

ANSWER KEY

Practice Exam 2

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

PRACTICE EXAM 2

Answers and Explanations to Multiple-Choice Questions

1. (B) The cartoonist Herblock was pointing out that the growing anticommunist sentiment in the United States following World War II could become a threat to the civil liberties of Americans. The hysterical figure climbing the ladder is about to extinguish the torch of liberty.
2. (D) In 1798, President John Adams and the Federalist Party in Congress were concerned that Americans supportive of France and French immigrants in America were working to undermine the U.S. government. This led to the passage of the Alien and Sedition Acts, which were criticized as violations of the liberties guaranteed by the Bill of Rights.
3. (A) Congress passed, over President Truman's veto, the McCarran Act in 1950, requiring groups deemed to be "subversive" to register with the federal government, prohibited some members of these groups from becoming American citizens, created an investigatory agency to find people suspected of engaging in subversive activities, and gave the president the power to detain suspected subversive people in the event of an emergency.
4. (A) John Locke's contract theory was well-known among the American colonial elites such as Franklin and was a foundational principle of American democracy. The concept is integral to both the Declaration of Independence and the Constitution of the United States.
5. (A) Grenville's argument that the colonies of the British Empire had virtual representation was criticized in both Parliament and the American colonies as illogical and not at all founded in British law. The backlash against Grenville's policies led to the repeal of the Stamp Act later in 1766.
6. (B) Benjamin Franklin was an early proponent of colonial unity, often arguing that the thirteen British colonies in America should work together for the betterment of all. A prime example of this type of advocacy was Franklin's famous "Join or Die" political cartoon from the French and Indian War era. His testimony to British officials in 1766

Part B: Long Essay Questions

Choose ONE of the following questions and write an analytical essay that uses specific, relevant evidence to support your thesis and to demonstrate the specified historical thinking skill. *Historical Thinking Skill: Contextualization. Thematic Learning Objective: Politics and Power, #3.* (35 minutes)

1. Historians have debated the impact of the reform movements of the antebellum period of 1820–1860. Assess the extent to which the reforms of that period changed American society.
2. Historians have debated the impact of the reform efforts of the Progressive era of 1890–1920. Assess the extent to which the reforms of that period changed American society.

was directly related to the Stamp Act and colonial actions to protest against the stamp tax, such as the Stamp Act Congress. Franklin and other colonial leaders argued that the colonies should be given representation in Parliament if Parliament was going to tax the colonies.

7. **(C)** Published in 1881, Helen Hunt Jackson's book *A Century of Dishonor* was a scathing indictment of United States policy toward Indian tribes over the previous century. Jackson sent the book to every member of Congress, but it did not have as immediate an impact as she had hoped.
8. **(B)** The Indian Removal Act put Jackson's policy request into law in 1830. It took several years of political and legal maneuvering, but the Indian Removal act was eventually implemented during the presidency of Jackson's successor, Martin Van Buren. The Cherokee tribe, unlike the other affected tribes, resisted the pressure to sign a treaty that would cede their ancestral lands. The result of their resistance was their forcible removal, leading to the deaths of thousands of Cherokee.
9. **(D)** The Dawes Act established a system of land allotments to Indian tribes, granting 160 acres to the head of a family, and allowed for a method by which Indians could receive United States citizenship. The Dawes Act ended the reservation system of community ownership of land for Indian tribes and made the assimilation of Indians into American culture a matter of national policy.
10. **(B)** Martin Luther King, Jr., was only one of many civil rights leaders across the country, but he was probably the most prominent by the end of the 1950s. King coordinated his activist effort for civil rights with many of those civil rights leaders, culminating with the March on Washington for Jobs and Freedom in August 1963, which was organized by King, labor leader A. Phillip Randolph, and various other activist groups.
11. **(D)** Racial segregation was given the endorsement of the Supreme Court with the 1896 *Plessy v. Ferguson* decision, which established the "separate but equal" doctrine. Using that allowance, many states continued and expanded the Jim Crow laws that disenfranchised and discriminated against African Americans.
12. **(D)** Martin Luther King, Jr., followed the precedent set by Henry David Thoreau and Mohandas Gandhi and practiced nonviolent protest methods. King knew that in order to win the struggle for civil rights, advocates for racial equality must occupy the moral high ground. That meant that he did not support the use of violence as a means to achieve the end of segregation or to acquire voting rights.
13. **(D)** Susan B. Anthony and other advocates for women's rights often appealed to America's founding documents in their arguments for equality. In this quote, she echoes the list of grievances against the king of England found in the Declaration of Independence—taxation without representation, withholding trial by jury, depriving them of property without due process—as a way to connect the women's rights movement to the leaders of the Revolution and their struggle for freedom.
14. **(C)** Abolitionists sought freedom for slaves and felt that the promises outlined in the Declaration of Independence, namely that "all men are created equal," should and did apply to all people. Those promises could not be fulfilled until slaves were granted their freedom.

