Questions 1.1-1.5 refer to the map below.

1.1 Which of the following statements about the geography of the Great Basin and western Great Plains is most supported by the evidence shown on the above map?

(A) Both regions were very mountainous.
(B) There was a relative lack of natural resources.
(C) Both regions had very little wildlife.
(D) Both regions had a great abundance and variety of natural resources.
1.2
If the peoples of the Northeastern and Atlantic Seaboard areas were periodically nomadic, based on information from the map, which of the following best explains why?

(A) The dominance in each region by one powerful tribe led other peoples to move to unoccupied lands every few years.

(B) Their agricultural practices quickly exhausted the fertility of the land and forced movement.

(C) Their subsistence did not include fishing, and so they were less likely to be sedentary.

(D) The areas were more densely populated than others.
Questions 2.1-2.4 refer to the excerpt below.

“The tough sod discouraged farming, and the plains animals were too fleet of foot to provide a dependable supply of food for large numbers of pedestrians. Then the horse gave the Indian the speed and stamina needed to take advantage of the opportunity to harvest this immense quantity of food represented by the buffalo herds of North America and the herds of wild cattle that propagated so rapidly in the grasslands of both Americas. The Indians stopped farming; the work was hard, boring, and unrewarding, compared to the nomadic life.”


2.1
The evidence provided in the above excerpt most directly reflects which of the following changes to the lives of North American Indians?

(A) Horses allowed for the cultivation of previously unusable lands.
(B) The buffalo would become a vital resource for the American Indians in the plains.
(C) Buffalo and wild cattle experienced significant population declines.
(D) American Indians abandoned farming across North America.

2.2
The argument in the above excerpt by Crosby most directly supports which of the following about North American Indian settlement patterns in the plains region?

(A) An increase in the numbers of sedentary villages
(B) Migration into the farming regions of the Southwest
(C) Expansion by the North American Indian within the region
(D) More stable agricultural communities due to the domestication of wild cattle

2.3
The above excerpt best supports which of the following arguments regarding the introduction of the horse to the American Indian?

(A) The introduction of the horse was a turning point in economic and societal development in the plains of North America.
(B) The introduction of the horse led to rapid domestication of buffalo and cattle.
(C) The introduction of the horse brought many peoples from the plains of South America to the plains of North America.
(D) The increased mobility brought by the horse brought the plains people into increased contact with the people of the Northwest coastal areas.

2.4
The introduction of the horse most directly helped facilitate which of the following?

(A) The introduction of the horse would eventually decrease the economic wealth of the American Indians.
(B) In trading for horses and other commodities, the American Indian would become more dependent on the colonists and lose their ability to hunt.
(C) Like the introduction of the gun, the introduction of the horse helped increase the intensity of American Indian warfare.
(D) The introduction of the horse helped stave off the eventual defeat of American Indians by the European settlers by transforming them into hunting societies, which meant that the American Indians, as a whole, needed less land.
Questions 3.1-3.3 refer to the excerpt below

“6. This enterprise may stay the Spanish King from flowing over all the face of that waste firm of America, if we seat and plant there in time, … And England possessing the purposed place of planting, her Majesty may, … have plenty of excellent trees for masts of goody timber to build ships and to make great navys, of pitch, tar, hemp, and all things incident for a navy royal, and that for no price, and without money or request. How easy a matter may yet be to this realm, … to be lords of all those seas, and to spoil Phillip's Indian navy, and to deprive him of yearly passage of his treasure into Europe, and consequently to abate the pride of Spain and of the supporter of the great Anti-Christ of Rome and to pull him down in equality to his neighbour princes, and consequently to cut of the common mischiefs that come to all Europe by the peculiar abundance of his Indian treasure, and this without difficulty.

12. By the great plenty of those regions the merchants and their factors shall lie there cheap, buy and repair their ships cheap, and shall return at pleasure without stay or restraint of foreign prince;

16. We shall by planting there enlarge the glory of the gospel, and from England plant sincere religion, and provide a safe and a sure place to receive people from all parts of the world that are forced to flee for the truth of God's word.

18. The Spaniards govern in the Indies with all pride and tyranny; … Her Majesty and her subjects may both enjoy the treasure of the mines of gold and silver, and the whole trade and all the gain of the trade of merchandise, that now passeth thither by the Spaniards only hand, of all the commodities of Europe; … and by customs to fill her Majesty's coffers to the full.”

-- Richard Hakluyt, an early supporter of English colonization, A Discourse Concerning Western Planting, 1584

3.1
The evidence in the above passage most directly reflects which of the following turning points in the 16th century?
(A) The downfall of the Spanish empire in the Americas
(B) The English desire for gold and silver from the New World
(C) The conflict between Catholics and Protestants over who could convert the most American Indians to their faiths
(D) England’s decision to challenge Spain’s dominance in the Americas

3.2
Hakluyt’s argument most closely parallels which of the following American ideological concerns from the mid-19th through the early 20th centuries?
(A) American overseas expansionism
(B) Manifest destiny
(C) The push for a modernized American naval fleet
(D) The Nativist/Anti-Catholic movement

3.3
The social and economic changes referred to in Hakluyt’s excerpt most directly led to
(A) The European shift from a feudalistic model to eventually a capitalistic model
(B) The reduction of European monarchs’ powers
(C) The Spanish encomienda system spreading throughout North America
(D) A dramatic decrease in Western European land values
Questions 4.1-4.3 refer to the excerpt below.

"They are innocent and pure in mind and have a lively intelligence, all of which makes them particularly receptive to learning and understanding the truths of the Christian faith and to being instructed in virtue; indeed, God has invested them with fewer impediments in this regard than any other people on earth. Once they begin to learn of the Christian faith they become so keen to know more, to receive the Sacraments, and to worship God, that the missionaries who instruct them do truly have to be men of exceptional patience and forbearance; and over the years I have time and again met Spanish laymen who have been so struck by the natural goodness that shines through these peoples that they frequently can be heard to exclaim: 'These would be the most blessed people on earth if only they were given the chance to convert to Christianity.'

It was upon these gentle lambs, imbued by the Creator with all the qualities we have mentioned, that from the very first day they clapped eyes on them the Spanish fell like ravening wolves upon the fold, or like tigers and savage lions who have not eaten meat for days."

-- Bartolome de las Casas, priest and historian,  A Short Account of the Destruction of the Indies, 1542

4.1
Which of the following groups would be least likely to support the perspective of de las Casas as shown in the excerpt above?
(A) Spanish landowners in the Americas
(B) Catholic missionaries
(C) Indians from North America
(D) English companies considering investing in the New World

4.2
The ideas expressed in the above excerpt most directly reflect which of the following continuities in United States history?
(A) That Europeans and American Indians could forge profitable trade relationships
(B) The English (and consequent white American) belief that much could be learned from the American Indian
(C) That American Indians were too docile to resist European conquest
(D) That European culture was believed to be naturally superior to that of American Indians

4.3
The sentiments of de las Casas most directly arose due to which of the following?
(A) Intolerance of intermarriage by the Spanish colonists
(B) Brutality against the American Indians and efforts to enslave them
(C) Treaties to prevent warring sides from decimating one another
(D) Development of the trans-Atlantic slave trade between Africa and the Americas
Questions 5.1-5.3 refer to the excerpt below.

“By contrast with the familiar practices of enclosing, fencing, and sheep raising, the Indians’ practices were described by an accumulation of negatives. “And for the Natives in New England,” wrote John Winthrop, “they inclose noe land neither have any settled habitation nor any tame cattle to improve their land by” (emphasis added). . . . No enclosure meant they had no fences, no settled habitation meant that they had not fixed villages in the English manner, no tame cattle meant that they had no reliable meat source or manure with which to replenish their fields. Lacking settled habitation (fixed permanent English villages), domestic animals, and fences, Indians (Winthrop and other Puritans reasoned) did not institute full dominion over their land: "And soe [these natives] have noe other but a natural right to those countries," that is, one that could be extinguished by the arrival of those who had a civil right through the clear action of improvement, - building fences, planting gardens, constructing houses – the English signs of possession.”

— Patricia Seed, historian, Ceremonies of Possession, published in 1995

5.1
Which was most directly a result of the historical situation that Seed describes in this excerpt?

(A) English colonists increasingly sought to assimilate native peoples into their villages.
(B) The English king issued a royal proclamation barring the expansion of European settlement past a fixed western point.
(C) Native populations declined due to land and food shortages among indigenous groups.
(D) A growing reluctance by native peoples to share information about local crops and wildlife led to the starving time.

5.2
Winthrop’s perspective as presented in the excerpt most suggests which about his attitude toward the Native American?

(A) Applying of scientific principles to study Native American culture
(B) View of Native Americans as uncivilized
(C) Approval of the encomienda system in New Spain
(D) View of Native Americans as equals

5.3
The competition for land described by Seed was worsened by which of the following?

(A) Founding of permanent Indian villages by native peoples
(B) Settlers’ success by planting of native crops and raising domesticated farm animals
(C) Development of the fur trade between the French and native peoples
(D) Transition of colonial control from joint-stock companies to the English king

Short Answer Question: Period 1 (1491-1607)

1. Use your knowledge of United States History to answer a, b, and c.

   a) Explain ONE incentive for the European exploration and settling of America.

   b) Assess the extent to which the settlers achieved this objective.

   c) Provide at least ONE piece of historical evidence to support your explanation.
Scoring Notes:

**a)** A good response would describe one of several possible examples of incentives for the European exploration and settling of America such as:
- Europeans desired new sources of wealth found in America, such as unblemished natural resources.
- Religious competition led Europeans to compete for converts to Christianity.
- New crops from the Americas helped stimulate European population growth.
- International trade boosted European economies.
- New land increased Europeans’ power and status.
- The Indian population provided Europe, particularly Spain, with free (forced) labor.
- New lands opened the opportunity for African slave labor to expand.

**b)** A good response would discuss the extent to which Europeans succeeded in achieving colonization objectives such as:
- Widespread deadly epidemics allowed the Spanish to succeed in enslaving the native population and to find the minerals they were seeking.
- The Spanish succeeded in establishing Catholicism as the only religion in the new territories, ultimately extending the influence of the Church throughout South and Central America, Mexico, and into the South and Southwest of what became the United States.
- Deadly epidemics and mixed populations helped create a caste system in Spanish and Portuguese colonies.
- The introduction of new crops, agricultural methods, and livestock altered native settlement patterns and found their way back to Europe, revolutionizing European agriculture.
- Many Europeans developed a white superiority to justify enslavement of American Indians and Africans.
- Europeans’ attempts to convert native peoples to Christianity and change their familial structures led to resistance and conflict.
- Despite slavery, a sort of cultural preservation and autonomy developed out of Africans’ cultural and linguistic adaptations to the Americas.

**c)** A good response would discuss one of many historical examples to support your explanation, such as:
- The European introduction of smallpox to native peoples led to a mixed population of mestizos (European and American Indian descent) and zambos (African and American Indian ancestry).
- Europeans altered American Indian settlements through the introduction of horses to native populations, giving natives the opportunity to travel farther and faster.
- The demands of the *encomienda* system led to the replacement of enslaved American Indians with African slaves to cultivate things like sugar or extract silver.
- Suffering from several famines, Europeans benefited from the introduction of crops such as corn and potatoes which contributed to European population growth.
- Joint-Stock companies emerged out of new international trade.
- Maroon communities in Brazil and the Caribbean blended Christianity with traditional African religions.
- The Pueblo Revolt was an uprising of the Pueblo Indians against Spanish colonizers after the arrest of forty-seven traditional Pueblo medicine men on charges of “sorcery.”

