Bureau. Freed people sought family reunification, education, land, wages, and political rights. Many believed they would receive "forty acres and a mule" after General Sherman's order set aside confiscated coastal land, but Johnson returned most land to its owners. Congress created the **Freedmen's Bureau** in March 1865 to provide food, medical care, schools, and help with labor contracts. Bureau schools and churches built by Black communities, including the founding of colleges such as Howard and Fisk, became centers of Black life. The Bureau had limited funds and was resisted by white Southerners.

Black Codes and congressional response. In late 1865 Southern legislatures passed **Black Codes** that restricted Black people's rights. Some required labor contracts, set curfews, banned owning weapons, and punished unemployment as vagrancy, with convicted workers forced to labor for private employers. Many Northerners saw this as slavery by another name. In 1866 Congress passed the Civil Rights Act of 1866, defining citizens as including Black Americans and giving the federal government power to protect their rights, and extended the Freedmen's Bureau. Johnson vetoed both, and Congress overrode the vetoes. To place equality beyond the reach of a future Congress or the Supreme Court, Republicans wrote the Fourteenth Amendment.

Key rule: the Reconstruction Amendments

13th (1865): abolished slavery and involuntary servitude, except as punishment for crime.

14th (1868): defined citizenship by birth; guaranteed due process and equal protection of the laws to all persons; punished states that denied male suffrage by reducing representation; barred many former Confederate officials from office.

15th (1870): the right to vote cannot be denied because of race, color, or previous servitude (but not sex).

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Radical Reconstruction. Republicans won large majorities in the 1866 midterm elections, after Johnson's disastrous "Swing Around the Circle" tour. Radicals such as Thaddeus Stevens and Charles Sumner, with moderates, then took control. The **Reconstruction Acts of 1867** divided the ten unreconstituted Southern states into five military districts under army commanders, and required each state to write a constitution guaranteeing Black male suffrage, ratify the Fourteenth Amendment, and then be readmitted. By 1870 all had returned. Black and white Republicans, along with Northerners called carpetbaggers and white Southern Republicans called scalawags by their foes, wrote new constitutions that created public schools, expanded rights, and raised taxes. Over 1,500 Black men held public office, including senators Hiram Revels and Blanche K. Bruce.

Plan	Leader	Terms	Result
Ten Percent Plan	Lincoln (1863)	10 percent loyalty oath; end slavery	Seen as lenient; Wade-Davis Bill pocket-vetoed
Presidential Reconstruction	Johnson (1865)	Pardons, new state governments, no Black suffrage	Black Codes; Congress refused to seat Southern members
Radical Reconstruction	Congress (1867)	Military districts; Black male suffrage; 14th Amendment	Republican governments in the South

Key definition: Radical Republicans

A Republican faction led by Thaddeus Stevens and Charles Sumner that demanded legal equality for freed people, federal enforcement, and strict terms for the former Confederacy.

With moderates they passed the Civil Rights Act of 1866, the Reconstruction Acts of 1867, and the 14th Amendment over Johnson's vetoes.

Johnson's impeachment. Johnson battled Congress, vetoing its bills. In 1867 Congress passed the **Tenure of Office Act**, forbidding the president from removing cabinet officers without Senate consent. When Johnson dismissed Secretary of War Edwin Stanton, an ally of the Radicals, the House impeached him in February 1868. The Senate fell one vote short of the two-thirds needed to convict him. The vote was widely seen as political, and it left the presidency weaker for a time while confirming that impeachment would not be used merely over policy disagreements.

The Fifteenth Amendment (1870) banned racial barriers to voting, which Radicals hoped would protect Black voters. It disappointed some women's suffrage leaders such as Susan B. Anthony and Elizabeth Cady Stanton, who had hoped sex would also be included, and the movement split. The amendment's wording, which did not directly protect the right to vote, left room for poll taxes and literacy tests later.

EXAMPLE 1: COMPARING PLANS

Compare Johnson's Reconstruction plan with the plan of the Radical Republicans.

SOLUTION

Similarity: both required the former Confederate states to accept the end of slavery.

Difference 1: Johnson restored white Southern governments quickly and left Black suffrage to the states; Radicals required Black male voting.

Difference 2: Johnson pardoned most Confederates; Radicals wanted to limit former leaders' power and protect freed people through federal enforcement.

Supporting fact: the Reconstruction Acts of 1867 placed the South under military districts.

EXAMPLE 2: CAUSATION

Explain how the Black Codes contributed to the Fourteenth Amendment.

SOLUTION

Cause: Southern legislatures passed Black Codes in 1865-1866 that restricted freed people's labor and movement.

Reaction: Northern voters and Congress saw an attempt to restore slavery in practice, and Congress passed the Civil Rights Act of 1866 over Johnson's veto.

Effect: Republicans put the guarantees of citizenship and equal protection into the Constitution so that courts and later Congresses could not undo them.

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Common mistakes

Johnson was impeached by the House but not convicted by the Senate, so he was not removed. The Fourteenth Amendment did not give Black men the vote (the Fifteenth did). And the 'forty acres and a mule' promise was never made law; Johnson reversed it.

Practice**SET A Check Your Understanding**

Answer each question in two to four sentences.

1. What were the terms of Lincoln's Ten Percent Plan, and why did Radical Republicans oppose it?
2. What was the Freedmen's Bureau, and what did it accomplish?
3. Describe two features of the Black Codes.
4. What rights did the Fourteenth Amendment guarantee?
5. Why was Andrew Johnson impeached, and what was the outcome?

SET B Exam-Style Multiple Choice

Choose the best answer.

6. Lincoln's Ten Percent Plan (1863) offered pardons and readmission to a Confederate state when
 - (A) a majority of voters approved a new constitution
 - (B) the state paid for the war
 - (C) Congress approved each leader
 - (D) ten percent of its 1860 voters swore loyalty and the state abolished slavery
 - (E) Black men could vote
7. The Black Codes passed by Southern states in 1865-1866 were intended to
 - (A) limit freed people's freedom and ensure a controllable labor force
 - (B) grant freed people voting rights
 - (C) give land to former slaves
 - (D) enforce the Fourteenth Amendment
 - (E) end sharecropping
8. The Fourteenth Amendment (1868) did which of the following?
 - (A) Gave Black men the right to vote
 - (B) Abolished slavery
 - (C) Created the Freedmen's Bureau
 - (D) Allowed Confederate leaders to hold office
 - (E) Defined citizenship by birth and guaranteed equal protection and due process of law to all persons
9. Andrew Johnson's impeachment in 1868 followed his violation of which law?
 - (A) The Civil Rights Act of 1875
 - (B) The Tenure of Office Act
 - (C) The Homestead Act
 - (D) The Fugitive Slave Act
 - (E) The Fifteenth Amendment
10. Which best describes the Radical Republicans' goals for Reconstruction?
 - (A) Return the South to prewar control quickly
 - (B) End all federal intervention
 - (C) Guarantee civil and political equality for freed people and limit former Confederate leaders' power
 - (D) Pardon all former Confederates
 - (E) Punish only the North's critics

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SET C Apply and Extend

Write a paragraph-length response, as on the AP short-answer section.

11. (a) Identify one similarity between Lincoln's and Johnson's approaches to Reconstruction. (b) Explain one difference between Johnson's plan and Congress's plan. (c) Explain one way the Fourteenth Amendment changed federal-state relations.
12. Evaluate the extent to which Reconstruction transformed the constitutional status of African Americans.

5.6 The End of Reconstruction

You will explain how violence, economic dependence, and Northern fatigue undermined Reconstruction, how the Compromise of 1877 ended it, and how historians judge its legacy.

By the early 1870s Reconstruction was already weakening. Black and white Republicans governed Southern states, but they faced violence, a struggling economy, and a North that was losing interest. This lesson explains what ended Reconstruction and why its legacy is still debated.

Violence and the Klan. In 1866 former Confederate veterans formed the **Ku Klux Klan** in Tennessee. It and groups such as the White League and Red Shirts used whippings, arson, and murder to terrorize Black voters, teachers, and Republican officials. Violence was often aimed at Black men who voted, owned land, or demanded fair wages. Congress responded with the **Enforcement Acts** (1870–1871), which made interference with voting a federal crime and let the president use troops. President Grant sent troops to South Carolina, and federal prosecutions weakened the Klan for a time. But violence continued under other names, and the federal commitment weakened.

Economic dependence. Most freed people wanted land but received none. Planters wanted labor but had no cash. The compromise was **sharecropping**: a family farmed a plot owned by a landlord and paid a share of the crop (often half). Tenants bought seed, food, and tools on credit from a merchant, typically at high interest. With low cotton prices, many families ended each year in debt, tied to the land by crop-lien laws and by vagrancy laws that punished those who left. Poor whites were drawn into the system too. The result was a South that stayed rural, poor, and dependent on cotton, with freedom limited by debt.

Key definition: sharecropping and crop-lien

Sharecropping: a tenant farmer works land owned by someone else and pays rent in the form of a share of the crop.

Crop-lien system: a merchant extends credit against the next crop; high prices and interest often kept farmers in perpetual debt.

Northern retreat. Several developments sapped Northern support. The Panic of 1873 created a depression that turned attention to economic problems. Scandals under Grant (such as the Credit Mobilier and Whiskey Ring) shook faith in Republicans. A Liberal Republican movement called for less federal intervention and reform of the civil service. The Supreme Court narrowed the Reconstruction amendments: in the **Slaughter-House Cases** (1873) it read the Fourteenth Amendment's protections narrowly, and in **United States v. Cruikshank** (1876) it limited federal power to punish private violence. Many Northerners grew tired of a long occupation, and racial prejudice in the North made voters reluctant to fight for equality.

Redeemers. Southern Democrats, called **Redeemers**, regained control of state governments by combining violence, fraud, and appeals to white solidarity. They cut taxes and spending on schools and public services. By 1876 only South Carolina, Florida, and Louisiana still had Republican governments. These Redeemer governments also began laws that limited Black voting through poll taxes, complicated registration, and literacy tests, which formed the basis of disfranchisement.

The election of 1876 and the Compromise of 1877. Republican Rutherford B. Hayes ran against Democrat Samuel Tilden. Tilden won the popular vote and led in the electoral count, but twenty electoral votes from Florida, Louisiana, South Carolina, and Oregon were disputed. Congress created a commission with a Republican majority that awarded all the votes to Hayes, who won by a single electoral vote, 185 to 184. Democrats accepted the result after an informal understanding: Hayes would withdraw federal troops from the South, support Southern internal improvements, and appoint a Southerner to the cabinet. Many historians call this the **Compromise of 1877**, though not all details are documented. By April 1877 troops left Louisiana and South Carolina, and Reconstruction ended.

Force	How it ended Reconstruction
Klan and paramilitary violence	Terrorized Black voters and Republican officials
Sharecropping and debt	Kept freed people poor and dependent
Northern fatigue and depression	Declined support for federal enforcement
Supreme Court decisions	Narrowed Fourteenth Amendment and federal power
Compromise of 1877	Withdrawal of the last federal troops

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Key idea: Compromise of 1877

Disputed 1876 election: Hayes (R) over Tilden (D), 185 to 184 electoral votes, decided by a commission.

Informal bargain: troops leave the South and Democrats accept Hayes; this marks the end of Reconstruction.

Jim Crow begins. After federal protection ended, Southern states passed laws enforcing racial separation, later called **Jim Crow**. In the Civil Rights Cases (1883) the Court struck down the Civil Rights Act of 1875, which had barred discrimination in public accommodations, and in 1896 *Plessy v. Ferguson* upheld "separate but equal" facilities. Most Jim Crow laws spread in the 1890s, along with lynching and disfranchisement. Black Americans responded by building churches, schools, and businesses, migrating to Kansas as Exodusters, and organizing, setting the stage for the later civil rights movement.

Legacy and historical debate. Early twentieth-century historians of the Dunning school portrayed Reconstruction as a corrupt tragedy imposed on the South, a view that reinforced segregation. Later historians, including W. E. B. Du Bois and, later, Eric Foner, argued that Reconstruction was an unfinished revolution that gave Black Americans citizenship, schools, and political voice, but failed because federal commitment faded. Current scholars call it a time of genuine progress and of lost opportunity, and the three amendments became the basis of the civil rights movement of the 1950s and 1960s.

EXAMPLE 1: CAUSE AND EFFECT

Explain one reason Reconstruction ended by 1877.

SOLUTION

Claim: Northern support for enforcing Reconstruction faded.

Evidence: the Panic of 1873 shifted attention to the economy, scandals hurt the Republican Party, and the Supreme Court narrowed federal power in the Slaughter-House Cases.

Reasoning: without Northern will, Redeemers regained power by force, and the Compromise of 1877 removed the last troops.

EXAMPLE 2: EVALUATING INTERPRETATIONS

Evaluate whether Reconstruction was a failure.

SOLUTION

Thesis: it succeeded in changing law but failed to secure lasting equality.

Success: the 13th, 14th, and 15th Amendments, Black officeholding, and public schools.

Failure: sharecropping, violence, and the withdrawal of troops left Black citizens without protection, followed by Jim Crow.

Judgment: it was an unfinished revolution; its legal foundation later supported civil rights.

Exam tip

When asked why Reconstruction ended, give a multi-part answer that includes violence, economics, Northern fatigue, and the Compromise of 1877. Be careful with dates: the Klan began in 1866, the Compromise of 1877 ended military occupation, and Plessy came in 1896.

Practice**SET A Check Your Understanding**

Answer each question in two to four sentences.

1. How did the Ku Klux Klan undermine Reconstruction, and how did Congress respond?
2. Explain how sharecropping kept many freed people poor.
3. Who were the Redeemers, and what methods did they use?
4. Describe the disputed election of 1876 and its resolution.
5. How did the Supreme Court limit the Reconstruction amendments?

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SET B Exam-Style Multiple Choice

Choose the best answer.

6. The Compromise of 1877 resulted in
 - (A) the passage of the Fifteenth Amendment
 - (B) Tilden becoming president
 - (C) the Freedmen's Bureau's creation
 - (D) the impeachment of Hayes
 - (E) the withdrawal of federal troops from the South in exchange for Hayes's presidency
7. Sharecropping most commonly meant that
 - (A) freed people received forty acres
 - (B) landlords paid fixed wages
 - (C) a farmer worked land owned by another and paid a share of the crop as rent, often falling into debt
 - (D) farmers owned equipment and land outright
 - (E) the Freedmen's Bureau supplied land
8. The Ku Klux Klan was founded in 1866 and used violence mainly to
 - (A) support the Freedmen's Bureau
 - (B) intimidate Black voters and Republicans and restore white Democratic control
 - (C) enforce the Fifteenth Amendment
 - (D) protect Black schools
 - (E) oppose the Redeemers
9. Plessy v. Ferguson (1896) is related to Reconstruction's end because it
 - (A) struck down Jim Crow laws
 - (B) reinforced the Civil Rights Act of 1875
 - (C) granted women the vote
 - (D) upheld segregation under the doctrine of 'separate but equal'
 - (E) ended the poll tax
10. The Enforcement Acts of 1870-1871 were meant to
 - (A) give federal authority to prosecute Klan violence and protect voting rights
 - (B) return land to planters
 - (C) end the Freedmen's Bureau
 - (D) end segregation in schools
 - (E) limit Black officeholding

SET C Apply and Extend

Write a paragraph-length response, as on the AP short-answer section.

11. (a) Identify one factor that weakened Northern commitment to Reconstruction. (b) Explain how the Compromise of 1877 affected Black Southerners. (c) Explain one way Jim Crow laws continued the effects of the Black Codes.
12. Evaluate the extent to which Reconstruction achieved its goals.

5.7 Multiple-Choice Practice: 1844 to 1877: Crisis, Civil War, and Reconstruction

Practice Period 5 with AP-style questions on expansion, the sectional crisis, the Civil War, and Reconstruction.

Each set covers the whole period. Read each stimulus carefully, choose the best answer, and use the explanations to see why the strongest distractor fails.

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SET A Core Concepts

Choose the best answer.

1. "The West is the land of destiny. Americans must carry free institutions across the continent to the Pacific." The sentiment above most directly supported which policy?
(A) Maintaining neutrality in Europe
(B) Enforcing the Monroe Doctrine in Asia
(C) Annexing Texas and pursuing war with Mexico
(D) Preserving Native American homelands
(E) Opposing internal improvements
2. The Wilmot Proviso is significant mainly because it
(A) made slavery in the territories a sectional rather than party issue
(B) abolished slavery in Washington, D.C.
(C) was enacted into law in 1846
(D) ended the Mexican War
(E) established popular sovereignty
3. Which feature of the Compromise of 1850 most angered Northerners?
(A) Admission of California as a free state
(B) The Texas boundary settlement
(C) Popular sovereignty in Utah
(D) The ban on the D.C. slave trade
(E) The Fugitive Slave Act
4. The Republican Party formed in the mid-1850s primarily to
(A) abolish slavery in the South immediately
(B) oppose the expansion of slavery into the territories
(C) defend states' rights
(D) promote nativism
(E) support popular sovereignty
5. The Emancipation Proclamation did all of the following EXCEPT
(A) free enslaved people in areas in rebellion
(B) authorize Black enlistment
(C) make abolition a Union war aim
(D) free enslaved people in the border states
(E) discourage foreign intervention
6. The Fourteenth Amendment is best described as a response to
(A) the Missouri Compromise
(B) the Kansas-Nebraska Act
(C) Black Codes and the Dred Scott decision
(D) the Compromise of 1877
(E) the Fugitive Slave Act
7. The Compromise of 1877 resulted in
(A) passage of the Fifteenth Amendment
(B) impeachment of Hayes
(C) a new Freedmen's Bureau
(D) Tilden's inauguration
(E) withdrawal of federal troops from the South

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SET B Applications and Data

Choose the best answer.

8. Use the excerpt: "The people of a territory should decide for themselves whether slavery shall exist."
This idea, applied in the Kansas-Nebraska Act, is called
(A) free soil (B) the Wilmot Proviso (C) the Anaconda Plan
(D) popular sovereignty (E) manifest destiny
9. Which result of Bleeding Kansas best supports the view that popular sovereignty failed?
(A) Rival governments and violence arose as each side rushed settlers into Kansas
(B) The Supreme Court upheld the Missouri Compromise
(C) Kansas immediately entered as a slave state
(D) Congress passed a stricter Fugitive Slave Act
(E) Douglas became president
10. Dred Scott v. Sandford (1857) most damaged which group's political position?
(A) Southern Democrats
(B) Republicans, who wanted to ban slavery in the territories
(C) Slaveholders in Texas
(D) Confederate leaders
(E) Whig planters
11. Which set of events is in correct chronological order?
(A) Dred Scott, Compromise of 1850, Harpers Ferry, Kansas-Nebraska
(B) Kansas-Nebraska, Compromise of 1850, Harpers Ferry, Dred Scott
(C) Compromise of 1850, Kansas-Nebraska Act, Dred Scott, Harpers Ferry
(D) Harpers Ferry, Dred Scott, Kansas-Nebraska, Compromise of 1850
(E) Compromise of 1850, Dred Scott, Kansas-Nebraska, Harpers Ferry
12. Which development most helped the Union win the Mississippi River campaign?
(A) Lee's win at Fredericksburg (B) The Battle of Fort Sumter
(C) Lincoln's reelection (D) Sherman's capture of Atlanta
(E) Grant's capture of Vicksburg in July 1863
13. Union draft policy in 1863 sparked riots in New York City mainly because
(A) it targeted Irish immigrants (B) it allowed the wealthy to buy exemptions
(C) it ended slavery (D) it required Black enlistment only
(E) it imposed a national income tax
14. The Freedmen's Bureau (1865) is best seen as
(A) a Confederate relief society
(B) a plan to give all freed people land
(C) the Southern branch of the Klan
(D) the first major federal agency to aid former slaves with relief and education
(E) an agency that ended Black Codes

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SET C Exam-Level Stretch

Choose the best answer.

15. Use the data: Union 22 million people, Confederacy 9 million (3.5 million enslaved); North had about 90 percent of manufacturing. Which conclusion do the figures support?
- (A) The Confederacy could not have lasted past 1861
 - (B) The Union needed no strategy to win
 - (C) The Union had major material advantages, but the Confederacy could still win by avoiding defeat
 - (D) The South had an economic advantage
 - (E) Population determined the date of surrender
16. Which best explains why historians reject the claim that the Civil War was fought over states' rights alone?
- (A) Confederate leaders' own statements named slavery as the central issue
 - (B) The Constitution banned secession
 - (C) Lincoln was elected unanimously
 - (D) The North had no interest in slavery
 - (E) Southern states opposed all federal power
17. The Radical Republicans differed from Johnson mainly in that Radicals
- (A) wanted to restore planters' power
 - (B) supported federal protection for Black civil and voting rights
 - (C) opposed the Thirteenth Amendment
 - (D) favored the Black Codes
 - (E) wanted a quick return of Confederate leaders
18. Which factor best explains the decline of Northern support for Reconstruction by 1876?
- (A) The end of the Civil War
 - (B) A new Fugitive Slave Act
 - (C) Passage of the Thirteenth Amendment
 - (D) A Confederate victory in the war
 - (E) Economic depression, scandal, and fatigue with enforcement
19. Sharecropping and the crop-lien system most directly show that
- (A) Freed people received land after the war
 - (B) Cotton prices rose in the 1870s
 - (C) Planters lost all power
 - (D) Emancipation did not bring economic independence for most freed people
 - (E) The Freedmen's Bureau succeeded fully
20. Historians such as Eric Foner call Reconstruction an "unfinished revolution" because it
- (A) completely transformed Southern society
 - (B) had no effect on the Constitution
 - (C) created lasting constitutional change while failing to secure equality in practice
 - (D) restored the planter class entirely
 - (E) ended racial prejudice

5.8 Free-Response Practice: 1844 to 1877: Crisis, Civil War, and Reconstruction

Four free-response questions on Period 5: two short-answer sets, a document-based question, and a long essay.

Short-answer parts are worth 1 point each. The document-based question is worth 7 points (thesis 1, context 1, document use 3, outside evidence 1, sourcing or complexity 1 here combined as listed). The long essay is worth 6 points (thesis 1, context 1, evidence up to 2, analysis up to 2). Write your own answer first, then score yourself against the model.

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QUESTION 1 Short Answer: Slavery and Territorial Expansion (Secondary Source)

Use the passage to answer parts (a), (b), and (c). Passage (a historian's argument, paraphrased): 'The Mexican-American War gave the nation new land but destroyed the political agreement that had kept the slavery question quiet. Once the territory was won, no one could avoid asking who would settle it and under what laws.'

1. (a) Identify ONE piece of evidence from 1846-1854 that supports the historian's claim.
2. (b) Identify ONE piece of evidence that could be used to challenge the claim that the war itself destroyed the political agreement.
3. (c) Explain ONE way the California Gold Rush intensified the sectional conflict.

QUESTION 2 Short Answer: Reconstruction (Primary Source)

Use the excerpt to answer parts (a), (b), and (c). Excerpt (paraphrased, Mississippi law, 1865): 'All freedmen without lawful employment or business shall be considered vagrants and may be fined and hired out to anyone who pays the fine.'

4. (a) Identify ONE group that would have supported this law and explain why.
5. (b) Explain ONE way the federal government responded to laws like this one.
6. (c) Explain ONE way the effects of such laws continued after Reconstruction ended.

QUESTION 3 Document-Based Question: Why Did the Union Win the Civil War?

Evaluate the extent to which Union resources, strategy, and the changing purpose of the war explain Union victory. Use the documents below (paraphrased) and outside evidence. Doc 1 (1860 census figures): free states about 19 million people and most of the nation's factories and rail miles; slave states about 12 million people, 4 million of them enslaved. Doc 2 (Lincoln, 1862, to editor Horace Greeley): 'If I could save the Union without freeing any slave I would do it, and if I could save it by freeing all the slaves I would do it.' Doc 3 (Confederate Congress, 1862, paraphrased): owners of twenty or more enslaved people are exempt from conscription. Doc 4 (a Black soldier of the 54th Massachusetts, 1863, paraphrased): 'We ask to be treated as soldiers, paid as soldiers; we have shown we can fight.'

7. (a) Write a thesis that makes a historically defensible claim and establishes a line of reasoning.
8. (b) Describe the historical context for the Union's victory.
9. (c) Use at least three of the documents, explaining how each supports your argument, and use at least one outside piece of evidence.
10. (d) Explain the point of view, purpose, or audience for at least one document.

QUESTION 4 Long Essay: Reconstruction

Choose ONE: (1) Evaluate the extent to which Reconstruction changed the lives of African Americans in the South between 1865 and 1877. (2) Evaluate the extent to which the Civil War was a turning point in the role of the federal government between 1861 and 1877. Thesis scaffold: 'Although [counterargument], [your claim], because [reason 1] and [reason 2].'

11. (a) Write a thesis for your chosen prompt.
12. (b) Describe the historical context.
13. (c) Outline two pieces of specific evidence and explain how they support your argument.
14. (d) Explain how a counterargument or continuity complicates your claim.

Answers Period 5: Answers and Explanations

Answers for every practice problem, numbered to match. Read the explanation even when your answer is correct.

5.1 Manifest Destiny and the Mexican War**SET A · CHECK YOUR UNDERSTANDING**

1. Manifest Destiny meant the belief that the United States was providentially meant to spread across North America. It served farmers wanting land, merchants wanting Pacific ports, and politicians seeking popular support, while it justified displacing Native Americans and Mexicans.
2. Texas was a slaveholding republic, so annexing it would add slave territory and upset the sectional balance in the Senate. It also risked war with Mexico, which had never recognized Texas independence. Northern Whigs and antislavery voters therefore resisted it until the election of 1844.
3. Britain was a strong naval power, and Polk did not want a war with both nations at once. Mexico was weaker, and it held California, which Polk wanted. He therefore compromised on Oregon and used a border incident to justify war against Mexico.
4. The treaty set the Rio Grande as the Texas boundary and transferred California and the rest of the Mexican Cession to the United States. Mexico received \$15 million, and the United States agreed to honor some property rights of Mexicans in the ceded territory, though in practice many lost land.
5. David Wilmot proposed in 1846 that slavery be banned in any territory won from Mexico. The House passed it repeatedly, but the Senate, with equal sectional strength, blocked it. It never became law, but it revealed that sectional loyalty now outweighed party loyalty.

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SET B · EXAM-STYLE MULTIPLE CHOICE

6. B. The Oregon boundary dispute with Britain produced the slogan. A is tempting because Polk expanded elsewhere, but Texas was annexed without such a slogan.
7. C. American and Mexican forces clashed in the zone claimed by both nations, and Polk used it to ask for war. A is wrong because the Gold Rush came in 1848, after the war began.
8. E. The passage claims Providence allotted the continent to Americans. C is wrong because it says nothing about trade, and A is the opposite of its meaning.
9. D. The Proviso split Northern and Southern members of both parties. B is a common mistake: it never became law.
10. A. Californians drafted a free-state constitution and applied for statehood. D is wrong because disease and violence sharply reduced the Native population.

SET C · APPLY AND EXTEND

11. (a) 1 point: any valid motive, such as cheap farmland, Pacific trade, or belief in Anglo-American superiority. (b) 1 point: The war added huge lands that raised whether slavery would spread; the Wilmot Proviso debate split the sections, and Calhoun and popular sovereignty offered rival answers. (c) 1 point: Trails and settlement disrupted Plains homelands and buffalo, disease spread, and treaties such as Fort Laramie (1851) confined tribes; in California the Gold Rush brought violence and population loss.
12. Model response (scoring points): 1 point for a defensible claim, such as that the election supported expansion in part but was narrow and sectionally divided. 1 point for evidence for a mandate: Polk, an open expansionist, won, and Tyler used the result to push annexation of Texas through Congress in 1845. 1 point for evidence against it: Polk's margin was small, and the Liberty Party drew antislavery votes from Clay in New York, showing Texas and slavery divided voters. 1 point for reasoning that explains how the evidence supports the claim, for example that the result gave expansionists the political cover they needed even though voters were not united.

5.2 The Compromise of 1850 to Secession**SET A · CHECK YOUR UNDERSTANDING**

1. California entered as a free state and the D.C. slave trade ended (North); Utah and New Mexico got popular sovereignty and Texas received money (compromise and South); and the Fugitive Slave Act strengthened the return of runaways (South). Together these tried to balance the sections, but the Fugitive Slave Act was a constant irritant.
2. The act forced Northerners to help recapture runaways and denied accused persons a jury trial, so slavery's reach extended into free states. Ordinary Northerners who had ignored slavery now faced it directly, and resistance, personal liberty laws, and Uncle Tom's Cabin grew.
3. By opening Kansas and Nebraska to slavery through popular sovereignty, the act repealed the Missouri Compromise line. Antislavery Whigs, Free Soilers, and Northern Democrats then joined to oppose slavery's expansion, and the Whig Party collapsed.
4. Taney held that African Americans could not be citizens and so could not sue in federal court. He also held that Congress could not ban slavery in the territories, which struck down the Missouri Compromise.
5. Lincoln won every free state without Southern support and opposed the expansion of slavery. Southern leaders believed they had lost permanent political power and that slavery would eventually be threatened, so South Carolina and six other Deep South states seceded.

SET B · EXAM-STYLE MULTIPLE CHOICE

6. C. Northern opposition to opening Kansas to slavery produced the Republicans. A is wrong because the act repealed the Missouri Compromise's restriction.
7. A. Taney ruled on both citizenship and congressional power. C is wrong because that is the Fugitive Slave Act, not Dred Scott.
8. D. Lincoln predicted that the nation would become all one or all the other. A is a tempting overreading: he pledged not to interfere with slavery where it existed.
9. E. The raid confirmed Southern fears that Northerners would back slave revolt. A is wrong because Northern outrage at the Fugitive Slave Act continued.
10. C. The Democratic split between Douglas and Breckinridge divided the vote. B fails because Southern delegates walked out of the party convention.

SET C · APPLY AND EXTEND

11. (a) 1 point: Personal liberty laws, the Underground Railroad, vigilance committees, or mob rescues of fugitives. (b) 1 point: Settlers from both sides flooded Kansas, fraud and violence (Lawrence, Pottawatomie) occurred, and rival governments formed, showing that letting settlers decide invited conflict. (c) 1 point: The ruling that Congress could not bar slavery in territories made the party's main goal unconstitutional, so Republicans attacked the Court and the Slave Power and gained Northern support.
12. Model response (scoring points): 1 point for a defensible thesis, for example that the Compromise delayed conflict but did not resolve it. 1 point for evidence of temporary success: California entered free, Utah and New Mexico used popular sovereignty, and sectional tension eased for several years. 1 point for evidence of failure: the Fugitive Slave Act enraged the North and the principle of popular sovereignty later produced Bleeding Kansas after Kansas-Nebraska. 1 point for reasoning that explains why delay differs from resolution, tying the argument to the Wilmot Proviso question left open.

5.3 The Civil War: Causes, Strategy, and Home Fronts

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SET A · CHECK YOUR UNDERSTANDING

1. The Union had more people, factories, railroads, and a navy. The Confederacy had defensive ground, experienced officers such as Lee, and the need only to avoid defeat. Resources favored the North, but the South did not need to conquer anything.
2. It was Winfield Scott's strategy to strangle the South by blockading its ports and capturing the Mississippi River to divide the Confederacy. Its name came from the snake that squeezes its prey. It was largely carried out as the war proceeded.
3. Lincoln justified it as a war measure under his powers as commander in chief, so it could only affect areas in rebellion. Freeing slaves in the loyal border states would have risked pushing them into the Confederacy, so they were left alone until the Thirteenth Amendment.
4. About 180,000 Black men served in the army, giving the Union manpower and weakening the Confederacy's labor force. Their sacrifice at places such as Fort Wagner became a basis for arguments that they deserved citizenship and the vote.
5. Lincoln suspended the writ of habeas corpus in some areas and the army arrested suspected disloyal civilians. Chief Justice Taney protested that only Congress could suspend it, and critics called Lincoln a tyrant, though he defended the action as necessary to preserve the Union.

SET B · EXAM-STYLE MULTIPLE CHOICE

6. B. B. Controlling the Mississippi, finished at Vicksburg in July 1863, split the Confederacy. E is wrong because the Homestead Act was a land law.
7. A. A. It applied to Confederate-held areas and authorized Black soldiers. C is the common error: the Thirteenth Amendment ended slavery nationwide.
8. C. C. Lee's invasion ended at Gettysburg, and Vicksburg split the Confederacy. A is wrong because British and French recognition was never granted after Antietam and Gettysburg.
9. E. E. Poor, often Irish, workers resented the commutation fee and the war's new purpose of emancipation. C is wrong because the riots targeted the draft and Black residents, not soldiers' pay.
10. D. D. The North had far more factories, rail mileage, and population, and the Republican Congress used its power to pass the Homestead, Morrill, and Pacific Railway Acts. A is wrong because the Union blockade choked Southern cotton exports.

SET C · APPLY AND EXTEND

11. (a) 1 point: greater industry, railroads, population, or banking and navy. (b) 1 point: It made ending slavery a Union war aim, permitted Black enlistment, and made foreign recognition of the Confederacy politically harder. (c) 1 point: Davis's draft and taxes angered governors protecting states' rights, the planter exemption bred class resentment, and inflation and shortages caused bread riots.
12. Model response (scoring points): 1 point for a thesis, such as that 1863 was a turning point militarily and politically but that the war was not yet decided. 1 point for evidence in favor: Gettysburg ended Lee's invasions and Vicksburg split the Confederacy. 1 point for further evidence: the Emancipation Proclamation took effect and Black enlistment began. 1 point for qualification or counterargument: the war lasted until 1865, and Northern morale dipped in 1864 until Atlanta, so 1864 also mattered.

5.4 The Civil War: Outcomes and Meaning**SET A · CHECK YOUR UNDERSTANDING**

1. Total war targets an enemy's economy, infrastructure, and morale, not only its army. Sherman's March to the Sea destroyed railroads and supplies in Georgia to weaken Confederate resistance.
2. Atlanta's capture in September 1864 raised Northern morale after a summer of heavy casualties and seemed to show the war could be won. It undercut the Democrats' claim that the war was a failure and helped Lincoln win reelection over McClellan.
3. The Thirteenth Amendment abolished slavery throughout the nation, including in the border states, while the Emancipation Proclamation applied only to areas in rebellion and was a war measure. The amendment made abolition permanent in the Constitution.
4. The war killed an estimated 620,000 or more soldiers, and it devastated the Southern economy by destroying farms, railroads, and the wealth invested in slavery. It also left unresolved questions about the rights of freed people.
5. The Lost Cause view says the Confederacy fought for states' rights and honor, not slavery. Historians point to secession declarations and speeches such as Stephens's cornerstone speech, which identified slavery as the foundation of the Confederacy.

SET B · EXAM-STYLE MULTIPLE CHOICE

6. C. C. Sherman burned railroads and supplies in Georgia to break Confederate resources and morale. A is wrong because the march was an offensive campaign, not a defense of the capital.
7. E. E. The Thirteenth Amendment (ratified December 1865) ended slavery except as punishment for crime. B is wrong because the Fourteenth defined citizenship and equal protection.
8. A. A. Lee surrendered on April 9, 1865, days before Lincoln's death on April 15. B is wrong because July 1863 marks the turning point at Gettysburg, not the war's end.
9. D. D. Income tax, national banks, and the draft all placed new power in Washington. E is the reverse: Lincoln used expanded presidential war powers.
10. B. B. Lincoln linked slavery to the war and urged a generous peace. E is wrong because he asked for 'charity for all', not punishment.

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SET C · APPLY AND EXTEND

11. (a) 1 point: income tax, national banking acts, conscription, or the Thirteenth Amendment. (b) 1 point: Women worked as nurses, managed farms and businesses, and filled government jobs, expanding their public roles and later activism. (c) 1 point: Secession documents and Confederate leaders' speeches named slavery as the central cause, contradicting the claim that the war was about states' rights.
12. Model response (scoring points): 1 point for a defensible thesis, such as that the war was a major turning point because it ended slavery and strengthened national authority, though change in racial equality was limited. 1 point for evidence of change: the Thirteenth Amendment, federal supremacy, industrial growth. 1 point for evidence of continuity: white supremacy persisted, as seen in efforts to limit freed people's rights after 1865. 1 point for reasoning that weighs these, for instance that legal change did not guarantee social change.

5.5 Reconstruction Plans and Amendments**SET A · CHECK YOUR UNDERSTANDING**

1. Lincoln offered pardons and readmission once ten percent of a state's 1860 voters pledged loyalty and accepted emancipation. Radicals considered the plan too lenient because it asked little of former Confederates and did nothing for freed people's rights.
2. The Freedmen's Bureau, created in 1865, gave food, medical care, and legal help and built schools for freed people. It helped thousands learn to read and negotiate labor contracts, but it had limited funds and faced resistance from white Southerners.
3. Black Codes required labor contracts and barred workers from leaving jobs, and they punished vagrancy and limited weapon ownership and testimony in court. Their effect was to keep freed people dependent on white landowners.
4. It defined citizens as all persons born or naturalized in the United States, barred states from denying due process or equal protection, penalized states that denied male suffrage, and restricted some former Confederates from office. It overturned the Dred Scott logic.
5. Johnson violated the Tenure of Office Act by removing Secretary of War Stanton, and his conflict with Congress over Reconstruction made enemies. The House impeached him in 1868, but the Senate acquitted him by a single vote, so he stayed in office.

SET B · EXAM-STYLE MULTIPLE CHOICE

6. D. D. The plan was lenient and quick. A is wrong because the Wade-Davis Bill, not the Ten Percent Plan, required a majority.
7. A. A. They restricted movement, jobs, and contracts, and allowed vagrancy arrests. B is wrong because the codes took rights away rather than granting them.
8. E. E. It overturned Dred Scott by defining citizenship and applying equal protection to states. A is wrong because the Fifteenth Amendment addressed voting.
9. B. B. Johnson fired Secretary of War Edwin Stanton despite the Tenure of Office Act, and the Senate acquitted him by one vote. A is wrong because that act was passed in 1875.
10. C. C. Radicals such as Thaddeus Stevens and Charles Sumner wanted a thorough transformation. A fails because quick restoration was Johnson's approach.

SET C · APPLY AND EXTEND

11. (a) 1 point: both were lenient toward most Southern whites and wanted quick readmission, with pardons. (b) 1 point: Johnson left Black suffrage to the states, while Congress required Black male suffrage and military oversight. (c) 1 point: It limited states by requiring due process and equal protection and made national citizenship primary, giving the federal government a role in protecting individual rights.
12. Model response (scoring points): 1 point for a thesis, such as that the amendments transformed legal status greatly but enforcement was uneven. 1 point for evidence of transformation: the Thirteenth, Fourteenth, and Fifteenth Amendments ended slavery, defined citizenship, and protected voting, and Black men held office. 1 point for limits: Black Codes and the Fifteenth Amendment's wording left room for restrictions, and the federal government's will to enforce faded. 1 point for reasoning that separates formal law from lived experience.

5.6 The End of Reconstruction**SET A · CHECK YOUR UNDERSTANDING**

1. The Klan used terror to keep Black people from voting and to drive out Republican officials and teachers. Congress passed the Enforcement Acts of 1870-1871 to prosecute such crimes and allow troops, which weakened the Klan temporarily but did not end violence.
2. Sharecroppers owned no land, rented plots for a share of the crop, and bought supplies on credit at high prices from merchants. Falling cotton prices left them in debt, and crop-lien and vagrancy laws prevented them from leaving.
3. Redeemers were Southern Democrats who took back state governments from Republicans. They used violence, fraud, appeals to white solidarity, and tax and spending cuts, and later laws to restrict Black voting.
4. Tilden won the popular vote, but disputed electoral votes in Florida, Louisiana, and South Carolina left the result uncertain. A commission gave them all to Hayes, and Democrats accepted it with an understanding that federal troops would leave the South.
5. In the Slaughter-House Cases (1873) the Court read the Fourteenth Amendment's privileges protection narrowly, and in Cruikshank (1876) it ruled that Congress could not punish private individuals for violence against Black citizens. Both made federal enforcement harder.

SET B · EXAM-STYLE MULTIPLE CHOICE

6. E. E. Hayes took office after the disputed election of 1876, and troops left the last Southern states. B is wrong because Tilden won the popular vote but lost the deal.
7. C. C. Sharecroppers rented land for a crop share and used store credit at high prices, which created debt. B is wrong because sharecroppers were not paid fixed wages.
8. B. B. The Klan terrorized Black and white Republicans. A is wrong because the Klan attacked Bureau agents and teachers.
9. D. D. The decision gave legal cover to Jim Crow, which grew after Redeemers regained power. A is the opposite of what the Court held.

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10. A. A. They allowed federal prosecution of conspiracies against voters. E is wrong because they aimed to protect, not limit, Black officeholders.

SET C · APPLY AND EXTEND

11. (a) 1 point: the Panic of 1873, scandals, racial prejudice, or fatigue with enforcement. (b) 1 point: The withdrawal of troops left Black Southerners without federal protection against Redeemer governments and violence, leading to disfranchisement. (c) 1 point: Both restricted Black Americans' freedom of movement, labor, and civil rights, and relied on state law and private violence to maintain white control.
12. Model response (scoring points): 1 point for a thesis, such as that Reconstruction achieved major legal and political gains but fell short of lasting equality. 1 point for evidence of achievement: the three amendments, Black officeholders, schools and churches. 1 point for evidence of shortfall: sharecropping, violence, and the 1877 withdrawal of troops. 1 point for reasoning that connects enforcement, public will, and the long delay before the civil rights movement of the twentieth century revived the amendments.

5.7 Multiple-Choice Practice: 1844 to 1877: Crisis, Civil War, and Reconstruction**SET A · CORE CONCEPTS**

1. C. The passage expresses Manifest Destiny, which backed continental expansion. The distractor 'Preserving Native American homelands' fails because expansion displaced Native peoples.
2. A. Northern members of both parties voted for it, Southern members against. The distractor 'was enacted into law in 1846' fails because it passed only the House and died in the Senate.
3. E. It forced Northerners to help return alleged fugitives. The distractor 'Admission of California as a free state' fails because that provision favored the North.
4. B. It united antislavery Whigs, Free Soilers, and Northern Democrats after Kansas-Nebraska. The distractor 'abolish slavery in the South immediately' fails because most Republicans, including Lincoln, accepted slavery where it existed.
5. D. Border states and Union-held areas were exempt, so this is the exception. The distractor 'authorize Black enlistment' fails because it did open the army to Black men.
6. C. It defined citizenship and guaranteed equal protection, reversing Dred Scott and answering the Codes. The distractor 'the Fugitive Slave Act' fails because that law predated and was ended by the war.
7. E. Hayes took office and the troops left, ending Reconstruction. The distractor 'passage of the Fifteenth Amendment' fails because that amendment was ratified in 1870.

SET B · APPLICATIONS AND DATA

8. D. It let territorial settlers vote on slavery. The distractor 'the Wilmot Proviso' fails because that proposal banned slavery by law.
9. A. Settlers from both sides turned the vote into conflict. The distractor 'Kansas immediately entered as a slave state' fails because Kansas did not enter until 1861, as a free state.
10. B. The Court said Congress could not exclude slavery from the territories. The distractor 'Southern Democrats' fails because they gained from the decision.
11. C. The dates are 1850, 1854, 1857, 1859. The distractor 'Compromise of 1850, Dred Scott, Kansas-Nebraska, Harpers Ferry' fails because Kansas-Nebraska (1854) came before Dred Scott (1857).
12. E. Vicksburg gave the Union control of the river and split the Confederacy. The distractor 'Sherman's capture of Atlanta' fails because that came in 1864 in Georgia.
13. B. The commutation fee made it a "rich man's war, poor man's fight." The distractor 'it targeted Irish immigrants' fails because the draft applied to all eligible men.
14. D. It provided food, schools, and legal help. The distractor 'a plan to give all freed people land' fails because Johnson returned confiscated land to owners.

SET C · EXAM-LEVEL STRETCH

15. C. The North's resources were greater but the South fought defensively. The distractor 'The Confederacy could not have lasted past 1861' fails because wars often last despite resource gaps.
16. A. Stephens's cornerstone speech and secession declarations point to slavery. The distractor 'Lincoln was elected unanimously' fails because he won no Southern electoral votes.
17. B. They passed the Civil Rights Act of 1866 and the Reconstruction Acts over his vetoes. The distractor 'wanted a quick return of Confederate leaders' fails because that describes Johnson's plan.
18. E. The Panic of 1873 and Grant-era scandals shifted attention. The distractor 'A new Fugitive Slave Act' fails because that was passed in 1850.
19. D. Debt and tenancy kept many families dependent on landowners. The distractor 'Freed people received land after the war' fails because land redistribution never happened.
20. C. The amendments endured, but Jim Crow and disfranchisement followed. The distractor 'completely transformed Southern society' fails because it was undone in many ways after 1877.

5.8 Free-Response Practice: 1844 to 1877: Crisis, Civil War, and Reconstruction

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QUESTION 1 · SHORT ANSWER: SLAVERY AND TERRITORIAL EXPANSION (SECONDARY SOURCE)

- 1 point: names and explains valid evidence, such as the Wilmot Proviso (1846), which split Congress by section, or the debate over Utah and New Mexico leading to the Compromise of 1850. The explanation must connect to the question of slavery in the Mexican Cession.
- 1 point: names valid counter-evidence, such as the Texas annexation in 1845 or Oregon, which had already raised questions about slavery's expansion before the war, or the fact that the Compromise of 1850 temporarily restored calm, showing agreement was not destroyed at once.
- 1 point: explains that California's rapid population growth led it to seek admission as a free state in 1849-1850, threatening the balance of free and slave states in the Senate and forcing the Compromise of 1850 including the Fugitive Slave Act.

QUESTION 2 · SHORT ANSWER: RECONSTRUCTION (PRIMARY SOURCE)

- 1 point: identifies white planters or Southern legislators and explains that the law ensured a cheap, controllable labor force after slavery's end, preserving their economic and social power.
- 1 point: explains a valid response, such as the Civil Rights Act of 1866, the Freedmen's Bureau extension, the Reconstruction Acts of 1867 putting the South under military districts, or the Fourteenth Amendment guaranteeing equal protection.
- 1 point: explains continuity such as sharecropping and crop-lien debt, convict leasing under the Thirteenth Amendment's exception clause, or Jim Crow segregation and disfranchisement after the Compromise of 1877.

QUESTION 3 · DOCUMENT-BASED QUESTION: WHY DID THE UNION WIN THE CIVIL WAR?

- 1 point: Thesis, for example: 'The Union won chiefly because its material advantages were combined with strategies, including emancipation and Black enlistment, that turned those resources into victory, while Confederate states' rights politics and class tensions limited the South.' A thesis must be more than a restatement of the prompt.
- 1 point: Context such as the sectional crisis, secession after Lincoln's 1860 election, or the opening at Fort Sumter, and the early assumption of a short war.
- Up to 3 points: Doc 1: Doc 1 shows population and industrial advantage; Doc 2 shows Lincoln's flexible aims, with emancipation later used to hurt the Confederacy; Doc 3 shows class division and weak conscription in the Confederacy; Doc 4 shows Black soldiers gaining manpower for the Union. Plus 1 point for outside evidence: the Anaconda Plan, Vicksburg and Gettysburg, the Emancipation Proclamation, or Sherman's total war.
- 1 point for sourcing: for example Doc 2 is a public letter written to influence Northern opinion, so Lincoln's purpose was political, balancing border state loyalty and emancipation.

QUESTION 4 · LONG ESSAY: RECONSTRUCTION

- 1 point: A thesis such as (prompt 1): 'Although the amendments gave Black Southerners citizenship and political voice, Reconstruction changed their lives only partly, because sharecropping and violence limited economic and political freedom.' For prompt 2: 'Although the federal government remained limited in some ways, the war expanded national power, because the income tax, the draft, and the Reconstruction amendments gave Washington new authority over the states.'
- 1 point: Context such as the end of slavery in 1865 and Johnson's lenient policies, or the secession crisis and wartime emergency.
- Up to 2 points: Specific evidence such as the Freedmen's Bureau schools, Black officeholders, the Fourteenth and Fifteenth Amendments, sharecropping, the Klan, and the Enforcement Acts (prompt 1), or the National Banking Acts, greenbacks, the draft, and the Thirteenth Amendment (prompt 2). Each must be explained, not just named.
- Up to 2 points: Analysis: acknowledges continuity or a counterargument, such as the Compromise of 1877 and Jim Crow (prompt 1), or states' rights resistance and the Supreme Court's narrow readings (prompt 2), and shows how these affect the argument.

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Period 6: 1865 to 1898: The Gilded Age.

7 sections with explanations and worked examples, then 93 practice problems. Answers and full explanations are at the end of the chapter.

6.1 Westward Expansion and Native Americans

How federal policy, railroads, and new economies settled the West while destroying the independence of Native nations.

After the Civil War, Americans poured onto the Great Plains, the Rocky Mountains, and the Pacific Slope. This movement was shaped by federal policy, corporate railroads, and new technology, and it came at enormous cost to the Native peoples who already lived there. Expect the AP exam to ask you to connect **economic development** in the West with **conflict and dispossession**.

Federal promotion of settlement. The Homestead Act (1862) offered 160 acres of public land to a settler who lived on and improved it for five years. Millions of acres also went to railroads: the Pacific Railway Act (1862) funded a **transcontinental railroad** built by the Union Pacific (westward from Nebraska, using many Irish immigrant workers) and the Central Pacific (eastward from California, using thousands of Chinese laborers). The two lines met at Promontory Summit, Utah, in 1869. Railroads sold their own land grants to farmers, advertised in Europe, and set freight rates that later angered the same farmers. Many homesteaders failed on the dry Plains; much of the best land ended up with speculators and railroads, and settlers used new tools such as barbed wire, steel plows, and windmills to survive.

Extractive and ranching economies. Gold and silver strikes (the Comstock Lode in Nevada, the Black Hills, Colorado) created boom towns. Early prospectors gave way to corporations with expensive machinery and wage labor. In the cattle kingdom, Texas longhorns were driven north on trails such as the Chisholm Trail to railheads like Abilene and Dodge City, where they were shipped to Chicago packinghouses. The open range closed in the 1880s because of barbed wire, overgrazing, and the brutal winter of 1886-87. Cowboys were often Mexican, Black, or Native, though popular myth made them white loners.

Native Americans and the federal government. Settlers and railroads cut through hunting grounds, and hunters slaughtered the bison herds that supported Plains cultures; the army tolerated this because it weakened resistance. Policy moved through stages:

- 1 Concentration** Treaties such as Medicine Lodge (1867) pushed tribes onto reservations. Many promises were broken when gold or farmland was discovered.
- 2 War** Conflicts included the Sioux war after the Fetterman fight, the Little Bighorn (1876, where Lakota and Cheyenne warriors destroyed Custer's command), the Nez Perce flight led by Chief Joseph (1877), and Apache resistance under Geronimo until 1886.
- 3 Wounded Knee (1890)** The Ghost Dance, a spiritual movement promising renewal, alarmed officials. Troops killed roughly 150 or more Lakota, many of them women and children, at Wounded Knee, South Dakota. It is usually treated as the end of major armed resistance.
- 4 Assimilation** Reformers such as Helen Hunt Jackson, author of *A Century of Dishonor* (1881), criticized earlier policy but supported forced assimilation. The **Dawes Severalty Act** (1887) divided reservations into individual allotments of about 160 acres, sold the leftover land to whites, and promised citizenship after a period. Tribal landholdings fell from about 138 million acres to about 48 million by 1934. Off-reservation **boarding schools**, such as Carlisle in Pennsylvania, cut children's hair, banned native languages, and trained them for manual work.

Dawes Severalty Act (1887)

Goal: break up communal tribal land and turn Indians into private-property farmers.

Result: loss of tens of millions of acres, damage to tribal government and culture.

Think: assimilation through individualism, not protection of tribal autonomy.

Ideas about the frontier. The 1890 census announced that a continuous frontier line no longer existed. Historian Frederick Jackson Turner argued in 1893 that the frontier shaped American democracy, individualism, and optimism. Critics later pointed out that Turner ignored Native peoples, Mexican Americans, women, and the role of federal power. The West was also a place of ethnic mixing: Mexican communities in the Southwest lost land to Anglo law and newcomers, Chinese miners and laborers faced violence, and Black "Exodusters" moved to Kansas in 1879 to escape Southern oppression.

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Policy or event	Date	Effect
Homestead Act	1862	160 free acres; encouraged farm settlement
Pacific Railway Act	1862	Land grants and loans for a transcontinental line
Medicine Lodge Treaty	1867	Reservation system for southern Plains tribes
Transcontinental railroad done	1869	National market; faster settlement and bison hunting
Little Bighorn	1876	Native victory, followed by harsher US response
Dawes Act	1887	Allotment and assimilation
Wounded Knee	1890	End of major Plains resistance
Turner thesis	1893	Interpretation that the frontier made America democratic

Core argument for the exam

The federal government and corporations actively built the West: land grants, subsidies, army force.
Economic opportunity for settlers and investors came at the expense of Native sovereignty and culture.

EXAMPLE 1: ANALYZING A SOURCE

A reformer wrote in 1889: "The Indian must be taught to stand alone on his own farm and be absorbed into the nation. Tribal ties must be dissolved." Identify the policy supported and explain one effect that contradicted its stated goal.

SOLUTION

Step 1: The excerpt matches the assimilationist program behind the Dawes Act, which wanted individual farms and the end of tribal ties.

Step 2: Name the purpose: absorb Indians as citizens and open land to white settlement.

Step 3: Contradiction: although it promised independence, allotment led to the sale of most Native land and poverty, and surplus land was opened to non-Indians. Tribes lost control of resources.

Step 4: Link to context: the same decade the Plains wars ended, so assimilation replaced military conquest.

EXAMPLE 2: BUILDING A THESIS

Prompt: Evaluate the extent to which federal policies shaped western settlement from 1865 to 1900. Write a thesis.

