

SECTION I, PART B: SHORT-ANSWER QUESTIONS

Question 1

American constitutionalism is a group of ideas elaborating upon the principle that the authority of government derives from the people, and it is limited by a body of fundamental law. Constitutionalism is a bulwark against monarchy, totalitarianism, or pure democracy. In the first excerpt, Philip Wiener mentions such key ideas as the “rule of law,” “officials are not free to do anything they please,” “limitations on power,” and “limited government.”

Democracy is a form of government in which all eligible citizens participate equally—either directly or indirectly through elected representatives—in the proposal, development, and creation of laws. In his letter, John Adams seems to presuppose the drawbacks of pure democracy. He likens it to monarchy, though acknowledging that it is more short-lived. Democracy, “when unchecked, produces the same effects of fraud, violence, and cruelty...it is hard for the most considerate philosophers and the most conscientious moralists to resist the temptation” to descend into tyranny.

In your response to question (c), you could have mentioned any one of the following:

Constitutionalism

The Mayflower Compact—This document is not a constitution in the strictest sense because it does not provide for an actual government. Still, it was an important forerunner to constitutional government in the New World. Those who signed it agreed to self-government and to abide by the laws they passed.

- The Fundamental Orders of Connecticut—While you may not know it by name, the Fundamental Orders of Connecticut is the formal constitution written by Connecticut settlers and enacted in 1639. (If you knew its name and date, give yourself bonus points.) You do have to know that this document was the first formal constitution in the New World and that it stated that the power of government rests in the consent of those being governed. In this assertion, the Connecticut settlers distinguished themselves from the royalists, who often argued that the king, and therefore the government, ruled by Divine Right (that is, that the king’s power came from God, who chose the king).

Give yourself extra credit for mentioning the following:

- The Massachusetts Bay Charter—Acting as a constitution of sorts, it provided the mechanism for self-government. As mentioned above, Massachusetts Bay was technically ruled by the king, but actually it was governed by the company’s general court, established in the company charter. All property holders—thus, nearly all the white males in the settlement—voted for deputies (representatives) to the general court. The charter also required the company’s proprietors to seek the advice and consent of all freemen before making laws.
- English traditions—(1) The Magna Carta (1215) established a few fundamental, inalienable rights for property holders. (2) The concept of limited government—the idea that the king ruled by the people’s consent, and not by Divine Right—was gaining wider acceptance in England at the time. (3) The existence of a bicameral legislature—the House of Lords and the House of Commons—gave the colonists a tradition in both representative government and constitutional government.
- The English Civil War—In the early seventeenth century, Parliament, backed by reform forces that included the Puritans, began to demand changes to make government more responsive to and representative of the people. King Charles responded by dissolving Parliament in 1629. When he

finally recalled Parliament in 1640 (because his government was failing), Puritans demanded major constitutional reforms. Charles refused and a long, bloody war followed. When Puritan forces won in 1649, Charles lost his head and England, briefly, had a constitution. The whole episode demonstrates that the Puritans were strongly committed to constitutionalism.

- The New England Confederation—Founded in 1643, the confederation of New England colonies was mostly powerless because it had no executive power. However, it did settle some border disputes, and it represented the people’s willingness to create governmental agencies and to (sort of) abide by their decisions.

Democracy

- All the New England colonies had elected legislatures by 1650.
- Most had bicameral legislatures, with a lower house elected by all freemen and an upper house usually made up of appointees. Freemen also usually elected the governor.
- New England had a tradition of town meetings at which many of the decisions concerning local government were made.
- Women, indentured servants, and slaves could not vote.
- Except in Rhode Island, only Puritans had the right to vote.
- Otherwise, voting rights were extended to all property holders. Because most settlers were enticed to the New World by the prospect of owning land and because in the early years land was plentiful, nearly all the white male colonists could vote.