Questions 6.1-6.4 refer to the excerpt below.

“Various are the reports and conjectures of the causes of the present Indian war. Some impute it to an imprudent zeal in the magistrates of Boston to Christianize those heathen before they were civilized and enjoying them the strict observation of their laws, which, to a people so rude and licentious, hath proved even intolerable, and that the more, for that while the magistrates, for their profit, put the laws severely in execution against the Indians, the people, on the other side, for lucre and gain, entice and provoke the Indians to the breach thereof, especially to drunkenness, to which those people are so generally addicted that they will strip themselves to their skin to have their fill of rum and brandy....

…the English have contributed much to their misfortunes, for they first taught the Indians the use of arms, and admitted them to be present at all their musters and trainings, and showed them how to handle, mend and fix their muskets, and have been furnished with all sorts of arms by permission of the government....”

--Edmund Randolph, firsthand account of King Philip’s War, 1675
6.1
The above excerpt most directly reflects which predominant view of the Native American by the New England colonists by the mid- to late 1600s?

(A) Native Americans were a free people from whom much could be learned.
(B) Native Americans had an admirable system of law.
(C) Native Americans were crude and ungodly.
(D) Native Americans were civilized, but incapable of abiding by their own laws.

6.2
The above excerpt best provides evidence of which of the following deep concerns of Native Americans against the New England colonists?

(A) English fur traders’ continuing efforts to cause drunkenness among the Native Americans to cheat them
(B) Efforts by the New England governments to impose English law on Native Americans
(C) New England settlements' strategy to “divide and conquer” by pitting rival Native American tribes against each other
(D) Continuing conflict between the New Englanders and the Dutch and French colonists threatening the peace and stability of relations between rival tribes

6.3
The above excerpt best supports which of the following arguments regarding warfare between the Native Americans and American colonists, in general?

(A) The colonists’ supplying arms and alcohol to Native Americans made Native Americans more destructive in warfare.
(B) The colonists were well-disciplined in their warfare, while Native American warfare became more disorganized and undisciplined.
(C) The increased precision of firearms and the dependency of many Native Americans on alcohol made warfare less ferocious.
(D) More truces occurred, as the colonists found they could build wealth in their trade with the Native Americans.

6.4
The New England colonists’ general idea of “civilizing” the Native American, as alluded to in the above excerpt, most directly reflects which of the following Puritan ideals?

(A) That the Puritans were establishing a conscientious community of holiness, which would serve as a beacon and model to others around the world
(B) That the Puritans were establishing a community based on separation of Church and State, which model the Native American tribal societies did not follow
(C) That moral societies were based on strict judicial systems, and the Native Americans enforced their laws in too random a manner
(D) That at birth, people were predestined for either salvation or damnation

Questions 7.1-7.4 refer to the excerpt below.

“The slaves’ weapons were many, and after a century in the tobacco fields they extended beyond revolt, maroonage [running away to live in secret communities], and truancy, for slaves understood the processes of tobacco cultivation as well as any owner. That many [slave] quarters took their names from the slave patriarchs or matriarchs who were their central figures and who often served as their foreman and occasionally as their forewoman suggests the degree to which black people had gained control over their work and lives. As knowledgeable agriculturalists, these men and women appreciated how their strategic interventions could destroy a season’s crop and ruin their owners.”

-- Ira Berlin, historian, Many Thousands Gone: The First Two Centuries of Slavery in North America, published in 1998
[From the chapter “The Plantation Generations: the Tobacco Revolution in the Chesapeake”]
7.1 Berlin’s argument most supports which of the following views regarding the colonial Chesapeake-area slaves?
   (A) They relied solely on the owners for any gain in the quality of their life.
   (B) They fought for rights within their sphere of influence.
   (C) African American societies on the tobacco plantation were leaderless and disorganized.
   (D) Revolt, maroonage, and truancy were the only means the African American slave community had for asserting itself within the plantation.

7.2 Which activities of enslaved African-Americans in the 19th century most closely resemble the activities Berlin describes?
   (A) Supporting the abolition movement
   (B) Educating themselves; learning to read and write
   (C) Learning to operate more advanced farm machinery
   (D) Creating communities and strategies to protect their dignity

7.3 The evidence in the excerpt about the nature of slavery in the Chesapeake region is most closely tied to the early 1700s because of
   (A) the slave patriarchs and matriarchs sharing power equally with the owners regarding plantation operations during this period
   (B) the slaves being native to America and not imported from Africa or the West Indies
   (C) the development of mechanized farming techniques and crop rotation
   (D) the emerging importance of commodities to sell in Europe, such as tobacco

7.4 Which of the following best describes the social attitude of the Chesapeake colonists, which most enabled them to establish perpetual slavery of African Americans?
   (A) A strong desire to compete with other European nationalities
   (B) Strong resentment of the individual freedoms enjoyed by Africans within their original societies
   (C) A strong belief in European racial and cultural superiority
   (D) A belief in the need for Christian conversion and salvation of Africans
Questions 8.1-8.4 refer to the graph below.

Non-Indian population of the Chesapeake, 1607-1700

8.1
The difference in growth rate between the white and black populations in the Chesapeake region in the last two decades of the 17th century can best be traced to
(A) a dramatic increase in indentured servitude
(B) political instability in England
(C) the growth of tobacco as a viable cash crop
(D) the enslavement of Native Americans

8.2
The economic issues reflected by the differing population trends in the Chesapeake region by the last two decades most immediately point to which of the following?
(A) The beginnings of regionalism and sectionalism
(B) Decreased conflict with Native Americans over land
(C) Diversification among all colonies, with some turning to mechanized industry over agriculture
(D) Immediate conflict between the New England and Chesapeake colonies over the use of slave labor
8.3 Which of the following can best be seen as a turning point in the economy of the southern states in the mid-19th century, which parallels a similar development being reflected by the data in the above graph?
   (A) The development of growing short-staple cotton
   (B) Diversification of their agricultural products by growing sugar, rice, and indigo
   (C) The movement to western lands
   (D) A flourishing of the rum and molasses trade

8.4 Which of the following aspects of English colonization most directly led to the change in population as reflected by the graph above?
   (A) Many English colonists initially came to the New World in a race for finding rare metals.
   (B) English mercantilism led to the creation of new markets.
   (C) Some English colonists turned to labor-intensive cash-crop agriculture for income.
   (D) The English colonists' costly hostilities with local American Indian tribes led to a decrease in the white population.

Questions 9.1-9.4 refer to the excerpt below.

"Whereas notwithstanding divers acts made for the encouragement of the navigation of this kingdom, . . .
great abuses are daily committed to the prejudice of the English navigation, and the loss of a great part of
the plantation trade to this kingdom, by the artifice and cunning of ill-disposed persons; for remedy
whereof for the future. . . .

II. Be it enacted, . . . no goods or merchandises whatsoever shall be imported into, or exported out of, any
colony or plantation . . . or carried from any one port or place in the said colonies or plantations to any
other, . . . in any ship or bottom but what is or shall be of the built of England, . . . or the said colonies or
plantations, and wholly owned by the people thereof."

-- Navigation Act of April 10, 1696

9.1 The passage of the Navigation Act of 1696 and other similar legislation by the English Parliament most
directly resulted from
   (A) successful continuance of the English mercantilist system
   (B) an effort to control the transatlantic slave trade
   (C) open rebellion and disobedience by Royally appointed colonial governors
   (D) widespread, but unorganized, colonial resistance to English economic policies

9.2 Which of the following activities from the mid- to late 18th century most closely parallels the motivations in
the document above?
   (A) The passage of colonial taxes by Parliament after the Seven Years' War
   (B) The colonists moving onto American Indian lands in defiance of Parliamentary law
   (C) The persecution of British loyalists by colonial rebels during the American Revolution
   (D) The organization of the colonies around Enlightenment ideals such as the rights of the
       individual

9.3 The ideas in the document most clearly show the influence of which of the following?
   (A) The decline of monarchy as a viable system of government
   (B) The growing autonomy of the colonists
   (C) The increasing influence of England over all of the colonies
   (D) The expanding importance of the Atlantic World
Which of the following groups would most likely have supported the Navigation Acts?

(A) Colonial loyalists
(B) New England merchants
(C) Southern plantation owners
(D) English mercantilists

Questions 10.1-10.4 refer to the excerpt below.

[Language modernized for clarity] “...Because the way of conquering them [Native Americans] is much more easy then of civilizing them by fair means, for they are a rude, barbarous, and naked people, scattered in small companies, which are helps to Victory, but hindrances to Civility: Besides that, a conquest may be of many, and at once; but civility is in particular, and slow, the effect of a long time and great industry. Moreover, victory of them may be gained many ways; by force, by surprise, by famine in burning their Corn, by destroying and burning their Boats, Canoes, and Houses, by breaking their fishing Wares, by assailing them in their hunting, whereby they get the greatest part of their sustenance in Winter, by pursuing them and chasing them with our horses, and blood-Hounds to draw after them and Mastiffs to tear them, which take this naked, tanned, deformed Sausages, for no other than wild beasts, and are so fierce and fell upon them, that they fear them worse than their old Devil which they worship, supposed them to be a new and worse kind of Devils then their own. By these and sundry other ways, as by driving them (when they flee) upon their enemies, who are round about them, and by animating and abetting their enemies against them, may their ruin or subjection be soon effected.”

-- Records of the Virginia Company, 1622

10.1
The excerpt best offers evidence of which predominant attitude of the English colonists in the Chesapeake region toward the Native Americans by the 1620s?

(A) Being neither English nor Christian, Native Americans were inferior, in the eyes of the colonists.
(B) The colonists had admiration for the Native Americans’ ability to live off the land.
(C) The colonists believed the Native Americans were still capable of being civilized according to European standards.
(D) The colonists felt that Native American societies were elaborate and sophisticated.

10.2
The excerpt best offers evidence of what development in the relationship between the English colonists in the Chesapeake region and the Native Americans by the 1620s?

(A) Peaceful intermixing of cultures
(B) Conversion of the Native Americans to Christianity
(C) Warfare and violent conflict
(D) Discovery of tobacco as a marketable crop

10.3
What was the immediate effect of the emergence of the tobacco economy in the Chesapeake region on the Native Americans?

(A) Depletion of the soil from tobacco cultivation
(B) Loss of land due to encroachments by tobacco farmers
(C) Arrival of more settlers for labor on tobacco farms
(D) Increased military attacks by the English on Native settlements
10.4
The evidence in the excerpt best supports which of the following arguments regarding Native American and colonial conflicts in the Chesapeake region by the mid- to late 1600s?
(A) Native conflicts had ceased to be important.
(B) The English government made no attempts to protect Native territories.
(C) Border conflicts between the Native Americans and colonists increased.
(D) Colonists avoided lands promised to the Natives and settled elsewhere.

Questions 11.1-11.5 refer to the map below.

Everyday life in New England centered in small towns such as Sudbury, west of Boston.