15. **(A)** The Nineteenth Amendment, ratified in 1920, gave women the right to vote on a nationwide basis. It was the result of at least seventy-two years of effort on the part of women's rights advocates, who had been arguing for equal suffrage since the adoption of the Declaration of Rights and Sentiments at the Seneca Falls Convention in 1848.
16. **(B)** Susan B. Anthony was, along with Elizabeth Cady Stanton, a founder of the National Woman Suffrage Association in 1869. Anthony was arrested for voting in the 1872 presidential election and refused to pay the fine imposed on her by a judge. In addition to women like Susan B. Anthony, other groups that have fought for voting rights include African Americans (Fifteenth Amendment) and young people (Twenty-sixth Amendment).
17. **(A)** Andrew Carnegie made sizable philanthropic contributions in both the United States and his homeland of Scotland. The cartoonist draws attention to Carnegie's cash donations and his monetary grants to build libraries while he was simultaneously cutting the wages of the workers in his steel plants. The dichotomous nature of Carnegie's wealth has often been used as a symbol of the "Gilded Age" of the late nineteenth century.
18. **(B)** Workers went on strike at Andrew Carnegie's Homestead Steel plant near Pittsburgh in 1892. Carnegie and his operations manager Henry Clay Frick hired the Pinkerton Detective Agency to defend the plant and the newly hired non-union workers. The strikers and the Pinkertons clashed violently, with the striking workers winning the battle. Pennsylvania state militia later arrived to restore order, allowing Frick to reopen the plant with the non-union workers.
19. **(D)** The Newlands Reclamation Act was part of the environmental legislation of the Progressive era. The law gave the federal government authority over water rights in much of the nation, which paved the way for federal construction of dams and irrigation projects. All of the other choices were federal attempts to regulate or limit the abusive practices of big businesses.
20. **(C)** President Theodore Roosevelt abandoned the policy of previous administrations, which saw federal troops used to quell strikes. Often, states employed state militias for the same purpose. Instead, Roosevelt gave the coal miners a voice at the negotiating table, brokering a compromise deal between the two groups in which the workers got a raise and promises of better safety conditions in exchange for a promise from the workers to not strike for ten years.
21. **(D)** Despite the freedom former slaves obtained via the Thirteenth Amendment, this representative of the Freedman's Bureau said that southern whites were slow to accept the new social conditions brought about by the amendment. Many southern states began to pass restrictive laws in an attempt to continue their dominance.
22. **(B)** In an effort to integrate the freed slaves into American political and social life, and to deny individual states the ability to legally discriminate against blacks, the Fourteenth Amendment declared, "No state shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any state deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws."