Give yourself extra credit for mentioning the following:

- The Massachusetts Bay Company, while technically controlled by the king, had little contact with England. It was empowered to make almost all important decisions. It set an early precedent for self-government in the New World.
- Although initially governed by the owners of the company, Massachusetts Bay’s governors soon extended democratic rights to all Puritan property-owning settlers. The colony was ruled by a general court to which all towns were allowed to elect delegates.
- The Plymouth settlement formed a legislature as soon as the settlement expanded beyond a couple of towns.
- The Puritans valued the ideal of the covenant. They believed they had a covenant with God, and they used the covenant as a model for their secular behavior. Accordingly, the Puritans expected everyone to work for the communal good and that everyone would have a voice in how the community was run.
- When settlers moved into the Connecticut Valley, they had their first run-in with Native Americans. The settlers essentially tried to bully the natives out of their land. In the resulting Pequot War, settlers torched villages and killed women and children. You might mention this as evidence of the settlers’ rather limited sense of fair play and justice, which are usually considered democratic ideals.

About the Structure of Your Essay

For part (c), you want a short statement that allows you to discuss both of the basic characteristics of early American democracy. One way to achieve this is to discuss these developments in the context of their contribution to later developments in American self-governance. For example, you might phrase your statement in the following manner: “Because of their distance from England, the English colonists in New England were in a situation that largely allowed them to govern themselves. Other factors—English traditions, Puritan beliefs, the wide availability of land—helped create the communities that in many ways laid the foundation for American

government. However, these communities also differed in significant ways from what we usually identify as the American ideal.” Then follow it up with ONE pertinent fact with regard to your chosen themes (supporting the first excerpt or refuting the second excerpt). A one-sentence conclusion, perhaps mentioning the similarities and differences between Puritan society and the more pluralistic democratic societies that followed it, would also be helpful.

Question 2

This essay requires you to demonstrate an understanding of the concept of collective security and then provide historical examples that illustrate the role of collective security in the formation of U.S. foreign policy in the postwar period. That’s the easy part, however. Remember that if you’re aiming to get a 4 or 5 on this exam, you need to write analytical, not merely descriptive, essays. The College Board often utilizes this continuation/departure format in a social or foreign policy question, asking you to determine if the U.S. government is doing the same thing it always has or if this is a new policy. A really strong essay will not only answer the last part of this question but also discuss why the United States chose to alter its course at this time in history.

Here are some quick ideas:

- In his Farewell Address, George Washington had urged the new nation to avoid permanent entangling alliances. Subsequent administrations followed Washington’s advice throughout the entire nineteenth and early twentieth centuries. We did not enter a major military alliance until World War I, and even then, we attempted to retreat to our traditional policy of isolationism when the war was over.
- How about the Senate’s defeat of the Treaty of Versailles and the failure of the United States to join the League of Nations? This will enable you to argue that U.S. foreign policy following World War II was a *departure* from previous policy.
- If you choose the UN as one of the two alliances about which to write in your essay, you should mention the wartime conferences that established the UN at the conclusion of World War II.
- If you plan to write about NATO, then you should mention the uneasy alliance between the Soviet Union and the United States during World War II. You should also discuss the decisions reached at Yalta and the subsequent Soviet takeover of Eastern Europe. Be careful not to go into too much detail here. This is only a short essay! But this information answers the “Why at this time?” question and will strengthen your essay.
- It is not necessary to provide the historical background to SEATO. A brief discussion of NATO, however, might provide the rationale as to why the United States formed SEATO in 1954.
- Be sure to include a definition of collective security somewhere in your essay. It is usually a good idea to define the terms you will use in whatever essay you are writing. For example, it never hurts to define terms such as *democracy*, *nationalism*, or *imperialism*.
- A strong essay should answer a why question; so in this case, you should not only state that these international alliances were a clear departure from previous U.S. foreign policy, but you might also blame them on Stalin, for example. Don’t be afraid to say something slightly unusual, as long as you have historical evidence to support what you are writing. Don’t just say “We created the UN because we didn’t join the League of Nations after World War I.” This is a weak and boring statement.

