

52. B 1876 puts this excerpt squarely in the realm of first-wave feminism, which largely campaigned for universal suffrage for all, including women. Choice (A), the Equal Rights Amendment, is a good trap answer, but it was not proposed (and it never passed!) until the 20th century.
53. C Susan B. Anthony's quote clearly shows that women's rights varied wildly by state of residence. Choice (B) is too extreme. Choice (A) is likewise too extreme because women did not have "full rights" until the 1970s. Choice (D) is untrue because many first-wave feminists did champion other causes, such as abolition and prohibition.

Questions 54–55

The 1993 Waco Incident was a violent siege launched by American federal agents against a civilian religious group. The Branch Davidians were led by David Koresh and lived in a commune near Waco, Texas. After suspecting Koresh of child molestation and weapons violations, Attorney General Janet Reno organized a full-scale military assault on the compound. Seventy-six people died in the siege, mostly women and children. Public opinion turned sour on Reno after this heavy-handed use of federal power. This incident, along with the Ruby Ridge incident in 1992, fueled antigovernment sentiment in radical conservative militia circles.

54. B A careful reading of the excerpts can help you to use POE. We have no evidence that the Branch Davidians were "antigovernment" (A). According to the first excerpt, they were employing "defensive" measures in response to perceived threats by the federal government, not "offensive" tactics. This likewise rules out (C). Choice (D) is tempting, but notice that Conyers says the Attorney General "offered" to resign. It does not say that she did. (In fact, she did not.)
55. B It helps if you remember that the Wounded Knee incident occurred in 1890, a heavy-handed assault by the U.S. Army against the Lakota Indians. Choice (A) is a good trap, but an Indian tribe is not a cult. There was no bombing, so rule out (C), and Wounded Knee was not a recent conflict, so rule out (D).

SECTION I, PART B: SHORT-ANSWER QUESTIONS

Question 1

Note the dates. The years given are 1800–1824. You know that Jefferson served two terms as president, from 1800–1808, and that he was succeeded by James Madison (1809–1816) and then James Monroe (1817–1824). These three were known as the "Virginia Dynasty," and it was only with the 1824 election of former Federalist John Quincy Adams of Massachusetts that the "Dynasty" ended. So remember that you are not limiting yourself to Jefferson in this essay. You are being asked to address all three presidencies.

a) Your answer to this question may have included some of the following:

- Jeffersonian Democracy stood for a limited central government, states' rights rather than federal rights, strict construction of the Constitution, a devotion to agricultural interests, a restricted military, and support of the Bill of Rights.

- Jefferson was followed by Madison and then Monroe, and they were all Virginian Republicans who shared the same basic ideals.
- During this period, Republicans started to act like Federalists.

Give yourself extra credit for mentioning the following:

- It was common practice for the secretary of state to become president after serving in the previous cabinet. Madison was Jefferson's secretary of state before assuming the presidency, and Monroe was Madison's secretary of state before he became president.
- The election of 1800 was viewed as "The Revolution of 1800" because (a) the Republicans replaced the Federalists in the executive branch, and (b) no blood was shed in this transfer of power from one political party to the other.
- Jefferson stated in his inaugural address: "We are all Republicans, we are all Federalists."

b) Your answer to this question may have included some of the following:

- There was no provision in the Constitution for the purchase of the Louisiana Territory, and Jefferson was acting like a "loose constructionist" when he purchased it.
- The Louisiana Purchase doubled the size of this country and was sold to us by France for \$15 million.
- Although Jefferson had doubts about whether the United States had the authority to accept the offer, he agreed to it by reasoning that it would benefit the entire country, and it had the support of Congress.
- The Louisiana Purchase provided the country with national unity and boosted the popularity of the Republicans.

Give yourself extra credit for mentioning the following:

- The decline of the Federalists as a result of the Louisiana Purchase

Marbury v. Madison

- The court case of 1803 established the power of Judicial Review.
- John Marshall was the Supreme Court Justice who ruled on this case.
- This case, like the Louisiana Purchase, extended the power of the judiciary, and thus the federal government.

Give yourself extra credit for mentioning the following:

- While the case itself was over a minor issue (the power of the court to force the delivery of a commission), it actually gave the Supreme Court the enormous power of being able to nullify an act of Congress.
- This case was over the "midnight appointments" of John Adams, which the newly elected Jefferson was trying to block.
- Jefferson also tried to block other Federalist judicial measures by supporting the impeachment of Federalist Justice Samuel Chase.

The War of 1812

- The Jeffersonians were acting like Federalists in the expansionist and militaristic venture known as the War of 1812.
- The war called into question the classic Republican commitments to limited federal power and peace.
- The war was conducted during the presidency of James Madison.