SOLUTION

Step 1: Take a position with a line of reasoning: "Federal policies, especially land grants, railroad subsidies, and military force, largely shaped western settlement, though private factors like technology and boom-and-bust markets also mattered."

Step 2: Check that it answers all of the prompt (extent) and gives categories you can prove.

Step 3: Plan evidence: Homestead Act, Pacific Railway Act, Dawes Act, army at Wounded Knee; counter-evidence: barbed wire, mining capital, Turner's focus on individual pioneers.

Common mistakes

Do not say the Homestead Act was highly successful for small farmers; many failed, and speculators and railroads gained more land. Do not say the Dawes Act protected Native land. Do not date Wounded Knee to the same time as the Little Bighorn (1876 versus 1890).

Practice

SET A Check Your Understanding

Answer each question in two to four sentences.

1. Explain how the federal government helped build the transcontinental railroad.
2. Describe two reasons the open-range cattle industry declined in the 1880s.
3. How did the destruction of the bison affect Plains Indians?
4. What was the purpose of Indian boarding schools such as Carlisle?

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5. What was Turner's frontier thesis, and what is one criticism of it?

SET B Exam-Style Multiple Choice

Choose the best answer.

6. Which provision best describes the Homestead Act of 1862?
- (A) Settlers could claim 160 acres after living on and improving it
 - (B) Railroads received 160 acres per mile of track
 - (C) Native families received 160-acre allotments
 - (D) Miners could claim federal mineral rights for free
 - (E) The government sold land only to cattle companies
7. The Dawes Severalty Act of 1887 most directly reflected which goal?
- (A) Preserving tribal land through treaties
 - (B) Assimilating Native Americans as individual farmers
 - (C) Creating a Native state in Oklahoma
 - (D) Ending the reservation system immediately and compensating tribes
 - (E) Protecting bison herds
8. The Ghost Dance movement and the events at Wounded Knee (1890) are best understood as
- (A) a successful Native defense of the Black Hills
 - (B) the start of the Nez Perce flight
 - (C) a negotiated treaty over the Dakota gold rush
 - (D) the final major clash in the long US-Native conflict on the Plains
 - (E) a victory over the cavalry like the Little Bighorn
9. Which group built most of the Central Pacific section of the transcontinental railroad?
- (A) Irish immigrants
 - (B) Mexican laborers
 - (C) Chinese immigrants
 - (D) Freed slaves
 - (E) Native Americans
10. Frederick Jackson Turner's 1893 essay argued that
- (A) the frontier was closed because of Native resistance
 - (B) immigration weakened American identity
 - (C) the federal government alone settled the West
 - (D) industrialization ended opportunity
 - (E) the frontier experience shaped democracy and American character

SET C Apply and Extend

Write a developed response. Each answer lists the scoring points.

11. Using your knowledge of the period, explain TWO ways that the federal government promoted western settlement between 1862 and 1890, and ONE negative consequence for Native Americans.
12. Explain one similarity and one difference between the reservation policy of the 1860s and the Dawes Act of 1887.

6.2 Industrialization and the Rise of Big Business

How technology, railroads, and powerful firms created industrial capitalism, and how Americans argued about wealth and regulation.

Between 1865 and 1900 the United States became the world's leading industrial power. Output of steel, coal, and oil soared, a national market emerged, and a few giant firms came to dominate whole industries. The period is called the **Gilded Age** (a term from Mark Twain and Charles Dudley Warner) because glittering fortunes covered deep social problems.

Why industry boomed. Several causes worked together. Abundant natural resources (iron ore in Minnesota, coal in Pennsylvania, oil in Pennsylvania and Ohio) supplied raw materials. Railroads, which grew from about 35,000 miles of track in 1865 to roughly 190,000 by 1900, created the first national market. Immigration and rural migration supplied cheap labor. Government favored business through high tariffs, land grants, and friendly courts. New technology mattered too: the **Bessemer process** (and later open-hearth furnaces) made cheap steel, the telephone (1876) and light bulb (1879) transformed communication and power, and electricity and petroleum became new energy sources. Corporations, which let owners pool investment and limit personal liability, became the standard form of business.

Industrial leaders and their strategies. Entrepreneurs used different methods to dominate markets:

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- ◆ **Andrew Carnegie** (steel) practiced **vertical integration**: he controlled every stage of production, from iron ore mines and coke ovens to railroads and mills, cutting costs by removing middlemen.
- ◆ **John D. Rockefeller** (oil, Standard Oil) practiced **horizontal integration**: he bought or crushed competitors in the same stage of production, mainly refining, and in 1882 organized a **trust** so that trustees controlled stock of many companies.
- ◆ **Cornelius Vanderbilt** and later financiers such as Jay Gould and J. P. Morgan consolidated railroads. Morgan, an investment banker, reorganized failing lines and in 1901 helped create U.S. Steel.
- ◆ Critics called these men **robber barons** because of rebates from railroads, stock manipulation, and low wages. Defenders called them **captains of industry** who built the economy, created jobs, and gave to charity.

Vertical vs. horizontal integration

Vertical: one company controls successive stages (ore, rail, mill, sales). Carnegie.

Horizontal: one company absorbs rivals at the same stage to end competition. Rockefeller.

Both aim to cut costs and control prices; a trust or holding company is the legal tool.

Ideas that justified wealth. Social Darwinism, drawing on Charles Darwin through Herbert Spencer and supported in the United States by William Graham Sumner, argued that society advanced through competition and the survival of the fittest, so government should not help the poor or regulate business (**laissez-faire**). Carnegie's **Gospel of Wealth** (1889) accepted inequality but argued that the rich had a duty to use surplus wealth for the public good, such as libraries and universities, rather than leave it to heirs. Horatio Alger's rags-to-riches stories spread the idea that hard work brings success. Challengers included Henry George (*Progress and Poverty*, 1879), who proposed a single tax on land values, and Edward Bellamy, whose novel *Looking Backward* (1888) imagined a cooperative future.

Government response. Courts at first sided with business. *Munn v. Illinois* (1877) allowed states to regulate businesses affecting the public interest, but later decisions limited state power, and in 1886 *Wabash v. Illinois* held that only Congress could regulate interstate rail rates. Congress passed the **Interstate Commerce Act** (1887), creating the Interstate Commerce Commission, and the **Sherman Antitrust Act** (1890), banning combinations in restraint of trade. Enforcement was weak: in *United States v. E. C. Knight* (1895) the Supreme Court read the law narrowly, ruling that manufacturing was not commerce, and the act was used against labor unions as well. Real trust-busting waited for the Progressive Era.

Consumer culture and the middle class. Mass production and the railroads lowered prices. Department stores (Macy's, Marshall Field's), mail-order catalogs (Montgomery Ward, Sears), chain stores, and advertising created a **consumer culture**. A growing middle class of managers, clerks, salespeople, and professionals emerged; the first office jobs opened to women as typists and telephone operators. Yet the gap between rich and poor was wide, and many workers lived in poverty.

Leader or idea	Industry/Thesis	Key method or claim
Carnegie	Steel	Vertical integration; Gospel of Wealth
Rockefeller	Oil	Horizontal integration; Standard Oil trust (1882)
Vanderbilt/Morgan	Railroads, finance	Consolidation and reorganization
Spencer/Sumner	Social Darwinism	Competition and laissez-faire
Henry George	Reform	Single tax on land
Sherman Act (1890)	Law	Banned trusts; weakly enforced

Gilded Age laws to remember

Interstate Commerce Act (1887): first federal regulation of railroads; created the ICC.

Sherman Antitrust Act (1890): banned trusts and combinations in restraint of trade; weak in practice.

EXAMPLE 1: ANALYZING A CARTOON

A political cartoon from the 1880s shows a giant octopus labeled "Standard Oil" with tentacles around a state capitol, a railroad, and a farm. Explain the point of view and one historical development that supports it.

SOLUTION

Step 1: Identify the claim: the cartoonist sees monopoly power as controlling government and the economy.

Step 2: Link to evidence: Standard Oil used rebates from railroads and horizontal integration to buy rivals and control about 90 percent of refining.

Step 3: Add context: public anger helped lead to the Sherman Antitrust Act (1890), though weak enforcement limited its effect.

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EXAMPLE 2: COMPARING VIEWPOINTS

Compare Sumner's Social Darwinism with Carnegie's Gospel of Wealth.

SOLUTION

Step 1: Similarity: both accept competition and unequal results as natural and oppose radical redistribution.

Step 2: Difference: Sumner opposed charity and government help because they interfered with natural selection; Carnegie said the rich had a moral duty to give away surplus wealth.

Step 3: Evidence: Carnegie funded about 2,500 public libraries and universities.

Common mistakes

Do not mix up vertical and horizontal integration. Do not say the Sherman Act broke up the big trusts in the 1890s; it was rarely enforced against them. Social Darwinism was not Darwin's own policy, it applied biology to society.

Practice**SET A Check Your Understanding**

Answer each question in two to four sentences.

1. Name two technological changes that supported industrial growth after 1865 and explain one.
2. Distinguish a trust from a corporation.
3. How did Carnegie's Gospel of Wealth justify great fortunes?
4. Why was the Sherman Antitrust Act of 1890 largely ineffective?
5. Describe how consumer culture changed in the Gilded Age.

SET B Exam-Style Multiple Choice

Choose the best answer.

6. Which practice is the best example of horizontal integration?
(A) Carnegie buying iron ore mines
(B) Rockefeller buying competing oil refineries
(C) Carnegie purchasing railroads to carry steel
(D) A company buying its coal supplier
(E) A bank financing a mill
7. Social Darwinists such as William Graham Sumner would most likely have opposed
(A) laissez-faire economics
(B) private property
(C) competition among firms
(D) government relief for the poor
(E) high business profits
8. The Interstate Commerce Act of 1887 was passed mainly to
(A) regulate railroad rates and practices
(B) break up the Standard Oil trust
(C) ban immigration from China
(D) create a federal income tax
(E) protect union organizers
9. Which development most directly led to the growth of a national consumer market?
(A) Establishment of Indian reservations
(B) Rise of the Populist Party
(C) Expansion of railroads and mail-order catalogs
(D) Passage of the Dawes Act
(E) The decline of the middle class
10. The Supreme Court's decision in *United States v. E. C. Knight* (1895) weakened antitrust enforcement because the Court held that
(A) trusts were constitutional under the Tenth Amendment
(B) railroads could not be regulated
(C) strikes were legal
(D) corporations were not persons
(E) manufacturing was not commerce under federal power

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SET C Apply and Extend

Write a developed response. Each answer lists the scoring points.

11. Explain how Carnegie and Rockefeller each used different methods to dominate their industries, and one criticism of such business practices.
12. Evaluate the extent to which the federal government supported business in the Gilded Age. Give evidence for and against.

6.3 Immigration, Urbanization, and Labor

How newcomers, growing cities, and industrial workers created new social conflicts and new reform ideas.

By 1900 about four in ten Americans lived in cities, and millions of immigrants had arrived to work in the new factories. Urban growth, immigration, and industrial labor were tightly connected, and they produced conflict over who belonged in America and who held power on the job.

Immigration. Before 1880, most immigrants came from northern and western Europe (Britain, Ireland, Germany, Scandinavia). From the 1880s, the **new immigrants** came largely from southern and eastern Europe: Italians, Poles, Russian and Eastern European Jews, Slovaks, and Greeks. Most were Catholic or Jewish, many were poor peasants pushed by land shortages, persecution (pogroms in Russia), and pulled by factory jobs. Ellis Island in New York opened in 1892 to process arrivals; Angel Island in San Francisco (1910) handled Asians. Chinese workers came for the gold rush and railroads, and Japanese and Mexican workers followed. Many immigrants lived in ethnic neighborhoods with churches, newspapers, and mutual-aid societies.

Nativism. Native-born Protestants worried about job competition, religion, and radicalism. The American Protective Association (1887) was anti-Catholic. Many reformers backed the **Chinese Exclusion Act** (1882), the first federal law to bar immigration by a specific nationality, which suspended Chinese labor immigration for ten years and was later extended. Supporters of immigration restriction also pushed literacy tests, although they did not pass until 1917. Others favored **Americanization**, teaching English and civic habits in settlement houses and public schools.

Cities. Urban populations grew from steel mills, stockyards, and offices. New technology reshaped cities: steel-frame skyscrapers (Chicago, 1880s), elevators, electric streetcars and subways (Boston, 1897), and the Brooklyn Bridge (1883). Rich residents moved to fashionable districts and later suburbs, while the poor crowded into **tenements**, poorly lit and ventilated buildings with shared toilets. Jacob Riis's photographs in *How the Other Half Lives* (1890) exposed the conditions. Fires, disease, and crime were common. Political **machines**, such as New York's Tammany Hall under William "Boss" Tweed, traded jobs, food, and services for votes, helping immigrants but also taking bribes and kickbacks.

Political machine

A party organization led by a boss who controls jobs, contracts, and votes in a city.

Gave immigrants practical help in exchange for loyalty; famous for corruption (the Tweed Ring).

Labor. Industrial work meant long hours (often 10 to 12 per day, six days a week), low pay, dangerous machines, and no insurance. Child labor and women's labor were common, and workers were increasingly replaced by machines or deskilled. Unions grew, but employers had powerful tools: company police, blacklists, injunctions, and the militia.

- 1 **Great Railroad Strike (1877)** After wage cuts, railroad workers struck nationwide and President Hayes sent federal troops. It showed how class conflict could become violent.
- 2 **Knights of Labor (1869)** Under Terence Powderly, this union welcomed skilled and unskilled workers, women, and Black workers (but not Chinese), and sought an eight-hour day and cooperative ownership. Membership peaked near 700,000 in 1886.
- 3 **Haymarket (1886)** A bomb exploded at a labor rally in Chicago's Haymarket Square, killing police officers. Eight anarchists were convicted, and the public blamed unions and radicals. The Knights declined.
- 4 **American Federation of Labor (1886)** Led by Samuel Gompers, the AFL organized skilled craftsmen by trade and pursued "bread and butter" goals (higher wages, shorter hours, and collective bargaining), avoiding politics and socialism.
- 5 **Homestead (1892) and Pullman (1894)** At Carnegie's Homestead steel plant, a lockout led to a gun battle with Pinkerton guards and the state militia crushed the union. In 1894 Pullman workers struck over wage cuts, Eugene V. Debs's American Railway Union boycotted Pullman cars, and the federal government used an injunction and troops to break the strike.

Religious and reform responses. The **Social Gospel**, led by ministers such as Washington Gladden and Walter Rauschenbusch, argued that Christians must work to correct social ills. Jane Addams founded Hull House (1889) in Chicago, a **settlement house** offering childcare, classes, and services to immigrants. The Salvation Army and YMCA also served city dwellers. These efforts were early steps toward Progressive reform.

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Group	Founded	Members	Approach
Knights of Labor	1869	Skilled and unskilled, women, Black workers	Broad reform, one big union
AFL	1886	Skilled craft workers	Collective bargaining, wages, hours
American Railway Union	1893	Railroad workers of all skills	Industrial union; led Pullman boycott

Labor conflicts in order

1877 Great Railroad Strike, 1886 Haymarket, 1892 Homestead, 1894 Pullman.
Pattern: employers and government force defeated strikers; only skilled craft unions in the AFL endured.

EXAMPLE 1: CONTEXTUALIZING A SOURCE

A Chicago newspaper in 1886 called the Haymarket protesters "foreign anarchists who threaten American order." Explain how the passage reflects the historical context of the 1880s.

SOLUTION
Step 1: Identify the claim: the paper links immigrants, radicalism, and labor protest.
Step 2: Context: many Haymarket defendants were German immigrants, and employers and the press blamed foreigners for unrest.
Step 3: Effect: public opinion turned against the Knights of Labor, and unions gained a reputation for violence, while nativism grew.

EXAMPLE 2: COMPARISON FOR AN LEQ

Compare the Knights of Labor and the AFL.

SOLUTION
Step 1: Similarity: both sought better wages and hours and operated in a hostile business climate.
Step 2: Difference: Knights included unskilled and some minority workers and favored broad political reform; the AFL focused on skilled workers and bread-and-butter issues.
Step 3: Result: the AFL's pragmatism survived after Haymarket, while the Knights collapsed.

Exam tip

Government usually sided with employers in Gilded Age labor disputes (1877, Homestead, Pullman). Use this pattern in essays. Also remember the Chinese Exclusion Act of 1882, not 1892, is the first law restricting a specific nationality.

Practice

SET A Check Your Understanding

Answer each question in two to four sentences.

- 1. Why did immigrants from southern and eastern Europe arrive after 1880, and how did nativists react?
- 2. What did the Chinese Exclusion Act of 1882 do and why is it significant?
- 3. Explain how political machines helped and harmed city residents.
- 4. Why did the Knights of Labor decline after 1886?
- 5. What was the Social Gospel?

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SET B Exam-Style Multiple Choice

Choose the best answer.

6. Which was a typical feature of life for new immigrants in Gilded Age cities?
 - (A) Settlement in ethnic neighborhoods with tenement housing
 - (B) Large farm homesteads in the Midwest
 - (C) Citizenship through the Fourteenth Amendment for all Asians
 - (D) Complete acceptance by native-born Americans
 - (E) Free housing in company towns
7. The AFL differed from the Knights of Labor mainly because it
 - (A) excluded all immigrants
 - (B) organized skilled workers by craft for practical gains
 - (C) called for socialism
 - (D) included women and Black workers
 - (E) won the Haymarket case
8. The Pullman Strike of 1894 is significant because it showed that
 - (A) Congress supported union boycotts
 - (B) employers had accepted collective bargaining
 - (C) immigrants rejected unions
 - (D) the federal government would use injunctions and troops against strikers
 - (E) state militias were abolished
9. Jane Addams's Hull House was an example of
 - (A) a political machine
 - (B) a nativist organization
 - (C) a union hall
 - (D) a Social Darwinist school
 - (E) a settlement house offering services to immigrants
10. Which event most contributed to public fear of labor radicalism in the 1880s?
 - (A) Great Railroad Strike of 1877
 - (B) Homestead lockout
 - (C) Haymarket bombing
 - (D) Founding of the AFL
 - (E) Pullman Strike

SET C Apply and Extend

Write a developed response. Each answer lists the scoring points.

11. Explain TWO reasons that the labor movement achieved limited success in the Gilded Age.
12. Evaluate the extent to which immigration changed American cities between 1880 and 1900.

6.4 Politics of the Gilded Age and Populism

How patronage, tariffs, and money shaped Gilded Age politics and how farmers built the Populist challenge that peaked in 1896.

National politics in the Gilded Age looked busy but produced little. Presidents were generally weak, Congress held the initiative, and the two major parties were evenly matched, so elections were extremely close while turnout was very high (roughly 70 to 80 percent of eligible voters). Republicans relied on Northern business, Union veterans, and Black voters in the South, and Democrats on the Solid South, immigrants, and urban machines. Both parties generally accepted limited government. The pressure for change came from farmers.

Patronage and civil service reform. Under the **spoils system**, winning parties rewarded loyal workers with government jobs, called **patronage**. Republicans split into Stalwarts, who defended it (Roscoe Conkling), and Half-Breeds, who wanted modest reform. After a disappointed office seeker, Charles Guiteau, assassinated President James Garfield in 1881, public outrage helped pass the **Pendleton Civil Service Act** (1883). It created a merit-based Civil Service Commission and required competitive exams for a portion of federal jobs. Corruption scandals (Credit Mobilier, the Whiskey Ring) and the Tweed Ring had already made reform popular.

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Tariffs and money. The tariff was the party battleground. Republicans favored high protective tariffs, such as the McKinley Tariff (1890), to shield industry; Democrats such as Grover Cleveland argued that tariffs raised consumer prices. The currency question mattered more to farmers. After the Civil War, the government withdrew paper "greenbacks," shrinking the money supply and causing deflation, which made debts harder to repay. The Greenback Party (1870s) wanted more paper money. Later, silver advocates demanded **free coinage of silver** at a ratio of 16 to 1 with gold, which would inflate prices. Congress compromised with the Bland-Allison Act (1878) and the Sherman Silver Purchase Act (1890). After the Panic of 1893, Cleveland, a gold-standard supporter, had the Sherman Silver Purchase Act repealed.

The farmers' revolt. Farmers faced falling crop prices (because of overproduction and global competition), high railroad rates, expensive credit, high-interest mortgages, and tariffs on goods they bought. They organized in stages:

- 1 The Grange (1867)** Founded by Oliver Kelley as a social and educational group, it grew into a political force. Granger laws set maximum railroad rates, and *Munn v. Illinois* (1877) upheld state regulation.
- 2 Farmers' Alliances (1880s)** These larger groups built cooperatives to buy and sell collectively. The Southern Alliance and a Colored Farmers' Alliance spread widely, and Alliance leaders proposed a federal subtreasury plan for crop loans.
- 3 The People's (Populist) Party (1892)** Alliance leaders formed a third party, which wrote the **Omaha Platform** and nominated James B. Weaver, who won about one million votes and 22 electoral votes.

Omaha Platform (1892) demands

Free and unlimited coinage of silver at 16 to 1; an expanded money supply.

Graduated income tax; direct election of senators; secret ballot; one-term presidency.

Government ownership of railroads, telegraph, and telephone; subtreasury system; eight-hour day; immigration restriction.

The crisis of 1893 to 1896. The Panic of 1893 began a deep depression with unemployment near 20 percent in some years. Jacob Coxey led an unemployed "army" to Washington in 1894, and Pullman added to unrest. The Democrats were blamed. In 1896 William Jennings Bryan electrified the Democratic convention with the **Cross of Gold** speech, which opposed the gold standard ("You shall not crucify mankind upon a cross of gold") and won the nomination. The Populists, fearing loss of influence, also endorsed him (fusion). Republican William McKinley, managed by Mark Hanna with large corporate donations, ran on the gold standard, protection, and prosperity and appealed to urban workers and the middle class. McKinley won and Republicans dominated national politics for most of the next 36 years. Populism faded, but many of its ideas (income tax, direct election of senators, regulation of railroads) later entered Progressive reform. Populism failed to unite Black and white farmers in the South, and Tom Watson's early cooperation gave way to racism.

Issue	Republican/business position	Farmer/Populist position
Money	Gold standard; sound currency	Free silver; more money
Tariff	High protective tariffs	Lower tariffs
Railroads	Private ownership	Regulation or government ownership
Government role	Limited, pro-business	Active, to protect producers

Election of 1896

McKinley (Republican, gold, tariffs) defeated Bryan (Democrat and Populist, free silver).

Result: Republican dominance, end of Populism as a party, rise of Progressive reforms later.

EXAMPLE 1: EXPLAINING A SOURCE

A Kansas farmer writes in 1891: "We borrow dear money, sell our wheat cheap, and pay the railroad whatever it demands." Explain how this reflects the economic context and what organization or reform it supported.

SOLUTION

Step 1: Identify the causes: deflation made loans expensive to repay, crop prices fell from overproduction, and railroads had monopoly power over shipping.

Step 2: Connect to action: farmers joined the Grange and Alliances, then the Populist Party.

Step 3: Tie to a policy: free silver for inflation, regulation of railroads, and the subtreasury plan.

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EXAMPLE 2: THESIS FOR THE ELECTION OF 1896

Prompt: Evaluate the extent to which the election of 1896 marked a turning point. Write a thesis.

SOLUTION

Step 1: Claim: "The election was a turning point because it ended the era of deadlock and established Republican dominance and a pro-business, gold-standard order, although Populist reforms survived into Progressivism."

Step 2: Evidence: McKinley's coalition of industrial workers and business, Bryan's rural support, the decline of the Populists, the Gold Standard Act of 1900.

Step 3: Limit: continuity of economic ideas and later reforms.

Common mistakes

The Populists did not win the presidency, and Bryan was not a Republican. The Pendleton Act covered only a minority of federal jobs at first. Do not confuse the Grange (1867) with the Populist Party (1892).

Practice**SET A Check Your Understanding**

Answer each question in two to four sentences.

1. What was the spoils system and how did the Pendleton Act change it?
2. Why did farmers support an expanded money supply?
3. Name two demands of the Omaha Platform and explain one.
4. What was the main idea of Bryan's Cross of Gold speech?
5. Why did McKinley win the election of 1896?

SET B Exam-Style Multiple Choice

Choose the best answer.

6. The assassination of President Garfield in 1881 most directly led to
 - (A) the Sherman Antitrust Act
 - (B) the Pendleton Civil Service Act
 - (C) the Interstate Commerce Act
 - (D) the Dawes Act
 - (E) the Chinese Exclusion Act
7. Farmers in the 1880s and 1890s most strongly supported which policy?
 - (A) A gold standard
 - (B) Higher tariffs
 - (C) Reduced railroad regulation
 - (D) Free coinage of silver
 - (E) A return to the spoils system
8. Which of the following was a long-term legacy of the Populist Party?
 - (A) Adoption of the gold standard
 - (B) Abolition of the income tax
 - (C) Later enactment of the income tax and direct election of senators
 - (D) A permanent third party in Congress
 - (E) Elimination of railroad regulation
9. Which group was most likely to support William McKinley in 1896?
 - (A) Southern small farmers
 - (B) Western silver miners
 - (C) Alliance members
 - (D) Coxey's army
 - (E) Urban industrial workers and business owners in the Northeast

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10. Which statement best describes national politics in the 1870s and 1880s?
- (A) Parties were closely matched, elections were close, and few major laws passed
 - (B) Presidents dominated Congress
 - (C) Third parties won control of the Senate
 - (D) Voter turnout was very low
 - (E) The federal government regulated industry extensively

SET C Apply and Extend

Write a developed response. Each answer lists the scoring points.

11. Explain how economic conditions in the West and South led to the rise of the Populist Party.
12. Evaluate the extent to which the Populist Party succeeded. Use evidence from 1892 to 1900 and after.

6.5 Culture, Race, and the New South

How Jim Crow replaced Reconstruction, how Black leaders responded, and what the new culture of the Gilded Age looked like.

The end of Reconstruction in 1877 left the South poor, segregated, and politically dominated by white Democrats. At the same time, American culture was changing: cities, mass newspapers, and new forms of writing and entertainment reflected an industrial society. This lesson covers the rise of **Jim Crow**, Black responses, the "New South," and Gilded Age culture.

The New South and its limits. Journalist Henry Grady and other boosters urged the South to build factories, railroads, and textile mills and to welcome Northern investment. Some growth occurred in textiles, tobacco (James B. Duke), iron in Birmingham, and lumber. But the region stayed mainly agricultural and poor. Most Black and many white farmers fell into **sharecropping** and the **crop-lien system**: landowners provided land and supplies on credit and took a share of the crop, and merchants charged high interest, trapping families in debt. Cotton prices were falling, and wages in Southern mills and mines were lower than in the North. Black workers were mostly shut out of mill jobs.

Redeemers and the Lost Cause. After Reconstruction, "Redeemer" Democrats cut taxes and public services, leased convicts to private businesses, and ended Black political power. Many white Southerners promoted the **Lost Cause**, a romantic memory of the Confederacy that portrayed secession as defending states' rights, slavery as benign, and Reconstruction as corrupt. Monuments, textbooks, and groups such as the United Daughters of the Confederacy spread this idea, and reconciliation between white North and South often came at the expense of Black citizens.

Disfranchisement and segregation. Violence, including lynching and the Ku Klux Klan, was used to intimidate Black voters. Southern states then used legal methods to remove them from politics: **poll taxes**, literacy tests, white primaries, and **grandfather clauses** that exempted men whose grandfathers had voted (Mississippi led in 1890 and Louisiana in 1898). Black voter registration collapsed. At the same time, state and local **Jim Crow laws** required separation in schools, railroads, streetcars, restaurants, and public places. The Supreme Court allowed this. In the Civil Rights Cases (1883) it ruled that the Fourteenth Amendment did not let Congress ban private discrimination, and in **Plessy v. Ferguson** (1896) it upheld a Louisiana law requiring separate railroad cars under the doctrine of "separate but equal." Justice John Marshall Harlan dissented, saying the Constitution is color-blind. In practice, the separate facilities were never equal.

Plessy v. Ferguson (1896)

Holding: state-required segregation does not violate the Fourteenth Amendment if facilities are "separate but equal."

Effect: legal cover for Jim Crow until Brown v. Board of Education (1954). Dissent: Harlan.

Black leaders respond. African Americans debated strategy:

- ◆ **Booker T. Washington**, founder of Tuskegee Institute (1881), urged vocational education, economic self-help, and patience. In his 1895 Atlanta Exposition speech (the "Atlanta Compromise") he accepted social separation in return for jobs and basic justice.
- ◆ **W. E. B. Du Bois**, the first Black Harvard PhD, criticized Washington in *The Souls of Black Folk* (1903), demanded full civil and political rights and higher education for a "Talented Tenth," and helped found the Niagara Movement (1905) and the NAACP (1909).
- ◆ **Ida B. Wells**, a journalist, exposed lynching as a tool of racial control, not punishment for crime, in *Southern Horrors* (1892) and led an anti-lynching campaign.
- ◆ Black churches, colleges, and newspapers also built strong communities, and some, called Exodusters, migrated to Kansas.

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Gilded Age culture. Writers moved from romanticism toward **realism**, depicting ordinary life: Mark Twain (The Gilded Age, 1873; Adventures of Huckleberry Finn, 1884), William Dean Howells, and Henry James. **Naturalists** such as Stephen Crane (Maggie) and Theodore Dreiser showed people shaped by environment and chance. Regional writers and Kate Chopin explored local life and women's roles. Urban entertainment flourished: baseball, vaudeville, dance halls, amusement parks such as Coney Island, and world's fairs like the Columbian Exposition (1893). Joseph Pulitzer and William Randolph Hearst built mass-circulation newspapers. Education expanded through public high schools, land-grant colleges, and libraries. Women's reform included the WCTU (Frances Willard) and the suffrage organization NAWSA (1890).

Leader	Strategy	Key work or institution
Booker T. Washington	Accommodation, vocational education	Tuskegee; Atlanta Compromise (1895)
W. E. B. Du Bois	Protest, full rights, higher education	Souls of Black Folk (1903); NAACP
Ida B. Wells	Anti-lynching campaign through journalism	Southern Horrors (1892)

Tools of Jim Crow

Disfranchisement: poll taxes, literacy tests, grandfather clauses, white primaries.
Segregation by law (Plessy, 1896), plus lynching and economic control through sharecropping.

EXAMPLE 1: COMPARING TWO SOURCES

Source A (Washington, 1895): "In all things purely social we can be as separate as the fingers, yet one as the hand in all things essential to mutual progress." Source B (Du Bois, 1903): "The power of the ballot we need in sheer self-defense." Explain one difference in their points of view.

- SOLUTION**
- Step 1: Washington accepts social segregation and prioritizes economic progress and cooperation with whites.
Step 2: Du Bois argues that political rights, especially voting, are essential for protection.
Step 3: Context: Du Bois wrote after Southern states had disfranchised Black voters and as lynching rose, so he saw accommodation as having failed.

EXAMPLE 2: CAUSE AND EFFECT

- Explain how sharecropping and the crop-lien system limited Black economic freedom.
- SOLUTION**
- Step 1: Freed people had no land, so they farmed others' land for a share of the crop.
Step 2: They bought supplies on credit from merchants at high interest, so after the harvest they remained in debt.
Step 3: Debt and falling cotton prices tied families to the land and to cotton, giving them little chance to own property.

Common mistakes

Plessy upheld segregation; it did not create it, and Brown overturned it in 1954. Washington did not oppose education, he favored a particular kind. Du Bois did not found Tuskegee. The New South promoted industry but did not end agricultural poverty.

Practice

SET A Check Your Understanding

Answer each question in two to four sentences.

1. Explain how poll taxes, literacy tests, and grandfather clauses reduced Black voting.

2. What did the Supreme Court decide in Plessy v. Ferguson?

3. Distinguish Booker T. Washington's approach from W. E. B. Du Bois's.

4. What was Ida B. Wells's contribution to the fight against racial injustice?

5. What was the Lost Cause?

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SET B Exam-Style Multiple Choice

Choose the best answer.

6. The Supreme Court's decision in *Plessy v. Ferguson* (1896) is best described as
 - (A) a rejection of the Fourteenth Amendment's equal protection clause
 - (B) approval of state-mandated segregation under a separate but equal doctrine
 - (C) a ruling that ended poll taxes
 - (D) a federal order to integrate railroads
 - (E) a ruling that Congress may ban private discrimination
7. Which development in the South after 1877 most directly reflected the idea of a "New South"?
 - (A) Growth of textile mills and urban industry
 - (B) Collapse of the cotton economy
 - (C) Rise of the Freedmen's Bureau
 - (D) Adoption of land reform
 - (E) Expansion of Black officeholding
8. Which was a main purpose of Ida B. Wells's journalism?
 - (A) Promoting vocational education
 - (B) Opposing Indian removal
 - (C) Founding the Populist Party
 - (D) Exposing lynching and demanding legal protection
 - (E) Defending the Lost Cause
9. The Atlanta Compromise speech (1895) is best understood as
 - (A) a demand for immediate integration
 - (B) a call for emigration to Africa
 - (C) a defense of grandfather clauses
 - (D) a Populist platform
 - (E) an argument that Black Southerners should focus on economic progress while accepting segregation for the time being
10. Naturalist writers such as Stephen Crane and Theodore Dreiser typically depicted characters as
 - (A) rational individuals controlling their fate
 - (B) pioneers of the frontier
 - (C) shaped by environment, heredity, and chance
 - (D) reformers in settlement houses
 - (E) members of high society

SET C Apply and Extend

Write a developed response. Each answer lists the scoring points.

11. Explain TWO ways Southern whites enforced racial inequality in the 1880s and 1890s and ONE Black response.
12. Evaluate the extent to which the New South represented a break from the antebellum South.

6.6 Multiple-Choice Practice: 1865 to 1898: The Gilded Age

Twenty AP-style questions covering the whole period.

Choose the best answer for each question. Read stimuli carefully, identify the source's point of view, and connect each to the larger context of the period.

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SET A Core Concepts

Choose the best answer.

1. Which act of 1862 offered 160 acres of public land to settlers who improved it?
(A) Dawes Act (B) Homestead Act (C) Pendleton Act
(D) Morrill Act of 1890 (E) Interstate Commerce Act
2. Carnegie's control of iron ore, railroads, and steel mills is the best example of
(A) horizontal integration (B) a trust (C) laissez-faire regulation
(D) vertical integration (E) a political machine
3. The Pendleton Civil Service Act (1883) was most directly a response to
(A) the assassination of President Garfield and public anger over patronage
(B) the Panic of 1893
(C) the Haymarket bombing
(D) the Plains wars
(E) the Populist movement
4. Which group was founded in 1886 to organize skilled workers by craft?
(A) Knights of Labor (B) American Railway Union
(C) Grange (D) Industrial Workers of the World
(E) American Federation of Labor
5. The Chinese Exclusion Act of 1882 is historically significant because it
(A) ended all immigration to the United States
(B) granted citizenship to Chinese railroad workers
(C) was the first federal law to bar immigration by nationality
(D) applied equally to Europeans and Asians
(E) was struck down by the Supreme Court within a year
6. Plessy v. Ferguson (1896) established which principle?
(A) Poll taxes are unconstitutional
(B) Separate but equal facilities are constitutional
(C) Segregation violates equal protection
(D) Congress may ban private discrimination
(E) Public schools must integrate
7. The Omaha Platform of 1892 is associated with which party?
(A) Greenback Party (B) Prohibition Party (C) Republican Party
(D) People's Party (E) Socialist Party

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SET B Applications and Data

Choose the best answer.

8. "The Indian must be taught to stand alone on his farm and be absorbed in the nation." This excerpt best reflects the goals of which policy?
- (A) The Dawes Severalty Act
(B) Medicine Lodge reservations
(C) Indian removal in the 1830s
(D) The Fetterman treaty
(E) The Ghost Dance
9. A chart shows the price of wheat falling from about \$1.45 a bushel in 1866 to about \$0.62 in 1894, while farm debt rose. This trend most directly explains the
- (A) Pendleton Act
(B) creation of the AFL
(C) passage of the Chinese Exclusion Act
(D) Haymarket bombing
(E) growth of the Grange and Populist movement
10. A cartoon portrays a bloated figure labeled "Standard Oil" holding the Senate in his pocket. The cartoon's main criticism is that
- (A) unions controlled the Senate
(B) immigrants were corrupting politics
(C) big business used its wealth to influence government
(D) the tariff was too low
(E) farmers dominated Congress
11. Which statement best compares the Knights of Labor and the AFL?
- (A) Both excluded women
(B) The Knights recruited skilled and unskilled workers, while the AFL focused on skilled craftsmen
(C) Both were founded before the Civil War
(D) The AFL sought a cooperative commonwealth while the Knights sought only higher wages
(E) Both won recognition from employers by 1900
12. "We ask that the American people be given a fair share, that the gold standard be ended, and that silver be coined freely." The speaker would most likely have supported
- (A) William McKinley in 1896
(B) Grover Cleveland's repeal of silver purchases
(C) Mark Hanna's campaign
(D) William Jennings Bryan in 1896
(E) the Gold Standard Act of 1900
13. The Atlanta Compromise and the Niagara Movement most clearly show
- (A) debate among Black leaders about how to respond to segregation
(B) agreement on vocational training
(C) the success of Reconstruction
(D) support for the Lost Cause
(E) the end of Jim Crow
14. Which was a direct result of the Haymarket bombing?
- (A) Passage of an eight-hour law
(B) Growth of the Populist Party
(C) Federal recognition of unions
(D) The Pullman Strike
(E) Decline of the Knights of Labor and increased fear of radicals

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SET C Exam-Level Stretch

Choose the best answer.

15. "The farmer is a producer of wealth, yet the railroads, banks, and middlemen take it." Which later development most reflects the goals of the speaker?
- (A) Plessy v. Ferguson (B) The Dawes Act
(C) The Seventeenth Amendment and the income tax (D) The Chinese Exclusion Act
(E) The Compromise of 1877
16. Which factor best explains why the Sherman Antitrust Act did little to slow consolidation in the 1890s?
- (A) Congress repealed it in 1891 (B) Narrow court rulings and weak enforcement
(C) Trusts were no longer popular (D) Strikes ended in 1894
(E) It exempted railroads
17. The Turner thesis (1893) would be most challenged by which fact?
- (A) Many pioneers valued independence
(B) Farmers lived in isolated areas
(C) Cowboys herded cattle
(D) Federal land grants, army campaigns, and railroad subsidies shaped the West
(E) Many settlers moved west for opportunity
18. Which pair of developments most clearly shows continuity between Reconstruction and the Gilded Age South?
- (A) Sharecropping and the persistence of Black poverty
(B) Black officeholding and the Freedmen's Bureau
(C) Federal troops enforcing civil rights
(D) Land redistribution and the Radical Republicans
(E) The Fifteenth Amendment and universal voting
19. Which argument would a historian most likely use to claim that the Gilded Age was a period of both progress and conflict?
- (A) Government regulation was strong and effective
(B) Class conflict did not exist
(C) The West was peacefully settled
(D) Wages rose steadily for all groups
(E) Industrial output soared while strikes, farm protests, and racial violence grew
20. Which group would most likely have supported both Social Darwinism and a high tariff?
- (A) Populist farmers (B) Knights of Labor members
(C) Industrial business owners (D) Settlement-house reformers
(E) Exodusters

6.7 Free-Response Practice: 1865 to 1898: The Gilded Age

Two short-answer questions, a document-based question, and a long essay on Period 6.

Each short-answer part earns 1 point. The DBQ practice is scored for thesis, document use, outside evidence, and complexity. The long essay is scored for thesis, evidence, and reasoning. Compare your work to the scoring points listed.

QUESTION 1 Short Answer: Western Settlement and Native Americans

Read the passage and answer parts (a), (b), and (c). Passage (historian's view): "The federal government did not merely follow settlers west; it financed railroads, surveyed land, and used the army to clear the way. The frontier was built, not found."

1. (a) Identify ONE argument the historian makes about the role of the federal government in the West.
2. (b) Explain ONE piece of evidence from 1862 to 1890 that supports the historian's argument.
3. (c) Explain ONE piece of evidence that complicates the argument by showing a nongovernmental factor in western settlement.

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QUESTION 2 Short Answer: Labor and Industry

Read the excerpt. Samuel Gompers, 1890s: "The trade union movement represents the wage-workers in their struggle for material, intellectual, and moral betterment. What does labor want? We want more schoolhouses and less jails; more books and less arsenals; more learning and less vice." Answer parts (a), (b), and (c).

4. (a) Identify ONE goal of the labor movement expressed in the excerpt.
5. (b) Explain how ONE event from 1877 to 1894 shows the obstacles unions faced.
6. (c) Explain ONE way the AFL's approach differed from that of the Knights of Labor.

QUESTION 3 Document-Based Question (Practice)

Evaluate the extent to which farmers' protest movements changed American politics between 1867 and 1900. Documents (summarized): (1) Granger laws passed by state legislatures in the 1870s regulating railroad rates. (2) A table showing wheat falling from roughly \$1.45 to under \$0.70 a bushel from 1866 to 1894. (3) The Omaha Platform (1892) calling for free silver, a graduated income tax, and public ownership of railroads. (4) Bryan's Cross of Gold speech (1896). (5) An 1896 Republican campaign poster promising prosperity and the gold standard. (6) A cartoon of Mark Hanna as a puppeteer of McKinley.

7. (a) Write a thesis that makes a historically defensible claim and establishes a line of reasoning.
8. (b) Describe how you would use at least three documents to support your argument, naming the point of view or purpose for at least two.
9. (c) Identify ONE piece of outside evidence not in the documents and explain how it supports your argument.
10. (d) Explain how ONE document complicates or modifies your argument.

QUESTION 4 Long Essay Question

Choose ONE prompt. Prompt A: Evaluate the extent to which industrialization transformed American society between 1865 and 1900. Prompt B: Evaluate the extent to which the federal government's policies toward Native Americans and toward African Americans between 1865 and 1900 were similar. Prompt C: Evaluate the extent to which labor unions were successful in achieving their goals between 1865 and 1900.

11. (a) Write a thesis for your chosen prompt that includes a line of reasoning.
12. (b) Give two pieces of specific evidence you would use and explain how each supports the thesis.
13. (c) Explain how a counterargument or limitation would strengthen your essay.

Answers Period 6: Answers and Explanations

Answers for every practice problem, numbered to match. Read the explanation even when your answer is correct.

6.1 Westward Expansion and Native Americans**SET A · CHECK YOUR UNDERSTANDING**

1. It passed the Pacific Railway Act (1862), which gave the Union Pacific and Central Pacific loans and millions of acres of public land. The companies sold the land to finance construction and attract settlers. The government thereby subsidized private corporations to link the country, completing the road in 1869.
2. Barbed wire let farmers and ranchers fence land, ending free grazing. Overgrazing and the harsh winter of 1886-87 killed huge numbers of cattle, and falling prices ruined many investors. Together these pushed ranching toward fenced, smaller operations.
3. Bison provided food, shelter, and trade goods, so their near extinction undermined independence. Hunters killed them for hides and to open land for railroads, and the army encouraged it. Without bison, many tribes depended on government rations on reservations.
4. They aimed to assimilate Native children by separating them from families, cutting hair, forbidding native languages, and teaching English, Christianity, and manual skills. Reformers viewed this as civilization. It damaged cultural continuity and left lasting trauma.
5. Turner argued in 1893 that the westward frontier created American democracy, individualism, and self-reliance. Critics note it ignored Native peoples, minorities, and women and downplayed government help such as railroad grants and the army. It treated the West as empty land to be settled.

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SET B · EXAM-STYLE MULTIPLE CHOICE

6. A. The act gave 160 acres to settlers who farmed it for five years. B describes land-grant practices differently, and C describes the Dawes Act, the tempting wrong choice.
8. D. Wounded Knee ended large-scale armed resistance. E confuses it with Little Bighorn in 1876, which came earlier and was a Native victory.
10. E. Turner linked frontier life to democracy and individualism. C is wrong because his thesis stressed pioneers, not federal policy.
7. B. Allotment aimed to replace communal ownership with private farms. A is wrong because the law broke up tribal holdings, the reverse of preservation.
9. C. Chinese workers did the dangerous work through the Sierra Nevada. A is the tempting wrong answer because Irish workers built much of the Union Pacific.

SET C · APPLY AND EXTEND

11. 1 point: Homestead Act (1862) gave 160 acres to settlers. 1 point: land grants and loans to railroads (Pacific Railway Act) or army protection of settlers. 1 point: consequence such as reservations, bison loss, Dawes Act land loss, or boarding schools. Responses should link the policy to expansion of farming and rail markets.
12. 1 point: similarity, such as both aimed to open land for white settlement or both limited Native autonomy. 1 point: difference, for example reservations concentrated tribes on communal land while Dawes divided land into individual allotments to force assimilation. 1 point: a specific fact, such as Medicine Lodge (1867) or loss of about 90 million acres after Dawes.

6.2 Industrialization and the Rise of Big Business**SET A · CHECK YOUR UNDERSTANDING**

1. Examples are the Bessemer process, the telephone, the light bulb, and the railroad network. The Bessemer process allowed cheap, strong steel for rails, bridges, and skyscrapers, which supported the growth of cities and railroads.
2. A corporation is a legal business form owned by shareholders with limited liability. A trust placed the stock of many competing companies under a board of trustees so they acted as one, as in Standard Oil in 1882. Trusts were a tool to eliminate competition, which led to antitrust laws.
3. Carnegie said inequality results from competition and helps civilization, but the wealthy must act as stewards, using surplus money for libraries, schools, and other public benefits during their lives. This justified wealth while discouraging inheritance and hoarding.
4. The law was vaguely worded and the federal government lacked enforcement resources. The Supreme Court narrowed it in *E. C. Knight* (1895) by ruling that manufacturing was not interstate commerce. It was also used against strikes.
5. Mass production and railroads made goods cheap and widely available. Department stores, catalogs like Sears, brand advertising, and chain stores created a national consumer market and a new middle class of office and sales workers.

SET B · EXAM-STYLE MULTIPLE CHOICE

6. B. Buying rivals at the same stage is horizontal. A and C are vertical integration and are the tempting wrong choices because they involve Carnegie.
8. A. It created the ICC to regulate railroads after the Wabash decision and farmer complaints. B is wrong because the Sherman Act, not this law, targeted trusts.
10. E. The Court separated manufacturing from interstate commerce, so a sugar trust escaped the Sherman Act. B is wrong because railroad regulation survived.
7. D. They believed aid interfered with natural competition. A is wrong because they supported laissez-faire.
9. C. Railroads moved goods nationwide and catalogs reached rural buyers. Option E is the reverse of what happened.

SET C · APPLY AND EXTEND

11. 1 point: Carnegie used vertical integration (controlled ore, transport, and mills). 1 point: Rockefeller used horizontal integration and a trust to absorb rival refiners. 1 point: criticism, such as monopoly power, rebates, low wages, or political influence, with the labels robber barons or the Sherman Act as context.
12. 1 point: thesis. 1 point: supporting evidence such as tariffs, railroad land grants, courts siding with business, or weak Sherman Act enforcement. 1 point: counter evidence such as the Interstate Commerce Act or the Sherman Act as attempts at regulation. A strong response concludes that support was greater than regulation.

6.3 Immigration, Urbanization, and Labor**SET A · CHECK YOUR UNDERSTANDING**

1. Poverty, land shortages, and persecution pushed them out, while factory jobs and steamship travel pulled them in. Nativists feared job competition and cultural change, since the newcomers were mostly Catholic or Jewish, and supported restriction, anti-Catholic groups, and Americanization.
2. It barred Chinese laborers from entering the United States for ten years, and the ban was renewed. It was the first federal law to exclude a group by nationality, setting a precedent for later restriction.
3. Machines like Tammany Hall gave immigrants jobs, food, and help with citizenship in return for votes. They also demanded bribes and kickbacks, inflating costs and corrupting government, as the Tweed Ring showed.
4. The Haymarket bombing linked the Knights to violence and anarchism in the public mind, and failed strikes cost members. Its broad goals made it hard to run, and the AFL's craft focus proved more effective.
5. It was a Protestant movement that applied Christian ethics to industrial problems, urging churches to support better housing, wages, and working conditions. Leaders included Washington Gladden and Walter Rauschenbusch, and it helped inspire settlement houses and Progressive reform.

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SET B · EXAM-STYLE MULTIPLE CHOICE

6. A. Newcomers clustered in ethnic enclaves and crowded tenements. B is wrong because most arrivals worked in cities and industry.
7. B. Gompers's AFL focused on skilled trades and bread-and-butter issues. D describes the Knights.
8. D. President Cleveland used an injunction and federal troops to break the strike, and Debs was jailed; the Court upheld the injunction in *In re Debs*. A is wrong because Congress did not back boycotts.
9. E. Hull House provided classes, childcare, and aid to poor immigrants in Chicago. A is wrong because settlement houses were reform institutions, not vote-trading machines.
10. C. The bombing at Haymarket in 1886 and the trials fed fear of anarchism. A is a strong distractor, but it occurred nearly a decade earlier and was a wage dispute.

SET C · APPLY AND EXTEND

11. 1 point: employers' weapons such as blacklists, lockouts, private guards, and injunctions. 1 point: government support for employers, such as troops in 1877 and Pullman. 1 point extra for another cause: ethnic divisions among workers, public fear after Haymarket, or conflicts between skilled and unskilled workers. Evidence should be specific.
12. 1 point: thesis. 1 point: evidence of change such as ethnic enclaves, tenements, new urban culture, and political machines. 1 point: evidence of continuity or limits, such as industrial growth and migration from rural areas also driving urbanization. 1 point: nativist responses such as the Chinese Exclusion Act.

6.4 Politics of the Gilded Age and Populism**SET A · CHECK YOUR UNDERSTANDING**

1. Under the spoils system, winning parties handed government jobs to supporters. The Pendleton Act (1883) created a Civil Service Commission and required competitive exams for some federal positions, so merit began to replace patronage. It followed Garfield's assassination by a disappointed office seeker.
2. Deflation lowered crop prices while debts stayed fixed, so farmers had to repay loans with more valuable dollars. Free silver or more greenbacks would raise prices and make debts easier to pay, which is why they backed these plans.
3. Examples are free coinage of silver, a graduated income tax, direct election of senators, and government ownership of railroads. Direct election of senators would take selection away from state legislatures influenced by business, making government more democratic.
4. Bryan argued that the gold standard hurt farmers and workers by keeping money scarce and benefiting bankers in the East. He demanded the free coinage of silver, and the speech won him the 1896 Democratic nomination.
5. He had a large campaign fund from business and a message of protection, gold, and prosperity that appealed to Northeastern and Midwestern city voters and workers. Bryan's appeal was largely rural and Southern and Western.

SET B · EXAM-STYLE MULTIPLE CHOICE

6. B. Guiteau's act exposed patronage abuses and prompted civil service reform. C is a tempting distractor since it was also a reform, but it responded to railroad rates.
7. D. Silver would inflate prices and ease debt. A is wrong since gold standard supporters favored creditors.
8. C. Progressive-era amendments (Sixteenth and Seventeenth) enacted Populist ideas. B is the opposite of what happened.
9. E. McKinley carried the industrial North and Midwest. B is wrong since silver interests backed Bryan.
10. A. The parties were evenly balanced. B is wrong because Congress, not the presidency, held most power.

SET C · APPLY AND EXTEND

11. 1 point: conditions such as falling crop prices, debt, deflation, and high railroad rates. 1 point: organizations as a bridge (Grange, Farmers' Alliances, cooperatives). 1 point: link to party formation in 1892 and its demands, such as the Omaha Platform and free silver. Evidence must be specific.
12. 1 point: thesis with judgment. 1 point: failure evidence, such as defeat of Bryan in 1896, fusion with the Democrats, and the party's disappearance. 1 point: success evidence, such as the income tax (1913), direct election of senators (1913), railroad regulation, and influence on Progressives. Also note failure to unite Black and white farmers.

6.5 Culture, Race, and the New South**SET A · CHECK YOUR UNDERSTANDING**

1. Poll taxes charged a fee that poor Black farmers could rarely pay. Literacy tests were applied unfairly by white officials, and grandfather clauses exempted white men whose ancestors had voted before the Civil War. Together they cut Black voter registration sharply without naming race.
2. The Court held that a Louisiana law requiring separate railroad cars for Black and white passengers was constitutional if facilities were equal. This doctrine of "separate but equal" legitimized segregation across the South until it was reversed in 1954.
3. Washington urged vocational training, economic self-help, and accommodation to segregation for now. Du Bois demanded immediate civil and political rights, protest, and higher education for a Talented Tenth. Washington chose gradual progress while Du Bois chose agitation.
4. Wells investigated lynchings and showed that most victims were not accused of the crimes used to justify them, but were punished for economic success or protest. Her writing and speeches in the United States and Britain brought national attention to the issue.
5. It was a postwar interpretation by white Southerners that portrayed the Confederacy as a noble defense of states' rights and honor and minimized slavery's role. It supported white supremacy and shaped monuments and textbooks.

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SET B • EXAM-STYLE MULTIPLE CHOICE

6. B. The Court upheld the Louisiana law. E reflects the opposite of the Civil Rights Cases (1883).
8. D. She documented lynching as racial terror. A describes Washington.
10. C. Naturalism stressed forces beyond individual control. A reflects earlier romantic optimism.
7. A. Boosters wanted industry such as textiles. D is wrong because land redistribution never occurred.
9. E. Washington accepted separation in exchange for economic opportunity, and critics like Du Bois attacked this trade. A is wrong because Washington did not demand immediate integration.

SET C • APPLY AND EXTEND

11. 1 point each for two methods, such as disfranchisement devices, Jim Crow laws backed by Plessy, lynching, or sharecropping. 1 point for a Black response, such as Washington's self-help, Du Bois's protest, Wells's anti-lynching campaign, or migration to Kansas. Specific evidence is required.
12. 1 point: thesis. 1 point: change evidence such as railroads, textile mills, new cities, and the end of slavery. 1 point: continuity evidence such as dependence on cotton, sharecropping, poverty, and white political control through segregation and disfranchisement. A strong essay concludes that economic change was limited.