Here is some in-depth info on each organization:

The UN

Many historians believe that the Treaty of Versailles was one of the major causes of World War II. Others see the failure of collective security to prevent another world war and blame the impotence of the League of Nations for its failure to stop German, Italian, and Japanese aggression throughout the 1930s. Some critics argue the League would have been stronger had the United States been a member. You should remember that the League of Nations was proposed by Woodrow Wilson in his Fourteen Points as a means of maintaining world peace. The United Nations was formed after World War II in part to replace the League of Nations and in response to the horrors committed during World War II.

The most obvious choice here is the Korean War. You should begin this paragraph with a brief discussion of the Truman Doctrine and the articulation of the policy of containment by George Kennan. The Korean conflict is often considered the first test case of containment. Mao's forces won a victory in China in 1949, and when Soviet-supported North Korean troops invaded South Korea the following year, the UN Security Council declared North Korea an aggressor and voted to send in troops. Although the United States provided the majority of manpower, we went into Korea in 1950 under the protective umbrella of the United Nations. The Soviets had successfully tested an atomic bomb in 1949. Given the threat of atomic warfare, the United States felt more secure as part of an international peacekeeping organization.

NATO

In 1949 the United States, Canada, Great Britain, France, Italy, Belgium, the Netherlands, Luxembourg, Portugal, Denmark, Norway, and Iceland signed the North Atlantic Treaty. Each nation agreed that it would view an attack on any one nation as an attack on them all. Greece and Turkey were admitted to the Organization three years later. Unlike the UN, which is an international, peacekeeping organization, NATO is an international, defensive military alliance. The United States' entrance into NATO was a significant departure from traditional U.S. foreign policy and marked the first peacetime military alliance in U.S. history. If the Truman Doctrine was an ideological response to the establishment of Soviet satellites following World War II, and the Marshall Plan "put our money where our mouth is," then NATO may be seen as the military component of this equation. You might mention either the war in Bosnia or the Persian Gulf War to illustrate NATO in action.

SEATO

In 1954 eight nations—including the United States and its major western allies, Great Britain and France, signed a collective defense treaty with the Philippines, Thailand, and Pakistan to form what became known as the Southeast Asia Treaty Organization. In essence, it was basically a Southeast Asian version of NATO. Each member nation pledged to come to the defense of another member nation in the event it was attacked. However, unlike NATO, an attack on one nation would not necessarily be viewed as an attack on them all. The United States agreed to the provisions of the treaty on the condition that the aggressor be a member of the communist bloc. Although the organization was intended to provide an "anti-communist shield" to the nations of Southeast Asia, SEATO was not invoked to protect Cambodia, Laos, or Vietnam during the Vietnam War, as one would have suspected. In fact, the Geneva Accords specifically precluded South Vietnam, Cambodia, and Laos from joining the organization. France lost interest almost immediately and did not feel bound to the other member nations after Vietnam gained its independence following the French defeat in the battle of Dien Bien Phu. The United States tried to make the situation in Vietnam a collective security issue, as evidenced by the rhetoric of the domino theory, but was unsuccessful. In effect, SEATO never had the teeth nor muscle that NATO had, and it was dissolved in 1977.

And if you REALLY want a 5...

A strong essay does more than merely summarize facts. It also moves forward in time to literally bring your essay to a conclusion. For example, in this essay, you could discuss the role of the United States in the UN today, perhaps noting President Bush's disregard for the UN in taking unilateral action in going to war against Iraq. You might also discuss the expansion of NATO in recent years to include former Soviet satellites. Say something significant! Don't waste your energy by merely being repetitive.

Question 3

The name of this work is "English Trade with Indians" by Theodor de Bry, painted in 1634. (Notice that the College Board does not tell you this; they want to see if you can interpret the drawing on your own.)

This picture shows you one interpretation of a trading session between the English and Native Americans. Theodor de Bry was one of the first to create such drawings of the New World. Are there any European biases about Native Americans in this drawing? That might make good fodder for your essay...

