

Early Nation

Short Answer

Answer each question with three or four sentences.

1. What were the causes of Shays's Rebellion?
2. How did the Philadelphia convention resolve three contentious political issues: the representation of large and small states, slavery, and state sovereignty?
3. What was Hamilton's vision of the future? What policies did he advocate to achieve it? How was Jefferson's vision different?
4. Why did Jefferson and Madison oppose the programs that Alexander Hamilton proposed during his stint as the U.S. secretary of the treasury?
5. Do you agree with Thomas Jefferson's assessment that the election of 1800 was a revolution? Explain your answer.
6. Why did President George Washington issue a proclamation of neutrality in 1793?
7. Why did easterners leave their communities and move to the trans-Appalachian West in the early nineteenth century?
8. What were the causes of the War of 1812? Where did Republicans and Federalists stand on declaring and then fighting the war?
9. Why did New England Federalists organize the Hartford Convention in 1814? What was the convention's impact on American politics?
10. Did the Americans achieve their goals in the War of 1812?
11. How did republican ideas shape marital relations and expectations?

Essay

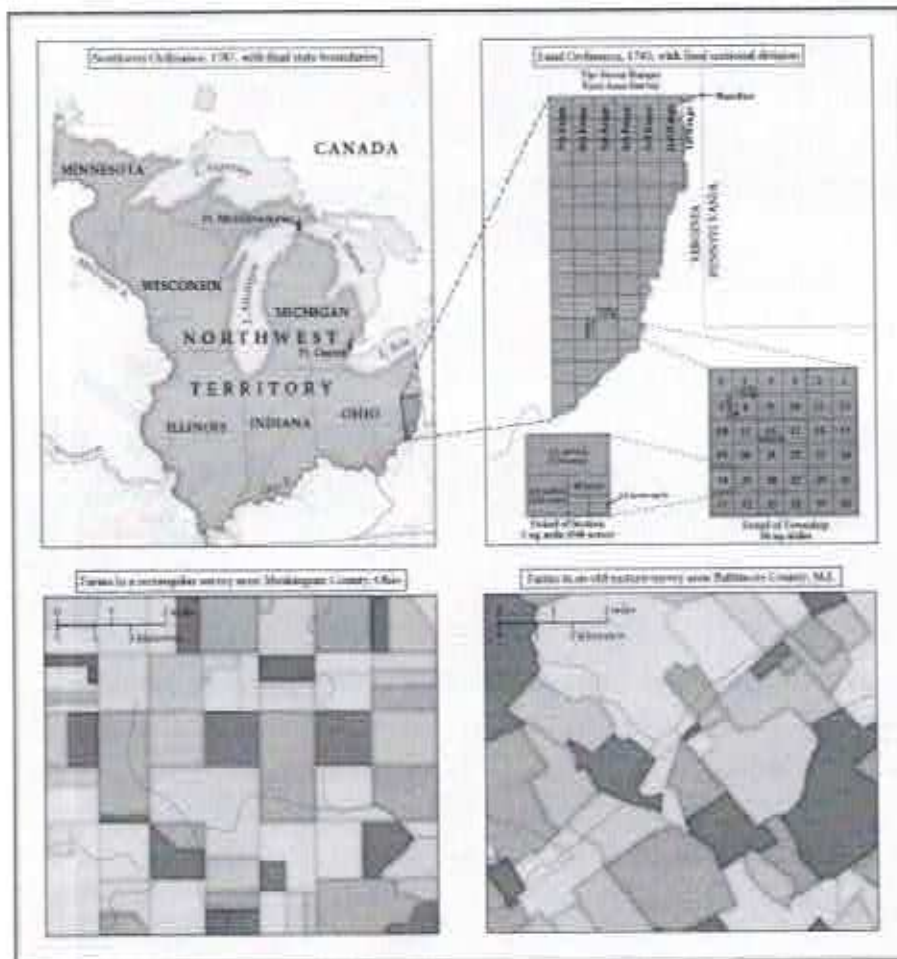
Answer each of the following questions with an essay. Be sure to include specific examples that support your thesis and conclusions.

