

AP United States History

SECTION I

TIME: 55 Minutes
80 Questions

1. In 1804, Aaron Burr killed Alexander Hamilton in a duel that was fought because
 - (A) Hamilton had formally accused Burr of treason and Burr felt he had to defend his honor.
 - (B) Burr blamed his loss of the 1804 election for governor of New York on Hamilton's charges that Burr was dangerous and untrustworthy.
 - (C) Hamilton had uncovered Burr's plan to form an independent republic comprised of American territories west of the Appalachians.
 - (D) Burr had caught his wife in a sexual liaison with Hamilton and felt that he had to defend his honor.
 - (E) Burr believed that Hamilton had financially destroyed him in a real estate deal in which Burr lost nearly all of his wealth.
2. The following cartoon refers to the results of which war?



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|--------------------------|------------------|
| (A) War of 1812 | (D) World War I |
| (B) Civil War | (E) World War II |
| (C) Spanish-American War | |

3. All of the following are true of the Confederate war effort during the Civil War EXCEPT:
- (A) Confederate industry was never able to adequately supply Confederate soldiers with the armaments they needed to successfully fight the war.
 - (B) Confederate agriculture was never able to adequately supply the people of the South with the food they needed.
 - (C) Inflation became a major problem in the South as the Confederate government was forced to print more paper currency than it could support with gold or other tangible assets.
 - (D) The inadequate railroad system of the South hindered movement of soldiers, supplies, and food from the places where they were stationed (or produced) to the places where they were most needed.
 - (E) Tremendous resentment at the military draft developed among poor and middle class Southerners because wealthy Southern males could pay to have a substitute take their place in the army.
4. What was the **overall** U.S. unemployment rate during the worst periods of the depression?
- (A) 10%
 - (B) 25%
 - (C) 40%
 - (D) 60%
 - (E) 90%
5. All of the following were main principles of the Navigation Acts EXCEPT:
- (A) Trade in the colonies was limited to only British or colonial merchants.
 - (B) It prohibited the colonies from issuing their own paper currencies, greatly limiting their trading capabilities.
 - (C) All foreign goods bound for the colonies had to be shipped through England where they were taxed with British import duties.
 - (D) The colonists could not build or export products that directly competed with British export products.
 - (E) Colonial enumerated goods could only be sold in England.
6. Which of the following statements explains why slavery flourished in the Southern English colonies and not in New England?
- (A) Most New England farms were too small for slaves to be economically necessary or viable, whereas in the South the cultivation of staple crops such as rice and tobacco on large plantations necessitated the use of large numbers of indentured servants or slaves.
 - (B) Blacks from the tropical climate of Africa could not adapt to the harsh New England winters. Their high death rates made their use as slave laborers unprofitable.
 - (C) A shortage of females in the Southern English colonies led to many female black Africans being imported as slaves and as potential wives for white planters in the region.
 - (D) Whereas New England religious groups such as the Puritans forbade slavery on moral grounds, the Anglican church, which dominated the Southern English colonies, encouraged the belief that Blacks were inferior, thus, not deserving of equal status.
 - (E) The Stono uprising in 1739 convinced New Englanders that the cost of controlling slaves was not worth their marginal economic benefits.

7. Which battle was the turning point in the Pacific war between Japan and the U.S.?
- (A) Leyte Gulf
 - (B) Pearl Harbor
 - (C) Coral Sea
 - (D) Midway
 - (E) Guadalcanal
8. The United States Supreme Court Case of *Brown v. Board of Education of Topeka* was significant because it
- (A) prohibited prayer in public schools on the grounds of separation of church and state
 - (B) legally upheld the doctrine of “separate but equal” educational facilities for Blacks and Whites
 - (C) clarified the constitutional rights of minors and restricted the rights of school administrators to set dress codes or otherwise infringe on students’ rights
 - (D) upheld school districts’ rights to use aptitude and psychological tests to “track” students and segregate them into “college prep” and “vocational” programs
 - (E) ordered the desegregation of public schools, prohibiting the practice of segregation via “separate but equal” schools for Blacks and Whites
9. The Great Awakening of the mid-eighteenth century refers to
- (A) a series of religious revivals that swept through the English colonies spreading evangelistic fervor and challenging the control of traditional clerics over their congregations
 - (B) the intellectual revolution that served as a precursor to the Enlightenment and challenged orthodox religion’s claims to knowledge of humankind and the universe
 - (C) the beginnings of the Industrial Revolution in England and its New World colonies
 - (D) the growing realization among English colonists that independence from England was only a matter of time and was the key to their future success
 - (E) the sudden awareness among North American Indians that their only chance for survival against the rapidly growing number of European colonists was to fight them before the Europeans grew any stronger
10. One of the major effects of the Industrial Revolution of the late nineteenth century in the United States was
- (A) an increased emphasis on worker health and safety issues
 - (B) an increased emphasis on speed rather than quality of work
 - (C) an increased emphasis on high-quality, error-free work
 - (D) an increase in the number of small industrial facilities, which could operate more efficiently than larger, more costly industrial plants
 - (E) a decrease in worker productivity as a result of continuous clashes between unions and management
11. The key event that guaranteed Lincoln’s reelection in 1864 was
- (A) the fall of Vicksburg to General Grant
 - (B) the capture of New Orleans by Admiral Farragut
 - (C) the defeat of Lee’s army by General Meade at Gettysburg
 - (D) the fall of Atlanta to General Sherman
 - (E) the successful defense of Nashville by General Thomas against repeated Confederate counterattacks

12. The American Hostage Crisis in Iran was precipitated by
- (A) the American government allowing the deposed Shah of Iran to come to the United States for cancer treatment
 - (B) Jimmy Carter's involvement in arranging the Camp David accords between the Egyptians and the Israelis
 - (C) American air strikes against Iran's ally, Libya
 - (D) American support for Israel's 1980 invasion of southern Lebanon
 - (E) American attempts to overthrow the newly emplaced government of Ayatollah Khomeini
13. The Compromise of 1877 resulted in
- (A) the ascension of Republican Rutherford B. Hayes to the presidency in return for assurances that what was left of Reconstruction in the South would be ended
 - (B) the division of the Dakota Territory into North Dakota and South Dakota
 - (C) government financing for a Southern transcontinental railroad route in return for financial grants allowing the completion of the Great Northern Railroad from Minnesota to the Pacific Northwest
 - (D) the ascension of Republican Rutherford B. Hayes to the presidency in return for the passage of an Amnesty Act which would pardon former Confederate soldiers, allowing them to regain their voting rights
 - (E) the formal separation of Virginia and West Virginia and the official acceptance of statehood for West Virginia
14. Actions taken by the United States in response to Iraq's invasion of Kuwait in August 1990 included all of the following EXCEPT
- (A) U.N. coordination
 - (B) protection of Saudi Arabia
 - (C) imposing economic sanctions
 - (D) Operation Desert Shield
 - (E) immediate military response
15. All of the following were New World crops that enhanced European diets EXCEPT
- (A) tomatoes
 - (B) potatoes
 - (C) coffee
 - (D) maize (corn)
 - (E) chocolate
16. When Bill Clinton defeated President George Bush and Independent Ross Perot in 1992, the issue that most influenced the voters was
- (A) eruptions of violence and racial tension in Los Angeles
 - (B) reports of ethnic cleansing in the former Yugoslavia
 - (C) U.N. relief efforts in Somalia and elsewhere
 - (D) the condition of the U.S. economy

- (E) the breakup of the Soviet Union into 15 new nations
17. The thrust of Roosevelt's "Good Neighbor" policy was to
- (A) retreat from the military interventionism and blatant economic domination which had characterized previous American policy toward Latin America
 - (B) guarantee the protection of Latin America and South America from European aggression by permanently stationing U.S. forces in the region
 - (C) promote "Good Samaritanism" in the United States by encouraging people who still owned their own homes to provide temporary housing for their neighbors who had become homeless because of the Great Depression
 - (D) force Latin American countries to cooperate peacefully with each other and end their petty border disputes or face United States military intervention
 - (E) supply Britain with the food and nonmilitary essentials they needed to maintain their struggle against Nazi Germany
18. Which of the following was NOT true of the Northwest Ordinance of 1787?
- (A) It recognized the territorial claims of the various Indian tribes within the Northwest Territory.
 - (B) It guaranteed freedom of religion to settlers in the Northwest Territory.
 - (C) It guaranteed the right to a jury trial to settlers in the Northwest Territory.
 - (D) It prohibited slavery within the Northwest Territory.
 - (E) It specified procedures through which settlers could organize state governments and eventually apply for full statehood.
19. Reaganomics is most closely associated with
- (A) the "trickle-down" theory
 - (B) the "controlled growth" theory
 - (C) the "bubble up" theory
 - (D) New Deal reform economics
 - (E) Fair Deal progressivist economics
20. The "White Man's Burden" referred to
- (A) the financial cost of running the huge European colonial empires
 - (B) the cost in human lives of diseases, such as smallpox, to which only white people were susceptible
 - (C) the duty of white laborers to rise up and overthrow the wealthy industrialists who were abusing their power and their workers
 - (D) the cost of the wars that resulted from nineteenth-century militarism
 - (E) the belief that it was the duty of Whites to "civilize" non-white people through colonization or economic dominance of non-white lands
21. The paternalistic view of slavery held that
- (A) slavery was a necessary evil that should be phased out as soon as it was economically possible

- (B) slavery was a totally unjustifiable abuse of humanity demanding immediate abolition
 - (C) slavery was an artifact of a more primitive past that would eventually fade out on its own
 - (D) slavery was necessary to protect Blacks from the mistreatment and abuse they would receive if they were freed
 - (E) slavery was necessary to keep Blacks from developing their superior potential and eventually dominating the white race
22. Mark Twain's classic stories, such as *Tom Sawyer* and *Huckleberry Finn*, typified a trend toward which of the following themes in turn-of-the-century American literature?
- (A) Romantic
 - (B) Gothic
 - (C) Fantasy
 - (D) Realistic
 - (E) Heroic
23. What proposal did President Woodrow Wilson make in 1918 that convinced the Germans they would be treated fairly if they surrendered?
- (A) The Twenty-One demands
 - (B) The Fourteen Points
 - (C) The Versailles Proposals
 - (D) The Balfour Declaration
 - (E) The "New Freedom" policy
24. This engraving of the Nat Turner revolt takes what point of view?

HORRID MASSACRE IN VIRGINIA.



The Scenes which the above Plate is designed to represent, are—Fig. 1, a Mother interceding for the lives of her children.—2, Mr. Travis, cruelly murdered by his own Slaves.—3, Mr. Barrow, who bravely defended himself until his wife escaped.—4, A comp. of mounted Dragoons in pursuit of the Blacks.

- (A) The revolt of the slaves was justified.
 - (B) Northern abolitionists were responsible for the revolt.
 - (C) The revolt was an attack upon innocent victims.
 - (D) The slaves were ineffective revolutionists.
 - (E) The slave revolt was successful.
25. The main reason that President Grant's administration is considered a failure is
- (A) his failure to retreat from the radical Reconstruction policies of his predecessors
 - (B) his failure to effectively quell the Indian uprisings in the Western territories
 - (C) his failure to control the corruption permeating his administration
 - (D) his attempts to destroy the Democratic party and return the country to a one-party system
 - (E) his failure to be reelected after serving his first term in office
26. "If your neighbor's house was on fire, and he didn't have a garden hose, wouldn't it make sense to let him use your hose to fight the fire so the fire could be put out before it spread to your house?" This question was raised by Franklin Roosevelt to justify
- (A) the Neutrality Acts
 - (B) the Atlantic Charter
 - (C) the Lend-Lease Act
 - (D) the Good Neighbor policy
 - (E) the Selective Service Act
27. The most significant aspect of the Mexican-American War on the United States during the 20 years following the war was that it
- (A) led to the development of the idea of "passive resistance" among those who opposed the war
 - (B) ended years of hostility between the United States and Mexico
 - (C) reignited the slavery conflict in regards to all the territories newly acquired from Mexico
 - (D) gave America undisputed control over Mexican foreign policy for the next 20 years
 - (E) revealed the shocking ineptitude of American military forces, leading to massive reforms in military training and procedures throughout the 1850s
28. U.S. presidents between 1876 and 1900 were considered among the weakest in American history. A major reason for this was that
- (A) none of them served more than one term in office
 - (B) they considered themselves caretakers, not dynamic initiators of new legislation
 - (C) Congress enacted several new laws restricting presidential power during this period
 - (D) they were the products of machine politics, political followers who were typically incompetent leaders
 - (E) they were limited in their actions by the overwhelming Populist sentiment of their time

29. The most active people in the religious revivals of the mid-nineteenth century were
- (A) Roman Catholics
 - (B) Jews
 - (C) mainstream Protestants
 - (D) Quakers
 - (E) Evangelical Christians
30. The Bay of Pigs affair had what effect on John Kennedy's presidency?
- (A) It made Kennedy a national hero for his tough, uncompromising stand against Castro and Communist Cuba.
 - (B) It forced Soviet Premier Khrushchev to schedule an early summit meeting with Kennedy to avoid future American-Soviet confrontations.
 - (C) It had virtually no effect on Kennedy's presidency, as it was kept secret until after Kennedy's assassination.
 - (D) It forced Kennedy to allow Soviet occupation of military bases in Cuba.
 - (E) It was a major embarrassment to Kennedy's administration and led to further crises in American-Cuban relations.
31. In what way did the muckrakers contribute to the rise of Progressivism in the early years of the twentieth century?
- (A) Their lurid stories of European abuses led directly to American isolationism until World War I.
 - (B) Their stories glorifying the rich and famous led to the supremacy of laissez-faire economic theories during this period.
 - (C) Their horror stories of Marxist infiltration into workers' unions led to public support for crackdowns against reform-minded unions and alliances.
 - (D) Their exposés of government and business corruption, abuse, and mismanagement led to widely supported public demands for effective reform.
 - (E) They created a repugnance for the national press that generalized into a distrust for all government and business institutions.
32. In the mid-eighteenth century, the first wave of non English-speaking immigrants (other than African slaves) arrived in the English colonies. They were ethnic
- (A) Poles
 - (B) Scandinavians
 - (C) Germans
 - (D) Italians
 - (E) Russians
33. All of the following were characteristic of the 1920s EXCEPT
- (A) voting rights for women
 - (B) prohibition and bootlegging
 - (C) consumerism and easy credit
 - (D) Progressivist reform and union growth
 - (E) Ku Klux Klan power and popularity

34. Lincoln won the 1860 presidential election primarily because
- (A) there was overwhelming support throughout the country for the Republicans' antislavery platform
 - (B) he was seen as a moderate, by both Northerners and Southerners, who could possibly negotiate a compromise between abolitionists and slaveholders
 - (C) he gathered overwhelming support in the highly populated Northern states while his three opponents divided the anti-Lincoln vote in the North, West, and South
 - (D) the Know-Nothing party gave Lincoln its endorsement, and combined with Republican support, the two parties were able to outpoll the politically isolated Democrats
 - (E) he was able to discredit his chief opponent, Stephen Douglas, as a "closet abolitionist"
35. Senator Joseph McCarthy was known for
- (A) leading a "witch hunt" to expose communists in the U.S.
 - (B) recommending large-scale American intervention in Vietnam
 - (C) helping to formulate a major economic aid plan for Western Europe in the late 1940s
 - (D) leading the peace faction of the Democratic party in the 1968 presidential campaign
 - (E) being the first American Senator convicted of spying for the Soviet Union (in 1956)
36. Which of the following is true of the Mayas?
- (A) They created a writing system that used both syllables and written characters.
 - (B) Their city-states remained at peace throughout their history.
 - (C) They had no known religion.
 - (D) They had no knowledge of astronomy.
 - (E) Their cultures survived and even thrived after Spanish contact.
37. All of the following "New Deal" agencies were created during the Great Depression to provide jobs for the unemployed EXCEPT
- (A) Farm Security Administration (FSA)
 - (B) Civil Works Administration (CWA)
 - (C) Civilian Conservation Corps (CCC)
 - (D) Works Progress Administration (WPA)
 - (E) National Youth Administration (NYA)
38. The most important factor in the destruction of the Plains Indians' societies by Whites in the late nineteenth century was
- (A) the use of modern weapons by white soldiers and cavalrymen
 - (B) the destruction of the Buffalo herds by Whites
 - (C) the introduction of alcohol by Whites to Indian society
 - (D) the encroachment of railroads onto Indian lands
 - (E) the use of reservations by Whites to limit the movements of Indians