11.1
What Puritan goal is best represented by the town structure shown in the map?
(A) To allow division of property based on the English system of primogeniture
(B) To allow an ethnically and religiously diverse community to develop
(C) To create a community of like minded religious believers centered around a church meeting house
(D) To encourage expansion from the community center as it’s population increased

11.2
The map best supports which of the following regarding the system of governance in the Puritan community?
(A) Local affairs were controlled by the English parliament.
(B) Government was secular with no religious influence.
(C) Towns enjoyed freedom and autonomy in regulating their own affairs.
(D) Participation in government was based primarily on property ownership.
11.3
Based on the map’s representation of a typical Puritan community, which best describes how social relations within the community might be affected in times of social stress or strain?
   (A) Mass hysteria could readily arise.
   (B) Traditional gender roles would certainly be upended.
   (C) Tensions over women’s roles within Puritan society would decrease.
   (D) The communities would experience a decline in the influence of religion.

11.4
How was the general community structure in the southern English colonies different from that of the Puritan communities?
   (A) Plantations physically connected to cities vs. small farm plots within town communities
   (B) Large plantations shared by various family owners vs. individual farms
   (C) Large metropolitan areas vs. towns
   (D) Isolated plantations vs. town communities

11.5
What intellectual change in early 18th-century America most threatened traditional religious outlooks?
   (A) Emphasis on the concept of predestination
   (B) Explanation of the world through reason and science
   (C) Belief in the importance of education
   (D) Rejection of strict moral codes

Questions 12.1-12.5 refer to the excerpt below.

"Politics in America was therefore profoundly different from politics in England in that it operated at two levels, the level of the provincial [colonial] governments and the level of the central government at “home” [in England]; and it was the latter – more distant, less palpable, and less predictable – that was the more important. Americans had learned to live with this fact very early in their political history. By the mid-eighteenth century a stable pattern of informal communications had emerged, linking political forces in America directly to the political forces in England capable of overturning decisions taken in the colonies by the resident executive [often the Royal Governor]."


12.1
Along with the factors described by Bailyn in this excerpt, which of the following most contributed to the nature of the royal government’s involvement in the American colonies during the early 1700s?
   (A) Evolution of an indifference toward colonial affairs
   (B) American boycotts of English trade goods
   (C) Trans-Atlantic engagement in the African slave trade
   (D) Colonial contributions to the economic system of mercantilism

12.2
Which can best be seen as a turning point marking a significant shift from the British policies towards its American colonies described in the excerpt?
   (A) The Glorious Revolution began a period of renewed vigor in the English monarchy.
   (B) Worries over competition for land with Florida led to the establishment of buffer colonies such as Georgia.
   (C) Immense popularity of beaver fur in Europe contributed to environmental change in the Americas.
   (D) The British victory in the French and Indian War came at heavy economic costs.
12.3
How did the American “political forces” described by Bailyn find expression in New England during the 1600s and early 1700s?
(A) Through community participation in town meetings
(B) Through the emergence of powerful elected assemblies
(C) Through the development of highly stratified socioeconomic classes
(D) Through direct resistance against imperial policies by committees of correspondence

12.4
What was a long-term result of the struggle for political dominance referenced in this excerpt?
(A) Sectional tensions between Northern and Southern states devolved into armed conflict during the Civil War.
(B) Growing interest in westward expansion led to widespread support for the policy of Manifest Destiny.
(C) Colonial political elites forcibly resisted constraints on their rights through the American Revolution.
(D) The settlers of Plymouth colony established a system of self-government under the Mayflower Compact.

12.5
Which of the following developments in later U.S. politics most closely represented a continuity of the balance of political power discussed in this excerpt?
(A) Southern states attempted to practice the doctrine of nullification in the mid-1800s.
(B) The framers of the U.S. Constitution spread authority between central and state governments.
(C) New Deal programs of the 1930s led to a rise in popular support for federal involvement at the local level.
(D) Policies favoring isolation and neutrality limited U.S. engagement in foreign affairs for decades following Washington’s administration.
Questions 12.1-12.5 refer to the map below.

13.1
One direct cause of the development of the system shown on this map was
   (A) the immense number of casualties suffered by those who traveled the Middle Passage.
   (B) a rising European demand for goods that created a colonial labor shortage
   (C) the spread of European infectious diseases such as smallpox to native American populations.
   (D) internal feuding and cultural divisions among tribal groups living in West Africa.

13.2
During the 1600s, the socioeconomic status of individuals transported to southeastern North America through the system shown on this map was most similar to that of which of the following groups?
   (A) Enslaved Caribbean plantation laborers
   (B) New England subsistence farmers
   (C) Southern indentured servants
   (D) Native Americans of the encomienda system
13.3
By the Antebellum period, which of the following groups was most likely to oppose the labor system that evolved due to the development shown on this map?
(A) Spanish plantation owners in the West Indies who relied mostly on indigenous forced laborers.
(B) Native American groups who experienced persecution and land losses due to European expansion.
(C) Northern manufacturers who were unlikely to use enslaved labor in their workshops.
(D) U.S. abolitionists who saw slavery as contradictory to American democratic ideals.

13.4
Which of the following most contributed to the end of the pattern of trade shown on this map by Americans?
(A) Federal law barred the importation of enslaved laborers.
(B) Development of the cotton gin lessened the economic importance of rice exports.
(C) The Thirteenth Amendment constitutionally outlawed slavery.
(D) The Emancipation Proclamation freed slaves in rebelling districts.

13.5
The patterns shown on this map would be of the greatest interest to a historian studying which of the following historical processes?
(A) Development of black codes in response to slave resistance movements in the South
(B) Emergence of distinctive colonial regions within the area controlled by Great Britain
(C) Solidification of sectionalism as a driving force in U.S. politics and economics
(D) Growth of pluralistic and blending of cultural characteristics across the Americas

Questions 14.1-14.3 refer to the excerpt below.

“And whereas the enforcing of the conscience in matters of Religion hath frequently fallen out to be of dangerous Consequence in those commonwealths where it hath been practiced. And for the more quiet and peaceable government of this Province, and the better to preserve mutual Love and amity amongst the Inhabitants thereof, Be it Therefore also by the Lord Proprietary with the advice and consent of this Assembly Ordained and enacted (except as in this present Act is before Declared and set forth) that no person or persons whatsoever within this Province, or the Islands, Ports, Harbors, Creeks, or havens thereof belonging professing to believe in Jesus Christ, shall from henceforth be any ways troubled, Molested or discountenanced for or in respect of his or her religion nor in the free exercise thereof within this Province or the Islands thereunto belonging nor any way compelled to the belief or exercise of any other Religion against his or her consent, so as they be not unfaithful to the Lord Proprietary, or molest or conspire against the civil Government established or to be established in this Province under him or his heirs.”

*(Spelling has been modernized)*

14.1
The passage of the Act best reflects which issue that plagued Europe at the time and was a push factor for European emigration to the American colonies?
(A) Agreement by Puritan leaders to form a civil body in the Mayflower Compact
(B) Conflicts between the establishment of proprietary rather than royal colonies
(C) Conflict between Protestants and Catholics
(D) A wave of revived religious sentiment arising from the Great Awakening
14.2
Which of the following colonies in the Americas treated religious groups in a manner most similar to that proposed by this act?

(A) Massachusetts Bay, which required strict adherence to Puritan values
(B) Pennsylvania, which sought to express and protect Quaker beliefs of pacifism
(C) South Carolina, which developed an early African American majority population
(D) Virginia, which was largely a stronghold of Anglican theology

14.3
Issues similar to that being discussed in the excerpt served as a basis for which American political principle formally established after the American Revolution?

(A) Equal opportunity and social mobility
(B) Freedom of religion and speech
(C) Strong executive powers for the presidency
(D) A bicameral legislature

Questions 15.1-15.3 refer to the excerpt below.

“. . . They [Wampanoag, with their leader King Philip or Metacom] said they had been the first in doing Good to the English, and the English the first in doing Wrong; said when the English first came, their King’s Father was as a great Man, and the English as a little Child; he constrained other Indians from wronging the English, and gave them Corn and shewed them how to plant, and was free to do them any Good, and had let them have a 100 Times more Land than now the King had for his own People.

. . . And another Grievance was, if 20 of their honest Indians testified that an Englishman had done them Wrong, it was as nothing; and if but one of their worst Indians testified against any Indian or their King, when it pleased the English it was sufficient. Another Grievance was, when their [Wampanoag] King sold Land, the English would say, it was more than they agreed to, and a Writing must be prove against all them, and some of their Kings had done Wrong to sell so much. . . their Kings were forewarned not for to part with Land, for nothing in Comparison to the Value thereof . . . that now, they had no Hopes left to keep any Land.

. . . Another Grievance, the English Cattle and Horses still increased;

. . . We knew before, these were their grand Complaints, but then we only endeavored to persuade that all Complaints might be righted without War, . . . We endeavored that however they Should lay down the War, for the English were too strong for them; they said, then the English should do to them as they did when they were too strong for the English.”

– from A Narrative of the Causes which led to Philip’s Indian War, of 1675 and 1676 by John Easton; prepared by Franklin B. Hough, 1858

15.1
The information presented in this primary source is most relevant to the overall understanding of which of the following?

(A) Challenges facing the English colonies at Roanoke and Jamestown
(B) Reasoning for the expulsion of the Cherokee from Southeastern lands
(C) Settlement of lands in Connecticut and Massachusetts by English colonists
(D) Formation of the Iroquois Confederacy by related tribes in the New York region
15.2
The English treatment of Native Americans described in this excerpt is most reflective of which of the following colonial beliefs?

(A) Colonists believed that Native Americans’ susceptibility to European diseases was a sign of their misguided spiritual practices.
(B) Colonists viewed Native Americans mostly through a paternalistic lens and sought to assimilate them into colonial life.
(C) Colonists worried that conflicts with Native Americans would lead to a withdrawal of resources and agricultural support.
(D) Colonists saw Native Americans as inferior in civilization and had no valid claim to American lands.

15.3
What was a short-term effect of the conflict referenced in this excerpt?

(A) Casualties and conflict devastating the regional Native American culture
(B) Complete halting of Native American attacks on colonial settlements along the eastern seaboard
(C) Formal treaties defining agreed-upon land claims and limiting conflict
(D) Native Americans beginning to use advanced weaponry in armed conflict

Short Answer Period 1

“This is to let you understand that I your child am in a most heavy case by reason of the country, [which] is such that it causeth much sickness, [such] as the scurvy and the bloody flux and diverse other diseases, which maketh the body very poor and weak. And when we are sick there is nothing to comfort us; for since I came out of the ship I never ate anything but peas, and lobollie (that is, water gruel)…And I have nothing to comfort me, nor is there nothing to be gotten here but sickness and death, except [in the event] that one had money to lay out in some things for profit. But I have nothing at all–no, not a shirt to my back but two rags (2), nor clothes but one poor suit, nor but one pair of shoes, but one pair of stockings, but one cap, [and] but two bands [collars]. My cloak is stolen by one of my fellows, and to his dying hour [he] would not tell me what he did with it; but some of my fellows saw him have butter and beef out of a ship, which my cloak, I doubt [not], paid for. So that I have not a penny, nor a penny worth, to help me too either spice or sugar or strong waters, without the which one cannot live here. For as strong beer in England doth fatten and strengthen them, so water here doth wash and weaken these here [and] only keeps [their] life and soul together. But I am not half [of] a quarter so strong as I was in England, and all is for want of victuals; for I do protest unto you that I have eaten more in [one] day at home than I have allowed me here for a week. You have given more than my day’s allowance to a beggar at the door; and if Mr. Jackson had not relieved me, I should be in a poor case. But he like a father and she like a loving mother doth still help me."