6.6 Multiple-Choice Practice: 1865 to 1898: The Gilded Age**SET A • CORE CONCEPTS**

1. B. Homestead Act is correct. The Homestead Act gave land to farmers after five years of residence. The Dawes Act also involved 160-acre plots, but for Native families and in 1887.
2. D. Vertical integration is correct. Controlling successive stages of production is vertical integration. Horizontal integration means absorbing competitors, which was Rockefeller's method.
3. A. The assassination of President Garfield and public anger over patronage is correct. Guiteau's killing of Garfield turned attention to the spoils system. The Populists came a decade later and wanted different reforms.
4. E. American Federation of Labor is correct. Gompers led the AFL. The Knights of Labor, founded in 1869, welcomed unskilled workers and was the rival the AFL replaced.
5. C. Was the first federal law to bar immigration by nationality is correct. It targeted a specific national group and set a precedent. It did not end all immigration, which continued from Europe.
6. B. Separate but equal facilities are constitutional is correct. The Court upheld a Louisiana railroad law. The idea that segregation violates equal protection is what Brown held in 1954.
7. D. People's Party is correct. The Populists wrote it. The Greenback Party was an earlier agrarian party and focused mostly on paper money.

SET B • APPLICATIONS AND DATA

8. A. The Dawes Severalty Act is correct. Assimilation through individual farms was the Dawes approach. Reservations of the 1860s concentrated tribes on communal land instead.
9. E. Growth of the Grange and Populist movement is correct. Falling prices and high debts angered farmers. Labor-related events like the AFL's founding responded to urban industrial conditions instead.
10. C. Big business used its wealth to influence government is correct. The image shows monopoly and political influence. Immigrant-related critiques targeted machines, not oil trusts.
11. B. The Knights recruited skilled and unskilled workers, while the AFL focused on skilled craftsmen is correct. Powderly's group was inclusive, while Gompers chose craft unions. The reverse description of goals is a common error.
12. D. William Jennings Bryan in 1896 is correct. Free silver was Bryan's central issue. Cleveland, though a Democrat, supported gold and repealed the Sherman Silver Purchase Act.
13. A. Debate among Black leaders about how to respond to segregation is correct. Washington urged accommodation and Du Bois demanded rights. Both agreed on education in general, but not on its type or on protest.
14. E. Decline of the Knights of Labor and increased fear of radicals is correct. Public blame fell on labor radicals, hurting the Knights. The eight-hour day was not won by law at that time.

SET C • EXAM-LEVEL STRETCH

15. C. The Seventeenth Amendment and the income tax is correct. Populist demands for direct election of senators and an income tax became law later. Compromise of 1877 concerned Reconstruction, not agrarian reform.
16. B. Narrow court rulings and weak enforcement is correct. E. C. Knight (1895) limited it. The law was also applied to unions, not just trusts.
17. D. Federal land grants, army campaigns, and railroad subsidies shaped the West is correct. Turner stressed individual frontier experience, but government support was central. The other options support rather than weaken his view.
18. A. Sharecropping and the persistence of Black poverty is correct. Economic dependence continued after 1877. Reconstruction-era political gains were reversed instead.
19. E. Industrial output soared while strikes, farm protests, and racial violence grew is correct. Growth coexisted with inequality and unrest. Claims of peaceful settlement ignore the Plains wars.
20. C. Industrial business owners is correct. Business leaders favored competition without regulation and protection from foreign goods. Populists opposed high tariffs.

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6.7 Free-Response Practice: 1865 to 1898: The Gilded Age**QUESTION 1 · SHORT ANSWER: WESTERN SETTLEMENT AND NATIVE AMERICANS**

- 1 point: The government actively promoted and enabled settlement (through subsidies, land policy, and force) rather than only responding to private settlers. 1 point is awarded for a clear statement of this claim.
- 1 point: Specific evidence with explanation, such as the Pacific Railway Act land grants, the Homestead Act, or army campaigns culminating at Wounded Knee, and how it supports the claim.
- 1 point: Nongovernmental factor with explanation, such as barbed wire, windmills, the cattle trade, mining capital, or European immigration pulled by railroad advertising, and how it shaped settlement.

QUESTION 2 · SHORT ANSWER: LABOR AND INDUSTRY

- 1 point: A goal such as better living standards, education, or improved wages and conditions.
- 1 point: Event with explanation, such as the Great Railroad Strike (1877), Haymarket (1886), Homestead (1892), or Pullman (1894), plus how employers or government resisted with troops, injunctions, or Pinkertons.
- 1 point: The AFL organized skilled craft workers and sought bread-and-butter gains through collective bargaining, while the Knights welcomed all workers and sought broad social reform.

QUESTION 3 · DOCUMENT-BASED QUESTION (PRACTICE)

- 1 point: A thesis such as "Farmers' protests changed American politics by forcing issues such as railroad regulation and monetary policy into national debate and shaping later Progressive reforms, but they failed to win power because McKinley's coalition defeated Bryan in 1896." It must respond and give a line of reasoning, not restate the prompt.
- Up to 2 points (sourcing and use): Document 2 shows economic causes; Document 3 shows demands and the party; Document 4 or 5 shows the 1896 contest. Point of view examples: Bryan appeals to rural voters and Hanna's poster aims at urban business and workers. Each use must support the argument, not just summarize.
- 1 point: Outside evidence such as *Munn v. Illinois*, the Interstate Commerce Act, the Farmers' Alliances and subtreasury plan, the Panic of 1893, or the later Sixteenth and Seventeenth Amendments, linked to the claim.
- 1 point: Complication, for example the cartoon or poster shows corporate money and a unified business interest limiting farmers' power, or Document 1 shows that change came through states before national politics.

QUESTION 4 · LONG ESSAY QUESTION

- 1 point: Prompt A example: "Industrialization transformed society by creating a national market, an urban working class, and new inequalities, though continuities remained in racial hierarchy and in the rural South." Prompt B example: "Both groups faced policies of control and weak protection: reservations and the Dawes Act for Native Americans and the abandonment of Reconstruction and Plessy for African Americans." Prompt C example: "Unions won little immediate success because employers and government resisted, but the AFL's craft model built durable organizations."
- 2 points (evidence): Prompt A: railroads and Bessemer steel; tenements and machines. Prompt B: Dawes Act and boarding schools; the Compromise of 1877 and Plessy. Prompt C: Homestead and Pullman failures; AFL growth and the Knights' decline. Each must be explained, not just named.
- 1 point: A limitation, such as continued rural poverty (A), different goals of assimilation versus segregation (B), or some local victories such as the eight-hour day for some trades (C), with explanation of how it refines the claim.

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Period 7: 1890 to 1945: Progressivism, Wars, and Depression.

9 sections with explanations and worked examples, then 116 practice problems. Answers and full explanations are at the end of the chapter.

7.1 Imperialism and the Spanish-American War

Learn why the United States turned outward after 1890, how the war with Spain made it an overseas power, and how Americans argued over empire.

By the 1890s the frontier was declared closed and American factories and farms produced more than the home market could buy. Many leaders concluded that prosperity required foreign markets, naval bases, and coaling stations. Three motives drove the new **imperialism**: economic (markets and raw materials), strategic (naval power), and cultural (racial and religious beliefs that Anglo-Saxons had a duty to uplift others, often called the 'civilizing mission'). Captain Alfred Thayer Mahan argued in 1890 that great nations needed a strong battle fleet, overseas bases, and a canal across Central America.

Motives for U.S. expansion

Economic: new markets and resources after the Panic of 1893.

Strategic: Mahan's sea-power ideas, bases in the Pacific and Caribbean, an isthmian canal.

Cultural: Social Darwinism, Anglo-Saxon superiority, missionary zeal.

Hawaii shows the pattern. American planters dominated the sugar economy, and in 1893 they overthrew Queen Liliuokalani with help from U.S. Marines. Cleveland refused to annex the islands, but Congress did so in 1898 during the war fever, as Pacific bases suddenly mattered.

The Spanish-American War (1898). Cubans had been fighting Spain for independence since 1895. Spanish General Weyler herded civilians into reconcentration camps, and the 'yellow press' of Hearst and Pulitzer inflamed opinion with sensational stories. Two events pushed the nation to war: the publication of a private letter in which the Spanish minister De Lome insulted President McKinley, and the explosion of the battleship USS Maine in Havana harbor in February 1898. McKinley asked for war in April. Congress passed the Teller Amendment, disclaiming any intent to annex Cuba.

The war lasted about ten weeks. Commodore Dewey destroyed the Spanish fleet in Manila Bay, and Roosevelt's Rough Riders and Black regiments fought at San Juan Hill. Disease killed far more soldiers than combat. John Hay called it a 'splendid little war.' In the Treaty of Paris (1898) Spain gave up Cuba and ceded Puerto Rico, Guam, and the Philippines, and the United States paid \$20 million for the Philippines.

Territory	Status after 1898-1902	Key detail
Cuba	Nominally independent	Platt Amendment (1901) limited its sovereignty and allowed U.S. intervention; Guantanamo base
Puerto Rico	U.S. possession	Foraker Act (1900) set up civilian rule without full self-government
Philippines	U.S. colony	Aguinaldo's independence movement fought a costly war, 1899-1902
Hawaii	Annexed 1898	Territory in 1900; sugar planters dominant

The great debate. Anti-imperialists, organized in the American Anti-Imperialist League (Mark Twain, Andrew Carnegie, Jane Addams), argued that ruling people without their consent betrayed the Declaration of Independence, and that colonies would bring cheap labor and racial mixing, a view that some opponents held for racist reasons. Imperialists answered with arguments about markets, naval power, and duty. The Senate approved the treaty by only a narrow margin.

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Open Door and Asia. Fearing that European powers would carve China into exclusive spheres, Secretary of State John Hay sent the **Open Door notes** (1899-1900) asking all nations to keep equal trading access and respect Chinese territory. No power agreed formally, but none rejected it, and it became a pillar of U.S. policy. Troops joined the international force against the Boxer Rebellion in 1900.

Roosevelt and the Caribbean. Theodore Roosevelt favored 'speak softly and carry a big stick.' He backed a revolt in Colombia's province of Panama in 1903 and then signed a canal treaty with the new Panamanian government; the **Panama Canal** opened in 1914. The **Roosevelt Corollary** (1904) to the Monroe Doctrine declared that the United States would act as an 'international police power' in the hemisphere when Latin American states proved unstable, first applied in the Dominican Republic. Taft substituted **dollar diplomacy**, using American investment instead of troops, though Marines still landed in Nicaragua. Wilson promoted 'moral diplomacy' but intervened in Mexico, Haiti, and the Dominican Republic.

Policies to match with presidents

Open Door (Hay, McKinley): equal access to China.

Roosevelt Corollary (T. Roosevelt, 1904): U.S. police power in the Western Hemisphere.

Dollar diplomacy (Taft): investment over intervention.

Moral diplomacy (Wilson): promoting democracy, yet repeated military interventions.

EXAMPLE 1: EXPLAINING CAUSES

Explain TWO causes of the Spanish-American War.

SOLUTION

Cause 1 (media and public opinion): Yellow journalism by Hearst and Pulitzer publicized Spanish brutality in Cuba and the sinking of the Maine, which created popular demand for war.

Cause 2 (economic and strategic interests): Americans had investments in Cuban sugar and wanted stability near a future canal, so leaders judged that Cuban unrest harmed U.S. interests.

Scoring tip: name the cause, then add one specific fact. 'Newspapers' alone earns little; 'newspapers exaggerated the Maine explosion' earns the point.

EXAMPLE 2: READING A SOURCE

A 1900 political cartoon shows Uncle Sam holding a large club and standing over small Caribbean nations drawn as children. Which policy does it illustrate, and what is the artist's likely point of view?

SOLUTION

Identify: the club and the 'police' pose match the Roosevelt Corollary and 'big stick' diplomacy.

Point of view: if the children look helpless or resentful, the cartoonist criticizes U.S. paternalism; if Uncle Sam looks protective, the artist supports it.

Always tie the image to a historical fact (here, the 1904 corollary and interventions in the Dominican Republic).

Common mistakes

Do not say the Maine was proven to be sunk by Spain; its cause was never settled and the press simply assumed Spanish guilt. Do not confuse the Teller Amendment (Cuba not to be annexed) with the Platt Amendment (U.S. limits on Cuba). Do not treat the Open Door as a treaty; it was a policy request.

Practice

SET A Check Your Understanding

Short answers: respond in 2 to 4 sentences.

1. Identify two motives for American imperialism in the 1890s and give one example of each.
2. What was the role of yellow journalism in the coming of the Spanish-American War?
3. What did the Treaty of Paris (1898) give the United States?
4. State the purpose of the Open Door notes.
5. Distinguish the Roosevelt Corollary from dollar diplomacy.

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SET B Exam-Style Multiple Choice

Choose the best answer.

6. Which event most directly led the United States to begin the process of annexing Hawaii in 1898?
- (A) The Teller Amendment
(B) The Boxer Rebellion
(C) The completion of the Panama Canal
(D) The outbreak of war with Spain and need for Pacific bases
(E) The Platt Amendment
7. The Teller Amendment declared that
- (A) the U.S. had no intention of annexing Cuba
(B) the U.S. would control Cuban foreign policy
(C) the U.S. would purchase the Philippines
(D) Puerto Rico would become a state
(E) American troops must leave Guam
8. 'We are a people of expansive powers... the destiny of the Anglo-Saxon is to civilize.' This reasoning best reflects which motive?
- (A) Fear of European war
(B) Opposition to protective tariffs
(C) Cultural and racial justifications for empire
(D) Support for isolationism
(E) A desire for free trade with Spain
9. The Roosevelt Corollary extended which earlier policy?
- (A) Open Door
(B) Manifest Destiny of 1845
(C) Truman Doctrine
(D) Good Neighbor Policy
(E) Monroe Doctrine
10. Which group most strongly opposed annexing the Philippines?
- (A) The Hearst newspapers
(B) The American Anti-Imperialist League
(C) Naval officers following Mahan
(D) Hawaiian sugar planters
(E) The Rough Riders

SET C Apply and Extend

Write a developed response.

11. Evaluate the extent to which the Spanish-American War marked a turning point in U.S. foreign policy. Give two pieces of evidence for change and one for continuity.
12. Compare the Roosevelt, Taft, and Wilson approaches to Latin America. Identify one similarity.

7.2 The Progressive Era

Understand how reformers answered the problems of industrial America, what they achieved through law and amendment, and whom their reforms left out.

Progressivism was a broad, loosely organized reform movement from about 1900 to 1917. Its supporters, mostly urban middle-class professionals, women, and some businessmen, believed that industrialization had produced corruption, poverty, dangerous workplaces, and monopoly power, and that government should use expertise and regulation to fix them. Different reformers wanted different things: efficiency, democracy, social justice, or moral order.

Muckrakers investigated and exposed these problems. Upton Sinclair's *The Jungle* (1906) revealed filth in meatpacking plants, Ida Tarbell attacked Standard Oil, Lincoln Steffens described urban machine corruption in *The Shame of the Cities*, and Jacob Riis photographed tenement life. Settlement house workers such as Jane Addams at Hull House helped immigrants. At the state level, Robert La Follette of Wisconsin introduced the direct primary, and other states adopted the **initiative, referendum, and recall**.

Progressive amendments

16th (1913): federal income tax.

17th (1913): direct election of senators.

18th (1919): Prohibition of alcohol.

19th (1920): women's right to vote.

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Theodore Roosevelt (1901-1909) saw himself as a steward who used federal power on behalf of the public. He brought suit against the Northern Securities railroad trust (1902), earning the label 'trust buster,' and mediated the 1902 anthracite coal strike, siding neither with owners nor with workers alone in his 'Square Deal.' The Hepburn Act (1906) strengthened the Interstate Commerce Commission's rate regulation, while the Meat Inspection Act and Pure Food and Drug Act (1906) responded to Sinclair and other exposes. Roosevelt also expanded conservation, protecting about 230 million acres of public land, with Gifford Pinchot and John Muir representing two views: wise use versus preservation.

William Howard Taft (1909-1913) brought more antitrust suits than Roosevelt, including against Standard Oil, but angered progressives by signing the Payne-Aldrich tariff and siding with Pinchot's opponents. Roosevelt broke with him and ran in 1912 as the Progressive ('Bull Moose') candidate, splitting Republicans and electing **Woodrow Wilson**. Wilson's 'New Freedom' promised to restore competition: the Underwood Tariff cut rates and introduced an income tax, the Federal Reserve Act (1913) created a central banking system, the Clayton Antitrust Act (1914) strengthened antitrust law and exempted unions from some prosecution, and the Federal Trade Commission (1914) investigated unfair business practices.

Leader	Slogan	Approach to big business	Signature laws
T. Roosevelt	Square Deal	Regulate 'good' trusts, break 'bad' ones	Hepburn Act, Pure Food and Drug, Meat Inspection
Taft	(none)	Litigation against trusts	Mann-Elkins Act, 16th Amendment proposed
Wilson	New Freedom	Restore competition, strengthen regulation	Federal Reserve, Clayton Act, FTC, Underwood Tariff

Women's suffrage advanced from the Seneca Falls claim of 1848. Carrie Chapman Catt's National American Woman Suffrage Association pursued state-by-state and constitutional campaigns, while Alice Paul's more militant National Woman's Party picketed the White House. Women's WWI service helped win ratification of the 19th Amendment in 1920. Women also led campaigns for temperance, child labor laws, and workplace protections, such as the 1908 case *Muller v. Oregon*, which upheld limits on women's hours using arguments about their special needs.

The limits of progressivism. Reformers often ignored or reinforced racial discrimination. Wilson segregated federal offices, and Southern progressives disfranchised Black voters in the name of 'good government.' African Americans organized on their own: W. E. B. Du Bois helped found the **NAACP** in 1909 after the Niagara Movement, demanding full equality, while Booker T. Washington had urged economic self-help and accommodation. Black Southerners fleeing violence and low wages joined the **Great Migration** north to cities such as Chicago and Detroit, where they found jobs but also housing discrimination and riots. Many progressives supported immigration restriction, eugenics, and prohibition, which targeted immigrant communities.

Remember

Progressives accepted a larger government role, but often favored expertise and social control over democracy. Their reforms were uneven: gains for women and consumers, setbacks for Black Americans.

EXAMPLE 1: ANALYZING A MUCKRAKER

Upton Sinclair later said he aimed at the public's heart and 'hit it in the stomach.' Explain why *The Jungle* led to federal action.

SOLUTION

Context: his novel was meant to expose exploitation of immigrant workers in Chicago's meatpacking plants.

Effect: readers focused instead on unsanitary food, creating public outrage that Roosevelt could use.

Result: Congress passed the Meat Inspection Act and Pure Food and Drug Act in 1906, showing how journalism triggered regulation. The workers' issues received less attention than consumer safety.

EXAMPLE 2: BUILDING A THESIS

Prompt: Evaluate the extent to which progressivism achieved its goals. Write a thesis.

SOLUTION

Take a position with a reason: 'Progressives achieved significant reforms of government and business, but they largely failed to address racial inequality.'

Support with categories: political reforms (direct election of senators, referendum), economic regulation (FTC, Hepburn), and exclusions (segregation, Wilson).

A strong thesis answers 'to what extent' with a qualified claim, not simply 'progressives did a lot.'

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Exam tip

Match each amendment to its number and year, and know which are linked to Progressive causes (16, 17, 18, 19). Also remember that Progressivism came from both parties; Roosevelt, Taft, Wilson, and La Follette all contributed.

Practice**SET A Check Your Understanding**

Short answers: respond in 2 to 4 sentences.

1. Who were muckrakers and what impact did they have? Name two.
2. Explain how the initiative, referendum, and recall expanded democracy.
3. Distinguish Roosevelt's Square Deal from Wilson's New Freedom.
4. Why did the NAACP form, and how did its approach differ from that of Booker T. Washington?
5. Identify two ways progressivism was limited in who benefited.

SET B Exam-Style Multiple Choice

Choose the best answer.

6. Which constitutional amendment established a federal income tax?
(A) 15th (B) 17th (C) 16th (D) 18th (E) 19th
7. The Hepburn Act of 1906 primarily
(A) gave the ICC stronger power over railroad rates
(B) broke up Standard Oil
(C) created the Federal Reserve
(D) limited immigration
(E) banned child labor
8. Which was a significant effect of the 1912 election?
(A) Taft won a second term
(B) Socialists won the presidency
(C) Roosevelt won on the Progressive ticket
(D) La Follette became president
(E) A split in the Republican vote helped elect Wilson
9. The Great Migration was mainly driven by
(A) a desire to homestead the Great Plains
(B) Black Southerners seeking economic opportunity and escape from segregation and violence
(C) European immigration
(D) federal relocation programs
(E) the Dust Bowl
10. Progressive reformers most often argued that
(A) government should stay out of economic life
(B) labor unions were illegal
(C) free enterprise required no regulation
(D) the government should take an active role in addressing social and economic problems
(E) political parties needed more power

SET C Apply and Extend

Write a developed response.

11. Evaluate the extent to which the Progressive Era changed the relationship between the federal government and the economy. Support with two specific examples.
12. Analyze how African Americans and women pursued rights in the Progressive Era. Identify one similarity and one difference in their strategies or results.

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7.3 World War I and the Home Front

Trace how the United States moved from neutrality to war, how the government mobilized and limited dissent, and why the peace settlement was rejected at home.

When war began in Europe in 1914, President Wilson declared American **neutrality**. Public opinion was mixed, but economic ties favored the Allies: American banks lent them billions and factories sold them munitions, while trade with Germany was blocked by the British naval blockade. Germany answered with submarine warfare. In May 1915 a U-boat sank the British liner **Lusitania**, killing 128 Americans, and Wilson demanded that Germany stop. After the sinking of the Sussex in 1916 Germany issued the Sussex Pledge to limit attacks. Wilson won reelection in 1916 on the slogan 'He kept us out of war.'

In early 1917 Germany resumed **unrestricted submarine warfare** to starve Britain, gambling that it could win before America could help. The British also released the **Zimmermann Telegram**, in which Germany proposed an alliance with Mexico if the U.S. entered the war. Several American ships were sunk, and in April 1917 Wilson asked Congress to declare war to 'make the world safe for democracy.' The Russian Revolution, which removed the autocratic tsar, made this idealistic argument easier.

Causes of U.S. entry, 1917

Economic ties to the Allies and British naval blockade.

Lusitania and unrestricted submarine warfare.

Zimmermann Telegram.

Wilson's idealism: a war for democracy.

Mobilization. The Selective Service Act (1917) drafted men, and about 2 million Americans served in France under General John Pershing. The government created agencies such as the War Industries Board (Bernard Baruch), the Food Administration (Herbert Hoover, who promoted 'Meatless Mondays'), and the Fuel Administration, giving Washington unprecedented control over the economy. Liberty Bonds paid for the war, and the Committee on Public Information (George Creel) used posters and speakers to rouse patriotism. Labor shortages brought women into factories and offices and opened jobs to Black workers, which spurred the Great Migration. The National War Labor Board encouraged union recognition, and union membership rose.

Suppressing dissent. Patriotic fervor often turned against Germans, socialists, and pacifists. German-language teaching was banned in many places, and vigilantes harassed German Americans. The **Espionage Act** (1917) and **Sedition Act** (1918) criminalized interference with the draft and 'disloyal' speech about the government. Eugene V. Debs, a Socialist, received ten years for an antiwar speech. In **Schenck v. United States** (1919) the Supreme Court upheld the conviction of a man who mailed antidraft leaflets, with Justice Holmes writing that speech creating a 'clear and present danger' of harm Congress may prevent loses First Amendment protection.

Domestic effect	Example
Expanded federal power	War Industries Board, Food Administration
Limits on civil liberties	Espionage and Sedition Acts, Schenck, Debs prosecution
Social change	Women's war work, Great Migration, 19th Amendment (1920)
Nativism	Anti-German hysteria, later the Red Scare

Wartime civil liberties

Espionage Act (1917) and Sedition Act (1918) punished antiwar speech.

Schenck v. United States (1919): the clear and present danger test.

Debs was imprisoned; German Americans faced harassment.

Fighting and peace. American troops helped halt a German offensive at Chateau-Thierry and joined the Meuse-Argonne offensive, and the war ended with the armistice of November 11, 1918. In January 1918 Wilson had outlined the **Fourteen Points**: open diplomacy, freedom of the seas, free trade, arms reduction, national self-determination, and a **League of Nations** to preserve peace. At Paris, however, Britain and France demanded punishment. The Treaty of Versailles (1919) forced Germany to accept guilt for the war and pay reparations, while the League was included.

At home, Senate Republicans led by Henry Cabot Lodge split into 'reservationists' who would accept the treaty with changes and 'irreconcilables' who opposed it. Their chief objection was Article 10, which they feared would commit the United States to defend other members without a congressional vote. Wilson toured the country to rally support, suffered a stroke in October 1919, and refused to compromise. The Senate rejected the treaty in 1919 and 1920, and the U.S. never joined the League. Historians link the rejection to a postwar desire to avoid foreign entanglements, or **isolationism**, though the U.S. stayed active economically.

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Postwar turmoil. In 1919 inflation, strikes (a Boston police strike and a massive steel strike), race riots in cities like Chicago during the 'Red Summer,' and bombings by anarchists produced the first **Red Scare**. Attorney General A. Mitchell Palmer ordered the Palmer Raids, which arrested thousands and deported hundreds of immigrant radicals without due process. The fear fed nativism that led to restrictive immigration laws in the 1920s.

EXAMPLE 1: DOCUMENT ANALYSIS

In *Schenck v. United States*, Holmes wrote that the most stringent protection of free speech would not protect a man falsely shouting fire in a theater and causing a panic. What does this reveal about the Court's reasoning?

SOLUTION

Claim: the First Amendment is not absolute and depends on circumstances.

Evidence: in wartime, Holmes judged leaflets urging resistance to the draft dangerous to national security, creating a 'clear and present danger.'

Significance: the test permitted prosecutions under the Espionage Act, a high point of wartime restriction on civil liberties; later courts narrowed this standard.

EXAMPLE 2: CAUSATION

Explain how the Zimmermann Telegram contributed to American entry into the war.

SOLUTION

Fact: Germany secretly proposed that Mexico join Germany against the U.S., offering the return of Texas, New Mexico, and Arizona.

Effect: the British intercepted and published it, enraging Americans, especially in the Southwest, and turning opinion against Germany.

Context: combined with submarine attacks, it persuaded Wilson and Congress that Germany threatened American security, so war was declared in April 1917.

Common mistakes

The Lusitania sinking (1915) did not cause immediate U.S. entry; the 1917 submarine campaign and Zimmermann Telegram did. Do not claim the U.S. 'rejected' the League by voting against participation in the war; it was the Senate's refusal to ratify Versailles. The Fourteen Points were Wilson's proposal, not the treaty itself.

Practice

SET A Check Your Understanding

Short answers: respond in 2 to 4 sentences.

1. Why did the United States remain neutral from 1914 to 1917, and why was neutrality hard to maintain?
2. What was the Zimmermann Telegram?
3. Name two ways the federal government expanded its power during World War I.
4. What did the Court decide in *Schenck v. United States*?
5. Why did the Senate reject the Treaty of Versailles?

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SET B Exam-Style Multiple Choice

Choose the best answer.

6. Which action by Germany most directly led Wilson to ask Congress for war in 1917?
(A) The invasion of Belgium
(B) Unrestricted submarine warfare
(C) The Russian Revolution
(D) The Treaty of Brest-Litovsk
(E) Occupation of the Rhineland
7. The Committee on Public Information was created to
(A) draft soldiers
(B) control prices
(C) build public support for the war through propaganda
(D) prosecute spies
(E) negotiate the peace treaty
8. Which principle was part of Wilson's Fourteen Points?
(A) Reparations from Germany
(B) Unlimited submarine warfare
(C) Higher tariffs
(D) Permanent alliance with Britain
(E) National self-determination
9. The Sedition Act of 1918 was most similar to which earlier measure?
(A) The Homestead Act
(B) The Fugitive Slave Act
(C) The Pendleton Act
(D) The Alien and Sedition Acts of 1798
(E) The Embargo Act
10. A major long-term effect of the first Red Scare was
(A) increased support for immigration restriction and suspicion of radicals
(B) a revival of the Socialist Party
(C) expansion of civil liberties
(D) approval of the League of Nations
(E) the end of strikes

SET C Apply and Extend

Write a developed response.

11. Evaluate the extent to which World War I changed the role of the federal government. Include two pieces of evidence.
12. Explain TWO reasons the United States rejected the Treaty of Versailles and one consequence.

7.4 The 1920s: Prosperity and Culture Wars

See how mass consumption and new technology reshaped daily life in the 1920s while clashes over values, race, and immigration divided the nation.

After the turmoil of 1919, voters chose Warren G. Harding, who promised a 'return to normalcy.' Republican administrations of Harding, Calvin Coolidge, and Herbert Hoover favored **laissez-faire** business policy: Treasury Secretary Andrew Mellon cut income taxes, tariffs rose (Fordney-McCumber, 1922), regulatory agencies were staffed by friendly appointees, and Coolidge declared that 'the business of America is business.' Harding's term ended in scandal when his Interior Secretary Albert Fall was convicted of taking bribes in the Teapot Dome oil lease affair.

The economy did boom. Output per worker rose through assembly-line production and scientific management. **Henry Ford's** Model T, built on a moving assembly line, dropped to under \$300 and made the automobile a mass-market good; autos spurred steel, rubber, oil, highways, and suburbs. Electrification brought refrigerators, vacuum cleaners, and radios into homes. Advertising created demand, and **buying on credit** (installment plans) let families purchase them. Mass entertainment grew through movies and radio: KDKA began broadcasting in 1920, and by 1930 millions listened to news, music, and sports.

Engines of 1920s consumer culture

Assembly line, higher productivity, cheaper goods.

Installment buying and advertising.

Radio, movies, and national celebrities such as Babe Ruth and Charles Lindbergh.

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Not everyone prospered. Farmers suffered from falling crop prices after wartime demand collapsed, and coal, textiles, and railroads were weak. Union membership declined, and the wealthiest few took a growing share of income. The gap between modern urban and traditional rural life defined the decade's **culture wars**.

Cultural change. Young women called flappers bobbed their hair and challenged old norms, and more women worked in offices. African American writers, artists, and musicians in New York's Harlem sparked the **Harlem Renaissance**: Langston Hughes, Zora Neale Hurston, and Claude McKay in literature, and Louis Armstrong and Duke Ellington in **jazz**. Marcus Garvey's Universal Negro Improvement Association preached Black pride and economic independence. The 'Lost Generation' writers, including F. Scott Fitzgerald and Ernest Hemingway, criticized materialism.

Backlash and tradition. Fundamentalist Protestants challenged modern science and urban morality. In 1925 Tennessee teacher John Scopes was prosecuted for teaching evolution in violation of state law; the **Scopes Trial** pitted Clarence Darrow against William Jennings Bryan. Scopes was convicted but the proceedings embarrassed fundamentalists in national press. **Prohibition** (18th Amendment, enforced by the Volstead Act, 1920) banned alcohol, supported by rural Protestants and reformers but produced bootlegging, speakeasies, and organized crime such as Al Capone's, and it was repealed by the 21st Amendment in 1933.

Nativism and race. The war and Red Scare bred suspicion of foreigners. The **Emergency Quota Act (1921)** and **National Origins Act (1924)** limited immigration by national origin, favoring northern and western Europeans, nearly excluding Asians, and leaving Latin America unrestricted. The revived **Ku Klux Klan** reached several million members in the 1920s, mostly outside the South, targeting Black Americans, Catholics, Jews, and immigrants. The Sacco and Vanzetti case (1921-27), in which Italian anarchists were executed after a trial many considered biased, reflected nativist fears. In *Buck v. Bell* (1927) the Court upheld forced sterilization under eugenics laws. Mexican laborers still came to work in the Southwest.

Modern forces	Traditional forces
Cities, jazz, flappers, movies	Rural fundamentalists, Scopes prosecution
Harlem Renaissance, migration north	Klan, segregation, lynching
Immigrant communities	National Origins Act, Sacco-Vanzetti
Wet (anti-Prohibition) urban voters	Prohibition supporters (dry)

Foreign policy. The United States avoided the League but was not entirely isolated. The Washington Naval Conference (1921-22) limited warship tonnage, the Dawes Plan restructured German reparations, and the Kellogg-Briand Pact (1928) renounced war as national policy with no enforcement. High tariffs and war-debt disputes complicated the world economy.

EXAMPLE 1: READING A STATISTIC

From 1920 to 1929, the share of American households with radios rose from almost none to roughly 40 percent, and car registrations rose from about 8 million to 23 million. What conclusion does this support?

SOLUTION

Identify the trend: rapid spread of new consumer technology.

Explain causes: mass production lowered prices, credit made purchases easier, and advertising raised demand.

Conclude with significance: a national mass culture appeared, shared by listeners across regions, though not by poorer rural households without electricity.

EXAMPLE 2: CONTINUITY AND CHANGE

Explain ONE way the National Origins Act of 1924 reflected continuity with earlier nativism and ONE way it represented change.

SOLUTION

Continuity: it echoed 19th-century nativism, such as the Chinese Exclusion Act and Know-Nothing hostility toward newcomers.

Change: it created the first permanent numerical quota system tied to national origins, ending the open immigration policy for Europe.

Both points include a named law or event; avoid generalities such as 'people disliked immigrants.'

Key terms

Laissez-faire: minimal government interference in business.

Fundamentalism: strict, literal reading of the Bible, opposed to evolution.

Quota system: immigration limits by national origin.

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Common mistakes

Do not describe the 1920s as prosperous for everyone; farmers, Black Southerners, and industrial workers lagged. The Scopes verdict was a conviction, not an acquittal. The Harlem Renaissance was a cultural movement of Black artists, not a political party.

Practice**SET A Check Your Understanding**

Short answers: respond in 2 to 4 sentences.

1. Describe two reasons the economy grew in the 1920s.
2. What was the Harlem Renaissance?
3. Why did Prohibition fail to achieve its goals?
4. What did the Scopes Trial reveal about American society?
5. Explain how the Emergency Quota Act and National Origins Act changed immigration.

SET B Exam-Style Multiple Choice

Choose the best answer.

6. Which development most directly contributed to the growth of suburbs in the 1920s?
(A) Installment buying of homes by the federal government
(B) Prohibition
(C) Widespread automobile ownership
(D) Immigration quotas
(E) The Teapot Dome scandal
7. Marcus Garvey's Universal Negro Improvement Association emphasized
(A) integration through the courts
(B) Black pride and economic self-sufficiency
(C) pacifism and Christian reform
(D) support for the Klan
(E) agricultural education
8. The Teapot Dome scandal involved
(A) leasing naval oil reserves in exchange for bribes
(B) a stock market crash
(C) corruption in the Treasury
(D) a strike by oil workers
(E) the sale of liquor
9. The Ku Klux Klan of the 1920s differed from the Reconstruction Klan in that it
(A) was limited to the former Confederacy
(B) opposed Prohibition
(C) supported the New Deal
(D) backed the Harlem Renaissance
(E) targeted Catholics, Jews, and immigrants as well as Black Americans and had national membership
10. The Kellogg-Briand Pact of 1928 was significant because it
(A) created an enforceable alliance
(B) ended German reparations
(C) outlawed war as a tool of national policy without enforcement
(D) established the League of Nations
(E) limited naval tonnage

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SET C Apply and Extend

Write a developed response.

11. Analyze the extent to which the 1920s were a decade of both change and continuity in American society. Use two examples.
12. Compare the Scopes Trial and the immigration restriction laws as expressions of 1920s cultural conflict. Identify one similarity and one difference.

7.5 The Great Depression and the New Deal

Explain why the economy collapsed, how Hoover and Roosevelt responded, and how the New Deal reshaped government, labor, and American society.

The **Great Depression** had several causes. Production grew faster than wages, so consumers relied on credit; farmers and some industries were already weak; wealth was concentrated at the top; banks were poorly regulated; and the Fed failed to prevent a collapse in the money supply. Speculation using borrowed money inflated stock prices. On October 29, 1929 (Black Tuesday), the market crashed. The crash did not alone cause the Depression, but it destroyed confidence. Thousands of banks failed, millions lost savings, and the high Hawley-Smoot Tariff (1930) shrank world trade. Unemployment reached about 25 percent by 1933.

Hoover's response. President Herbert Hoover believed in 'rugged individualism' and voluntary cooperation, yet he did act: the Reconstruction Finance Corporation (1932) loaned money to banks and businesses, and he increased public works. But he refused direct federal relief to individuals, and his reputation suffered. 'Hoovervilles' (shantytowns) spread, and in 1932 police and troops forcibly removed the Bonus Army of veterans from Washington. In the **Dust Bowl**, drought and poor farming practices turned the southern Plains into blowing dust, driving hundreds of thousands of 'Okies' to California.

Roosevelt and the First New Deal. Franklin D. Roosevelt won in 1932 with a promise of a 'New Deal.' In the first 'hundred days' he declared a bank holiday and passed the Emergency Banking Act; he used radio 'fireside chats' to restore trust. The goals are summarized as the **three Rs**: relief, recovery, and reform.

Program	Year	Purpose
FDIC (Glass-Steagall)	1933	Insured bank deposits; separated commercial and investment banking
SEC	1934	Regulated the stock market
CCC	1933	Employed young men in conservation work
AAA	1933	Paid farmers to cut output to raise prices
TVA	1933	Developed power and flood control in the Tennessee Valley
NRA	1933	Industry codes for wages, prices, and hours
WPA	1935	Public works jobs, including arts projects
Social Security Act	1935	Retirement pensions, unemployment insurance, aid to dependent children
Wagner Act (NLRA)	1935	Protected the right to organize and bargain collectively

Three Rs and two phases

Relief: immediate help (FERA, CCC, WPA).

Recovery: raising prices and jobs (AAA, NRA).

Reform: lasting protections (FDIC, SEC, Social Security).

First New Deal (1933-34) stressed recovery and cooperation with business; Second New Deal (1935-36) pushed labor and welfare reform.

Critics. From the right, the American Liberty League and many business leaders charged that the New Deal threatened liberty and balanced budgets. From the left, Huey Long of Louisiana proposed 'Share Our Wealth,' seeking to cap fortunes and guarantee income. Father Charles Coughlin, a radio priest, first backed the New Deal and later attacked it, and Francis Townsend championed pensions for the elderly. These pressures helped push FDR toward the **Second New Deal**: the WPA, the Social Security Act, and the **Wagner Act**, which created the National Labor Relations Board and spurred union growth, including the Congress of Industrial Organizations (CIO). The Supreme Court struck down the NRA and AAA in 1935-36, and after his 1936 landslide FDR proposed adding justices in his 1937 'court-packing' plan. The plan failed and damaged his coalition, though the Court soon upheld the Wagner Act and Social Security.

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The Roosevelt coalition. The 1936 election united urban workers, union members, Southern whites, Catholics and Jews, farmers, and African American voters who shifted from the party of Lincoln to the Democrats. Eleanor Roosevelt championed racial and gender equality, and Frances Perkins became the first female cabinet member. But New Deal programs often left out domestic and agricultural workers, most of whom were Black or Hispanic, and local officials discriminated in applying aid. Roosevelt avoided antilynching legislation to keep Southern support. A 1937-38 recession followed spending cuts, and unemployment fell mainly with war spending after 1940.

Legacy

Federal government accepted responsibility for economic security and regulation.

Created a safety net (Social Security, FDIC) and strong labor unions.

Realigned politics into a Democratic coalition lasting decades.

EXAMPLE 1: EVALUATING A PROGRAM

Explain one way Social Security reflected the goals of the Second New Deal and one limitation.

SOLUTION

Link to goals: it created a permanent federal system of old-age pensions and unemployment insurance, achieving reform and not just emergency relief.

Limitation: it excluded agricultural and domestic workers, groups that were disproportionately Black and Mexican American, and the benefits were paid for by payroll taxes that fell on workers.

State the continuing effect: the program became a foundation of the modern welfare state.

EXAMPLE 2: CONTEXTUALIZATION FOR A DBQ

A 1936 cartoon shows conservative opponents shouting that Roosevelt is a dictator. Write a sentence of historical context that would help interpret it.

SOLUTION

Choose context before the source: the New Deal expanded federal power over the economy through agencies like the NRA, which alarmed many business and constitutional conservatives.

Add the 1935-36 Supreme Court rulings invalidating the NRA and AAA as an example of the conflict.

Connect the context to the cartoon's argument that the president was overstepping his authority.

Common mistakes

Do not claim the New Deal ended the Depression; unemployment remained high until wartime mobilization. Do not confuse the AAA (farmers) with the NRA (industry) or the CCC (jobs) with the WPA (wider public works). The Wagner Act, not Social Security, protected union organizing.

Practice

SET A Check Your Understanding

Short answers: respond in 2 to 4 sentences.

1. Identify two causes of the Great Depression other than the stock market crash.
2. How did Hoover respond to the Depression, and why did many Americans criticize him?
3. What did the FDIC and SEC do, and which New Deal goal did they serve?
4. Explain why Huey Long and Father Coughlin challenged Roosevelt.
5. Name two groups that benefited little from the New Deal and explain why.

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SET B Exam-Style Multiple Choice

Choose the best answer.

6. The Wagner Act of 1935 was most significant because it
 - (A) created pensions for the elderly
 - (B) regulated the stock market
 - (C) insured bank deposits
 - (D) paid farmers to reduce production
 - (E) protected workers' right to organize and bargain collectively
7. Which New Deal program most clearly shows the principle of relief through direct government employment?
 - (A) FDIC
 - (B) SEC
 - (C) Works Progress Administration
 - (D) Glass-Steagall Act
 - (E) Federal Reserve
8. Roosevelt's 1937 court-packing plan was a response to
 - (A) Supreme Court decisions invalidating New Deal laws
 - (B) the Bonus Army
 - (C) Huey Long's assassination
 - (D) declining union membership
 - (E) the repeal of Prohibition
9. Which group joined the New Deal coalition in the 1930s, a notable shift in voting patterns?
 - (A) Wealthy industrialists
 - (B) African American voters in northern cities
 - (C) Southern Republicans
 - (D) The Liberty League
 - (E) Prohibition supporters
10. The Dust Bowl primarily resulted in
 - (A) a surge of immigration from Mexico
 - (B) the end of the AAA
 - (C) higher wheat prices in 1934
 - (D) migration of Plains farm families to the West Coast
 - (E) new Dust Bowl states joining the Union

SET C Apply and Extend

Write a developed response.

11. Evaluate the extent to which the New Deal changed the role of the federal government in American life. Provide two pieces of evidence and one limitation.
12. Compare the First New Deal and the Second New Deal. Identify one similarity and one difference, and explain one reason for the change.

7.6 World War II: Mobilization and Home Front

Follow the move from isolationism to war, then examine how mobilization changed the economy, work, and civil liberties at home.

After World War I many Americans believed involvement abroad had been a mistake. The Nye Committee (1934-36) blamed bankers and arms makers, and Congress passed **Neutrality Acts** (1935-1937) banning arms sales and loans to belligerents. Meanwhile Japan invaded Manchuria (1931) and China (1937), Italy invaded Ethiopia, and Hitler remilitarized Germany's military and annexed Austria, then Czechoslovakia. Britain and France tried appeasement at Munich in 1938. Germany attacked Poland in September 1939.

Roosevelt moved cautiously toward aid for the Allies. The 'cash-and-carry' revision of 1939 allowed arms sales to nations that paid cash and carried them home. In 1940 he traded 50 older destroyers for British bases and signed the first peacetime draft, the Selective Training and Service Act. After winning an unprecedented third term, he called for the United States to be the 'arsenal of democracy,' and in March 1941 **Lend-Lease** allowed the U.S. to supply Britain, then the Soviet Union, with weapons without immediate payment. The Atlantic Charter (August 1941) stated shared war aims. Isolationist groups such as America First, supported by Charles Lindbergh, opposed these steps.

Tension with Japan grew as the United States responded to Japanese expansion in China and Southeast Asia with an oil and trade embargo. On December 7, 1941, Japan attacked the naval base at **Pearl Harbor**, Hawaii, killing about 2,400 Americans. Congress declared war on Japan the next day, and Germany and Italy declared war on the U.S. days later.

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Steps from neutrality to war

1935-37 Neutrality Acts; 1939 cash-and-carry.

1940 destroyers-for-bases, peacetime draft.

1941 Lend-Lease, Atlantic Charter, embargo on Japan.

Dec. 7, 1941 Pearl Harbor.

Mobilization. The war ended the Depression. Industry converted to war production through the War Production Board, and factories turned out ships, tanks, and aircraft (Henry Kaiser's shipyards built Liberty ships rapidly). Federal spending soared, unemployment nearly disappeared, and the government financed the war with bonds and a broader income tax with withholding. Wage and price controls were enforced by the Office of Price Administration and rationing covered gasoline, meat, and sugar. About 16 million Americans served in uniform. Unions, bound by a no-strike pledge, grew. Migration to western and Southern cities, with defense plants and bases, shifted population to the 'Sunbelt.'

Women and minorities. Millions of women took industrial jobs; 'Rosie the Riveter' became the symbol, and female employment rose sharply, although most women were expected to leave when veterans returned and received lower pay. African Americans joined the military, still in segregated units, such as the Tuskegee Airmen. Civil rights leader A. Philip Randolph threatened a March on Washington in 1941, leading FDR to issue Executive Order 8802 banning discrimination in defense industries and creating the Fair Employment Practice Committee. The **Double V** campaign sought victory over fascism abroad and racism at home. Black membership in the NAACP surged, and the Congress of Racial Equality was founded in 1942. Mexican Americans moved north for jobs and served in the military, and the Bracero Program (1942) brought temporary Mexican farm laborers. In 1943 racial violence erupted in Detroit and the Zoot Suit Riots in Los Angeles. Native American code talkers in the Pacific used their languages for secure communication.

Group	Opportunity	Limit
Women	Defense jobs, military auxiliaries	Lower pay, pressure to leave after war
African Americans	Industrial work, EO 8802	Segregated units, riots, housing discrimination
Mexican Americans	Braceros, military service	Zoot Suit Riots, low wages
Japanese Americans	Some served in the 442nd	Forced removal and internment

Internment. After Pearl Harbor, fear and racism led Roosevelt to sign **Executive Order 9066** (February 1942), which authorized the military to remove about 120,000 people of Japanese ancestry, two-thirds of them U.S. citizens, from the West Coast. They lost homes and businesses and were held in camps in remote areas. In **Korematsu v. United States** (1944) the Supreme Court upheld the removal as military necessity, a decision later widely condemned. In *Ex parte Endo* (1944) the Court ruled that loyal citizens could not be held, and the camps closed in 1945. Congress formally apologized and paid reparations in the Civil Liberties Act of 1988. German and Italian Americans were treated far less harshly.

Korematsu v. United States (1944)

Held: the exclusion order was constitutional because of wartime military necessity.

Dissent: Justice Murphy called it racism; the case shows limits on civil liberties in crisis.

EXAMPLE 1: CAUSATION

Explain how Lend-Lease moved the United States from neutrality to involvement in the war.

SOLUTION

Policy change: it ended the earlier model of cash payments and treated defense of Britain as essential to American security.

Effect: American factories supplied the Allies and the navy escorted convoys, creating clashes with German submarines.

Result: the U.S. became the 'arsenal of democracy' before it formally entered the war.

EXAMPLE 2: COMPARING HOME-FRONT CHANGE

Compare the wartime experiences of women and Japanese Americans. Make one point of comparison.

SOLUTION

Similarity: both were affected by federal decisions and wartime need; both groups were treated differently from the white male majority.

Difference: women gained economic opportunity, while Japanese Americans lost property and liberty through forced removal.

Support each claim with Rosie the Riveter or Executive Order 9066.

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Common mistakes

Do not say the U.S. entered the war before Pearl Harbor; Lend-Lease was aid, not belligerence. Do not describe Korematsu as protecting rights; it upheld the exclusion. The Double V campaign is a Black civil rights slogan, not a military operation.

Practice**SET A Check Your Understanding**

Short answers: respond in 2 to 4 sentences.

1. Why did Congress pass the Neutrality Acts in the 1930s?
2. What was Lend-Lease and why was it important?
3. How did mobilization end the Great Depression?
4. What did Executive Order 8802 accomplish, and how did it come about?
5. Explain the constitutional issue in *Korematsu v. United States*.

SET B Exam-Style Multiple Choice

Choose the best answer.

6. The 'cash-and-carry' policy of 1939 was designed to
 - (A) send American troops to Europe
 - (B) give weapons free to Britain
 - (C) allow arms sales to belligerents while limiting risk of U.S. entanglement
 - (D) end the draft
 - (E) reduce tariffs
7. Which action by Roosevelt most closely resembled the abridgment of civil liberties in World War I?
 - (A) Executive Order 9066
 - (B) Lend-Lease
 - (C) The Atlantic Charter
 - (D) The GI Bill
 - (E) Executive Order 8802
8. Rosie the Riveter symbolized
 - (A) women's military combat roles
 - (B) federal child care
 - (C) Black migration
 - (D) women's industrial war work
 - (E) rationing
9. Which group most directly sought a 'Double V'?
 - (A) Isolationists
 - (B) Labor union leaders
 - (C) Japanese Americans in camps
 - (D) Farm owners
 - (E) African Americans
10. The immediate trigger for the U.S. declaration of war on Japan was
 - (A) the invasion of Poland
 - (B) the bombing of Pearl Harbor
 - (C) the Munich agreement
 - (D) the sinking of the Lusitania
 - (E) the Neutrality Act

SET C Apply and Extend

Write a developed response.

11. Evaluate the extent to which World War II changed life for women and African Americans. Include evidence for change and for continuity.
12. Analyze the tension between security and civil liberties illustrated by Japanese American internment. Refer to *Korematsu*.

7.7 World War II: Diplomacy, Strategy, and Outcomes

Understand Allied strategy, the major turning points, the atomic bomb decision, wartime diplomacy, and how the war made the United States a superpower.

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The Allies, chiefly the United States, Britain, and the Soviet Union (the 'Big Three' of Roosevelt, Churchill, and Stalin), agreed on a 'Europe first' strategy: defeat Germany, the stronger enemy, before Japan. Stalin demanded a second front to relieve the Red Army, while the Western allies first fought in North Africa (1942-43) and Italy. The Soviet victory at Stalingrad (1943) turned the tide in the east. In the Atlantic, convoys, escorts, and radar overcame German U-boats.

On **D-Day**, June 6, 1944, Allied forces under General Dwight Eisenhower landed on the beaches of Normandy, the largest amphibious invasion in history. Paris was liberated in August. Germany's last major counteroffensive, the Battle of the Bulge (December 1944), failed. Roosevelt died in April 1945, and Harry Truman became president. Germany surrendered on May 8, 1945 (V-E Day), after Soviet troops took Berlin.

In the Pacific, the United States stopped Japan at the Battle of Midway (June 1942), which destroyed four Japanese carriers, then followed 'island-hopping,' bypassing strong points and seizing islands for air bases: Guadalcanal, Tarawa, Saipan, Iwo Jima, and Okinawa. Naval victories such as Leyte Gulf and bombing of Japanese cities crippled Japan. General Douglas MacArthur and Admiral Chester Nimitz led the campaigns.

Turning points

Midway (1942): Pacific turning point.

Stalingrad (1943): Soviet turning point in the East.

D-Day (1944): second front in the West.

Hiroshima and Nagasaki (August 1945): end of the war with Japan.

The atomic bomb. The secret Manhattan Project, led by General Leslie Groves and physicist J. Robert Oppenheimer, produced the first atomic bomb, tested in New Mexico in July 1945. Facing the prospect of a costly invasion of Japan after the bloody fighting on Okinawa, and Japan's rejection of a surrender demand, Truman ordered the use of the bomb. Hiroshima was bombed on August 6 and Nagasaki on August 9; the Soviet Union also declared war on Japan, and Japan surrendered on August 14 (formal ceremony September 2). Supporters argued that the bombs saved American lives and ended the war quickly; critics maintain that Japan was near surrender, that alternatives such as a demonstration or modifying surrender terms existed, and that the weapons killed over 100,000 civilians and began the nuclear age.

The Holocaust. Nazi Germany murdered about six million Jews and millions of others in a genocide. The U.S. admitted relatively few refugees, constrained by the immigration quotas, and the State Department was slow to act. Ships such as the St. Louis were turned away in 1939. The War Refugee Board, created in 1944, helped rescue some, but the Allies did not bomb the rail lines to Auschwitz, and critics argue that more could have been done. American troops discovered concentration camps in 1945, and the Nuremberg Trials prosecuted Nazi leaders for crimes against humanity.

Wartime diplomacy. At Tehran (1943) the Big Three agreed on the invasion of France and Soviet entry against Japan. At **Yalta** (February 1945) they planned the occupation of Germany, Soviet entry into the Pacific war, and a conference to create a United Nations; Stalin promised free elections in Eastern Europe, a promise he later broke. At **Potsdam** (July 1945), with Truman now president, tensions rose over German reparations and Poland's boundaries. The **United Nations** was founded in San Francisco in 1945 with a Security Council whose five permanent members have a veto. The Bretton Woods conference (1944) set up the World Bank and International Monetary Fund.

Conference	Date	Key decisions
Atlantic Charter	1941	Self-determination, free trade, no territorial gains
Tehran	1943	Second front, Soviet help against Japan
Yalta	Feb. 1945	German zones, UN, Soviet entry to Pacific war, free elections promised
Potsdam	July 1945	Germany divided, reparations dispute, ultimatum to Japan

Postwar institutions

United Nations (1945): collective security, Security Council veto.

IMF and World Bank (Bretton Woods, 1944): financial stability and reconstruction.

G.I. Bill (1944): education and housing aid for veterans.