Questions to Explore

1. Describe the contrasts in how each group is portrayed, Indian and English traders.
2. Explain the significance of any objects depicted.
3. The traders seem to be interacting in a positive way, but we know that relationships between the English and native peoples were not always easy. What might have happened after the exchange depicted?

Discussion Points

- Iroquois and Algonquian Indians were not nomadic. They had permanent villages built around agriculture and fishing. This enabled them to engage in serious commerce with the English.
- Make a nod to the Columbian Exchange, a series of interactions and adaptations among societies across the Atlantic.
- Spanish and Portuguese exploration and conquest of the Americas led to widespread deadly epidemics.
- Spanish and Portuguese traders partnered with local African traders to recruit slave labor for the New World.
- The Spanish introduced new crops and livestock to natives.
- New sources of mineral wealth facilitated the European shift from feudalism to capitalism.
- New sailing technology: the sextant
- Many Europeans had deeply engrained beliefs about racial superiority.
- The English eventually established American colonies based on agriculture; large numbers of settlers came, often having relatively hostile relationships with American Indians.
- Early conflicts: the Beaver Wars, the Chickasaw Wars, King Philip's War

Don't worry too much about the picture-based short essay. It tends to allow you to create your own interpretations. Fit your points to your knowledge. Let your imagination be your guide!

Question 4

You should have mentioned some of the following:

- Even though the Puritans had fled England because of religious persecution, they did not allow freedom of religion in their colonies.
- Roger Williams—Williams came to the New World to teach in the Salem Bay settlement (part of the Massachusetts Bay colony). His writings and teachings advocated separation of church and state and the free practice of all religions in the New World. He also had some other radical ideas, such as suggesting that the English had no right to take land away from Native American tribes. The Puritans banished Williams from the colony in 1636. He moved to modern-day Providence and received a charter for the colony of Rhode Island in 1642. The charter specified that Rhode Island would protect the freedom of religion. By 1650 Rhode Island was still the only New England colony that allowed individuals to follow their religious faiths in freedom.
- Anne Hutchinson—Hutchinson fell from favor with the Puritans because of her ideas. She believed in the power of grace and also that God spoke directly to certain, chosen people. Those people, she argued, did not need Puritan ministers or the Church because God assured those He spoke to that they would be saved. Her position was known as “antinomianism.” Hutchinson’s message appealed to many Puritans because of its assurances of salvation. She was considered dangerous, doubly so because she was becoming a powerful woman in a society in which women were definitely second-class citizens. The General Court of Massachusetts brought her up on charges of defaming the ministry, found her guilty, and banished her. She started a settlement in Portsmouth, Rhode Island.
- There was no separation of church and state, as evidenced by the charges against Anne Hutchinson.

SECTION II, QUESTION 1: DOCUMENT-BASED QUESTION

The document-based question begins with a mandatory 15-minute reading period. During these 15 minutes, you’ll want to (1) come up with some information not included in the given documents (your outside knowledge) to include in your essay; (2) get an overview of what each document means; (3) decide what opinion you are going to argue; and (4) write an outline of your essay.

This DBQ concerns U.S. neutrality prior to World War I. You will have to explore to what extent the United States followed a policy of neutrality between 1914 and 1917. On the following pages, we will talk about how you might successfully explore this topic.

The first thing you want to do, **BEFORE YOU LOOK AT THE DOCUMENTS**, is brainstorm for a minute or two. Try to list everything you remember about the period leading up to the United States’ entry into World War I. This list will serve as your reference to the outside information you must provide in order to earn a top grade.

Next, read over the documents. As you read them, take notes in the margins and underline those passages that you are certain you are going to use in your essay. If a document helps you remember a piece of outside information, add that information to your brainstorming list. If you cannot make sense of a document or it argues strongly against your position, relax! You do not need to mention every document to score well on the DBQ.