--From a letter to his parents in 1623 by Richard Frethorne who worked in temporary service on a plantation in Jamestown Colony

SA1. Use the passage above and your knowledge of United States history to answer a, b, & c.

a) Describe the labor system illustrated by this passage.

b) Briefly explain the development of this system in Colonial America in the context of one of the following themes.
   - Migration and Settlement
   - Cultural values and attitudes
   - Environment and geography of colonial America

   c) Provide ONE piece of evidence to support your assertion in b.
Scoring Notes (used as a guide to help you write your answer, not meant for you to copy)

A. A good response would recognize that indentured servitude was the form of labor in which Richard Frethorne was engaged. A good answer would further explain that indentured servitude was a system in which an individual would pledge his or her labor to another person in exchange for repayment of a debt. In the case of English immigrants to the New World, indentured servants would usually pledge five to seven years of service in exchange for transatlantic passage.

B/C. A good answer would explain the development of indentured servitude in colonial America in the context of one of the themes listed, providing at least one specific piece of evidence to support the conclusion reached. For instance:

- Migration and settlement – Indentured servitude was essential to the peopling of English colonial America. Two thirds of all English colonists arrived in the colonies as indentured servants in the seventeenth century. The percentage was especially high for those colonists going to the Chesapeake colonies of Maryland and Virginia.

- Cultural values and attitudes – Indentured servitude exemplified the attitudes that Europeans in the seventeenth century had towards unfree forms of labor, including slavery. European colonists did not question the fact that some people in society would be temporarily or permanently unfree. They also generally accepted the fact that indentured servants had few, if any, rights while they were fulfilling the terms of their contracts. For example, the owners of servants’ indentures often inflicted physical punishment upon them without fear of prosecution. Servants’ periods of service might also be extended for any infraction from trying to run away to getting pregnant.

- Environment and geography of colonial America – The climate of Virginia and Maryland made indentured servitude a particularly profitable form of labor for colonial landowners in the early to mid-seventeenth century. Swampy conditions led to epidemics of diseases transmitted by mosquitoes, such as malaria, and resulted in low life expectancies during the early years of the Chesapeake colonies. Under such conditions, a slave, for which a planter would pay a premium, might die within a few years, producing a very low return on the planter’s investment. On the other hand, planters paid low prices for just a few years of labor from an indentured servant, maximizing the chances that they would see a good return on their investment. Increased life expectancies in the Chesapeake by the 1670s and 1680s were accompanied by the increased importation of slaves and decreased migration of indentured servants.

Questions 16.1-16.4 refer to the excerpt below.

“The other matter, just now hinted at and which I proposed in my last to join you in attempting to secure some of the most valuable Lands in the King's part which I think may be accomplished after a while notwithstanding the Proclamation that restrains it at present and prohibits the Settling of them at all for I can never look upon that Proclamation in any other light (but this I say between ourselves) than as a temporary expedient to quiet the Minds of the Indians and must fall of course in a few years especially when those Indians are consenting to our Occupying the Lands. Any person therefore who neglects the present opportunity of hunting out good Lands and in some measure marking and distinguishing them for their own (in order to keep others from settling them) will never regain it, if therefore you will be at the trouble of seeking out the Lands I will take upon me the part of securing them so soon as there is a possibility of doing it and will moreover be at all the Cost and charges of Surveying and Patenting &c. after which you shall have such a reasonable proportion of the whole as we may fix upon at our first meeting as I shall find it absolutely necessary and convenient for the better furthering of the design to let some few of my friends be concerned in the Scheme and who must also partake of the advantages.”

--Letter from George Washington to his friend William Crawford, September 21, 1767
16.1
Which of the following developments from the British colonial era is the above excerpt most directly responding to?
(A) Americans embraced the ideal of expanding westward to the Pacific Ocean.
(B) American Indians staged raids on British colonies in New England and Virginia.
(C) The British king barred colonists from expanding further westward.
(D) Colonists decided to wage a war for independence from the British throne.

16.2
Which of the following best describes U.S.–American Indian relations during the 1800s, which can best be seen as an extension of views as reflected in the above letter?
(A) American Indians’ continual violation of agreements with European and American governments led to constant conflict.
(B) Americans showed a willingness to ignore treaties with American Indians to gain control of valuable land.
(C) Colonists and later Americans both worked to protect the natural resources found on traditional tribal lands.
(D) Tensions between Americans and American Indians stemmed from the two groups’ refusal to recognize each other’s authority.

16.3
The above letter best demonstrates which of the following regarding American colonial relations with the British Crown by the mid-1700s?
(A) The colonists were eager to obtain land and resources on behalf of the British government.
(B) The colonists wanted to reject the new taxes levied on them by the British government.
(C) With British help, Virginians hoped to force American Indians living in their colony to resettle in the Northwest Territory.
(D) The colonists had little interest in following British laws that opposed their own interests.

16.4
Which of the following best describes the British government’s reasoning for its actions referenced in Washington’s letter above?
(A) The British king was reluctant to pay American Indians for the lands the colonists wished to settle.
(B) For reasons of military expense and preservation of trade and land speculation for itself, it wanted to control westward expansion instead of allowing the provincial colonial governments to have control.
(C) The British government wanted to control the regional tensions between colonists of the established coastal regions and those of the isolated “backcountry.”
(D) The British government came to be more sympathetic to American Indian needs, upon appointment of British governors to specifically manage Indian affairs.
Questions 17.1-17.5 refer to the excerpt below.

"An act for the better regulating the government of the province of the Massachusetts’s Bay, in New England.

I. …Be it therefore enacted by the King’s most excellent Majesty … That from and after the first day of August, one thousand seven hundred and seventy-four, so much of the charter, granted … to the inhabitants of the said province of the Massachusetts’s Bay… be revoked, and is hereby revoked and made void and of none effect; …And that … the council, or court of assistants of the said province … shall be thereunto nominated and appointed by his Majesty,

II. And it is hereby further enacted, That the said assistants or counsellors, so to be appointed as aforesaid, shall hold their offices respectively, for and during the pleasure of his Majesty …

III. And be it further enacted by the authority aforesaid, … it shall and may be lawful for his Majesty’s governor … to nominate and appoint, … and also to remove, without the consent of the council, all judges of the inferior courts of common pleas, commissioners of Oyer and Terminer, the attorney general, provosts, marshals, justices of the peace, and other officers to the council or courts of justice belonging …

VIII. And whereas the method at present used in the province of Massachusetts’s Bay in America, of electing persons to serve on grand juries, and other juries, by the freeholders and inhabitants of the several towns, affords occasion for many evil practices, and tends to pervert the free and impartial administration of justice: for remedy whereof … the jurors to serve at the superior courts of judicature, courts of assize, general gaol [jail] delivery, general sessions of the peace, and inferior court of common pleas, in the several counties within the said province … shall be summoned and returned by the sheriffs of the respective counties …"

-- Massachusetts Government Act (one of the so-called Intolerable or Coercive Acts)

17.1 Which of the following best describes the effect of laws such as that above on how a broad number of American colonists’ came to view themselves in relation to the British?

(A) They reinforced colonists’ status as subjects to the authority of the monarch.
(B) They undermined revolutionary sentiments of colonists by showing the futility of rebellion.
(C) They lessened regional and class divisions as colonists saw themselves as united Americans.
(D) They moved many colonists to define themselves in opposition to the British government.

17.2 Which of the following developments in British-American colonial relations most immediately led to the writing of the above document?

(A) Many American colonists sought to directly resist British political authority.
(B) Colonists loyal to the British crown fled from the rebellious America to Canada.
(C) Patriot leaders signed a formal declaration of independence from Great Britain.
(D) Britain fought an expensive war in North America to protect its colonial interests.

17.3 Which of the following ideals most justified in many American colonists’ view their general political response to laws such as those above?

(A) Separation of religious affairs from political management
(B) Rule by the people, under a republican government
(C) Establishment of a social contract to justify rule by a single authority
(D) Belief in the value of human reason over superstition
17.4
Which of the following best describes the British perspective in its relations with the American colonies by the latter half of the eighteenth century?
(A) Britain thought direct taxation was a valid source of revenue for wartime, but the American colonists believed spoils should pay for war.
(B) Britain felt threatened, believing that the American colonists had intentions of developing an imperial government to compete globally.
(C) Britain saw the American colonies as a typical part of its empire, and the colonists had gotten too used to provincial self-government.
(D) Americans believed that free trade should exist among all regions of North America, but Britain wished to limit trade.

17.5
Laws like that above were long-term consequences of events related to which of the following?
(A) Britain needed Americans to help pay the debts of the Seven Years’ War as well as military expenses for defending the colonists against American Indians.
(B) Britain needed to exert political control over the colonists in order to rebuild its imperial army after several imperialistic wars.
(C) Britain hoped to win the allegiance of the colonies from its European rivals in North America.
(D) Britain failed to develop as many colonies around the world for commerce and taxation as its imperial rivals had.

Questions 18.1-18.4 refer to the excerpt below.

“I congratulate you on the successes of our two allies. Those of the Hollanders are new, and therefore pleasing. It proves there is a god in heaven, and that he will not slumber without end on the iniquities of tyrants, or would-be tyrants, as their Stadtholder [political leader]. This ball of liberty, I believe most piously, is now so well in motion that it will roll round the globe, at least the enlightened part of it, for light & liberty go together. It is our glory that we first put it into motion, & our happiness that being foremost we had no bad examples to follow. What a tremendous obstacle to the future attempts at liberty will be the atrocities of Robespierre!”

-- Letter from Thomas Jefferson to Tench Coxe, June 1, 1795

18.1
Based on the above excerpt, with which of the following statements would Thomas Jefferson most likely agree?
(A) The U.S. government should form a military alliance with the Netherlands and France.
(B) American democratic ideals should be spread as an inspiration for people around the world.
(C) U.S. soldiers should try to overthrow the new French government.
(D) Americans should actively make efforts to replace tyrannical governments around the world.

18.2
According to the above excerpt, the American Declaration of Independence and subsequent victory in the war of independence most directly led to
(A) the overthrow of absolute monarchical systems of government throughout Europe
(B) the spread of Enlightenment ideals throughout the Atlantic World
(C) the United States being seen as a power nation with the most coveted form of government
(D) a movement towards political self-determination in several other nations
18.3
Which of the following visions from colonial America is most echoed in Jefferson’s expression of his vision of America in the above excerpt?
(A) A colonial vision of establishing religious freedom and laws made by a representative assembly of the people.
(B) The vision of establishing a place where impoverished English immigrants could start anew as the farmer-soldier
(C) The Carolina colony’s vision of a utopian society with a well-planned system of land distribution and social order.
(D) The Puritans’ view of establishing a commonwealth of holiness to serve as a model for the world.

18.4
Which of the following best describes the effect of European events and actions on political life in the newly established United States?
(A) European actions and events affecting the new U.S. served to unite the political factions against a common enemy.
(B) The new U.S. government employed a policy of strict isolationism, mostly ignoring European actions, even when such actions affected U.S. trade or were actions against American citizens.
(C) The conflicts and actions of Europe created deep political divisions in America regarding foreign policy, further entrenching the opposing political parties.
(D) The Federalist and Republican parties, despite disputes regarding domestic policy, united regarding foreign policy—mostly in support of France, against other nations, due to a sense of connection arising from the colonial war for independence inspiring the French Revolution.
Questions 19.1-19.4 refer to the graph below.