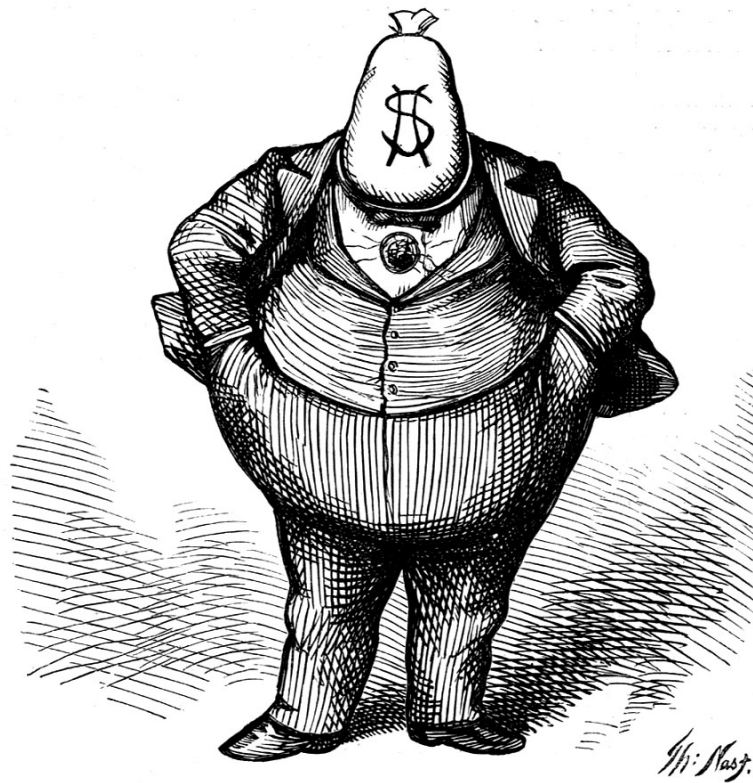
39. The first successful English colony in North America was located in
- (A) Roanoke, Virginia
 - (B) Plymouth, Massachusetts
 - (C) Jamestown, Virginia
 - (D) Salem, Massachusetts
 - (E) Manhattan, New York
40. The sharecropping system in the South following Reconstruction had the effect of
- (A) allowing many former slaves and poor white tenant farmers, who could have never otherwise owned land, to buy their own farms
 - (B) moving many former slaves and poor white tenant farmers into the middle class
 - (C) pushing tenant farmers and poor independent farmers into deep levels of debt to large landowners and merchants
 - (D) helping to limit the power of former plantation owners and Northern business interests
 - (E) changing the basic attitudes of Whites and Blacks who were now forced to work side by side farming the same land
41. The Interstate Commerce Act of 1887 was aimed primarily at
- (A) increasing interstate trade by forbidding states from levying tariffs on goods transported from other states
 - (B) curbing abusive pricing and hauling policies by the nation's railroads
 - (C) increasing interstate trade through government assistance in efforts to build new canals, roads, and railroads
 - (D) curbing abusive pricing and hauling policies by the nation's ocean-going, river-going, and canal-going shipping companies
 - (E) increasing interstate commerce by offering financial incentives to companies that operated offices or manufacturing plants in more than one state
42. The only dominant, broad-based labor union in the United States from 1870 –1890 was the
- (A) National Labor Union
 - (B) Industrial Workers of the World (IWW)
 - (C) American Federation of Labor (AFL)
 - (D) Congress of Industrial Organization (CIO)
 - (E) Knights of Labor
43. Andrew Jackson's election in 1828 is seen by many historians to represent
- (A) the end of the Federalist party in America
 - (B) the rise of individualism and popular democracy in America
 - (C) the first true consolidation of federal power over the states since the drafting of the Constitution
 - (D) the beginnings of a genuine American aristocracy in government

- (E) the low point of power for the executive branch of government in the 1800s
44. The political machines such as Tammany Hall which ran American cities at the turn of the century derived their strongest support from
- (A) industrial leaders and business elites
 - (B) organized religion
 - (C) wealthy landowners living in rural areas outside the cities
 - (D) the middle class
 - (E) poor immigrants and ethnic communities in the inner city
45. The “black codes” of many Southern states in the 1830s were intended to
- (A) force Northern states to return runaway slaves to their Southern masters
 - (B) prevent slave rebellions by allowing the execution of any slave found guilty of attempting to gain his or her freedom
 - (C) limit the rights of freed Blacks and force them to migrate to Northern states where they couldn’t serve as models for slaves to idolize or emulate
 - (D) keep all Blacks in servitude by refusing to recognize any Black as free and allowing so-called “free Blacks” to be rounded up and enslaved whenever a shortage of slave labor developed
 - (E) deal with the increased number of people of mixed race (due to white slaveholders impregnating black slaves) by setting up strict standards as to who was genetically white and who was genetically black
46. The combination of European musical influences with African musical influences came together in 1890s New Orleans to form a new distinctly American musical style called
- (A) gospel
 - (B) jazz
 - (C) folk
 - (D) country
 - (E) blues
47. The Louisiana Purchase resulted primarily from
- (A) efforts to prevent Spain from closing off westward expansion by the United States
 - (B) glowing reports of the vast beauty and potential of the region as reported by Lewis and Clark on their return from their famous exploration of the region
 - (C) American efforts to prevent war with France over control of the Louisiana Territory and secure American commerce rights in New Orleans and along the Mississippi River
 - (D) Federalist desires to establish a strong confederation of antislavery states west of the Mississippi River and further limit the power of the Southern Republicans
 - (E) Republican desires to further dilute the Federalist power base in New England by expanding the country and reducing Federalist influence
48. How did the U.S. government initially react toward movements to establish trade unions in businesses and factories in the latter half of the nineteenth century?
- (A) It strongly supported the trade union movement and forced businesses to allow the development of unions

- (B) It mildly supported the development of trade unions but took no active measures to help establish unions until business abuses of workers became undeniable
 - (C) It stayed out of business affairs, supporting neither businesses nor unions, unless one side or the other broke the law
 - (D) It supported the establishment of unions in all businesses except defense industries and jobs which had civil service organizations
 - (E) It actively supported business efforts to destroy unions before they could effectively establish themselves
49. In 1968, Viet Cong guerrillas and North Vietnamese regulars launched a massive series of attacks which failed militarily, but succeeded in ending U.S. fantasies about an early end to the Vietnam War. This episode of the war became known as the
- (A) Pleiku Offensive
 - (B) NLF Offensive
 - (C) Gulf of Tonkin affair
 - (D) Battle of Khe Sahn
 - (E) Tet Offensive
50. Which of the following was not a provision of the Paris Peace Treaty ending the American Revolution?
- (A) Louisiana was returned to French control.
 - (B) Florida was returned to Spanish control.
 - (C) The United States was recognized as an independent nation.
 - (D) The lands between the Mississippi and the Appalachians were given to the U.S. in disregard for the rights of Indian tribes living in those regions.
 - (E) The British granted the American fishing rights off the coast of Newfoundland.
51. What event triggered President Truman to announce the “Truman Doctrine”?
- (A) The overthrow of the Czechoslovakian government by Soviet Communists
 - (B) Russian actions in Iran
 - (C) The Greek Civil War
 - (D) The Hungarian Revolution
 - (E) The Korean War
52. The primary cause of the Spanish-American War was
- (A) Spanish occupation of the Panama Canal
 - (B) American expansionism and support for Cuban nationalism
 - (C) the murder of two U.S. diplomats in Spain on a peaceful diplomatic mission
 - (D) Spanish attacks on U.S. commercial ships off the coast of Cuba
 - (E) the sinking of the battleship *Maine* in Havana Harbor by Spanish military agents
53. Which of the following is NOT true of English colonial families in mid-eighteenth-century America?

- (A) Physical punishment was the normal method of enforcing unquestioned obedience from children.
 - (B) Women lost virtually all of their legal rights as individuals once they married.
 - (C) Most families bore children who lived long enough to bear children of their own.
 - (D) Women, while subservient to their husbands, set the moral standards by which children were raised and decided how the children would be educated and trained.
 - (E) More than 90 percent of families lived in rural areas at about this time.
54. What was the reaction of most Filipinos when they were liberated from Spanish control and occupied by American forces following the Spanish-American War?
- (A) They applied for statehood, but their application was rejected by Congress which feared that the Philippines were too far away to effectively govern.
 - (B) They welcomed the Americans as heroes and were thrilled when the United States government announced that the Philippines would eventually be granted its independence when the people had been educated and trained in running their own government.
 - (C) Their reaction was relatively neutral. They had known nothing but colonial status for hundreds of years and had become resigned to their fate.
 - (D) While there was some resentment at the American refusal to grant them immediate independence, there was little violence. Most Philippine hostility was expressed in a few scattered peaceful protests.
 - (E) Filipinos, angered at American actions, declared themselves independent and launched a violent rebellion that killed thousands and took two years to quell.
55. Henry David Thoreau, Nathaniel Hawthorne, Ralph Waldo Emerson, James Fenimore Cooper, Herman Melville, Margaret Fuller, and Theodore Parker were all involved in developing the transcendentalist philosophy of the
- (A) Shaker community in New Lebanon, New York
 - (B) Mormon community in Palmyra, New York
 - (C) New Harmony community in Indiana
 - (D) Oneida community in upstate New York
 - (E) Brooke Farm community in Roxbury, Massachusetts
56. The War of 1812 had all of the following effects EXCEPT:
- (A) It strengthened American industrial and manufacturing production.
 - (B) It virtually destroyed the Federalist party as a credible opposition to the Republican party.
 - (C) It restored a sense of pride in most Americans and led to a wave of nationalism throughout the country after the conclusion of the war.
 - (D) It destroyed the power of the Indian tribes in the Northwest Territory.
 - (E) It led to an increased and more active American role in world politics.
57. What was the reaction in the U.S. Senate to the terms of the 1918 Treaty of Versailles?
- (A) The Senate overwhelmingly supported the major provisions of the treaty and only demanded a few minor adjustments before ratifying it.

- (B) The Senate felt that in many ways the treaty was too harsh on Germany, but that overall it was a good plan for postwar peace.
 - (C) The Senate was angry at Wilson for the way he handled the negotiations, but felt that the treaty was too important to be destroyed by partisan politics. As a result, the Senate narrowly passed the ratification measure making the treaty official.
 - (D) The Senate was angry at Wilson for the way he handled the negotiations and had problems with several treaty articles. As a result, the Senate didn't ratify the treaty until the second time Wilson sent it to them. Even then, the Senate refused to ratify the provisions calling for U.S. membership in a League of Nations.
 - (E) The Senate was angry at Wilson for the way he handled the negotiations and for the treaty that the peace conference produced. Wilson refused to compromise on various treaty provisions and the Senate rejected the treaty both times it was sent to them.
58. Which of the following best describes the administrations of Warren Harding and Calvin Coolidge?
- (A) "The trusts must be broken!"
 - (B) "The only thing we have to fear is fear itself!"
 - (C) "The business of government is business!"
 - (D) "The taste of empire is in the mouths of the people!"
 - (E) "The world must be made safe for democracy!"
59. In the 1830s and 1840s, the primary difference between the Whigs and the Democrats was that
- (A) the Whigs favored economic expansion while the Democrats favored a stable but retracted economy
 - (B) the Democrats favored the abolition of slavery while the Whigs favored retaining the current system of slavery being allowed in the Southern states that desired it, but no further expansion of slavery north of the Mason-Dixon line
 - (C) the Whigs favored an expanded, activist federal government while the Democrats favored a limited non-interventionist federal government
 - (D) the Democrats were strongly supported by Evangelical Christians and supported a wide range of moral reforms while the Whigs were supported by Westerners who favored individual choice over morally based restrictions on behavior
 - (E) the Whigs favored limitations on westward expansion while the Democrats favored the concept of "manifest destiny" and expansion to the Pacific Ocean
60. The "Lost Generation" refers to
- (A) those young adults whose lives and families were devastated by the Great Depression of the 1930s
 - (B) the millions of young men killed in the senseless trench warfare of World War I
 - (C) young writers disillusioned by the materialism, decadence, and conformity dominating 1920s America
 - (D) the thousands of workers killed or injured in efforts to form and promote worker safety in turn-of-the-century America
 - (E) the generation of young Americans caught up in the turmoil of war protests and moral collapse during the 1960s
61. In the cartoon shown below Thomas Nast presents Boss Tweed as



THE "BRAINS"

THAT ACHIEVED THE TAMMANY VICTORY AT THE ROCHESTER DEMOCRATIC CONVENTION.

- (A) a politician ruled by greed
 - (B) a benefactor of the public
 - (C) a political reformer
 - (D) a politician corruptly influenced by business
 - (E) a politician who rejected business influence
62. All of the following contributed to the Great Depression EXCEPT
- (A) excessive stocks and securities speculation
 - (B) protectionist trade measures
 - (C) huge farm debts resulting from collapsed crop prices
 - (D) lack of credit to help consumers sustain economic growth
 - (E) an imbalance of distribution of wealth in which the rich controlled far too much of the available income
63. After the collapse of the Reconstruction governments, the men who came to power in the "New South" were called
- (A) carpetbaggers
 - (B) scalawags
 - (C) copperheads
 - (D) freedmen
 - (E) redeemers
64. The Nullification Crisis of 1832 revolved around
- (A) states' rights to overrule or disallow any federal legislation they found unacceptable

- (B) the federal government's right to nullify any antislavery legislation passed by the territories west of the Mississippi
 - (C) the Supreme Court's right to nullify Congressional legislation deemed unconstitutional
 - (D) the refusal of state militias to submit themselves to federal control in time of war
 - (E) the right of Congress to override a presidential veto on matters of foreign policy
65. The Indian Reorganization Act of 1934 sought to
- (A) end federal subsidies to landless Indian tribes and force them to support themselves
 - (B) prohibit the division of tribal lands into allotments and allow Indians to resume using their own tribal languages and rituals on their lands
 - (C) requisition desirable land from Indian tribes and force those tribes to relocate on smaller jointly occupied reservations, in which several tribes would reside, intermingle, and share the same land
 - (D) break up tribal reservations into individual allotments of land that could be occupied by Indians or purchased by whites
 - (E) prohibit Indians from using tribal languages or practicing ancient tribal religions on government reservations
66. Parliament claimed the right to tax and legislate England's American colonies whenever it desired, without direct American representation in Parliament, through passage of
- (A) the Declaratory Act
 - (D) the Intolerable Acts
 - (B) the Proclamation of 1763
 - (E) the Currency Act
 - (C) the Townshend Acts
67. A major impact of the French and Indian War on the attitudes of Americans was
- (A) it led many Americans to question the superiority of English colonial rule and to support French colonial rule
 - (B) it convinced most Americans to avoid further exploration and settlement of the Ohio and Mississippi valleys until after the American Revolution
 - (C) it bound the American colonists more tightly to England than ever before and made most of them realize they needed English protection from foreign powers such as the French
 - (D) it led many colonists who had previously supported independence from England to call for moderation because they feared that the huge British military presence in the colonies (brought over from England to fight the French) could now be turned on rebellious colonists
 - (E) with the threat of the French now gone from their borders, many colonists now felt that English protection was unnecessary and they felt free to take a more independent stand toward Britain than they had taken previously
68. The battle that is considered to be the "turning point" of the Civil War and the last chance at a military victory by the Confederacy is
- (A) Antietam
 - (D) Chattanooga
 - (B) Shiloh
 - (E) Chickamauga
 - (C) Gettysburg
69. During the campaign to ratify the Constitution, the Federalists argued
- (A) for a return to the Articles of Confederation as the framework of federal government

- (B) that a bill of rights, to correct flaws in the Constitution, must be in place before the Constitution could be ratified
 - (C) for rejection of the Constitution and the convening of a new Constitutional Convention to come up with a better framework for government
 - (D) for ratification of the Constitution, with a possible bill of rights to be discussed after ratification
 - (E) against a strong national government of any kind and an increase in the powers of states to govern themselves
70. The biggest failure of Reconstruction governments was that they
- (A) failed to reestablish an effective plantation system to rejuvenate the South's devastated economy
 - (B) were dominated by Blacks, which aroused white hostility that, combined with the inexperience of black legislators, doomed Reconstruction governments to failure
 - (C) failed to reestablish an effective public education system in the occupied South
 - (D) failed to effectively industrialize the South
 - (E) failed to change basic white attitudes in the South and they were unable to effectively reorganize the South's social structure
71. All of the following contributed to the success and stability of the New England colonies, and the bare survival of the Chesapeake Bay colonies EXCEPT
- (A) New England colonists tended to arrive in family units while the vast majority of Chesapeake Bay colonists were young single males who arrived as indentured servants.
 - (B) The Chesapeake Bay region had a much higher death rate among its colonists than did the New England region.
 - (C) Women were treated more as equals in the New England colonies than they were in the Chesapeake Bay region, making it more difficult to attract women to Chesapeake Bay.
 - (D) The ratio of males to females in Chesapeake Bay was much more imbalanced than in New England, making it more difficult for males in Chesapeake Bay to find wives and start families.
 - (E) The population increased faster in New England, allowing for the development of stable communities, than it did in the Chesapeake Bay region.
72. The Treaty of Ghent signaled the end of the
- (A) Revolutionary War
 - (B) Spanish-American War
 - (C) War of 1812
 - (D) Mexican-American War
 - (E) quasi-war with France
73. The American system of manufacturing which emerged in the early 1800s was successful because of its use of
- (A) slave labor
 - (B) handmade, individually crafted, high-quality items
 - (C) the "putting out" system — distributing raw materials and collecting finished products for distribution

- (D) early electric power to provide cheap energy for new factories
 - (E) interchangeable parts to allow for mass production of high-quality items
74. Which of the following was used as “scientific evidence” by wealthy American industrialists in the latter half of the nineteenth century to prove that they deserved the wealth they had accumulated?
- (A) Broca’s research into the functioning of various centers of the human brain
 - (B) Darwin’s theory of natural selection
 - (C) Freud’s theories of human psychology
 - (D) The research of Louis Pasteur on biological processes
 - (E) Karl Marx’s research on the economic development of societies
75. What was the name of the U.S.-sponsored economic aid plan designed to rebuild Europe after WW II had ended?
- (A) The Marshall Plan
 - (B) The Atlantic Charter
 - (C) The Schleiffen Plan
 - (D) The Eisenhower Doctrine
 - (E) The Truman Doctrine
76. In announcing the Emancipation Proclamation, Lincoln’s immediate purpose was to
- (A) free black slaves in all of the slave states
 - (B) free black slaves in only the border slave states which had remained loyal to the Union
 - (C) let the Southern states know that whether or not they chose to secede from the Union, slavery would not be tolerated by his administration once he took office
 - (D) rally Northern morale by giving the war a higher moral purpose than just preserving the Union
 - (E) recruit freed Blacks into the Union army and overcome the shortage of white soldiers in the army at that time
77. Which Revolutionary War battle is considered the “turning point” in the war because it led to direct French assistance for the Americans?
- (A) Trenton
 - (B) Bunker Hill
 - (C) Princeton
 - (D) Yorktown
 - (E) Saratoga
78. What event, in 1957, caused a near panic among U.S. leaders and led to a massive increase in spending for science programs, etc. in U.S. schools and research institutions?
- (A) The revelation of huge Soviet stockpiles of deadly chemical weapons to be used in any future confrontation with the United States
 - (B) The launching of *Sputnik* by the Soviet Union
 - (C) The detonation of a hydrogen bomb by the Soviet Union
 - (D) The development of the microprocessor by the Soviet Union
 - (E) Soviet Premier Nikita Khrushchev’s promise to “bury” the West

79. The Wilmot Proviso was most likely to be supported by
- (A) Jacksonian Democrats
 - (B) advocates of nullification
 - (C) secessionists
 - (D) free-soilers
 - (E) advocates of popular sovereignty
80. Lyndon Johnson's Great Society program was aimed primarily at
- (A) spurring advances in American science and technical education and increasing funding to high-tech research facilities
 - (B) sending American volunteers to impoverished foreign nations to help educate their people and build their economic base
 - (C) securing civil rights for all Americans and eliminating poverty
 - (D) providing minimum-wage jobs for all unemployed Americans and shifting tax dollars from the military to the civilian sector of the economy
 - (E) retraining adults who had dropped out of school and increasing the number of Americans who attended college

STOP

This is the end of Section I.