Outcomes. The war cost over 400,000 American lives but left the U.S. homeland unscathed. The economy produced about half the world's manufactured goods, and America held the atomic monopoly until 1949. The G.I. Bill (1944) offered veterans education and home loans. The United States and Soviet Union emerged as the two **superpowers**, setting the stage for the Cold War, and Americans accepted a lasting global role, replacing the isolationism of the interwar years.

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EXAMPLE 1: EVALUATING AN ARGUMENT

Historians disagree about Truman's decision to use atomic weapons. Summarize one argument supporting it and one criticizing it, and use a piece of evidence for each.

SOLUTION

Support: military planners expected enormous casualties from invading Japan, based on Iwo Jima and Okinawa, so the bomb shortened the war.

Criticism: Japan was already blockaded and bombed, and some argue the Soviet entry or a revised surrender term might have ended the war; others claim Truman wanted to impress the Soviet Union.

Show historical reasoning by saying why each side's evidence matters, not just listing opinions.

EXAMPLE 2: CAUSE AND EFFECT

Explain one way World War II affected the position of the United States in the world.

SOLUTION

Claim: the war made the United States the leading economic and military power.

Evidence: its industry was intact, it held atomic weapons, and it helped found the UN, IMF, and World Bank.

Effect: the nation took on global commitments, with troops and bases abroad, rather than returning to isolation.

Exam tip

Organize this topic by theater and by conference. A frequent error is to place Midway after D-Day or to say the Yalta agreements created the Cold War outright. Describe Yalta as a cooperative plan whose promises about Eastern Europe were later broken.

Practice**SET A Check Your Understanding**

Short answers: respond in 2 to 4 sentences.

1. What was the Allied 'Europe first' strategy?
2. Why was D-Day significant?
3. Explain the island-hopping strategy in the Pacific.
4. Identify two arguments historians use about the decision to drop atomic bombs.
5. How did the war affect the global position of the United States?

SET B Exam-Style Multiple Choice

Choose the best answer.

6. Which battle marked the turning point of the Pacific war by destroying Japanese aircraft carriers?
(A) Iwo Jima (B) Midway (C) Okinawa
(D) Guadalcanal (E) Leyte Gulf
7. The Yalta Conference is best known for
(A) the decision to use the atomic bomb
(B) the Atlantic Charter
(C) plans for postwar Germany, the UN, and Soviet entry in the Pacific
(D) creating the Marshall Plan
(E) the Nuremberg Trials
8. Which statement best describes U.S. response to the Holocaust?
(A) Large numbers of refugees were admitted before 1941
(B) The U.S. bombed rail lines to Auschwitz
(C) The U.S. ignored Nuremberg
(D) Congress repealed the quotas in 1939
(E) Immigration quotas and bureaucratic obstacles limited refugee admissions

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9. The Bretton Woods agreements of 1944 aimed to
- (A) divide Germany
 - (B) create NATO
 - (C) end the Pacific war
 - (D) stabilize the postwar international economy through the IMF and World Bank
 - (E) protect Eastern Europe
10. Which event convinced many Americans that isolationism was no longer viable?
- (A) The attack on Pearl Harbor
 - (B) The Munich agreement
 - (C) The Kellogg-Briand Pact
 - (D) The Nye Committee
 - (E) The Neutrality Act of 1937

SET C Apply and Extend

Write a developed response.

11. Evaluate the extent to which wartime conferences among the Allies shaped the postwar world. Use evidence from at least two conferences.
12. Analyze the continuities and changes in U.S. foreign policy between the 1920s and 1945.

7.8 Multiple-Choice Practice: 1890 to 1945: Progressivism, Wars, and Depression

Twenty exam-style questions covering imperialism, Progressivism, both world wars, the 1920s, and the Great Depression.

Answer all questions. Sets A and B emphasize recall and sources; Set C requires comparison and evaluation. Check each explanation, especially for the questions you missed.

SET A Core Concepts

Choose the best answer. Each explanation names why the strongest wrong choice fails.

1. Which factor most directly pushed the United States toward war with Spain in 1898?
- (A) A Spanish attack on Hawaii
 - (B) A treaty obligation to defend the Philippines
 - (C) Sensational press coverage of Spanish rule in Cuba and the explosion of the USS Maine
 - (D) The Zimmermann Telegram
 - (E) A Spanish blockade of the Panama Canal
2. The Open Door notes of 1899-1900 were intended to
- (A) annex Chinese territory
 - (B) end the Boxer Rebellion by force
 - (C) exclude Japan from Asian trade
 - (D) grant the Philippines independence
 - (E) keep equal trading access to China for all powers
3. 'Muckrakers' in the Progressive Era were best described as
- (A) journalists and writers who exposed corruption and social abuses
 - (B) labor organizers who led strikes
 - (C) politicians who supported the initiative and recall
 - (D) industrialists who funded reform
 - (E) settlement house volunteers
4. The 17th Amendment (1913) provided for
- (A) a federal income tax
 - (B) direct election of U.S. senators
 - (C) national prohibition
 - (D) women's suffrage
 - (E) abolition of the poll tax

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5. Which statement about the Zimmermann Telegram is accurate?
- (A) It was sent by Mexico to Britain
 - (B) It announced unrestricted submarine warfare
 - (C) It led to the Lusitania sinking
 - (D) It proposed a German-Mexican alliance and helped turn American opinion toward war in 1917
 - (E) It was a peace offer to the United States
6. Which economic development of the 1920s most contributed to a new national mass culture?
- (A) Rapid decline of advertising
 - (B) The decline of installment buying
 - (C) Spread of radio and affordable automobiles
 - (D) Growth of agricultural exports
 - (E) A rise in union membership
7. The Wagner Act (1935) differed from the Social Security Act in that it
- (A) protected collective bargaining for workers
 - (B) created old-age pensions
 - (C) insured bank deposits
 - (D) paid farmers to limit crops
 - (E) regulated the stock market

SET B Applications and Data

Choose the best answer. Each explanation names why the strongest wrong choice fails.

8. 'We have no right to govern any people without their consent... imperialism is a betrayal of American ideals.' This statement most likely comes from a member of the
- (A) Navy League, a supporter of Mahan
 - (B) Rough Riders
 - (C) Hearst newspapers
 - (D) American Anti-Imperialist League
 - (E) Boxer Rebellion
9. 'The most important thing... is a free hand for American business to spread; one-half of the American people hold surplus earnings, and the future is in the Pacific.' This reflects the motive of
- (A) racial equality
 - (B) economic expansion through foreign markets
 - (C) religious toleration
 - (D) Cold War containment
 - (E) isolationism
10. Which pair correctly matches a policy with its president?
- (A) New Freedom - Theodore Roosevelt
 - (B) Square Deal - Wilson
 - (C) Roosevelt Corollary - Taft
 - (D) Open Door - Wilson
 - (E) Dollar diplomacy - Taft
11. A 1917 recruitment poster asks 'Wake up, America! Civilization calls every man, woman, and child.' The poster is best understood as evidence of
- (A) government efforts to mobilize public support through propaganda
 - (B) a rejection of the draft
 - (C) opposition to Wilson's war aims
 - (D) Prohibition campaigns
 - (E) Red Scare fears
12. Which of the following was the primary argument of Senate opponents of the League of Nations?
- (A) The League would be dominated by Germany
 - (B) The League would require reparations from the U.S.
 - (C) Article 10 might commit the U.S. to war without Congress's consent
 - (D) It would end the Monroe Doctrine in Asia
 - (E) It would require disarmament

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13. A graph shows U.S. unemployment: 3 percent in 1929, 25 percent in 1933, 14 percent in 1937, 19 percent in 1938, and 1.2 percent in 1944. Which inference is best supported?
- (A) The New Deal ended unemployment by 1937
 - (B) Unemployment fell sharply with wartime mobilization after earlier recovery was incomplete
 - (C) The Crash had little effect on employment
 - (D) Unemployment rose throughout the 1930s
 - (E) Wartime spending increased unemployment
14. The Dust Bowl migration to California is best explained by
- (A) the Homestead Act of 1862
 - (B) federal land grants in 1930
 - (C) the Bracero Program
 - (D) drought and soil erosion combined with economic hardship on the southern Plains
 - (E) the Great Migration of Black Southerners

SET C Exam-Level Stretch

Choose the best answer. Each explanation names why the strongest wrong choice fails.

15. 'Whereas the Constitution... in time of war the Court should not interfere with orders of the military.' Which Supreme Court decision reflects this reasoning?
- (A) Schenck v. United States (1919)
 - (B) Korematsu v. United States (1944)
 - (C) Muller v. Oregon (1908)
 - (D) Plessy v. Ferguson (1896)
 - (E) Ex parte Endo (1944)
16. Which comparison of the Progressive Era and the New Deal is most accurate?
- (A) The Progressive Era created Social Security while the New Deal ended regulation
 - (B) Both opposed labor unions
 - (C) The New Deal rejected federal power
 - (D) Progressives focused only on foreign policy
 - (E) Both expanded federal regulation of the economy, but the New Deal created broader safety-net programs
17. Which development in the 1920s most reflected the clash between traditional and modern values?
- (A) The Scopes Trial over teaching evolution
 - (B) The Dawes Plan
 - (C) The Washington Naval Conference
 - (D) The Hepburn Act
 - (E) The Teapot Dome lease
18. A historian argues that World War II 'created a more inclusive democracy at home while contradicting it in practice.' Which evidence most strongly supports the second half of the claim?
- (A) Executive Order 8802
 - (B) Women's war work
 - (C) The G.I. Bill
 - (D) Japanese American internment and segregated military units
 - (E) The Atlantic Charter
19. Which statement about the end of the Pacific war is best supported by historical evidence?
- (A) Historians agree that Japan was ready to surrender unconditionally in July
 - (B) Historians agree the bombs were the only option
 - (C) Historians disagree about whether the bombs were necessary because of debates over Japan's readiness to surrender
 - (D) The Soviet Union played no role
 - (E) The bombs were used before the Okinawa campaign
20. Taken together, the Spanish-American War, World War I, and World War II most clearly demonstrate which long-term trend?
- (A) A steady retreat into isolationism
 - (B) A decline in presidential influence
 - (C) Declining industrial output
 - (D) Reduced American military spending
 - (E) Growing U.S. involvement in world affairs and expanded federal power

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7.9 Free-Response Practice: 1890 to 1945: Progressivism, Wars, and Depression

Four free-response tasks modeled on the AP U.S. History exam: two short-answer questions, a document-based question, and a long essay.

Each part is scored by points listed in the model answers. Short-answer parts earn 1 point each; the DBQ is scored for thesis, contextualization, evidence, sourcing, and complexity; the long essay is scored for thesis, contextualization, evidence, and reasoning. Write your own response before reading the model answer.

QUESTION 1 Short Answer: Interpreting a Secondary Source

Use the passage below to answer parts (a), (b), and (c). Passage (adapted historian's argument): 'The wars of 1898, 1917, and 1941 each enlarged the power of the national government. Yet the expansion of federal authority during wartime was usually followed by retreat, and the American public often distrusted a permanent state.'

1. (a) Identify ONE piece of evidence from 1917-1919 that supports the historian's claim that wartime enlarged federal power.
2. (b) Identify ONE piece of evidence from the 1920s that supports the claim of retreat after war.
3. (c) Explain ONE way the New Deal or World War II complicates the claim that the public distrusted a permanent state.

QUESTION 2 Short Answer: Interpreting a Primary Source

Use the excerpt to answer parts (a), (b), and (c). Source: Executive Order 9066 (February 1942): 'I hereby authorize and direct the Secretary of War... to prescribe military areas... from which any or all persons may be excluded.' Supreme Court, *Korematsu v. United States* (1944): 'Compulsory exclusion of large groups of citizens from their homes is inherently suspect... but hardships are part of war.'

4. (a) Identify ONE group most directly affected by the policy in the excerpt.
5. (b) Explain ONE reason the government gave for such a policy.
6. (c) Explain ONE way the policy reflected a tension between wartime security and civil liberties, using evidence beyond the excerpt.

QUESTION 3 Document-Based Question Practice

Evaluate the extent to which the Progressive Era (1900-1920) achieved its reform goals. Documents (short): Doc 1, Upton Sinclair, 1906: workers in meatpacking plants were 'processed' along with the food, he wrote, and the public demanded cleanliness. Doc 2, Constitutional amendments: the 16th (income tax, 1913) and 17th (direct election of senators, 1913). Doc 3, Du Bois and others, 1909: 'We demand full equality; the Negro is being disfranchised,' leading to founding of the NAACP. Doc 4, Carrie Chapman Catt, 1917: suffragists argue that women's war service shows they deserve the vote. Doc 5, a 1913 federal order separating Black and white clerks in government offices.

7. (a) Write a thesis that responds to the prompt with a historically defensible claim and a line of reasoning.
8. (b) Use at least FOUR documents to support the argument, and explain how each supports it. Then use ONE additional piece of evidence not in the documents.
9. (c) For TWO documents, explain how point of view, purpose, historical situation, or audience is relevant to their usefulness. Then write one sentence of contextualization.

QUESTION 4 Long Essay Question

Evaluate the extent to which the Great Depression and the New Deal changed the role of the federal government in American life between 1929 and 1941.

10. (a) Write a thesis with a claim and a line of reasoning, and name the categories you will use (for example relief, regulation, labor, and politics).
11. (b) Provide TWO pieces of specific evidence of change and explain how each supports your thesis.
12. (c) Explain one continuity or limit, and use it to show complexity (for example a counterargument or a comparison with an earlier period).

Answers Period 7: Answers and Explanations

Answers for every practice problem, numbered to match. Read the explanation even when your answer is correct.

7.1 Imperialism and the Spanish-American War

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SET A · CHECK YOUR UNDERSTANDING

1. Economic: the search for foreign markets, for example in China and Latin America. Strategic: Mahan's naval theory led to bases in Hawaii and the Philippines. Cultural motives, such as Anglo-Saxon superiority, would also earn credit.
2. Papers owned by Hearst and Pulitzer competed for readers with sensational reports of Spanish cruelty and of the Maine explosion. This aroused public sympathy for the Cubans and pressured McKinley and Congress toward war.
3. Spain surrendered Cuba and ceded Puerto Rico, Guam, and the Philippines. The U.S. paid \$20 million for the Philippines, making it an overseas colonial power.
4. John Hay asked the great powers to preserve equal trading rights in China and to respect its territorial integrity. It protected American commercial access without military commitment.
5. The Roosevelt Corollary justified military intervention to restore order in Latin America. Dollar diplomacy under Taft tried to achieve stability and influence through loans and investment, though troops were still used at times.

SET B · EXAM-STYLE MULTIPLE CHOICE

6. D. The war made Pacific coaling stations urgent, and Congress annexed Hawaii by joint resolution. The Teller Amendment concerned Cuba, and the canal was not finished until 1914.
7. A. Teller disclaimed annexation of Cuba. Platt in 1901 later limited Cuban independence, which is the tempting confusion.
8. C. The quote links expansion to an Anglo-Saxon duty to civilize, a cultural and racial rationale. It is not about tariffs or isolationism.
9. E. Roosevelt's 1904 corollary added U.S. police power to the Monroe Doctrine's warning against European intervention. The Good Neighbor Policy came later and reversed this approach.
10. B. Twain, Carnegie, and others in the League argued that annexation violated self-government. The Hearst papers had pushed for war.

SET C · APPLY AND EXTEND

11. Model response: Thesis: the war was a turning point because it created an overseas empire, but it continued a long pattern of expansion for markets and security. Change (1 pt): the U.S. acquired Puerto Rico, Guam, and the Philippines, taking colonies beyond the continent. Change (1 pt): it became an active Asian power, joined the debate over the Open Door, and fought a war against Philippine independence. Continuity (1 pt): expansionist goals like markets and bases echoed the earlier Manifest Destiny and Monroe Doctrine and the 1890s annexations. Thesis scores 1 point, evidence 2, continuity and analysis 1.
12. Model response: Roosevelt used the Corollary and the military, including taking the canal zone. Taft favored dollar diplomacy, with bankers replacing troops in a way that served American businesses. Wilson claimed moral diplomacy, spreading democracy, but sent troops to Haiti, the Dominican Republic, and Mexico. Similarity (1 pt): all three treated the Caribbean as a U.S. sphere of influence and intervened when they judged stability or American interests were threatened. Scoring: 1 for each correct description, 1 for a similarity supported by evidence.

7.2 The Progressive Era**SET A · CHECK YOUR UNDERSTANDING**

1. Muckrakers were investigative journalists and writers who exposed corruption and abuses. Upton Sinclair's *The Jungle* contributed to the 1906 food laws, and Ida Tarbell's study of Standard Oil fed antitrust sentiment.
2. The initiative lets citizens propose laws, the referendum lets voters approve or reject legislation, and the recall lets voters remove officials. Together they gave voters power outside legislatures and parties.
3. The Square Deal accepted large corporations but used federal power to regulate abuses and bring fairness for consumers, workers, and business. The New Freedom aimed to break up concentrations of power and restore competition through tariff reform, the FTC, and the Clayton Act.
4. The NAACP (1909) formed after racial violence and rising segregation to demand full civil and political rights through protest and legal action. Washington had emphasized vocational education and accommodation, while Du Bois demanded immediate equality.
5. Wilson segregated federal workplaces and Southern reformers disfranchised Black voters, so African Americans gained little. Many reformers also supported immigration restriction and prohibition aimed at immigrants.

SET B · EXAM-STYLE MULTIPLE CHOICE

6. C. The 16th, ratified in 1913, authorized income taxes. The 17th changed how senators were chosen, a frequent confusion.
7. A. The act empowered the Interstate Commerce Commission to set maximum rates. Standard Oil was dissolved under the Sherman Act in 1911 under Taft.
8. E. Roosevelt's Bull Moose run divided Republican votes and Wilson won with a plurality. Roosevelt finished second ahead of Taft.
9. B. Southern Black families moved to northern industrial cities for jobs and to escape Jim Crow. The Dust Bowl migration involved white farmers and happened in the 1930s.
10. D. Progressives believed in using government as a tool for reform. The claim that government should stay out reflects *laissez-faire*, the view they opposed.

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SET C · APPLY AND EXTEND

11. Model response: Thesis: the era expanded federal regulatory power significantly but left much business influence intact. Evidence (1 pt): the Hepburn Act, the Pure Food and Drug Act, and Meat Inspection Act regulated railroads and food. Evidence (1 pt): the Federal Reserve and FTC under Wilson created permanent agencies to oversee banking and trade. Limitation (1 pt): Taft and Wilson did not break up most large firms, and the Clayton Act contained loopholes; business adapted. Thesis 1 point, two evidence points, complexity 1 point.
12. Model response: Women used organization and petitions, state campaigns, picketing, and wartime service to win the 19th Amendment in 1920. African Americans formed the NAACP, challenged lynching and segregation in court, and migrated north, but received no federal protection. Similarity (1 pt): both formed new national organizations and used agitation and publicity. Difference (1 pt): women achieved a constitutional amendment, but Black Americans faced disfranchisement and segregation that progressives tolerated. Add specific evidence for each group for 2 points.

7.3 World War I and the Home Front**SET A · CHECK YOUR UNDERSTANDING**

1. Many Americans wanted to avoid a foreign war and Wilson stressed neutrality. But the Allies were major trading partners and creditors, and German submarines attacked ships carrying Americans, so neutrality became harder to preserve.
2. A secret German message of January 1917 offering Mexico an alliance and the recovery of lost territories if the United States entered the war. Its release by Britain inflamed American opinion.
3. The War Industries Board coordinated production, and the Food Administration regulated food supply. The draft and Liberty Bond drives also showed greater federal reach.
4. The Court unanimously upheld Schenck's conviction under the Espionage Act for distributing antidraft leaflets. Holmes's 'clear and present danger' test said speech that creates a real danger to the nation can be limited in wartime.
5. Senate opponents, especially Lodge, feared Article 10 of the League covenant would limit Congress's power to declare war. Wilson refused to compromise on reservations, so neither side could gather the needed two-thirds vote.

SET B · EXAM-STYLE MULTIPLE CHOICE

6. B. The announced resumption of attacks on all ships in 1917 pushed Wilson to war. Brest-Litovsk occurred in 1918, after the declaration.
7. C. George Creel's agency produced posters, films, and speakers. The draft was run by Selective Service.
8. E. Self-determination guided the redrawing of Europe, although Versailles applied it unevenly. Reparations were Allied demands, not part of Wilson's plan.
9. D. Like the 1798 laws, it punished criticism of the government during a foreign crisis. The Pendleton Act concerned civil service.
10. A. The scare strengthened nativism, helping lead to the 1921 and 1924 immigration quotas. Socialists were weakened, not revived.

SET C · APPLY AND EXTEND

11. Model response: Thesis: the war substantially, though temporarily, enlarged federal power over the economy and speech. Evidence (1 pt): the War Industries Board, Food Administration, and draft regulated industry and individual behavior. Evidence (1 pt): the Espionage and Sedition Acts and prosecutions such as Debs limited speech. Qualification (1 pt): after the war most agencies were dismantled, and a return to 'normalcy' followed in the 1920s, although the precedent remained for the New Deal and WWII. Thesis 1 point, evidence 2, complexity 1.
12. Model response: Reason 1 (1 pt): Lodge and other Republicans objected that Article 10 would limit Congress's authority to decide when to go to war. Reason 2 (1 pt): Wilson's stubborn refusal to accept reservations and partisan rivalry, plus a public weary of war and suspicious of foreign entanglements. Consequence (1 pt): the U.S. did not join the League of Nations, weakening it and leaving a separate peace with Germany in 1921, with an isolationist turn in the 1920s.

7.4 The 1920s: Prosperity and Culture Wars**SET A · CHECK YOUR UNDERSTANDING**

1. Mass production, especially Ford's assembly line, lowered prices and raised output. Installment credit and advertising also encouraged spending on cars, appliances, and radios, which supported new industries.
2. A flowering of Black literature, art, and music in New York City in the 1920s, with figures such as Langston Hughes and Louis Armstrong. It expressed Black pride and urban culture and expanded African American influence on American arts.
3. Many people kept drinking, so a black market arose. Bootleggers and speakeasies flourished, organized crime grew rich, and enforcement was weak, so support collapsed, leading to repeal in 1933.
4. It revealed a clash between modern, scientific, urban values and rural religious fundamentalism. The trial showed that debates over evolution and the role of religion in schools had become national issues.
5. They set numerical limits on immigration based on country of origin, favoring northern and western Europeans. They sharply reduced arrivals from southern and eastern Europe and nearly ended Asian immigration.

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SET B · EXAM-STYLE MULTIPLE CHOICE

6. C. Cars let workers live farther from city centers. Immigration quotas had no direct link to residential patterns.
8. A. Interior Secretary Fall leased reserves in Wyoming to private oilmen after taking payments. The scandal involved Harding's cabinet, not the Treasury.
10. C. The pact symbolized idealism but lacked sanctions. Naval limits belonged to the Washington Conference.
7. B. Garvey urged racial pride and Black-owned business, unlike the NAACP's legal integration strategy.
9. E. The 1920s Klan had strong chapters in the Midwest and West, and it attacked many groups. It was not confined to the South.

SET C · APPLY AND EXTEND

11. Model response: Thesis: the 1920s brought striking modern change in technology, consumption, and culture, yet traditional prejudices and values persisted. Change (1 pt): cars, radios, and credit changed daily life and created a mass culture, with flappers and jazz challenging older mores. Continuity (1 pt): the Klan, nativism, and segregation persisted, and Prohibition reflected older moral reform traditions. Complexity (1 pt): rural vs urban tension meant the same people lived with both modern products and traditional beliefs. Thesis 1 point.
12. Model response: Similarity (1 pt): both reflected a defensive reaction by traditional, rural, native-born Protestants against the perceived threat of cities, science, and immigrant cultures. Difference (1 pt): the Scopes Trial was a state-level, court dispute over education and religion, while the quota laws were national legislation altering demographic policy for decades. Evidence (1 pt): Tennessee's Butler Act and the 1924 National Origins Act. Provide details for each.

7.5 The Great Depression and the New Deal**SET A · CHECK YOUR UNDERSTANDING**

1. Uneven distribution of income left consumers dependent on credit, and farm distress and overproduction weakened agriculture. Weak bank regulation and the Hawley-Smoot Tariff deepened the collapse.
2. He promoted voluntary cooperation, created the RFC to aid banks and firms, and increased public works, but he resisted direct relief. Many viewed him as indifferent as unemployment soared, and he ended up blamed for Hoovervilles and the Bonus Army incident.
3. The FDIC insured bank deposits and the SEC regulated securities markets. Both served reform by restoring confidence and preventing the abuses behind the crash.
4. Long argued the New Deal did not go far enough and offered 'Share Our Wealth,' while Coughlin attacked bankers and later criticized FDR's policies. Their popularity showed discontent and pushed Roosevelt toward more aggressive measures in 1935.
5. African Americans and Mexican Americans in agriculture and domestic service, because Social Security and many labor laws excluded those jobs; local administrators also discriminated in relief. Women often received lower wages in work programs.

SET B · EXAM-STYLE MULTIPLE CHOICE

6. E. The act guaranteed collective bargaining and created the NLRB. Social Security concerned pensions.
8. A. The Court had struck down the NRA and AAA, and FDR tried to add justices. Congress rejected the plan.
10. D. Drought and soil erosion drove many 'Okies' west to California. Wheat prices fell in the Depression.
7. C. The WPA hired millions for construction and arts jobs. The FDIC and SEC were reform measures.
9. B. Black voters moved to the Democratic party in the 1930s despite New Deal limits. The Liberty League opposed Roosevelt.

SET C · APPLY AND EXTEND

11. Model response: Thesis: the New Deal permanently expanded the government's responsibility for economic security but did not end the Depression or erase inequality. Evidence (1 pt): Social Security and the Wagner Act created a safety net and union protection. Evidence (1 pt): the FDIC and SEC established regulation of finance. Limitation (1 pt): unemployment persisted until war production, and Black and agricultural workers were excluded. Thesis 1 point.
12. Model response: Similarity (1 pt): both used federal power to intervene in the economy and pursue relief and recovery. Difference (1 pt): the First New Deal emphasized cooperation with business (NRA, AAA), while the Second pushed labor rights and social insurance (Wagner Act, Social Security, WPA). Reason (1 pt): Supreme Court decisions against the NRA and AAA, criticism from Long and Coughlin, and a desire for stronger support from workers before the 1936 election.

7.6 World War II: Mobilization and Home Front**SET A · CHECK YOUR UNDERSTANDING**

1. Memory of World War I and the Nye Committee's claims about bankers and arms makers convinced many Americans that selling arms and lending money had pulled the nation into war. The laws aimed to prevent a repeat.
2. A 1941 law allowing the president to send weapons and supplies to nations whose defense he judged vital to American security, without immediate payment. It supported Britain and the Soviet Union and committed the U.S. to the Allied cause before Pearl Harbor.
3. War production put people to work in factories and the military, and massive federal spending created demand. Unemployment dropped to very low levels by 1943.
4. It banned racial discrimination in defense industries and set up the FEPC. It came after A. Philip Randolph threatened a march of tens of thousands of Black workers on Washington.
5. The issue was whether the government could remove citizens of Japanese ancestry from the West Coast under military authority. The Court upheld the order, deferring to military claims of necessity despite its racial basis and the Fifth Amendment due process.

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6. C. Cash-and-carry loosened the arms embargo to favor Britain and France while Americans avoided ships. Lend-Lease was the later policy of free supply.
8. D. The icon represented women recruited for industrial jobs. Most women were not in combat.
10. B. The December 1941 attack led Congress to declare war the next day. The Lusitania was a World War I event.
7. A. Both involved wartime fear and suppression of liberties for a group seen as disloyal. Lend-Lease was aid.
9. E. The Double V campaign was led by the Pittsburgh Courier and sought victory over fascism and racism. Japanese Americans' primary struggle was against internment.

SET C · APPLY AND EXTEND

11. Model response: Thesis: the war created new economic and organizational opportunities but did not end discrimination. Change (1 pt): millions of women worked in defense plants, and Black workers gained jobs through EO 8802 and the FEPC. Change (1 pt): the Double V campaign and growth of the NAACP and CORE laid foundations for postwar civil rights activism. Continuity (1 pt): units were segregated, women earned less and were urged to return home, and riots in Detroit showed racial tension. Thesis 1 point.
12. Model response: Context (1 pt): after Pearl Harbor, fears of sabotage and racial prejudice led to EO 9066 and removal of about 120,000 people of Japanese ancestry. Argument (1 pt): the government claimed military necessity, while critics pointed out that no espionage was proven and German and Italian Americans were not removed. Court (1 pt): in Korematsu (1944) the Court upheld the order, a decision regarded as a failure to protect rights, later followed by the 1988 apology and reparations. Provide evidence to support the claim.

7.7 World War II: Diplomacy, Strategy, and Outcomes**SET A · CHECK YOUR UNDERSTANDING**

1. The Allies decided to defeat Germany first, since it was the stronger enemy and threatened Britain and the Soviet Union, while holding Japan back in the Pacific. It guided resources toward the invasion of France.
2. The Normandy landings on June 6, 1944 opened the long-awaited second front in Western Europe, relieved pressure on the Soviets, and began the liberation of France that led to Germany's defeat.
3. Instead of attacking every Japanese-held island, American forces captured selected islands to build air bases and bypassed strongholds, cutting off supplies. This moved bombers within range of Japan.
4. Supporters say the bombs prevented a costly invasion and saved American and Japanese lives. Critics say Japan was close to surrender, that the Soviet entry or negotiations might have ended the war, and that killing civilians was immoral.
5. The U.S. emerged with the strongest economy, a monopoly on atomic weapons, and leadership of international institutions like the UN and IMF. This ended interwar isolationism and began the superpower rivalry with the USSR.

SET B · EXAM-STYLE MULTIPLE CHOICE

6. B. Midway in June 1942 sank four Japanese carriers. Iwo Jima and Okinawa were later island battles.
8. E. Restrictive quotas and State Department policy kept admissions low. The Allies did not bomb the camp rail lines.
10. A. The attack ended debate in Congress and the public, united the country, and brought a lasting commitment abroad. Munich was an appeasement of Hitler by Europe.
7. C. The three leaders planned the end of the war in Europe and Asia and the UN. The bomb decision came at Potsdam time, after Truman took office.
9. D. Bretton Woods created financial institutions to avoid another Depression. NATO came in 1949.

SET C · APPLY AND EXTEND

11. Model response: Thesis: Tehran, Yalta, and Potsdam set the framework for postwar Europe and the UN, but disagreements foreshadowed the Cold War. Evidence (1 pt): Yalta established zones in Germany, a UN conference, and Soviet entry in the Pacific. Evidence (1 pt): Potsdam showed disputes over reparations and Poland, and Stalin's control of Eastern Europe violated the Yalta promise of free elections. Complexity (1 pt): cooperation against Hitler masked deep ideological differences. Thesis 1 point.
12. Model response: Continuity (1 pt): the U.S. had economic engagement abroad in the 1920s (Dawes Plan, Washington Conference) and always pursued trade and security interests. Change (1 pt): after WWII it joined the UN, kept troops and bases overseas, and led institutions such as the IMF, whereas in the 1920s it rejected the League and avoided military commitments. Cause (1 pt): the Depression, Pearl Harbor, and the experience of global war ended isolationism. Thesis 1 point.

7.8 Multiple-Choice Practice: 1890 to 1945: Progressivism, Wars, and Depression**SET A · CORE CONCEPTS**

1. C. Yellow journalism and the Maine inflamed opinion and pressured McKinley. The Panama Canal did not yet exist, so a blockade of it is impossible.
2. E. Hay sought equal commercial access and Chinese territorial integrity. Annexing territory contradicts the policy, which was meant to prevent spheres of influence.
3. A. Sinclair, Tarbell, and Steffens used exposes to build public support for reform. Settlement workers like Jane Addams served communities, which is a different role.
4. B. It took election of senators from state legislatures and gave it to voters. The income tax came with the 16th Amendment, the tempting neighbor.
5. D. Germany offered Mexico lost territory for joining a war against the U.S. The announcement of submarine warfare was a separate decision.

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6. C. Radio, movies, and cars were sold widely through credit and advertising. Installment buying actually expanded, so a decline is the opposite of the trend.
7. A. The Wagner Act dealt with union rights and set up the NLRB. Social Security provided pensions, which is a common mix-up between the two 1935 laws.

SET B · APPLICATIONS AND DATA

8. D. The statement stresses consent of the governed, the League's core argument. The Navy League favored a strong fleet and expansion.
10. E. Taft promoted investment abroad as a tool of foreign policy. The New Freedom was Wilson's program and the Square Deal belonged to Roosevelt.
12. C. Lodge and others feared loss of congressional war powers. Germany was not even a member at the start, so it could not dominate.
14. D. Okies fled failed farms. The Great Migration moved Black Southerners north, so it is a different movement.
9. B. The speaker links surplus production to overseas markets. Isolationism rejects such involvement, so it contradicts the passage.
11. A. The Committee on Public Information produced such posters to rally patriots. Red Scare fears came after the war ended.
13. B. The 1938 rebound shows incomplete recovery, and wartime spending reduced unemployment. The 1937 figure of 14 percent shows the problem was not solved.

SET C · EXAM-LEVEL STRETCH

15. B. Korematsu deferred to military judgment on removal. Ex parte Endo ruled against holding loyal citizens, so it reached the opposite conclusion.
17. A. The trial pitted fundamentalist religion against modern science. Teapot Dome was a corruption case rather than a clash of values.
19. C. Historical interpretation remains contested. Claiming agreement ignores the debate, and the Soviet declaration of war on August 8 also pressured Japan.
16. E. Both enlarged government's role; Social Security and the Wagner Act were new in the 1930s. Progressives did not create Social Security.
18. D. Internment and military segregation contradicted the stated ideals. Executive Order 8802 supports the first half of the claim, so it would be incorrect.
20. E. Each war enlarged either the nation's reach or Washington's power. The 1920s showed only a temporary retreat, so isolationism cannot describe a steady trend.

7.9 Free-Response Practice: 1890 to 1945: Progressivism, Wars, and Depression

QUESTION 1 · SHORT ANSWER: INTERPRETING A SECONDARY SOURCE

1. (a) 1 point: Acceptable evidence includes the War Industries Board, Food Administration, the draft, Liberty Bond drives, or the Espionage and Sedition Acts. The answer must be specific to World War I, for example the War Industries Board coordinating production.
2. (b) 1 point: Examples are Harding's 'return to normalcy,' dismantling of wartime agencies, tax cuts under Mellon, or Senate rejection of the Treaty of Versailles. A specific policy or event is required.
3. (c) 1 point: A strong response notes that the New Deal's Social Security, FDIC, and Wagner Act created permanent institutions that most Americans came to accept, or that wartime agencies and the G.I. Bill were widely supported. The explanation must link the evidence to the idea that public acceptance of the state grew.

QUESTION 2 · SHORT ANSWER: INTERPRETING A PRIMARY SOURCE

4. (a) 1 point: Japanese Americans (about 120,000 people of Japanese ancestry, many of them citizens) on the West Coast.
5. (b) 1 point: Officials argued military necessity, fearing sabotage and espionage after Pearl Harbor and claiming that loyalty could not be easily determined. Racial prejudice also played a role, but the answer must give the government's stated rationale.
6. (c) 1 point: The government limited citizens' rights to liberty and property without individual trials, yet the Court deferred to the military. Evidence beyond the excerpt includes the lack of proven espionage, the Civil Liberties Act of 1988, Ex parte Endo, or the contrast with the treatment of German and Italian Americans.

QUESTION 3 · DOCUMENT-BASED QUESTION PRACTICE

7. (a) 1 point: A model thesis: 'The Progressive Era achieved major reforms in government, consumer protection, and women's rights, but it largely failed Black Americans, who remained excluded from the benefits of reform.' It must establish a line of reasoning, not just restate the prompt.
8. (b) 1 point for using four documents in support (Doc 1 exposes abuses that led to the Meat Inspection Act; Doc 2 shows structural reforms; Doc 4 and the 19th Amendment show suffrage progress; Docs 3 and 5 show racial limits). 1 more point for the additional evidence, such as the FTC, Hepburn Act, or Square Deal. Quote or paraphrase accurately.
9. (c) 1 point for sourcing: for example Sinclair, a socialist novelist, aimed at labor conditions but the public reacted to food safety, or Catt, a suffrage leader, wrote persuasively to link war service with rights. 1 point for context: the rapid industrialization and urbanization of the Gilded Age and Jim Crow segregation provide background that explains why reformers acted and where they hesitated.

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QUESTION 4 · LONG ESSAY QUESTION

10. (a) 1 point: A thesis scaffold: 'Although [limits], the New Deal [extent of change] because of [category 1], [category 2], and [category 3].' Example: 'The New Deal fundamentally changed the federal government's role by creating a safety net, regulating finance, and protecting unions, although it did not end the Depression or challenge racial hierarchy.'
11. (b) 2 points: One point each for specific evidence with explanation: Social Security Act (permanent insurance for retirees), FDIC and SEC (financial regulation), Wagner Act (collective bargaining), or the WPA (direct federal employment). A list without explanation earns no credit.
12. (c) 1 point: Credit for a limit or continuity, such as the lack of recovery until wartime spending, Supreme Court resistance to the NRA and AAA, the exclusion of agricultural and domestic workers, or earlier federal activism in the Progressive Era and World War I (a precedent), integrated into the argument.

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Period 8: 1945 to 1980: Cold War and Civil Rights.

8 sections with explanations and worked examples, then 104 practice problems. Answers and full explanations are at the end of the chapter.

8.1 The Early Cold War

You will explain how containment shaped US foreign policy from 1945 to 1960 and how Cold War fear reshaped domestic politics.

After World War II the United States and the Soviet Union emerged as **superpowers**, but they distrusted each other. Wartime cooperation had been a marriage of convenience against Germany. Soviet occupation of Eastern Europe, disputes over Germany, and American atomic power produced the **Cold War**, a long contest between the two nations that stopped short of direct war between them. It was fought through alliances, aid, spying, propaganda, an arms race, and proxy wars in other countries.

Containment

Strategy, outlined by diplomat George Kennan in 1946-47, of preventing the spread of communism rather than rolling it back. It guided American policy from Truman through the Vietnam era and rested on aid, alliances, and military force.

Building containment under Truman. In 1947 Britain could no longer support Greece and Turkey against communist pressure. President Harry Truman asked Congress for aid and declared that the US would support free peoples resisting subjugation. This is the **Truman Doctrine**. The **Marshall Plan** (1948) followed, sending about 13 billion dollars to rebuild Western Europe, on the theory that hunger and ruin made communism attractive. The Soviets refused the aid for themselves and their satellites. When the USSR blockaded West Berlin in 1948, the Americans and British supplied the city by air for nearly a year. In 1949 the US joined ten other nations and Canada in **NATO**, its first peacetime military alliance in Europe; the Soviets answered with the Warsaw Pact in 1955. The same year the Soviets tested an atomic bomb, and communists won China's civil war.

NSC-68, a secret 1950 policy paper, urged a huge military buildup. The **Korean War** (1950-1953) tested it. After North Korea invaded South Korea, the United Nations, led by the US under General Douglas MacArthur, defended the South. Chinese troops entered when UN forces neared the Chinese border, and the fighting stalled near the 38th parallel. Truman fired MacArthur in 1951 for publicly challenging his limited-war strategy. An armistice in 1953 left Korea divided. Korea made containment global and tripled defense spending.

Eisenhower's approach. Dwight Eisenhower, elected in 1952, kept containment but sought lower costs through the "New Look": reliance on nuclear weapons and the threat of **massive retaliation**, plus covert action by the CIA (as in Iran in 1953 and Guatemala in 1954). Critics said brinkmanship risked nuclear war. The Soviet launch of the satellite **Sputnik** in 1957 shocked Americans, who feared a "missile gap"; Congress responded with the National Defense Education Act (1958) to fund science and language study, and NASA was created. Eisenhower's farewell address warned against the "military-industrial complex."

The Red Scare at home. Fear of subversion drove a second **Red Scare**. Truman's 1947 loyalty program investigated federal employees. The House Un-American Activities Committee (HUAC) probed Hollywood, leading to the blacklisting of writers and actors. The conviction of Alger Hiss and the executions of Julius and Ethel Rosenberg for atomic espionage heightened anxiety. In 1950 Senator Joseph McCarthy claimed to hold a list of communists in the State Department, launching **McCarthyism**: accusations without evidence. His influence collapsed after the televised Army-McCarthy hearings in 1954 and a Senate censure. The Smith Act and the McCarran Act had already limited speech and association, so the era is a classic case of national security conflicting with civil liberties.

Red Scare and civil liberties

HUAC, loyalty programs, and McCarthy targeted alleged subversives in the late 1940s and 1950s. Key tension: national security versus freedom of speech and association.

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Policy	Date	Purpose
Truman Doctrine	1947	Aid to Greece and Turkey; pledge to help free peoples resist communism
Marshall Plan	1948	Economic recovery of Western Europe
NATO	1949	Collective defense alliance
NSC-68	1950	Large military buildup
Massive retaliation	1950s	Nuclear threat to deter aggression cheaply

EXAMPLE 1: ANALYZING A SOURCE

Truman told Congress in 1947: "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." Explain one way this statement reflects the broader context of the early Cold War.

SOLUTION

Identify the context: Britain withdrew from Greece and Turkey, creating a power vacuum, while the Soviet Union was expanding its influence in Eastern Europe.

Link the wording to policy: "free peoples" and "outside pressures" frame the conflict as democracy versus communism, which is the logic of containment.

Conclude: this broadened American commitments beyond the Western Hemisphere and led to later aid programs and alliances.

EXAMPLE 2: CONTINUITY AND CHANGE

Explain how Eisenhower's policy toward communism continued and changed Truman's.

SOLUTION

Continuity: Eisenhower kept containment, NATO, and a strong military.

Change: he cut conventional forces and relied on nuclear deterrence (massive retaliation) and CIA covert operations.

Evidence: the 1953 Iran coup and the New Look budget.

Exam tip

Containment means stopping the spread, not liberating countries already communist. When asked why the US fought in Korea or Vietnam, tie your answer to containment and the domino theory, and name a specific event.

Practice**SET A Check Your Understanding**

Answer each question in one to three sentences.

1. Define containment and name the diplomat who first described it.
2. Why did the US offer the Marshall Plan to Europe?
3. What were the results of the Korean War?
4. What was McCarthyism?
5. How did Sputnik change American policy?

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SET B Exam-Style Multiple Choice

Choose the best answer.

6. Which event best illustrates the Truman Doctrine in action?
 - (A) The Berlin Airlift of 1948-49
 - (B) Aid to Greece and Turkey in 1947
 - (C) The Marshall Plan loans to Britain and France
 - (D) The creation of the Warsaw Pact
 - (E) The armistice in Korea
7. The North Atlantic Treaty Organization was significant mainly because it
 - (A) ended the Berlin blockade by force
 - (B) included the Soviet Union as a member
 - (C) gave the UN control of American troops
 - (D) committed the US to a peacetime military alliance in Europe
 - (E) replaced the Marshall Plan
8. Eisenhower's policy of massive retaliation was designed primarily to
 - (A) deter aggression while limiting defense costs
 - (B) withdraw from NATO
 - (C) liberate Eastern Europe by force
 - (D) end the arms race through disarmament
 - (E) expand conventional forces in Korea
9. Which action most directly limited McCarthy's power?
 - (A) The Supreme Court's ruling in *Brown v. Board*
 - (B) Passage of the Marshall Plan
 - (C) The end of the Korean War
 - (D) The Rosenberg executions
 - (E) The televised Army-McCarthy hearings and Senate censure
10. "Every gun that is made, every warship launched, every rocket fired signifies, in the final sense, a theft from those who hunger and are not fed." Eisenhower, 1953. This statement best reflects
 - (A) a rejection of containment
 - (B) support for the Truman Doctrine
 - (C) concern that the arms race drained national resources
 - (D) opposition to NATO
 - (E) a plan to invade the USSR

SET C Apply and Extend

Write a short, evidence-based response. Model answers name the scoring points.

11. Evaluate the extent to which fear of communism shaped domestic politics from 1947 to 1954. Give two pieces of evidence.
12. Explain two ways Korea affected American foreign policy after 1953.

8.2 Postwar Prosperity and Culture

You will explain the causes and consequences of the postwar economic boom, suburban growth, and the cultural responses to affluence and its limits.

The United States emerged from World War II with its factories intact and its consumers holding wartime savings. Between 1945 and 1960 the economy grew rapidly, and the middle class expanded. The boom was real but unevenly shared, and writers, artists, and activists questioned its costs.

Servicemen's Readjustment Act (GI Bill), 1944

Provided veterans with low-interest home and business loans, tuition and living support for college, and unemployment pay. Millions attended college and bought homes, but discrimination in lending and admissions limited benefits for many Black veterans.

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Economic engines. Pent-up consumer demand, Cold War defense spending, the GI Bill, and cheap energy fueled growth. The Taft-Hartley Act (1947) restricted unions, yet a stable labor deal with major industries brought steady raises. Government and corporations employed many white-collar workers. The **baby boom**, a surge in births from 1946 to about 1964, raised demand for housing, schools, and goods. Agriculture mechanized and shrank as a share of employment, while the South and West gained defense and aerospace jobs.

Suburbs. Builders such as William Levitt used mass production to build affordable homes at Levittown. Federal Housing Administration and Veterans Administration mortgages made ownership possible for white families, while redlining and restrictive covenants kept most Black families out of suburbs. The Federal-Aid Highway Act of 1956 created the **interstate highway system**, justified partly by defense needs, which encouraged car commuting, suburban sprawl, and the decline of urban cores and public transit. White flight left cities with a shrinking tax base, deepening urban poverty.

Consumer culture and television. Credit cards, advertising, and new appliances encouraged Americans to measure success by consumption. By 1960 most homes had a television. TV spread shared entertainment, sold products, shaped politics (the 1960 Kennedy-Nixon debates), and later broadcast civil rights and war images. Popular culture included rock and roll, linked to Elvis Presley and drawing on Black rhythm and blues, which created a distinct youth culture. The domestic ideal of the 1950s promoted women as homemakers, though many women kept working, and religion grew, as seen in the addition of "under God" to the Pledge of Allegiance in 1954.

Group	Postwar experience
White suburban families	Mortgages, college, rising incomes, new homes
Black Americans	Great Migration continued; barred from many suburbs and GI Bill benefits; urban poverty
Mexican Americans	Labor in agriculture under the Bracero Program (1942-1964); discrimination; growing activism
Rural and elderly poor	Left out of the boom; later subject of Michael Harrington's book

Critics and the left behind. Social critics objected to conformity. In *The Organization Man*, William Whyte described corporate conformity, and Betty Friedan's *The Feminine Mystique* (1963) argued that the homemaker ideal left educated women unfulfilled. The **Beats**, including Allen Ginsberg and Jack Kerouac, rejected materialism and conventional life. Michael Harrington's *The Other America* (1962) showed that about a fifth of Americans lived in poverty, which influenced the War on Poverty. Mexican Americans faced segregated schools and low wages, and Operation Wetback (1954) deported many, even some citizens. Native Americans were affected by termination, a policy to end federal recognition of tribes and encourage relocation to cities.

Why the boom matters

Government programs (GI Bill, FHA, interstates) built the middle class, but they often reinforced racial inequality. The postwar affluent society produced both a consensus culture and critiques of it.

EXAMPLE 1: CAUSATION

Explain two causes of suburban growth after 1945.

SOLUTION

Cause 1: government policy. FHA and VA loans lowered down payments, and the 1956 highway act made commuting practical.

Cause 2: demographic and economic. Veterans and the baby boom increased demand for housing, and mass-produced builders like Levitt cut costs.

Both causes together explain the migration out of cities.

EXAMPLE 2: COMPLICATION

Explain one way the postwar prosperity was not shared equally.

SOLUTION

Name the group: Black Americans.

Evidence: redlining and restrictive covenants blocked home loans and suburban purchases, and banks and colleges often denied veterans' benefits.

Effect: wealth gaps widened, and urban neighborhoods lost investment.

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The economy in context. Real wages rose and unemployment stayed low, helped by the dominance of American industry, since Europe and Japan were still rebuilding. Large corporations such as General Motors expanded, and many built conglomerates. Labor unions reached their peak share of the workforce in the 1950s, and the AFL and CIO merged in 1955. Yet automation and the movement of factories to the South and suburbs foreshadowed later decline in the industrial Northeast. Government spending on defense also made the West, especially California, an economic powerhouse.

Common mistakes

Do not say the GI Bill alone created the suburbs, and do not claim all Americans prospered. A strong answer pairs the boom with who was excluded.

Practice

SET A Check Your Understanding

Answer each question in one to three sentences.

1. What was the GI Bill, and what two benefits did it offer?
2. How did the interstate highway system change American life?
3. How did television affect American culture and politics?
4. Why did the Beats and Betty Friedan criticize 1950s society?
5. Identify two groups that were excluded from postwar prosperity.

SET B Exam-Style Multiple Choice

Choose the best answer.

6. The Levittown model of suburban development was made possible primarily by
 - (A) the abolition of racial covenants in 1945
 - (B) a decline in the birth rate
 - (C) mass-production building techniques and federally backed mortgages
 - (D) a ban on automobile commuting
 - (E) public housing programs for veterans
7. The Federal-Aid Highway Act of 1956 had which long-term effect?
 - (A) Greater suburban sprawl and reduced reliance on rail transit
 - (B) A decline in automobile ownership
 - (C) Rapid growth of inner-city tax revenue
 - (D) A rise in rural farming populations
 - (E) Stronger federal control of schools
8. Michael Harrington's *The Other America* (1962) contributed to which later development?
 - (A) The Marshall Plan
 - (B) Passage of Taft-Hartley
 - (C) The McCarran Act
 - (D) The Bracero Program
 - (E) The War on Poverty
9. The Beat writers of the 1950s are best understood as
 - (A) supporters of the military-industrial complex
 - (B) critics of conformity and materialism
 - (C) leaders of the baby boom generation
 - (D) advocates of the Taft-Hartley Act
 - (E) defenders of corporate organization men
10. Which statement about the Bracero Program is most accurate?
 - (A) It granted citizenship to Mexican laborers
 - (B) It was created to restrict European immigration
 - (C) It ended in 1942
 - (D) It brought Mexican workers to US farms under contract, often with poor conditions
 - (E) It guaranteed union representation

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SET C Apply and Extend

Write a short, evidence-based response. Model answers name the scoring points.

11. Evaluate the extent to which the GI Bill and federal housing policy promoted economic opportunity after World War II.
12. Describe one way Americans questioned the values of the 1950s consensus, and explain one reason the questioning appeared.

8.3 The Civil Rights Movement

You will explain the strategies, key events, and legislation of the civil rights movement and the shift toward Black Power.

The **civil rights movement** challenged legal segregation (Jim Crow) and discrimination against African Americans. It combined courtroom strategy, nonviolent direct action, and grassroots organizing, and it forced the federal government to enforce the Fourteenth and Fifteenth Amendments. Cold War pressure also mattered: segregation damaged the United States' image abroad.

Brown v. Board of Education of Topeka (1954)

A unanimous Supreme Court, led by Chief Justice Earl Warren, ruled that state-mandated segregation in public schools violates the Equal Protection Clause.

It overturned the "separate but equal" doctrine of *Plessy v. Ferguson* (1896) in education. A 1955 follow-up ordered desegregation "with all deliberate speed."

Legal and local battles. The NAACP, with lawyers such as Thurgood Marshall, built the case for Brown. Southern states responded with "massive resistance"; in 1957 Governor Orval Faubus used the National Guard to block nine Black students at Little Rock Central High School, and President Eisenhower sent federal troops to enforce integration. In 1955 Rosa Parks's arrest sparked the **Montgomery Bus Boycott**, organized by local Black leaders and led by Martin Luther King Jr.; it lasted 381 days and ended segregated buses. King then helped found the Southern Christian Leadership Conference (SCLC), which used Christian nonviolence in the tradition of Gandhi.

Direct action in the 1960s. In 1960 college students in Greensboro, North Carolina, began **sit-ins** at lunch counters, which spread across the South. The Student Nonviolent Coordinating Committee (SNCC) formed to coordinate young activists. In 1961 the Congress of Racial Equality (CORE) sent **Freedom Riders** on interstate buses to test integration rulings; they met violence, and the federal government pressured for enforcement. In 1963 King's campaign in Birmingham, Alabama, met dogs and fire hoses, and television images shifted opinion. That summer the **March on Washington** drew about 250,000 people, and King delivered his "I Have a Dream" speech. In 1964 Freedom Summer in Mississippi registered voters and exposed violence, including the murder of three civil rights workers.

Law	Year	Main effect
Civil Rights Act	1964	Banned discrimination in public accommodations and employment (Title VII); allowed federal action against school segregation
Voting Rights Act	1965	Banned literacy tests; federal examiners and preclearance in places with a history of discrimination
24th Amendment	1964	Outlawed poll taxes in federal elections
Fair Housing Act	1968	Banned discrimination in selling or renting housing

Johnson pushed the Civil Rights Act through Congress after Kennedy's assassination, and it overcame a Senate filibuster. After the Selma to Montgomery marches in 1965, where marchers were beaten on "Bloody Sunday," Johnson urged Congress to pass the **Voting Rights Act**. Black voter registration in the South rose sharply.

Black Power and a divided movement. By the mid-1960s many young activists doubted that nonviolence and integration were enough, especially after urban uprisings in Watts (1965) and elsewhere. SNCC leader Stokely Carmichael popularized **Black Power**, which stressed racial pride, self-determination, and economic control. **Malcolm X**, a minister in the Nation of Islam and later a critic of its separatism, was assassinated in 1965. The Black Panther Party, founded in 1966, stressed armed self-defense and community programs. King turned toward economic issues and opposed the Vietnam War, and was assassinated in Memphis in April 1968.

Strategies compared

Legal strategy (NAACP): court challenges to precedent.

Nonviolent direct action (SCLC, SNCC, CORE): boycotts, sit-ins, marches that dramatize injustice.