Give yourself extra credit for mentioning the following:

- The United States started the fight because it felt the British were violating American neutrality rights at sea and also stirring up trouble on the western frontier.
- The “War Hawks” in Congress were led by Henry Clay of Kentucky and John C. Calhoun of South Carolina, representing the support of the West and South.
- The country was divided on this war, both by region and by political alliances.
- Jefferson’s Embargo Act of 1807, which prohibited our trade with foreign nations, harmed the nation’s economy and plunged us into a depression.
- The Embargo Act was followed by the Non-Intercourse Act of 1809 and then Macon’s Bill No. 2, in 1810. All three acts aimed at settling the violation of neutral shipping rights peacefully.
- Madison, like Jefferson, attempted a combination of economic pressure and diplomacy to deal with Britain, but ultimately brought us into war.
- The New England Federalists were so opposed to “Mr. Madison’s War” that they came close to secession at the Hartford Convention of 1814. (You would really make a reader’s day if you included this one!)
- Tecumseh, and his brother “The Prophet,” of the Shawnee tribe attempted to unite all Indians east of the Mississippi River but were destroyed by General William Henry Harrison at the Battle of Tippecanoe. (What does this say about the Jeffersonian ideal of all men being endowed by their creator with inalienable rights to life, liberty, and the pursuit of happiness?)

The Monroe Doctrine

- The Monroe Doctrine warned European nations not to interfere in the affairs of the Western Hemisphere and also claimed for us the right to intervene anywhere in our own hemisphere if we felt our security was threatened.
- The Monroe Doctrine represented bold nationalism and was applauded by the American public, though its full impact wasn’t felt for quite some time, when it was later viewed as the cornerstone of our foreign policy. Nationalism signified quite a shift in Jeffersonian ideals and later took the form of economic growth and expansionism.
- The Monroe Doctrine, although issued under President James Monroe, was written by his secretary of state, John Quincy Adams. During Monroe’s presidency, Adams helped to usher in a new wave of westward expansion, which was followed by our recognition of new nations in Central and South America.

Give yourself extra credit for mentioning the following:

- At the time of the Monroe Doctrine, the Republican Party was the only organized force in American politics because the Federalists had ceased running candidates after 1816.
- Even though we proclaimed neutrality in the wars between Spain and its rebellious colonies, we were selling ships and supplies to the insurgents, and when Monroe established diplomatic relations with Latin American countries, we became the first nation to do so.
- The Monroe Doctrine gave us the appearance of isolationism because we had “warned” European nations to stay out of our affairs, but in reality we had merely stated our nationalistic and patriotic fervor of the time.

c) For this question, you may have used some of the points listed under part (b), while focusing on the lack of “seismic shift” inherent in each event.

Here are some examples:

- The Louisiana Purchase was largely noncontroversial and a bargain piece of territory for the amount of land acquired. The territories acquired were not developed until after the age of Jeffersonian democracy had expired.
- *Marbury v. Madison* would not have cumulative effect until well after the time period in question. It set a precedent for greater consolidation of power at the federal level, but did not represent a shift within this time period.
- Since Anti-Federalist Democratic-Republicans prevailed in the War of 1812, it affected Federalists and not the Jeffersonian democrats themselves. It was the outgrowth of their influence, not its instigator.
- The Monroe Doctrine pertained to strictly foreign policy, so would not have represented a strong shift within the party ideals, which were largely concerned with domestic issues.

Question 2

a) The easiest way to answer this question is to focus on the broad acceptance of slavery within most of the Democratic Party before the Civil War. You may have mentioned some of the following facts:

- The Democrats held the presidency during Polk’s administration from 1844 to 1848, and then again during Pierce’s and Buchanan’s administrations from 1852 to 1860. As a national party, the Democrats tried their hardest to straddle both sides of the slavery issue. Polk’s acquisition of new territory, however, heightened tensions on the slavery issue.
- The Democrats considered Pierce a “safe” nominee for president in 1852 because nobody knew who he was. Also, the Democrats hoped that the Compromise of 1850 had laid the slavery issue to rest for a while. In 1856, they chose Buchanan because he had been out of the country on diplomatic service and therefore had not been muddied by the slavery debate.
- By 1860, the party had split, literally. It held two conventions and nominated two candidates, one a Southerner (John C. Breckinridge), the other a Midwesterner (Stephen Douglas). Slavery had torn the party apart, into regional divisions.
- The Wilmot Proviso, authored by Democrat David Wilmot, would have banned slavery in the southwestern territories annexed from Mexico. John C. Calhoun, also a Democrat, fought the Wilmot Proviso strenuously. He argued that the federal government had no right to regulate slavery in the territories; most other Southern politicians soon picked up his argument.
- Antislavery Democrats called pro-slavery Democrats “hunkers,” implying that they were so hungry for political power that they would court slave owners. Pro-slavery Democrats called antislavery Democrats “barn burners” because, they said, such folks would burn down the barn in order to kill the rats.

b) This question is asking you to provide a historical event to support Norton’s interpretation. You can use one of the points outlined in part (a) as long as you link it to a statement made in Norton’s quote. For instance, you can establish that Democrats saw the right to own slaves as a matter of “personal liberty” for those in an “agrarian society.” Aside from the issue of slavery, you may also have used one of the following:

- The “Corrupt Bargain” of the Election of 1824 had convinced Jacksonian Democrats that the established government was run by elites who could not be trusted to adhere to the will of the people.
- Jackson, the first Democrat President, exercised the veto more often than all other presidents combined.