1. How did the decisions of the Supreme Court between 1801 and 1820 affect the nation's understanding of the Constitution? How did they change American society?

Other

Source-based Multiple Choice

The following questions refer to the following map, "Land Division in the Northwest Territory."



- This map best serves as evidence of
 - the creation of new settlements in the West, with distinctive backcountry cultures.
 - the enactment of policies that began to encourage orderly incorporation of new territories into the nation.
 - the challenges that the United States faced in safeguarding its borders from European powers.
 - states manifesting republican fears of both centralized power and excessive popular influence.
- The map above reflects most directly which of the following continuities in U.S. history?
 - The concept of Manifest Destiny and the sense of a unique national mission
 - The tendency to cling to regional identities
 - Debates over the proper relationship between the federal and state governments
 - The failure to define precisely the relationship between American Indian tribes and the national government

The following questions refer to the following excerpt.

Mr. Martin proposed to vary article 7, sect. 4 so as to allow a prohibition or tax on the importation of slaves. . . [He believed] it was inconsistent with the principles of the Revolution, and dishonorable to the American character, to have such a feature [promoting the slave trade] in the Constitution.

... Mr. [Oliver] Ellsworth [of Connecticut] was for leaving the clause as it stands. Let every state import what it pleases. The morality or wisdom of slavery are considerations belonging to the states themselves. . . .

Col. [George] Mason [of Virginia stated that] this infernal trade originated in the avarice of British merchants. The British government constantly checked the attempts of Virginia to put a stop to it. The Western people are already calling out for slaves for their new lands, and will fill that country with slaves, if they can be got through South Carolina and Georgia. Slavery discourages arts and manufactures. The poor despise labor when performed by slaves. They prevent the immigration of whites, who really enrich and strengthen a country. . . .

Every master of slaves is born a petty tyrant. They bring the judgment of Heaven on a country. As nations cannot be rewarded or punished in the next world, they must be in this. By an inevitable chain of causes and effects, Providence punishes national sins by national calamities. . . . He held it essential, in every point of view, that the general government should have power to prevent the increase of slavery. . . .

Gen. [Charles C.] Pinckney [argued that] South Carolina and Georgia cannot do without slaves. . . He contended that the importation of slaves would be for the interest of the whole Union. The more slaves, the more produce to employ the carrying trade; the more consumption also; and the more of this, the more revenue for the common treasury. . . .

[[POSITION SOURCE LINE AS SHOWN BELOW, INDENTED WITH HANGING INDENT]]
The Records of the Federal Convention of 1787

3. Which of the following resulted most directly from the debate described in the passage above?
 - a. Property qualifications were established for voting and citizenship.
 - b. Greater political democracy was called for in new state and national governments.
 - c. A solution to the slave issue was postponed, setting the stage for recurring conflicts.
 - d. The ideals set forth in the excerpt had reverberations in France, Haiti, and Latin America, inspiring future rebellions.
4. The passage above best serves as evidence of
 - a. continued debates about the proper balance between liberty and order.
 - b. an increased awareness of the inequalities in society.
 - c. the ways in which U.S. policies encouraged western migration.
 - d. debates leading to the creation of political parties.
5. The excerpt quoted above would be most useful to historians analyzing
 - a. the series of compromises worked through to form a national government.
 - b. how calls for greater guarantees of rights resulted in the addition of the Bill of Rights.
 - c. the debates among American political leaders about politics and society, religion and governance.
 - d. why difficulties over trade, interstate relations, and internal unrest led to calls for a stronger central government.

Source-based Multiple Choice

The following questions refer to the following excerpt.

It is universally known that the causes for which we declared war are no obstruction to peace. The practice of blockade and impressment having ceased by the general pacification of Europe, our government is content to leave the principle as it was. . . .

We have no further business in hostility, than such as is purely defensive; while that of Great Britain is to humble or subdue us. The war, on our part, has become a contest for life, liberty and property—on the part of our enemy, of revenge or ambition. . . .