Black Power: self-determination, community control, and pride.

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EXAMPLE 1: EXPLAINING A CAUSE

Explain one way television influenced the success of the civil rights movement.

SOLUTION

Evidence: Birmingham's police dogs and fire hoses in 1963 and Selma's Bloody Sunday in 1965 were broadcast nationally.

Reasoning: images showed peaceful protesters met with violence, shifting northern opinion.

Result: Congress passed the Civil Rights Act and Voting Rights Act soon afterward.

EXAMPLE 2: COMPARING

Compare the goals of the March on Washington with those of Black Power.

SOLUTION

Similarity: both sought racial justice and power for Black Americans.

Difference: the March emphasized integration, federal law, and jobs; Black Power stressed autonomy, pride, and community control.

Context: the shift reflected frustration with slow progress and urban poverty.

Why it succeeded. Success came from the interaction of pressures. Local people, churches, and Black colleges supplied organizers and funds. Federal courts and presidents responded when events embarrassed the country abroad. The movement also faced limits: the Civil Rights Act did not end housing discrimination or poverty, and northern cities with de facto segregation, caused by residential patterns rather than law, remained largely unchanged. Women such as Ella Baker and Fannie Lou Hamer provided crucial grassroots leadership, though they were seldom the public face.

Common mistakes

Do not claim Brown ended segregation overnight; resistance continued for years. Also avoid saying that Black Power rejected all earlier work; many leaders built on it.

Practice**SET A Check Your Understanding**

Answer each question in one to three sentences.

1. What did Brown v. Board of Education decide, and which earlier precedent did it overturn in education?
2. How did the Montgomery Bus Boycott demonstrate nonviolent direct action?
3. What was the significance of the Greensboro sit-ins?
4. Name two provisions of the Voting Rights Act of 1965.
5. What did Malcolm X and Stokely Carmichael contribute to the movement's debates?

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SET B Exam-Style Multiple Choice

Choose the best answer.

6. The Little Rock crisis of 1957 is significant because it showed
 - (A) the Supreme Court had reversed Brown
 - (B) northern states resisted school integration alone
 - (C) the NAACP had lost influence
 - (D) that Congress had banned segregation
 - (E) federal willingness to enforce desegregation orders with troops
7. The Freedom Rides of 1961 were designed to
 - (A) register voters in Mississippi
 - (B) test enforcement of rulings against segregation in interstate bus travel
 - (C) protest the Vietnam War
 - (D) end the poll tax
 - (E) organize a march to the capital
8. Which legislation most directly banned discrimination in hotels, restaurants, and employment?
 - (A) Civil Rights Act of 1964
 - (B) Voting Rights Act of 1965
 - (C) Fair Housing Act of 1968
 - (D) 24th Amendment
 - (E) Brown v. Board decision
9. "We have been saying freedom for six years and we ain't got nothing. What we are going to start saying now is Black Power." This statement most directly reflects
 - (A) support for the Montgomery Bus Boycott
 - (B) approval of the Civil Rights Act
 - (C) opposition to Cold War containment
 - (D) frustration with the pace of change under nonviolent strategies
 - (E) rejection of voting rights
10. The Selma to Montgomery marches of 1965 most directly led to
 - (A) the Brown decision
 - (B) the creation of NATO
 - (C) passage of the Voting Rights Act
 - (D) the Montgomery Bus Boycott
 - (E) the Civil Rights Act of 1964

SET C Apply and Extend

Write a short, evidence-based response. Model answers name the scoring points.

11. Evaluate the extent to which nonviolent direct action was the most effective strategy of the civil rights movement between 1955 and 1965. Include two pieces of evidence.
12. Explain two reasons some activists turned toward Black Power in the mid-1960s.

8.4 The Great Society and Liberalism

You will explain the liberal programs of the Kennedy and Johnson years, the expansion of rights by the Warren Court, and the conservative reaction.

From the late 1950s through the mid-1960s, **liberalism**, the belief that the federal government should actively promote economic security and equal rights, reached its peak. A booming economy and the moral force of the civil rights movement gave reformers confidence. By the end of the decade a backlash was building.

Kennedy. John F. Kennedy won the 1960 election narrowly over Richard Nixon and promised a "New Frontier." He proposed medical care for the elderly, federal aid to education, and a tax cut, but Congress, controlled by conservative Southern Democrats and Republicans, passed little. He created the Peace Corps, pushed the space race, and managed the Cuban Missile Crisis in 1962, when the Soviets placed missiles in Cuba, the US imposed a naval quarantine, and the USSR withdrew them in exchange for a pledge not to invade Cuba and a quiet removal of American missiles from Turkey. His assassination in Dallas in November 1963 gave momentum to his agenda.

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Great Society

Lyndon Johnson's 1964-65 program to end poverty and racial injustice, built on his skill in Congress and a landslide win in 1964 over Barry Goldwater.

Major pieces: Medicare, Medicaid, Elementary and Secondary Education Act, Head Start, Job Corps, Civil Rights Act, Voting Rights Act, and immigration reform.

Johnson and the Great Society. Johnson declared an "unconditional war on poverty" in 1964. The Economic Opportunity Act created the Office of Economic Opportunity, Job Corps, VISTA, and Head Start, which provided early education for poor children. In 1965 Congress created **Medicare** (health insurance for Americans over 65) and **Medicaid** (health coverage for the poor), added food stamps in 1964, and passed the Elementary and Secondary Education Act, which sent federal aid to schools. The Immigration and Nationality Act of 1965 ended the national-origins quotas of the 1920s and favored family reunification, which later increased immigration from Asia and Latin America. Environmental, consumer, and arts programs followed. Poverty fell from about 19 percent in 1964 to about 12 percent by 1969, though critics said the programs were wasteful or intrusive, and the cost of the Vietnam War limited funding.

The Warren Court. Chief Justice Earl Warren led a Court that expanded individual rights, using the Fourteenth Amendment to apply protections of the Bill of Rights to the states.

Case	Year	Holding
Brown v. Board	1954	School segregation violates equal protection
Mapp v. Ohio	1961	Illegally obtained evidence cannot be used in state courts
Engel v. Vitale	1962	Official school-sponsored prayer violates the Establishment Clause
Gideon v. Wainwright	1963	States must provide a lawyer to poor defendants in felony cases
Baker v. Carr	1962	Courts may hear apportionment cases; one person, one vote
Miranda v. Arizona	1966	Suspects must be told of the right to silence and a lawyer before questioning
Griswold v. Connecticut	1965	Right to privacy protects married couples' use of contraception

Backlash. Many conservatives believed that Johnson's programs and the Court's decisions were too sweeping. Barry Goldwater's 1964 candidacy, though a defeat, energized the conservative movement; Goldwater opposed the Civil Rights Act and attacked big government. Urban riots (Detroit and Newark in 1967), rising crime rates, antiwar protests, and school busing fueled a call for "law and order." Southern whites began leaving the Democratic Party, and Ronald Reagan won the California governorship in 1966 by attacking welfare and campus unrest. Richard Nixon won the presidency in 1968 with a "silent majority" appeal, aided by third-party candidate George Wallace, who carried five Southern states. Religious conservatives objected to Engel and to later decisions on abortion.

Two kinds of liberalism

Economic liberalism: federal programs for security and opportunity (Medicare, Head Start).

Rights liberalism: protection of individual and minority rights through courts and laws (Miranda, Gideon, Voting Rights Act).

Conservatives criticized both as federal overreach.

EXAMPLE 1: LINKING A SOURCE TO CONTEXT

A 1964 speech by Johnson called for "an unconditional war on poverty in America." Explain one historical development that made this proposal possible.

SOLUTION

Development: postwar prosperity and Harrington's *The Other America* revealed poverty amid plenty.

Political factor: Kennedy's death and Johnson's 1964 landslide produced a large Democratic majority.

Link: the Economic Opportunity Act followed in August 1964.

EXAMPLE 2: EVALUATING

Explain one way the Warren Court expanded rights.

SOLUTION

Choose *Gideon v. Wainwright*: the Court said states must provide attorneys for poor felony defendants.

Reasoning: it applied the Sixth Amendment through the Fourteenth.

Effect: equal justice for defendants regardless of wealth, which also drew conservative criticism for helping criminals.

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Exam tip

Pair every Warren Court case with its amendment and one sentence of consequence. Remember that Engel is school prayer, Gideon is counsel, and Miranda is warnings; mixing them is a frequent error.

Practice**SET A Check Your Understanding**

Answer each question in one to three sentences.

1. Name three Great Society programs and what each addressed.
2. How did the Immigration and Nationality Act of 1965 change American immigration?
3. What did the Court rule in Gideon v. Wainwright and Miranda v. Arizona?
4. What was the Cuban Missile Crisis, and how was it resolved?
5. Give two causes of the conservative backlash against liberalism in the late 1960s.

SET B Exam-Style Multiple Choice

Choose the best answer.

6. Engel v. Vitale (1962) is most closely associated with which principle?
(A) The right to counsel
(B) Protection against self-incrimination
(C) One person, one vote
(D) Separation of church and state in public schools
(E) Equal protection in education
7. Which program was created in 1965 to provide health insurance for older Americans?
(A) Medicare
(B) Medicaid
(C) Head Start
(D) Job Corps
(E) Food stamps
8. Barry Goldwater's 1964 campaign is historically important because it
(A) ended Republican interest in the South
(B) won most of the Northeast
(C) supported the Civil Rights Act
(D) created Medicare
(E) energized the modern conservative movement despite defeat
9. The Warren Court's decision in Mapp v. Ohio established that
(A) state legislatures must be apportioned by population
(B) evidence obtained through illegal searches cannot be used in state criminal trials
(C) students may not hold prayers
(D) suspects need an attorney at arraignment
(E) segregation in schools is unconstitutional
10. Which of the following best explains the growing white Southern shift toward the Republican Party by 1968?
(A) Support for the Marshall Plan
(B) Approval of the Peace Corps
(C) Opposition to federal civil rights enforcement and liberal social policy
(D) Enthusiasm for Head Start
(E) A desire to expand labor unions

SET C Apply and Extend

Write a short, evidence-based response. Model answers name the scoring points.

11. Evaluate the extent to which the Great Society changed the role of the federal government in American life.
12. Explain two ways in which the Warren Court affected the rights of Americans accused of crimes.

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8.5 Vietnam, Protest, and the Counterculture

You will explain the escalation of the Vietnam War, the movements it inspired, and how Watergate shook trust in government. Vietnam became the longest and most divisive war in American history to that point. It also coincided with a surge of social movements that challenged traditional authority.

Escalation. After the French left Vietnam in 1954, the country was divided at the 17th parallel into communist North and noncommunist South. Presidents Eisenhower and Kennedy sent aid and advisers, guided by the **domino theory**, the belief that if one nation fell to communism, neighbors would follow. In August 1964 reports of attacks on US destroyers in the Gulf of Tonkin led Congress to pass the **Gulf of Tonkin Resolution**, which gave Johnson broad authority to use force without a declaration of war. In 1965 Johnson began sustained bombing (Operation Rolling Thunder) and sent combat troops; by 1968 more than 500,000 Americans were in Vietnam. The war was hard to win: guerrilla fighters, the Vietcong, blended into the population, and the US used napalm, defoliants such as Agent Orange, and search-and-destroy tactics that angered civilians. A large "credibility gap" developed between official claims of progress and reality.

Tet Offensive (1968)

A surprise nationwide attack by North Vietnamese and Vietcong forces during the Tet holiday. It failed militarily but convinced many Americans that victory was far away.

Johnson soon declined to run again, and Nixon won the 1968 election promising peace with honor.

Nixon and the end of the war. Nixon pursued **Vietnamization**, shifting combat to South Vietnamese troops while withdrawing Americans, but also expanded the war into Cambodia in 1970. This led to protests at Kent State, where National Guard troops killed four students, and Jackson State. The Pentagon Papers (1971), a leaked study of government deception, further eroded trust. The War Powers Act of 1973 required Congress to be notified within 48 hours of troop deployments and limited their length without approval. The Paris Peace Accords of 1973 ended American involvement; in 1975 South Vietnam fell. About 58,000 Americans and millions of Vietnamese died.

Protest and counterculture. The antiwar movement began on campuses with Students for a Democratic Society (SDS), which issued the Port Huron Statement in 1962. Protests grew with the draft, which fell most heavily on working-class men through deferments, and the 1968 Democratic Convention in Chicago saw clashes between police and demonstrators. The **counterculture** rejected materialism and conformity: hippies, communal living, rock music at Woodstock (1969), and drug use. Supporters of the war and the "silent majority" viewed the youth culture as unpatriotic. The 26th Amendment (1971) lowered the voting age to 18.

Movement	Goals and actions
Feminism	NOW (1966) and Betty Friedan; Equal Rights Amendment passed Congress in 1972 but failed ratification; Title IX (1972); Roe v. Wade (1973)
Chicano movement	Cesar Chavez and the United Farm Workers; boycotts; Corky Gonzales; school walkouts
American Indian Movement	Founded 1968; occupation of Alcatraz (1969) and Wounded Knee (1973); self-determination
Environmentalism	Rachel Carson's Silent Spring (1962); Earth Day (1970); EPA (1970); Clean Air and Clean Water Acts
Gay rights	Stonewall riots (1969) began a more public movement

Watergate. In June 1972 burglars tied to Nixon's reelection committee broke into Democratic headquarters at the Watergate complex. Nixon tried to cover up the connection. Investigations by reporters, a Senate committee, and a special prosecutor revealed secret tape recordings. In *United States v. Nixon* (1974) the Supreme Court ordered the tapes released, rejecting an absolute claim of executive privilege. Facing impeachment for obstruction of justice, Nixon resigned on August 9, 1974, the only president to do so. Gerald Ford's pardon of Nixon further damaged public trust. Congress passed reforms such as the Ethics in Government Act.

Credibility gap and Watergate

Credibility gap: the distance between official claims about Vietnam and what the public learned.

Watergate: a political scandal and cover-up that led to the first resignation of a president and new limits on executive power.

Why movements multiplied. Many protesters were baby boomers who were raised on ideals of democracy and then saw gaps between those ideals and practice. Success in the civil rights movement offered a model of organizing, and television helped spread tactics quickly. Government responses ranged from reform to surveillance; the FBI's COINTELPRO program spied on and disrupted civil rights, antiwar, and Black Power groups. These tensions fed the sense of a nation divided between the silent majority and dissenters.

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EXAMPLE 1: CAUSATION

Explain one reason the antiwar movement grew after 1965.

SOLUTION

Cause: the escalation of troops and the draft brought the war home to families.

Evidence: televised coverage and the Tet Offensive exposed a gap between official statements and reality.

Result: campus protests, the 1968 Chicago convention clashes, and eventually Johnson's withdrawal.

EXAMPLE 2: CONTINUITY AND CHANGE

Explain one way the Watergate crisis changed the relationship between the presidency and Congress.

SOLUTION

Context: a decade of presidential war power and secrecy.

Change: War Powers Act, the Court's ruling in *United States v. Nixon*, and ethics reforms strengthened checks on the executive.

Consequence: lasting public cynicism about government.

Common mistakes

Do not say Congress declared war in Vietnam; the Tonkin Resolution was not a declaration. Also do not call Watergate a lone event; it grew from Nixon's wider use of secrecy and surveillance.

Practice**SET A Check Your Understanding**

Answer each question in one to three sentences.

1. What was the domino theory, and how did it justify Vietnam?
2. What power did the Gulf of Tonkin Resolution give President Johnson?
3. Why was the Tet Offensive a turning point despite being a military failure for North Vietnam?
4. Identify two ways the 1960s and 1970s social movements expanded rights.
5. What happened in *United States v. Nixon* (1974)?

SET B Exam-Style Multiple Choice

Choose the best answer.

6. The Pentagon Papers primarily revealed that
 - (A) Congress had declared war on North Vietnam
 - (B) the government had misled the public about the war's progress
 - (C) the Soviet Union controlled Hanoi
 - (D) Kent State students were armed
 - (E) Johnson had proposed conscription
7. Which policy of Richard Nixon aimed to reduce American casualties while continuing the war effort?
 - (A) Containment
 - (B) Massive retaliation
 - (C) Rollback
 - (D) Vietnamization
 - (E) The domino theory
8. The women's movement of the 1960s and 1970s achieved which of the following?
 - (A) Passage of Title IX, banning sex discrimination in federally funded education
 - (B) Ratification of the Equal Rights Amendment
 - (C) Creation of the Peace Corps
 - (D) Ending the draft
 - (E) Passage of the Voting Rights Act

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9. Rachel Carson's *Silent Spring* is historically significant because it
- (A) opposed the Vietnam War
 - (B) supported nuclear energy
 - (C) led to the Watergate hearings
 - (D) demanded rights for farmworkers
 - (E) raised public awareness about pesticides and environmental harm
10. The War Powers Act of 1973 attempted to
- (A) declare war on Cambodia
 - (B) increase the draft
 - (C) limit the president's ability to commit troops without congressional approval
 - (D) end the Cold War
 - (E) grant amnesty to resisters

SET C Apply and Extend

Write a short, evidence-based response. Model answers name the scoring points.

11. Evaluate the extent to which the Vietnam War changed American attitudes toward government in the period 1964 to 1974. Give two pieces of evidence.
12. Explain two similarities between the Chicano movement and the American Indian Movement.

8.6 The 1970s: Economy, Politics, and Foreign Policy

You will explain the economic troubles of the 1970s, shifts in foreign policy, and the growth of the Sun Belt and the New Right. The 1970s were a decade of doubt. Vietnam and Watergate had weakened trust, and the economy that had grown since 1945 faltered. Out of this uncertainty came new foreign policy approaches and a stronger conservative movement.

Stagflation

The unusual combination of high inflation and high unemployment with slow economic growth, in the 1970s.

It defied the Keynesian view that inflation and unemployment moved in opposite directions, and it undermined confidence in liberal economic policy.

Economic troubles. Several forces combined. Government spending for Vietnam and the Great Society raised prices. Foreign competition, especially from Japan and West Germany, hurt American steel, autos, and electronics, producing a "Rust Belt" in the Northeast and Midwest. In 1971 Nixon ended the dollar's convertibility to gold, and in 1973 the Arab members of OPEC placed an **oil embargo** on the US over its support for Israel in the Yom Kippur War. Gasoline lines and higher prices followed, and oil prices rose again after the Iranian revolution in 1979. Nixon tried wage and price controls, Ford encouraged voluntary efforts ("Whip Inflation Now"), and Carter urged conservation and created the Department of Energy, with little success.

Detente. Nixon and his adviser Henry Kissinger practiced realpolitik, easing tension with rivals, a policy called **detente**. In 1972 Nixon visited China, ending decades of nonrecognition and exploiting the split between China and the USSR; formal relations came in 1979. He also visited Moscow, where the two nations signed the first Strategic Arms Limitation Treaty (SALT I), which froze certain missile numbers. In 1975 the Helsinki Accords acknowledged postwar European borders and included human rights pledges. Critics from both sides complained: conservatives said detente conceded too much, and liberals objected to Nixon's support of authoritarian regimes, such as the 1973 coup in Chile.

Carter. Jimmy Carter won in 1976 as an outsider promising honesty after Watergate. He emphasized human rights, negotiated the Panama Canal treaties (returning the canal by 1999), and brokered the 1978 **Camp David Accords** between Egypt's Anwar Sadat and Israel's Menachem Begin, which led to a peace treaty in 1979. But detente collapsed after the Soviet invasion of Afghanistan in December 1979, when Carter imposed a grain embargo, boycotted the 1980 Moscow Olympics, and increased defense spending. The Iranian revolution of 1979 toppled the shah, and militants seized the American embassy in Tehran, holding 52 Americans for 444 days (the **Iran hostage crisis**). The failure to free them helped doom Carter's reelection. An accident at Three Mile Island in 1979 also fueled doubts about nuclear power.

Leader	Approach	Key outcomes
Nixon	Realpolitik and detente	China visit; SALT I; Vietnam withdrawal
Ford	Continued detente	Helsinki Accords; fall of Saigon; Nixon pardon
Carter	Human rights and negotiation	Camp David; Panama treaties; hostage crisis; Afghanistan response

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Sun Belt and New Right. Population and political power shifted toward the **Sun Belt**, the South and Southwest, driven by air conditioning, defense contracts, retirees, low taxes, and weaker unions, while the Rust Belt lost people. Meanwhile conservatives organized. Fiscal conservatives resented taxes, as shown by California's Proposition 13 (1978). Evangelical Christians, energized by opposition to abortion after *Roe v. Wade* and to changing gender roles, formed groups later called the religious right, such as the Moral Majority (1979). Activist **Phyllis Schlafly** led the STOP ERA campaign, arguing that the Equal Rights Amendment would harm traditional family roles; it helped block ratification. Neoconservatives and business leaders added anticommunist and pro-market energy. Ronald Reagan's 1980 election grew from this coalition.

Detente

Easing of Cold War tension through negotiation and trade, 1969-1979, led by Nixon and Kissinger.

Signs: opening to China, SALT I, Helsinki Accords. Limits: ended after the Soviet invasion of Afghanistan.

Political context. Gerald Ford, who became president after Nixon resigned, lost the 1976 election in part because of the pardon. The 1970s also saw the failure of liberal consensus: Americans voted for cutting taxes, and trust in institutions reached lows. Environmental regulation expanded under Nixon, but conservatives tied regulation to economic decline. Meanwhile the women's and civil rights movements had already changed law, which provoked a counter-mobilization by traditionalists.

EXAMPLE 1: CAUSATION

Explain one cause of stagflation in the 1970s.

SOLUTION

Cause: the 1973 OPEC embargo quadrupled oil prices, raising costs for businesses and consumers.

Mechanism: higher energy costs lifted prices while firms cut jobs, creating inflation alongside unemployment.

Additional factor: foreign competition and spending for Vietnam.

EXAMPLE 2: COMPARISON

Compare Nixon's and Carter's approaches to the Cold War.

SOLUTION

Similarity: both negotiated with rivals (SALT I, China; Camp David).

Difference: Nixon emphasized balance of power and often tolerated authoritarian allies; Carter emphasized human rights.

Change: Carter hardened toward the USSR after Afghanistan.

Exam tip

When asked about conservatism's rise, name several roots: economic frustration, backlash to the 1960s, evangelical activism, and Sun Belt growth. A single cause earns fewer points than a connected explanation.

Practice

SET A Check Your Understanding

Answer each question in one to three sentences.

1. Define stagflation and give one cause.
2. What was detente and how did Nixon pursue it?
3. What did the Camp David Accords accomplish?
4. Why did the Iran hostage crisis hurt Carter politically?
5. What is the Sun Belt, and why did it grow?

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SET B Exam-Style Multiple Choice

Choose the best answer.

6. The 1973 oil embargo by Arab OPEC members was a response to
 - (A) the Camp David Accords
 - (B) the Soviet invasion of Afghanistan
 - (C) the Iranian revolution
 - (D) American support for Israel during the Yom Kippur War
 - (E) SALT I
7. Nixon's 1972 trip to China most directly reflected which strategic goal?
 - (A) Taking advantage of divisions among communist powers
 - (B) Ending the Korean War
 - (C) Seeking Chinese membership in NATO
 - (D) Containing Japan
 - (E) Rejecting detente
8. Phyllis Schlafly is best known for
 - (A) leading the Black Panther Party
 - (B) writing *Silent Spring*
 - (C) organizing opposition to the Equal Rights Amendment
 - (D) negotiating SALT I
 - (E) heading the Environmental Protection Agency
9. Which event led Carter to abandon much of detente?
 - (A) The Helsinki Accords
 - (B) The Panama Canal treaties
 - (C) The fall of Saigon
 - (D) Watergate
 - (E) The Soviet invasion of Afghanistan
10. Proposition 13 in California (1978) is evidence of
 - (A) support for the Great Society
 - (B) a growing tax revolt among homeowners
 - (C) the rise of environmentalism
 - (D) labor union growth
 - (E) strengthened federal control

SET C Apply and Extend

Write a short, evidence-based response. Model answers name the scoring points.

11. Evaluate the extent to which economic problems in the 1970s contributed to the conservative political resurgence.
12. Explain two ways Jimmy Carter's foreign policy reflected continuity or change from Nixon's.

8.7 Multiple-Choice Practice: 1945 to 1980: Cold War and Civil Rights

Twenty AP-style questions covering the early Cold War, postwar society, civil rights, the Great Society, Vietnam, and the 1970s.

Read each stimulus before the choices. Eliminate answers that belong to a different time period, then choose the best remaining answer. Explanations name why the best wrong choice fails.

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SET A Core Concepts

Choose the best answer for each question.

1. Which pair correctly matches a Cold War policy with its purpose?
(A) Truman Doctrine: provide mortgages to veterans
(B) NATO: coordinate loyalty investigations
(C) Marshall Plan: rebuild Western European economies
(D) NSC-68: end the arms race
(E) Massive retaliation: fight conventional wars in Asia
2. Who was most closely tied to the policy of containment as a strategic idea?
(A) George Kennan
(B) Joseph McCarthy
(C) Earl Warren
(D) Henry Kissinger
(E) Betty Friedan
3. The Red Scare of the late 1940s and 1950s is best seen as an example of
(A) bipartisan opposition to the Cold War
(B) growth of labor union power
(C) support for the Marshall Plan
(D) a debate over school integration
(E) tension between national security and civil liberties
4. Which factor most directly accounts for the growth of suburbs in the 1950s?
(A) Decline of the automobile
(B) Federal mortgage programs and the interstate highway system
(C) Rising birth rates alone
(D) Closure of defense plants
(E) Federal bans on commuting
5. The Brown v. Board decision (1954) rested on which constitutional principle?
(A) Establishment Clause
(B) Commerce Clause
(C) Right to counsel
(D) Equal Protection Clause of the Fourteenth Amendment
(E) Fifteenth Amendment
6. Which event is most directly associated with the Student Nonviolent Coordinating Committee's founding?
(A) Sit-ins that began in Greensboro in 1960
(B) The March on Washington
(C) The Montgomery bus boycott
(D) Little Rock Central High
(E) The Voting Rights Act
7. Medicare and Medicaid were created during the administration of
(A) Harry S. Truman
(B) Dwight D. Eisenhower
(C) Lyndon B. Johnson
(D) Richard Nixon
(E) Jimmy Carter

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SET B Applications and Data

Choose the best answer for each question.

8. "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." - President Truman, 1947
Which of the following best describes the main argument of the speaker?
(A) Europe should be left to rebuild itself.
(B) The United States must prevent communism from expanding wherever it is threatened.
(C) The United States should rely only on conventional weapons.
(D) Communist governments should be overthrown.
(E) The Soviet Union deserves American aid.
9. "In the new neighborhood every house looked alike, every lawn had a mower, and every family a television set. Success was measured by what one owned." - description of a 1950s suburb
This excerpt most directly reflects
(A) Cold War spending cuts
(B) the success of the civil rights movement
(C) the end of the baby boom
(D) the growth of consumer culture and conformity
(E) the energy crisis
10. Federal defense spending: 1950, about 14 billion dollars; 1951, about 24 billion; 1952, about 47 billion; 1953, about 50 billion.
The table best supports which conclusion?
(A) Federal spending on the military rose sharply after Korea began.
(B) The US rejected the Cold War.
(C) Defense spending fell during Eisenhower's first term.
(D) The Marshall Plan caused the rise in defense spending.
(E) Congress ignored NSC-68.
11. "For years now I have heard the word 'Wait!' ... This 'Wait' has almost always meant 'Never.'" - Martin Luther King Jr., Letter from Birmingham Jail, 1963
The speaker's argument was most directly a response to
(A) Soviet nuclear tests
(B) stagflation
(C) the Watergate scandal
(D) Medicare debates
(E) legal segregation and the slow pace of change
12. Black voter registration in Mississippi: 1964, about 7 percent; 1968, about 59 percent.
The legal change described in this excerpt most directly resulted from
(A) the 24th Amendment alone
(B) Brown v. Board
(C) the Voting Rights Act of 1965
(D) the Civil Rights Act of 1957
(E) the Taft-Hartley Act
13. A 1966 cartoon shows President Johnson holding a blank check labeled 'Southeast Asia' while soldiers march behind him into a jungle.
Which development most directly led to the situation criticized in the cartoon?
(A) The Marshall Plan
(B) Congressional approval of the Gulf of Tonkin Resolution
(C) The Cuban Missile Crisis
(D) Detente
(E) The Iran hostage crisis

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14. "In our adversary system of criminal justice, any person haled into court, who is too poor to hire a lawyer, cannot be assured a fair trial unless counsel is provided for him."

The Warren Court decision most closely associated with this passage is

- (A) Mapp v. Ohio (B) Engel v. Vitale (C) Baker v. Carr
(D) Gideon v. Wainwright (E) Plessy v. Ferguson

SET C Exam-Level Stretch

Choose the best answer for each question.

15. "The Cambodian incursion has produced protest on campuses across the nation. At Kent State, Guardsmen fired into a crowd of students, killing four." - news report, May 1970

Which of the following was a direct consequence of the events in this passage?

- (A) Passage of the War Powers Act of 1973
(B) Repeal of the Gulf of Tonkin Resolution in 1964
(C) The creation of the Peace Corps
(D) The end of the draft in 1960
(E) The Marshall Plan
16. Which of the following best explains the broader significance of the Camp David Accords?
- (A) They ended the Iran hostage crisis.
(B) They ended the Cold War.
(C) They resolved the oil embargo.
(D) They produced the first peace treaty between Israel and an Arab state.
(E) They returned the Panama Canal to Panama.
17. Which statement best explains why the movements of the 1960s and 1970s sparked a conservative reaction?
- (A) Conservatives opposed all government spending.
(B) Southern whites joined the civil rights movement.
(C) Many Americans saw rapid cultural and political change as a threat to traditional values.
(D) The Supreme Court upheld segregation.
(E) Foreign policy was unified.
18. Inflation rate: 1972, 3 percent; 1974, 11 percent; 1980, 13.5 percent. Unemployment: 1972, 5.6 percent; 1975, 8.5 percent; 1980, 7.1 percent.
Which of the following best explains the economic changes in the data?
- (A) The Great Society eliminated inflation.
(B) Detente lowered energy costs.
(C) The baby boom ended unemployment.
(D) The interstate system raised oil prices.
(E) Oil embargoes and foreign competition contributed to stagflation.
19. "Each suburban wife struggled with it alone ... she was afraid to ask even of herself the silent question: 'Is this all?'" - Betty Friedan, 1963
The author's concern would be most closely shared by
- (A) Joseph McCarthy (B) the Beats and social critics of the 1950s
(C) Governor Orval Faubus (D) Henry Kissinger
(E) Jimmy Carter
20. The Alcatraz occupation and Wounded Knee protest are best understood as expressions of
- (A) a push for Native American self-determination
(B) support for termination policy
(C) Cold War containment
(D) the antinuclear movement
(E) the Bracero Program

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8.8 Free-Response Practice: 1945 to 1980: Cold War and Civil Rights

Four free-response questions: a short-answer set, a document-based practice, and two long-essay prompts with thesis scaffolds.

Question 1 is scored like a short-answer question (1 point per part). Question 2 follows the document-based rubric (thesis, documents, outside evidence, sourcing, complexity). Questions 3 and 4 follow the long-essay rubric (thesis, context, evidence, analysis). Write your response first, then compare it with the scoring points.

QUESTION 1 Short Answer: Civil Rights and Federal Power

Use the excerpt: "We hold that in the field of public education the doctrine of 'separate but equal' has no place. Separate educational facilities are inherently unequal." (Brown v. Board of Education, 1954)

1. (a) Identify one way the decision in the excerpt challenged an earlier Supreme Court ruling.
2. (b) Explain one way that Southern officials resisted the decision between 1954 and 1960.
3. (c) Explain one way that the federal government or civil rights activists responded to this resistance.

QUESTION 2 Document-Based Practice: The Cold War at Home

Document A: a 1947 loyalty program order requiring investigation of federal employees. Document B: Senator Joseph McCarthy's 1950 speech claiming 205 communists in the State Department. Document C: a 1954 report of televised hearings in which an Army lawyer asks McCarthy whether he has any sense of decency. Document D: a 1957 Supreme Court ruling that limited prosecution of Communist Party members for advocacy. Write a response to the prompt: evaluate the extent to which fear of communism threatened civil liberties from 1947 to 1957.

4. (a) Write a thesis that makes a historically defensible claim and establishes a line of reasoning.
5. (b) Use at least four documents to support the argument, explaining how each relates to it.
6. (c) Use one piece of outside evidence not in the documents and explain its relevance, and show complexity.

QUESTION 3 Long Essay: The Great Society

Evaluate the extent to which the Great Society represented a change from earlier federal policies from 1932 to 1970.

7. (a) Write a thesis that responds to the prompt.
8. (b) Provide a contextualizing paragraph and two specific pieces of evidence.
9. (c) Use evidence to support the argument and show complexity such as the backlash or Vietnam.

QUESTION 4 Long Essay: Vietnam and American Society

Evaluate the extent to which the Vietnam War changed American society and politics from 1964 to 1975.

10. (a) Write a thesis that responds to the prompt.
11. (b) Provide a contextualizing paragraph and evidence of political change.
12. (c) Provide evidence of social change and a counterargument that shows complexity.

Answers Period 8: Answers and Explanations

Answers for every practice problem, numbered to match. Read the explanation even when your answer is correct.

8.1 The Early Cold War

SET A · CHECK YOUR UNDERSTANDING

1. Containment was the policy of blocking the further spread of communism through aid, alliances, and military force. George Kennan described it in 1946-47. It did not try to overthrow existing communist governments.
2. American leaders believed that poverty and devastation would push Europeans toward communism. Aid would rebuild economies, create trading partners for American goods, and strengthen democratic governments.
3. An armistice in 1953 left Korea divided near the 38th parallel. The war confirmed containment as a global policy, raised defense spending, and showed that limited wars could occur in the nuclear age.
4. McCarthyism was the practice of making sweeping accusations of communism or disloyalty without evidence. It ruined careers and chilled dissent until McCarthy was discredited in 1954.
5. It raised fears that the USSR led in science and missiles. Congress passed the National Defense Education Act, created NASA, and expanded military and science spending.

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SET B · EXAM-STYLE MULTIPLE CHOICE

6. B. Aid to Greece and Turkey was the first application of the pledge to support free peoples. The Berlin Airlift is tempting but was a response to a blockade, and the Marshall Plan was a separate economic program.
7. D. NATO broke the tradition of avoiding entangling alliances in peacetime. The Soviet Union formed the opposing Warsaw Pact and was not a member.
8. A. The New Look relied on nuclear threats because they were cheaper than large armies. Critics worried that it left few options short of nuclear war.
9. E. Public viewing of McCarthy's bullying in 1954 reduced his support, and the Senate censured him. The Rosenberg case actually fed anxiety.
10. C. Eisenhower worried about the costs of militarization, a theme in his New Look and his warning about the military-industrial complex. He did not reject containment.

SET C · APPLY AND EXTEND

11. Thesis point: fear of communism strongly shaped politics. Evidence 1: loyalty programs, HUAC hearings, and blacklisting in Hollywood restricted employment and speech. Evidence 2: McCarthy's accusations, the Rosenberg and Hiss cases, and laws such as the Smith and McCarran Acts expanded government surveillance. Qualification: courts and the press later pushed back, and McCarthy fell in 1954. Scoring: 1 for a claim, 1 for each accurate piece of evidence, 1 for a limit.
12. Point 1: it militarized containment, as NSC-68 funding rose and the US kept troops in Asia. Point 2: it taught the limits of war, as the MacArthur dispute showed the preference for limited conflict, shaping the later Vietnam commitment. Scoring: 1 point each for a correct effect with specific support.

8.2 Postwar Prosperity and Culture**SET A · CHECK YOUR UNDERSTANDING**

1. The GI Bill (1944) helped returning veterans. It offered education funding and low-interest home or business loans. It expanded the middle class but was applied unequally by race.
2. The 1956 act built a national road network. It sped trucking and commuting, promoted suburbs and car culture, and weakened cities and public transit.
3. TV created a shared national culture, promoted consumer goods through ads, and changed campaigns, as with the 1960 debates. Later it brought civil rights and war events into homes.
4. The Beats saw conformity and materialism as spiritually empty, while Friedan argued that the housewife ideal denied women fulfillment. Both challenged the consensus on abundance.
5. Black Americans were hampered by housing and job discrimination, and rural or elderly poor and Mexican American farm workers lacked good wages. Native Americans also faced termination policies.

SET B · EXAM-STYLE MULTIPLE CHOICE

6. C. Levitt used assembly-line methods and FHA and VA loans to sell homes cheaply. Covenants and redlining actually remained, which is why the abolition choice fails.
7. A. Interstates favored cars and made living far from work feasible. Cities lost tax base as residents left, so the inner-city revenue choice reverses the trend.
8. E. Harrington exposed hidden poverty amid affluence, shaping Kennedy's and Johnson's antipoverty thinking. Taft-Hartley predated it and dealt with labor.
9. B. Beats such as Ginsberg and Kerouac rejected consumer society. They were a literary dissent, not an organized political party.
10. D. Braceros were temporary contract workers whose wages and housing were often poor. The program lasted until 1964 and did not grant citizenship.

SET C · APPLY AND EXTEND

11. Thesis: they greatly expanded opportunity for many but widened racial inequality. Evidence for expansion: college attendance and home ownership rose among veterans, and FHA loans created suburbs. Evidence for limits: redlining, covenants, and discriminatory lenders excluded Black families, who built less wealth. Scoring: a clear claim, two specific pieces of evidence, and recognition of unequal effects.
12. Description: Friedan challenged the domestic ideal or Beats rejected materialism. Reason: affluence and conformity left some, especially educated women and young artists, feeling unfulfilled, while Harrington exposed poverty. Scoring: 1 point for an accurate example, 1 for a reason, 1 for tying it to postwar conditions.

8.3 The Civil Rights Movement**SET A · CHECK YOUR UNDERSTANDING**

1. The Court held that segregated public schools are inherently unequal under the Equal Protection Clause. It rejected the separate but equal doctrine from Plessy v. Ferguson as applied to schools.
2. Black residents refused to ride city buses for 381 days, hurting the bus company financially. It ended bus segregation and made King a national leader.
3. They showed that students could use peaceful direct action to challenge segregated businesses. They spread across the South and led to the creation of SNCC.
4. It banned literacy tests and similar devices, and it allowed federal examiners and review of voting changes in regions with a history of discrimination.

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5. Malcolm X argued for Black pride and self-defense and criticized integration, and Carmichael popularized the slogan Black Power. They pushed for self-determination over nonviolent integration.

SET B · EXAM-STYLE MULTIPLE CHOICE

6. E. Eisenhower sent federal troops to protect the Black students. The Court had not reversed Brown, so that choice fails.
7. B. CORE riders challenged segregated bus terminals. Voter registration was the focus of Freedom Summer in 1964.
8. A. The 1964 act covered public accommodations and employment. The Voting Rights Act dealt with voting only.
9. D. Carmichael's 1966 slogan expressed impatience and a shift toward self-determination. He did not oppose voting rights.
10. C. Violence on Bloody Sunday drew national outrage and pushed Johnson and Congress to act. The 1964 act predated the marches.

SET C · APPLY AND EXTEND

11. Thesis: direct action was crucial but worked alongside legal and federal action. Evidence: Montgomery and Birmingham mobilized opinion and pressured Congress; sit-ins integrated lunch counters. Counter: the NAACP's courts produced Brown, and federal laws required presidential and congressional action. Scoring: claim, two evidence points, and a reasoned qualification.
12. Reason 1: continued violence and slow progress despite the 1964 and 1965 laws. Reason 2: urban poverty and police conflicts, as in Watts, which legislation did not address, plus influence from Malcolm X. Scoring: one point each for an accurate reason with specific context.

8.4 The Great Society and Liberalism**SET A · CHECK YOUR UNDERSTANDING**

1. Medicare insured older Americans, Medicaid covered poor people, and Head Start provided early education to poor children. Other options include food stamps and the Elementary and Secondary Education Act.
2. It ended the national-origins quota system and set preferences based on family ties and skills. Immigration from Asia and Latin America rose substantially afterward.
3. Gideon required states to provide counsel to poor felony defendants. Miranda required police to inform suspects of their rights to silence and an attorney before interrogation.
4. In October 1962 Kennedy responded to Soviet missiles in Cuba with a naval quarantine. The USSR removed the missiles in exchange for a US pledge not to invade Cuba and the removal of American missiles from Turkey.
5. Urban unrest and rising crime generated calls for law and order, and many resented expanded federal power, school busing, and Court decisions on prayer and criminal procedure. The Vietnam War also deepened distrust.

SET B · EXAM-STYLE MULTIPLE CHOICE

6. D. The Court said that state-written prayer in public schools violates the Establishment Clause. Miranda deals with self-incrimination.
7. A. Medicare covers those over 65, while Medicaid covers people with low income. The confusion between the two is a common trap.
8. E. Goldwater lost badly but built a grassroots conservative base that later supported Reagan. He opposed the Civil Rights Act.
9. B. Mapp applied the exclusionary rule to states. The apportionment choice describes Baker v. Carr.
10. C. Many white Southerners reacted to civil rights laws and federal intervention. Wallace's third-party run shows the same resentment.

SET C · APPLY AND EXTEND

11. Thesis: it greatly expanded the federal role in health, education, and poverty. Evidence: Medicare, Medicaid, Head Start, and school aid created lasting programs. Qualification: funding competed with Vietnam, programs faced criticism, and poverty persisted; the backlash limited further expansion. Scoring: claim, two correct pieces of evidence, qualification.
12. Point 1: Gideon guaranteed free counsel for the poor in felony cases. Point 2: Miranda required warnings before custodial interrogation, and Mapp excluded illegally seized evidence. Scoring: one point per accurate holding with explanation of its effect on defendants.

8.5 Vietnam, Protest, and the Counterculture**SET A · CHECK YOUR UNDERSTANDING**

1. The theory claimed that if one Southeast Asian state became communist, others would follow. It made a small country in Vietnam seem vital to containment.
2. It authorized him to use military force in Southeast Asia without a formal declaration of war. Johnson relied on it to expand the war, and Congress later felt misled.
3. It showed that the enemy remained strong after officials predicted victory. Public support fell, Johnson did not run for reelection, and talks began.
4. The feminist movement won Title IX and legal changes, and the environmental movement created the EPA and Clean Air and Water laws. The Chicano and Indian movements won attention to labor and self-determination.
5. The Supreme Court ruled that the president had to turn over the Watergate tapes to a special prosecutor. It limited executive privilege and led to Nixon's resignation.

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SET B · EXAM-STYLE MULTIPLE CHOICE

6. B. The leaked study showed that officials knew of doubts while offering public optimism. It added to the credibility gap.
8. A. Title IX (1972) is a lasting achievement. The ERA passed Congress but was never ratified by enough states.
10. C. It required notification and limited deployment duration. Presidents have often questioned its constitutionality.
7. D. Vietnamization gradually shifted combat roles to South Vietnamese forces. The domino theory explained why the US was involved, not how Nixon withdrew.
9. E. The 1962 book contributed to the environmental movement, Earth Day, and the EPA. Farmworker rights were Chavez's focus.

SET C · APPLY AND EXTEND

11. Thesis: it greatly increased distrust. Evidence: the Tonkin Resolution later seen as deception, the credibility gap after Tet, Pentagon Papers, Kent State, and then Watergate. Qualification: many Americans continued to support anticommunism and the silent majority backed Nixon. Scoring: a claim, two correct pieces of evidence, and complexity.
12. Similarity 1: both borrowed tactics from the civil rights movement such as boycotts, marches, and occupations. Similarity 2: both asserted cultural pride and sought greater control over economic and political life, with Chavez's farmworker union and AIM's Wounded Knee. Scoring: one point for each accurate similarity supported with evidence.

8.6 The 1970s: Economy, Politics, and Foreign Policy**SET A · CHECK YOUR UNDERSTANDING**

1. Stagflation is a mix of high inflation, high unemployment, and slow growth. Oil price shocks and foreign competition were major causes.
2. Detente was a relaxation of Cold War tensions. Nixon visited China, signed SALT I with the USSR, and used negotiations to take advantage of the Sino-Soviet split.
3. Carter helped Egypt and Israel agree on a framework for peace. A treaty followed in 1979, making Egypt the first Arab state to recognize Israel.
4. The long captivity of 52 Americans made the administration look weak, and a rescue attempt failed. Combined with inflation, it contributed to his defeat in 1980.
5. The Sun Belt is the South and Southwest. It grew from defense jobs, air conditioning, retirement migration, low taxes, and a business-friendly climate.

SET B · EXAM-STYLE MULTIPLE CHOICE

6. D. The embargo punished states aiding Israel. The Iranian revolution caused a later price spike, so the choices must be kept distinct.
8. C. Her STOP ERA campaign mobilized conservative women and helped defeat ratification. Carson wrote Silent Spring.
10. B. The measure limited property taxes and signaled antitax sentiment that Reagan would use. It did not expand federal power.
7. A. The opening to Beijing increased US leverage against Moscow. Formal diplomatic relations came only in 1979.
9. E. After the 1979 invasion, Carter imposed sanctions and a boycott. The Helsinki Accords were part of detente itself.

SET C · APPLY AND EXTEND

11. Thesis: economic troubles were an important but not sole cause. Evidence: stagflation and the oil shocks discredited liberal economics; tax revolts such as Proposition 13 and Reagan's tax appeal followed. Qualification: social issues such as abortion, the ERA, and religious activism, plus Sun Belt growth, were also vital. Scoring: claim, two pieces of evidence, a complicating factor.
12. Continuity: Carter continued negotiation, pursuing SALT II and normalization with China. Change: he emphasized human rights and, after Afghanistan, ended detente with sanctions and an Olympic boycott. Scoring: one point each for a valid continuity or change with specific evidence.

8.7 Multiple-Choice Practice: 1945 to 1980: Cold War and Civil Rights**SET A · CORE CONCEPTS**

1. C. The Marshall Plan sent aid to restore Europe's economies. The Truman Doctrine is the tempting second choice but concerned aid to Greece and Turkey.
3. E. Loyalty programs, HUAC, and blacklists limited rights in the name of security. Labor strength is not the main theme.
5. D. The Court held segregated schools unequal. The Fifteenth Amendment concerns voting.
7. C. Both were part of the 1965 Great Society. Truman had proposed national health insurance but Congress did not pass it.
2. A. Kennan's diplomatic analysis shaped containment. Kissinger practiced detente later.
4. B. FHA and VA loans plus highways enabled cheap, car-based housing. The baby boom helped, but 'alone' fails to capture the government role.
6. A. The lunch counter sit-ins led students to form SNCC. Montgomery came earlier and led to SCLC.

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SET B · APPLICATIONS AND DATA

8. B. The excerpt supports aid to free peoples facing pressure, the logic of containment. Overthrowing existing governments would be rollback.
10. A. Spending jumped from about 14 billion dollars in 1950 to over 50 billion by 1953, consistent with NSC-68 and Korea. The Marshall Plan was economic aid.
12. C. Federal registration and ban of literacy tests produced the rise. The 24th Amendment dealt only with poll taxes in federal elections, so it is not the best answer.
14. D. Providing an attorney for a poor defendant is Gideon. Mapp concerns illegal evidence.
9. D. The passage describes uniform suburban comfort tied to purchases. The other choices concern different periods.
11. E. King wrote the 1963 letter in response to demands for patience in the face of segregation. The other choices come from different contexts.
13. B. A cartoon of an expanding war with a blank check points to the Tonkin Resolution giving the president broad authority. The Marshall Plan is unrelated.

SET C · EXAM-LEVEL STRETCH

15. A. Growing concern about unchecked presidential war-making led Congress to pass the War Powers Act. The Tonkin Resolution was passed in 1964, earlier than the passage describes.
17. C. Backlash drew from cultural unease, the law-and-order theme, and religious values. The Court under Warren expanded rights rather than upholding segregation.
19. B. The passage questions suburban satisfaction, as Friedan and the Beats did. McCarthy did not criticize consumer society.
16. D. Egypt and Israel signed a treaty in 1979 after Camp David. The Panama Canal treaties were separate.
18. E. The 1970s saw rising inflation and unemployment together because of energy shocks and competition. The Great Society did not eliminate inflation.
20. A. The American Indian Movement challenged federal control and demanded respect for treaties. Termination policy was what activists opposed.

8.8 Free-Response Practice: 1945 to 1980: Cold War and Civil Rights**QUESTION 1 · SHORT ANSWER: CIVIL RIGHTS AND FEDERAL POWER**

1. 1 point: It overturned the separate but equal doctrine from Plessy v. Ferguson (1896) as applied to public schools.
2. 1 point: Specific resistance such as massive resistance, Orval Faubus using the National Guard at Little Rock in 1957, or school closings. The explanation must connect the act to blocking integration.
3. 1 point: Eisenhower sent federal troops to Little Rock, or activists organized sit-ins, boycotts, and Freedom Rides. The answer must show how the response advanced desegregation.

QUESTION 2 · DOCUMENT-BASED PRACTICE: THE COLD WAR AT HOME

4. 1 point: A sample thesis: Fear of communism seriously threatened civil liberties from 1947 to 1957 through loyalty tests and accusations, but the press, public opinion, and courts eventually limited these abuses. The thesis must respond to the prompt, not restate it.
5. Up to 3 points: 1 point for accurately describing the content of at least three documents; 2 points for supporting the argument with four documents. For example, A and B show government and political pressure, C shows a turning point, and D shows judicial limits.
6. Up to 2 points: Outside evidence such as HUAC and the Hollywood blacklist, the Rosenberg case, or the Smith Act supports the thesis. Complexity points come from acknowledging that real Soviet espionage existed, or that resistance developed.

QUESTION 3 · LONG ESSAY: THE GREAT SOCIETY

7. 1 point: Example: The Great Society extended the New Deal and Fair Deal by adding health care, education aid, and civil rights enforcement, but it was a break in its attempt to eliminate poverty and discrimination rather than only cushion them.
8. Up to 3 points: Context such as the prosperity of the 1950s and the civil rights movement (1 point). Evidence such as Medicare, Medicaid, the War on Poverty, or Social Security from 1935 (1 point each) used to compare past and present.
9. Up to 2 points: Explain continuity (New Deal) and change (Great Society broader reach), then acknowledge limits such as Vietnam funding, the conservative backlash after 1966, and arguments over effectiveness.

QUESTION 4 · LONG ESSAY: VIETNAM AND AMERICAN SOCIETY

10. 1 point: Example: The Vietnam War deeply changed American politics by fueling distrust of government and new limits on presidential power, though many social changes like feminism had independent roots.
11. Up to 3 points: Context: Cold War containment and the domino theory (1 point). Evidence: Tonkin Resolution, credibility gap, Pentagon Papers, Watergate, and the War Powers Act (2 points for two accurate, specific pieces).
12. Up to 2 points: Antiwar protests, the counterculture, and the 26th Amendment show social change. Complexity: the silent majority and Nixon's 1972 landslide show conservative support; movements such as civil rights had earlier roots.

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Period 9: 1980 to the Present.

6 sections with explanations and worked examples, then 80 practice problems. Answers and full explanations are at the end of the chapter.

9.1 The Reagan Era and the Conservative Turn

Learn how a conservative movement took power in 1980, reshaped economics and foreign policy under Reagan, and left a divided politics through the Clinton years.

By 1980 many Americans felt that the national government had failed. The 1970s brought **stagflation** (high inflation combined with high unemployment), the humiliation of Vietnam and Watergate, and the Iran hostage crisis. At the same time a long-building political movement was ready to take advantage. This lesson traces the conservative turn from Ronald Reagan's election through the Clinton years and the culture wars that came with it.

Roots of the New Right. Conservatism had been growing since Barry Goldwater's failed 1964 campaign, in which Reagan gave a famous televised speech. Several streams fed the movement:

- ◆ **Economic conservatives** who wanted lower taxes and less regulation, energized by the 1978 California tax revolt (Proposition 13).
- ◆ **Anti-communist hawks** who rejected detente and wanted a larger military.
- ◆ **Social conservatives and evangelical Protestants**, organized by groups such as the **Moral Majority** (founded by Jerry Falwell in 1979) and activists like Phyllis Schlafly, who helped defeat the Equal Rights Amendment. They opposed abortion after *Roe v. Wade* (1973), sought school prayer, and defended traditional family roles.
- ◆ **Sunbelt suburban voters**, white working-class voters in the North (sometimes called Reagan Democrats), and Southern whites who had left the Democratic Party after the civil rights laws.

Key idea: The New Right coalition

Anti-communism + free-market economics + traditional social values = the conservative coalition behind Reagan.

Reagan's 1980 victory over Jimmy Carter was read as a rejection of 1960s and 1970s liberalism, though polls showed many voters simply wanted economic recovery.

Reaganomics. Reagan declared in his 1981 inaugural address that government was not the solution to the nation's problems but the problem itself. His program rested on **supply-side economics**, the theory that cutting taxes, especially on businesses and high earners, would spur investment, growth, and eventually more tax revenue. Critics called it trickle-down economics.

- ◆ The Economic Recovery Tax Act of 1981 cut the top income tax rate from 70 to 50 percent; the Tax Reform Act of 1986 lowered it further and simplified the code.
- ◆ Reagan trimmed some domestic programs and loosened regulation of business, energy, and the environment.
- ◆ He fired striking air traffic controllers (PATCO, 1981), which weakened organized labor. Union membership continued a long decline.
- ◆ The Federal Reserve under Paul Volcker raised interest rates sharply, which broke inflation but helped cause a deep recession in 1981-1982.
- ◆ A huge defense buildup plus tax cuts produced large budget deficits, and the national debt roughly tripled during the 1980s.