Alexander Hamilton’s Financial Plan for the United States Government, 1790

19.1
The above graphic best reflects which of the following groups’ economic goals for the newly formed United States?
(A) Those who argued that the new Constitution should require a balanced federal budget.
(B) Those who wanted to abolish all internal taxation.
(C) Those who argued for a centralized national economic policy.
(D) Those who argued against a national bank.

19.2
Enactment of the financial construct represented in the above graphic reflects which viewpoint in the debates within the newly formed United States over interpretation of the Constitution?
(A) Those who argued that Congress could not exercise powers which the Constitution did not explicitly enumerate.
(B) Those who argued for strict interpretation of the Constitution.
(C) Those who argued that the Constitution allowed for broader powers of Congress by implication.
(D) Those who argued that the Constitution was vague in outlining the powers of Congress.
19.3
Which of the following best describes the reasoning behind the financial construct adopted by the early U.S. government shown in the above graphic?
(A) The wealthy lenders who would fund the national debt would have a direct interest in a strong and successful national government.
(B) Early Republican lawmakers were reluctant to enact any kind of direct or indirect taxes.
(C) Congress did not consider long-term economic investment to be in the nation's best interests.
(D) States were eager to turn over the management of their affairs to the central federal government.

19.4
Which of the following was a significant political development which can be most attributed to the enactment of the full financial program partly represented in the above graphic?
(A) Speculators in U.S. bonds lost money.
(B) Formal political parties organized in opposition emerged.
(C) The Constitution was amended to allow for political parties.
(D) The Supreme Court's power of judicial review was instituted.
Questions 20.1-20.4 refer to the map below.

The Ordinance of 1785

20.1 Which of the following best explains why the special assignment of Section 16 of each township in the Ordinance of 1785 could be viewed as a turning point in American history?
   (A) It set a precedent for U.S. federal support for public education.
   (B) It provided for the assimilation of American Indians through reservation schools.
   (C) It created the first formally operated schools in North America.
   (D) It established that all U.S. residents had access to public education.

20.2 Which of the following best expresses a continuing dilemma from the colonial times, which was not addressed by the plan represented in the above graphic?
   (A) States’ rights v. federal powers
   (B) Individual liberty v. collective security
   (C) Coastal elites v. backcountry farmers
20.3
Which of the following best describes a continuing pattern from colonial times well into the mid-nineteenth century regarding U.S.-American Indian relations?
(A) After a series of frontier wars between tribes and settlers, the American Indian was assimilated into the white community.
(B) After a series of violent battles, the American Indians eventually ceded substantial new lands.
(C) The American Indians in the western lands experienced growing profit from trade with white settlers.
(D) The balance of power among tribes was upset due to varying treaties with the U.S. government.

20.4
Which of the following competing aspects in American political ideology immediately following the war for independence is best reflected by the plan in the above graphic?
(A) A citizenry sharing plots of property
(B) A citizenry consisting of independent property owners
(C) An inherited stratified social order
(D) A general citizenry making up a sizeable labor force, dependent on a wealthy elite class

Questions 21.1-21.4 refer to the excerpt below.

“A philosopher once said, ‘Let me make all the ballads of a country and I care not who makes its laws.’ He might with more propriety have said, let the ladies of a country be educated properly, and they will not only make and administer its laws, but form its manners and character. ...The influence of female education would be still more extensive and useful in domestic life. ...Children would discover the marks of maternal prudence and wisdom in every station of life; for it has been remarked that there have been few great or good men who have not been blessed with wise and prudent mothers.”

--Benjamin Rush, physician, educator, and writer, *Essays: Literary, Moral, and Philosophical*, 1798

21.1
Which of the following mid-nineteenth century American conceptions of womanhood is a direct derivative of ideals like those summarized in the above excerpt?
(A) Women’s suffrage as essential to American democracy
(B) Progressive emphasis on limiting work hours for women and children, allowing for domestic time
(C) Emphasis among the middle class on the role of women as guardians of benevolence and moral instruction
(D) Emphasis on women working both in the home and outside of the home to spread their societal influence

21.2
The ideal of womanhood promoted after the war for independence in America and as echoed in the above excerpt can be seen as a turning point in women’s history in which of the following ways?
(A) Women gained some political influence.
(B) Women gave up political and legal rights gained during the war.
(C) More women became the household’s primary income-earner.
(D) They gained equal social and political standing with propertied men.
21.3
Which of the following most contributed to the rise of the ideals as expressed in the above excerpt?
(A) Sentimentality toward and mimicking of traditional English aristocratic views of women
(B) The Enlightenment ideal of natural rights
(C) Entrance of women into reform movements such as abolitionism
(D) Cultural diffusion of social ideas arising from increased trade around the world

21.4
Which of the following best expresses the rationale for ideals such as that expressed in the above excerpt during the late 1700s and early 1800s in America?
(A) Education for women was essential, if America was to establish its own literary and artistic culture.
(B) Educated women were necessary to raising an informed and self-reliant citizenry imbued with the civic virtue upon which the envisioned republican form of American democracy relied.
(C) Education of women was necessary, if religious traditionalism was to survive the onslaught of Enlightenment rationalism.
(D) Educated women were necessary to help spur the nation into an industrial revolution to compete economically with England.

Questions 22.1-22.3 refer to the excerpt below.

“In contemplating the causes which may disturb our Union, it occurs as matter of serious concern that any ground should have been furnished for characterizing parties by geographical discriminations, Northern and Southern, Atlantic and Western; whence designing men may endeavor to excite a belief that there is a real difference of local interests and views. One of the expedients of party to acquire influence within particular districts is to misrepresent the opinions and aims of other districts. You cannot shield yourselves too much against the jealousies and heartburnings which spring from these misrepresentations; they tend to render alien to each other those who ought to be bound together by fraternal affection.

. . . To the efficacy and permanency of your Union, a government for the whole is indispensable. No alliance, however strict, between the parts can be an adequate substitute; they must inevitably experience the infractions and interruptions which all alliances in all times have experienced. Sensible of this momentous truth, you have improved upon your first essay, by the adoption of a constitution of government better calculated than your former for an intimate union, and for the efficacious management of your common concerns. This government, the offspring of our own choice, uninfluenced and unawed, adopted upon full investigation and mature deliberation, completely free in its principles, in the distribution of its powers, uniting security with energy, and containing within itself a provision for its own amendment, has a just claim to your confidence and your support. Respect for its authority, compliance with its laws, acquiescence in its measures are duties enjoined by the fundamental maxims of true liberty.”

-- President George Washington’s Farewell Address, 1796

22.1
The excerpt is most directly responding to which political development in America in the late 18th century?
(A) Strong diplomatic ties with European countries
(B) Securing the loyalties of frontier people in outlying western areas
(C) Establishment of tribal sovereignty for Native Americans
(D) Partisan rivalries between parties based on geographic and ideological differences
The excerpt most extends support for which political ideology being debated in the U.S. in the late 18th century?

(A) An agrarian republic composed of independent farmers  
(B) Strong national government  
(C) Unchecked power of the masses  
(D) Weak central government with emphasis on states’ rights

The geographic rivalries referred to in the excerpt most closely resemble which development in the mid-19th century?

(A) Regional conflicts over slavery in the western territories  
(B) The growth of nationalism  
(C) Establishment of new political parties  
(D) The emergence of the abolition movement

Questions 23.1-23.3 refer to the excerpt below.

“There was with General Washington, during most of the summer, a Seneca chief, called The Great Tree, who, on leaving the head-quarters of the Commander-in-chief, professed the strongest friendship for the American cause, and his first object, after his return to his own people, was to inspire them with his own friendly sentiments. While passing through the Oneida nation on his way home, he professed the strongest confidence in his ability to keep his own tribe bound in the chain of friendship, and pledged himself, in the event of his failure, to come down with his friends and adherents and join the Oneidas. Early in October [1778], Mr. Dean, the Indian interpreter and agent in the Oneida territory, . . . had despatched messengers to the Seneca country, who had returned with unfavorable intelligence. It was stated, that on his arrival in his own country, The Great Tree found his tribe all in arms. The warriors had been collected from the remotest of their lodges, and were then thronging the two principal towns, Kanadaseago and Jennesee. Having heard that the Americans were preparing an expedition against their country, they had flown to arms; and The Great Tree was himself determined to chastise the enemy who should dare to penetrate his country. The Oneida messengers were farther told that all the Indians west of their own tribe, including, of course, the Onondagas, together with the Indian settlements on the Susquehanna and its branches, were to join them. They were to rendezvous somewhere on the Tioga, and make a descent either upon the Pennsylvania or New Jersey frontier.”

-- William E. Stone, Life of Joseph Brant – Thayendanegea: including the Border Wars of the American Revolution, published in 1838

The above excerpt most directly reflects which dominant goal of Native Americans during the colonial war for independence?

(A) To remain neutral in the conflict  
(B) Forge advantageous alliances in hopes of protecting their own interests  
(C) Protect fur trade networks with the French  
(D) Avoid alliances with other tribes
23.2
The nature of the relationships amongst the various Native American tribes revealed in the excerpt best supports which statement?
(A) Native American tribes successfully maintained a strong confederacy in their common goal to stop further European settlement of Native American lands.
(B) Indecision and chaos amongst the Native American tribes weakened their resolve to fight for protection of their lands.
(C) Divisions among the tribes contributed to the Native American loss in their fight to limit migration of white settlers.
(D) Warfare between the tribes did not contribute to the defeat of Native Americans in their fight to save their lands.

23.3
What motivation would Native American tribes have had for forging alliances with the British during the colonial war for independence?
(A) The Native American tribes wanted to forge a united front to fight white encroachment.
(B) British government policy had attempted to protect Native American lands and control colonial expansion westward.
(C) Native Americans would be able to increase their trade with European powers.
(D) American colonists often destroyed tribal settlements in retaliation for the tribe’s support for the British.
Questions 24.1-24.5 refer to the image below.
24.1
Which of the following events directly shaped the political climate in the colonies that allowed for outbursts of violence like the one shown in this engraving?

(A) Passage of restrictive laws such as the Townshend Acts  
(B) Westward growth of colonial settlement along the Appalachians  
(C) Outbreak of slave rebellions  
(D) Armed conflicts with Native Americans in New England and Virginia

24.2
The engraving is an example of how the event being depicted can be seen to have served most directly as

(A) a reason for colonists to begin boycotting British tea and paper products  
(B) a focal point for fueling colonial public outrage against the British  
(C) an example held up by loyalists for why continued British rule was necessary  
(D) reason for colonial leaders at the Second Continental Congress to declare independence

24.3
Why were colonial resistance efforts like the one depicted in this engraving primarily headquartered in the northeastern colonies?

(E) Population pressures forced New Englanders to desire to expand westward more fervently than colonists in other regions.  
(F) New Yorkers continued to resent the English seizure of New York City from its Dutch founders.  
(G) The Quaker commitment to pacifism limited the interest of Americans in the Middle Colonies in participating in government.  
(H) Boston's merchants suffered greater economic consequences from British policies than did Southern planters.

24.4
Which best describes how the engraving can be seen as reflecting bias in support of the Patriot cause on the part of the creator?

(A) It strives to lessen colonial fears over British actions.  
(B) It depicts the British as the primary victims of the soldiers’ attack.  
(C) It suggests that the British soldiers made an orchestrated attack on a peaceful colonial crowd.  
(D) It sets the site of the armed conflict in a sparsely populated area.