23. **(B)** Jim Crow legislation was a term used to describe laws passed to disenfranchise blacks and to systematize racial segregation. Some examples of Jim Crow laws include the poll tax, literacy tests, and separate facilities, including schools, for whites and blacks. The Jim Crow system was eroded by several Supreme Court decisions in the 1950s, most famously *Brown v. Board of Education* in 1954, and Congressional legislation in the 1960s such as the Civil Rights Act of 1964. Additionally, the Twenty-fourth Amendment prohibited the poll tax.
24. **(C)** The difficult living conditions that early settlers in Virginia endured led to a high mortality rate and a demand for laborers. The Virginia Company first implemented the headright system to encourage immigration from England. Under this system, settlers were granted an additional fifty acres for each servant they brought to Virginia. Subsequently, beginning in 1619, the company turned to the importation of African slaves in order to meet the increasing demand for unskilled labor in the burgeoning tobacco fields. By 1700, the slave population in Virginia had risen to approximately 8,000.
25. **(A)** As the large population of indentured servants earned their freedom by fulfilling their contracts, they had expected to receive land grants of their own with which they could support themselves and their families. Instead, most of the formerly indentured servants were held landless and grew increasingly restless under the political control of elite planters.
26. **(B)** Yeomen were a small part of the Chesapeake population, occupying a space in society between the elite planters and the indentured servants and slaves. Yeomen had little social and economic power in the Chesapeake colonies, but Thomas Jefferson would later advocate for the yeomen farmers as the basis for the American economic and democratic systems.
27. **(D)** Historian Eric Foner's 2010 Pulitzer Prize-winning book, *The Fiery Trial*, traces Abraham Lincoln's changing perspectives on slavery and abolition from his youth in Kentucky and Illinois all the way through his assassination in 1865. Foner's book argues that it is difficult to place labels on Lincoln's beliefs on these subjects because Lincoln did not hold a consistent belief throughout his life. Instead, Lincoln's thoughts on slavery changed as he gathered more information on the subject, met new people in his public and private life, and gained power as a politician.
28. **(D)** Up until the summer of 1862, when President Abraham Lincoln began contemplating the way he could legally emancipate slaves in the South, he had been repeatedly stating publicly that his whole goal in the war was to save the Union. President Lincoln used the Emancipation Proclamation to marry the freedom of the slaves to the plan of preserving the Union, declaring that the Proclamation was a "military necessity," and allowed for black men to serve in the United States Army through the Proclamation.
29. **(B)** The Emancipation Proclamation, despite being a groundbreaking document in United States history, was intentionally limited in its scope. President Abraham Lincoln was careful to stay within what he believed to be his Constitutional powers in issuing the document. He did so by only applying the document to the emancipation of slaves who were in states that were in rebellion on the date the Proclamation went into effect—January 1, 1863. President Lincoln had been stating, even before he was president, that he did not believe that the federal government had the authority to abolish

slavery. But the Civil War was a special circumstance, and President Lincoln believed that his interpretation of the Constitution allowed him special powers in the event of an insurrection. There were also political considerations that President Lincoln needed to take into account, especially the need to keep the slaveholding “Border States” of Delaware, Maryland, Kentucky, and Missouri in the Union. As such, the Emancipation Proclamation exempted those states from its decrees.

30. **(C)** The National Woman Suffrage Association (NWSA) was formed in 1869 and was active in women’s rights causes until its merger with the American Woman Suffrage Association in 1890; among its leaders were Elizabeth Cady Stanton and Susan B. Anthony. NWSA advocated an amendment to the United States Constitution that would grant women the right to vote on a national basis. In addition to suffrage, NWSA campaigned for a broad-based platform of women’s equality including political, social, and cultural issues.
31. **(B)** Women’s suffrage activist Alice Paul first wrote the Equal Rights Amendment in 1923, when it was also first introduced in Congress. The proposed amendment’s language guaranteed that the “Equality of rights under the law shall not be denied or abridged by the United States or by any State on account of sex.” It was re-introduced in Congress every year until it finally passed in 1970. Congress imposed a time limit for ratification on the Amendment, originally 1979 but later extended until 1982. The Equal Rights Amendment fell short of ratification by eight states (or three, if the rescission of ratification of five states is not counted).
32. **(A)** This cartoon, drawn by an unknown artist sometime in 1801 or 1802, shows two Revolutionary leaders, Thomas Jefferson and Thomas Paine, coordinating their efforts to pull down the federal government that had been led by Jefferson’s predecessors as president, George Washington and John Adams. Paine is shown with radical writings in his pockets and is depicted as a heavy drinker, while Jefferson, the new president, was shown as the Devil. The Federalist Party, led by Alexander Hamilton, had been in nominal control of the national government ever since the adoption of the Constitution in 1788 and escalated its written and verbal attacks on Thomas Jefferson’s Republican (or Democratic-Republican) Party.
33. **(C)** The Twelfth Amendment altered the procedure by which the Electoral College voted for president and vice president. Previous to the amendment’s ratification, the winner of the electoral vote became president and the second-place candidate became vice president. With the advent of the party system, it was obvious that having the top two executive branch officials come from different political parties would cause problems of governance. The Twelfth Amendment says, “[the Electors] shall name in their ballots the person voted for as President, and in distinct ballots the person voted for as Vice-President. . . .” This change meant that members of the Electoral College would now be voting for party tickets for the two high offices, not just voting for first and second choices for the office of president.
34. **(A)** The Federalist Party, led by Alexander Hamilton, had long been suspicious of Thomas Jefferson’s political viewpoints and often characterized Jefferson as a radical and an atheist. The political press in the period of the early Republic was not shy about outright attacks on the characters of public officials, and being the author of the Decla-