Policy area	Reagan's approach	Result
Taxes	Deep cuts, lower top rates	Growth after 1982; large deficits
Regulation	Loosened business and environmental rules	Pro-business climate; environmental groups protested
Labor	Broke PATCO strike	Union power declined
Defense	Large buildup, Strategic Defense Initiative (1983)	Pressure on the Soviet economy; higher debt
Social programs	Cut some; Social Security and Medicare survived	Limits on how far the 'revolution' went

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The end of the Cold War. Reagan began with hard-line rhetoric, calling the USSR an "evil empire" in 1983. After Mikhail Gorbachev took power in 1985 and introduced reforms (glasnost, or openness, and perestroika, or restructuring), Reagan negotiated. The two signed the INF Treaty in 1987, eliminating a class of medium-range missiles. Under George H. W. Bush the Berlin Wall fell (1989), Germany reunified, and the Soviet Union dissolved in December 1991. Historians still debate whether Reagan's buildup or the Soviet Union's internal weaknesses deserve more credit.

Iran-Contra. In a scandal revealed in 1986, officials secretly sold weapons to Iran, hoping to free American hostages in Lebanon, and funneled the profits to the Contras fighting Nicaragua's leftist Sandinista government, despite a congressional ban (the Boland Amendment). Reagan's popularity dipped, but officials such as Oliver North took the blame, and Reagan left office popular.

EXAMPLE 1: ANALYZING A SOURCE

Read this excerpt from Reagan's first inaugural address (1981): "Government is not the solution to our problem; government is the problem." Explain how the excerpt reflects a broader trend and give one historical development from the 1960s or 1970s that helps explain its appeal.

SOLUTION

Claim: the line expresses the conservative critique of the federal government's expanded role since the New Deal and Great Society, and a call to reduce taxes and regulation.

Link to a trend: the rise of the New Right and a loss of public trust in government.

Explanation of cause: Vietnam, Watergate, and stagflation in the 1970s made Americans doubt that federal programs worked, so voters were receptive.

Scoring note: a strong response names both the idea (limited government) and a specific event (stagflation or Watergate) instead of staying general.

Key terms: Reagan-era policy

Supply-side economics: tax cuts to stimulate investment and growth.

Deregulation: reducing government rules on business.

Contract with America (1994): Republican platform that won Congress.

PRWORA (1996): ended the federal welfare entitlement, created TANF.

Bush and Clinton. George H. W. Bush won in 1988 after promising "no new taxes," then agreed to a tax increase in 1990, angering conservatives. He signed the Americans with Disabilities Act (1990) and led the coalition that expelled Iraq from Kuwait in the Gulf War (1991). A weak economy and the independent run of Ross Perot (about 19 percent) helped Bill Clinton win in 1992.

Clinton, a self-described New Democrat, moved his party toward the center. His health care plan failed in 1994, and that fall Republicans led by Newt Gingrich won control of the House for the first time in 40 years behind the **Contract with America**, a platform of lower taxes, a balanced budget, and welfare cuts. Clinton then cooperated on the **Personal Responsibility and Work Opportunity Act (1996)**, which ended the old federal entitlement for welfare, created Temporary Assistance for Needy Families with work requirements and time limits, and shifted power to the states. He also signed the Defense of Marriage Act (1996) and adopted "Don't Ask, Don't Tell" for gays in the military. By 1998 the budget was balanced. The House impeached Clinton in December 1998 over the Monica Lewinsky affair (perjury and obstruction), but the Senate acquitted him in 1999.

Culture wars. Debates over abortion (Planned Parenthood v. Casey, 1992, upheld Roe but allowed more state limits), school prayer, gay rights, the AIDS crisis, affirmative action, and multicultural education divided Americans. Pat Buchanan called it a "culture war" at the 1992 Republican convention, and the term stuck. Talk radio and cable news helped sharpen these divisions.

EXAMPLE 2: BUILDING A THESIS

Prompt: Evaluate the extent to which the Reagan presidency changed the role of the federal government in American life between 1980 and 1992. Write a thesis.

SOLUTION

Make a claim that takes a position: "Reagan changed the government's priorities more than its size, because tax and regulatory cuts and a defense buildup shifted resources, while popular programs such as Social Security remained intact."

Include a line of reasoning: economic policy (taxes, deregulation, labor), national security (defense, Cold War), and limits (public support for the safety net, deficits).

Check: the thesis answers 'to what extent' and previews three categories of evidence.

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Common mistakes

Do not say Reagan eliminated the welfare state or balanced the budget; he did neither. Do not confuse the 1996 welfare law (Clinton, TANF) with the 1960s War on Poverty. Impeachment is not removal: Clinton was impeached by the House but acquitted by the Senate. Also, the Moral Majority was a 1979 organization, not a political party.

Practice**SET A Check Your Understanding**

Answer each question in 2 to 4 sentences.

1. Define supply-side economics and identify one result of the 1981 tax cuts.
2. Name two groups that made up the New Right coalition and one goal of each.
3. Explain why the firing of the PATCO strikers in 1981 mattered beyond air travel.
4. Identify two developments that ended the Cold War between 1985 and 1991.
5. What was the Contract with America, and how did it change Congress?

SET B Exam-Style Multiple Choice

Choose the best answer.

6. Which development most directly contributed to the political appeal of Ronald Reagan in 1980?
(A) A rapid expansion of the Great Society
(B) Economic stagflation and loss of trust in government after Vietnam and Watergate
(C) A booming economy with low inflation under Carter
(D) Widespread public support for expanding the welfare state
(E) The success of detente in ending the arms race
7. The Moral Majority was most closely associated with which goal?
(A) Passing the Equal Rights Amendment
(B) Expanding federal civil rights enforcement
(C) Ending the Cold War through negotiation
(D) Mobilizing evangelical Christians to support conservative positions on social issues
(E) Organizing public-sector labor unions
8. Which statement best describes Reagan's economic record?
(A) Tax cuts and deregulation accompanied recovery after 1982 but also large deficits
(B) Government spending fell sharply and the budget was balanced
(C) Union membership rose due to federal protections
(D) The top tax rate was increased to fund the military
(E) Inflation worsened throughout the decade
9. The Iran-Contra affair raised constitutional concerns primarily because administration officials
(A) declared war on Nicaragua without approval
(B) refused to submit the INF Treaty to the Senate
(C) used wiretaps against antiwar protesters
(D) closed the federal courts during the crisis
(E) circumvented a congressional ban on aid to the Contras
10. Passage: "The era of big government is over." (President Clinton, State of the Union, 1996). Which action best reflects this view?
(A) Proposing a national health insurance plan in 1993
(B) Raising the top tax rate on corporations in 1993
(C) Signing the 1996 welfare reform law that created time limits and block grants
(D) Signing the Civil Rights Act of 1964
(E) Creating the Peace Corps

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SET C Apply and Extend

Respond in a short paragraph, as on the AP exam.

11. Develop a short argument that the conservative turn of the 1980s was both a reaction against the 1960s and a continuation of earlier trends. Use at least two pieces of evidence.
12. Compare the approaches of Ronald Reagan and Bill Clinton toward the role of the federal government in the economy and welfare.

9.2 Globalization, Technology, and a Changing Economy

Understand how trade, technology, the 2008 crisis, immigration, inequality, and environmental debates reshaped America after 1980.

Since 1980 the American economy and population have been reshaped by global trade, new technology, a financial collapse, and a new wave of immigration. This lesson explains each change and its political consequences, including who gained and who lost.

Globalization and free trade. Globalization means the growing integration of national economies through trade, investment, and communication. Policymakers of both parties generally embraced free trade in the 1990s.

- ◆ The **North American Free Trade Agreement (NAFTA)**, negotiated under George H. W. Bush and approved by Congress under Clinton in 1993 (effective 1994), removed most trade barriers among the United States, Canada, and Mexico.
- ◆ The World Trade Organization (1995) set global trade rules, and Congress granted China permanent normal trade relations in 2000.
- ◆ Supporters argued that cheaper goods and wider markets would raise living standards. Critics, including many labor unions and environmentalists, argued that factories would move to low-wage countries and that labor and environmental standards would weaken.
- ◆ A later agreement, the USMCA (2020), replaced NAFTA.

The result was **deindustrialization**: manufacturing jobs in the Midwest and Northeast (the Rust Belt) fell, while the service sector (health care, retail, finance, technology) grew. Many displaced workers saw lower wages, and trade became a flashpoint in later campaigns.

Key idea: Winners and losers of globalization

Winners: consumers, exporters, high-skilled and technology workers, financial firms.

Losers: workers in older manufacturing industries, many union members, towns dependent on one factory.

Political effect: both parties split over trade, and skepticism of free trade grew on the left and the right.

The digital revolution. The personal computer (Apple, IBM, Microsoft in the late 1970s and 1980s), the commercial internet and World Wide Web in the 1990s, and smartphones after the iPhone (2007) transformed work and daily life. The **dot-com boom** of the late 1990s ended in a stock crash in 2000–2001, yet firms such as Amazon and Google survived. Social media (Facebook, Twitter) changed how people communicated and campaigned. Technology raised productivity and created new industries, but automation and outsourcing displaced workers, and the digital divide separated those with and without access.

The Great Recession. During the 2000s low interest rates and loose lending standards fueled a housing bubble. Banks made **subprime mortgages** to risky borrowers, bundled them into mortgage-backed securities, and sold them worldwide. When housing prices fell in 2007–2008, borrowers defaulted, and the investment bank Lehman Brothers collapsed in September 2008, freezing credit.

- 1 **Bush response** Congress passed the Troubled Asset Relief Program (TARP) in October 2008, authorizing up to \$700 billion to stabilize banks.
- 2 **Obama response** The American Recovery and Reinvestment Act (2009), about \$787 billion, combined spending and tax cuts; the government also rescued General Motors and Chrysler.
- 3 **Regulatory response** The Dodd-Frank Act (2010) created new oversight of banks and a Consumer Financial Protection Bureau.
- 4 **Consequences** Unemployment peaked near 10 percent in 2009, millions lost homes, and the recovery was slow. Anger at bank bailouts fed Occupy Wall Street (2011) on the left and the Tea Party on the right.

Event	Date	Significance
NAFTA effective	1994	Trade bloc of U.S., Canada, Mexico; manufacturing debate
Dot-com crash	2000–2001	End of 1990s tech bubble
Lehman Brothers collapses	Sept. 2008	Credit crisis; Great Recession deepens
TARP	Oct. 2008	Bank rescue under Bush
Dodd-Frank	2010	Financial regulation

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EXAMPLE 1: CAUSATION

Explain one cause and one effect of the 2008 financial crisis.

SOLUTION

Cause: easy credit, subprime mortgages, and mortgage-backed securities spread risk through the financial system, and a fall in housing prices caused defaults.

Effect: unemployment rose to about 10 percent and the government intervened with TARP and the stimulus, expanding federal involvement in the economy.

Scoring note: each part needs a specific named development; 'the economy got bad' earns no credit.

Key terms: Great Recession

Subprime mortgage: a home loan to a borrower with a high risk of default.

TARP (2008): up to \$700 billion to stabilize financial institutions.

Dodd-Frank (2010): major financial regulation law.

Immigration and demography. The Immigration and Nationality Act of 1965 ended national-origin quotas, and after 1980 most immigrants came from Latin America and Asia instead of Europe. The Immigration Reform and Control Act (1986) offered legal status to about three million undocumented immigrants who had been in the country for years while penalizing employers who hired undocumented workers. The 1990 act raised immigration caps and added visas for skilled workers. Debates over border security, the status of undocumented residents, and programs such as DACA (2012, protecting some people brought as children) became central to politics. Meanwhile the Sunbelt and the West kept growing, Latinos became the largest minority group, and the population aged and diversified.

Inequality. Since the 1970s the incomes of the top 1 percent grew much faster than median wages. Causes included the decline of unions, technological change, global competition, and lower top tax rates. Critics saw a widening gap between rich and poor; defenders emphasized growth and opportunity.

Environment. The Clean Air Act amendments of 1990 targeted acid rain, but Congress did not ratify the Kyoto Protocol (1997) on greenhouse gases, and climate policy became partisan. The United States joined the Paris Agreement in 2015, with later reversals and returns. The energy boom from hydraulic fracturing (fracking) lowered gas prices but raised concerns over water and emissions.

EXAMPLE 2: CONTINUITY AND CHANGE

Identify one continuity and one change in U.S. immigration between 1965 and 2000.

SOLUTION

Change: after 1965 the source of immigrants shifted from mostly Europe to Latin America and Asia.

Continuity: immigration remained controversial, with calls for restriction and concerns over jobs and national identity as in the 1920s.

Scoring note: name the regions and give a comparison point; avoid vague terms like 'more diverse' alone.

Common mistakes

NAFTA was signed under Bush but ratified under Clinton, so do not credit it to only one president. TARP was a Bush-era law, while the stimulus was Obama's. Do not claim that the 1965 Act caused the 1986 amnesty; these are separate laws. And inequality arguments need data or named causes, not just opinion.

Practice**SET A Check Your Understanding**

Answer each question in 2 to 4 sentences.

1. What was NAFTA, and what was one argument against it?
2. Define deindustrialization and name a region it affected.
3. Explain how subprime mortgages helped cause the 2008 financial crisis.
4. Identify two federal responses to the financial crisis and the president who led each.
5. How did the 1965 Immigration and Nationality Act change the origins of immigrants?

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SET B Exam-Style Multiple Choice

Choose the best answer.

6. Which pair of events best illustrates the long-term trend of declining manufacturing in the Rust Belt?
(A) Passage of the Homestead Act and the opening of land in Kansas
(B) The Marshall Plan and the rise of the baby boom
(C) Passage of NAFTA and the closing of auto and steel plants
(D) The creation of Social Security and the rise of the CIO
(E) The Louisiana Purchase and the cotton boom
7. The "digital revolution" of the 1990s most directly led to which change in the economy?
(A) The growth of technology and service industries and new forms of communication
(B) A revival of agricultural employment
(C) A decline in the importance of corporations
(D) The end of globalization
(E) Greater dependence on the gold standard
8. Which action was a direct response to the 2008 collapse of financial markets?
(A) The Sherman Antitrust Act
(B) The Glass-Steagall Act of 1933
(C) The Gramm-Rudman budget law
(D) Congress's creation of the Troubled Asset Relief Program
(E) The Economic Recovery Tax Act of 1981
9. Passage: "Our people wanted jobs, not slogans; but the trade deals sent them overseas." A critic in the 1990s making this argument would most likely oppose
(A) the Interstate Highway Act
(B) the Civil Rights Act of 1964
(C) the Homeland Security Act
(D) the Brady Bill
(E) NAFTA
10. The Immigration Reform and Control Act of 1986 combined which two approaches?
(A) Strict national-origin quotas and an end to family visas
(B) Legal status for some undocumented residents and penalties for employers hiring undocumented workers
(C) A ban on Asian immigration and open borders for Europe
(D) Mass deportation and a guest worker program in the Southwest
(E) Citizenship for all residents and elimination of border patrols

SET C Apply and Extend

Respond in a short paragraph, as on the AP exam.

11. Explain TWO ways that globalization changed the American economy between 1980 and 2010.
12. Evaluate the extent to which the federal government response to the Great Recession represented a change in the government's economic role.

9.3 The 21st Century: Terrorism, Wars, and Polarization

Follow the post-9/11 wars, the Obama and Trump years, and the debates over security, health care, and America's role in the world.

The twenty-first century opened with a disputed election, a devastating terrorist attack, long wars, a financial crisis, and increasingly bitter partisanship. This lesson covers those events and the debates over security, liberty, health care, and America's place in the world.

The 2000 election and September 11. The 2000 contest between George W. Bush and Al Gore was decided in Florida, where a recount was halted by the Supreme Court in **Bush v. Gore** (5-4). Gore won the popular vote, Bush the Electoral College. On September 11, 2001, al-Qaeda hijackers crashed airliners into the World Trade Center and the Pentagon and a fourth plane crashed in Pennsylvania, killing nearly 3,000 people. The attack ended the sense of security that followed the Cold War.

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- 1 **Afghanistan (2001)** The United States and allies invaded to destroy al-Qaeda and overthrow the Taliban government that sheltered it. Fighting turned into a long counterinsurgency.
- 2 **Homeland security** Congress passed the USA PATRIOT Act (October 2001), expanding surveillance powers, and created the Department of Homeland Security (2002). Critics argued these measures threatened civil liberties; defenders said they prevented attacks.
- 3 **Iraq (2003)** The **Bush Doctrine** asserted a right to preemptive war against threats. Citing weapons of mass destruction and Iraq's ruler Saddam Hussein, the United States invaded in March 2003. No such weapons were found, and a long insurgency followed; a troop surge in 2007 reduced the violence.
- 4 **Debates** Detainees at Guantanamo Bay, interrogation methods, and warrantless surveillance raised questions about executive power, while the wars cost thousands of American lives and trillions of dollars.

Key idea: The War on Terror

Goal: defeat terrorist networks and prevent attacks on the homeland.

Tools: military force, intelligence gathering, Patriot Act, Department of Homeland Security.

Controversy: preemption, the Iraq justification, and the balance between security and civil liberties.

The Obama years. Barack Obama, the first African American president, won in 2008 amid the financial crisis. His major domestic achievement was the **Patient Protection and Affordable Care Act (2010)**, which expanded Medicaid, created insurance exchanges with subsidies, barred insurers from denying coverage for preexisting conditions, and required most people to have insurance (the individual mandate). The Supreme Court upheld the mandate as a tax in *NFIB v. Sebelius* (2012). Not a single Republican in Congress voted for the law, and opposition grew into the **Tea Party** movement, a conservative, anti-tax, small-government campaign that helped Republicans win the House in 2010.

In foreign policy Obama ended combat operations in Iraq in 2011, ordered the raid that killed Osama bin Laden (2011), and joined an agreement limiting Iran's nuclear program (2015). Social change continued: the Supreme Court in *Obergefell v. Hodges* (2015) required states to recognize same-sex marriage, and the Black Lives Matter movement, begun in 2013, protested police violence. In *Citizens United v. FEC* (2010) the Court ruled that limits on independent political spending by corporations and unions violate free speech, which opened the way to more money in politics.

President	Years	Major domestic or foreign actions
George W. Bush	2001-2009	No Child Left Behind, tax cuts, Patriot Act, Afghanistan and Iraq wars, TARP
Barack Obama	2009-2017	Stimulus, Affordable Care Act, Dodd-Frank, bin Laden raid, Iran nuclear deal
Donald Trump	2017-2021	Tax Cuts and Jobs Act, immigration restrictions, tariffs, two impeachments
Joe Biden	2021-2025	COVID-19 relief, infrastructure law, Inflation Reduction Act, Afghanistan withdrawal

EXAMPLE 1: CONTEXTUALIZATION

Briefly describe a historical context that helps explain the passage of the Patriot Act in 2001.

SOLUTION

Context: the September 11 attacks made Americans fear further attacks and gave officials a belief that intelligence agencies lacked tools.

Link: Congress passed the act quickly with large bipartisan majorities, expanding surveillance and detention powers.

Comparison point: like the Espionage Act (1917) or the Red Scare, wartime fear led to limits on civil liberties.

Scoring note: contextualization needs a broader circumstance, not only the event the document describes.

2016 and after. In 2016 Donald Trump, a businessman running on "America First," won the Electoral College while losing the popular vote to Hillary Clinton. His term brought the Tax Cuts and Jobs Act (2017), restrictions on immigration, tariffs, withdrawal from the Paris climate agreement, and appointment of three Supreme Court justices. He was impeached by the House in 2019 and again in 2021 and acquitted both times. The COVID-19 pandemic (2020) caused over a million American deaths over time, a sharp recession, and bitter disputes over public health measures. Joe Biden won in 2020; on January 6, 2021, a mob attacked the Capitol as Congress certified the result. In *Dobbs v. Jackson* (2022) the Supreme Court overturned *Roe v. Wade*, returning abortion regulation to the states.

Polarization. Americans increasingly sorted themselves by party, region, and values. Reasons historians cite include partisan media (cable news, talk radio, social media), gerrymandering, the end of Southern conservative Democrats, and fights over race, immigration, religion, and the role of government. Compromise became harder, shutdowns more frequent, and distrust of institutions grew.

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Key idea: Debates over America's world role

Interventionism: use US power to promote security and democracy abroad (Bush Doctrine, Iraq).

Restraint or retrenchment: reduce military commitments and entanglements (the Iraq and Afghanistan withdrawals).

Multilateralism versus unilateralism: working through alliances and treaties or acting alone.

EXAMPLE 2: COMPARISON

Compare responses to security threats after September 11, 2001 with responses to the Red Scare of 1919-1920.

SOLUTION

Similarity: both involved fear of a foreign threat and expanded government power, such as surveillance, detention or deportation, and public pressure to limit liberties.

Difference: the 2001 response created lasting institutions (Department of Homeland Security) and led to overseas wars, while the Red Scare faded quickly.

Thesis line: although both reflect a tension between security and liberty, post-2001 policy was larger in scale and more lasting.

Common mistakes

Do not say the Iraq invasion responded to the 9/11 attacks in the same way as Afghanistan; the Iraq case rested on weapons of mass destruction and preemption. Obergefell (2015) is not the same as the Defense of Marriage Act (1996). The Tea Party arose against Obama's policies, not against Bush's. And remember that the Affordable Care Act did not create a single-payer system.

Practice**SET A Check Your Understanding**

Answer each question in 2 to 4 sentences.

1. Describe the Bush Doctrine and one criticism of it.
2. Explain why the Patriot Act was controversial.
3. Identify two provisions of the Affordable Care Act.
4. What was the Tea Party, and what did it oppose?
5. Name two factors that historians cite for increasing political polarization.

SET B Exam-Style Multiple Choice

Choose the best answer.

6. Which event most directly led to the creation of the Department of Homeland Security?
(A) The Iran hostage crisis
(B) The 2000 presidential election dispute
(C) The fall of the Soviet Union
(D) The Hurricane Katrina disaster
(E) The September 11, 2001 terrorist attacks
7. Passage: "We cannot wait for the threat to materialize; we must act first." Which policy does this reflect?
(A) The Bush Doctrine of preemption
(B) Containment
(C) Dollar diplomacy
(D) Isolationism of the 1930s
(E) Flexible response
8. Opposition to the Affordable Care Act contributed most directly to
(A) the creation of Medicare in 1965
(B) the Contract with America in 1994
(C) the rise of the Tea Party and Republican gains in the 2010 midterm elections
(D) the fall of the Berlin Wall
(E) the Supreme Court decision in Bush v. Gore
9. Which Supreme Court decision recognized a constitutional right for same-sex couples to marry?
(A) Roe v. Wade
(B) Citizens United v. FEC
(C) Dobbs v. Jackson
(D) Obergefell v. Hodges
(E) Bush v. Gore

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10. Which factor best explains increased political polarization after 1990?
- (A) The decline of the two-party system

(B) The growth of partisan media and the alignment of parties by ideology and region

(C) A sharp rise in third-party victories

(D) The abolition of the Electoral College

(E) Growing agreement on immigration policy

SET C

Apply and Extend

Respond in a short paragraph, as on the AP exam.

11. Evaluate the extent to which the September 11 attacks changed the direction of United States foreign policy.
12. Explain how TWO developments between 2008 and 2016 reflected or encouraged political polarization.

9.4

Themes Across American History

Learn to connect all nine periods through recurring themes and reasoning processes, and build essays that synthesize across time.

The AP exam rarely asks you to recall isolated facts. It asks you to connect events across time, which is why the course is organized around **themes** and **historical thinking skills**. This lesson shows how to use eight recurring themes to link all nine periods and how to turn that synthesis into a strong long essay.

The eight themes. Each period of the course is tied to the same themes. Learn one example per period for each theme so you can reach for it quickly.

Theme (code)	Core question	Example across time
American and National Identity (NAT)	How did Americans define themselves and their nation?	Puritan 'city on a hill' (1600s); Declaration of Independence (1776); Progressive Americanism (1910s); post-1965 multiculturalism
Politics and Power (PCE)	How did government and political parties change?	Federalists v. Republicans; Jacksonian democracy; New Deal coalition; New Right after 1980
Work, Exchange, and Technology (WXT)	How did labor, markets, and technology change?	Plantation slavery; the factory system; assembly lines; the digital economy
Culture and Society (ARC and SOC)	How did ideas, religion, arts, and social groups change?	Great Awakenings; Harlem Renaissance; counterculture; social media
Migration and Settlement (MIG)	Who moved and why?	Atlantic world colonization; the Great Migration; Sunbelt growth; post-1965 immigration
Geography and the Environment (GEO)	How did place shape history?	Colonial regions; Western expansion; dust bowl; climate policy
America in the World (WOR)	How did the U.S. interact with other nations?	Neutrality; Manifest Destiny; imperialism; containment; War on Terror

Key idea: Periodization and turning points

Historians divide history into periods based on turning points: 1607, 1754, 1800, 1844, 1865, 1898, 1945, 1980.

Always ask: what changed, what stayed the same, and why does this date matter?

The three reasoning processes. Almost every free-response question asks for one of three:

- ◆ **Comparison:** identify similarities and differences, then explain why they existed (for example, the New England and Chesapeake colonies, or the economies of North and South in 1860).
- ◆ **Causation:** explain causes and effects, separating short-term from long-term and distinguishing immediate triggers from underlying conditions (for example, the causes of the Great Depression).
- ◆ **Continuity and change over time (CCOT):** describe what changed and what remained constant across a period (for example, the role of the federal government from 1865 to 1900).

Key idea: LEQ scoring

Thesis (1), contextualization (1), evidence (2), analysis and reasoning (2) = 6 points.

Reasoning processes: comparison, causation, continuity and change over time.

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Patterns that cut across eras. Several tensions recur, and recognizing them will help you build theses:

- ◆ **Liberty versus order or security:** the Alien and Sedition Acts (1798), Civil War suspension of habeas corpus, the Red Scare, Japanese American internment, McCarthyism, and the Patriot Act.
- ◆ **Federal power versus state power:** from Hamilton and Jefferson to nullification, Reconstruction, the New Deal, and the Affordable Care Act.
- ◆ **Expanding rights and persistent inequality:** the Declaration, abolition, the Reconstruction amendments, suffrage, the civil rights movement, and later struggles for LGBTQ rights.
- ◆ **Reform movements:** antebellum reform, Progressivism, the New Deal, and Great Society each responded to social and economic problems by asking government to act.
- ◆ **Immigration and nativism:** waves of arrivals followed by restriction, from Know-Nothings to the Chinese Exclusion Act and 1920s quotas to modern debates.
- ◆ **Economic growth and inequality:** the Gilded Age, the 1920s, and the 1980s to the present each saw prosperity alongside growing gaps.

EXAMPLE 1: WRITING A CCOT THESIS

Prompt: Evaluate the extent to which the role of the federal government in the American economy changed from 1865 to 1945.

SOLUTION

Anchor the dates: 1865 ends the Civil War, 1945 ends the Depression and World War II.

Claim: "The federal government shifted from a limited promoter of private enterprise to a regulator and manager of the economy, though business interests continued to shape policy."

Line of reasoning: Gilded Age support for railroads and tariffs; Progressive-era regulation (Sherman and FTC, Pure Food and Drug Act); New Deal programs and wartime planning.

Complexity: note continuity in the belief in private ownership and the Supreme Court's early resistance to regulation.

EXAMPLE 2: COMPARISON ACROSS ERAS

Compare the causes of the Progressive Era with the causes of the New Deal.

SOLUTION

Similarity: both responded to economic crises and social problems created by industrialization and unregulated markets, and both expanded federal regulation.

Difference: Progressive reforms came during relative prosperity and focused on moral and political reform, with local and state efforts; the New Deal responded to catastrophic unemployment and created permanent federal programs like Social Security.

Reason for difference: the scale of the Great Depression made national solutions politically acceptable.

Exam tip

A thesis must take a position and include a line of reasoning; contextualization means describing the broader events before the prompt's time frame, not restating the prompt. For the LEQ you earn points for thesis (1), contextualization (1), evidence (2), and analysis and reasoning (2). Name specific evidence (laws, cases, people, dates) and explain how each piece supports the claim.

Practice

SET A Check Your Understanding

Answer each question in 2 to 4 sentences.

1. Name the three historical reasoning processes tested on the exam and define one.
2. Give one example of the tension between liberty and security from two different periods.
3. Explain what the theme Migration and Settlement (MIG) covers, with two examples from different periods.
4. What is the difference between contextualization and evidence in an essay?
5. Identify one turning point that separates two course periods and explain why it is a turning point.

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SET B Exam-Style Multiple Choice

Choose the best answer.

6. Which pair of developments best illustrates continuity in the American tradition of limits on civil liberties during wartime?
(A) The Northwest Ordinance and the Homestead Act
(B) The Pure Food and Drug Act and the Clean Air Act
(C) The Marshall Plan and the Truman Doctrine
(D) The Sedition Act of 1918 and the Patriot Act of 2001
(E) The Seneca Falls Convention and the Selma march
7. Which pair of events best demonstrates the theme of expanding rights through constitutional change?
(A) The Louisiana Purchase and the Mexican Cession
(B) The Fourteenth Amendment and the Nineteenth Amendment
(C) The Homestead Act and the Dawes Act
(D) The Bank War and the Panic of 1837
(E) The Open Door Policy and the Roosevelt Corollary
8. A historian arguing that the 1920s, 1980s, and 2000s all combined economic growth with rising inequality is primarily using which reasoning process?
(A) Comparing two colonies
(B) Evaluating sources for bias
(C) Identifying a single cause
(D) Mapping geographic regions
(E) Continuity and change over time
9. Which statement best reflects the long-term significance of debates over federal versus state power?
(A) They reappear from the Articles of Confederation through the New Deal and health care reform
(B) They ended with the Civil War
(C) They were limited to the 1790s
(D) They concern only foreign policy
(E) They were resolved by the Seventeenth Amendment
10. Which development represents a similarity between the Great Migration and post-1965 immigration?
(A) Both were primarily rural to rural movements
(B) Both were driven by federal quotas
(C) Both involved people moving in search of economic opportunity and led to new urban communities
(D) Both brought mainly European farmers
(E) Both ended in the Sunbelt only

SET C Apply and Extend

Respond in a short paragraph, as on the AP exam.

11. Develop a thesis for this prompt: Evaluate the extent of change in the United States' role in the world between 1890 and 2001. Include a line of reasoning.
12. Select any two periods and explain how one theme (for example, Politics and Power) shows both a continuity and a change between them.

9.5 Multiple-Choice Practice: 1980 to the Present

Practice with 20 AP-style multiple-choice questions on Period 9.

Choose the best answer for each question. Read stimuli carefully and eliminate answers that fit a different period.

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SET A Core Concepts

Choose the best answer.

1. Which development most directly contributed to Ronald Reagan's 1980 victory?
(A) A surge in union membership
(B) Widespread approval of detente
(C) Economic stagflation and public distrust of government after Vietnam and Watergate
(D) Success of the Great Society in reducing poverty
(E) The defeat of the Soviet Union
2. The principle of supply-side economics held that
(A) tax cuts for businesses and high earners would increase investment and growth
(B) higher taxes would reduce the deficit and spur demand
(C) government spending should increase during recessions
(D) trade barriers would protect industries
(E) wages should be set by federal boards
3. Which event marked the end of the Cold War in Europe?
(A) The Cuban Missile Crisis
(B) The Berlin Airlift
(C) The construction of the Berlin Wall
(D) The Marshall Plan
(E) The fall of the Berlin Wall in 1989 and the dissolution of the Soviet Union in 1991
4. The Contract with America (1994) is best understood as
(A) a Democratic plan for universal health care
(B) a Republican platform that helped win control of Congress
(C) a treaty with Mexico and Canada
(D) a Supreme Court ruling on campaign spending
(E) a plan to end the Gulf War
5. Which pairing correctly matches a president with a significant policy?
(A) George H. W. Bush and the Affordable Care Act
(B) Ronald Reagan and the Patriot Act
(C) Bill Clinton and the Economic Recovery Tax Act of 1981
(D) Bill Clinton and the 1996 welfare reform law
(E) Jimmy Carter and the Dodd-Frank Act
6. NAFTA was most strongly opposed by
(A) labor unions concerned about the loss of manufacturing jobs
(B) corporations seeking low-cost production
(C) economists favoring free trade
(D) farmers' exporters in Canada
(E) Mexican exporters
7. Which event best represents the culmination of the debate over gay rights in the early twenty-first century?
(A) Brown v. Board of Education (1954)
(B) Roe v. Wade (1973)
(C) Obergefell v. Hodges (2015)
(D) Regents v. Bakke (1978)
(E) Plessy v. Ferguson (1896)

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SET B Applications and Data

Choose the best answer.

8. Passage: "Some say that government is the problem, but my plan will not return to the era of ever-expanding programs." This statement is most consistent with the political approach of
- (A) Franklin Roosevelt's New Deal
 - (B) New Democrats such as Bill Clinton
 - (C) Lyndon Johnson's Great Society
 - (D) Progressive reformers of 1912
 - (E) Radical Republicans
9. The most direct cause of the 2008 financial crisis was
- (A) a large trade surplus
 - (B) excessive government regulation of banks
 - (C) the dot-com bust of 2000
 - (D) the cost of the Gulf War
 - (E) the collapse of the housing bubble and mortgage-backed securities
10. Federal budget deficits and the national debt rose sharply after 1981 mainly because of
- (A) a sharp decrease in military spending
 - (B) large new domestic programs only
 - (C) a decline in the population
 - (D) tax cuts combined with higher defense spending
 - (E) the end of Social Security
11. Which action was taken in the immediate aftermath of the September 11 attacks?
- (A) The invasion of Afghanistan and passage of the Patriot Act
 - (B) The invasion of Kuwait
 - (C) A ban on all immigration
 - (D) The creation of the Peace Corps
 - (E) The signing of NAFTA
12. Immigration to the United States after 1965 differed from immigration before 1924 primarily in that most newcomers came from
- (A) Africa and Australia
 - (B) Northern Europe
 - (C) Latin America and Asia rather than Europe
 - (D) Eastern Europe
 - (E) Canada
13. The Tea Party movement is best described as
- (A) a labor union organization
 - (B) a progressive environmental group
 - (C) an effort to expand Medicare
 - (D) a coalition to repeal the Voting Rights Act
 - (E) a conservative reaction to government spending and the Affordable Care Act
14. The Bush Doctrine differed from Cold War containment because it
- (A) relied on deterrence and alliances alone
 - (B) endorsed preemptive military action against potential threats
 - (C) rejected all use of force
 - (D) called for economic isolation
 - (E) focused on Latin America only

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SET C Exam-Level Stretch

Choose the best answer.

15. Passage: "The line between security and liberty must be drawn anew in each generation." A historian could best support this claim with
- (A) the Missouri Compromise and the Compromise of 1850
 - (B) the Pure Food and Drug Act and the Meat Inspection Act
 - (C) the Embargo Act and the Non-Intercourse Act
 - (D) the Alien and Sedition Acts, the Espionage Act, and the Patriot Act
 - (E) the Gadsden Purchase and the Mexican Cession
16. Which factor best explains the persistence of political polarization in the 2010s?
- (A) The rise of a strong third party
 - (B) Support for nonpartisan elections
 - (C) Partisan media, geographic sorting, and gerrymandering
 - (D) Agreement on immigration
 - (E) Elimination of campaign donations
17. The Great Recession differed from the Great Depression in that
- (A) the federal government responded quickly with bank rescues and stimulus, and unemployment peaked lower
 - (B) there were no bank failures
 - (C) the government refused to intervene
 - (D) unemployment exceeded 25 percent
 - (E) it began in agriculture
18. Which statement best describes the relationship between the New Right of the 1980s and earlier American conservatism?
- (A) It abandoned business support
 - (B) It combined anti-communism and free-market ideas with new support from evangelical Christians
 - (C) It supported expansion of federal welfare
 - (D) It rejected anti-communism
 - (E) It was a purely regional Southern movement
19. The importance of *Citizens United v. FEC* (2010) lay in its
- (A) recognition of same-sex marriage
 - (B) approval of racial quotas
 - (C) ending the Electoral College
 - (D) overturning *Roe v. Wade*
 - (E) loosening limits on independent political spending by corporations and unions
20. Which comparison of globalization in the late twentieth century with the Gilded Age is most accurate?
- (A) Both reduced immigration
 - (B) Both eliminated economic inequality
 - (C) Both led to a decline in industrial production
 - (D) Both brought economic growth and rapid change but also growing inequality and labor conflict
 - (E) Both ended protective tariffs in the United States

9.6 Free-Response Practice: 1980 to the Present

Practice the AP free-response question types on Period 9.

Question 1 is a short-answer question (3 points), Question 2 is a document-based task (compact version), Question 3 is a long essay planning task, and Question 4 is a short-answer question with a secondary source. Use the model answers to check that each scoring point is explicit.

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QUESTION 1 Short Answer: Globalization and Trade

Use the excerpt to answer parts (a), (b), and (c). "After the trade agreement took effect in 1994, factories in our county closed one by one, even as stores filled with cheaper imports. Economists in Washington called it progress. In our town it felt like a loss." (A Midwestern union leader, speaking in the late 1990s.)

1. (a) Identify ONE development in the late twentieth century, other than the agreement mentioned, that contributed to the decline in manufacturing jobs.
2. (b) Explain ONE way in which the speaker's argument reflects a debate about free trade in the 1990s.
3. (c) Explain ONE economic or political effect of the changes the speaker describes.

QUESTION 2 Document-Based Practice: Responses to the Great Recession

Prompt: Evaluate the extent to which the federal government's response to the financial crisis of 2008-2010 changed the role of the federal government in the economy. Document 1 (a banking official, October 2008): Without action by Congress, the credit markets could freeze and families could lose their savings; the Treasury needs authority to buy troubled assets. Document 2 (a Tea Party speaker, 2010): The bailouts rewarded the reckless and the stimulus mortgaged our children's future; the government should step back and let markets work. Document 3 (a Chicago steelworker, 2009): I am glad the government saved the auto plants, but I want tougher rules on the banks that caused this. Document 4 (a table): Unemployment rate, 2007: 4.6 percent; October 2009: 10.0 percent; 2015: 5.3 percent.

4. (a) Write a thesis that responds to the prompt with a historically defensible claim and a line of reasoning.
5. (b) Describe a broader historical context, from before 2008, that helps explain the government's response to the crisis.
6. (c) Use at least two of the documents to support your argument, and explain how the point of view of ONE document affects its usefulness.

QUESTION 3 Long Essay: The Conservative Resurgence

Choose ONE prompt. Prompt A: Evaluate the extent to which the election of Ronald Reagan in 1980 marked a turning point in American politics and society. Prompt B: Evaluate the extent to which the Cold War shaped the American economy and politics between 1945 and 1991. Thesis scaffold: "Although (counter-argument), (your claim) because (reason 1), (reason 2), and (reason 3)."

7. (a) Write a thesis for ONE of the prompts that makes a claim and establishes a line of reasoning, using the scaffold.
8. (b) Describe the broader historical context that you would use to open the essay.
9. (c) Identify two specific pieces of evidence you would use and explain how each supports your thesis.

QUESTION 4 Short Answer: Security and Liberty After 9/11

Use the following passage and your knowledge of history. "We must be willing to trade some convenience and some privacy for safety; the enemy does not wait for a warrant." (A government official, 2002.) Secondary source: Some historians argue that wartime security measures in the United States often outlast the emergencies that prompted them.

10. (a) Identify ONE specific government action in response to the September 11 attacks that supports the official's view.
11. (b) Explain ONE way in which an earlier period in United States history supports the historian's interpretation.
12. (c) Explain ONE argument that critics made against the measures described in part (a).

Answers Period 9: Answers and Explanations

Answers for every practice problem, numbered to match. Read the explanation even when your answer is correct.

9.1 The Reagan Era and the Conservative Turn**SET A • CHECK YOUR UNDERSTANDING**

1. Supply-side economics holds that lower taxes, especially on investors and businesses, encourage production and investment and so help the whole economy. One result of the 1981 cuts, combined with higher defense spending, was large federal deficits and a rapidly growing national debt, although the economy also recovered after 1982.
2. Evangelical and social conservatives (for example the Moral Majority) sought to restrict abortion and restore school prayer. Economic conservatives and business leaders sought lower taxes and less regulation. Hawkish anti-communists wanted a stronger military; any two with goals earn full credit.
3. Reagan's decision to fire roughly 11,000 striking air traffic controllers showed that the federal government would not tolerate public-sector strikes and signaled to private employers that they could resist unions. It helped accelerate the decline of union membership and bargaining power in the 1980s.

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4. Gorbachev's reforms of glasnost and perestroika and the arms-control agreement of the INF Treaty (1987) eased tensions, and popular revolutions in Eastern Europe, symbolized by the fall of the Berlin Wall in 1989, led to the collapse of Soviet control. The USSR dissolved in December 1991.
5. It was a 1994 Republican platform led by Newt Gingrich promising tax cuts, a balanced budget, welfare reform, and term limits. It helped Republicans win both houses of Congress, the House for the first time in four decades, which pushed Clinton toward the center and led to the 1996 welfare reform.

SET B · EXAM-STYLE MULTIPLE CHOICE

6. B. Stagflation, the hostage crisis, and distrust after Vietnam and Watergate created demand for change. A fails because Great Society programs were seen as a source of frustration, and C and D describe the opposite of public mood in 1980.
7. D. Jerry Falwell's group mobilized religious conservatives on issues such as abortion and school prayer. Choice A is wrong because the Moral Majority and allied activists opposed the ERA.
8. A. The 1981-82 recession was followed by growth, but deficits soared with defense spending and tax cuts. Choice B is tempting but wrong because the budget was never balanced.
9. E. Officials used profits from arms sales to Iran to fund the Contras despite the Boland Amendment, undermining Congress's power of the purse. The war declaration idea in A was never part of the scandal.
10. C. The 1996 law ended the open-ended federal entitlement and devolved power to states. The 1993 health plan (A) expanded government and failed, and D and the Civil Rights Act belong to the 1960s.

SET C · APPLY AND EXTEND

11. Model response: Thesis (1 point): the conservative resurgence reacted against Great Society liberalism and the cultural changes of the 1960s while building on anti-communism and free-market ideas that had survived since Goldwater. Evidence 1 (1 point): backlash over taxes, busing, abortion, and school prayer fueled the Moral Majority and Reagan Democrats. Evidence 2 (1 point): Reagan's tax cuts and deregulation extended the earlier business critique of the New Deal, and his hard line on the USSR continued Cold War containment themes. Reasoning (1 point): stagflation and Watergate gave these long-term ideas a mass audience in 1980.
12. Model response: Similarity (1 point): both accepted limits on government growth; Reagan cut taxes and some programs while Clinton declared that the era of big government was over and signed welfare reform in 1996. Difference (1 point): Reagan relied on supply-side tax cuts and deregulation and ran large deficits, while Clinton raised taxes in 1993 and balanced the budget by the late 1990s. Explanation (1 point): Clinton's centrism followed the Republican victory in 1994 and a public wary of big government, whereas Reagan led a conservative movement that sought to reverse the New Deal approach.

9.2 Globalization, Technology, and a Changing Economy**SET A · CHECK YOUR UNDERSTANDING**

1. NAFTA was a 1993 agreement, effective in 1994, that reduced trade barriers among the United States, Canada, and Mexico. Opponents argued that American manufacturing jobs would move to Mexico, where wages were lower, and that labor and environmental standards would weaken.
2. Deindustrialization is the decline of manufacturing employment and output in an economy. It hit the Rust Belt of the Midwest and Northeast, where steel and auto towns lost jobs as factories closed or moved while service jobs grew elsewhere.
3. Lenders gave home loans to risky borrowers and sold them as mortgage-backed securities to investors. When housing prices fell and borrowers defaulted, the securities lost value and banks that held them faced huge losses, which froze credit and caused a recession.
4. Under George W. Bush, Congress passed TARP in 2008 to rescue banks. Under Barack Obama the 2009 Recovery Act provided stimulus spending and tax cuts, and the 2010 Dodd-Frank Act increased financial regulation.
5. It replaced the national-origin quotas of the 1920s with a system favoring family reunification and skills. As a result, the share of immigrants from Latin America and Asia grew sharply in later decades while European immigration declined.

SET B · EXAM-STYLE MULTIPLE CHOICE

6. C. NAFTA and global competition contributed to plant closings and a shift toward services. Options with earlier eras (A, B, D) do not match the late-20th-century trend.
7. A. The internet and computers created new industries and connected global markets. B and C are wrong because corporations and globalization expanded.
8. D. TARP authorized bank rescues in October 2008. Glass-Steagall is tempting because it was a banking reform, but it was a Great Depression law from 1933.
9. E. The speaker links trade deals to lost manufacturing jobs, the central critique of NAFTA. The other laws are unrelated to trade.
10. B. IRCA offered legalization to those who had lived in the US for years and added employer sanctions. Choice C is wrong because there was no mass deportation program.

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SET C • APPLY AND EXTEND

11. Model response: (1 point) Manufacturing declined in regions such as the Rust Belt as companies moved production abroad or faced imports, and trade agreements like NAFTA became a political issue. (1 point) The economy shifted toward services, finance, and technology, creating high-wage jobs for skilled workers and low-wage service jobs for others, which widened inequality. A response should offer specific evidence for each change, such as NAFTA, plant closings, or the growth of technology firms.
12. Model response: Thesis (1 point): the response expanded federal intervention in a way similar to the New Deal, but it was limited and temporary compared with the 1930s. Evidence for change (1 point): TARP, the auto rescue, the stimulus, and Dodd-Frank. Evidence for continuity or limits (1 point): TARP began under a conservative president, and critics on the right (Tea Party) and left (Occupy) both resisted, and New Deal-style direct jobs programs were not created. Analysis (1 point): the crisis showed the modern consensus that government must stabilize markets, while debate persisted over how far to go.

9.3 The 21st Century: Terrorism, Wars, and Polarization**SET A • CHECK YOUR UNDERSTANDING**

1. The Bush Doctrine claimed that the United States could use force preemptively against threats before they fully emerged and could act without waiting for allies. Critics said the Iraq war showed the danger of acting on faulty intelligence and that it damaged relations with allies.
2. The 2001 law expanded the government's powers of surveillance, searches, and detention in terrorism cases. Supporters believed it helped prevent attacks, but critics argued that it threatened privacy and civil liberties guaranteed by the Fourth Amendment.
3. The law expanded Medicaid eligibility and created insurance exchanges with subsidies, and it prohibited insurers from refusing coverage over preexisting conditions. It also included the individual mandate, which required most people to carry insurance.
4. The Tea Party was a grassroots conservative movement that arose in 2009 and 2010. It opposed higher taxes, government spending and bailouts, and especially the Affordable Care Act, and it helped Republicans win the House in 2010.
5. Partisan media such as cable news and social media encouraged people to consume news that confirms their beliefs. Gerrymandering and geographic sorting created safe seats where candidates fear primary challengers more than general elections, which discourages compromise.

SET B • EXAM-STYLE MULTIPLE CHOICE

6. E. The department was created in 2002 to coordinate security after 9/11. Katrina (2005) occurred later and prompted debate about emergency response, not creation of the department.
7. A. Preemptive action against emerging threats is the core of the Bush Doctrine. Containment (B) is Cold War policy that waits for opponents to act.
8. C. The ACA passed in 2010, and backlash helped Republicans win the House. B is tempting as another midterm wave, but it occurred 16 years earlier.
9. D. Obergefell (2015) required all states to license and recognize same-sex marriage. Dobbs (2022) overturned Roe, a different issue.
10. B. Cable news, talk radio, and social media together with geographic sorting widened the gap. A is incorrect because the two parties remained dominant.

SET C • APPLY AND EXTEND

11. Model response: Thesis (1 point): the attacks shifted foreign policy from post-Cold War engagement to a war on terror based on preemption, but they also continued earlier assumptions of American global leadership. Change (1 point): the Bush Doctrine, wars in Afghanistan and Iraq, and the Department of Homeland Security. Continuity (1 point): longstanding commitments such as interventions in the Persian Gulf (1991) and global alliances persisted. Analysis (1 point): public support at first was strong, then eroded as the Iraq war dragged on, leading later presidents to seek withdrawal.
12. Model response: (1 point) The Affordable Care Act passed without Republican votes and became a central partisan fight, producing the Tea Party and divided government after 2010. (1 point) Citizens United and the rise of social media and partisan news increased money and anger in politics, while movements such as Black Lives Matter and debates over immigration highlighted divisions over race and national identity. Any two specific, explained developments earn full credit.

9.4 Themes Across American History**SET A • CHECK YOUR UNDERSTANDING**

1. The three are comparison, causation, and continuity and change over time. Causation, for instance, requires you to explain the reasons events happened and their short-term and long-term effects, not just list events.
2. During the Red Scare after World War I, the government deported suspected radicals and limited speech. After September 11, 2001, the Patriot Act expanded surveillance. Both show security fears leading to limits on civil liberties.
3. It covers who moved within and into the United States and the effects of those movements. Examples include the Great Migration of African Americans to northern cities in the early 1900s and the post-1965 immigration from Latin America and Asia.
4. Contextualization describes the broader historical situation surrounding the topic, usually events before or alongside the time frame, to frame the argument. Evidence is specific facts, such as laws, cases, or people, used to prove the thesis.
5. The year 1945 separates the era of the depression and World War II from the Cold War era. The end of the war made the United States a global superpower and began containment, shifting both the domestic economy and foreign policy.

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SET B • EXAM-STYLE MULTIPLE CHOICE

6. D. Both laws expanded government power over speech or surveillance during national security crises. Option C is Cold War diplomacy, not civil liberties.
8. E. Tracing a pattern across eras is continuity and change. Option C is incorrect because the argument addresses a recurring pattern, not a single cause.
10. C. Both involved people seeking jobs and creating communities in cities. Choice B is wrong because the 1965 law removed quotas and the Great Migration was internal.
7. B. The amendments extended citizenship, equal protection, and voting rights. The other pairs deal with expansion, land, banking, or foreign policy.
9. A. The question of the proper balance recurs in many eras. The Civil War settled secession but not the broader debate.

SET C • APPLY AND EXTEND

11. Model response: Thesis (1 point): the United States moved from limited overseas expansion to global superpower and then to leader of the post-Cold War order, although it continued to debate its involvement. Line of reasoning (point for specificity): imperialism in 1898 and the Open Door; two world wars and the Marshall Plan and NATO; containment and Vietnam; and the War on Terror after September 11. Complexity (1 point): isolationist impulses reappeared in the 1930s and after Vietnam, showing that change was not a straight line.
12. Model response: Name the periods and theme (1 point), for example politics in the Jacksonian era (1830s) and the New Deal era (1930s). Continuity (1 point): in both eras presidents claimed to speak for ordinary Americans and built coalitions around the party. Change (1 point): Jackson sought to limit the federal government by vetoing the Bank, while Franklin Roosevelt greatly enlarged federal power through relief, regulation, and Social Security. Explanation (1 point): industrial capitalism and the Depression made citizens look to national government for help.

9.5 Multiple-Choice Practice: 1980 to the Present**SET A • CORE CONCEPTS**

1. C. Stagflation and the hostage crisis made voters receptive to change. A is wrong because union power was falling, and D came later.
3. E. The collapse of communist regimes in 1989 and the USSR in 1991 ended the Cold War. The Berlin Wall's construction (C) was in 1961 and intensified it.
5. D. Clinton signed the PRWORA. B, C, and E attach laws to the wrong administrations.
7. C. Obergefell required states to recognize same-sex marriage. Roe (D) concerned abortion.
2. A. Supply-side theory predicted that lower marginal taxes would encourage production. B and C describe different approaches, with C closer to Keynesian economics, which the supply-siders rejected.
4. B. Gingrich's platform promised lower taxes, a balanced budget, and welfare changes. A describes Clinton's failed 1993-94 health plan, which helped Republicans.
6. A. Unions feared that plants would move to Mexico. B and C favored the agreement, which is why they are poor choices.

SET B • APPLICATIONS AND DATA

8. B. Clinton moved toward the center by accepting limits on government growth. Great Society (C) sought to expand programs.
10. D. Reagan's tax cuts and military buildup widened deficits. A reverses the facts.
12. C. The 1965 law ended national-origin quotas, shifting origins. Option D is tempting as a nearby country but never dominated.
14. B. Preemption is the key departure. A describes containment.
9. E. Subprime lending and securities tied to mortgages failed when prices fell. B is wrong because deregulation, not over-regulation, was usually blamed.
11. A. The United States attacked the Taliban in 2001 and expanded surveillance powers. Iraq's invasion of Kuwait (B) was in 1990.
13. E. It was a grassroots movement for lower taxes and limited government. B reverses its ideology.

SET C • EXAM-LEVEL STRETCH

15. D. Each limited rights in the name of security. B involves consumer protection.
17. A. Unemployment peaked near 10 percent compared to about 25 percent in 1933, and policymakers acted quickly. C reverses this.
19. E. The Court held that such spending was protected speech. D describes Dobbs (2022).
16. C. Those factors reinforce partisan identity. A is wrong because third parties remained weak.
18. B. The coalition added religious conservatives to older themes. A is wrong because business remained a pillar.
20. D. Both periods combined growth with inequality and conflict over the position of workers. A is wrong because immigration was high in both.

9.6 Free-Response Practice: 1980 to the Present**QUESTION 1 • SHORT ANSWER: GLOBALIZATION AND TRADE**

1. 1 point: a valid development, such as automation and technology, outsourcing to low-wage countries, competition from imports, or the shift to a service economy. Naming the Rust Belt alone is not enough without a development.
2. 1 point: The speaker's complaint matches the argument of critics of NAFTA (labor unions and some environmentalists) that free trade moved jobs abroad and hurt communities, in contrast to supporters, including presidents of both parties, who argued that free trade would lower prices and expand markets.
3. 1 point: Any one effect: rising income inequality, a shift to service jobs, decline of union membership, or trade becoming a divisive issue in later elections as both parties split over free trade. The effect must be explained, not just named.