- Jackson opposed Reformers on other issues, too, such as the rights of the Cherokee Indians during the Trail of Tears.

c) For this question, you may have used some of the following:

- The Free-Soil Party formed around a single issue—preventing slavery in the territories annexed from Mexico.
- The Compromise of 1850, and particularly its stricter fugitive slave law, helped the party gain support in the North. It attracted antislavery Democrats and “Conscience Whigs.”
- The Republican Party eventually absorbed much of the Free-Soil Party. The two parties had virtually identical policies on slavery. Because the Republicans appealed to a wider range of voters, many Free-Soilers felt they could better accomplish their objectives in the larger Republican Party.

Give yourself extra points if you mentioned the following:

- The Free-Soil Party elected nine congressmen in 1848.
- The *Dred Scott* decision killed the Free-Soil Party once and for all by taking away its one issue. Free-Soilers wanted the federal government to regulate slavery; *Dred Scott* ruled that it could not.

Question 3

This is a painting called *The Copley Family* from 1776. The Revolutionary Era was interesting not only because it changed the nation’s form of government but also because America was forming its own distinctive style in architecture, clothing styles, and the family.

a) For this question, you may have mentioned some of the following:

- Family life is joyful and idealized in this picture.
- “Republican Motherhood” describes women’s roles present in the emerging United States before, during, and after the American Revolution. The belief was that women should uphold the ideals of republicanism, in order to pass on republican values to their children. The “Republican Mother” was considered responsible for upholding the morality of her husband and children.
- The family in this photo is part of the upper class and is surrounded by lavish furnishings.

b) For this question, you may have mentioned some of the following:

- The overall scene is one which depicts family harmony. Three generations sit in close proximity. The younger children climb joyfully over their mother and grandfather. One daughter stares in a serious manner at the viewer, suggesting that she is reserved in the presence of an “outsider.”
- In the background is a scene depicting perfect natural beauty, suggesting that the harmony of the family is part of the harmony of the natural world.
- The male members of the family look much like the Founding Fathers, reminding the viewer that the ideals of family life echo the ideals of the new Republic.
- The wealth of the family reminds the viewer of the prosperity of the new American nation.
- The mother in the photo is serene and immersed in the needs of her children, thus embodying the spirit of Republican Motherhood.
- The children are the center of attention in the picture, while the male members of the family are more reserved and take the back chairs. The children are the future of the new Republic.
- The oldest man looks to the side, perhaps representing the past, while the younger father looks at the viewer, perhaps representing the present. The mother looks at her children, representing the future.

c) The most obvious events to focus on here would be either the Revolution or the founding of the new Republic.

- As noted above, the ideal of Republican Motherhood was meant to create children with a strong foundation in the morals and ideals of America. This would be instrumental in the crafting of the Constitution and the unity of the states.
- As for social class, the Revolution was organized by members of the upper class after their bold signing of the Declaration of Independence. The picture reinforces the idea of their nobility.
- It required strong families to settle in the New World, creating communities and state governments from an uncharted wilderness. Fathers and sons fought together in the Revolution, while mothers sacrificed their sons to the cause.

Question 4

a) and b) This essay gives you an opportunity to discuss the causes of the Progressive movement and its achievements. The following is a list of facts and concepts you might have included in your essay.

- Public disenchantment with business practices—By 1900, many major businesses were controlled by virtual monopolies. Those who controlled the businesses were fabulously wealthy; those who worked for them were impoverished. Businesses had little regard for the welfare of their workers or their customers. The government and judiciary proved to be shamelessly pro-business in their policies and rulings.
- Public horror at city conditions—Business's abuses adversely influenced the state of the cities. Urban dwellers lived under cramped, unsanitary conditions. Often entire families, including children, worked in factories for sub-living wages. City governments were controlled by political machines, who helped their impoverished patrons survive but did nothing for their long-term welfare.
- Growth of the middle class—During this time, the U.S. middle class was growing. With their new-found comfort and respectability, many middle-class Americans wanted to increase their political power. They formed associations such as the lawyers' American Bar Association and the women's National Woman Suffrage Association. The groups served as interest groups that lobbied for progressive reform. Many in the middle class, outraged by the excesses of business and the corruption of government, fought to correct them.
- Progressivism built on the foundation laid by the Populist movement of the 1890s—Populism had fought for moral causes, sought to counter the trend toward monopoly, and worked to widen access to the democratic process. Progressivism picked up these traditions, and so inherited the farmers and clergy who had made up the Populist coalition.
- Journalists helped the spread of Progressivism—With magazine articles and books like Upton Sinclair's *The Jungle*, American "muckrakers" broadened public awareness of corporate excesses.
- Teddy Roosevelt's presidency—Roosevelt used the office of the presidency as a "bully pulpit" to popularize Progressive ideals. During his tenure, he filed numerous antitrust suits against large corporations, tightened food and drug regulations, created national parks, and broadened the government's power to protect land from overdevelopment. Roosevelt took many of the cues from the book *The Promise of American Life* by Herbert Croly. The book argues forcefully for using the power of the central government to effect progressive reform.