25.5
Disputes between colonists and the British that led to events like the one shown in this engraving most closely reflected disagreements over which of the following?

(A) Requirements by the British that colonists support the Puritan Church  
(B) Right of the British to tax colonists who lacked a voice in Parliament  
(C) French interference in trade amongst the American colonies  
(D) Colonial anger over Britain's perceived lack of support against piracy on the seas.
Questions 26.1-26.4 refer to the excerpt below.

“We have to remind ourselves as we read such words as rights, sovereignty, and representation that they pertain to human affairs, and never more so than in these eighteenth-century struggles. For in the reality of the controversy over the Stamp Act these terms were anything but disembodied and detached; rather, they were set out in a framework which conveyed profound fears and anxieties.

The fear and anxiety arose from one compelling conviction: a conspiracy existed to deprive Americans of their liberties and to reduce them to slavery, and the Stamp Act was merely the 'first step to rivet the chains of slavery upon us forever.'”


26.1
The ideas about liberty expressed in this excerpt are most reflective of the American colonial interest in which of the following philosophies?

(A) Isolationism, which rejects the involvement of the nation in foreign affairs
(B) Pacifism, which urges non-violent resistance to perceived and real offenses
(C) Free market capitalism, which opposes government regulation of commerce
(D) Enlightenment thought, which stresses natural rights of the individual

26.2
What later debate can be seen as a continuity of the political struggle referenced in this excerpt?

(A) The modern-day Tea Party ideology arguing that an expansion of centralized authority in health care represented an oppression of personal economic liberties
(B) The abolitionist movement demanding greater intervention by the federal government in ending slavery and the slave trade within the United States
(C) Supporters of the ideals of Manifest Destiny seeking to secure federal efforts such as land annexations despite concerns over their constitutionality
(D) Opponents of imperialist and internationalist foreign policy approaches in the late 1800s and early 1900s calling for a return to U.S. isolationism and neutrality

26.3
Which group of the time most displayed the “compelling conviction” that Middlekauff references?

(A) Adherents of the Anglican Church who enjoyed economic support from colonial governments
(B) Officials of the colonial governments who implemented British policies in the colonies
(C) Enslaved African Americans who believed national independence offered personal freedom
(D) Members of colonial groups who organized popular resistance efforts and boycotts

26.4
Which group’s perspective from the 19th century would be most consistent with the colonial perspective as interpreted in the excerpt?

(I) Supporters of Manifest Destiny
(J) Supporters of the free-soil movement
(K) Early women factory workers
(L) All abolitionists
Questions 27.1-27.4 refer to the map below.

27.1 Which best describes the advantages possessed by the British forces whose movements and battles are depicted on the maps?
   (A) Low support for the Patriot cause among the general colonial populace
   (B) An American colonial leadership in political disarray
   (C) More manpower, money, and military experience
   (D) Assistance of European allies

27.2 George Washington had been appointed commander of the American forces in relation to the events being depicted by the maps. Which best describes Washington’s strength as the commander for that time in American history?
   (A) Washington’s ability to build and hold together the army under discouraging circumstances
   (B) Washington’s ability to garner popular support for the British against the French
   (C) Great Britain’s underestimation of Washington’s abilities and their blunders caused by overconfidence
   (D) Washington’s ability to stem Native American assistance to the British
27.3
Which group from the time would least likely have been supporters of the larger event being depicted by the maps?

(A) Delegates to the Constitutional Convention
(B) Elite Virginia planters who served as representatives in the colonial House of Burgesses
(C) Boston merchants with extensive international trade and commerce connections
(D) Southern small farmers with little exposure to the political messages of colonial discontents

27.4
Which can best be seen as a turning point directly resulting from specific events being shown on the maps?

(A) American colonies formally declaring independence from Great Britain
(B) France’s decision to throw financial and military support behind the American forces
(C) British loyalists fleeing to Canada and Great Britain
(D) The Continental Congress replacing the head of the colonial army with a new general

Questions 28.1-28.4 refer to the excerpt below.

“In consideration of the peace now established, and of the cessions and relinquishments of lands made in the preceding article by the said tribes of Indians, and to manifest the liberality of the United States, as the great means of rendering this peace strong and perpetual, the United States relinquish their claims to all other Indian lands northward of the river Ohio, eastward of the Mississippi, and westward and southward of the Great Lakes and the waters, uniting them, according to the boundary line agreed on by the United States and the King of Great Britain, in the treaty of peace made between them in the year 1783. But from this relinquishment by the United States, the following tracts of land are explicitly excepted:

1. The tract on one hundred and fifty thousand acres near the rapids of the river Ohio, which has been assigned to General Clark, for the use of himself and his warriors.
2. The post of St. Vincennes, on the River Wabash, and the lands adjacent, of which the Indian title has been extinguished.
3. The lands at all other places in possession of the French people and other white settlers among them, of which the Indian title has been extinguished as mentioned in the 3d article; and
4. The post of fort Massac towards the mouth of the Ohio. To which several parcels of land so excepted, the said tribes relinquish all the title and claim which they or any of them may have.”

– from The Treaty of Greenville, Article 4, 1795

28.1
Which development most led to treaties like this one during the late 1700s and early 1800s?

(A) American Indians began forming political bodies such as the Iroquois Confederacy to manage intertribal affairs.
(B) White settlement west of the Appalachians increased dramatically after the American Revolution.
(C) The Articles of Confederation government struggled to manage internal conflicts in places like Pennsylvania.
(D) Delegates ratified the U.S. Constitution only after the addition of the Bill of Rights protecting state and individual liberties.
American Indian tribes and the federal government of the newly formed United States shared an ambiguous legal relationship. That the fledgling U.S. continued to sign treaties over land with American Indian tribes suggests that the U.S. acknowledged
(A) that securing traditional American Indian lands from white settlement was ineffective
(B) citizenship rights for American Indian groups
(C) dependence of American Indian groups for federal protection
(D) formal possession of land by American Indian tribes

By 1840, generally, the lands that the U.S. had left to American Indian tribes in the above treaty
(A) were essentially worthless in terms of economic value
(B) had been annexed by Canada
(C) had been ceded over to the federal government
(D) had become fortified and stable farmland for most of the American Indian tribes

Which best describes the development of the lands discussed in the treaty by the mid-19th century?
(A) Canada had gained control over a majority of the region.
(B) Many German immigrants had settled there to farm.
(C) Most Native Americans of the region had assimilated into the American farming system.
(D) The region became more connected to the Southern cash crop system than to the industrial East.
Questions 29.1-29.4 refer to the excerpt below.

"From the listless repose of the place, and the peculiar character of its inhabitants, who are descendants from the original Dutch settlers, this sequestered glen has long been known by the name of SLEEPY HOLLOW, and its rustic lads are called the Sleepy Hollow Boys throughout all the neighboring country. A drowsy, dreamy influence seems to hang over the land, and to pervade the very atmosphere. Some say that the place was bewitched by a High German doctor, during the early days of the settlement; others, that an old Indian chief, the prophet or wizard of his tribe, held his powwows there before the country was discovered by Master Hendrick Hudson. Certain it is, the place still continues under the sway of some witching power, that holds a spell over the minds of the good people, causing them to walk in a continual reverie. They are given to all kinds of marvellous beliefs, are subject to trances and visions, and frequently see strange sights, and hear music and voices in the air. The whole neighborhood abounds with local tales, haunted spots, and twilight superstitions; stars shoot and meteors glare oftener across the valley than in any other part of the country, and the nightmare, with her whole ninefold, seems to make it the favorite scene of her gambols.

The dominant spirit, however, that haunts this enchanted region, and seems to be commander-in-chief of all the powers of the air, is the apparition of a figure on horseback, without a head. It is said by some to be the ghost of a Hessian trooper, whose head had been carried away by a cannon-ball, in some nameless battle during the Revolutionary War, and who is ever and anon seen by the country folk hurrying along in the gloom of night, as if on the wings of the wind."

– from The Legend of Sleepy Hollow by Washington Irving, 1820

29.1
The sociocultural ideology expressed in this excerpt is most reflective of which of the following periods of U.S. history?
(A) Manifest Destiny, which encouraged the westward expansion of Americans to the western coast
(B) Era of Good Feelings, which saw citizens unify behind the spirit of nationalism
(C) Gilded Age, which celebrated the achievements wealth despite great economic disparity
(D) Federal Era, which focused on the development of a distinctly American constitutional government

29.2
Which was the general effect of artistic expressions in the early- to mid-19th century like the one excerpted here?
(A) The Second Great Awakening gained adherents.
(B) Support for abolition increased.
(C) Americans’ national identity solidified.
(D) Persecution of political dissidents grew.

29.3
Details in the excerpt suggest that Sleepy Hollow is a place in America, or could be interpreted to stand for America. What does the excerpt reflect about the American sense of national identity at the time?
(A) America was full of potential.
(B) Other races were inherently inferior to white Americans of European descent.
(C) American culture shared much with the Old World.
(D) Americans were unrealistic and impractical.

29.4
The perspective invoked by the description of Sleepy Hollow most shares a commonality with which artistic movement?
(A) Writers in the early 20th century conveying the disillusionment following World War I
(B) Youthful writers in the mid-20th century challenging a culture of conformist consumerism
(C) Painters of the early 19th century celebrating the naturalness of the American landscape
(D) Poets and artists in the early 20th century celebrating the characteristics of African American culture
Short Answer Questions: Period 3 (1754-1800)

1. Use your knowledge of United States History to answer a, b, and c.

   a) Describe ONE effort by England to exert imperial control over the American colonies in the mid-18th century.

   b) Briefly explain the results of this effort.

   c) Use at least ONE piece of historical evidence to support your explanation in b.
Scoring Notes

A. A good response would describe one way in which Britain attempted to exert imperial control over its American colonies during the mid-18th century, such as:

- **Proclamation of 1763** – In order to minimize conflicts between British settlers and Native Americans over land, Britain issued the Proclamation of 1763, which prohibited British settlers from expanding beyond the Appalachian Mountains.

- **Writs of assistance** – Americans had ignored and circumvented British restrictions on trade for decades. Writs of assistance were designed to help British officials crack down on the widespread smuggling that the British government knew was occurring. They provided open authorization for officials to search homes for smuggled goods, without requiring specific details regarding the home to be searched or the goods suspected of being concealed.

- **Sugar Act** – Parliament passed the Sugar Act in 1764. It reduced the tax on molasses imported into the mainland colonies, but provided for more strict collection of the tax (colonists had frequently avoided paying the previous tax on molasses). The law also gave more power to admiralty courts responsible for prosecuting smugglers.

- **Stamp Act** – The Stamp Act, passed in 1765, taxed the colonists directly, as opposed to simply regulating trade. It required colonists to buy stamps to put on almost every document or object made of paper, including contracts, wills, books, newspapers, and even playing cards. Parliament’s goal in imposing the tax was to raise money for the administration of an empire recently enlarged as a result of the Seven Years’ War.

B/C. A good answer would describe Americans’ reaction to the policy described in (A), including specific supporting details. For example:

- **Proclamation of 1763** – American colonists were outraged by Britain’s policy regarding western expansion, and many ignored it, settling west of the Appalachians anyway. In Pennsylvania, a band of men known as the Paxton Boys massacred several groups of Native Americans to demonstrate their opposition to Britain’s restrictions. They believed that Britain should meet Native Americans with force and defend British colonists’ rights to western land.