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QUESTION 2 · DOCUMENT-BASED PRACTICE: RESPONSES TO THE GREAT RECESSION

4. 1 point for a thesis that takes a position and previews categories. Model: Although the response of 2008-2010 expanded federal involvement in banking, autos, and mortgages, it largely extended earlier government commitments to stabilize markets and was limited by political opposition, as shown by the temporary nature of TARP and fights over stimulus and regulation.
5. 1 point for accurate context, such as the New Deal's creation of lasting federal responsibility for economic stability (FDIC, Securities and Exchange Commission), the deregulation and housing boom of the 1990s and 2000s, or the savings and loan bailout of the 1980s. It must describe circumstances beyond the prompt.
6. Up to 2 points for evidence, 1 for sourcing, and 1 for complex analysis. Evidence: Document 1 shows support for a major federal rescue, Document 2 shows opposition from a movement that wanted a smaller government role, Document 3 shows support for intervention in industry combined with a demand for regulation, and Document 4 shows the severity and later recovery. Sourcing: Document 2's speaker is a political activist opposed to the administration, so the document reveals strong dissent but not the views of all Americans; or Document 1's official may overstate the danger to win support, yet his role gives a view of how policymakers saw the crisis.

QUESTION 3 · LONG ESSAY: THE CONSERVATIVE RESURGENCE

7. 1 point for a defensible thesis. Prompt A model: Although many policies of the 1980s built on earlier conservative trends, Reagan's election was a turning point because it shifted national debate toward lower taxes and deregulation, mobilized religious conservatives into politics, and altered the Cold War approach, yet the persistence of Social Security and growing deficits showed its limits.
8. 1 point for context such as 1970s stagflation, Vietnam and Watergate, the Iran hostage crisis, the tax revolt of 1978, or the rise of Sunbelt conservatism after Goldwater. For Prompt B: the Cold War's beginnings and the containment policy.
9. Up to 2 points for evidence, with explanation of linkage. Examples for Prompt A: the Economic Recovery Tax Act of 1981 (shows change in economic policy), the Moral Majority (political role of religious conservatives), PATCO strike (labor decline), the INF Treaty (diplomacy). Each must be explained, and reasoning that addresses a counterargument earns the complexity point.

QUESTION 4 · SHORT ANSWER: SECURITY AND LIBERTY AFTER 9/11

10. 1 point: the USA PATRIOT Act of 2001, creation of the Department of Homeland Security (2002), expanded surveillance, or the detention of suspects at Guantanamo Bay. A named action is required.
11. 1 point: for example, the Alien and Sedition Acts (1798) targeted critics of the government, the Espionage and Sedition Acts (1917-1918) restricted speech during World War I and led to the Red Scare, or the internment of Japanese Americans (1942) was upheld in Korematsu. The example must be explained as persisting beyond or exceeding its immediate security purpose.
12. 1 point: Critics argued that surveillance and detention threatened the Fourth Amendment protections against unreasonable searches, due process, and privacy, and that the measures gave the executive too much unchecked power. Naming the argument and the principle earns the point.

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Extra: Deep Dives and Extra Practice.

3 sections with explanations and worked examples, then 39 practice problems. Answers and full explanations are at the end of the chapter.

X.1 Black Activism and the Antislavery Movement

Trace antislavery from Black newspapers and Walker's Appeal through Garrison, Douglass, the Free Soil and Republican parties, and the debates and contraband policies that led into war.

Antislavery did not begin with Abraham Lincoln or with white reformers. Free Black communities, formerly enslaved speakers, and women organizers built the movement's moral argument and much of its machinery. This lesson follows how antislavery moved from gradual, colonization-minded appeals to demands for immediate emancipation, and then into party politics and the Civil War.

Black voices and institutions. In the North, free Black Americans formed churches, mutual aid societies, and newspapers. The African Methodist Episcopal Church, founded by Richard Allen in Philadelphia, anchored these communities. **Freedom's Journal** (1827), edited by Samuel Cornish and John Russwurm, was the first Black-owned newspaper in the country. In 1829 David Walker, a Boston clothing dealer, published **Appeal to the Colored Citizens of the World**, which urged enslaved people to resist and condemned slavery as a violation of Christian and republican principles. Southern states banned it and offered rewards for Walker, but copies still circulated through Black sailors.

Garrison and immediate abolition. In 1831 William Lloyd Garrison began publishing **The Liberator** in Boston and in 1833 helped found the American Anti-Slavery Society. He demanded immediate emancipation without compensation and rejected the colonization movement, which wanted to send free Black people to Africa. He burned a copy of the Constitution as a 'covenant with death.' Garrison's Quaker and evangelical supporters also included Theodore Weld, Angelina and Sarah Grimke (Southern-born women who described slavery from direct knowledge), and Arthur and Lewis Tappan, wealthy New York merchants who funded the cause.

Frederick Douglass. Born into slavery in Maryland, Douglass escaped in 1838, became a gifted speaker, and published his Narrative in 1845. In 1847 he began his own newspaper, the **North Star**. He broke with Garrison over strategy: Douglass came to believe the Constitution could be an antislavery document and that political action was legitimate. He attended the Seneca Falls Convention (1848) and supported women's suffrage.

Approach	Leaders	Core argument	Limits
Colonization	American Colonization Society (1816), Henry Clay, some slaveholders	Gradually remove free Black people to Africa (Liberia)	Rejected by most Black Americans; did not end slavery
Moral suasion	Garrison, Grimke sisters, Weld	Slavery is a sin; demand immediate emancipation	Hostile Northern mobs; Southern gag on mail and Congress
Black self-help and resistance	Walker, Douglass, Sojourner Truth, Harriet Tubman	Slavery must end; Black Americans claim citizenship now	Fugitive Slave Act risk; limited resources
Political action	Liberty Party (1840), Free Soil Party (1848), Republicans (1854)	Use votes and law to stop slavery's expansion	Most voters opposed abolition, accepted limits only on expansion

Key idea: Abolition versus anti-extension

Abolitionists wanted slavery ended everywhere and immediately. Many Northerners who joined the Free Soil and Republican parties simply wanted slavery kept out of the territories to protect free white labor. Do not treat 'antislavery' as one position.

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Resistance and the courts. The **Amistad** case (1839–1841) began when Africans illegally taken for the slave trade seized their ship off Cuba. A Connecticut court freed them and John Quincy Adams argued for their freedom before the Supreme Court, which ruled in 1841 that they had been kidnapped and could go home. Meanwhile the Underground Railroad, a network of Black and white helpers including Harriet Tubman, aided escapes. Southern backlash included the gag rule in the House (1836–1844), which tabled antislavery petitions, and the mailing of abolitionist pamphlets was blocked in some areas. In 1837 an antislavery editor, Elijah Lovejoy, was killed by a mob in Illinois.

From moral cause to party politics. The Liberty Party (1840) ran James Birney but won few votes. The **Free Soil Party** (1848), with former president Martin Van Buren, opposed the extension of slavery into land taken from Mexico and took votes from Democrats. After the Kansas–Nebraska Act in 1854, the Republican Party united former Whigs, Free Soilers, and antislavery Democrats around the same principle. The Fugitive Slave Act (1850), Harriet Beecher Stowe's novel *Uncle Tom's Cabin* (1852), and violence in Kansas pulled many Northerners toward the cause even if they did not support racial equality.

Key terms to know

Appeal (1829): Walker. Liberator (1831): Garrison. North Star (1847): Douglass. Liberty Party (1840), Free Soil Party (1848), Republican Party (1854).

Gag rule (1836–1844), Amistad (1841), Freeport Doctrine (1858), contraband (1861), Copperheads (1861–1865).

EXAMPLE 1: COMPARING STRATEGIES

Explain one difference between Garrison and Douglass in the 1840s and one reason it mattered.

SOLUTION

Step 1: Garrison refused to vote or engage in politics and called the Constitution proslavery; he relied on moral persuasion.

Step 2: Douglass concluded the Constitution could be read as antislavery and supported political action, including the Liberty and Free Soil parties.

Step 3: This mattered because it shows the movement moving toward political tools that would later elect Republicans and shape the war.

The Lincoln–Douglas debates and war aims. In 1858 Abraham Lincoln challenged Illinois senator Stephen Douglas in a series of debates. At Freeport, Douglas answered that settlers could keep slavery out through unfriendly local legislation, the **Freeport Doctrine**, which weakened his standing with Southern Democrats and helped split the party in 1860. Lincoln argued that slavery was a moral wrong that should be contained and placed on the road to extinction, though he denied supporting political and social equality. After the war began in 1861, enslaved people pressed the issue themselves by escaping to Union lines. General Benjamin Butler called them **contraband** of war, and the First Confiscation Act (1861) allowed seizure of property used by the Confederacy. Northern opponents of the war and of emancipation, called **Copperheads**, were mostly Democrats, and some, like Clement Vallandigham, demanded peace on any terms.

EXAMPLE 2: INTERPRETING A SOURCE

A Northern voter in 1860 writes, 'I do not want Black people in my state, but I will vote to keep slavery out of Kansas.' What does this reveal?

SOLUTION

Step 1: The writer opposes slavery's expansion but not for racial equality.

Step 2: It shows that Free Soil and Republican support often rested on protecting white labor and opportunity.

Step 3: Thus the Republican coalition was broad and did not require agreement on abolition.

Common mistakes

Do not say Garrison founded the Republican Party or that all Republicans were abolitionists. Do not confuse the Liberty Party with the Liberty Bell or the Liberator newspaper, and do not date the Fugitive Slave Act to 1850 and then attribute it to the Missouri Compromise. Walker's Appeal (1829) predates The Liberator (1831).

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Practice

SET A Check Your Understanding

Answer each item in two to four sentences.

1. Why was Freedom's Journal significant?
2. What did David Walker's Appeal argue and how did slaveholders respond?
3. How did Garrison's goals differ from the American Colonization Society's?
4. What was the Freeport Doctrine and why did it matter?
5. Define contraband and Copperheads.

SET B Exam-Style Multiple Choice

Choose the best answer.

6. Which publication best represents the immediate-abolition approach of the 1830s?
(A) Freedom's Journal (B) The Liberator (C) Uncle Tom's Cabin
(D) The North Star (E) Common Sense
7. The Amistad case (1841) resulted in
(A) the return of the Africans to Cuba
(B) a decision in favor of slaveholders' property rights
(C) a ruling that Congress could not ban the slave trade
(D) the repeal of the gag rule
(E) the Supreme Court freeing the captives
8. The Free Soil Party of 1848 was formed primarily to
(A) end slavery in the South immediately
(B) elect Henry Clay
(C) support colonization of free Black people
(D) prevent the expansion of slavery into the territories
(E) enforce the Fugitive Slave Act
9. Why did the Freeport Doctrine damage Stephen Douglas in 1860?
(A) It implied slavery could be excluded despite the Court's ruling, angering Southern Democrats.
(B) It endorsed the Dred Scott decision.
(C) It supported the Wilmot Proviso.
(D) It called for ending slavery in the District of Columbia.
(E) It rejected popular sovereignty.
10. Frederick Douglass's break with William Lloyd Garrison in the 1840s was mainly about
(A) whether women should speak publicly
(B) whether colonization was acceptable
(C) whether the Constitution and political action could be used against slavery
(D) the value of religious revivals
(E) violent revolt as a tactic
11. Which group would most likely have supported ending the Civil War without emancipation?
(A) Radical Republicans (B) Garrisonian abolitionists
(C) Free Soilers (D) Underground Railroad conductors
(E) Copperheads

SET C Apply and Extend

Write a short, evidence-based response to each prompt.

12. Explain two ways in which Black Americans shaped the antislavery movement before 1860.
13. Evaluate the extent to which the Republican Party's platform in 1860 reflected abolitionist goals.

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X.2 Cold War Crises Under Eisenhower and Kennedy

Compare covert action, Geneva, Hungary, Suez, Sputnik, the U-2, the Bay of Pigs, Berlin, and domestic loyalty fears, with Modern Republicanism at home.

After Stalin's death in 1953 and the end of the Korean War, the Cold War did not cool; it spread. Presidents Dwight Eisenhower and John Kennedy faced crises in Asia, the Middle East, Europe, and Latin America, and each chose tools such as nuclear threat, covert action, summit meetings, and military aid. This lesson fills the gap between early containment and the Vietnam era, and shows how domestic anxiety shaped foreign policy.

Eisenhower's approach. Eisenhower and Secretary of State John Foster Dulles promoted a **New Look** policy: cut costly conventional forces and rely on nuclear weapons, threatening **massive retaliation** against aggression. Dulles called going to the edge of war **brinkmanship**. The CIA became a major tool. In 1953 it helped overthrow Iran's prime minister Mohammad Mosaddegh, who had nationalized British oil, restoring the Shah. In 1954 it helped remove Guatemala's elected president Jacobo Arbenz, whose land reform threatened the United Fruit Company. Both interventions were popular with the American public at the time but left long-term resentment in the regions.

Year	Crisis	American response	Result
1954	Dien Bien Phu and the Geneva Conference	Refused direct intervention; created SEATO	Vietnam divided at the 17th parallel; US backed South Vietnam
1956	Soviet crushing of the Hungarian uprising	Condemned but did not intervene	Showed limits of liberation rhetoric
1956	Suez Crisis	Pressed Britain, France, and Israel to withdraw	Strained NATO but showed US leadership in the Middle East
1957	Sputnik	National Defense Education Act (1958) and NASA	Science education and space race
1957–1958	Eisenhower Doctrine; Lebanon	Promised aid against communism in the Middle East; marines to Lebanon 1958	Expanded commitments
1960	U-2 incident	Admitted spying after first denying it	Paris summit collapsed
1961	Bay of Pigs	Kennedy allowed CIA-trained exiles to land in Cuba	Failure; Castro strengthened
1961	Berlin Wall	Protested but accepted it	Divided city; strengthened East German control
1962	Cuban Missile Crisis	Naval quarantine and negotiation	Missiles withdrawn; hotline and test ban followed

Key idea: Containment becomes global

Under Eisenhower the United States built alliance systems (NATO, SEATO, the Baghdad Pact), used covert operations, and extended the Truman Doctrine to the Middle East with the Eisenhower Doctrine (1957).

Kennedy replaced massive retaliation with flexible response, adding conventional forces, Special Forces, and the Peace Corps.

The Hungarian and Suez crises (1956). Hungarians rose against Soviet control in October 1956, and Soviet tanks crushed them. Although the United States had spoken of 'rolling back' communism, it did nothing, since intervention risked nuclear war. That same month, Britain, France, and Israel attacked Egypt after Gamal Abdel Nasser nationalized the Suez Canal. Eisenhower opposed the invasion and pressured the allies to withdraw, in part to keep Arab nations from turning to the Soviets and to avoid a wider war.

Space, technology and the U-2. The Soviet satellite **Sputnik** (October 1957) shocked Americans, who feared losing technical leadership. Congress passed the National Defense Education Act (1958) to fund science and language education, and created NASA. In May 1960 the Soviets shot down a U-2 spy plane flown by Francis Gary Powers. Eisenhower first denied spying, then admitted it. Khrushchev walked out of the Paris summit, ending hopes for easing tension. In his farewell address (1961) Eisenhower warned of the **military-industrial complex**, an alliance of the armed forces and defense contractors that might gain undue influence.

Kennedy: Cuba and Berlin. Fidel Castro took power in Cuba in 1959 and moved toward the Soviet Union. In April 1961, Kennedy let CIA-trained Cuban exiles invade at the **Bay of Pigs**, but without air cover they were defeated within days, an embarrassment. In June Khrushchev pressed Kennedy at Vienna, and in August East Germany built the **Berlin Wall** to stop the flight of citizens to the West. The most dangerous moment came in October 1962, when American U-2 photographs revealed Soviet missile sites in Cuba. Kennedy ordered a naval quarantine and demanded removal. Khrushchev withdrew the missiles in exchange for a public pledge not to invade Cuba and a private promise to remove American missiles from Turkey. A direct hotline and the Limited Test Ban Treaty (1963) followed.

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The domestic mirror: loyalty and the Second Red Scare. Cold War fear shaped life at home. Truman's Loyalty Program (1947) investigated federal workers, and the House Un-American Activities Committee questioned the film industry. In 1947 the **Hollywood Ten**, writers and directors who refused to answer questions about communist ties, were cited for contempt and blacklisted, and studios refused to hire many others. Senator Joseph McCarthy claimed in 1950 that communists filled the State Department; his methods ended when the televised Army-McCarthy hearings (1954) exposed his bullying, and the Senate censured him that December. Meanwhile Eisenhower's domestic approach, called **Modern Republicanism**, accepted most New Deal programs, expanded Social Security, and launched the Interstate Highway System (1956), justified partly on defense grounds.

Dates to memorize

1953 Iran coup, 1954 Guatemala and Dien Bien Phu, 1956 Hungary and Suez, 1957 Sputnik, 1960 U-2, 1961 Bay of Pigs and Berlin Wall, 1962 Cuban Missile Crisis, 1963 Test Ban Treaty.

Pattern: Eisenhower used nuclear threats and covert action; Kennedy added flexible response, aid programs, and crisis negotiation.

EXAMPLE 1: EVALUATING A DECISION

Why did Eisenhower refuse to intervene in Hungary in 1956 even though American leaders spoke of liberation?

SOLUTION

Step 1: Hungary lay inside the Soviet sphere, and intervention risked a clash between nuclear powers.

Step 2: The United States was also preoccupied with Suez, and the administration had more rhetoric than a plan.

Step 3: This shows the gap between rhetoric of rollback and the practical policy of containment.

EXAMPLE 2: COMPARING CRISES

Compare the Bay of Pigs with the Cuban Missile Crisis.

SOLUTION

Step 1: Similarity - both involved Cuba, Kennedy, and fear of Soviet influence 90 miles from Florida.

Step 2: Difference - the Bay of Pigs was a covert operation that failed; the missile crisis was a public confrontation resolved by a quarantine and a negotiated trade.

Step 3: Impact - the failure of 1961 made Kennedy more cautious and more insistent on consultation in 1962.

Common mistakes

Do not date the Berlin Airlift (1948-1949) to the Kennedy years or confuse it with the Berlin Wall (1961). Do not say the U-2 incident was the Cuban crisis; the U-2 planes appear in both, but in 1960 one was shot down over the USSR and in 1962 U-2 flights found the missile sites. Hungary and Suez both occurred in 1956.

Practice

SET A Check Your Understanding

Answer each item in two to four sentences.

1. What was massive retaliation, and why did Eisenhower choose it?
2. How did the CIA operations in Iran (1953) and Guatemala (1954) reflect Eisenhower's Cold War strategy?
3. Why was Sputnik important to American domestic policy?
4. What was the Eisenhower Doctrine?
5. What did Eisenhower mean by 'military-industrial complex'?

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SET B Exam-Style Multiple Choice

Choose the best answer.

6. The U-2 incident of 1960 most directly led to
 - (A) the Cuban Missile Crisis
 - (B) the construction of the Berlin Wall
 - (C) the cancellation of the Paris summit
 - (D) the Geneva Accords
 - (E) passage of the National Defense Education Act
7. Which action best demonstrates Eisenhower's reliance on covert operations?
 - (A) CIA support for the overthrow of Mosaddegh in Iran
 - (B) The Marshall Plan
 - (C) The Berlin Airlift
 - (D) The Truman Doctrine
 - (E) The Korean War armistice
8. The Suez Crisis of 1956 showed that
 - (A) Britain and France still controlled Middle Eastern policy
 - (B) the United States favored colonialism
 - (C) NATO had dissolved
 - (D) the Soviet Union supported Israel
 - (E) the United States could pressure its allies, and that Britain and France had declined as world powers
9. The Bay of Pigs invasion (1961) was undertaken by
 - (A) the U.S. Navy
 - (B) Cuban exiles trained by the CIA
 - (C) Soviet troops
 - (D) British paratroopers
 - (E) Marines under Kennedy
10. Which event ended the Cuban Missile Crisis?
 - (A) The Limited Test Ban Treaty
 - (B) The building of the Berlin Wall
 - (C) A naval blockade of the Soviet Union
 - (D) An agreement for Soviet withdrawal in exchange for a US pledge not to invade Cuba
 - (E) The Bay of Pigs invasion
11. Eisenhower's Modern Republicanism is best characterized as
 - (A) a repeal of the New Deal
 - (B) an expansion of the Great Society
 - (C) acceptance of most New Deal programs combined with fiscal caution
 - (D) a new tariff policy
 - (E) a rejection of the Interstate Highway program

SET C Apply and Extend

Write a short, evidence-based response to each prompt.

12. Evaluate the extent to which Eisenhower's foreign policy differed from Truman's.
13. Explain how the Second Red Scare affected American society in the 1940s and 1950s.

X.3 The Courts and the Rights Revolution, 1953-1980

Master the major Warren and Burger Court cases, incorporation, the Kerner Commission, and the Southern Strategy that shaped the conservative reaction.

Between 1953 and 1980 the Supreme Court changed daily life more than at almost any other time since the early republic. Under Chief Justice Earl Warren it expanded the rights of defendants, voters, students, and minorities; under Warren Burger it was more cautious but still decided *Roe v. Wade*. Meanwhile a conservative political reaction grew. This lesson collects the cases and political developments you need to cite.

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The Warren Court (1953-1969). Appointed by Eisenhower, Warren led a Court that used the Fourteenth Amendment to apply the Bill of Rights to the states, a process called **incorporation**. Critics accused the Court of judicial activism, while supporters said it protected individual rights when legislatures would not. Warren's most famous opinion was in **Brown v. Board of Education** (1954), which overturned Plessy v. Ferguson in public education.

Case	Year	Holding	Why it matters
Brown v. Board of Education	1954	School segregation violates equal protection	Opened the legal assault on Jim Crow
Mapp v. Ohio	1961	Illegally seized evidence cannot be used in state courts (exclusionary rule)	Extended Fourth Amendment protection to states
Baker v. Carr; Reynolds v. Sims	1962; 1964	Courts may review districting; legislative districts must be roughly equal (one person, one vote)	Shifted power from rural to urban and suburban areas
Engel v. Vitale	1962	Official school prayer violates the Establishment Clause	Fueled religious conservatives' anger
Gideon v. Wainwright	1963	Poor defendants in felony cases must be provided a lawyer	Sixth Amendment applied to states
Griswold v. Connecticut	1965	State ban on contraceptives for married couples violates a right to privacy	Basis for later privacy rulings
Miranda v. Arizona	1966	Suspects must be told of the right to remain silent and have counsel	Police warnings
Tinker v. Des Moines	1969	Students keep free speech rights unless disruptive	Protected antiwar armband
Loving v. Virginia	1967	Bans on interracial marriage unconstitutional	Ended racial marriage laws

Key idea: Incorporation

The Warren Court applied most guarantees of the Bill of Rights to state governments through the Fourteenth Amendment's due process and equal protection clauses.

Exam trick: if a case concerns police, courts, or schools in a state, it often involves incorporation.

Civil rights and the national mood. The murder of fourteen-year-old Emmett Till in Mississippi in 1955 and the acquittal of his killers drew national attention and helped energize the civil rights movement. By the mid-1960s, urban riots in Watts (1965), Newark and Detroit (1967) revealed anger about poverty, police brutality, and housing discrimination that the Civil Rights Act had not touched. The **Kerner Commission** (1968), appointed by Lyndon Johnson, concluded that the nation was 'moving toward two societies, one black, one white, separate and unequal' and blamed white racism, but Johnson ignored its recommendations for huge spending and Congress did not act.

The conservative reaction. Many white voters, especially in the South and in northern suburbs, feared urban disorder, welfare spending, busing, and cultural change. Barry Goldwater (1964) and George Wallace (1968) made use of this resentment. Richard Nixon won in 1968 with a promise of 'law and order' and, in 1969, appealed to the 'silent majority' of Americans who he said supported the Vietnam War and disliked protest. Critics call his approach the **Southern Strategy**: winning white Southern voters who had left the Democratic Party after the civil rights laws, by emphasizing states' rights, opposition to busing, and crime. Nixon won reelection in 1972 in a landslide, and the Republican Party's shift to the South became permanent.

The Burger Court (1969-1986). Nixon appointed Warren Burger as Chief Justice, and the Court did not reverse the Warren rulings wholesale. In **Swann v. Charlotte-Mecklenburg** (1971) it upheld busing to achieve school integration, but in **Milliken v. Bradley** (1974) it limited busing across district lines, which protected white suburbs. In **Lemon v. Kurtzman** (1971) it created the Lemon test for judging whether government aid to religion violated the Establishment Clause. **Roe v. Wade** (1973) recognized a constitutional right to abortion, grounded in the privacy right found in **Griswold**, which mobilized the religious right. In **Regents of the University of California v. Bakke** (1978) the Court ruled that racial quotas in admissions were unconstitutional but that race could be one factor in affirmative action. In **United States v. Nixon** (1974), it ruled executive privilege was not absolute and forced Nixon to release the tapes. Title IX of 1972 banned sex discrimination in federally funded education, which expanded women's athletics.

Burger Court cases to know

Swann (1971) allowed busing; Milliken (1974) limited it; Lemon (1971) set a test for religion; Roe (1973) privacy and abortion; Bakke (1978) race as one factor; Nixon (1974) limits on executive privilege.

Remember: Warren Court 1953-1969, Burger Court 1969-1986.

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EXAMPLE 1: LINKING A CASE TO A POLITICAL REACTION

How did *Engel v. Vitale* and *Roe v. Wade* contribute to the rise of the New Right?

SOLUTION

Step 1: *Engel* (1962) removed official prayer from public schools; *Roe* (1973) legalized abortion nationally.

Step 2: Evangelical Protestants and conservative Catholics saw both as attacks on traditional moral values and organized, creating groups such as the Moral Majority (1979).

Step 3: These court decisions gave social conservatives a shared target, fueling Reagan's 1980 coalition.

EXAMPLE 2: INTERPRETING A STIMULUS

A 1969 speech says, 'To you, the great silent majority of my fellow Americans, I ask for your support.' Who is speaking and what is the purpose?

SOLUTION

Step 1: Richard Nixon, speaking in November 1969 about the Vietnam War.

Step 2: Purpose - to appeal to Americans who did not join demonstrations and to isolate antiwar protesters.

Step 3: Significance - it formed part of the Southern Strategy and the realignment toward the Republican Party.

Common mistakes

Do not confuse *Brown* (segregation) with *Mapp* (evidence) or *Gideon* (counsel) with *Miranda* (warnings). Do not say the Burger Court overturned *Brown* or *Miranda*; it narrowed some rulings but kept most of them. Remember that *Roe* rested on privacy, not on the Equal Rights Amendment, and that *Bakke* did not ban affirmative action.

Practice**SET A Check Your Understanding**

Answer each item in two to four sentences.

1. What is incorporation and why was it important to the Warren Court?
2. Explain the significance of *Baker v. Carr* and *Reynolds v. Sims*.
3. What did the Kerner Commission conclude?
4. Describe Nixon's Southern Strategy.
5. How did *Bakke* change affirmative action?

SET B Exam-Style Multiple Choice

Choose the best answer.

6. Which case established that poor defendants must be provided a lawyer in felony cases?
(A) *Mapp v. Ohio* (B) *Gideon v. Wainwright* (C) *Miranda v. Arizona*
(D) *Engel v. Vitale* (E) *Baker v. Carr*
7. *Griswold v. Connecticut* (1965) is important because it
(A) banned school prayer
(B) ended racial segregation in marriage
(C) legalized abortion
(D) established a constitutional right to privacy later used in *Roe v. Wade*
(E) limited affirmative action
8. The Kerner Commission blamed urban unrest primarily on
(A) communist infiltration (B) the civil rights movement
(C) white racism and economic inequality (D) federal welfare
(E) black separatism

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9. Nixon's 'silent majority' speech of 1969 was primarily meant to
 - (A) rally support among Americans who disliked antiwar protest
 - (B) announce the end of the Vietnam War
 - (C) propose the Great Society
 - (D) defend busing
 - (E) praise the Warren Court
10. In *Milliken v. Bradley* (1974) the Supreme Court
 - (A) ordered busing between city and suburbs
 - (B) upheld affirmative action quotas
 - (C) overturned *Brown*
 - (D) limited busing across district lines
 - (E) ruled on school prayer
11. Which pairing correctly matches a Court and a decision?
 - (A) Warren Court and *Lemon v. Kurtzman*
 - (B) Burger Court and *Roe v. Wade*
 - (C) Warren Court and *Bakke*
 - (D) Burger Court and *Gideon*
 - (E) Rehnquist Court and *Engel*

SET C Apply and Extend

Write a short, evidence-based response to each prompt.

12. Evaluate the extent to which the Warren Court expanded individual rights between 1953 and 1969.
13. Explain how the Southern Strategy changed American politics after 1968.

Answers Extra: Answers and Explanations

Answers for every practice problem, numbered to match. Read the explanation even when your answer is correct.

X.1 Black Activism and the Antislavery Movement

SET A · CHECK YOUR UNDERSTANDING

1. *Freedom's Journal* (1827) was the first newspaper owned and edited by Black Americans. It gave free Black communities a public voice, countered racist portrayals in white newspapers, and publicized the case against slavery and colonization.
2. Walker urged enslaved people to resist and said slavery contradicted Christianity and the Declaration of Independence. Southern states banned the pamphlet and tried to stop its circulation, showing how threatened they were by the possibility of slave rebellions.
3. Garrison demanded immediate emancipation and equal rights in the United States, while the Society sought gradual freedom for slaves and the removal of free Black people to Africa. Most Black leaders rejected colonization because they considered themselves Americans.
4. Douglas stated at Freeport in 1858 that territories could exclude slavery by refusing to pass laws protecting it despite *Dred Scott*. It kept him popular in Illinois but angered Southern Democrats, who split the party in 1860 and helped Lincoln win.
5. Contraband was the term for enslaved people who fled to Union lines and were kept as captured property rather than returned. Copperheads were Northern Democrats who opposed the war, emancipation, or the draft, and called for a negotiated peace.

SET B · EXAM-STYLE MULTIPLE CHOICE

6. B. Garrison's *The Liberator* (1831) demanded immediate emancipation. *Freedom's Journal* (A) was earlier and Black-owned but not the immediatist banner; *Uncle Tom's Cabin* (C) is a novel from 1852.
7. E. The Court held that the captives had been illegally enslaved and could go free. The gag rule (D) was repealed in 1844 and the issue was different.
8. D. Free Soilers opposed slavery's extension, not necessarily its existence in the South. Immediate abolition describes the abolitionists, not Free Soilers.
9. A. Southern Democrats saw it as undermining *Dred Scott*, and they nominated their own candidate in 1860. Douglas favored popular sovereignty, so E is wrong.
10. C. Douglass embraced political action and an antislavery reading of the Constitution; Garrison rejected both. Both opposed colonization (B).
11. E. Copperheads, Northern Democrats opposed to the war and to emancipation, wanted a negotiated peace. The others supported emancipation.

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SET C · APPLY AND EXTEND

12. Model response: Point 1 (1 point): Black Americans created institutions that spread the message, such as Freedom's Journal (1827) and Douglass's North Star (1847). Point 2 (1 point): they provided direct resistance and leadership, such as Walker's Appeal, Douglass's speeches, and Harriet Tubman's work on the Underground Railroad. Explanation (1 point): their voices shifted the movement from gradual colonization to immediate emancipation and gave personal testimony that persuaded white Northerners. Accuracy (1 point): each example is dated and attributed correctly.
13. Model response: Thesis (1 point): the platform reflected abolitionist concern only partially, because it opposed the extension of slavery but promised not to interfere with it in the states where it existed. Evidence (1 point): Republicans opposed slavery in the territories and supported free labor, tariffs, and a homestead law, while Lincoln disavowed abolition in 1860. Counter-evidence (1 point): Southern states still treated the election as a threat because the party viewed slavery as morally wrong and wanted it contained. Reasoning (1 point): the party was a broad coalition, not an abolitionist movement.

X.2 Cold War Crises Under Eisenhower and Kennedy**SET A · CHECK YOUR UNDERSTANDING**

1. It was a policy threatening nuclear response to aggression, so the United States could reduce expensive conventional forces. Eisenhower believed the New Look would contain communism at lower cost, but critics said it left few options short of nuclear war.
2. Eisenhower used covert action, which was cheaper than war, to remove leaders seen as leaning toward communism or threatening American business interests. Both operations succeeded in the short run but produced anti-American feeling in the long run.
3. It shook confidence in American science and education. Congress responded with NASA and the National Defense Education Act of 1958, which provided loans and grants for science, math, and language study.
4. It declared that the United States would provide military and economic aid to Middle Eastern nations threatened by communist aggression. It extended the Truman Doctrine and led to the 1958 landing of marines in Lebanon.
5. He warned that the close relationship between the armed forces and the arms industry could gain too much influence over government and public policy. The warning in his 1961 farewell address came from a president who had built up nuclear weapons.

SET B · EXAM-STYLE MULTIPLE CHOICE

6. C. After the shoot-down, Khrushchev walked out of the Paris summit. The Berlin Wall followed in 1961.
8. E. Eisenhower forced the withdrawal, revealing the shift of power to the United States and USSR. NATO remained.
10. D. Khrushchev withdrew the missiles in return for a no-invasion pledge and a secret agreement about Turkey. The test ban treaty followed in 1963.
7. A. The CIA helped restore the Shah in 1953. The Berlin Airlift and Marshall Plan were Truman policies.
9. B. The landing was carried out by exiles with CIA backing, and Kennedy refused air support. It failed.
11. C. He kept and extended Social Security and built highways while balancing budgets. He did not repeal the New Deal.

SET C · APPLY AND EXTEND

12. Model response: Thesis (1 point): Eisenhower shared Truman's goal of containment but changed the tools. Continuity (1 point): he kept NATO, supported Truman's Doctrine, and extended it with the Eisenhower Doctrine. Change (1 point): the New Look and massive retaliation reduced conventional forces, and the CIA overthrew governments in Iran and Guatemala. Reasoning (1 point): cost, nuclear superiority, and the fear of a major war shaped the shift.
13. Model response: Claim (1 point): fear of communist subversion limited political and cultural freedom. Evidence 1 (1 point): the Truman Loyalty Program and HUAC investigations, including the Hollywood Ten blacklist. Evidence 2 (1 point): McCarthy's accusations until his 1954 censure. Explanation (1 point): the fear reflected Cold War events such as the Soviet bomb and the Chinese revolution of 1949 and created a climate of conformity.

X.3 The Courts and the Rights Revolution, 1953–1980**SET A · CHECK YOUR UNDERSTANDING**

1. Incorporation is the process of applying Bill of Rights protections to the states through the Fourteenth Amendment. The Warren Court used it to extend rights such as legal counsel and protection from illegal searches to people accused in state courts.
2. Baker v. Carr (1962) allowed federal courts to hear challenges to unequal electoral districts, and Reynolds v. Sims (1964) required districts of roughly equal population. These rulings ended rural overrepresentation and gave cities and suburbs more power.
3. It found that urban riots grew from white racism, poverty, unemployment, and police practices, and warned that the nation was moving toward two societies, separate and unequal. The Johnson administration did not adopt its recommendations.
4. Nixon sought support from Southern and suburban whites by stressing law and order, opposition to busing, and states' rights. Many of these voters had left the Democratic Party after the civil rights laws, and the strategy helped produce a lasting Republican base in the South.
5. The Court ruled that a medical school could not use fixed racial quotas, but could take race into account as one factor in admissions to promote diversity. It left affirmative action legal but limited.

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SET B · EXAM-STYLE MULTIPLE CHOICE

- 6. B. Gideon (1963) guaranteed counsel. Miranda concerns warnings given before police questioning.
- 8. C. The report said white racism and segregation produced the conditions. Johnson hoped for a different finding.
- 10. D. The Court said suburban districts need not join desegregation plans without proof of their own discrimination. It limited, not expanded, busing.
- 7. D. The Court found a right to privacy in the Constitution's guarantees. Roe built on it eight years later.
- 9. A. The speech defended his Vietnam policy and appealed to those not marching. The war continued until 1973.
- 11. B. Roe (1973) was a Burger Court decision. Lemon and Bakke are Burger Court cases; Gideon and Engel are Warren Court cases.

SET C · APPLY AND EXTEND

- 12. Model response: Thesis (1 point): the Court greatly expanded rights, especially through incorporation, though political backlash followed. Evidence 1 (1 point): defendants' rights in Mapp, Gideon, and Miranda. Evidence 2 (1 point): equal protection in Brown, Baker v. Carr, and Loving. Reasoning (1 point): the decisions changed police, schools, and voting, while opponents accused the Court of activism and used the rulings to rally conservative voters.
- 13. Model response: Claim (1 point): it helped realign white Southern voters from the Democratic to the Republican Party. Evidence (1 point): Nixon's law-and-order campaign, his appeal to the silent majority, and his opposition to busing; Wallace's 1968 campaign showed the same resentments. Explanation (1 point): the civil rights laws had split the New Deal coalition, so Republicans gained the South, a shift visible in Reagan's 1980 win.

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Practice Exam: Practice Exam.

1 sections with explanations and worked examples, then 68 practice problems. Answers and full explanations are at the end of the chapter.

E1 Practice Exam 1

A full-length practice exam: 55 multiple-choice questions, 3 short-answer questions, a document-based question, and a long essay, with explained answers and rubric scoring.

Section I has 55 multiple-choice questions (suggested time 55 minutes, 40 percent of the score). Section II has 3 short-answer questions (40 minutes, 20 percent), one document-based question (60 minutes, 25 percent), and one long essay chosen from three prompts (40 minutes, 15 percent). Take the exam in one sitting, write the free-response answers by hand in full sentences, and then check each against the rubric after the question. Every excerpt in this exam is a paraphrase written for practice, not an exact quotation.

Section	Questions	Time	Weight	Points
I Multiple choice	55	55 min	40%	55 raw
II SAQ 1, 2, 3	3 questions, parts a-c	40 min	20%	9 (3 each)
II DBQ	1 question, 7 documents	60 min	25%	7
II LEQ	Choose 1 of 3 prompts	40 min	15%	6

Rubric	Points	What earns the points
SAQ	3 (one per part)	Each part (a), (b), (c) earns 1 point for a specific, accurate response that answers exactly what is asked
DBQ	7	Thesis 1; contextualization 1; evidence from documents 2 (3 documents for 1 point, 6 documents plus an argument for the second); outside evidence 1; sourcing/analysis 1 (HIPP on at least 3 documents); complexity 1
LEQ	6	Thesis 1; contextualization 1; evidence 2 (specific examples, plus supporting the argument); analysis and reasoning 2 (historical reasoning, plus a complex understanding)

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SECTION I, PART A MULTIPLE CHOICE: QUESTIONS 1-20

Multiple Choice

Each question or short excerpt is followed by five choices. Choose the best answer. Excerpts are written in modern wording for this exam and are paraphrases, not exact quotations.

1. "Our colonists receive the right to the labor and tribute of the Native villages near their lands. In return they must protect those villagers and see that they are taught the Christian faith." (Paraphrase of a Spanish colonial arrangement, mid-1500s)
The arrangement described most directly reflects which Spanish colonial goal?
(A) Building self-governing farm towns on the model of those in Spain
(B) Forming trading partnerships with Native leaders as political equals
(C) Offering religious toleration to attract settlers of many faiths
(D) Creating a buffer of independent Native states against rival European empires
(E) Extracting wealth and labor from Native peoples while spreading Catholicism
2. A sixteenth-century observer in central Mexico writes that whole villages stood empty, their people dead within weeks of the strangers' arrival, while the survivors were too few to bring in the harvest.
Which development best explains the situation described?
(A) Old World diseases such as smallpox struck populations that had no immunity
(B) Spanish armies killed most villagers in a single decisive war
(C) Native farmers abandoned maize cultivation for European wheat
(D) Mass migration of Native peoples toward the Great Plains to hunt buffalo
(E) Native populations grew quickly as European livestock provided new food
3. In 1680 Pueblo leaders coordinated attacks across the upper Rio Grande, forced Spanish settlers and priests out of Santa Fe, and for more than a decade ruled their own towns again.
This event most directly resulted from which Spanish policy?
(A) Allowing Pueblo people to elect their own colonial governors
(B) Suppression of Pueblo religious practices combined with forced labor demands
(C) A treaty giving Spain exclusive rights to Pueblo trade
(D) The introduction of the headright system in New Mexico
(E) Grants of land to Pueblo communities in return for military service
4. "We must be as a city upon a hill, and the eyes of all people are upon us. If we deal falsely with our God in this work, we will become a story and a byword throughout the world." (Paraphrase of a 1630 Puritan sermon)
The speaker's message most clearly reflects the belief that
(A) the colony had a covenant with God and should serve as a model Christian community
(B) religion should be separated from colonial government
(C) colonists should seek profits first and spiritual goals second
(D) all Christian denominations deserved equal standing in the colony
(E) the colony should tolerate dissenting religious groups to attract settlers
5. In 1676 a group of Virginia frontier settlers, led by a planter who was not part of the governor's circle, attacked nearby Native villages without the governor's approval and then turned on the colonial government itself.
This event most clearly exposed tension between
(A) Anglican and Puritan settlers over church doctrine
(B) colonial merchants and Parliament over trade taxes
(C) Virginia planters and French traders over fur routes
(D) poor and middling western settlers and wealthy eastern elites over Native policy and land
(E) Quakers and Puritans over political control of the colony

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6. The English Parliament passed laws in the seventeenth century requiring that colonial goods such as tobacco and sugar be shipped on English or colonial vessels and sold first in England.
These laws were primarily intended to
- (A) encourage colonial manufacturing to compete with England
 - (B) make the colonies serve the economic interests of the mother country
 - (C) give colonial assemblies control over taxation
 - (D) end the colonies' dependence on enslaved labor
 - (E) promote free trade between the colonies and rival European empires
7. A traveling minister in the 1740s tells crowds that church membership and education do not make a person saved; only a personal, emotional experience of conversion does. He criticizes local ministers as unconverted.
The influence of preaching like this was most likely to
- (A) restore the authority of the Church of England in New England
 - (B) convince colonists to rely on reason rather than revelation
 - (C) weaken deference toward established clergy and spread religious divisions among colonists
 - (D) persuade colonial legislatures to ban religious meetings
 - (E) increase support for the Church of England among colonial elites
8. In 1739 about twenty enslaved people near the Stono River in South Carolina seized weapons, marched toward Spanish Florida, and called others to join them. Colonial militia crushed the rising within days.
The most likely immediate consequence in the colony was
- (A) a law gradually ending slavery in South Carolina
 - (B) stricter slave codes that limited gatherings, travel, and the carrying of weapons
 - (C) a colonial alliance with Spain against Georgia
 - (D) the end of rice cultivation in the Lowcountry
 - (E) an alliance between colonists and Native peoples against Spain
9. "The only people who can tax Americans are those they choose to represent them. Parliament, where we have no seats, cannot take our property without our consent." (Paraphrase of colonial resolutions, 1765)
Which idea most directly supports the argument?
- (A) Colonists should have the right to vote in English elections after one year of residence
 - (B) Parliament's authority extends only to matters of trade and defense
 - (C) The king alone has the power to tax overseas possessions
 - (D) Legitimate government depends on the consent of the governed expressed through elected representatives
 - (E) Parliament holds sovereign power to tax every part of the empire
10. "Reconciliation is a dream. A continent cannot forever be ruled by an island, and the idea that a king should govern by inheritance is both absurd and unnatural." (Paraphrase of a 1776 pamphlet)
The author's primary purpose was to
- (A) persuade ordinary colonists to support independence rather than reconciliation with Britain
 - (B) defend the monarchy against republican critics
 - (C) propose a new written constitution for the colonies
 - (D) warn colonists against French influence in North America
 - (E) defend Parliament's right to tax the colonies
11. In 1786 and 1787, farmers in western Massachusetts, burdened by debts and high taxes, closed county courts to stop foreclosures. The state raised a militia to put the uprising down.
How did this event influence national politics?
- (A) It led Congress to abandon the idea of a written national constitution
 - (B) It persuaded Americans to reduce the taxing power of state governments
 - (C) It caused western farmers to support Great Britain
 - (D) It led Congress to issue a national currency backed by gold
 - (E) It convinced many leaders that the Articles of Confederation were too weak to maintain order

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12. At the 1787 Convention, delegates from populous states wanted representation based on population, while delegates from small states wanted equal votes for each state. They finally agreed on a two-house Congress.
This agreement is known as the
(A) Three-Fifths Compromise (B) Missouri Compromise (C) Great Compromise
(D) Compromise of 1850 (E) Virginia Plan
13. "A government strong enough to control a large nation will crush the rights of individuals. Without a list of guaranteed freedoms, the proposed Constitution endangers liberty." (Paraphrase of an argument from 1788)
This argument most directly contributed to which outcome?
(A) The rejection of the Constitution by nine states
(B) The creation of the first national bank
(C) The passage of the Alien and Sedition Acts
(D) The addition of a Bill of Rights to the Constitution
(E) The election of senators directly by voters
14. "The Constitution does not list a power to create a bank. Powers not given to the national government stay with the states, and a loose reading of the document would leave no limit to federal power." (Paraphrase of a 1791 cabinet opinion)
The writer's reasoning reflects which approach to the Constitution?
(A) Implied powers, allowing any action that serves the general welfare
(B) Judicial review, allowing courts to void laws
(C) Strict construction, limiting the federal government to powers clearly granted
(D) Nullification, allowing states to cancel federal laws
(E) Popular sovereignty, letting settlers decide national policy
15. "The states that created this compact never gave the federal government the power to punish criticism of officials. When Congress exceeds its powers, each state may judge the law void within its borders." (Paraphrase of resolutions of 1798)
The resolutions were most directly a response to
(A) the Jay Treaty (B) the Whiskey Tax
(C) the Louisiana Purchase (D) the Alien and Sedition Acts
(E) the Hartford Convention
16. Before the Erie Canal opened in 1825, moving a ton of freight from Buffalo to New York City cost roughly one hundred dollars; by the 1830s it cost about ten dollars.
Which was a major effect of this change?
(A) Southern cotton planters lost their largest overseas customers
(B) The federal government took over construction of all canals
(C) Immigrants stopped settling in the Northeast
(D) Eastern manufacturers lost access to western raw materials
(E) Western farm goods reached eastern markets more cheaply, helping New York City become the nation's leading commercial center
17. U.S. enslaved population (approximate): 1790, 700,000; 1810, 1.2 million; 1830, 2.0 million; 1860, 4.0 million.
Which development best explains the trend shown?
(A) Rising demand for cotton, fueled by the cotton gin and textile mills, and an internal slave trade
(B) Large scale importation of Africans after 1808
(C) Southern laws encouraging manumission
(D) The expansion of tobacco plantations in Virginia
(E) A decline in cotton prices after 1808
18. "The Indians cannot remain mingled with our people. Moving them beyond the Mississippi will protect them from the destruction of their culture and will open land for our expanding farms." (Paraphrase of an 1830 presidential message)
The policy argued for in this passage was most directly implemented by
(A) Reservations on the Great Plains after the Civil War
(B) The Dawes Act's division of tribal land
(C) forced removal of southeastern Native nations, including the Cherokee Trail of Tears
(D) Treaties granting Native nations full state citizenship
(E) Federal purchase of Native land and resettlement within existing states

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19. South Carolina leaders in 1832 declared a federal tariff null and void within the state and threatened secession if the government used force to collect it.
This action most directly reflected the belief that
- (A) the Supreme Court alone could decide the tariff's validity
 - (B) the president could ignore laws he disliked
 - (C) Congress had no power to regulate foreign trade
 - (D) state governments should choose the president directly
 - (E) a state could refuse to obey a federal law it judged unconstitutional
20. "We hold these truths to be self-evident: that all men and women are created equal. The history of mankind is a history of repeated injuries by man toward woman." (Paraphrase of an 1848 convention declaration)
The authors modeled their statement on which earlier document?
- (A) The Articles of Confederation
 - (B) The Emancipation Proclamation
 - (C) The Declaration of Independence
 - (D) The Northwest Ordinance
 - (E) The Federalist Papers

SECTION I, PART B MULTIPLE CHOICE: QUESTIONS 21-40**Multiple Choice**

Each question or short excerpt is followed by five choices. Choose the best answer. Excerpts are written in modern wording for this exam and are paraphrases, not exact quotations.

21. "The American continents are no longer open to colonization by European powers. We will view any attempt to extend their system into this hemisphere as dangerous to our peace, but we will not meddle in Europe's wars." (Paraphrase of a presidential message, 1823)
This statement was issued most directly in response to
- (A) Latin American independence movements and fear of European recolonization
 - (B) British impressment of American sailors
 - (C) French claims in the Louisiana Territory
 - (D) Russian purchase of Alaska
 - (E) Spain's closing of the port of New Orleans
22. In 1820 Congress admitted Missouri as a slave state and Maine as a free state, and banned slavery in the rest of the Louisiana Purchase north of 36 degrees 30 minutes.
The main purpose of this agreement was to
- (A) abolish slavery gradually in all western territories
 - (B) preserve the sectional balance in the Senate and calm a dispute over slavery's expansion
 - (C) give territorial settlers the choice of slavery by popular vote
 - (D) prevent the admission of any new states
 - (E) overturning the Northwest Ordinance's ban on slavery
23. "It is our manifest destiny to spread over the continent given to us by Providence for the great experiment of liberty." (Paraphrase of an 1845 magazine essay)
The acquisition of land after the Mexican-American War most directly
- (A) ended sectional tension by settling the slavery question
 - (B) brought Texas into the Union as a free state
 - (C) reopened the national debate over whether slavery would spread into new territories
 - (D) gave the United States control of Oregon
 - (E) strengthening the Democratic Party in the North
24. Many Northerners were angered when a new federal law in 1850 required citizens to help recapture people who had escaped slavery, and denied accused individuals a jury trial. Several northern states passed laws protecting accused people.
The reaction described shows that the law
- (A) was widely welcomed in northern cities
 - (B) ended the underground railroad
 - (C) was struck down by the Supreme Court in 1851
 - (D) increased northern opposition to slavery by making Northerners complicit in it
 - (E) causing Southern states to leave the Union in 1851

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25. In 1854 Congress organized Kansas and Nebraska and allowed settlers to decide on slavery by voting, effectively overturning an earlier geographic restriction. Voting in Kansas was marked by fraud and violence.
One long-term political effect of this act was
- (A) the permanent decline of the Democratic Party in the South
 - (B) the formation of the Republican Party from Northern opponents of slavery's expansion
 - (C) the formation of the Whig Party
 - (D) the passage of a constitutional amendment banning slavery
 - (E) the dissolution of the Union in 1855
26. In 1857 the Supreme Court ruled that a man who had lived in free territory was not a citizen, that Black Americans had no rights the government had to respect, and that Congress could not ban slavery in the territories.
The decision most directly
- (A) resolved the debate over slavery in the territories
 - (B) strengthened the Missouri Compromise
 - (C) granted citizenship to formerly enslaved people
 - (D) settling the boundary dispute between Texas and New Mexico
 - (E) undermined the Republican platform and deepened sectional conflict
27. "My main goal is to save the Union, not to save or destroy slavery. If I could save the Union without freeing any slave, I would do it; if freeing some would help, I would do that too." (Paraphrase of a presidential letter, 1862)
This letter best supports which conclusion about the president's position in 1862?
- (A) He opposed any federal action against slavery
 - (B) He believed the Constitution forbade emancipation
 - (C) He treated emancipation as a means to the primary goal of preserving the Union
 - (D) He sought immediate abolition as the central war aim
 - (E) He regarded the Union as less important than ending slavery
28. Several Southern legislatures in 1865 and 1866 passed laws requiring Black residents to sign annual labor contracts, restricting where they could live and work, and punishing unemployment as vagrancy.
Congressional Republicans responded most directly by
- (A) abandoning Reconstruction and withdrawing troops
 - (B) giving former Confederates new land grants
 - (C) repealing the Thirteenth Amendment
 - (D) ending federal support for the Freedmen's Bureau
 - (E) passing the Civil Rights Act of 1866 and proposing the Fourteenth Amendment
29. "The man who dies rich dies disgraced. Wealth is best used when its owner treats it as a trust, spending it to build libraries, schools, and parks for the community." (Paraphrase of an 1889 essay by an industrialist)
The author's argument best reflects which view of society?
- (A) Government should redistribute wealth through progressive taxes
 - (B) Workers should own factories collectively
 - (C) Inequality is natural, but the successful have a duty to use their fortunes for public benefit
 - (D) Wealthy people should leave fortunes entirely to their children
 - (E) Wealth should be taxed heavily to fund public education
30. A federal court in 1894 issued an order forbidding strike leaders from interfering with trains that carried the mail. Federal troops were sent to a major rail center, and the union's president was jailed.
This episode shows that in the Gilded Age the federal government
- (A) generally remained neutral in labor disputes
 - (B) strongly supported collective bargaining
 - (C) regulated railroad workers' hours
 - (D) generally leaving labor issues to state governments
 - (E) often sided with business owners against organized labor

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31. A farmers' platform in 1892 calls for unlimited coinage of silver, a graduated income tax, government ownership of railroads, and election of senators directly by voters.
The platform most directly reflects
- (A) industrial workers' demands for an eight-hour day
 - (B) agrarian anger at debt, falling crop prices, and the power of banks and railroads
 - (C) reformers' concern about urban tenements
 - (D) business leaders' support for a high protective tariff
 - (E) shopkeepers' demands for stricter immigration limits
32. In 1882 Congress barred Chinese laborers from entering the country for ten years, citing fears that they threatened jobs and social order in western states.
The law most clearly reflects
- (A) a Progressive Era faith in expert regulation
 - (B) the expansion of citizenship through the Fourteenth Amendment
 - (C) a belief in open borders and free trade
 - (D) nativist pressures and competition for work during the Gilded Age
 - (E) Cold War anticommunism
33. In 1896 the Supreme Court upheld a Louisiana law requiring separate railway cars for Black and white passengers, saying that if the cars were equal the law did not stamp Black people with inferiority.
The ruling's main effect was to
- (A) end disfranchisement of Black voters
 - (B) require equal funding of Black and white schools
 - (C) strike down poll taxes
 - (D) overturn the Dred Scott holding on citizenship
 - (E) provide legal support for segregation laws across the South for nearly sixty years
34. After a disputed presidential election in 1876, Democrats accepted Republican Rutherford Hayes as president on the understanding that federal troops would leave the remaining Southern states.
The outcome most directly
- (A) gave Black Southerners firm protection at the polls
 - (B) ended federal enforcement of Reconstruction in the South
 - (C) created a new Whig coalition
 - (D) led to the adoption of the Fifteenth Amendment
 - (E) caused Congress to impeach the president
35. A 1906 novel describes workers in Chicago meatpacking plants handling spoiled meat in filthy conditions. The author hoped to draw attention to the mistreatment of immigrant laborers but readers focused on the food.
This book most directly contributed to
- (A) federal laws on meat inspection and pure food and drugs
 - (B) the breakup of Standard Oil
 - (C) the creation of the Federal Reserve
 - (D) the eight-hour day for packinghouse workers
 - (E) the creation of the Interstate Commerce Commission
36. "Our factories produce more than we can use. We must open new markets across the Pacific, and a strong navy with island bases will protect our commerce and prove our greatness." (Paraphrase of an 1890s imperialist speech)
Which combination of motives does the speaker express?
- (A) Racial equality and anticolonial solidarity
 - (B) Isolationism and fear of foreign entanglements
 - (C) Religious toleration and humanitarian relief
 - (D) Economic interests, strategic power, and national prestige
 - (E) defense of states' rights and agrarian values

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37. During World War I the government prosecuted a Socialist who mailed leaflets urging young men to resist the draft. The Supreme Court upheld his conviction, saying speech that creates a clear and present danger may be punished. This case shows that during the war
- (A) freedom of speech was expanded by the courts
 - (B) civil liberties were restricted in the name of national security
 - (C) the draft was ruled unconstitutional
 - (D) the press was freed from any censorship
 - (E) the government's effort to protect German Americans' rights
38. In 1925 a Tennessee teacher was tried for teaching human evolution in a public school. The case drew national attention as supporters of traditional religion and defenders of modern science clashed. The trial reflects which broader development of the 1920s?
- (A) A cultural conflict between traditional rural values and modern urban attitudes
 - (B) A national consensus supporting scientific education
 - (C) The rise of the Social Gospel movement
 - (D) A decline of religious revivalism in the South
 - (E) The success of the labor movement in the South
39. Between 1916 and 1930 about a million and a half Black Southerners moved to cities such as Chicago, Detroit, and New York, attracted by wartime jobs and by hopes of escaping lynching and segregation. A major cultural consequence of this movement was
- (A) the end of racial segregation in northern housing
 - (B) the founding of the NAACP
 - (C) the elimination of the sharecropping system
 - (D) the flowering of Black art, literature, and music known as the Harlem Renaissance
 - (E) the end of Jim Crow laws in the South
40. "The only thing we have to fear is fear itself. I will ask Congress for broad executive power to wage a war against the emergency, just as I would if we were invaded by a foreign foe." (Paraphrase of a March 1933 inaugural address) Which action soon followed?
- (A) Congress repealed the Glass-Steagall banking restrictions
 - (B) Congress passed emergency legislation to reopen banks under federal supervision
 - (C) Roosevelt asked for a declaration of war on Germany
 - (D) The Supreme Court immediately approved every New Deal program
 - (E) Banks were nationalized and run by the Treasury

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SECTION I, PART C MULTIPLE CHOICE: QUESTIONS 41-55

Multiple Choice

Each question or short excerpt is followed by five choices. Choose the best answer. Excerpts are written in modern wording for this exam and are paraphrases, not exact quotations.