Give yourself extra points if you mentioned the following:

- Other Progressive successes broadened the movement's appeal. On the state and local level, many new regulations were enacted, including child labor laws, limits on the lengths of the work day, minimum wage requirements, corrupt-practices acts, and housing codes. Many states adopted the initiative, referendum, and recall, thus empowering voters. Cities improved public transportation,

adopted stricter health codes, and converted to a city-manager system. States introduced income taxes to redistribute wealth and provide public services.

- Wisconsin governor Robert La Follette led the way for many Progressive state leaders. He initiated such reforms as direct primaries, equitable tax structures, and the regulation of railways, all later adopted by many other states.
- Taft and Wilson continued the Progressive tradition in the White House. Taft strengthened anti-trust law and expanded conservation efforts. During his term, two Progressive amendments, the national income tax and the direct election of senators, were added to the Constitution. Wilson created the Federal Trade Commission, lobbied for and enforced the Clayton Antitrust Act, and helped create the Federal Reserve, which gave the government greater control over the nation's finances. During his term, the Nineteenth Amendment gave women the right to vote.

c) For this question you may have mentioned some of the following:

- The many successes of Progressivism actually helped bring about its downfall. Each success satisfied a portion of the Progressive coalition, and once satisfied, these people tended not to work as hard for Progressive goals.
- World War I also split the Progressive coalition. Some supported the war while others opposed it, but the feelings on both sides of the issue were strong. When the war ended, with Americans tired of crusading for justice, the Progressive movement petered out.
- Businesses or those who objected to bigger government involvement in the lives of its citizens would have worked to stop or dismantle the goals of Progressives.
- Republican Presidents of the 1920s, such as Harding and Coolidge, deliberately failed to enforce some of the laws and initiatives passed by Progressives, thus undermining their agenda.

SECTION II, QUESTION 1: THE DOCUMENT-BASED QUESTION

The document-based question begins with a mandatory 15-minute reading period. During these 15 minutes, you should (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.

The first thing you will be inclined to do, after reading the question, is to look at the documents. Resist temptation. Instead, the first thing you should do is brainstorm for several minutes about what the question is asking of you. Try to list everything you remember about the causes of the Civil War. This list will serve as your reference to the outside information you must provide in order to earn a top grade.

Then, and only then, 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 refer to 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, don't worry. You may omit mention of one of the documents and still score well on the DBQ.

Here is what you need to look for in each document to get the most out of it:

- The author
- The date
- The audience (for whom was the document intended?)
- The significance

Remember: You are being asked to write 50 percent document interpretation and 50 percent outside information. Don't get so lost in the documents that you forget to bring in outside information. Readers will not be able to give you a high score unless you have both! What readers really don't like is a laundry list of documents: that is, a paper in which the student merely goes through the documents, explaining each one. Those students are often the ones who forget to bring in outside information, because they are so focused on going through the documents.

So, what is this DBQ all about?

This DBQ asks you two things: (1) to what extent was the Civil War caused by the slavery issue and to what extent was it caused by other factors, and (2) what circumstances led to the breakup of the Union? In the first part, you are actually being asked to identify factors *other than slavery* that caused the breakup of the Union, although you aren't being asked to rule out slavery as a cause. Your job is to decide how much of the Civil War was caused by slavery and how much was caused by other factors. In those other factors, you might find ideas that will help you answer the second part.

Note that the question asks, "to what extent." That means you are being asked to rank the causes of the Civil War. You might state that slavery was the leading cause, but there were other causes. You might state that slavery was only one of several equally important causes leading up to the war. You might state that all the other causes had slavery at the root, or you might state that too much weight has been given to slavery as the single cause of the war. There is no right answer. That is the fun of it. You could earn a top score by writing about how slavery was only a fraction of the issue, and the gal sitting across the room from you could also earn a top score by stating that slavery was the only issue!

The Documents

Document 1 is the article from which the famous phrase "Manifest Destiny" was taken. O'Sullivan states that it is the American destiny, ordained by God, to populate the country from coast to coast, in order to provide "for the free development of our yearly multiplying millions." The use of the word "free" should not be overlooked, and the idea that we should challenge any foreign power who attempts to "thwart our policy," "hamper our power," or "limit our greatness" also needs to be addressed. As stated earlier, the Mexican War and cession, which rested upon Manifest Destiny, should not be overlooked in any discussion about the Civil War.

Document 2: This declaration of war against Mexico links that war with the war that followed (like we saw in Document 1). Note the use of the words "honor, rights and dignity of this country." Clearly, in Polk's opinion, it was our right and responsibility to thwart Mexico in territorial expansion, but these words also sound like abolitionist words, so the issue of slavery also fits in well here. An astute student might also relate this document to the "spot" resolutions, in which Congressman Abraham Lincoln asked President James K. Polk to identify the exact "spot" where "American blood had been shed on American soil."