If time still remains, you may check your work only in this section.

Do not begin Section II until instructed to do so.

TIME: Reading Period – 15 Minutes

Writing Time for All Essays – 115 Minutes

DIRECTIONS: Read over the Document-Based Essay question in Part A and the choices in Parts B and C during the Reading Period, and use the time to organize answers. All students must answer Part A (the Document-Based Essay question) and answer ONE question in both Parts B and C.

PART	A	–	DOCUMENT-BASED	ESSAY
(Suggested writing time: 45 minutes)				

1. On December 7, 1941, the Japanese attacked the United States naval station and its associated air defense bases at Pearl Harbor in Hawaii. The attack killed more than 2,400 Americans, knocked out eight American battleships, and destroyed nearly 400 American warplanes on the ground. It was the worst single defeat ever inflicted on the United States Navy. Using the following documents and your knowledge of the military and diplomatic history of this time, evaluate how this disaster could have happened and who was primarily responsible for the disaster — government officials in Washington or local commanders at Pearl Harbor.

Document A

Source: Message of November 27, 1941, from the Navy Department in Washington, D.C., to Admiral Kimmel, Commander in Chief, Pacific Fleet, in command of United States naval forces at Pearl Harbor

“This dispatch is to be considered a war warning. Negotiations with Japan... have ceased and an aggressive move by Japan is expected within the next few days. The number and equipment of Japanese troops and the organization of the naval task forces indicate an amphibious expedition against either the Philippines, Thai, or Kra Peninsula, or possibly Borneo. Execute an appropriate defensive deployment.”

Document B

Source: Rear Admiral Richard Turner, Chief of War Plans, United States Navy in the Joint Committee on the Investigation of the Pearl Harbor Attack

“We expected all war scouting measures to be undertaken, submarines to be sent out to protect our fleet and territory. The carriers with their protective vessels to put out to sea and stand in readiness for war...a high degree of readiness on board ships against attack of any form; and on shore...a high degree of readiness of defensive troops, including antiaircraft. The [war warning] dispatch was prepared jointly with the Army. We expected a deployment of the Army on shore appropriate with a defensive state of readiness, such as manning the coastal guns and moving troops out to their deployment positions.”

Document C

Source: Henry L. Stimson, United States Secretary of War, in the Joint Committee on the Investigation of the Pearl Harbor Attack

“We had spent several hundred million [dollars] in defense of Hawaii. We had our greatest fleet out there. That Hawaii could be attacked if Japan went to war was obvious to everyone.... Of course we had had information for a great many years which had been considered in all our war plans in Hawaii that there was a certain part of the Pacific Ocean that we called the ‘Vacant Sea’ in which there were practically no ships and in which large movements of ships could occur without anybody seeing them.... It would have been almost a military intelligence miracle had we been able to spot a task force in forming and have known before it sailed where it was going.

“Under these circumstances...[for General Short] to cluster his planes in such groups and positions that in an emergency they could not take off for several hours, and to keep his antiaircraft ammunition so stored that it could not be promptly and immediately available, and to use his best reconnaissance system, the radar, only for a very small fraction of the day and night, in my opinion betrayed a misconception of his real duty which was almost beyond belief.

“I had no idea that [General Short’s response to the ‘war warning’ dispatch] of being ‘alerted to prevent sabotage’ was an...implied denial of being alert against attack from Japan’s armed forces. The very purpose of a fortress such as Hawaii is to repel such an attack and Short was the commander of that fortress. Furthermore, Short’s statement [responding to the war warning dispatch]...gave the impression that the various reconnaissance and other defensive measures in which the cooperation of the Army and Navy is necessary were under way and a proper alert was in effect.”

Document D

Source: Japanese Intelligence Report from Tokyo to Pearl Harbor attack force on December 6, 1941

“No [air defense] balloons, no torpedo-defense nets deployed around battleships in Pearl Harbor. All battleships are in. No indications from radio activity that ocean-patrol [reconnaissance] flights being made in Hawaiian area.”

Document E

Source: General Walter Short, Commander of the Department of Hawaii, and of all United States Army and Army Air Corps forces stationed at Pearl Harbor in December, 1941, in the Joint Committee on the Investigation of the Pearl Harbor Attack

“There was...an abundance of information which was vital to me but which was not furnished to me. This information was absolutely essential to a correct estimate of the situation and correct decision.... Had this information been available to me, I am sure that I would have gone on all-out alert.... The War Department had nine days in which to tell me my [preparations against sabotage only and not against enemy air attack] was not what they wanted. I accepted their silence as full agreement with the action taken.... I was singled out [by the War Department] as...the scapegoat for the disaster.”

Document F

Source: Admiral Huband E. Kimmel, Commander in Chief, United States Pacific Fleet at the time of the Pearl Harbor attack, in the Joint Committee on the Investigation of the Pearl Harbor Attack

“The Pacific fleet was deprived of a fighting chance to avert the disaster of December 7, 1941, because the Navy Department withheld information which indicated the probability of an attack at Pearl Harbor at the time it came.... The so-called ‘war warning’ dispatch of November 27 did not warn the Pacific Fleet of an attack on the Hawaiian area. The phrase ‘war warning’ cannot be made a catch-all for the contingencies hindsight may suggest.... I was entitled to know of the intercepted dispatches between Tokyo and Honolulu on and after September 24, 1941, which indicated that a Japanese move against Pearl Harbor was planned in Tokyo.”

Document G

Source: Coded messages from the Japanese government to its embassy in Washington on the night of December 6th, 1941 (These messages were decoded by American intelligence analysts by 1 A.M., December 7 Eastern time but were sent to Pearl Harbor by commercial telegram rather than military priority cable. They were received at Pearl Harbor and decoded AFTER the Japanese attack.)

“The Japanese government regrets to have to notify hereby the American government that in view of the attitude of the American government it cannot but consider that it is impossible to reach an agreement through further negotiations.”

“Will the [Japanese] Ambassador please submit to the United States government (if possible to the Secretary of State) our reply [above] to the United States at 1:00 P.M. on the 7th, your time [Eastern time – 7:30 A.M. Pearl Harbor time].”

Document H

Source: Colonel Rufus Bratton, Chief of Army Intelligence, Far Eastern Section in the Joint Committee on the Investigation of the Pearl Harbor Attack

“Nobody in the Office of Naval Intelligence [in Washington]...knew that any major element of the fleet was in Pearl Harbor on Sunday morning the 7th of December. We all thought they had gone to sea.... Because that was part of the war plan and they had been given a war warning.”

Document I

Source: Report of the Joint Committee on the Investigation of the Pearl Harbor Attack

“It was Washington’s responsibility to give Admiral Kimmel its best estimate of where the major strategic enemy effort would come. It was Admiral Kimmel’s responsibility as commander in chief of the Pacific Fleet to be prepared for the worst contingency, and when he was warned of war and ordered to execute a defensive deployment it was necessarily in contemplation that such action would be against all possible dangers with which the Hawaiian situation was fraught.”

DIRECTIONS: Choose ONE question each from Part B and Part C. It is recommended that you spend 5 minutes planning and 30 minutes writing. Support your thesis with germane historical evidence and present your case

PARTS B AND C – STANDARD ESSAY QUESTIONS

(70 minutes)

PART B

2. Discuss the significance of the election of Andrew Jackson to the presidency in 1828.

3. “With the end of Reconstruction, we in the South can now return to our normal lives.” Examine the significance of this statement for both whites and blacks in the post-Reconstruction American South.

PART C

4. “The taste of empire is in the mouths of the people!” Assess the validity of this statement made at the conclusion of the Spanish-American War.
5. Compare and contrast the fundamental differences between Herbert Hoover’s and Franklin Roosevelt’s approach to the Great Depression. Summarize the effectiveness of each approach.

AP UNITED STATES HISTORY

PRACTICE TEST 3

ANSWER KEY

1. (B)
2. (C)
3. (A)
4. (B)
5. (B)
6. (A)
7. (D)
8. (E)
9. (A)
10. (B)
11. (D)
12. (A)
13. (A)
14. (E)
15. (C)
16. (D)
17. (A)
18. (A)
19. (A)
20. (E)
21. (D)
22. (D)
23. (B)
24. (C)
25. (C)
26. (C)
27. (C)
28. (B)
29. (E)
30. (E)
31. (D)
32. (C)
33. (D)
34. (C)
35. (A)
36. (A)
37. (A)

- 38. (B)
- 39. (C)
- 40. (C)
- 41. (B)
- 42. (E)
- 43. (B)
- 44. (E)
- 45. (C)
- 46. (B)
- 47. (C)
- 48. (E)
- 49. (E)
- 50. (A)
- 51. (C)
- 52. (B)
- 53. (D)
- 54. (E)
- 55. (E)
- 56. (E)
- 57. (E)
- 58. (C)
- 59. (C)
- 60. (C)
- 61. (A)
- 62. (D)
- 63. (E)
- 64. (A)
- 65. (B)
- 66. (A)
- 67. (E)
- 68. (C)
- 69. (D)
- 70. (E)
- 71. (C)
- 72. (C)
- 73. (E)
- 74. (B)
- 75. (A)
- 76. (D)
- 77. (E)
- 78. (B)
- 79. (D)
- 80. (C)

DETAILED EXPLANATIONS OF ANSWERS

TEST 3

SECTION I

1. (B)

Burr and Hamilton had never been close friends, and Hamilton made no secret of the fact that he did not trust Burr. During the congressional voting to resolve the outcome of the presidential election of 1800, when Burr might have become the third president of the United States, Hamilton had made attacks against Burr's personal character. In 1804, as Burr ran for governor of New York, Hamilton repeated and expanded those charges. When Burr lost the election, he blamed Hamilton, although there is no clear evidence that Hamilton's charges led to Burr's defeat. Burr demanded "satisfaction" through a duel and Hamilton accepted. Hamilton's death not only deprived the young nation of one of its premiere thinkers and statesmen, but it ruined Burr's political career. He was charged with murder and forced to flee to avoid arrest. It was after this disaster that he began formulating his plan for an independent Western empire. Thus, choice (C) is incorrect.

2. (C)

The question deals with the growth of the United States during President McKinley's tenure. President Madison was in office during the War of 1812. President Lincoln headed the government during the Civil War. President Wilson led the country in World War I. President F. D. Roosevelt was the leader in World War II. Thus, the correct answer is (C).

3. (A)

Contrary to myth, Confederate industry did a masterful job in producing weapons and ammunition for the Confederate military during the war. While it is true that the Confederates never had the abundance of weapons possessed by Union forces, particularly in artillery, it was only near the end of the war, when Union forces had overrun many production centers and totally destroyed the South's transportation network, that severe shortages of ammunition and weapons developed. It is also true that in the beginning of the war Confederate industry could not arm everyone who volunteered for military service; the Union had that same problem. Most Southerners had their own weapons so that despite the lack of government-produced weapons, there was no shortage of available weapons for soldiers. The biggest problem faced by the Confederate armies in regard to weapons and ammunition was a lack of uniformity for the vast array of "home grown" weapons and ammunition used by their soldiers, not a shortage of weapons themselves.

4. (B)

The national unemployment rate soared to approximately 25 percent of the work force in early 1933. This meant that approximately 13 million workers were unemployed. While 25 percent was the national unemployment rate, in some cities the number of unemployed approached 90 percent. This was at a time when there were no welfare benefits or unemployment funds in most areas of the country. What made things worse was the sheer amount of time workers remained unemployed. By early 1937, unemployment had fallen to 14.3 percent, still representing 8 million unemployed workers. Then the recession of 1937 put an additional 2 million workers out of work again. The suffering of being unemployed as long as many of these workers is beyond description. Hobo camps and "Hoovervilles" popped up in virtually every American city.

Worse, even for those who kept their jobs, poverty became widespread. Crop prices for farmers dropped by 60 percent. Wages, for workers who still had jobs, dropped 40 percent. Banks continued to collapse, taking the personal savings of depositors down with them, leaving depositors with no savings to help them through this period. So, while 25 percent may not sound catastrophic at first, combined with the collapse of wages and crop prices, as well as the collapse of banks and the sheer amount of time many people were out of work, the nation's economy was close to total collapse.

5. (B)

The Navigation Acts were designed to force the colonies to trade exclusively with England and to give the British government extensive regulatory control over all colonial trade. All of the choices except choice (B) were major principles of these acts. The prohibition of the colonies from issuing paper currencies, while also having a major impact on colonial trade, was the focal point of the Currency Act of 1764 (approximately 100 years later than the Navigation Acts).

6. (A)

Slavery never effectively established itself in New England, in large part because the economic system of the New England colonies and the large population of New England, which provided a large pool of workers, rendered the need for large numbers of slaves unnecessary. Most New England farms were relatively small, self-sufficient farms, and the members of farming communities depended on each other to keep their communities economically viable. In the Southern English colonies, there was less community cohesion among the colonists, there were fewer people, and there was a constant demand for laborers to cultivate the cash crops necessary to keep the colonies economically afloat. At first this demand was met by the use of indentured servants, but after the 1660s the supply of potential servants dwindled and the only immediate replacement labor pool was imported slave labor.

7. (D)

In early 1942, the Japanese high command, angered at air raids from American aircraft carriers, decided to force what was left of the American Pacific fleet into a decisive battle in which the American Navy and its carriers would be destroyed. They decided on an invasion of the American-held island of Midway. Midway was a logical choice. It was 1,100 miles northwest of Hawaii. More importantly, it had a seaplane base and an airstrip. In American hands it provided the United States with an observation post to monitor Japanese actions throughout the central Pacific. In Japanese hands, it would provide them with an airbase from which they could launch continuous air attacks on Pearl Harbor, making it unusable as an American base. If Japan invaded Midway, the Americans would have to send their fleet to defend it or face the loss of Pearl Harbor and Hawaii.

On paper, the plan seemed ideal. The Japanese could throw up to 10 aircraft carriers into the operation. They believed the Americans had only two available aircraft carriers (actually, the Americans had three usable carriers because the U.S.S. *Yorktown*, which the Japanese thought they had sunk at the Battle of Coral Sea, had survived and was repaired in time to fight at Midway). The Japanese had dozens of battleships and heavy cruisers. The Americans had only two battleships available, which they chose not to use, and only eight heavy cruisers. On paper, there seemed to be no way the Americans could win.

Unfortunately for the Japanese, the battle was not fought on paper. American cryptographers deciphered enough Japanese messages to uncover the plan. In addition, the overconfident Japanese, expecting to surprise a scattered American fleet, didn't concentrate their forces into an overwhelming single attack force. Instead they divided their fleet into four separate attack forces, each of which was vulnerable to American attack if caught off guard. When the Japanese arrived at Midway, a well-prepared, tightly concentrated American fleet was waiting. Despite a series of nearly catastrophic errors, the Americans caught the Japanese by surprise, sinking four of their largest aircraft carriers and killing 600 of Japan's best pilots. Without adequate air protection, the invasion was cancelled and the Japanese fleet returned to base. Midway was saved. At the time, American analysts thought they had just bought the United States some additional time until the Japanese regrouped and attacked again. In reality, the Japanese were so stunned by the defeat that they readjusted their war plans, switching to defensive operations. They never returned to Midway. With the Japanese now on the defensive, the United States was able to seize the initiative at Guadalcanal, beginning an island-hopping campaign that took America to Japan's outer islands. Midway was undoubtedly the turning point as it marked the first significant American victory over the Japanese and the end of major Japanese offensive operations in the central Pacific.