41. In 1935 Congress created a national program funded by payroll taxes on workers and employers that provided pensions for retired workers and assistance for the unemployed and needy.
This law marked a significant change because it
(A) ended all government involvement in the economy
(B) guaranteed health care for all citizens
(C) eliminated taxes on wages
(D) accepted federal responsibility for basic economic security
(E) created a government-run national health system
42. In February 1942 the president ordered the military to remove people of Japanese ancestry, including American citizens, from the West Coast. The Supreme Court upheld the exclusion order in 1944.
This episode best illustrates
(A) Japan's occupation of the Pacific coast
(B) the increasing power of state governments
(C) the conflict between wartime security measures and civil liberties
(D) the success of equal protection after the Fourteenth Amendment
(E) Congress rejected executive power during wartime
43. "At this moment in world history nearly every nation must choose between two ways of life. I believe the United States must support free peoples who are resisting subjugation by armed minorities or outside pressures." (Paraphrase of a 1947 presidential address)
This statement helped establish which strategy?
(A) Isolationism
(B) Containment of Soviet expansion
(C) Massive retaliation
(D) Dollar diplomacy
(E) Appeasement
44. In 1950 a senator claimed to hold a list of communists in the State Department. Over the next four years many government workers, entertainers, and teachers lost their jobs after unproven accusations.
The climate described resulted largely from
(A) fears about communism after the Soviet atomic bomb and the communist victory in China
(B) a series of Supreme Court rulings on loyalty oaths
(C) the end of the Korean War
(D) the exposure of the Watergate burglary
(E) the Hungarian uprising
45. In 1954 the Supreme Court held that segregated public schools were inherently unequal. Many Southern officials responded by closing schools, passing laws to block integration, and promising 'massive resistance.'
The decision most directly
(A) ended segregation in all public facilities at once
(B) was quickly enforced by local school boards
(C) was issued under the Civil Rights Act of 1964
(D) ordered immediate integration of all schools within one year
(E) overturned the 'separate but equal' principle in public education and energized the civil rights movement
46. "Injustice anywhere is a threat to justice everywhere. We have waited long enough. Nonviolent direct action creates a crisis that forces a community to confront issues it refused to face." (Paraphrase of a 1963 letter written from a jail cell)
The author's argument was directed most immediately at
(A) moderate white religious leaders who urged patience
(B) Soviet diplomats
(C) the Supreme Court
(D) members of the Black Panther Party
(E) President Kennedy's cabinet

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47. In 1964 Congress authorized the president to use military force in Southeast Asia after reports of attacks on U.S. destroyers off the coast of North Vietnam.
Which was a long-term effect of this authorization?
- (A) The immediate end of the draft
 - (B) A formal declaration of war on North Vietnam
 - (C) Soviet withdrawal from Eastern Europe
 - (D) The ban on U.S. ground troops in Vietnam
 - (E) A growing debate over presidential war power and a loss of public trust
48. In 1965 Congress banned literacy tests and sent federal examiners to counties with low Black voter registration, and created Medicare to provide health insurance for older Americans.
These laws were part of
- (A) Franklin Roosevelt's Second New Deal
 - (B) Dwight Eisenhower's Modern Republicanism
 - (C) Richard Nixon's New Federalism
 - (D) Lyndon Johnson's Great Society
 - (E) Harry Truman's Fair Deal
49. In 1972 a president known for strong anticommunism traveled to Beijing, met the Chinese leader, and agreed to expand trade and contacts. Soon after, he signed arms limitation agreements in Moscow.
The president's strategy is best described as
- (A) rollback of communism by force
 - (B) isolating China and Russia diplomatically
 - (C) containment by creating NATO
 - (D) appeasement of aggressive dictators
 - (E) detente, using diplomacy with rival communist powers to ease tensions
50. "Government is not the solution to our problem; government is the problem." (Paraphrase of an inaugural theme, 1981)
This idea gained popularity in part because of
- (A) the success of the Great Society in ending poverty
 - (B) a rise in support for labor unions
 - (C) public frustration with inflation, high taxes, and perceptions of a bloated government in the 1970s
 - (D) the end of the Cold War
 - (E) the success of wage and price controls under Nixon
51. In 1987 the U.S. and Soviet leaders signed a treaty eliminating an entire class of nuclear missiles. Within four years the Soviet Union dissolved.
Which factor contributed to the Soviet collapse?
- (A) Economic stagnation and reforms under Gorbachev that loosened political control
 - (B) A U.S. invasion of Moscow
 - (C) Soviet adoption of free-market capitalism in 1960
 - (D) The failure of NATO
 - (E) A Soviet military defeat in Poland
52. After the September 2001 attacks Congress passed a law expanding government surveillance and the ability to detain suspected terrorists, and creating a new department for homeland security.
Critics argued that the law
- (A) ended all presidential war powers
 - (B) encouraged a policy of isolationism
 - (C) threatened civil liberties and privacy in the name of security
 - (D) raised taxes on the wealthy
 - (E) Spurred Congress to cut intelligence spending

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53. In 1965 Congress ended the national-origins quota system and gave preference to family reunification and skilled workers. Over the next decades the share of immigrants from Asia and Latin America rose sharply. The act most directly led to
- (A) a ban on immigration from Europe
 - (B) a decline in immigration overall
 - (C) a return to the quotas of the 1920s
 - (D) a more diverse American population
 - (E) Immigration policy favoring Northern Europeans
54. In 1994 the United States, Canada, and Mexico removed most tariffs among them. Supporters expected cheaper goods and larger markets; critics warned of lost manufacturing jobs. This agreement reflects which broader trend?
- (A) Growing globalization and free trade
 - (B) Renewed protectionism
 - (C) Isolationism in foreign policy
 - (D) The expansion of the Cold War
 - (E) Imperial preference
55. In 2008 major financial firms collapsed after a housing bubble burst. Congress approved a large bailout for banks, and later the Dodd-Frank Act increased financial regulation. The government response is most similar to which earlier episode?
- (A) The Gilded Age laissez-faire approach to banking
 - (B) The New Deal's bank reforms in response to the Depression
 - (C) Jackson's destruction of the Second Bank
 - (D) The Marshall Plan's aid to Europe
 - (E) Eisenhower's interstate highway program

SECTION II, QUESTION 1 (SAQ) Interpretations of the Constitution

Read both excerpts (paraphrases of two historians' arguments) and answer all parts. Historian A: The Constitution of 1787 was largely the work of wealthy, property-owning leaders who feared that state legislatures were too responsive to ordinary debtors. They designed a stronger national government to protect creditors, merchants, and property from popular pressure. Historian B: The Constitution was a practical set of compromises. Delegates were responding to real failures under the Articles of Confederation, such as the inability to tax or regulate trade, and they preserved republican principles by dividing power among branches and between nation and states.

56. (a) Briefly describe ONE major difference between the two historians' interpretations of the Constitution.
57. (b) Briefly explain how ONE specific event or development from 1781 to 1787 supports Historian A's interpretation.
58. (c) Briefly explain how ONE specific compromise or provision of the Constitution supports Historian B's interpretation.

SECTION II, QUESTION 2 (SAQ) Dissent in the Early Cold War

Read the excerpt (a paraphrase written for this exam) and answer all parts. A senator tells her colleagues in 1950: 'I do not want to see the Republican Party win by spreading fear and smear. A nation built on free speech and the right to hold unpopular beliefs is weakened when it treats accusations as proof and brands citizens as traitors without evidence. We must fight communism, but not by giving up the freedoms we say we defend.'

59. (a) Identify ONE development in the late 1940s or early 1950s that contributed to the climate of fear the senator describes.
60. (b) Explain ONE way the concern expressed in the excerpt reflects a continuing tension in American history.
61. (c) Explain ONE effect of the anticommunist climate of the early 1950s on American society.

SECTION II, QUESTION 3 (SAQ) Reform Movements, 1820–1860

Answer all parts. No stimulus is provided.

62. (a) Identify ONE reform movement in the United States between 1820 and 1860.
63. (b) Explain ONE cause of the movement you identified in (a).
64. (c) Explain ONE way in which the movement you identified had an effect on American society by 1860.

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SECTION II, QUESTION 4 (DBQ) The New Deal and the Role of Government

Suggested time: 60 minutes. Evaluate the extent to which the Great Depression and the New Deal changed the relationship between the federal government and the American people from 1929 to 1941. In your essay, develop an argument, use evidence from at least six of the documents, and add at least one piece of relevant evidence not in the documents. Each document is a paraphrase written for practice, not an exact quotation. Document 1. A president, in a 1931 radio address defending his approach (paraphrase): Americans have always cared for neighbors through local charity and voluntary giving. If the federal government hands out money directly to the unemployed, it will weaken self-reliance and local responsibility, and the damage to character will outlast the depression. Document 2. Unemployment as a share of the civilian labor force (approximate): 1929, 3.2 percent; 1933, 24.9 percent; 1936, 16.9 percent; 1937, 14.3 percent; 1938, 19.0 percent; 1941, 9.9 percent. Document 3. A newly inaugurated president, 1933 (paraphrase): The nation asks for action and asks for it now. The greatest task is to put people to work, and the government itself must hire them directly, protect people's savings and homes, and supervise banks and investments so the abuses of reckless speculation cannot return. Document 4. A senator and popular radio speaker, 1934 (paraphrase): The relief programs only touch the surface. A few families hold most of the wealth. Cap the size of fortunes, guarantee every family a basic income, and give pensions to the old, or the poor will never share in the nation's riches. Document 5. A group of prominent business leaders and lawyers, 1935 (paraphrase): The new programs pile up taxes and bureaucracy and replace individual initiative with government control. The Constitution protects free enterprise and the states, and the federal government is moving toward dependence and regimentation. Document 6. A Black domestic worker writing to a relief official in Georgia, 1938 (paraphrase): I cleaned houses for years, but the new pension plan does not count my job, and the work relief projects here hire white men first. The government is helping many people, but not people like me. Document 7. A steelworker describing a union drive, 1937 (paraphrase): Before the new labor law, the company would fire anyone who joined a union. Now the government says we have a right to organize and bargain, so we signed up by the hundreds. For the first time, we feel the law is on our side.

65. Write your essay.

SECTION II, QUESTION 5 (LEQ) Long Essay: Choose One Prompt

Suggested time: 40 minutes. Choose ONE of the three prompts below and write a complete essay with a thesis, contextualization, specific evidence, and analysis.

- 66. Prompt 1 (Periods 1-3). Evaluate the extent to which economic motives shaped the development of the English colonies in North America from 1607 to 1754.
- 67. Prompt 2 (Periods 4-6). Evaluate the extent to which the market revolution transformed American economic and social life from 1800 to 1848.
- 68. Prompt 3 (Periods 7-9). Evaluate the extent to which World War II was a turning point in the lives of African Americans and women in the United States from 1941 to 1960.

Answers Practice Exam: Answers and Explanations

Answers for every practice problem, numbered to match. Read the explanation even when your answer is correct.

E1 Practice Exam 1**SECTION I, PART A MULTIPLE CHOICE: QUESTIONS 1-20 · MULTIPLE CHOICE**

- 1. E. The labor-and-tribute system (encomienda) tied economic exploitation to religious conversion. Spain did not aim at equal partnerships or toleration; the crown wanted treasure, labor, and converts.
- 2. A. Epidemic disease was the main cause of Native population collapse in the Columbian Exchange and made conquest easier. Warfare and forced labor mattered, but they cannot explain villages emptied in weeks.
- 3. B. Missionary efforts to ban traditional ceremonies and the demand for labor and tribute produced Pueblo unity under Pope. The headright system belonged to English Virginia, not New Mexico.
- 4. A. Puritan leaders saw Massachusetts Bay as a covenanted society whose success would demonstrate godly living. Separation of church and state and religious equality were not Puritan goals; Roger Williams was banished for such ideas.
- 5. D. Bacon's Rebellion showed frontier anger at an elite-led government that seemed unwilling to protect settlers or open Native land, and it encouraged planters to shift toward enslaved labor. Parliament's trade taxes were not the issue in 1676.
- 6. B. The Navigation Acts expressed mercantilism: colonies supplied raw materials and bought English goods. They discouraged, rather than encouraged, colonial competition.
- 7. C. The Great Awakening split congregations into New Lights and Old Lights, undercut automatic respect for authority, and fed later questioning of hierarchy. Reliance on reason over revelation describes the Enlightenment, not revivalism.
- 8. B. Planters responded to resistance with harsher codes and tighter surveillance. Rice planting continued, and the revolt strengthened rather than weakened slavery.

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9. D. Colonial protest relied on English tradition and Enlightenment ideas of consent. The second option describes a later compromise some colonists proposed, not the logic of this passage; the third is the opposite of the passage.
10. A. Common Sense spoke in plain language to a wide audience and helped move opinion from loyal protest toward separation. It did not outline a constitution.
11. E. Shays's Rebellion frightened property owners and strengthened the call for the Convention of 1787. It did not lead Congress to abandon a constitution but to replace the Articles.
12. C. The Great Compromise created a House based on population and a Senate with two members per state. The Three-Fifths Compromise concerned counting enslaved people, a separate dispute.
13. D. Anti-Federalist criticism pushed supporters to promise amendments, and the first ten were adopted in 1791. The Constitution was ratified, so it was not rejected.
14. C. This is the Jeffersonian argument against Hamilton's bank. Hamilton used the necessary-and-proper clause and implied powers; the passage does not mention courts or state veto.
15. D. The Kentucky and Virginia Resolutions challenged laws that targeted Republican critics and immigrants. The Whiskey Tax prompted a rebellion in 1794, not a constitutional theory of state judgment.
16. E. Cheaper transport tied the Great Lakes region to the Atlantic economy and accelerated the market revolution. The canal was a state project, so the claim of federal takeover is incorrect.
17. A. Congress banned the international slave trade in 1808, so growth came from natural increase and forced movement of enslaved people into the Deep South to grow cotton. Manumission laws moved in the opposite direction.
18. C. The Indian Removal Act (1830) led to forced relocation west of the Mississippi, despite the Supreme Court's Worcester decision. Reservations on the Plains and the Dawes Act came later.
19. E. Calhoun's doctrine of nullification built on the Kentucky and Virginia Resolutions. Jackson rejected it and Congress passed both a Force Bill and a compromise tariff.
20. C. The Seneca Falls Declaration of Sentiments adapted Jefferson's language to list grievances against women's legal and social subordination. The other documents do not use this structure of rights and grievances.

SECTION I, PART B MULTIPLE CHOICE: QUESTIONS 21-40 · MULTIPLE CHOICE

21. A. The Monroe Doctrine accompanied the new republics' independence from Spain. Impressment was a pre-1812 issue, and Alaska was purchased in 1867.
22. B. The Missouri Compromise kept free and slave states equal in number. Popular sovereignty came with the Kansas-Nebraska Act (1854) and in fact overturned this line.
23. C. The Mexican Cession prompted the Wilmot Proviso fight and the Compromise of 1850. Texas had been annexed in 1845 as a slave state, and Oregon was settled by treaty with Britain in 1846.
24. D. The Fugitive Slave Act, part of the Compromise of 1850, drove many moderates toward antislavery positions and encouraged personal liberty laws. The Underground Railroad continued, and the Court did not strike the law down.
25. B. The Kansas-Nebraska Act destroyed the Whigs, split the Democrats, and created a new antislavery party. The Democrats remained strong in the South.
26. E. Dred Scott v. Sandford made the Republican position of excluding slavery from territories seem unconstitutional, inflaming northern opinion. Citizenship came with the Fourteenth Amendment.
27. C. Lincoln's letter, written as he prepared the Emancipation Proclamation, shows pragmatic priorities. He did not oppose action against slavery.
28. E. The Black Codes convinced Republicans that President Johnson's lenient plan was failing. Troops were withdrawn only after 1877.
29. C. The Gospel of Wealth blended Social Darwinism with philanthropic duty. It rejected redistribution and inheritance of vast estates, but it accepted the existing economic order.
30. E. The Pullman Strike was broken with an injunction and troops. Federal protection of unions would not come until the New Deal.
31. B. The Populists wanted inflation and regulation to help indebted farmers. Direct election of senators and the income tax were later adopted by the Seventeenth and Sixteenth Amendments.
32. D. The Chinese Exclusion Act was the first major federal law to ban immigration by nationality. It contradicted the idea of open immigration.
33. E. Plessy v. Ferguson embraced the separate-but-equal doctrine, which was not overturned until Brown v. Board of Education in 1954. In practice, facilities were rarely equal.
34. B. The Compromise of 1877 allowed Southern Democrats to retake control and soon impose Jim Crow and disfranchisement. The Fifteenth Amendment dated from 1870.
35. A. Sinclair's The Jungle shocked the public and helped pass the Meat Inspection Act and Pure Food and Drug Act in 1906. His socialist goals of reforming labor conditions were largely ignored.
36. D. Imperialists in the 1890s cited markets, naval strategy (Mahan), and a sense of national destiny. Isolationist arguments came from the Anti-Imperialist League.
37. B. Schenck v. United States (1919) accompanied the Espionage and Sedition Acts. The Court later narrowed the standard, but in wartime it allowed restrictions.
38. A. The Scopes trial symbolized the culture wars between fundamentalism and modernism that also appeared in Prohibition and immigration debates. There was no consensus.
39. D. Concentrations of Black migrants in northern cities fostered a vibrant cultural movement. Northern cities remained segregated, and the NAACP had been founded in 1909.
40. B. The Emergency Banking Act and a bank holiday restored public confidence quickly. Glass-Steagall was passed in 1933, not repealed, and the Court struck down several programs.

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SECTION I, PART C MULTIPLE CHOICE: QUESTIONS 41-55 · MULTIPLE CHOICE

41. D. The Social Security Act created a lasting safety net, though it excluded many agricultural and domestic workers and did not provide health coverage. The payroll tax was a regressive tax, not an elimination of taxes.
43. B. The Truman Doctrine pledged aid to Greece and Turkey and defined containment. Massive retaliation was Eisenhower's later nuclear policy.
45. E. Brown v. Board of Education reversed Plessy in education, though enforcement was slow and later required federal action like Little Rock. Other facilities were desegregated through later cases and laws.
47. E. The Gulf of Tonkin Resolution gave Johnson wide latitude to escalate without a declaration of war, leading to the War Powers Act of 1973.
49. E. Nixon and Kissinger exploited the Sino-Soviet split to improve U.S. leverage. The strategy softened Cold War tension rather than seeking rollback.
51. A. Glasnost and perestroika weakened Communist authority, and the arms race strained the Soviet economy. Reagan's military buildup also pressured Moscow.
53. D. The Hart-Celler Act replaced the 1924 quotas and shifted immigration patterns. It did not ban Europeans.
55. B. Government intervention to stabilize the financial system and regulate banks resembles New Deal measures. Jackson and Gilded Age policy reduced federal involvement.
42. C. Korematsu v. United States upheld Executive Order 9066 despite evidence of discrimination. Congress apologized and gave redress in 1988.
44. A. McCarthyism flourished in the early Cold War, helped by spy cases and events abroad. Watergate happened in the 1970s.
46. A. King's Letter from Birmingham Jail answered local clergy who called his protests untimely. The Panthers formed in 1966.
48. D. The Voting Rights Act and Medicare were landmark Great Society measures, tied to the War on Poverty and a liberal consensus.
50. C. The conservative resurgence drew on stagflation and discontent with liberalism, and led to tax cuts and deregulation. The Cold War ended later, in 1991.
52. C. The PATRIOT Act sparked a debate similar to those over the Alien and Sedition Acts and Schenck: how to balance security with liberty.
54. A. NAFTA was part of a post-Cold War push for open markets, which brought debate over deindustrialization.

SECTION II, QUESTION 1 (SAQ) · INTERPRETATIONS OF THE CONSTITUTION

56. (a) 1 point: Historian A emphasizes elite self-interest (protecting property and creditors from popular pressure), while Historian B emphasizes practical problem solving and compromise to address national weaknesses. A response must name the contrast, not just describe one historian.
57. (b) 1 point: Shays's Rebellion (1786-1787) frightened propertied leaders, who saw debtors' protest in a state legislature and courts as a threat; this pushed them to want stronger national authority to protect property. Other acceptable evidence: state debt-relief laws and paper money that alarmed creditors.
58. (c) 1 point: The Great Compromise gave equal state representation in the Senate and population-based representation in the House, showing negotiated solutions; or separation of powers and checks and balances, which preserved republican ideas; or the power to tax and regulate interstate commerce that fixed weaknesses of the Articles. The response must link the provision to compromise or to practical needs.

SECTION II, QUESTION 2 (SAQ) · DISSENT IN THE EARLY COLD WAR

59. (a) 1 point: any of: the Soviet atomic bomb test (1949); the communist victory in China (1949); the Hiss and Rosenberg spy cases; the Korean War; Truman's loyalty review program; the House Un-American Activities Committee hearings; McCarthy's 1950 speech accusing State Department employees.
60. (b) 1 point: The tension between national security and civil liberties, also seen in the Alien and Sedition Acts (1798), the Espionage and Sedition Acts and Schenck v. United States in World War I, the Red Scare of 1919-1920, or Japanese American internment in World War II. The response must name an example and connect it.
61. (c) 1 point: Careers and reputations were destroyed (blacklisting of entertainers, firing of teachers and federal workers); loyalty oaths; dissent and reform movements were chilled; conformity increased; or Congress passed the McCarran Act (1950), limiting radical groups. The effect must be specific.

SECTION II, QUESTION 3 (SAQ) · REFORM MOVEMENTS, 1820-1860

62. (a) 1 point: any specific movement such as abolitionism, women's rights, temperance, public education reform, prison and asylum reform, or utopian communities. A vague answer such as 'reform' earns nothing.
63. (b) 1 point: For example: the Second Great Awakening's emphasis on perfecting society and individual responsibility inspired abolition and temperance; or the market revolution's social disruption and urban poverty encouraged moral and educational reform. The cause must match the movement named.
64. (c) 1 point: For example: temperance cut per capita alcohol consumption and led to state laws such as Maine's 1851 prohibition law; abolitionism spread antislavery sentiment and sharpened sectional conflict; Horace Mann's reforms expanded public schools in Massachusetts; the Seneca Falls convention of 1848 launched organized women's rights activism. The effect must be accurate and specific.

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SECTION II, QUESTION 4 (DBQ) · THE NEW DEAL AND THE ROLE OF GOVERNMENT**65. Scoring (7 points).**

Thesis (1 point): a defensible claim that answers the prompt and establishes a line of reasoning. Example: 'The New Deal changed the federal government's role to a great extent, because it made Washington responsible for economic security, banking, and labor standards, but its limits - uneven coverage, lingering unemployment, and fierce opposition - show that the change was incomplete.' A thesis that only restates the prompt or lists documents earns nothing.

Contextualization (1 point): describe a broader event or process before 1929-1941 that gives the issue meaning, for example the limited-government, business-friendly policies of the 1920s, the stock market crash of 1929, or the Progressive tradition of regulation, in a sentence or more, not a passing phrase.

Evidence from the documents (2 points): 1 point for using the content of at least three documents to address the prompt (for example, Document 1's voluntarism, Document 3's demand for direct federal action, Document 7's union organizing); a second point for using at least six documents to support the argument, not just to summarize.

Evidence beyond the documents (1 point): at least one specific, relevant example not found in the documents, such as the FDIC and Glass-Steagall Act, the Civilian Conservation Corps, the Tennessee Valley Authority, the Wagner Act, the 1937-1938 recession, or the Fair Labor Standards Act of 1938.

Sourcing (1 point): explain how the point of view, purpose, historical situation, or audience of at least three documents affects its usefulness.

Example: Document 1's author was the sitting president defending his policy, so the statement is meant to justify limited action; Document 4's author was a political rival who gained support by criticizing Roosevelt from the left; Document 5 comes from a group of business leaders who opposed regulation.

Complexity (1 point): show a nuanced understanding, for example by explaining both change and continuity, by showing how criticism from the left and right shaped the New Deal, or by connecting the New Deal to earlier reforms and later events like World War II.

Model outline: Paragraph 1 context and thesis. Paragraph 2 (change): Documents 1 and 3 contrast the old and new roles; the unemployment data in Document 2 show why Americans demanded action; Document 7 shows federal protection of unions; add the Social Security Act of 1935.

Paragraph 3 (limits and continuity): Document 6 shows excluded workers, Documents 4 and 5 show critics on each side, Document 2 shows unemployment still at 14 to 19 percent after 1936, and the 1937 recession; recovery ultimately came with wartime spending. Conclude that the change in the federal role was large and lasting even though the economic recovery and equality were limited.

SECTION II, QUESTION 5 (LEQ) · LONG ESSAY: CHOOSE ONE PROMPT**66. Scoring (6 points):** thesis 1 (a defensible claim with a line of reasoning, not a restatement); contextualization 1 (broader events before and after the topic that frame it); evidence 2 (1 point for two or more specific, relevant examples; a second point if they are used to support the argument, not just listed); analysis and reasoning 2 (1 point for using a reasoning process such as causation, comparison, or continuity and change; 1 point for a complex understanding, such as considering multiple causes, counterarguments, or similarities and differences). Model for Prompt 1: Thesis:

'Economic motives were central to colonial development, shaping labor systems, trade, and settlement patterns, but religion, particularly in New England and Pennsylvania, shaped social institutions and political life.' Contextualization: European competition for trade and the decline of feudalism, joint-stock companies, and mercantilism. Evidence: Virginia's tobacco, headrights, indentured servants, and later enslaved labor; the Lower South's rice and indigo; New England's commerce, shipbuilding, and fishing alongside Puritan covenant ideals; Pennsylvania's fertile land and toleration attracting settlers; Navigation Acts. Complexity: compare regions, show how religion and economy reinforced each other (Puritan work ethic) and how mixed motives changed over time.

67. Scoring (6 points): thesis 1 (a defensible claim with a line of reasoning, not a restatement); contextualization 1 (broader events before and after the topic that frame it); evidence 2 (1 point for two or more specific, relevant examples; a second point if they are used to support the argument, not just listed); analysis and reasoning 2 (1 point for using a reasoning process such as causation, comparison, or continuity and change; 1 point for a complex understanding, such as considering multiple causes, counterarguments, or similarities and differences). Model for Prompt 2:

Thesis: 'The market revolution transformed the American economy and society by creating national markets, factory work, and new class and gender roles, but it also deepened regional differences and slavery, so transformation was uneven.' Contextualization: the War of 1812 and the Embargo spur domestic manufacturing; the Era of Good Feelings. Evidence: Erie Canal (1825), steamboats, and railroads; Lowell textile mills; cotton gin and the expansion of slavery in the Deep South; growth of New York and western cities; separate spheres and the cult of domesticity; Second Great Awakening reform. Analysis: use causation and continuity and change, noting that the South stayed agrarian and tied to slavery.

68. Scoring (6 points): thesis 1 (a defensible claim with a line of reasoning, not a restatement); contextualization 1 (broader events before and after the topic that frame it); evidence 2 (1 point for two or more specific, relevant examples; a second point if they are used to support the argument, not just listed); analysis and reasoning 2 (1 point for using a reasoning process such as causation, comparison, or continuity and change; 1 point for a complex understanding, such as considering multiple causes, counterarguments, or similarities and differences). Model for Prompt 3:

Thesis: 'World War II was a significant turning point because wartime jobs, military service, and rhetoric of freedom opened new opportunities and fueled protest, but major changes in civil rights and gender roles did not come until the 1950s and 1960s, so it was a catalyst more than a complete break.' Contextualization: the Great Depression and the Great Migration; the 1920s and 1930s limits on women's and Black workers' opportunities. Evidence: Executive Order 8802 and Randolph's pressure; Double V campaign; growth of NAACP membership; Rosie the Riveter and millions of women in defense work; the postwar return to domesticity; Truman's desegregation of the military in 1948; Brown v. Board. Complexity: compare the two groups and show both change and continuity.

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Appendix: Reference.

Timeline, cases, acts, presidents, glossary, and a skills checklist for last-minute review.

R.1 Timeline, Court Cases, Acts, and Presidents

Quick-reference tables for the dates, cases, laws, treaties, and presidents you are most likely to need on the exam.

Use these tables for review, not as a substitute for understanding. For each entry, practice answering three questions: what caused it, what did it do, and what changed afterward.

How to use this reference

Look for cause-and-effect chains, such as the Proclamation of 1763, then the Stamp Act, then the Revolution.

Pair every court case with a constitutional clause and a theme.

Memorize about ten dates per period and be able to explain why each matters.

Master timeline, 1491 to the present

Period	Date	Event
Period 1	1491	Pre-contact: Pueblo, Mississippian, Iroquois, Pacific Northwest societies
	1492	Columbus's first voyage begins the Columbian Exchange
	1521	Cortes conquers the Mexica (Aztec) empire
	1565	Spain founds St. Augustine, Florida
Period 2	1607	Jamestown founded; Virginia Company
	1619	First Africans arrive in Virginia; House of Burgesses meets
	1620	Mayflower Compact; Plymouth settled
	1630	Massachusetts Bay Colony; Puritan 'city upon a hill'
	1676	Bacon's Rebellion
	1692	Salem witch trials
	1730s-40s	First Great Awakening
Period 3	1754-63	French and Indian War; Treaty of Paris 1763; Proclamation of 1763
	1765	Stamp Act and colonial protest
	1770, 1773	Boston Massacre; Boston Tea Party
	1774	Intolerable Acts; First Continental Congress
	1775	Lexington and Concord
	1776	Common Sense; Declaration of Independence
	1777	Battle of Saratoga; Articles of Confederation sent to the states
	1781	Articles ratified; Yorktown
	1783	Treaty of Paris ends the Revolution
	1785, 1787	Land Ordinance; Northwest Ordinance
	1786-87	Shays' Rebellion
	1787-88	Constitutional Convention; ratification fight

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Period	Date	Event
	1791	Bill of Rights ratified; Bank of the United States chartered
	1794-95	Whiskey Rebellion; Jay Treaty; Treaty of Greenville
	1796	Washington's Farewell Address
	1798	XYZ Affair; Alien and Sedition Acts; Kentucky and Virginia Resolutions
Period 4	1800	'Revolution of 1800': Jefferson elected
	1803	Louisiana Purchase; Marbury v. Madison
	1807	Embargo Act
	1812-15	War of 1812; Treaty of Ghent 1814
	1820, 1823	Missouri Compromise; Monroe Doctrine
	1825	Erie Canal opens
	1828-32	Jackson elected; Indian Removal Act 1830; Nullification Crisis
	1831	Nat Turner's rebellion; Garrison's The Liberator
	1837	Panic of 1837; Trail of Tears 1838
	1848	Seneca Falls Convention; Treaty of Guadalupe Hidalgo
Period 5	1846-48	Mexican-American War
	1850	Compromise of 1850, including Fugitive Slave Act
	1854	Kansas-Nebraska Act; Republican Party founded
	1857	Dred Scott v. Sandford
	1860-61	Lincoln elected; secession; Fort Sumter
	1862-63	Homestead Act; Antietam; Emancipation Proclamation; Gettysburg
	1865	Appomattox; Lincoln assassinated; 13th Amendment
	1866-70	Civil Rights Act 1866; 14th Amendment (1868); 15th Amendment (1870)
	1877	Compromise of 1877 ends Reconstruction
Period 6	1869	Transcontinental railroad completed
	1882	Chinese Exclusion Act
	1886-87	AFL founded; Haymarket; Dawes Act; Interstate Commerce Act
	1890	Sherman Antitrust Act; Wounded Knee
	1892-96	Populists' Omaha Platform; Homestead and Pullman strikes; Plessy v. Ferguson; Bryan's Cross of Gold
Period 7	1898	Spanish-American War; Hawaii annexed
	1906	The Jungle; Pure Food and Drug Act; Meat Inspection Act
	1913	16th and 17th Amendments; Federal Reserve Act
	1914-18	World War I (US enters 1917)
	1919-20	Versailles; Senate rejects League; 19th Amendment
	1924	National Origins Act
	1929	Stock market crash; Great Depression begins
	1933-35	First New Deal; Social Security Act and Wagner Act 1935
	1941	Pearl Harbor; US enters World War II
	1942	Executive Order 9066 and Japanese American internment
	1945	Yalta; atomic bombs; war ends

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Period	Date	Event
Period 8	1947-49	Truman Doctrine; Marshall Plan; NATO
	1950-53	Korean War
	1954	Brown v. Board of Education
	1955-57	Montgomery bus boycott; Little Rock; Sputnik
	1962	Cuban Missile Crisis
	1963	March on Washington; Kennedy assassinated
	1964-65	Civil Rights Act; Gulf of Tonkin; Voting Rights Act; Great Society
	1968	Tet Offensive; King and Robert Kennedy assassinated
	1972-74	Nixon in China; Watergate; Nixon resigns
	1979	Iran hostage crisis begins
Period 9	1980-81	Reagan elected; tax cuts
	1989-91	Berlin Wall falls; Soviet Union dissolves
	1994	NAFTA takes effect
	2001	September 11 attacks; war in Afghanistan
	2003	Iraq War begins
	2008	Financial crisis; Obama elected
	2010	Affordable Care Act
	2020	COVID-19 pandemic

Major Supreme Court cases

Case	Year	Holding or significance
Marbury v. Madison	1803	Established judicial review: the Court may strike down laws that violate the Constitution
Fletcher v. Peck	1810	State legislature could not cancel a contract (land grant); protected contracts
McCulloch v. Maryland	1819	Congress may charter a bank (implied powers); states cannot tax the national bank; federal supremacy
Dartmouth College v. Woodward	1819	Corporate charter is a contract the state cannot alter
Gibbons v. Ogden	1824	Federal government controls interstate commerce, including navigation
Cherokee Nation v. Georgia	1831	Cherokee are a 'domestic dependent nation', not a foreign state able to sue
Worcester v. Georgia	1832	Georgia law had no force in Cherokee territory; Jackson did not enforce
Commonwealth v. Hunt	1842	Labor unions are legal organizations
Dred Scott v. Sandford	1857	Black Americans cannot be citizens; Congress cannot bar slavery in territories
Ex parte Milligan	1866	Military trials of civilians are unconstitutional where civil courts function
Slaughter-House Cases	1873	Narrowly read the 14th Amendment's privileges or immunities clause
Munn v. Illinois	1877	States may regulate private businesses that serve the public interest
Civil Rights Cases	1883	14th Amendment does not bar private discrimination
United States v. E. C. Knight	1895	Sherman Act did not reach manufacturing monopolies
Plessy v. Ferguson	1896	'Separate but equal' is constitutional
Lochner v. New York	1905	Struck down a maximum-hours law for bakers; freedom of contract
Muller v. Oregon	1908	Upheld maximum hours for women workers

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Case	Year	Holding or significance
Schenck v. United States	1919	Speech creating a 'clear and present danger' can be limited
Schechter Poultry v. United States	1935	Struck down the NIRA
Korematsu v. United States	1944	Upheld internment of Japanese Americans
Brown v. Board of Education	1954	Segregated public schools are unconstitutional; overturned Plessy in education
Mapp v. Ohio	1961	Illegally seized evidence is inadmissible in state courts
Engel v. Vitale	1962	State-sponsored school prayer violates the Establishment Clause
Gideon v. Wainwright	1963	States must provide counsel to poor defendants in felony cases
Miranda v. Arizona	1966	Suspects must be told of rights before custodial questioning
Tinker v. Des Moines	1969	Students keep free-speech rights at school
Roe v. Wade	1973	Right to abortion under privacy rights (overturned in 2022)
United States v. Nixon	1974	Executive privilege is not absolute; tapes ordered released
Regents v. Bakke	1978	Racial quotas are unconstitutional; race can be a factor in admissions
Citizens United v. FEC	2010	Limits on independent political spending by corporations violate the First Amendment
Obergefell v. Hodges	2015	Same-sex couples have a constitutional right to marry
Dobbs v. Jackson Women's Health	2022	Overruled Roe; regulation of abortion returned to the states

Three patterns in the court cases

Marshall Court (1801-1835): national power and protection of contracts (Marbury, McCulloch, Gibbons, Dartmouth).

Gilded Age and early 1900s: courts limited both federal and state regulation of business (Knight, Lochner) except where the public interest was clear (Munn).

Warren Court and after: expansion of individual rights (Brown, Gideon, Miranda, Tinker), followed by debates over limits (Bakke, Dobbs).

Major acts and treaties

Act or treaty	Year	What it did
Navigation Acts	1650s-1696	Colonial trade through England on English ships; mercantilism
Treaty of Paris	1763	Britain gains Canada and land east of the Mississippi
Proclamation of 1763	1763	Bars colonial settlement west of the Appalachians
Sugar, Stamp, and Townshend Acts	1764-67	Revenue measures that provoked boycotts and 'no taxation without representation'
Coercive (Intolerable) Acts and Quebec Act	1774	Punished Massachusetts after the Tea Party; Quebec Act enlarged Quebec
Treaty of Paris	1783	Britain recognizes independence; boundaries to the Mississippi
Land Ordinance and Northwest Ordinance	1785, 1787	Township survey; territory governance, no slavery north of the Ohio
Judiciary Act	1789	Created federal court system
Alien and Sedition Acts	1798	Restricted immigrants and criticism of the government
Louisiana Purchase Treaty	1803	Doubled the nation's size
Embargo Act	1807	Halted exports; hurt American economy
Treaty of Ghent	1814	Ended the War of 1812 with no territorial change
Adams-Onís Treaty	1819	Spain cedes Florida and sets western boundary

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Act or treaty	Year	What it did
Missouri Compromise	1820	Missouri slave, Maine free; no slavery north of latitude 36 degrees 30 minutes in the Louisiana Purchase
Indian Removal Act	1830	Authorized removal of southeastern Indians west of the Mississippi
Compromise Tariff and Force Bill	1833	Ended the Nullification Crisis
Treaty of Guadalupe Hidalgo	1848	Mexican Cession; Rio Grande border
Compromise of 1850	1850	California free; stronger Fugitive Slave Act; popular sovereignty in Utah and New Mexico
Kansas-Nebraska Act	1854	Popular sovereignty; repealed the Missouri Compromise line
Homestead, Pacific Railway, and Morrill Acts	1862	Land for settlers, a transcontinental line, and land-grant colleges
Reconstruction Acts	1867	Divided the South into military districts
Chinese Exclusion Act	1882	First major federal limit on immigration by nationality
Dawes Act	1887	Broke up tribal lands into individual allotments
Interstate Commerce Act and Sherman Antitrust Act	1887, 1890	First federal regulation of railroads; ban on monopolies and restraints of trade
Treaty of Paris	1898	Spain cedes the Philippines, Guam, and Puerto Rico
Pure Food and Drug Act, Meat Inspection Act	1906	Federal consumer protection
Federal Reserve Act and Clayton Act	1913, 1914	National banking system; strengthened antitrust law
Espionage and Sedition Acts	1917-18	Limited dissent during World War I
National Origins Act (Johnson-Reed)	1924	Quotas favoring northern and western Europe; barred Asian immigration
Social Security and Wagner Acts	1935	Old-age insurance; protected right to organize unions
Lend-Lease Act	1941	Supplied the Allies
GI Bill	1944	Education and housing benefits for veterans
Taft-Hartley Act	1947	Restricted union tactics
Civil Rights Act and Voting Rights Act	1964, 1965	Banned discrimination in public places and employment; ended literacy tests and enforced the vote
Immigration and Nationality Act	1965	Ended national-origins quotas
War Powers Resolution	1973	Limits on presidential use of troops without Congress
Affordable Care Act	2010	Expanded health-insurance coverage

Presidents and key events

President	Years	Key events
George Washington	1789-97	Hamilton's financial plan; Whiskey Rebellion; Jay Treaty; Farewell Address
John Adams	1797-1801	XYZ Affair; Alien and Sedition Acts
Thomas Jefferson	1801-09	Louisiana Purchase; Marbury; Embargo Act
James Madison	1809-17	War of 1812; Hartford Convention; Second Bank chartered 1816
James Monroe	1817-25	Era of Good Feelings; Missouri Compromise; Monroe Doctrine
John Quincy Adams	1825-29	'Corrupt bargain'; American System ideas; Tariff of Abominations
Andrew Jackson	1829-37	Spoils system; Indian Removal; Nullification; Bank War
Martin Van Buren	1837-41	Panic of 1837

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President	Years	Key events
W. H. Harrison / John Tyler	1841 / 1841-45	Harrison died after one month; Tyler and Texas annexation
James K. Polk	1845-49	Oregon treaty; Mexican-American War; Mexican Cession
Taylor / Fillmore	1849-50 / 1850-53	Compromise of 1850
Pierce / Buchanan	1853-57 / 1857-61	Kansas-Nebraska Act; Dred Scott; secession crisis
Abraham Lincoln	1861-65	Civil War; Emancipation Proclamation; 13th Amendment
Andrew Johnson	1865-69	Presidential Reconstruction; impeached 1868
Ulysses S. Grant	1869-77	Radical Reconstruction; Enforcement Acts; scandals; Panic of 1873
Hayes through Arthur	1877-85	Compromise of 1877; Pendleton Act 1883; Chinese Exclusion 1882
Cleveland / B. Harrison / Cleveland	1885-97	Interstate Commerce Act; Sherman Act; Panic of 1893; Pullman Strike
William McKinley	1897-1901	Spanish-American War; Open Door; assassinated
Theodore Roosevelt	1901-09	Square Deal; trust busting; Panama Canal; conservation
William H. Taft	1909-13	Dollar diplomacy; trust suits
Woodrow Wilson	1913-21	New Freedom; Federal Reserve; World War I; Fourteen Points
Harding / Coolidge	1921-29	Return to normalcy; business-friendly policies; Immigration Act 1924
Herbert Hoover	1929-33	Stock market crash; Great Depression; Bonus Army
Franklin D. Roosevelt	1933-45	New Deal; World War II
Harry S. Truman	1945-53	Atomic bombs; containment; Korean War; Fair Deal
Dwight D. Eisenhower	1953-61	Brown enforcement; interstate highways; Sputnik; military-industrial complex
John F. Kennedy	1961-63	Cuban Missile Crisis; New Frontier
Lyndon B. Johnson	1963-69	Great Society; Civil Rights Act; Vietnam escalation
Richard Nixon	1969-74	Detente; China visit; Watergate
Gerald Ford / Jimmy Carter	1974-77 / 1977-81	Pardon of Nixon; Camp David Accords; Iran hostage crisis
Ronald Reagan	1981-89	Tax cuts; deregulation; Cold War buildup; Iran-Contra
George H. W. Bush	1989-93	End of Cold War; Gulf War
Bill Clinton	1993-2001	NAFTA; impeached 1998; economic growth
George W. Bush	2001-09	September 11; wars in Afghanistan and Iraq; 2008 crisis
Barack Obama	2009-17	Stimulus; Affordable Care Act; first Black president
Donald Trump (first term)	2017-21	Tax cuts; immigration restriction; COVID-19 response
Joe Biden	2021-25	Pandemic recovery; infrastructure law
Donald Trump (second term)	2025-	Second nonconsecutive term

Exam tip

When a question gives a date, use these tables to place it. A source from 1854 points to the Kansas-Nebraska Act and the founding of the Republican Party, while one from 1935 points to the Second New Deal and the Schechter decision. If you cannot place the date, use the clues in the source to find the nearest anchor event.

R.2 Glossary and Skills Checklist

A glossary of key terms and a checklist of content and skills to master by period.

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This glossary covers terms that appear throughout the course. Use it to quiz yourself: cover the right column, define each term aloud, and then give one example from a specific period.

Term	Meaning
Mercantilism	Economic theory that colonies exist to enrich the mother country through exports and controlled trade
Columbian Exchange	Transfer of plants, animals, diseases, and people between the Eastern and Western Hemispheres after 1492
Encomienda	Spanish system granting colonists the labor of Native people
Headright system	Grant of land to settlers who paid for their own or others' passage to Virginia
Indentured servitude	Labor contract exchanging passage for years of service
Salutary neglect	British policy of loosely enforcing trade laws before 1763
Middle Passage	Forced transatlantic voyage of enslaved Africans
Great Awakening	Religious revival of the 1730s and 1740s that stressed personal conversion
Enlightenment	Eighteenth-century movement emphasizing reason, natural rights, and progress
Republicanism	Belief that government rests on the people and requires civic virtue
Virtual representation	British idea that Parliament represented all subjects, even without elected colonial members
Social contract	Idea that government's authority comes from the consent of the governed
Loyalist	Colonist who supported Britain during the Revolution
Federalism	Division of power between national and state governments
Checks and balances	System in which each branch can limit the others
Judicial review	Power of courts to strike down laws that violate the Constitution
Implied powers	Powers not listed but needed to carry out the Constitution's listed powers
Strict and loose construction	Narrow versus broad reading of federal power under the Constitution
Nullification	Claim that a state may void a federal law within its borders
Manifest Destiny	Belief in the nation's divinely favored right to expand across the continent
Market Revolution	Early nineteenth-century shift to a national market economy through transportation and manufacturing
Second Great Awakening	Early nineteenth-century revival that fueled reform movements
Transcendentalism	Movement valuing intuition, nature, and individualism
Cult of domesticity	Ideal that women belong in the home as moral guardians of the family
Abolitionism	Movement to end slavery
Popular sovereignty	Letting settlers in a territory decide on slavery by vote
Secession	Formal withdrawal of states from the Union
Emancipation Proclamation	1863 order freeing enslaved people in Confederate-held areas
Reconstruction	Process of reintegrating the South and defining freedom after the Civil War
Black Codes	Southern laws restricting the freedom of Black people after 1865
Sharecropping	System in which farmers worked land for a share of the crop, often in debt
Jim Crow	Laws enforcing racial segregation in the South
Gilded Age	Period of rapid growth masking corruption and inequality, about 1870 to 1900
Social Darwinism	Misuse of evolution to justify wealth and inequality
Vertical and horizontal integration	Controlling all stages of production, or buying competitors in one industry

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Term	Meaning
Trust	Combination of firms that reduces competition
Laissez-faire	Policy of minimal government interference in the economy
Populism	1890s agrarian movement seeking economic reforms such as free silver
Progressivism	Reform movement of about 1890 to 1920 addressing the effects of industrialization
Muckraker	Journalist who exposed corruption and social problems
Imperialism	Policy of extending a nation's power over other lands
Open Door Policy	US call for equal trade access to China
Nativism	Opposition to immigrants in favor of native-born residents
Great Migration	Movement of Black Southerners to northern and western cities after 1910
Harlem Renaissance	1920s flowering of Black art and literature
New Deal	Roosevelt's programs for relief, recovery, and reform
Isolationism	Avoiding political and military entanglements abroad
Containment	Cold War policy of stopping the spread of communism
Domino theory	Belief that one country's fall to communism would topple neighbors
McCarthyism	Anti-communist accusations made without evidence in the 1950s
Military-industrial complex	Eisenhower's term for the alliance of military and defense industry
Civil disobedience	Peaceful, public refusal to obey an unjust law
Great Society	Johnson's domestic program against poverty and for civil rights
Detente	Easing of Cold War tensions in the 1970s
Watergate	Scandal involving Nixon's abuse of power that led to his resignation in 1974
Conservatism and the New Right	Movement emphasizing limited government and traditional values that rose in the 1960s and 1970s
Globalization	Growing worldwide economic and cultural connection

Glossary study method

Group terms by theme (politics, economy, society, foreign policy) instead of alphabetically.

For each term, write one cause and one effect.

Test yourself by using each term in a sentence about a specific date.

Period-by-period skills and content checklist. Check off each item when you can explain it from memory and give two specific pieces of evidence.

Period 1 (1491-1607)

- ◆ I can describe Native societies by region
- ◆ I can explain causes of European exploration
- ◆ I can analyze the Columbian Exchange
- ◆ I can compare Spanish labor and caste systems

Period 2 (1607-1754)

- ◆ I can compare Chesapeake, New England, Middle, and Southern colonies
- ◆ I can explain the growth of slavery and Bacon's Rebellion
- ◆ I can trace the Great Awakening and Enlightenment
- ◆ I can describe salutary neglect

Period 3 (1754-1800)

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- ◆ I can trace causes of the Revolution from 1763 to 1775
- ◆ I can explain the Declaration, Articles, and Constitution
- ◆ I can describe Federalists versus Republicans
- ◆ I can explain Hamilton's plan and the Alien and Sedition Acts

Period 4 (1800-1848)

- ◆ I can explain the Louisiana Purchase and War of 1812
- ◆ I can describe the Market Revolution
- ◆ I can explain Jacksonian democracy, Indian removal, and the Bank War
- ◆ I can describe reform movements and abolition
- ◆ I can explain regional differences and the Missouri Compromise

Period 5 (1844-1877)

- ◆ I can explain Manifest Destiny and the Mexican-American War
- ◆ I can trace sectional crises from 1850 to 1860
- ◆ I can explain the course and results of the Civil War
- ◆ I can evaluate Reconstruction's successes and failures

Period 6 (1865-1898)

- ◆ I can describe industrialization and the rise of big business
- ◆ I can explain labor organization and strikes
- ◆ I can describe western settlement and Indian policy
- ◆ I can explain immigration, urbanization, and Populism

Period 7 (1890-1945)

- ◆ I can explain imperialism and the Spanish-American War
- ◆ I can describe Progressive reforms
- ◆ I can evaluate World War I at home and abroad
- ◆ I can explain the 1920s, the Depression, and the New Deal
- ◆ I can describe World War II at home and abroad

Period 8 (1945-1980)

- ◆ I can explain containment and Cold War crises
- ◆ I can trace the civil rights movement
- ◆ I can describe Vietnam, protest, and Watergate
- ◆ I can explain suburbanization, the Great Society, and the counterculture

Period 9 (1980-present)

- ◆ I can explain the conservative resurgence and Reagan's policies
- ◆ I can describe the end of the Cold War
- ◆ I can explain 9/11 and the wars in Afghanistan and Iraq
- ◆ I can describe globalization, demographic change, and political polarization

Skills checklist

Skill	Self-check question
Sourcing (HIPP)	Can I name the situation, audience, purpose, and point of view of any document?
Claims and evidence	Can I find an author's claim and the evidence used?
Contextualization	Can I describe the wider events around a topic without summarizing it?
Comparison	Can I give a similarity, a difference, and a reason?
Causation	Can I separate short-term from long-term causes and rank them?
Continuity and change	Can I name what changed and what persisted between two dates?

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Skill	Self-check question
Argumentation	Can I write a thesis with a claim, a qualification, and categories?
Complexity	Can I qualify my argument with contrary evidence?

Exam tip

Revisit this checklist every two weeks. Any item you cannot explain with two specific examples is a priority for review; time spent there raises your score more than rereading material you already know.

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