Document 3 is taken from Pennsylvania Representative David Wilmot's proposal before Congress. The Wilmot Proviso proposed that Congress award President Polk the \$2 million he asked for while the United States was fighting the Mexican War, and in return that any land we wrested from Mexico remain free from slavery. If you were going to argue that U.S. territorial expansion, or the Mexican War, was a major factor in the breakup of the Union, you would certainly want to use this document to support your thesis. The Wilmot Proviso passed the House twice but was defeated in the Senate. Clearly, the argument over the acquisition of vast western lands added to the sectional debate over the extension of slavery. If you were going to argue that slavery was the most significant reason for the breakup of the Union, you could still use this document in that context. If it weren't for the issue of slavery, the issue of what to do with the Mexican cession wouldn't have been so heated.

Document 4, which shows the territorial changes of the Compromise of 1850, can be used in a multitude of ways. First, it speaks to the issue of what efforts were made to keep the Union together. Second, it displays the precarious state of the Union, with free and slave states vying for power. Third, it covers the issue of popular sovereignty in the Utah and New Mexico territories. Lastly, it shows California entering the Union as a free state. An astute student would also want to point out the aspects of the compromise that the map does not show: namely, that it was crafted by Mr. Compromise himself, Henry Clay, and that, in addition to territorial matters, it endorsed a tougher Fugitive Slave Law to pacify the South. It should be pointed out that the compromise bought time for the nation, and that while it was far from perfect, it held up the Union for another 11 shaky years. Another way this document could be used would be if your thesis includes the failure of the era's compromises, and/or ineffectual or misguided politicians.

Document 5: This well-known, unfortunate Supreme Court case turned a man into property. Dred Scott, a slave in Missouri, was taken to the free state of Illinois and then to the free territory of Wisconsin, where he lived for several years before returning to Missouri. Once he returned to Missouri, he sued for his freedom, arguing that his period of residence on free soil made him a free citizen. After he lost in the Missouri Court, he appealed to the Supreme Court, where Southern Democrat Chief Justice Roger Taney ruled against Scott. Abolitionists felt that he should be free under the Missouri Compromise, because Scott had lived in free land, above the 36°30' line. If he lost his freedom once he returned, then didn't that nullify the Missouri Compromise? This document is filled with goodies. The slavery issue is front and center, as is the issue of political endeavor, whether successful or not. If you are arguing that slavery was at the center of our disunion, clearly the Supreme Court decision illustrates that fact. If you are arguing that the political climate, leaders, laws, court cases, and resolutions were behind the breakup of the union, this document serves you well, too.

Document 6 illustrates the differences between the North and South in terms of industrial development. In the 1850s, there was an explosion of new railroad construction, most of which was concentrated in the North. The many miles of track that existed in the North highlight the economic struggle that took place between the agricultural South and the industrial North. In Charles and Mary Beard's interpretation of what caused the Civil War, they argue that the war was not fought over slavery per se, but that it represented a deeply rooted economic struggle, akin to the American Revolution, that brought about major changes in class relations and power. The North wielded its industrial might over the less-advanced agrarian South, with the effect of destroying the cotton economy and plantation system.

Document 7: This cartoon shows the Democratic Party headed for disaster in the election of 1860. The party is not only split internally, represented by the politicians in the cart headed in different directions, but also about to be rammed by the oncoming train of the Republican Party (note that a train is a much more modern form of transportation!). The Democrats, splintered into two, offered the presidential candidacies of both Stephen Douglas, who had the support of the North, and John Breckinridge (President James Buchanan's vice president) of Kentucky, who had the support of the South. The Republicans ran Abraham Lincoln, and the Constitutional Union Party ran John Bell of Tennessee. The election of Lincoln sealed the fate of the Union. Because he would not compromise on the issue of slavery in the territories, and perhaps because he underestimated the secession movement of the South, the Union fell apart. This document can be used to illustrate the political breakdown leading to the war, and it could also be used to demonstrate the power of the slavery issue.

Outside Information

We have already discussed much more than you could possibly include in a 45-minute essay. Do not worry. You will not be expected to mention everything or even most of what we have covered in the section above. You will, however, be expected to include some outside information—that is, information not mentioned directly in the documents.

Here is some outside information you might have used in your essay. The information is divided into two groups: general concepts and specific events.

General Concepts

- One thing to keep in mind when looking toward the catalyst that began the Civil War is the settling of new territory. Think about the conflicts caused by whether or not new territory is to become free land or allow slavery.
- With old parties fracturing, new parties began to emerge. The redrawing of the political lines created a new way of looking at the parties' electoral strongholds.
- An age-old argument over the causes of the Civil War involves the claim of "states rights." This claim views slavery as a symptom of a larger critique of federal overreach, if not an outright rejection of federalism. It should be noted that this idea was popularized in the 20th century during the emergence of the "Lost Cause" defense of the Confederacy.
- The economic disparity between the rapidly industrializing North and the agrarian South was the source of consternation. In the early years of the republic, both sides had a dependence on one another. With the emergence of new technologies, the North was able to thrive with less dependence on the South.
- On a related note, cultural differences between the two sides, no doubt related to economics, but also religion and social norms, created in many ways, created two de facto separate nations.