What then are we to do? Are we to encourage him by divisions among ourselves—to hold out the hope of a separation of the states and a civil war—to refuse to bring forth the resources of the country against him? . . . I did think that in a defensive war—a struggle for all that is valuable—that all parties would have united. But it is not so—every measure calculated to replenish the treasury or raise men is opposed [by New England] as though it were determined to strike the “star spangled banner” and exalt the bloody cross. Look at the votes and proceedings of congress—and mark the late spirit . . . that existed in Massachusetts, and see with what unity of action every thing has been done [by New England] to harass and embarrass the government. . . .

To conclude—why does the war continue? It is not the fault of the government—we demand no extravagant thing. I answer the question, and say—*it lasts because Great Britain depends on the exertions of her “party” in this country to destroy our resources, and compel “unconditional submission.”*

Thus the war began, and is continued, by our divisions.

Hezekiah Niles, *Niles’ Weekly Register*, January 28, 1815.

6. The passage above best serves as evidence of
 - a. public debates about territorial expansion.
 - b. U.S. attempts to dominate the North American continent.
 - c. resistance from state governments in response to federal attempts to assert authority.
 - d. the nation’s transformation into a more participatory democracy through the creation of various political parties.

7. Which of the following debates or movements in the nineteenth century and early twentieth century represents a parallel to the issues described in the excerpt above?
 - a. The considerable home front opposition faced by both the Union and the Confederacy as they mobilized to wage the Civil War
 - b. The rise of an often violent nativist movement, aimed at limiting immigrants’ influence and power
 - c. The highly visible campaign that abolitionists mounted against slavery
 - d. Questions about America’s role in the world, argued between imperialists and anti-imperialists

8. During the period from 1800 to 1820, the arguments described in the excerpt above created the strongest divisions between the:
 - a. North and the Midwest.
 - b. South and the Midwest.
 - c. Democrats and the Whigs.
 - d. Federalists and the Democratic Republicans.

The following questions refer to the following 1812 cartoon by artist William Charles, “A scene on the frontiers as practiced by the humane British and their worthy allies!”



"Bring me the scalps, and the King our master will reward you," says the British officer in the cartoon. The verse at the bottom urges "Columbia's Sons" to press forward their attacks; otherwise, "The Savage Indian with his Scalping knife, / Or Tomahawk may seek to take your life."
Library of Congress