8. (E)

Brown v. Board of Education of Topeka was the first legal shot in the war to desegregate America's public schools. Up to this time, many school districts, particularly in the South, had segregated schools for black and white schoolchildren under the doctrine of "separate but equal" education. Sadly, most education facilities for black

children were anything but equal. Blacks usually got dilapidated facilities, the worst teachers, and an inferior education. Frustrated black parents challenged the “separate but equal” doctrine in several states and those challenges were consolidated into one case to be presented before the United States Supreme Court in 1954. Up until this case, previous civil rights cases had been heard before conservative Supreme Courts which had upheld the “separate but equal” doctrine. However, by 1954, the Court was a more liberal court, more sensitive to constitutional protections for all people.

9. (A)

The Great Awakening was a series of religious awakenings, or rebirths, centered primarily in New England but spread throughout the colonies which changed the lives of English colonists. It challenged the old hierarchical religious

order in which ordained clergy were deferred to and were believed to have knowledge based on extensive formal learning that the average member of a congregation lacked. It brought a much broader sense of community to colonists making them aware of others with similar questions and beliefs who lived outside their village or town. In many ways, it was the first of a series of events that helped to forge distinctively American regional identities, separate from their European heritage, among the North American colonists.

10. (B)

There were many major changes resulting from the rapid industrial development in the United States from 1860 through 1900. First, there was a shift to building larger and larger industrial facilities to accommodate the new machine technologies coming into existence. Small factories could not absorb the cost of much of the machinery and did not produce enough to make the machinery profitable. So contrary to choice (D), there was an increase in large industrial plants and a relative decline in small factories.

11. (D)

In the autumn of 1864, a war-weary North faced a presidential election that offered them a clear choice. Abraham Lincoln ran on a platform of continuing the Civil War until the South was totally defeated. His opponent, former general George McClellan, ran on a platform calling for an armistice and recognition of the South as a separate nation. Early in the campaign, Lincoln looked to be in trouble. Although the Union had made deep penetrations into the western half of the Confederacy and had complete control of the Mississippi River, the Confederate armies in the East still fought valiantly on. It looked as if the Union armies could never destroy them and many people were questioning if it was worth the cost to try. The war had now been raging for three-and-one-half years. The cost in human lives, time, and money had far surpassed everyone’s worst fears. Many Northerners just wanted it to be over. Both Lincoln and Confederate President Jefferson Davis realized this. Accordingly, the Confederate strategy was to just hold on and deny the North any major victories before the election. Lincoln realized he needed a decisive victory before the election, pointing to a rapid defeat of the Confederacy, if he was to win. That victory occurred in September 1864 when Union forces under the command of William T. Sherman occupied Atlanta and followed up on this victory with his infamous “march to the sea.” This victory pointed to the imminent destruction of the Confederacy. Finally, people could see a “light at the end of the tunnel” and desire to completely defeat the Confederates rose again in the North. The capture of Atlanta guaranteed Lincoln’s reelection and sealed the fate of the Confederate States of America.

12. (A)

After he was overthrown by revolutionary forces in 1978, the Shah of Iran, then residing in Mexico, asked for permission to enter the United States to receive cancer treatment. President Carter was warned that admitting the Shah to the United States, for any reason, would look to the Iranians like America still supported the Shah’s regime and would lead to trouble. However, other advisors told Carter that the United States owed the Shah a large debt of gratitude for the favors he had done for America and also for the lack of decisive support from the U.S. when his government was overthrown. Carter had previously refused to grant the Shah exile in the United States, but when he was told of the Shah’s need for cancer treatment, he decided to allow the Shah to enter the U.S. on humanitarian

grounds. As predicted, the Iranians were infuriated by this. On November 4, 1979, young Iranian males, backed by their government and claiming to be students, seized the American embassy compound and took 76 hostages, 62 of whom were held for more than a year. It was the beginning of one of the worst nightmares in American foreign policy, and it helped ruin Carter's presidency.

13. (A)

In the presidential election of 1876, Samuel Tilden defeated his Republican opponent, Rutherford B. Hayes, in the popular vote by 250,000 votes. However, there were 20 contested votes in the electoral college. If Hayes received all the contested electoral votes, he would win the election by one vote in the Electoral College and he would gain the presidency. The matter was turned over to Congress, where a Republican-dominated commission awarded the disputed electoral votes to Hayes. The Senate ratified the commission's decision, but the Democrats in the House threatened to use political means to gain Tilden's victory through a House vote. Republicans negotiated the issue and the Compromise of 1877 was the result. Hayes got the presidency. Democrats received assurances that federal soldiers would be withdrawn from Southern states (effectively ending Reconstruction) and that blanket federal government support for Republicans in the South would end. This opened the door for Democrats to regain control in all the Southern states (they had already effectively regained control in all but three). None of the other choices listed in the question were in any way involved in the Compromise of 1877.

14. (E)

Operation Desert Shield became Operation Desert Storm on January 16, 1991, when President George Bush announced, "The world could wait no longer...." U.S. air and sea forces together with U.N. coalition allies utilized the high-tech weapons of the U.S. Allied forces to free Kuwait and appeared to have crushed the Iraqi army in a 100-hour ground offensive. Immediate steps were taken to coordinate efforts with the U.N. (A), protect Saudi Arabia (B), impose economic sanctions (C), and designate these efforts Operation Desert Shield (D).

15. (C)

Tomatoes, potatoes, maize (corn), and chocolate were all New World crops. Coffee was first cultivated in Africa. Tomatoes, which grow wild in the Andes Mountains, were cultivated by the Incas in 700 C.E. The Incas also first grew potatoes as an agricultural crop, with archaeological evidence suggesting its cultivation as early as 200 B.C.E. Maize first appeared in southern Mexico as early as 5000 B.C.E. Chocolate was first consumed by the Aztecs and Mayas. By 1000 C.E. cocoa beans were used as currency.

16. (D)

The federal budget deficit, which was driven up by the high costs of Social Security, defense, and payments on the national debt, was not seriously challenged by the Congress or the President. A recession was further influenced by a drop in military spending. Unemployment reached 7.8 percent, an eight-year high, and the GNP declined. Bush's promise, "Read my lips, no new taxes," was believed broken. The average growth rate while Bush was in office was less than 0.5 percent. Although inflation was low, the recurring theme of the Clinton campaign was, "It's the economy, stupid!" Domestic (A) and foreign (B, C, E) division and strife did not capture the attention of the American voter.

17. (A)

The "Good Neighbor" policy sought to smooth over relations between the United States and Latin America by retreating from the blatant interventionism which dominated U.S. policy into the 1930s. The effects of interventionism had become increasingly costly to the point that the benefits derived were not worth the expense. In 1933, Franklin Roosevelt officially consolidated many changes already under way in U.S. policy toward Latin America under the heading of the "Good Neighbor" policy. Under this plan, the United States would pull back from the nearly constant use of military intervention to control Latin American nations. The United States government would cease acting unilaterally in Latin American affairs and would attempt to consult with and seek the approval

of Latin American governments before intervening in the region. In addition, the United States would support Latin American governments headed by strong, independent leaders and would help train Latin American military forces so they could defend themselves. United States banks would also provide loans and other economic assistance to help stabilize fragile Latin American economies.

While the United States still dominated many aspects of Latin American life, with the enactment of the “Good Neighbor” policy that domination was handled more diplomatically, with somewhat more respect for local authorities. Many of the leaders who emerged at this time were military dictators who were trained by American military personnel as part of the effort to train Latin American military forces. These dictators owed their power to the United States and often stayed in power only as a result of U.S. backing. So, while the days of the “Big Stick” effectively ended with the “Good Neighbor” policy, U.S. domination of the region continued, albeit at a somewhat reduced level of visibility.

18. (A)

The Northwest Ordinance of 1787, like the previous ordinances of 1784 and 1785, ignored the Indian tribes’ claims to the land contained within the Northwest Territory. The Shawnee, Delaware, and Miami, armed with weapons supplied by the British, attacked whites who settled north and west of the Ohio River and prevented settlement of the region for nearly 10 years. While the Northwest

Ordinance was a progressive document for its time, it was meaningless until the Indian problem was resolved and settlement of the area was achieved. Contained within the Northwest Ordinance were the provisions listed in choices (B) through (E). The antislavery prohibition is particularly notable because it reflected a growing concern, particularly in the North, about the institution of slavery. It marked the first regional limitation of slavery in the U.S. beyond individual state boundaries.

19. (A)

“Reaganomics” was the term coined for President Ronald Reagan’s supply-side economic policies. Reagan believed that the way to repair the shattered economy he inherited from the Carter administration was to cut federal spending on domestic programs while at the same time cutting taxes for the wealthy and for corporations. The “supply-side” theory advocated by Reagan asserted that by cutting taxes to businesses and to the rich, money would be freed up for future investments and the creation of new jobs. This investment income would offset the initial loss of tax revenue caused by the tax cuts. Eventually, through the creation of new jobs and investments, the money freed up by tax cuts to the rich would “trickle down” to the middle-classes and the poor. While this sounded good on paper, it never worked out quite as well in real life. Yes, the tax cuts did spur investment, but the investments often didn’t translate into jobs that paid well. The “trickle-down” was uneven and often quite limited. Many wealthy people pocketed the money rather than investing it. Still, new jobs were created and the nation began an economic expansion that has lasted into the 1990s.

20. (E)

Nineteenth-century Europeans and Americans fully believed in the superiority of their cultures, of the white race, and of Christianity. In their minds, it was perfectly acceptable to go into undeveloped non-white lands and do what they pleased with the lands and the natives. Since the natives of these lands were overwhelmingly non-white, non-Christian, and technologically undeveloped, Americans and Europeans rationalized their domination of these lands and the subjugation of the natives. They viewed their actions as a noble mission to “civilize” the “savages” and give them the benefits of Western culture. This “mission” was called the “white man’s burden” because it was characterized as a burden that only the shoulders of the Western white male were big enough to handle.

21. (D)

The paternalistic view of slavery, held by most Southern plantation owners, held that blacks were inferior, mentally weak and ignorant, requiring “protection” from the evils that could befall them if they were left on their own. In this view, slaveowners were benevolent protectors who took care of their black slaves almost as parents take

care of children. This was a comforting myth that most slaveholders really appear to have believed. It was comforting in that if they were really protectors of their poor black “children,” then holding slaves wasn’t sinful at all. It was, rather, a social service providing a good for everybody involved. Unfortunately, this twisted rationalization denied the fact that slaves were horribly mistreated and often abused or killed for little or no provocation. If they were ignorant or childlike, it is only because they were denied educational opportunities and many slaves learned that acting with childlike deference to their “master” often got them better treatment. In other words, their childishness was often an act based on a powerful instinct to survive rather than any limitations of mental capacity.

22. (D)

Mark Twain’s writings pioneered a trend toward realism in American literature at the turn of the century. This trend portrayed the lives of real, flawed, and often quite colorful human beings. There was no effort to make the characters in these stories “larger than life” or pillars of virtue to be admired for their flawless character. These people struggled with the everyday issues of life as well as the bigger social and moral questions of the day, sometimes reaching successful resolutions to their quests, more often than not finding only partial answers to their problems. The focus of these stories was often on the temptations of sin, sexuality, and other of life’s evils. The hero or heroine often faced difficult tests or questions regarding what was right or wrong in their particular situation. The realistic school of writing was in many ways a coming of age for American literature and bore its own unique stamp as a uniquely American contribution to the world of written fiction.

23. (B)

In January 1918, Woodrow Wilson proposed Fourteen Points which enunciated his goals for the peace that would follow World War I. These were idealistic goals based on notions of open diplomacy, the elimination of secret treaties, self-determination, arms reduction, open trade, and a League of Nations to serve as an international forum to prevent future wars. The thrust of the Fourteen Points emphasized fairness and openness in international relationships. By November 1918, the Germans faced military and political collapse, but they approached an armistice with the Allies convinced that the postwar treaty would be a fair one based upon Wilson’s Fourteen Points. They reasoned that since the United States had turned the tide and saved France and Britain from almost certain defeat, the United States would dominate the peace negotiations. Unfortunately, they reasoned incorrectly and the Treaty of Versailles reflected British and French desires for vengeance more than it reflected the Wilsonian principles elucidated in his Fourteen Points.

24. (C)

This engraving emphasizes the innocence and helplessness of the victims.

25. (C)

Grant was an intensely loyal man who was, sadly, not the best judge of character in choosing his administrative appointees. During his first term in office, his administration was beset with financial scandals involving the vice president, Grant’s brother-in-law, and a well-known financial entrepreneur named Jay Gould. In his second term, the “whiskey ring” scandal implicated Grant’s private secretary. His secretary of war was implicated in a bribery scandal. While few believed Grant to be corrupt, Grant’s loyalty to his corrupt associates tarnished his image in virtually everyone’s eyes. It also crippled the effectiveness of his administration.

26. (C)

While the United States was technically neutral in World War II until the Japanese attack on Pearl Harbor, Franklin Roosevelt made no secret of his distaste for Nazi Germany, Fascist Italy, and militaristic Japan. He openly sought repeal of the neutrality laws so the United States could sell weapons and supplies to Britain and France to help them stop Hitler in Europe. Congress finally agreed, in November 1939, to allow cash sales of goods to European belligerents, meaning France and Britain. When France fell to the Nazi *blitzkrieg*, England stood alone and

quickly used up its cash reserves trying to replace its war losses and brace for the expected German invasion. Churchill told Roosevelt of the desperate British situation and predicted that without some means of obtaining American weapons Britain would quickly fall. Realizing that the British needed the help but could not pay for the weapons, Roosevelt proposed Lend-Lease, a policy through which Britain would be allowed to borrow the weapons it needed and would be expected to return the weapons when the war was over. Realizing that there was nothing subtle about this circumvention of the cash-and-carry law, Roosevelt used the analogy of the neighbor's burning house to justify Lend-Lease. Although critics attacked the proposal, it was passed by Congress and was critical in the eventual success of the Allied war effort.

27. (C)

While the slavery issue had never died out, a series of compromises had smoothed over many of the underlying issues left unresolved throughout the 1830s and 1840s. With the acquisition of California, Texas, and the New Mexico Territory from Mexico, combined with the treaty giving the United States complete control of southern Oregon Territory, the whole slavery issue resurfaced like an open wound. Fierce debates would dominate the political scene over which states should be "slave states" or "free states." Some people desired popular sovereignty in which residents of a territory could decide for themselves if they wanted to allow slavery. Others, primarily Southerners, argued that such popular sovereignty was unconstitutional. The debates often turned violent, as was notably true in Kansas in the 1850s. Eventually, the slavery debate, reopened by the Mexican-American War, would lead to the separationism and secessionism in the South that sparked the Civil War.

28. (B)

The years between 1876 and 1900 were years of relative political equality between the Republicans and Democrats. It was also a time when most Americans were rejecting or resisting the cries for reform by political activists. Most people wanted the federal government to remain inactive and uninvolved as much as possible. The concept of laissez-faire leadership was flourishing. This resulted in little significant reform legislation from the Congress. It also led to the election of presidents who saw themselves as political caretakers of the office of the presidency, rather than advocates of social or political reform. The equality between the two parties at this time also made it difficult for any president to push for major changes, because the political base of support was too evenly divided to provide the necessary votes in Congress for effective action. While none of these presidents were incompetent (as asserted by choice (D)), they just didn't see the presidency as an office appropriate for taking strong initiatives. They believed their major job was to insure Congressional legislation was effectively carried out and to veto any legislation in which they felt Congress had exceeded its powers. Such an attitude does not tend to lead to inspirational, dynamic leadership. Their style was such that they believed the *less* they were noticed, the better they were doing their job. This has left the long-term impression of them being "weak" presidents.

29. (E)

Soured by the liberalism and intellectualism of the mainstream churches, as well as the government's increasing separation from religion at both the federal and state levels, and the growing emphasis on secular, rather than religious education in state-funded schools, many people turned to religion to resolve their alienation. Their religious fervor led them to blame most of the country's problems on the decline of "living by the Good Book." They demanded reforms and believed that the reforms had better come quickly, for they fervently believed that the second coming of Christ was at hand. They pushed for political and economic reforms, as well as temperance, abolitionism, educational reform, and some even supported women's rights. Many of the utopian communities of this time period were radical outgrowths of this religious upwelling. Most of the major reform movements of the mid-nineteenth century were related to the religious revivals sparked by Evangelical Christians.

30. (E)

When John Kennedy became president in January 1961, he inherited a program from President Eisenhower guaranteed to cause him headaches. Eisenhower had begun a CIA-backed program to train Cuban exiles to return to

Cuba and militarily overthrow Fidel Castro and his Communist regime. The program was ready to begin operations when Kennedy assumed office. When Kennedy asked the CIA about the feasibility of an invasion by Cuban exiles and their chances of success, he was told that Castro was hated by the Cuban people; that most Cubans were waiting for the chance to rise up and overthrow Castro; and that the CIA-trained Cuban exiles would have an easy time swarming to victory if the United States just provided them with the transportation to Cuba to launch the invasion.