Specific Events

- The acquisition of new territory following the Mexican-American War led to consternation over which states would be free and which would allow slavery. The Compromise of 1850 was put forth by Henry Clay and Stephen Douglas to try to appease both sides: the Fugitive Slave Act would be strengthened, but California would enter the union as a free state and Utah would be a free territory. Further, the slave trade in Washington, D.C. (though not slavery) was banned. The Compromise of 1850, passed as smaller bills, shows us that the slavery issue was not close to being resolved by the middle of the 19th century.
- The Whigs split into two parties over the slavery issue, the Democrats became even more dominant in the South, and the new Free-Soil Party emerged to stop the spread of slavery—though the aims of this latter group were selfish, as white settlers did not want to compete with slave labor.
- The Kansas-Nebraska Act, which repealed the Missouri Compromise, allowing slavery to be left up to the residents of the two territories erupted into violence in a series of events that led the territory to be known as Bleeding Kansas.
- John Brown's raids in both Kansas and Harper's Ferry led him to be seen as a martyr to the cause of abolition.
- The Election of 1860 saw the Democrats split along geographical lines, as well as southern states begin a process of secession with the election of Republican Abraham Lincoln.
- Fort Sumter
- During the war, border states (Delaware, Maryland, Kentucky Missouri) were slave states that nonetheless fought for the Union. This is the kind of thing that makes you wonder whether the war went deeper than the slavery issue.

Choosing a Side

The first thing you want to do is to decide what kind of a statement you are going to make. You have already brainstormed all your outside information, made some notes or a quick outline, and decided where to plug in the documents. Because there is no right way to answer this, and many ways to make your argument, here are some positions you might want to argue.

- Slavery was an issue in the breakup of the Union, but it wasn't the only one. There were other equally important factors, such as
 - 1) the differences in regional lifestyles, with the North being more industrial and the South being more agricultural
 - 2) the erosion of the traditional party system, including the splintering of the Democratic and Whig parties, which paved the way for the Republican Party
 - 3) a generation of blundering political leaders, from Polk to Buchanan
 - 4) the passions of a few zealous reformers
 - 5) the effect of the Mexican War and the popular sovereignty crisis that ensued over the territories
- Slavery was the underlying issue from which all other issues flowed. If it hadn't been for slavery, the issue of territorial expansion, political alignments, and differences in economies wouldn't have been enough to rip the Union apart.
- Politics tore the country apart. The laws and compromises made by a well-intentioned government backfired on the nation. If it hadn't been for the Missouri Compromise, the Compromise of 1850, and the Kansas-Nebraska Act, the North and South may have stayed united, accepting their differences.
- The Civil War was caused by the idea of Manifest Destiny, the belief that it was the nation's God-given right to expand across the continent, gobbling up all available land. If Americans hadn't held these beliefs, the issue of slavery may not have extended to such a widespread area.

Planning Your Essay

Unless you read extremely quickly, you probably won't have time to write a detailed outline for your essay during the 15-minute reading period. However, it is worth taking several minutes to jot down a loose structure of your essay, because it will actually save you time when you write. First, decide on your thesis and write it down in the test booklet. Then take a few minutes to brainstorm all the points you might put in your essay. Choose the strongest points and number them in the order you plan to present them. Lastly, note which documents and outside information you plan to use in conjunction with each point. If you organize before you write, the actual writing process will go much more smoothly. More important, you will not write yourself into a corner, and suddenly find yourself making a point you cannot support or heading toward a weak conclusion (or worse still, no conclusion at all).

What You Should Have Discussed

Regardless of which thesis you choose, your essay should discuss all of the following:

- the issue of slavery
- the Mexican War and cession
- the *Dred Scott* decision
- the Northern industrial economy versus the Southern agricultural one
- the issue of popular sovereignty in the territories
- the Compromises of 1820 and 1850
- abolitionists
- the Kansas-Nebraska Act

Give yourself very high marks for outside knowledge if you mention any five of the following:

- the Lincoln-Douglas debates
- the Freeport Doctrine
- John Brown
- “Bleeding Kansas”
- the Fugitive Slave Act
- personal liberty laws
- Harriet Beecher Stowe’s *Uncle Tom’s Cabin*
- the Republican Party
- Whigs
- Free-Soilers
- spot resolution
- the Tallmadge Amendment
- William Lloyd Garrison’s *The Liberator*
- the Brooks-Sumner affair
- the Gadsden Purchase

Give yourself a pat on the back if you mention any of the following:

- the Ostend Manifesto
- Hinton Helper’s *Impending Crisis of the South*
- the Know-Nothing Party
- the Lecompton Constitution
- the Crittenden Compromise
- Conscience Whigs
- Cotton Whigs
- “Barnburners”
- Henry Clay
- Franklin Pierce
- James K. Polk
- James Buchanan
- Millard Fillmore
- Lewis Cass
- Roger Taney
- John C. Calhoun

SECTION II: THE LONG ESSAY QUESTION

Question 2

The first Great Awakening lasted for only a couple decades, but went on to influence the way many Americans, both the faithful and the skeptical, see religion. The period of the 1730s and 1740s saw a religious revival that was influenced by a variety of factors, but perhaps most strikingly, the Enlightenment. European ideals of rationalism and scientific inquiry had begun to take hold in the colonies to the chagrin of those who saw the world through a more spiritual lens. After a period of waning religiosity in much of the colonies, the Great Awakening was spurred by those turning toward an emotional religious experience, in sharp contrast to the Enlightenment thinkers of the day. It is no accident that a similar movement took place concurrently in Europe.