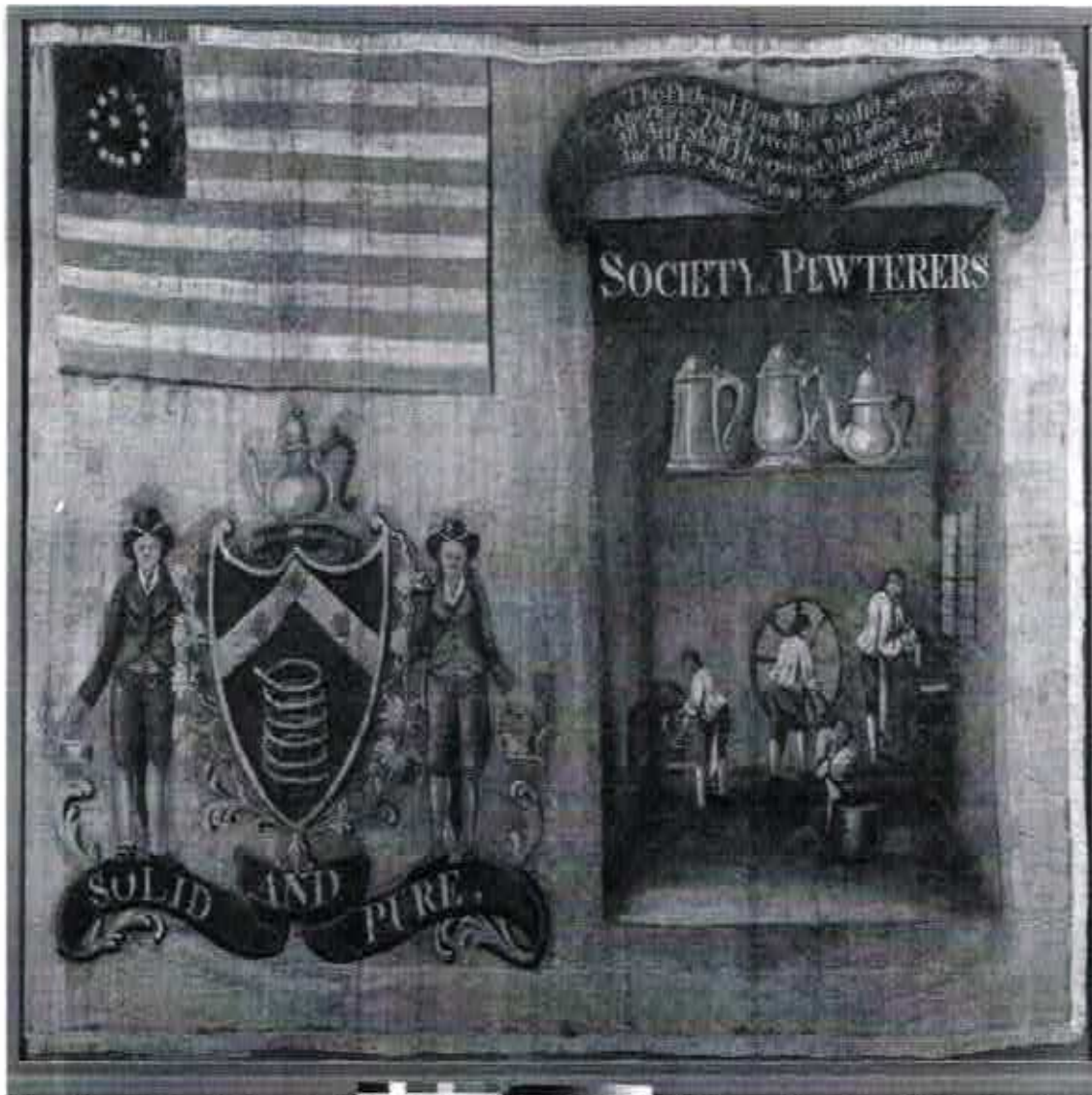
9. Which of the following groups would be most likely to support the perspective of this cartoon?
 - a. Federalists
 - b. The British
 - c. Midwestern whites
 - d. American Indian tribes

10. The controversy highlighted in the cartoon above led most directly to
 - a. regional interests trumping national concerns.
 - b. expansion efforts and a sequence of wars.
 - c. the creation of an independent U.S. global presence.
 - d. attempts at national compromise.

Source-based Multiple Choice

Choose the letter of the best answer.

The following questions refer to the banner of the Society of Pewterers of New York City, carried in the Federal Procession, July 23, 1788, celebrating the ratification of the U.S. Constitution.



The ribbon at top right reads, "The Federal Plan Most Solid & Secure/Americans Their Freedom Will Endure/All Art Shall Flourish in Columbia's Land/And All her Sons Join as One Social Band."

© Collection of the New York Historical Society, USA/The Bridgeman Art Library.

11. The ideas expressed in the image above most clearly show the influence of
 - a. the creation of political parties to promote the agendas of various regional interest groups.
 - b. radical and populist movements pushing more extensive reforms.
 - c. the Market Revolution's widening of the gap between the emerging middle and working classes.
 - d. the development of a culture reflecting the interests of an emerging urban middle class.

12. At the time of the image's creation, which of the following groups would most likely have supported the views expressed by this banner?
 - a. Abolitionists
 - b. Free African Americans
 - c. Federalists

d. Democratic Republicans

The following questions refer to Map 8.3, "The Missouri Compromise, 1820–1821."



13. The issues highlighted in the map above led most directly to
- a truce over the issue of slavery.
 - a sequence of wars to control American Indian populations.
 - a debate about whether to expand into new territories.
 - U.S. interest in increasing foreign trade.
14. Which of the following actions or events from the middle of the nineteenth century compares most closely to the events that this map describes?
- The *Dred Scott* decision
 - The Kansas-Nebraska Act
 - The U.S. victory in the Mexican-American War
 - The regional economic specialization that fueled the internal slave trade