- **Writs of assistance** – Colonists spoke out against what they saw as an infringement of their liberties. They challenged the writs in court, and their challenges were sometimes upheld. Attorney James Otis provided the most eloquent opposition to the writs in his statement at a Boston court case in 1761.

- **Sugar Act** – The Sugar Act irritated the colonists, but it did not provoke widespread protest, probably in part because most colonists did not personally feel its effects. Several individual colonies unsuccessfully requested Parliament to repeal the law, but opposition to it did not move much beyond this.

- **Stamp Act** – Colonists responded to the Stamp Act with fierce resistance, objecting to Parliament taxing them when they had no direct representation in that body. They refused to allow the sale of stamps, harassing stamp distributors and forcing them to resign. Organizations called the Sons of Liberty sprang up in many American cities; they sought to protect American liberties by fighting for repeal of the law. Some colonies took official action; the Virginia legislature passed the Stamp Act Resolves, condemning the legislation. Representatives from various colonies met for a Stamp Act Congress to coordinate colonial efforts to oppose the tax. Ultimately, Parliament repealed the Stamp Act, but maintained its right to tax the colonies by passing the Declaratory Act.
Questions 30.1-30.5 refer to the excerpt below.

“Having considered the bill this day presented to me entitled "An act to set apart and pledge certain funds for internal improvements," and which sets apart and pledges funds "for constructing roads and canals, and improving the navigation of water courses, in order to facilitate, promote, and give security to internal commerce among the several States, and to render more easy and less expensive the means and provisions for the common defense," I am constrained by the insuperable difficulty I feel in reconciling the bill with the Constitution of the United States to return it with that objection to the House of Representatives, in which it originated.”

--President James Madison in his decision to veto the 1817 Federal Public Works bill

30.1
Madison’s concern expressed in the above quote most closely parallels the central point of contention in which of the following political controversies in the early days of the new United States?

(A) Debate over the Federalists’ program to fund the national debt, following the war for independence
(B) Debates over implementing a tariff on imports
(C) Debates over the prudence of the establishment of political parties
(D) The debates over the establishment of the first national bank

30.2
Which of the following provides the best argument for how Madison’s veto might have contributed to the rise of U.S. sectional tensions in the years leading up to and during the antebellum period?

(A) It resulted in a concentration of wealth in the hands of slaveholders.
(B) It created a lasting controversy that hampered Congress's ability to legislate.
(C) It discouraged the formation of a well-integrated national economy.
(D) It set a precedent for presidents to follow strict partisan lines.

30.3
Which of the following was a major reason for the drafting of the legislation referred to in the above excerpt?

(A) Westward movement by whites and resulting economic development
(B) New tariffs on European imports
(C) The need to distribute British products flooding the port cities
(D) The British blockade of Atlantic shipping for trade within the U.S.

30.4
The underlying ideological debate in the early 1800s over federal public works bills like that referenced in the above excerpt is essentially the same as that concerning which of the following issues at the beginning of the twentieth century in America?

(A) Reinstituting silver as part of the basis for the dollar
(B) Dependency of the economy on the railroads
(C) Regulation of monopoly and large trusts
(D) Formation of national labor unions

30.5
In relation to the general subject matter of the legislation referenced in the above excerpt, how were the subsequent actions of the northern states and the southern states different?

(A) The southern states invested more heavily in canals to link to rivers, which served as their main routes for transportation of goods.
(B) The southern states and the northern states equally invested in building roads, canals, and railroads, since the federal government was constrained from doing so.
(C) The northern states invested heavily in building a transportation infrastructure, while the South continued to move their agricultural goods to market through natural waterways.
(D) The North and South both effectively tied their respective regions together with an extensive network of railroads, but the South did not build as many roads and canals.
Questions 31.1-31.5 refer to the illustration below.

Credit: Library of Congress Prints and Photographs Division [LC-USZC4-772]
Methodist camp meeting in America, 1819

31.1
The development of the social movement, of which organized events like that shown in the above illustration were a part, was in reaction against
(A) the influence of a religious evangelistic fervor spreading throughout the regions
(B) the spread of Western Christianity among the American Indian populations in the frontier
(C) the spread of Enlightenment ideals of rationalism and individualism into religious beliefs
(D) the growth of Social Darwinism as a philosophy

31.2
Which aspect of the movement depicted in the above illustration demonstrates an influence of Enlightenment ideas?
(E) The belief that the individual played an active role in his or her salvation
(F) The belief that an individual’s salvation was predestined
(G) The belief that the authority of the government and churches went hand in hand
(H) The belief that evangelism made no distinction between races and social classes
31.3
Which of the following is most directly an effect or outgrowth of the movement represented in the above illustration?

(A) An increasing distinction between the spheres of home and work
(B) Predominance of women in various moral and social reform efforts of the nineteenth century
(C) The transition from arranged marriages to marriages based on affection, because of the ideal of individual free will
(D) A sudden hostility toward Catholicism in the early nineteenth century

31.4
Which of the following best describes the progression of the movement, of which events such as that shown in the above illustration were a part and which can be understood as a turning point in U.S. history?

(A) New religious proponents were the leading voices calling for further westward expansion to allow for missionary work.
(B) Proponents of religious revivalism brought about a return to deeply conservative colonial-era values.
(C) The emphasis on individual action led to the organization of many moral and social reform associations.
(D) Leaders of community religious movements supported the growth of distinctive regional identities and heightened sectional tensions.

31.5
With which of the following statements would the attendees in the above illustration most likely agree?

(A) Women lacked the intellectual and moral capability to effect widespread social change.
(B) Separation of church and state was clearly guaranteed under the U.S. Constitution.
(C) The best solution to the problem of slavery was the return of enslaved peoples to Africa.
(D) All people have equal opportunity to achieve religious salvation before God.
Questions 32.1-32.3 refer to the maps below.
32.1
All three maps together best suggest which of the following trends?
(A) Growth of canals resulted in increased migration of people westward.
(B) Railroads became integral to the population growth westward.
(C) The rivers became more navigable.
(D) Riverboat transportation became very important.

32.2
Which of the following best describes the relationship between the trends depicted by the three maps together?
(A) The urban economies began to grow rapidly.
(B) More immigrants from overseas came to the United States.
(C) The opening of canals led to agricultural specialization.
(D) Westward migration increased as canals expanded the market economy westward.

32.3
The maps most clearly support which of the following statements about the nature of the relationship between the East and the Old Northwest (mid-western states) by the mid-1800s?
(A) The building of the canals and resulting migration patterns forged strong ties of interdependence between the Northeast and the Old Northwest.
(B) Commercial farming grew as a profitable enterprise in the Old Northwest.
(C) The canals helped integrate the Chesapeake region with the East and Old Northwest.
(D) Expansion westward contributed to a decrease in urban growth in the East.
DBQ. Analyze the reasons behind the development of the Constitution and Bill of Rights and the effects the document had on the political development of the Early Republic.

**Document 1**

*Source: [United States] Articles of Confederation, 1777*

**Article II.** Each state retains its sovereignty, freedom and independence, and every Power, Jurisdiction and right, which is not by this confederation expressly delegated to the United States, in Congress assembled.

**Article III.** The said states hereby severally enter into a firm league of friendship with each other, for their common defense, the security of their Liberties, and their mutual and general welfare, binding themselves to assist each other, against all force offered to, or attacks made upon them, or any of them, on account of religion, sovereignty, trade, or any other pretense whatever.

**Article V.** In determining questions in the united states, in Congress assembled, each state shall have one vote.

**Article IX.** The united states, in congress assembled, shall also have the sole and exclusive right and power of regulating the alloy and value of coin struck by their own authority, or by that of the respective states - fixing the standard of weights and measures throughout the united states - regulating the trade and managing all affairs with the Indians, not members of any of the states; provided that the legislative right of any state, within its own limits, be not infringed or violated. . .
Document 2

Source: The United States Constitution

Article. IV.
Section. 1.
Full Faith and Credit shall be given in each State to the public Acts, Records, and judicial Proceedings of every other State. And the Congress may by general Laws prescribe the Manner in which such Acts, Records and Proceedings shall be proved, and the Effect thereof.

Section. 2.
The Citizens of each State shall be entitled to all Privileges and Immunities of Citizens in the several States. A Person charged in any State with Treason, Felony, or other Crime, who shall flee from Justice, and be found in another State, shall on Demand of the executive Authority of the State from which he fled, be delivered up, to be removed to the State having Jurisdiction of the Crime.
No Person held to Service or Labour in one State, under the Laws thereof, escaping into another, shall, in Consequence of any Law or Regulation therein, be discharged from such Service or Labour, but shall be delivered up on Claim of the Party to whom such Service or Labour may be due.

Section. 3.
New States may be admitted by the Congress into this Union; but no new State shall be formed or erected within the Jurisdiction of any other State; nor any State be formed by the Junction of two or more States, or Parts of States, without the Consent of the Legislatures of the States concerned as well as of the Congress.

... Section. 4.
The United States shall guarantee to every State in this Union a Republican Form of Government, and shall protect each of them against Invasion; and on Application of the Legislature, or of the Executive (when the Legislature cannot be convened), against domestic Violence.
Document 3
Source: The Federalist Papers: Federalist No. 7: The Same Subject Continued: Concerning Dangers from Dissensions Between the States

IT IS sometimes asked, with an air of seeming triumph, what inducements could the States have, if disunited, to make war upon each other? It would be a full answer to this question to say—precisely the same inducements which have, at different times, deluged in blood all the nations in the world. But, unfortunately for us, the question admits of a more particular answer. There are causes of differences within our immediate contemplation, of the tendency of which, even under the restraints of a federal constitution, we have had sufficient experience to enable us to form a judgment of what might be expected if those restraints were removed.

Territorial disputes have at all times been found one of the most fertile sources of hostility among nations. Perhaps the greatest proportion of wars that have desolated the earth have sprung from this origin. This cause would exist among us in full force. We have a vast tract of unsettled territory within the boundaries of the United States. There still are discordant and undecided claims between several of them, and the dissolution of the Union would lay a foundation for similar claims between them all.

. . . The competitions of commerce would be another fruitful source of contention. The States less favorably circumstanced would be desirous of escaping from the disadvantages of local situation, and of sharing in the advantages of their more fortunate neighbors. Each State, or separate confederacy, would pursue a system of commercial policy peculiar to itself. This would occasion distinctions, preferences, and exclusions, which would beget discontent.

Document 4
Source: Antifederalist Paper No. 17: Federalist Power Will Ultimately Subvert State Authority

It appears from these articles [Constitutional Article I, Section 8 and Article VI], that there is no need of any intervention of the State governments, between the Congress and the people, to execute any one power vested in the general government, and that the Constitution and laws of every State are nullified and declared void, so far as they are or shall be inconsistent with this Constitution, or the laws made in pursuance of it, or with treaties made under the authority of the United States. The government, then, so far as it extends, is a complete one, and not a confederation. It is as much one complete government as that of New York or Massachusetts; has as absolute and perfect powers to make and execute all laws, to appoint officers, institute courts, declare offenses, and annex penalties, with respect to every object to which it extends, as any other in the world. So far, therefore, as its powers reach, all ideas of confederation are given up and lost. It is true this government is limited to certain objects, or to speak more properly, some small degree of power is still left to the States; but a little attention to the powers vested in the general government, will convince every candid man, that if it is capable of being executed, all that is reserved for the individual States must very soon be annihilated, except so far as they are barely necessary to the organization of the general government.
Document 5

Source: From a speech by James Madison to Congress, June 8, 1789 during which he introduces the first ten Amendments to the Constitution (commonly known as the Bill of Rights);

It appears to me that this House is bound by every motive of prudence, not to let the first session pass over without proposing to the State Legislatures some things to be incorporated into the constitution, that will render it as acceptable to the whole people of the United States, as it has been found acceptable to a majority of them.