The part of the prompt that asks about an American identity can seem somewhat vague—use this to your advantage. How do you see the American relationship with religion? Tie this inseparable part of the American identity to that brief period in the 18th century.

Important facts to mention about the Great Awakening:

- While some of the earliest settlers of the American colonies were quite religious (the Puritans come to mind), subsequent generations were less so. In this regard, the Great Awakening was seen as necessary by many religious leaders.
- The gatherings, or revivals, had their earliest occurrences in New England in the 1710s.
- Jonathan Edwards's harsh brand of Calvinism ("Sinners in the Hands of an Angry God," anyone?) gained traction during this period.
- George Whitefield, rejecting the Enlightenment trends of his native England, popularized the connection between Christianity and emotionalism in the American colonies.
- While the Great Awakening radically transformed Christianity in the United States, denominations such as Catholics, Quakers, and Lutherans were largely unaffected.

Give yourself extra points for mentioning the following:

- The Great Awakening was transdenominational: it crossed over the various Protestant denominations to create an evangelical Christianity.
- John Wesley helped create Methodism and gained traction with his charismatic, outdoor preaching. His insistence on repentance was in stark contrast to the predestination theology of Edwards.
- Many of the framers of the United States (Thomas Jefferson, John Quincy Adams, Benjamin Franklin, Thomas Paine) held a religious belief—deism—that was in stark contrast to the emotional fervor of evangelism.

Ways the Great Awakening impacted the American identity:

- Subsequent awakenings followed throughout the 19th and 20th centuries, evidence of a consistent presence of this brand of Christianity in American culture.
- The Evangelical movement grew and remained a permanent part of American identity, impacting voting blocs up to the present day.
- The Great Awakening created a common identity for Christians in the United States.
- Culture wars that have recurred throughout United States history (slavery, Scopes trial, Civil Rights, abortion, and same-sex marriage, to name a few) are underpinned by evangelical thought.

Give yourself extra points for mentioning the following:

- The appeal to the law of God, rather than on political authority, inspired radical uprisings, including the American Revolution. Jefferson, though a deist, nonetheless referenced the colonists' authority to rebel as given by the "Supreme Judge of the World."
- Many evangelicals (particularly Methodists) held abolitionist views informed by their religious convictions. Conversely, many evangelicals also used their faith to justify the institution of slavery. This same dichotomy existed during the Civil Rights movement of the 20th century.

About the Structure of Your Essay

Begin the essay with some background information to introduce the Great Awakening. Make sure you mention your definition of "American identity" for the purposes of this essay, and include a claim that clearly articulates the impact that this time period had on the American identity. To fully develop your analysis, you want to make sure your body paragraphs connect the people and events from the Great Awakening to a more long-term legacy. You want to show your grader that you understand events from this early period of American history and can see how they affect the country for years to come.

Question 3

This is a nice prompt to work with because you can easily support or refute the prompt by using many of the same examples. Either you can argue that farmers and factory workers DID adapt by pushing for certain changes OR you can simply argue that the solutions farmers and factory workers sought did not come easily; therefore, they did not adapt effectively. Many of these key points can be used for either side of the issue, therefore a good candidate for the "modify" approach. The "modify" approach will allow you to adjust the prompt in your own words to argue a third possible stance, which can pull evidence from both sides of the issue and offer a more nuanced argument.

Farmers

- Thanks to the Homestead Act and the Transcontinental Railroad, Eastern farmers were able to move their cash-crop farming westward. On the flip-side, the Homestead Act attracted so many new farmers that there was a gradual loss of land available for homesteading.
- Farmers started to view agriculture more as a business than as a way of life. Transportation and marketing made farming more lucrative.
- Many farmers readily adopted mechanization to improve overall productivity. On the downside, much of this machinery was bought on credit. (Cue the Grangers and the Populists.)
- Founded in 1867 as a social organization, the Grange established cooperatively owned stores, grain elevators, and warehouses for farming members. Grangers also experimented with cooperative marketing of farm products and cooperative purchasing of seed, fertilizer, machinery, and other commodities.
- Farmers generally supported the Interstate Commerce Act of 1887, which cleaned up some of the corruption in the railroad industry.
- *Munn v. Illinois* likewise regulated railroads as utilities.
- Populists demanded a silver-standard currency in order to increase the amount of money in circulation and prevent deflation. Later, Populists appealed to urban factory workers. Populists "spoke truth to power" by challenging the established two-party system.