Kennedy, just two months into his first term of office (April 1960), put too much trust in the glowing CIA reports and decided to go ahead with the project. The Cuban exiles were ferried ashore at the Bay of Pigs in Cuba with American support and equipment, but once they got there the entire plan broke down. The Cuban people, most of whom in reality supported Castro, did not rise up in revolt. The Cuban military responded quickly and pinned the invaders to the beaches. For two days they remained trapped there. The CIA and some members of the military pushed Kennedy to launch air strikes to support the operation, but Kennedy refused, fearing active American involvement could lead to a full-scale and costly war, and could also lead to Soviet retaliation in Turkey or Europe. Besides, without the support of the Cuban people, no amount of American military intervention could change the long-term result. After the second day, the survivors, comprising only 20 percent of the original invasion force, were rescued from the beaches and returned to the United States.

The Bay of Pigs affair was a humiliating embarrassment to the new president. It also set the stage for further problems with Cuba. Partly because of the Bay of Pigs affair and other American attempts to overthrow or destabilize the Cuban government, the Cubans and the Soviets secretly conspired to install intermediate-range nuclear missiles in Cuba. Such missiles, if successfully installed, would provide a powerful deterrent to further American intervention in Cuban affairs. American discovery of the construction of missile launching sites in Cuba led to the Cuban Missile Crisis of 1962, perhaps the most difficult crisis in Kennedy's presidency.

31. (D)

Muckrakers got their name from Theodore Roosevelt who compared the sensationalistic exposés of high-level corruption to “raking muck.” Their stories tended to focus on the very worst behaviors of industrial leaders and politicians. The stories were designed to arouse the public and play to their “basal instincts.” They explored all of the flaws in American society and provided a method of airing the nation’s “dirty laundry.” While political and industrial leaders were horrified by the tone and focus of the stories, the general public couldn’t get enough. The stories confirmed in many people’s minds what they had long suspected: rather than protecting the public interest, many public and private leaders were using their positions to further their own self-interest at the expense of everyone else. The stories led to an outcry for reform and provided Progressivists with just the ammunition and public support they needed to insure passage of legal reforms.

32. (C)

The first wave of immigration to the English colonies by non-English-speaking people was dominated by ethnic Germans fleeing from the Rhine region of what is now Germany. Most were farmers fleeing from war and starvation in their homeland. Some were seeking a respite from religious persecution. Many of them settled in western Pennsylvania and began successful farming communities where they were inaccurately labeled “the Pennsylvania Dutch.” While the ethnic groups listed in the remaining choices were all involved in waves of immigration to the New World, they all came at later dates, mostly after the mid-nineteenth century.

33. (D)

The 1920s were a mixture of both conservative and liberal trends. On the liberal side, women were granted the right to vote with ratification in 1920 of the Nineteenth Amendment to the Constitution. With new forms of credit and advertising, combined with increases in wages and productivity, consumerism became the new American ethic.

On the conservative side, prohibition was enacted with the passage of the Eighteenth Amendment to the Constitution in 1919. Its enforcement began on a large scale in 1920, opening the door for bootlegging and the rise of organized crime in America. The Ku Klux Klan, using new advertising techniques to market itself, reached a peak membership of 5 million people in 1925, before sex scandals, corruption, poor leadership, and public revulsion at Klan activities broke its power base and discredited it as a major political force. Throughout the mid-

1920s, however, the Klan was a force to be feared and accommodated, and Klan activities had a very intimidating effect on local and regional politics in the South, Midwest, and mid-Atlantic regions of the country.

The only choice not characteristic of the 1920s is choice (D). The Progressive movement, so forceful before World War I, was eclipsed by the pro-business economic growth philosophies of Harding, Coolidge, Hoover, and the Republicans. Progressivist reforms were rolled back throughout the 1920s, negating many gains previously made in regulating businesses and securing labor rights. These gains were sacrificed on the altars of economic growth and laissez-faire capitalism. Progressivism would not return to the fore until the enactment of Franklin Roosevelt's "New Deal" in the 1930s, where Progressivist principles were carried far beyond anything hoped for at the turn of the century.

34. (C)

In the election of 1860, Abraham Lincoln only received 40 percent of the national vote. But his three opponents divided the anti-Lincoln vote in such a way that Lincoln still received the largest vote total of any single candidate. Lincoln's closest opponent was Stephen Douglas, who received about 30 percent of the popular vote. Furthermore, Lincoln's popular support was concentrated in the North, the most populous region of the country where most of the Electoral College votes were. He did not even appear on the ballot of some Southern states. By concentrating on the North and winning decisively there, he gathered so many electoral votes that even had his opponents combined their popular votes, which would have totaled 60 percent of the national vote, they would have lost the election in the Electoral College.

35. (A)

Joseph McCarthy, the junior senator from Wisconsin, set the tone for the early 1950s in America with his relentless attacks on the "Communist menace" in America. McCarthy used American fears of Communist subversion to catapult himself out of obscurity in the United States Senate and into national prominence. He made his initial charges in a Lincoln's Birthday speech in Wheeling, West Virginia, claiming that the U.S. State Department was infested with Communists. Although he was lying, his charges struck a chord in the national psyche and within days people were clamoring for the ouster of the alleged Communists. He used these charges to build a political base of support from which he went on to blame virtually all of America's failures since World War II on wealthy intellectuals supposedly selling out the country to the Communists. His attacks played upon latent bigotry, racism, and anti-Semitism, but the Korean War and the arrest of alleged spies such as the Rosenbergs, convinced enough people that he was probably correct in his allegations, that few attempted to stop him. President Eisenhower tried to ignore McCarthy and hoped he would undercut himself with his reckless allegations and unfounded charges.

Eventually, McCarthy did ruin his own career. His charges became more and more spectacular and more and more unprovable. Finally, when he charged that the Army officer corps was a hotbed of Communist activity, Eisenhower decided enough was enough. Senate hearings were called in 1954 to investigate McCarthy's charges, and they were nationally televised. McCarthy was as bullying and overbearing as ever, attempting to ruin the reputation of virtually anyone who stood up to him. In the end, these tactics disgusted the American public and fellow senators. McCarthy's popularity plummeted and the Senate condemned him. He remained a senator but finished his career a broken man. He died of alcohol-related causes in 1957.

36. (A)

The Mayas had a sophisticated writing system, which utilized glyphs, symbols composed of both syllables and written characters. Over 800 individual glyphs were used and were paired in columns that read together from both left to right and top to bottom. These glyphs then could be combined to form any word or idea, including the names of gods, buildings, numbers, dynastic events, places, and food. Glyphic inscriptions were carved in wood or stone on Maya monuments and architecture, or sometimes painted on paper and pottery. The Maya writing system unit is the glyphic cartouche, which is equivalent to the words and sentences of a modern language. Maya cartouches could contain as few as three or as many as fifty glyphs. Many Maya glyphs can have multiple meanings, and many Maya concepts were written in more than one way. Numbers can be represented with numerical symbols or with a picture

of a god, or a combination of the two symbols. Some glyphs signify more than one sound, while also representing an idea. This means that a single concept can be presented in glyphs in a variety of ways. There is no Maya alphabet.

37. (A)

The Farm Security Administration was created to help restore faith in America by sending photojournalists around the country to photograph Americans and American life. The focus of the resulting publications was on how people had survived, rather than succumbed to, the Great Depression. This program was designed as a public relations program, not as a jobs creation program.

38. (B)

The Plains Indians depended upon buffalo for almost every aspect of their survival. When they killed a buffalo, they used virtually every part of it, from the hide to the bones. In 1850, over 13 million Buffalo meandered along their migration routes in the Great Plains. By 1890, fewer than 1,000 remained. Without the buffalo, the Plains Indians could not live according to their traditional ways. They were forced to either adapt to white rules (usually on reservations) or fight for their survival, as the Sioux and Cheyenne did in the 1870s. Fighting the whites was hopeless, but to many Indians, it was more honorable than dying in subjugation. While they managed a few victories such as at Little Big Horn, they were too badly outmanned and outgunned to have a long-term chance at victory. Without the buffalo, the entire Indian way of life was undermined and it led directly to the destruction of the Plains Indians' societies in a much broader way than any of the other choices listed in the question.

39. (C)

While the Roanoke colony (1587) actually preceded the Jamestown colony (1607), the Roanoke colony was not successful. A supply ship sent to Roanoke in 1590 could find no survivors at the colony. The word "croatoan," which referred to a nearby island, carved into a tree was the only clue left behind. No other sign of the colonists was ever found.

40. (C)

The sharecropping system allowed poor tenant farmers and poor independent farmers to borrow seed, equipment, and supplies for planting and harvesting a crop. In return, sharecroppers had to pledge their crop, or a portion of their crop, as collateral. While this arrangement allowed sharecroppers to continue to farm the land and squeeze out a minimal survival, the costs charged to farmers for supplies and equipment as well as the exorbitant interest rates charged for loaning those supplies effectively kept sharecroppers in permanent debt. Interest rates ranged as high as 200 percent. Most sharecroppers never accumulated enough cash to work their way out from under the tremendous debt load they incurred trying to work their small plots of lands. The only ones who got wealthy from this system were the landowners and the merchants who controlled the sharecroppers. This system did nothing to bring poor farmers into the middle class. Neither did it expand the number of independently owned farms in the South. It had no restrictive effect on the power of former plantation owners or Northern business interests. Finally, it did nothing to enhance the relationship between Blacks and Whites as it did not force them to work side by side. In fact, in many ways it was used by Southern ruling elites to maintain the old social and racial order.

41. (B)

During the 1880s and 1890s, America's railroads had a stranglehold on the transportation of goods, particularly agricultural goods, to the marketplace. In major markets where there were several competing rail lines, shipping costs were low. However, many farmers and manufacturers lived in areas served by only one major rail line or a "short line." On these noncompetitive lines, railroads charged exorbitantly high rates, often so high that the producers of goods could not make a profit on their goods. After bitter struggles in Congress and several Supreme Court challenges, the Interstate Commerce Act of 1887 was passed to curb pricing and other abuses by the railroad industry. In the related court cases, the Supreme Court ruled that only Congress had the right to regulate interstate

commerce. This act created the Interstate Commerce Commission, whose major purpose was to keep an eye on railroad policies and to prevent further abuses.

42. (E)

The Knights of Labor were founded in 1869 by workers in Philadelphia's garment district. They were the only broad-based union to survive the economic depression of 1873. They were also the only major union of their time to extend membership to blacks, women, and unskilled workers. They preached a long-term philosophy of achieving a society where employees and managers would work together cooperatively for all society's benefit. They reached the peak of their success in the mid-1880s, but following a series of failed strikes culminating in the disastrous Haymarket Square riot in 1886, the Knights began to splinter into smaller crafts unions and various other more radical workers groups. They never regained their dominance and were eventually supplanted and replaced by the AFL in the 1890s as America's major labor union.

43. (B)

Andrew Jackson's election marked the culmination of a movement whose roots lay in the philosophy of Thomas Jefferson that the country was best governed when people were allowed to govern themselves and the federal government interfered as little as possible. Following the activist presidency of John Quincy Adams in which he tried to expand federal power, Andrew Jackson swung the pendulum in the reverse direction. He was a frontiersman, the first truly common man elected to the presidency. He was a self-made man. He was a rugged individualist who was committed to reducing the concentration of political and economic power in Washington, D.C., and returning that power to the states and to the people where (in his opinion) it was less likely to be abused. His election was symbolic of the rise of the notion of "popular sovereignty" which asserted that the people could do no wrong and didn't need an elite aristocratic class to lead them.

44. (E)

Political machines and the politics of political bosses dominated the workings of city governments at the turn of the century. Many of these organizations stayed in power through bribery, graft, and other corrupt practices. In return, however, the machines took care of the interests of many of their most influential constituents. They provided many services which helped the poor survive in return for support at the polls. Many reformers, mostly from the middle and upper classes, demanding changes to end the corruption, found themselves stymied at the polls by large blocks of poor and immigrant voters who supported the political machines. The machines were often successfully able to portray themselves as protectors of the poor who fought against upper-class reformers interested only in themselves.

While the political machines were able to enlist the support of some industrial leaders, and sometimes got indirect support from organized religion, they got little support from the middle class and virtually no support from wealthy landowners living outside the city.

45. (C)

The "black codes" were designed to limit the rights of free Blacks in the South so they would move north where they couldn't threaten the slave system in the South. These codes ranged from bans on assembly to laws forbidding Blacks from learning to read or write. By driving out freed Blacks, of whom there were a steadily growing number throughout the early to mid-1800s, Southern Whites hoped to remove role models to whom enslaved Blacks could look up to. There was also the fear that freed Blacks would use their freedom to help foment slave uprisings. The codes were quite effective in that they drove large numbers of Blacks northward, but the number of slaves freed for one reason or another continually outnumbered the number of Blacks who emigrated to the North, so the codes were never completely successful. They just stirred up more resentment regarding slavery and its dehumanization of a whole race of people.

46. (B)

New Orleans in the 1890s provided the perfect opportunity for the European musical influences followed by wealthy Creoles (half white, half black) to intermingle with African musical influences dominating the culture of poor Blacks. The result was a distinctly American musical form called jazz. Jazz players of turn-of-the-century New Orleans were among the highest-paid “workers” in the South. The almost exclusively black performers were wealthier than virtually any other Blacks in the country at the time. They also enjoyed a certain amount of respect and recognition denied to most other Blacks at the time. Eventually, these New Orleans jazz musicians took their music with them to other parts of the country. But it was in New Orleans that black musicians gave America its first truly original music form, jazz.

Blues was a somewhat similar music form that also developed in New Orleans. Its development preceded jazz somewhat and was dominated by African musical influences. It never integrated the influences of European music with African musical traditions in the way jazz did.

47. (C)

Up until 1801, Spain had controlled the Louisiana Territory. While Spanish control theoretically threatened U.S. Mississippi River commerce and blocked westward U.S. expansion, in reality the Spanish kept the Mississippi open to American commerce. Also, Spain was a weak power whose future looked bleak. It was commonly believed that Louisiana could be “obtained” from Spain one way or another whenever it suited American purposes. However, in 1801 Spain secretly turned over control of Louisiana to Napoleon and the French. Napoleon had openly discussed a French empire in North America, and in 1802 the Port of New Orleans was closed to American shipping. This precipitated a crisis for Jefferson. A French empire blocking U.S. westward expansion was unacceptable as was French blocking of U.S. trade along the Mississippi. Jefferson considered joining with England in an effort to drive out the French militarily, but decided to try negotiations first. Due to a variety of factors, Napoleon decided the vast Louisiana territory was not worth the cost of possession and maintenance. He thereby stunned American negotiators by offering the entire Louisiana Territory to the U.S. for approximately four cents an acre (\$15 million). The purchase secured U.S. trading rights along the Mississippi and opened up the trans-Mississippi West to American exploration and expansion.

48. (E)

In the late nineteenth century, as unions began to emerge as major forces in the American workplace, the United States government tended to support management in its efforts to crush unions or at least severely limit their effectiveness. In many smaller disputes, the government did not get involved. However, in larger disputes like the Pullman strike of 1894, the government actively supported management, with President Grover Cleveland sending in federal soldiers to help break up the strike. In addition, strikers often found their rights limited by Supreme Court decisions which interpreted the Constitution on narrow grounds and either repealed or restricted progressive labor legislation. Many unions in this period preached goals involving radical social change that went well beyond the workplace. With unions such as the International Workers of the World (IWW) openly preaching workers’ revolution, many government leaders saw unions as not just an attempt to protect workers’ rights, but an attempt to bring down America’s capitalist system. With those fears in mind, they did whatever they could to hinder or derail the weak, but growing union movement.

49. (E)

The Tet Offensive marked a turning point in the Vietnamese War. Up until Tet, press coverage of the war, while raising some questions and more graphic than anything Americans had ever seen before, was mostly positive. American military leaders were talking about seeing “light at the end of the tunnel.” Many Americans still believed a military victory was possible. With the Tet Offensive, all illusions of a military victory ended.

What is ironic is that Tet was a military disaster for the North Vietnamese. Up until Tet, the Viet Cong had stalled the American war effort by engaging in partisan warfare which accented their advantages in the villages and jungle terrain and neutralized American superiority in conventional arms and equipment. They avoided the kind of massive pitched battles in which American technical superiority could be focused to destroy them. The repeated midnight

raids and “hit and run” raids on villages, convoys, and military bases kept the South Vietnamese and the Americans constantly off-balance and unable to use their forces effectively.

With Tet, the North Vietnamese scrapped this policy in favor of an all-out military assault on key bases and provincial capitals in South Vietnam. At first, caught by surprise, American and South Vietnamese forces reeled back at the ferocity of the North Vietnamese assaults. But soon, the Americans recovered and the North Vietnamese found themselves tied down in the very pitched battles that they could not hope to win. When it was over, the North Vietnamese had suffered over 400,000 casualties which would take them more than four years to replace. It was the biggest American/South Vietnamese military victory of the war. But it was also the biggest American political disaster of the war.

Tet came just as Lyndon Johnson was preparing to run for reelection in the 1968 political campaign. It called into question all the assurances by the government that the North Vietnamese were beaten and would collapse in the near future. People asked, “If they’re beaten, how could they mount an offensive as large as this?” The fact that the offensive had failed was irrelevant. What Americans focused on was that it had taken place at all. Now many Americans began to see Vietnam as a tunnel with no way out, and press coverage became increasingly negative. Talk shifted from winning to just getting out. Johnson withdrew from the presidential campaign. The North Vietnamese, seeing the political effect, dug in their heels and were determined to outlast faltering American support for the war. After Tet, it was just a matter of how long it would be until America pulled out of Vietnam, and under what circumstances that pullout would take place.