I wish among other reasons why something should be done, that those who have been friendly to the adoption of the constitution may have the opportunity of proving to those who were opposed to it that they were as sincerely devoted to liberty and a Republican Government as those who charged them with wishing the adoption of this constitution in order to lay the foundation of an aristocracy or despotism. It will be a desirable thing to extinguish from the bosom of every member of the community, any apprehensions that there are those among his countrymen who wish to deprive them of the liberty for which they valiantly fought and honorably bled. And if there are amendments desired of such a nature as will not injure the constitution, and they can be ingrafted so as to give satisfaction to the doubting part of our fellow-citizens, the friends of the Federal Government will evince that spirit of deference and concession for which they have hitherto been distinguished.

Document 6

Source: The Virginia Resolution of 1798

RESOLVED, . . . That this Assembly doth explicitly and peremptorily declare, that it views the powers of the federal government, as resulting from the compact, to which the states are parties; as limited by the plain sense and intention of the instrument constituting the compact; as no further valid that they are authorized by the grants enumerated in that compact; and that in case of a deliberate, palpable, and dangerous exercise of other powers, not granted by the said compact, the states who are parties thereto, have the right, and are in duty bound, to interpose for arresting the progress of the evil, and for maintaining within their respective limits, the authorities, rights and liberties appertaining to them.

That the General Assembly doth also express its deep regret, that a spirit has in sundry instances, been manifested by the federal government, to enlarge its powers by forced constructions of the constitutional charter which defines them; and that implications have appeared of a design to expound certain general phrases (which having been copied from the very limited grant of power, in the former articles of confederation were the less liable to be misconstrued) so as to destroy the meaning and effect, of the particular enumeration which necessarily explains and limits the general phrases; and so as to consolidate the states by degrees, into one sovereignty, the obvious tendency and inevitable consequence of which would be, to transform the present republican system of the United States, into an absolute, or at best a mixed monarchy.
Document 7
Source: Thomas Jefferson’s First Inaugural Address

. . . Every difference of opinion is not a difference of principle. We have called by different names brethren of the same principle. We are all Republicans, we are all Federalists. If there be any among us who would wish to dissolve this Union or to change its republican form, let them stand undisturbed as monuments of the safety with which error of opinion may be tolerated where reason is left free to combat it. I know, indeed, that some honest men fear that a republican government can not be strong, that this Government is not strong enough; but would the honest patriot, in the full tide of successful experiment, abandon a government which has so far kept us free and firm on the theoretic and visionary fear that this Government, the world's best hope, may by possibility want energy to preserve itself? I trust not. I believe this, on the contrary, the strongest Government on earth. I believe it the only one where every man, at the call of the law, would fly to the standard of the law, and would meet invasions of the public order as his own personal concern. Sometimes it is said that man can not be trusted with the government of himself. Can he, then, be trusted with the government of others? Or have we found angels in the forms of kings to govern him? Let history answer this question.

Let us, then, with courage and confidence pursue our own Federal and Republican principles, our attachment to union and representative government.

SCORING NOTES

Thesis
Possible thesis statements could include the following.

- The Constitution and Bill of Rights were developed as a direct response to earlier problems with the Articles of Confederation and had a profound impact upon the Republic.
- The Constitution developed as a means to fix the errors of the Articles of Confederation, while the Bill of Rights was constructed as a means to alleviate concerns about the return of the abuses seen under British rule; which combined had a profound impact upon the development of the young Republic.

Analysis of Documents
To earn full credit for analysis of documents, responses must offer at least one of the following for all or all but one of the documents: intended audience, purpose, historical context, author’s point of view. The analyses must also support the stated thesis or a relevant argument.

Document 1
Source: [United States] Articles of Confederation, 1777
Components of document analysis may include the following.
- Audience: a legal document for the basis of government for the citizens of the United States
- Purpose: to spell out the working of the new United States government
- Historical context: Following the Declaration of Independence, the colonies required a foundation for new government and the Articles of Confederation provided that initial framework.
- Author’s point of view: not applicable

Document 2
Source: The United States Constitution
Components of document analysis may include the following.
- Audience: a legal document for the basis of government for the citizens of the United States
- Purpose: to spell out the working of the new United States government
- Historical context: Following the struggles of the new government under the Articles of Confederation, a new Constitution was developed in an attempt to provide a more stable foundation for self-rule.
- Author’s point of view: not applicable

Document 3
Source: The Federalist Papers: Federalist No. 7: The Same Subject Continued: Concerning Dangers from Dissensions Between the States
Components of document analysis may include the following.
- Audience: a political essay intended for the readers and voters of the United States
- Purpose: to lobby for the passage of the new U.S. Constitution as the matter was coming to vote throughout the young republic
- Historical context: Following the failures of the Articles of Confederation, Alexander Hamilton was among the leaders of the push for a new, stronger Constitution which granted greater powers to the central government. As the debate over the
new Constitution came to a head, Hamilton, joined by James Madison and John Jay, published a series of essays urging support for the U.S. Constitution.

- **Author's point of view:** Alexander Hamilton (not stated in document) had very strong opinions in favor of Federalism when writing this pamphlet. Hamilton, here, argues that divisions between the states could easily lead to conflict and dissension without a stronger central authority to maintain the peace within the country.
Document 4
Source: Antifederalist Paper No. 17: Federalist Power Will Ultimately Subvert State Authority
Components of document analysis may include the following.
- Audience: a map intended for students and American History enthusiasts
- Purpose: to illustrate avenues of European exploration of the Americas
- Historical context: Following the success of the first voyage by Columbus in 1492, several European powers sent explorers to the “New World” over the course of the following century in hopes of finding new routes to Asia and staking claim to new lands.
- Author’s point of view: not applicable

Document 5
Source: From a speech by James Madison to Congress, June 8, 1789 during which he introduces the first ten Amendments to the Constitution (commonly known as the Bill of Rights)
Components of document analysis may include the following.
- Audience: a speech intended for the other members of Congress and the citizens of the United States
- Purpose: to explain the reasons for passing the first amendments to the Constitution
- Historical context: As part of the Federalist push for the new Constitution, many people voiced concerns about the centralization of authority, among them Samuel Adams, and the Bill of Rights was largely a compromise to garner support for the Constitution by guaranteeing certain rights to the opposition.
- Author’s point of view: Madison argues that the Bill of Rights is a necessary step to reassure those Americans who favor a confederate government that the federalist supporters had no designs upon aristocratic or despotic rule.

Document 6
Source: The Virginia Resolution of 1798
Components of document analysis may include the following.
- Audience: a map intended for students and American History enthusiasts
- Purpose: to illustrate avenues of European exploration of the Americas
- Historical context: In response to the Alien and Sedition Acts (1798), Republicans in the state legislatures passed resolution saying that the U.S. Congress had overstepped its constitutional bounds. The Kentucky Resolution, authored by Thomas Jefferson, argued that the states still reserved the right to nullify federal laws which were unconstitutional.
- Author’s point of view: James Madison (not mentioned in document as the author) argued that the federal government was illegally expanding its powers beyond what the Constitution permitted.

Document 7
Source: Thomas Jefferson's First Inaugural Address
Components of document analysis may include the following.
- Audience: address to the nation by Jefferson upon his inauguration as President of the United States
- Purpose: to address the partisan divisions which had developed in the young Republic
- Historical context: Following the divisions of the John Adams presidency, Jefferson addressed the differences between Federalists and Republicans.
- Author’s point of view: Jefferson argues that the differences between the two parties are matters of opinion and not of principle, that both sides are in favor of Republican government and all would standby to defend the nation and its institutions.
Analysis of outside examples to support thesis/argument
Possible examples of information not found in the documents that could be used to support the stated thesis or a relevant argument could include the following.

- The weaknesses of the Articles of Confederation left the new nation rudderless and unable to resolve even the most rudimentary conflicts.
  - The Articles of Confederation left the majority of power in the hands of the individual states.
  - There was no separate executive or judicial power for the national government, only the Congress.
  - Congress had no power to tax, raise troops, or regulate trade.
- The Constitution provided a more powerful central government with more clearly defined responsibilities and limitations which allowed the remediation of debts, conflicts, and economic struggles.
  - The Great Compromise (1787) reconciled the conflicts between the large and small states over representation as presented in the Virginia Plan as opposed to the New Jersey Plan as well as how to consider slaves in regard to population for the purpose of congressional representation and taxation.
  - The Constitution provided for the creation of executive and judicial branches to accompany the legislative branch.
  - The Constitution enumerated various responsibilities and powers belonging to the federal government as well as those reserved to the states.
  - The Constitution instilled a system of checks and balances to maintain the separation of powers of independence of the branches of the federal government as inspired by the works of Hume and Montesquieu.
- Necessity for the Bill of Rights
  - The revision of the national government prompted fears of what a more powerful central government may mean for the individual rights which had been fought for in the Revolution.
    - The new federal Constitution had many opponents, including prominent revolutionaries such as Samuel Adams.
  - The Bill of Rights was created as a means to reassure opponents of a strong central government that the federal government would not slip into the abuses seen under the British imperial government which had led to the Revolution.
  - The new Bill of Rights placed important limitations upon the federal government and guaranteed important rights to individuals and the states which would shape the political direction of the country for the rest of its existence.
- Impact upon political development of the new government
  - The new Constitution allowed the United States to begin taking concerted action in dealing with taxation and debt issues as well as to deal with foreign states on a more equal footing as seen by the signing of Jay’s and Pinckney’s Treaties.
  - The new, powerful executive had the authority to deal with turmoil promptly, as seen by Washington’s handling of the Whiskey Rebellion (1794).
  - The United States government was able to begin to resolve debts and quickly move into a position to be able to resist demands from the British and French.
AP U.S. History Period 1 Multiple Choice Questions

Contextualization
Students can earn a point for contextualization by accurately and explicitly connecting historical phenomena relevant to the argument to broader historical events and/or processes. These historical phenomena may include, but are not limited to, the following.

- The adoption of the Constitution to replace the Articles of Confederation was the start of a long tradition in United States history of supplementing or replacing laws and political doctrine as needed during the development of the nation.
  - The 27 Amendments to the Constitution are a testament to flexibility and responsiveness of the government system implemented by the Constitution.

Synthesis
Essays can earn the point for synthesis by crafting a persuasive and coherent essay. This can be accomplished by providing a conclusion that extends or modifies the analysis in the essay, by using disparate and sometimes contradictory evidence from primary and/or secondary sources to craft a coherent argument, or by connecting to another historical period or context. Examples could include, but are not limited to, the following.

- The controversies over the rights of the federal government begun in the debates leading to the ratification of the Constitution have never subsided.
  - The same debates over state versus federal powers reared their head with the Virginia and Kentucky Resolutions (1798-1799), the Nullification Crisis (1832-1833), and in the lead-up to the Civil War and during the war itself (1861-1865).