Industrial Workers

- The big point here would be labor unions: National Labor Union (1866), Knights of Labor (1869), American Federation of Labor (1886)
- Famous strikes: Molly McGuires (1876), Great Railroad Strike (1877), Haymarket Riot (1886), Homestead (1892), Pullman Strike (1894)
- Children were sent to work in mills and factories to increase family income (an adaptation, though an unfortunate one).
- In the later years of this period, single women entered the paid labor force in increasing numbers, also an adaptation.
- Pullman Strike—a nationwide railroad strike in the United States in the summer of 1894

About the Structure of Your Essay

Whether you decide to support, refute, or modify, start with a broad overview of the Industrial Revolution. Then choose three examples to focus on in more depth. It's okay—in fact, very good—to make brief references to lots of names, dates, and events, but be sure to provide analysis, not just factual data.

Question 4

This essay asks you to delve into U.S. foreign policy in the post–World War I period. You will need to be clear on what our foreign policy was, and then select two or three main examples to explain what influenced our policy. The first thing you need to do in this essay is explain our foreign policy during the 1920s. Contrary to common belief, the United States was not entirely isolationist at that time, although we did refuse to join the League of Nations. Yes, we were fearful of being pulled into another world war, but we did make arrangements with other nations that would advance our interests while also aiming for peace.

Social Issues

- The Red Scare. This was the time of the Palmer raids, rising nativism, a resurgence of the Klan, anti-unionism, and restrictive immigration laws.
- Fundamentalism. You should include the Scopes Monkey Trial and the Prohibition movement, and, of course, Harding's "return to normalcy" pledge, which kicked off the decade.
- Cultural modernism, including women getting the right to vote, a loosening of morals, and the Lindbergh flight
- In terms of the economy, you would have to mention the boom years (1922–1928), which were followed by the stock market crash and the Depression. You should also mention the concepts of consumerism and materialism.
- Because this essay asks you to concentrate on U.S. foreign policy, you need to be sure to connect all these aspects of the social climate with the views toward international involvement. The prevalence of xenophobia during this time obviously influenced the will to involve the United States in the affairs of other countries. The United States was, however, willing to deal with other countries for economic gain, rather than for political or social reasons.

Give yourself extra points for mentioning the following:

- Attorney General A. Mitchell Palmer's raids on suspected radicals, his assistant J. Edgar Hoover, the bombs that went off in the spring of 1919, and the anti-union and antistrike activities of the U.S. government during Palmer's tenure

- The attack on IWW members, the attack on “radical” newspapers and literature, the “100 Percent Americanism” movement, the rise in Klan membership and lynching, the stand taken against feminist demands, and the general xenophobia that gripped the nation
- The trial and execution of two radical immigrants, Sacco and Vanzetti; the Emergency Quota Act of 1921; and the Johnson-Reed Immigration Act of 1924
- Henry Ford and the automobile, leisure-time activities, sports, movies, the “Jazz Age,” and any other subjects

Economic Issues

- Before World War I, the United States had been a debtor nation, and after the war it emerged as a creditor nation, having lent over \$10 billion to the Allies.
- Under the Treaty of Versailles, Germany was required to pay \$30 billion in reparations to the Allies, but was bankrupt and couldn't pay.
- The Dawes Plan of 1924 established a flow of payments from the United States to Germany and from Germany to the Allies.
- Tariff walls resulted in international and domestic economic distress.

Give yourself extra points for mentioning the following:

- The Fordney-McCumber Tariff of 1922 created a high tariff barrier around the United States and resulted in economic dislocation here and abroad.
- Charles Dawes, an American banker, became Coolidge's vice president and was the mastermind behind the Dawes plan. He also won the Nobel Peace Prize for his efforts, even though the plan didn't solve the international economic crisis.
- The United States was not only lending money overseas, but also investing in European industry and in Latin American ventures as well.

Political Ideology

- The three Republican presidents of the 1920s—Harding (1921–1923), Coolidge (1923–1929), and Hoover (1929–1933)—all had pro-business views.
- The Washington Conference of 1921 aimed to promote peace, cut military spending, and endorse world disarmament.
- The Kellogg-Briand Pact renounced war as an instrument of national policy.
- The Republican Congress refused to permit the United States to join the League of Nations and sign the Treaty of Versailles.

Give yourself extra points for mentioning the following:

- The Nine-Power Treaty, the Five-Power Treaty, and the Four-Power Treaty resulted from the Washington Conference and dealt with issues of territorial integrity and disarmament.
- The Harding scandals and his unexpected death in 1923
- Harding's appointments of Hoover as secretary of commerce and Mellon as secretary of the treasury
- Coolidge's attitude toward the economy (“The business of America is business”) and his belief in limited government
- Coolidge's refusal to pay World War I veterans their bonuses early
- Coolidge's veto of the McNary-Haugen Bill of 1928 to help farmers

- Hoover's work during World War I as head of the Food Administration and his campaign against Al Smith of New York in 1928
- Hoover's suggestion that poverty was eliminated and his belief in self-help
- The influence of Henry Cabot Lodge, chairman of the Senate Foreign Relations Committee, on U.S. foreign policy

About the Structure of Your Essay

You would have to begin with an explanation of U.S. foreign policy during the 1920s and follow with a discussion of what influenced this policy. Your essay would then include an analysis of the social, economic, and political pressures of the postwar period, focusing on the two or three main points about which you know the most. In sum, your essay would outline the varying forces that defined our international relations in the 1920s.