50. (A)

The Paris Peace Treaty was very generous to the United States. Britain was war weary, particularly in light of the potential cost to its empire of continued war with France and Spain (both of whom were now fighting the British at sea). Spain and France had suffered some serious naval setbacks and were also anxious for peace. All of the provisions listed were included in the treaty except the return of Louisiana to France. Louisiana wouldn’t return to French control until 1800 when the Spanish ceded the territory to France.

51. (C)

In 1947, the British government told the American government that it could no longer afford the expense of economic and military aid to Greece and Turkey. At the time, both countries were locked in struggles against Communist insurgents. Greece was in virtual civil war and could not have won against Communist rebels without Western help. President Truman was determined that Greece should not be allowed to fall under Communist control. In response, he delivered a speech to Congress committing the United States to aid free people anywhere in the world in their struggle to preserve their freedom from foreign intervention or armed insurgents. This policy quickly became known as the Truman Doctrine. Congress approved aid to both Greece and Turkey, which both survived their respective Communist insurrections.

The aid to Greece and Turkey was just a first step in what became a massive aid program to non-communist governments all over the world. Regrettably, many of the non-communist governments receiving U.S. aid were led by brutal dictators every bit as evil as the Communist insurgents Truman wanted to suppress. American policy was so focused around Truman’s effort to contain Communist expansion, however, even brutal dictators were seen as preferable to Communists.

52. (B)

Spanish occupation of Cuba had been a sore point in Spanish-American relations for some time before the war. In 1894, the U.S. enacted a tariff on Cuban sugar, greatly disrupting the Cuban economy. Shortly thereafter, Cuban rebels operating from American soil began a revolution resulting in bloody reprisals by both the Spanish and the revolutionaries. Yellow journalism, fed by lurid stories of Spanish atrocities, sensationalized the revolution and whipped up powerful emotional support among Americans for the Cuban nationalists. Many Americans saw the Spanish as evil incarnate and believed that the U.S. had a God-given duty to intervene on behalf of the rebels, whom many compared to the American revolutionaries of 1776. Added to this were desires by American businessmen for

new markets and an independent Cuba would be “ripe for the picking.” Many other Americans just wanted Spain out of the Caribbean and wanted expanded American control in the region.

All of this came to a head with the sinking of the battleship *Maine* in Havana harbor in February 1898. Americans blamed the Spanish, despite evidence indicating that an explosion of coal dust in the ship’s coal bunkers was the real culprit. While the sinking of the *Maine* was the excuse that many people used to justify the war, the primary motives were support for Cuban nationalism and American expansionist desires in the region.

53. (D)

All of the other choices are true. Physical punishment was the norm for disciplining children, as most religions preached the “spare the rod, spoil the child” philosophy. Children were treated as miniature adults and were expected to conform to adult standards of behavior. Behavioral standards were strict and punishments were severe, for both adults and children, when those standards were broken.

Women were limited in their legal rights to own property and engage in commerce even when single. Once they married they lost whatever legal rights they had. They could no longer own property, earn their own income, or enact contracts. They were legally under the complete dominion of their husbands.

Most families during this period did bear children who survived until adulthood and bore their own children. Life expectancies, particularly in the South, increased during this period as did the population in the colonies. Women, however, did *not* set the moral standards for their children, nor did they decide how the children were to be educated or trained. Those duties were considered the husband’s responsibilities, although it was the wife’s duty to enforce her husband’s decisions where children were concerned.

Finally, the vast majority of families did live in rural areas. Most colonial cities were in reality small towns. Even the largest, such as Boston, New York, and Philadelphia, had fewer than 20,000 inhabitants. While the cities expanded greatly during this period, over 90 percent of the colonies’ inhabitants lived in small, rural villages and towns.

54. (E)

Philippine nationalists believed that when the United States drove out the Spanish, the Philippines would be given independence. Comments by the commander of the U.S. naval forces in the region, Commodore Dewey, were interpreted as promises of independence. When the U.S. began formal occupation of the islands and it became clear that independence was not forthcoming, the nationalists began agitating against U.S. rule. In addition, Americans treated the Filipinos with contempt. Much of this was in large part due to latent racism against the nonwhite Filipinos. Racial slurs were commonly used, and they were treated in much the same manner as Southerners treated ex-slaves after the Civil War.

Frustration soon reached a boiling point and in 1899 the leader of the nationalists, Emilio Aguinaldo, declared Philippine independence and launched an insurrection against American control. The rebellion took over two years to control and it resulted in countless atrocities by both Filipinos and Americans. The ensuing bloodbath resulted in over 500,000 Filipinos killed and approximately 5,000 American dead.

While the Filipinos lost the revolution, it did lead to reforms in U.S. policy. In 1916, the Filipinos were promised that they would be granted their independence (when the United States felt they were capable of successfully governing themselves).

55. (E)

All of the choices are utopian communities which evolved as part of the religious revivals, or the Second Great Awakening, of the 1820s, 1830s, and 1840s. But only one of those communities, Brooke Farm, was the source of the transcendentalist philosophy espoused by Thoreau, Melville, and others who lived and worked there. Brooke Farm focused on the importance of spiritualism over materialism. Members of the community lived a communal life-style and all shared in the upkeep of the community. The writers who lived there explored the workings of nature and the individual and became some of the most prominent American writers of the nineteenth century. During their prime they were a part of what is now called the American Renaissance.

56. (E)

The psychological reaction of most Americans to the Napoleonic Wars that drew America into the War of 1812 was one of withdrawal. Most people remembered Washington's words of being wary of European entanglements, and the war confirmed in their minds that Washington had been correct. Rather than seeking a more active and dominant role in European "intrigues," most Americans sought isolationism and avoidance of European commitments. Others wished to further reduce U.S. involvement with Europe by keeping Europe out of the Americas. This wish was expressed nine years after the conclusion of the 1812 war in the Monroe Doctrine.

57. (E)

When Woodrow Wilson left Washington for the Paris Peace Conference, he had already taken steps to insure Senate opposition to whatever treaty emerged from the negotiations. The Senate was dominated by Republicans and Wilson, a Democrat, neglected to ask any senators to accompany him to the negotiations. He also neglected to ask any Republicans to accompany him. These errors of omission guaranteed anger and resentment among Republicans in general and senators in particular. When the Treaty of Versailles was presented to the Senate, Senators found plenty of grist to grind in opposing the treaty. Contrary to Wilson's pre-negotiation pledges, the treaty was punitive and failed to come close to approaching the principles of humanitarianism and self-determination that Wilson had so nobly espoused before and during the Paris Peace Conference. One senator prophetically called the treaty a "blueprint for another war."

Wilson made matters worse by refusing to compromise with the Senate on provisions senators found objectionable. Instead, he lectured them like a teacher would lecture some errant schoolchildren. Then, he embarked on a cross-country speaking tour by train to try to go "over the heads" of the senators and sell the treaty directly to the American people. During this trip he engaged in name-calling and direct attacks on the intelligence of the Senate. To a body of people as proud as those in the Senate, this was both insulting and infuriating, and their reaction was predictable. In addition, on his return to Washington, Wilson suffered a stroke which incapacitated him and he refused to negotiate further with treaty critics. Not surprisingly, when the treaty came up for ratification in November 1919, it was voted down. It came up for a vote again in March 1920, but Wilson still refused to compromise and the treaty was again voted down. The treaty was never ratified in its original form. The United States later signed a separate peace treaty with Germany.

58. (C)

Both Harding and Coolidge promoted policies favorable to business. They firmly believed in an association between business and government that would help the nation prosper. Their policies reflected a repudiation of Progressivism and a philosophy that what is good for business is good for the country. In that sense, they truly felt that "The business of government IS business." They believed strong business growth would provide jobs and would improve the entire economy. Their policies helped spur the tremendous economic growth that drove the nation forward from 1922 through 1929. Unfortunately, these same anti-regulatory, laissez-faire business policies permitted greed and abuses leading directly to the stock market crash of 1929 and the Great Depression that followed.

59. (C)

In the 1830s and 1840s, the Democrats supported the Jeffersonian principles of limited power to the federal government. They felt that what power the government wielded should be exercised at the state and local level. Democrats distrusted a strong, centralized government and opposed policies which would give the federal government too much control, such as a national bank, protective tariffs, or government support for private industry.

Their opponents, the Whigs, favored all of these policies. The Whigs believed in using the power of the federal government to help build the country and expand the nation's economy. The Whigs supported policies favored by business owners, the middle class and the wealthy.

60. (C)

Most Americans welcomed the economic growth and prosperity of the mid-1920s. However, some found the collapse of Progressivism, the subsequent dominance of materialistic consumerism, laissez-faire capitalism with its

greed, corruption, and conspicuous consumption, as well as the emphasis on social conformity and dearth of spirituality, to be morally repugnant. This repugnance and cynicism regarding America's social framework were captured most poignantly in the works of several young American authors. F. Scott Fitzgerald, H. L. Mencken, Ernest Hemingway, and Sinclair Lewis wrote stories of heroes as flawed as the villains they sought to conquer. Their works raised questions about traditional assumptions of right and wrong and often left those questions unanswered. They painted unsettling pictures of American society, frequently with a sharply critical, sometimes satirical portrayal of American hypocrisy and decadence.

Their unsettling works, with the inherent crying out at the loss of ideals, values, and purpose as well as the interwoven criticism of the current dominance of materialism, led critics and historians to label them the "Lost Generation." A whole generation of young writers faced what they believed to be a spiritually lost America desperately needing to find new and meaningful goals and values. These writers' works attempted to point out the folly of 1920s America and rekindle the idealism and sense of deeper purpose they felt necessary for America to live up to its potential for all its citizens.

61. (A)

This cartoon presents Tweed as ruled by greed. This source of his money is not indicated.

62. (D)

Of the choices listed, a lack of available credit was the only choice that did not contribute to the Great Depression. In fact, just the opposite was true. Throughout the 1920s, to help spread the new ethic of consumerism, banks and industries made several new forms of credit and installment loans available to the public. This credit was essential because while industry was pushing people to consume, it was refusing to pay workers the wages they needed to buy the whole range of new consumer goods being made available. Credit was also essential to farmers who could not earn enough from their crops, because of depressed crop prices, to break even. Without the new forms of credit being offered, consumers and farmers could not have sustained the economy as long as they did. Even with the new credit extensions, without wage increases and increases in crop prices workers and farmers could not continue to purchase new goods and equipment indefinitely. Eventually, they reached their credit limits and often found they couldn't pay off their loans. The resulting foreclosures and bankruptcies weakened the entire banking system, making banks particularly vulnerable when the stock market crash began the final collapse of the economic boom of the 1920s. So, if anything, it was the easy availability of too much credit with too little screening to make sure those who borrowed could pay back the loans that contributed to the Great Depression.

63. (E)

During the waning years of Reconstruction, when Southern voters voted Reconstructionist Republicans out of office and replaced them with Democrats, Southerners said that the state had been "redeemed." In other words, the state was said to have been saved from the "clutches" of Yankee Reconstructionism. Thus, the leaders of these new post-Reconstruction, Democratic administrations were called "redeemers." Since many of these "redeemers" came from the former ruling elites, to others wishing to return the South to "the good old days," the presence of these "old school" leaders must have seemed like political redemption for the South.

64. (A)

The doctrine of nullification was developed in South Carolina as a means of protecting residents from what they saw as the "tyranny of the majority." This doctrine claimed that individual states could choose to ignore federal mandates or laws if they found those laws offensive or unfair to their interests. This issue became a crisis in 1832 when South Carolina invoked nullification in regard to an unpopular federal tariff. Andrew Jackson forced the tariff to be collected and some South Carolinians began discussing secession. The crisis was resolved through the passage of a compromise tariff leading to the repeal of the nullification law by South Carolina. While a more serious crisis had been averted, this incident set the stage for further talk of secessionism as the slavery issue escalated tensions throughout the 1840s and 1850s.

65. (B)

The Indian Reorganization Act represented a reversal of previous government policy which had worked against Indian control of their lands and preservation of Indian traditions. Under the new law, Indian lands could not be divided up and parcelled off in allotments that effectively broke up tribal reservations and allowed whites to move in and exploit Indian lands. Further allotments were prohibited and Indians were provided funds with which they could purchase new land and regain control of land previously lost to allotments. Indians were also given the right to draw up their own tribal constitutions, as separate tribal “nations,” and establish their own tribal governments. Federal funds were offered to help Indian tribes construct schools, hospitals, and welfare agencies. Finally, the Act ended restrictions on the rights of Indians to practice tribal religions, rituals, and use tribal languages.

66. (A)

The Declaratory Act, whose passage was coupled with the defeat of the detested Stamp Act, stated that Parliament had the right to tax any English colony when it chose and as it chose. The fact that the colonists had no representatives to Parliament was denied by Parliament’s belief that IT represented all English citizens whether they lived in England itself or in England’s overseas colonies. Therefore, Parliament believed that it alone had the right to tax England’s colonies and could do so at will. Coupling the passage of this act with the repeal of the Stamp Act blunted the American reaction because Americans were so busy celebrating the repeal of the Stamp Act, most ignored the implications of the Declaratory Act.

67. (E)

The French and Indian War was an overwhelming victory for the English and the American colonies. It resulted in the French being totally driven from the North American continent. It ended the American Indian tactic of playing one European power against another. It also led to Spain, a French ally, ceding Florida to England. The net result was that the American colonists no longer had to fear direct threats by a major foreign power. Colonists fighting side by side with the English had learned much about America, the English, and themselves. They learned that the British were not invincible. They learned to resent the arrogant attitudes of the British toward the colonists. They also gained confidence in themselves and gained a corps of well-trained officers who honed their skills fighting for the British. This led to a more independent, knowledgeable, and assertive attitude by Americans who now felt more free in their ability to challenge the British and resist British efforts to restrict their activities.

68. (C)

Gettysburg marked the “high tide” of Robert E. Lee’s Army of Northern Virginia. In June of 1863, the Confederacy was still hoping for recognition by France and England. Confederate leaders believed a major military victory on Northern territory would give the Europeans the proof they needed that the Union could never defeat the South militarily. On that basis, Lee who had just defeated Union forces at Chancellorsville, pushed his Army into Maryland and Pennsylvania. He hoped to force a battle on his terms in Northern territory that would demoralize the numerically superior Army of the Potomac and perhaps even allow Confederate forces to isolate or capture Washington, D.C. Such a success would have relieved Union pressure on the South and almost assuredly obtained formal European recognition for the Confederacy. Unfortunately for Lee, the two forces met unexpectedly at the little Pennsylvania town of Gettysburg. Outnumbered Union forces held on throughout the first day and were reinforced that night by the remainder of the Army of the Potomac. From that point on, the battle was basically fought on Union terms, despite Lee pressing the initiative. After futile efforts to break the superior Union lines for two days, and inflicting only 28,000 casualties (out of 67,000 soldiers at the start of the battle), Lee was forced to retreat. Followed by news of Union victory at Vicksburg at the same time Lee was being defeated at Gettysburg, the South never regained the initiative. There were no further major incursions into Northern territory, and while Lee fought doggedly on the defensive, no European recognition was ever announced. Now it was only a matter of time until the superior manpower and industrial capacity of the North wore down and finished the South. While all of the remaining Civil War battles influenced the course of the war, none of them had the decisive impact of Gettysburg.

69. (D)

The Federalists' name implied that they did not support a strong national government. However, the leaders of the Federalist movement believed strongly in the necessity of a relatively strong central government. They strongly supported ratification of the Constitution and believed that discussion of a bill of rights should be delayed until after the Constitution was ratified. Alexander Hamilton, James Madison, and John Jay wrote a series of essays contained within *The Federalist* which brilliantly argued the Federalist position and captured support of all the nation's major newspapers. This campaign made the difference in the battles for ratification in several key states.

The chief opponents of ratification, the Antifederalists, argued against ratification primarily on the basis of choice (B), that a bill of rights needed to be in place before ratification of the Constitution. Many Antifederalists opposed the Constitution entirely based on the belief in choice (E), that no strong national government could or should ever exist. They believed that a strong national government would become corrupt and lose touch with the needs of the local people. They believed that the best path was for the states to govern themselves within the framework of an extremely limited national government. Few people wanted either choice (A), a return to Articles of Confederation which had clearly not worked, or (C), a new constitutional convention.

70. (E)

The biggest failure of Reconstruction in the South was its failure to effectively change Southern social structure and eliminate the racism inherent within. When Reconstruction ended, the Republican governments which had run the South during Reconstruction were universally voted out of office. When they were gone, the South was in many ways little different than it had been before the war. Most of the wealth was still concentrated in the hands of a few white landowners. While Blacks were no longer technically slaves, they owned no land. Various restrictions and lack of capital effectively prevented them from acquiring land. Without land and money, Blacks remained targets of white - exploitation. New "black codes" limited their voting rights, education rights, property rights, and their rights to use public facilities. The passage of these new codes symbolized how little attitudes had changed. Blacks were still economic slaves, if not legal slaves, and lived in terror of white oppression. Whites still felt that Blacks were inferior and, in many cases, blamed Blacks (and Yankees) for the Civil War as well as every other problem experienced since the war. As a result, while the Civil War held the Union together and ended legalized slavery, it would be another 80 years after the end of Reconstruction before types of social changes hoped for at the start of Reconstruction could begin.

71. (C)

All of the other choices were true. Most New England immigrants arrived as family units. This provided the New England colonies with a relatively stable social structure from their inception. In Chesapeake Bay, most colonists were single young males, many of whom were indentured servants. The ratio of men to women was 6 to 1 before 1640. This made it exceedingly difficult to find eligible mates and start families. In addition, the climate in the Chesapeake Bay region was an unhealthy climate. Men and women died between 10 to 20 years earlier on average than they did in New England, leaving them little time to start families when they did find mates. This severely limited population growth in Chesapeake Bay, where the population increases were entirely due to continued immigration rather than indigenous colonists. A population whose growth depends on a continuous flood of newcomers is not nearly as stable as a population whose growth is based on established couples having children and raising them in stable family environments as occurred in New England.

The only choice that was untrue was choice (C). There were basically no differences in the way women were viewed (in terms of their social role or their rights) in New England or Chesapeake Bay. In fact, some historians argue that because women were so rare and in such demand in the Chesapeake region, they were more likely to be treated more as equals than women in New England, who were plentiful and more likely to be locked into the traditional wifely role. A woman in Chesapeake Bay might succeed in rebelling against social norms simply because she was so badly needed, males couldn't afford to reject her. A woman in New England who rebelled against social expectations had no chance of being accepted by males who could find plenty of other women who were willing to "accept their place" in society.

72. (C)

The War of 1812 officially ended with the Treaty of Ghent, signed in the Belgian city of Ghent on December 24, 1814. The treaty gave neither side what it initially demanded and effectively returned matters to their prewar standing.

73. (E)

Innovations by Eli Whitney and Simeon North in the use of inter-changable parts to produce small arms for the military pioneered the beginnings of the machine tool industry. The use of precision engineered, high-quality interchangeable parts led to the mass production of a wide variety of high-quality products not previously available to consumers. This brought the United States slowly but steadily into the Industrial Revolution and laid the groundwork for the American manufacturing colossus which emerged by the end of the nineteenth century.

74. (B)

Charles Darwin published his theories of natural selection, or evolution, at about the time many American industrialists were beginning to make their fortunes. A British utilitarian writer, Herbert Spencer, wrote several articles championing a social application of Darwin's theories called "Social Darwinism." According to this principle, just as only the fittest animals survive in nature, only the fittest people survive and succeed in human society. Therefore, wealthy people obtained their wealth because they were biologically superior to those around them. Poor people were poor because they were somehow inferior and therefore didn't deserve any success. This ruthless perversion of Darwin's ideas provoked heated debate among social scientists of the day. But it was very well received among the wealthy industrialists of America, as well as the political leaders of the major European powers, who used it to excuse their treatment of the peoples they had subjugated in building their huge colonial empires.

75. (A)

The "Marshall Plan" was conceived by Truman's secretary of state, General George Marshall. After World War II, Europe was socially and economically devastated. Industries were destroyed. Farmers' fields were often too torn up from the war to cultivate. People were homeless and starving. The governments of Western Europe no longer had the resources to rebuild the cities and restore the economies to reasonable working order. There was a very real possibility that unless the economic situation in Western Europe was turned around, Communists would win control of several governments in free elections.

In addition, there was growing anti-American sentiment in Western Europe. America was viewed as big, fat, selfish, and lazy by many Europeans. They believed that America had the power to ease the poverty and pain being suffered by Europeans, but was too preoccupied with itself to do the job.

In response, in 1947 George Marshall conceived a massive economic aid plan to help Europe rebuild. The plan eventually resulted in more than \$12.5 billion being given to Europe to finance reconstruction of the battered European infrastructure. With that money, the starvation problem eased, people were put back to work as new industries were built, and Communist opposition to the plan led to the collapse of Communist party support in many Western European countries. While the plan was not universally successful, it was one of the most innovative and well received policies ever conceived by the United States.

76. (D)

Lincoln's immediate purpose in announcing the Emancipation Proclamation was to rally flagging Northern morale. Lincoln waited until after a major Union victory, at Antietam in 1862, so he couldn't be charged with making the announcement as an act of desperation. He recognized that the costs of the war had reached a point where preserving the Union would not be a powerful enough reason to motivate many Northerners to continue the war. Framing the war as a war against slavery would mobilize powerful abolitionist forces in the North and perhaps create an atmosphere of a "holy crusade" rather than one of using war to resolve a political conflict.

While the Emancipation Proclamation had the announced purpose of freeing the slaves, Lincoln himself indirectly stated that freeing the slaves was a means to a greater end, preserving the Union. In a statement released before the Emancipation Proclamation, Lincoln asserted, "If I could save the Union without freeing any slave I would do it, and

if I could save it by freeing all the slaves I would do it...What I do about slavery, and the colored race I do because I believe it helps to save the Union.”

77. (E)

Saratoga marked the doomed ending to a British three-pronged campaign to split New England from the other colonies. With the surrender of Burgoyne’s army, the Americans had won a major victory and captured an entire British army. This victory gave the French the evidence they needed that the Americans could actually win the war, and gave them a chance to avenge their loss to the British in the Seven Years’ War. The French now recognized the American government and declared war on England. The entrance of France into the war steadily turned the tide in favor of the Americans. England now found itself fighting not only its American colonists, but a global struggle against its chief European rival. Of the remaining battles, only Yorktown rivals Saratoga in significance because it marked the end of active large-scale hostilities in the war and led the British Parliament to request peace negotiations.

78. (B)

The launching of *Sputnik* reverberated across the United States like nothing had since Pearl Harbor. After World War II Americans were taught to fear the Soviet Union through the glasses of the Cold War. However, one area of American-Soviet relations in which nearly all Americans felt more than secure was the superiority of American technology and American scientific know-how. Sure, the Russians had developed an atomic bomb and later a hydrogen bomb, but only after their spies had managed to steal plans from America. The inferiority of Soviet weapons was well known and widely joked about. Then came *Sputnik*, a little metal sphere which, when placed in orbit around the earth making it the world’s first man-made orbital satellite, shook the world.

Suddenly Soviet technological ineptitude was no longer a laughing matter. It became increasingly unhumorous when repeated American attempts to duplicate *Sputnik* failed miserably. American self-confidence was badly shaken. The quality of American science education was questioned, as was the moral fiber of the country. For the military, a new term suddenly blossomed into existence: Intercontinental Ballistic Missile (ICBM). If the Soviets could put a satellite into orbit, then it was no great leap for them to place a nuclear warhead on top of a missile and drop it right down Washington’s collective throat. American Cold War fears intensified.

Using *Sputnik* as an excuse, Washington demanded and got increased funding for the military, particularly funding for missile research, as well as increased funding for education. Most of the education money was directed at colleges and universities and focused on mathematics and science education. It roused America from its complacency and led to a new wave of technical advances related to the influx of science-related funding.

79. (D)

The Wilmot Proviso, an unsuccessful attempt to forbid slavery in any territories acquired as a result of the Mexican-American War, became the slogan for many abolitionist groups who wanted a total end to slavery. It also became a rallying cry for a group known as free-soilers. Free-soilers did not necessarily want to abolish slavery. However, they wanted to stop its spread into the Western territories. They feared that the expansion of slavery into the West would prevent free whites from obtaining land and jobs which would be open to them without slavery. While their motives were somewhat selfish rather than altruistic, the Wilmot Proviso would have achieved their purpose. They added another voice to the growing chorus of people calling for the restriction or abolition of slavery.

Of the other choices listed, all supported restricted federal power and some form of states’ rights. As such, all of the groups listed in the remaining choices would have opposed the Wilmot Proviso.

80. (C)

Lyndon Johnson’s “Great Society” was the collective name for several separate programs aimed at ending civil rights abuses and combatting poverty. In the area of civil rights, the Civil Rights Act of 1964 was a piece of landmark legislation. It forbade discrimination based on racial, ethnic, or sexual origin or religious beliefs in job hiring, promotion, and firing. It also forbade such discrimination in access to public accommodations and gave the

federal government powers to cut funding to federally aided industries or agencies found guilty of discrimination. It also actively involved the United States government in attacking segregated school systems and forcing them to desegregate.

Related to this, the Voting Rights Act of 1965 gave the government the power to intervene and supervise voter registration in areas where minorities had been illegally restricted or discouraged from registering to vote in significant numbers.

Economically, Johnson declared a war on poverty, backing several bills to combat poverty and its causes in the United States. Medicare, followed by Medicaid, was aimed at providing quality medical care to the elderly. Several programs were initiated to increase the quality of teachers and education in poverty-stricken areas. Most notably, Project Headstart, which attempted to provide quality preschool training for impoverished preschoolers, involved the government in attacking the failure to succeed in school which marked the lives of so many of the nation's poor.

Johnson also initiated the Neighborhood Youth Corps, and the Job Corps to provide job training and experience for inner-city youths. There were also tax cuts and economic aid programs to provide increased welfare benefits, especially to mothers with young children.

While the programs showed some initial success, and some programs such as Project Headstart were undeniably successful, many of the programs were tied to qualifications which helped lead to the destruction of the family unit among those seeking aid. Some economists argue that there is more poverty now than there was before the "Great Society" programs began. Many programs led to long-term dependence on government aid rather than fostering the independence needed to get off government support. While the civil rights aspects of the "Great Society" were quite successful in ending legal abuses to civil rights, many abuses continue today, albeit at a more subtle, insidious level. So, the intentions of Johnson's "Great Society" programs were inarguably good, but the results have been a mixed success at best.

SECTION II

Sample Answer to Document-Based Question

1. In the 1930s Japanese militarists, in an effort to restore a Japanese economy devastated by the world depression, and to establish a Japanese hegemony over Eastern Asia and the Western Pacific, embarked on an expansionist campaign, primarily in China, designed to emplace Japan as the dominant power in Asia and the Pacific. This began with the Manchurian campaign in 1931, the seizure of five Northern Chinese provinces a few years later, and the full-scale invasion of China in 1937. The major roadblocks to Japanese expansion were the British, who were well established in Southeast Asia and the Southwest Pacific, and the Americans who were entrenched in the Central Pacific and determined to get Japan out of China.

Tension built steadily between the Japanese and the Americans following the "rape of Nanking" and other Japanese atrocities against the Chinese. The two nations approached war in 1938 when the Japanese sunk the American gunboat Panay while it was on a mission to transport some diplomats from China. While the Japanese apologized and paid reparations for the incident, it was symbolic of growing Japanese-American tensions.

In 1940, with the Japanese joining the Rome-Berlin Axis as a third ally, Roosevelt ordered the United States Pacific fleet to Pearl Harbor in Hawaii. From here the fleet would be able to intervene more quickly and effectively against Japanese aggression in the Pacific. Roosevelt's concern here was primarily Japanese aggression against British possessions in the Pacific while the British were tied down fighting Hitler. Japanese occupation of French Indochina, bordering British controlled Burma and Malaysia, confirmed these fears.

Throughout 1941, the Japanese and the Americans attempted to negotiate a way out of the developing conflict. Many Japanese wanted a way out of the morass they had gotten into in China. But they wanted a way

out that would allow them to save face and keep much of the territory they had already occupied. American negotiators were insensitive to Japanese codes of honor and need to “save face.” The Americans demanded unconditional withdrawal of Japanese forces from China and restoration of Chinese sovereignty. This was unacceptable to the Japanese. When Roosevelt ordered an embargo of scrap metal and fuel oil to Japan, the Japanese government began planning a strike against the United States.

The Japanese had stockpiled oil and metal in case of an American embargo, but these supplies wouldn’t last forever. Seizure of British and Dutch possessions in Southeast Asia would provide access to the raw materials and oil they needed to keep their war machine and their economy running. However, the Japanese were convinced that any move against the British would result in American intervention. The only way to prevent that intervention was to neutralize the American Navy now stationed at Pearl Harbor. While the Japanese did not desire war with the United States, and did not envision conquering the Americans, they hoped to neutralize the American Navy long enough to take control of the lands they desired in Southeast Asia and the Western Pacific, dig in, and make the cost of retaking the lands too great for the Americans to bother with it.

While the restationing of the fleet did put it in a position to more effectively intervene against Japanese aggression, it also left the fleet more vulnerable to Japanese surprise attack. American attitudes toward the Japanese increased this risk. Every American naval war game exercise in the 1930s planned on a confrontation with the Japanese. In virtually every one of those exercises the Japanese attacked Pearl Harbor if they attacked first. American commanders knew the Japanese could attack Pearl Harbor, as expressed in Document C. The problem was, virtually every American in command at Pearl Harbor and many of those in charge in Washington assumed that because Pearl Harbor had been equipped for defense against such an assault, the Japanese would never dare to assault it. Americans talked of such a Japanese assault as too risky, or even suicidal. Through such talk, the Americans in charge effectively convinced themselves that they didn’t need to prepare for a Japanese air or naval assault because it couldn’t happen. In other words, they focused on what they believed the Japanese *would* do rather than what the Japanese *could* do.

In accordance with those beliefs, the war warning message of November 27, 1941 (Document A) was not interpreted as an immediate threat of attack against Pearl Harbor. While military officials in Washington expected that the war warning message would result in full mobilization at Pearl Harbor and the fleet going out to sea (Documents C and H), Admiral Kimmel failed to send out the fleet and General Short failed to prepare the airfields and antiaircraft batteries for immediate action. Both were convinced that the only real threat to Hawaii was from local saboteurs and prepared their defenses accordingly. General Short was convinced that since Washington hadn’t questioned his response to the war warning dispatch, in which he stated he was prepared to defend against sabotage (Document E), that his failure to prepare for conventional attack was acceptable. Washington did not understand that his response meant he was *only* prepared for sabotage. Officials assumed he was prepared for both sabotage and conventional attack (Document C).

Obviously, there were some major misunderstandings between Washington officials and Pearl Harbor commanders. The various assumptions they made resulted in a nearly total breakdown in communications. This breakdown was climaxed by the failure of Washington intelligence officials to send the decoded Japanese war declaration (Document G) to Pearl Harbor in time to warn them about the break in American-Japanese negotiations and the 7:30 A.M. (Pearl Harbor time) deadline for delivering the message to the secretary of state. It was this failure, as well as the failure to notify Pearl Harbor of other intercepted Japanese messages that led to

Kimmel's charges (Document F) and Short's charges (Document E) that they weren't given enough information to prepare for the attack.

Their argument begs the case. As documents B, C, and I indicate, a war warning was sent to Pearl Harbor more than a week before the attack. With a war warning, no matter what their biases and assumptions, it was the duty of both Kimmel and Short to prepare for the worst possible situation: a surprise attack against the fleet in the harbor. This was not done. As documents C and D indicate, not even the most basic preparations such as torpedo nets around the battleships or dispersion of the aircraft were made. There is no way a lack of specific advanced warning of an attack can excuse this. There is no proof, that given their biases, further warning or deciphered documents would have significantly changed the actions of Kimmel and Short. They were so convinced it couldn't happen that without specific warning of a direct attack on the base, it appears unlikely they would have made adequate preparations.

In conclusion, the prime responsibility of the debacle has to lie with Kimmel and Short, who failed to make adequate preparations to repel any type of assault, even after a war warning was sent to them. But officials in Washington must also share some blame for not checking to make sure that the defensive preparations they *assumed* were being made, were *actually* being conducted. Washington also didn't give serious thought to a Japanese attack on Pearl Harbor and didn't pay close attention to Pearl Harbor's situation. Washington could have been more clear in its messages to Pearl Harbor as to exactly what was expected of the local commanders. Finally, Washington could have provided Pearl Harbor with several intercepted messages (including Document G). While this probably would not have made a difference, there is always the possibility that it might have changed their behavior. Overall, American arrogance toward the Japanese led to assumptions that even if the Japanese could attack they wouldn't dare try or wouldn't be able to "pull it off." It was this arrogance as well as the resulting communications breakdown which contributed the most to the disaster.

Sample Answers to Essay Questions

2. At the time of Andrew Jackson's election to the presidency, the United States was just beginning to evolve a true, two-party system. When the United States was formed, there were no political parties. However, during George Washington's presidency two competing philosophies emerged, each represented by its own political party — the Federalist party, dominant in New England and supporting the Hamiltonian philosophy of a strong federal government with national monetary policy, and the Republican party, strongest outside of New England and supporting the Jeffersonian position of limited federal power.

With the War of 1812, the Federalists discredited themselves as secessionists at the Hartford Convention of 1814. This left the Republican party as the sole major political party in the nation. For the next several years the United States was basically a one-party political system. Even in the election of 1824, by which time major differences had erupted between the opposing candidates, the candidates did not run under separate party affiliations.

There were too many differing views about the power of the federal government, states' rights, government taxation and monetary policies, slavery, and class differences for a one-party system to last forever. The election of 1824, in which Andrew Jackson won a plurality in the popular vote but lost the election when it was sent to Congress, highlighted those differences and helped to shape the new second party, the Democrats, which would oppose the Republicans. By 1828, Andrew Jackson was running again as a Democrat with a clear agenda

to change Republican-dominated government policies. With his election, he established the Democrats as a second major political force and ushered in 12 consecutive years of Democrat rule in the White House.

John Quincy Adams, the Republican president who preceded Jackson and who opposed Jackson in the 1828 election, represented the essence of what Jackson stood against. He was well educated, a Harvard professor. He represented the traditional model of the landed aristocrat who had typically led the United States. He supported high federal tariffs and a strong federal government to enforce collection of the tariff, despite state or local opposition. He also supported a broader role for the federal government in building roads, supporting education, and supporting the arts. Adams' vision of government was based on an expanded federal government reigning supreme over states' rights and enacting national programs for the good of the majority even if some states opposed the measures because they would be adversely affected.

These ideas ran counter to the basic Jeffersonian principles under which the Republican party was founded. Many Republicans wanted another option. Andrew Jackson gave them that option. Jackson portrayed himself as a common man; a man of the people. He was not well educated, but he was a war hero. Since most other Americans weren't well educated and distrusted people with "too much" education, Jackson was able to use his lack of education against the well-educated Adams and turn it to his own advantage. He was also a master politician who knew how to rally people to his cause. He promoted the philosophy of "sovereignty of the people," which emphasized that the common people knew what was best for themselves and didn't need educated elites telling them what to do.

It was this philosophy of "rule of the common people" which made Jackson so popular and won the Democratic party immediate support. The time was right and people, frustrated with government policies believed to be helping only the rich, were ready for a change. Jackson won a landslide election in 1828 and his followers nearly destroyed the White House in the process of celebrating his victory. Historians mark Jackson's rise to power as a turning point in American politics for it was the first time that a presidential election became the centerpiece of American politics, and it brought thousands of people into the political system who had previously been ignored. It marked the beginning of true democracy in the American political system.

Once in power, Jackson expanded the powers of the presidency. Many saw him as a tyrant. Others praised him for standing up to what they saw as congressional abuse of power. He lowered tariffs and worked to eliminate laws which favored the wealthy and restricted opportunity for workers and "common people." He attempted to eliminate the national bank, and he cut back or eliminated federal programs aimed at road building, education, and the arts. Jackson worked toward a smaller federal government so that people at the state and local level could decide their own fate, rather than be dictated to by a federal bureaucracy in Washington. While he believed in limited government at the federal level, he did not support states' rights. He believed that the federal government had to reign supreme over the states or the Union could not survive. He also believed that states had no right to secede or disobey federal mandates.

Jackson's presidency was also known for its reliance on the "spoils system" of appointing officials to federal office. Jackson was not subtle about this and made no apologies for it, although it was one area where even the "common people" didn't always support him or his appointees.

Overall, Jackson's presidency of the "common man" firmly changed the course of American politics. It reestablished the two-party system and reopened political debate on many crucial issues. It also actively involved many people in the political system who had never before actively participated in politics. He truly did involve

the “common person,” often for the first time, in governing the United States. This set a precedent to which all Americans owe a debt of gratitude.

3. Reconstruction refers to that period of time following the Civil War in which Southern states were placed under military rule by the Congress. This period is generally considered to include the years from 1867 to 1876. With the passage of the Reconstruction Acts in 1867, the South was divided into five military districts. New state constitutions were to be drawn up at constitutional conventions. The delegates to these conventions were to be elected by “eligible” voters, which included Blacks and excluded many Whites such as former Confederate officials. These elections resulted in control of the the conventions by Republican delegates.

For Southern states to be readmitted to the Union, they had to ratify the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution. These amendments, respectively, prohibited slavery, endowed citizenship on all persons born in the United States, reduced Congressional representation of states which restricted the right to vote, prohibited former Confederates from holding political office, and prohibited the denial of franchise because of race, color, or past enslavement.

Reconstruction governments in the South were dominated by Whites, despite Southern propaganda that the governments were led by illiterate Blacks and corrupt Northerners. While there certainly was corruption in these governments, there is no evidence that the level of corruption was significantly greater than the corruption in the governments preceding Reconstruction. Whatever corruption existed was certainly no greater than the corruption in post-Reconstruction state governments in the South. Blacks never controlled the governorship of any Southern state and held a majority in both houses of only one state legislature, South Carolina’s, and then for only a two-year period. Blacks who held office in Southern legislatures were, for the most part, well-educated and concerned about improving living conditions in their state. Northern Whites who came South and participated in state legislatures or organizations like the Freedmen’s bureau, usually came to help build a better land and make a better life for themselves in that land, not to “rape” the South and run off with Southern riches at the expense of Southerners. Newly enfranchised black voters were at least as qualified to vote as the scores of illiterate rural white farmers who had voted for years.

Reconstruction governments, in general, were more democratic than any preceding governments and far more democratic than subsequent nineteenth-century Southern state governments. They passed laws dropping voting restrictions, supporting effective public education for all Southerners, expanding the number of elective offices, and generally opening up the government to Blacks and poor rural Whites who had previously been excluded from Southern politics. Unfortunately, they also raised taxes to pay for many of the new measures, and it was the raising of taxes that led to most of the charges of corruption.

The main problem with Reconstruction was the rigid, inflexible attitudes of white Southerners. Congress had passed the Reconstruction Acts precisely because after the end of the Civil War Southern Whites returned to their old practices of subjugating Blacks. While Blacks were technically free, former Confederates were returned to office and led the passage of legislation restricting black rights to the point that Blacks were still effectively, if not legally, enslaved. In effect, Southern Whites were going to gain back through legal manipulation what they had lost on the battlefield. Outraged by Southerners’ conduct, Northerners supported congressional radicals’ attempts to “lower the boom” on Southern states. Reconstruction was the result.

Southern Whites reacted with fury to Reconstruction. Northerners who came South were called “carpetbaggers.” Southern Republicans who voted in support of Reconstruction governments were called

“scalawags.” Every effort was made to circumvent Reconstruction provisions granting Blacks equal rights. When laws could not be evaded, terror from groups such as the “Ku Klux Klan” was often used to intimidate Blacks from using their newly won civil rights. The problem Reconstruction never solved was that it could force some change in Southerners’ behaviors through legal mandate, but it could not change the underlying attitudes which drove white Southerners’ behaviors. Whenever the opportunity arose, the old attitudes and behaviors would resurface. Without a change in underlying Southern attitudes toward Blacks and toward Northern efforts at reform, it was only a matter of time before the reform efforts collapsed.

By the mid-1870s, Northerners were exhausted from continuously battling Southern resistance to Reconstruction. Other political issues had arisen which needed attention, particularly in the economy, and Northerners were “fed up” with constant Southern hostility. The Republican party had refocused its goals toward maintaining power and protecting the wealthy rather than protecting the vulnerable and reforming the system. Most Southern states had been readmitted to the Union but were still being closely watched. The election of 1876 and the subsequent Compromise of 1877 put Rutherford B. Hayes, another Republican, in office. The cost of this compromise was the end of Union military rule in the South and the final death knell for Reconstruction.

With Northern military rule eliminated, and full voting rights restored to Southern Whites, it did not take long for the reforms of Reconstruction to disappear. Because Southern white attitudes had not changed, the attitude typically was “Now we can return to business as usual.” Reconstructionist leaders were replaced by “Redeemers,” Southern Whites still loyal to the ideologies of the Old South and determined to return things to their “proper” order. These redeemers were dedicated to returning power to the privileged white elites who had previously dominated Southern life. They formed political machines, or “rings,” to coordinate their activities. They also supported white supremacy and used racist arguments to discredit their opponents and used poll taxes, literacy tests, and other restrictive measures to deny Blacks their right to vote.

While Reconstruction offered a glimmer of hope to newly freed Blacks, and poor, rural Southern Whites, it so enraged most Southern Whites that unless attitudes could be changed it was guaranteed to create a severe backlash. Northern white reformers let themselves get discouraged by Southern intransigence and distracted by economic and political problems in the North. Subsequently, they rescinded Reconstruction before it could really affect long-term changes in attitude. With Reconstruction over, the white backlash which had been building was released in a fury on Blacks who were blamed for nearly all the South’s post-Civil War problems. The window opened by Reconstruction was quickly slammed shut, and Blacks would have to wait another 90 years before seeing that window cracked open again.

4. Following the Spanish-American War, the United States found itself in command of an overseas empire. As a result of the war, the United States controlled Cuba, the Philippines, Guam, and Puerto Rico. These possessions were in addition to American control of Alaska, Hawaii, the Canal Zone in Panama, and American dominance in several Central American countries. This new empire caused deep divisions in the American psyche.

Most Americans were philosophically opposed to European-style colonialism. Having been a colony once, Americans preached a philosophy of self-determination. Despite American meddling in the Caribbean via “Dollar Diplomacy” and the “Big Stick” policies, most Americans rejected the notion of formal American colonization of Central American nations.

When America went to war against Spain, most Americans supported the war effort in the belief that it was for the just cause of liberating Cuba from ruthless Spanish control. They did not go into war looking for an empire. The victory over Spain and subsequent American control over former Spanish territories left these Americans uncomfortable because it violated the very principles of self-determination for which they thought the war had been fought.

Other Americans were not so altruistic. Having acquired these territories, many Americans, particularly industrialists and conservative political disciples of Manifest Destiny, saw the opportunity to exploit and develop these lands to the advantage of American business and American military security. They were hesitant to let them go with the distinct possibility that some other nation might economically or politically dominate them. These two radically different philosophies stirred a major debate in the United States over U.S. policy in regard to empire building.

The Philippines were a classic case. Filipinos wanted their independence. For the United States to annex them against their will violated American ideals of self-determination. However, Manila harbor was one of the most desirable sites for a naval base in the Pacific. The Philippines would also provide an ideal stopping point for American vessels travelling between Asia and the American West Coast. A debate raged in Congress over a proposed amendment to the Treaty of Paris which would have promised the Philippines independence as soon as they were able to establish a legitimate, stable, government. The debate ended in a tie vote in the Senate, so deep was the philosophical division, which was broken by the vice president, who voted against the Philippines independence amendment. The pro-empire forces won a narrow victory.

America also chose to annex Guam. This added to our previous annexations of Wake Island, Hawaii, Johnston Island, and Samoa. Cuba was not annexed despite the desires of some business leaders, primarily because the Teller Amendment, which led to the war, declared Cuba a free and independent nation and justified American use of force only to rid Cuba of its Spanish occupiers. To annex Cuba would have been the peak of hypocrisy. Even without formal annexation, Cuba was occupied by American troops for 14 of the 24 years between 1898 and 1922. Its government was tightly controlled by American policies and America maintained, as it still maintains, a naval base at Guantanamo. Cuba was a de facto colony even though it was formally independent.

Despite the revulsion felt by many Americans over the acquisition of new territory following the Spanish-American War, the majority of those in power accepted and welcomed the economic and political benefits to be derived from control of these new lands. And this really wasn't a new trend. This phase of American expansionism was just an extension of the "Manifest Destiny" which had led to the westward American push during the nineteenth century. This new phase, called by expansionist supporters "the large policy," called for expanded American control into the Caribbean and Central America. Therefore, the statement that the "taste of empire is in the mouths of the people" was to a large degree valid. While certainly it left a bitter taste in many people's mouths, to the majority of those in political and industrial leadership, the taste was sweet and they used every economic, military, and political argument and rationalization available to support their beliefs. The fact that retaining these possessions violated American principles of self-determination was conveniently overlooked for the moment. The Philippines were not promised independence until passage of the Jones Amendment in 1916. The remaining territories either became states or remain as American territories today.

5. Herbert Hoover was elected to the presidency in 1928, following eight consecutive years of Republican rule. Under Harding and Coolidge, the nation had seen an unprecedented period of economic growth, particularly in the stock market. Hoover saw his election as a mandate to continue the pro-business, anti-regulation policies of his Republican predecessors. Hoover was philosophically committed to a small federal government, operating on a balanced budget, helping American business prosper, and taking a laissez-faire approach to other problems whenever possible. He was also committed to the idea that people needed to help themselves out of poverty. He fully believed that any individual could, through hard work, improve himself or herself without government assistance.

When the stock market crashed in October of 1929, and the economy began its slow but steady decline into depression, Hoover was not particularly worried. Economic theorists of the time asserted that depressions occurred regularly as part of the business cycle. Some even argued that periodic recessions or depressions were good for the economy because they “weeded out” poorly run, inefficient, and obsolete businesses, providing healthy businesses with new opportunities for further growth. Hoover fully expected business to lead the nation to recovery from this depression. He realized that he would have to take action to help in that recovery, but his philosophical ideals severely limited how far he would go to lead that recovery.

At first, he tried to talk, or “jawbone” the economy into recovery with a series of “pep talks” with business leaders, encouraging them to keep workers employed and to wait out the business slump. He also made a series of public speeches which tried to reassure the public that the economy was “fundamentally sound” and that recovery was “right around the corner.” What Hoover failed to realize was that business had been too severely injured by the stock market crash and the following economic collapse to pull the economy out of the Depression without a massive influx of federal money. Hoover was unwilling to commit to such federal intervention because it would result in massive deficit spending, to which he was firmly opposed, and because he believed it would make people dependent on federal help to the point that they would lose their self-respect and become permanently wedded to federal aid to survive.

By 1932, even Hoover realized that some government intervention was needed. He requested the formation of the Reconstruction Finance Corporation which was supposed to provide credit to banks, railroads, and insurance companies to help them offer loans to workers, businessmen, and farmers. He also backed creation of the Federal Home Loan Bank System which provided money to the home construction industry. The problem with these programs was that they were not funded enough to make a significant difference and they were enacted too late to have a significant impact on the Depression. In addition, people didn’t need credit, they needed jobs.

In the midst of this, Hoover signed the Smoot-Hawley tariffs, which Europeans termed an “economic declaration of war.” He also signed bills raising personal and corporate income taxes and he supported an increase in the sales tax. At the very time people needed more income, Hoover, to maintain a balanced federal budget, was taking income out of their pockets and lowering their buying power. This made the Depression even worse.

While Hoover did enact some public works programs, they were so limited in their funding that they were equivalent to a drop of water in the Sahara. Unless Hoover was willing to abandon the balanced budget, support massive government intervention through public works and relief programs, and enact strict business regulations, the economy could not recover. Hoover, trapped by his traditionalist ideals, could not bring himself to do this and the economy wallowed near total collapse as a result.

Franklin Roosevelt brought to the government an entirely different perspective. Perhaps his major difference from Hoover was his ability to communicate effectively with the common person. With his “fireside chats” Roosevelt used the radio as a means of calming the fears of Americans. He emerged as a benevolent “father figure” to many people. Whereas Hoover, despite his inner pain at the suffering caused by the Depression, seemed distant and uncaring, Roosevelt seemed concerned and involved. Hoover’s lack of effective action left him vulnerable to the charge of doing nothing and being insensitive to the poor. Roosevelt, from the very beginning, made sure people saw him

doing *something*. With his “New Deal” he promised an active, involved government which would make things better for the average American. He was not very specific at first about what those changes would be (because he was not yet sure what they would be), but by 1932, so many people had been suffering for so long they did not care what the changes were as long as there were changes.

Once in power, Roosevelt used his “brains trust,” his circle of advisors drawn from the greatest universities and “think tanks” in the nation, to draw up a series of significant reforms. These reforms were enacted in a flurry of legislative activity known as the “first hundred days.” Despite his determination to make changes, at first Roosevelt attempted to follow Hoover’s policy of maintaining a balanced budget. He soon realized that this was impossible. Pragmatically, he dropped the balanced budget effort and enacted a series of relief and public works programs to get people back to work. He devalued the dollar, abandoned the gold standard, and changed monetary policies to make credit more available. Roosevelt realized that government had to “prime the pump” and get more money into the economy or it would never reignite itself. While Roosevelt was willing to run a deficit at first, he never gave up on the principle of balancing the budget. In 1937, he tightened monetary policy in an effort to rebalance the federal budget. He felt that the basic problems causing the Depression had been solved and there was no further need for “excessive” government spending. His cutbacks quickly resulted in a new economic collapse and Roosevelt found himself opening the budget deficit again to restore the economy. The biggest complaint about Roosevelt’s New Deal policies before World War II was that he didn’t run a big enough deficit to really restore the economy to full health. Given the mood of the times, he ran about as large a deficit as he could afford to, but it wasn’t until the military buildup for World War II that the Congress would support deficits big enough to spark full employment.

Roosevelt greatly expanded the size and power of the federal government. Through Social Security, minimum wage, banking regulation, anti-monopoly regulation, farm support, and support for public works, Roosevelt redefined the relationship between the government and the people. The government was now involved in every aspect of people’s lives, and more and more people would turn to the federal government for help. While the “New Deal” was certainly not universally effective, as it took World War II to really restore the economy to health, it restored people’s faith in themselves and in the United States government. It bought time for the nation and even some conservatives have said that Roosevelt saved capitalism from the capitalists.

Neither Roosevelt nor Hoover liked the idea of deficit spending or making people dependent on relief, or “the dole.” Many of Roosevelt’s early relief agencies were created for only short periods of time to prevent long-term public dependency. The major difference between the two men, beyond their ability to communicate with the public, was that Hoover remained to the end inflexible, rigid, unwilling to bend on his idealistic principles, and unable to see the real needs of the nation. Roosevelt was more practical. While he understood Hoover’s principles and agreed with most of them, he realized that those principles needed to be bent to deal

with the immediate economic crisis. Roosevelt was willing to be flexible, to compromise, and to experiment with whatever was necessary to restore the economic health of the country. Where Hoover was closed-minded and pessimistic, Roosevelt was openminded, confident, and optimistic. Both men were honest, caring, decent men. Roosevelt was just more active, creative, and imaginative in his efforts to resolve the economic crisis created by the Great Depression.