

SAQ Practice Sets

The 2021 Digital Exam will include five SAQs and no LEQ. The first three will follow multiple choice in section 1, and the last two will follow the DBQ in section 2. SAQs will account for a total of 35% of the exam score.

Section I, Part B: Short Answer

3 Questions | 40 Minutes | 21% of Exam Score

- Students analyze historians' interpretations, historical sources, and propositions about history.
- Questions provide opportunities for students to demonstrate what they know best.
- Questions include texts, images, graphs, or maps.
- Students answer **3 required questions**, each one focusing on a different time period:
 - **Question 1 includes primary source text, and focuses on historical developments or processes between the years 1491 and 1980.**
 - **Question 2 includes a map source, and focuses on historical developments or processes between the years 1754 and 1980.**
 - **Question 3 includes a primary source image, and focuses on historical developments or processes between the years 1491 and 2001.**

Short Answer Questions

Recommended time: 40 Minutes | 14% of Exam Score

- **Students analyze historians' interpretations, historical sources, and propositions about history.**
- **Questions provide opportunities for students to demonstrate what they know best.**
- **Students answer 2 required questions, each one assessing historical developments or processes between the years 1754 and 1980 and with each one focusing on a different time period:**
 - **Question 2 includes a source with a data set (such as a chart, table, or graph).**
 - **Question 3 includes secondary source texts.**

SAQ #1 – Primary Source

***The Saturday Evening Post*, “Self-Preservation,” 1920**

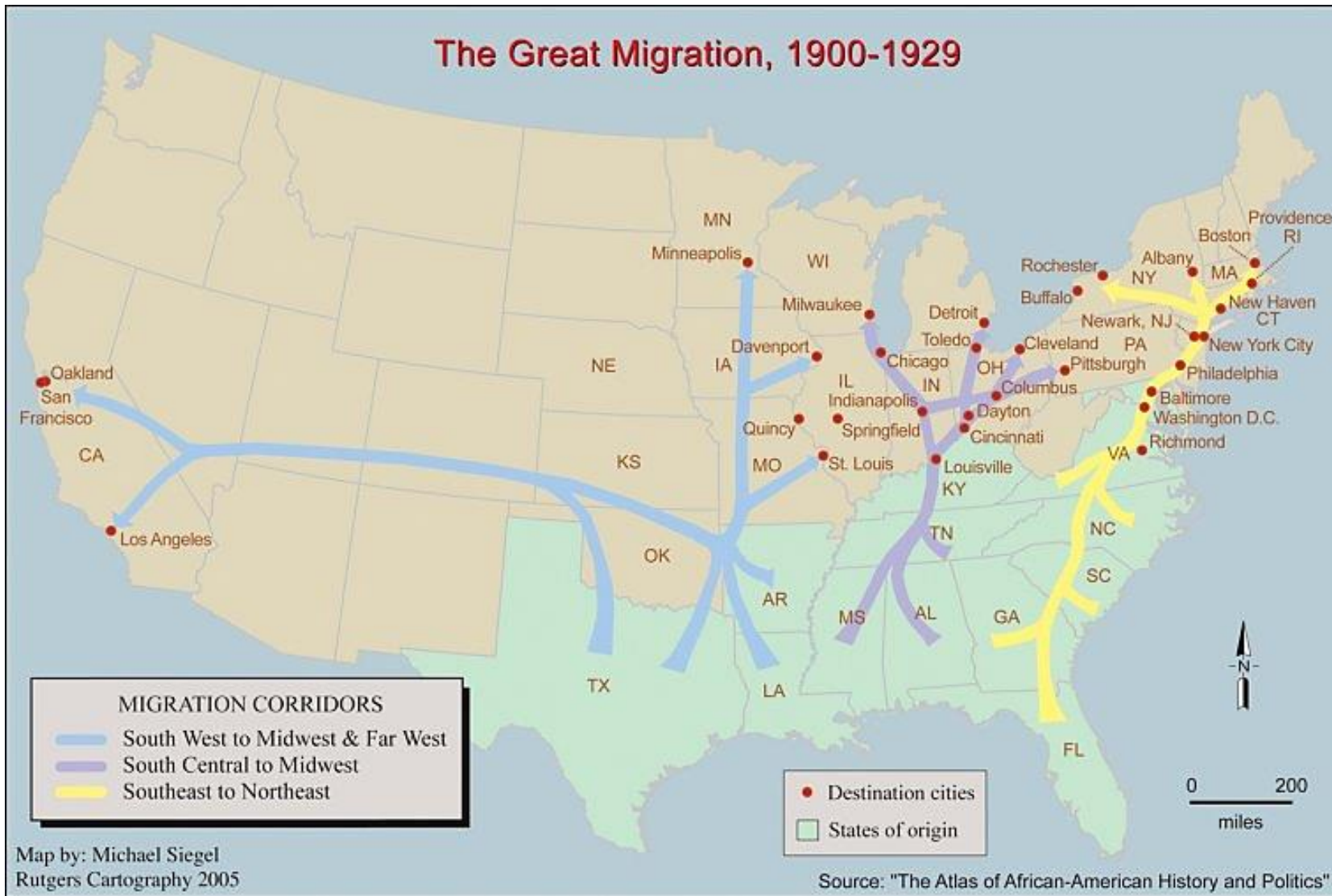
Deportation and immigration are the two great questions before us. We have made a good start at the first, but it will be useless to continue deportations unless we are prepared to take equally drastic actions on immigration. Those aliens who deplore our individualistic, capitalistic system are preparing to come over here by the hundred thousand to enjoy our benefits and if possible to join with their fellows already here to short-cut to fortune by confiscating our capital.

We must rid our minds of the notion that America is some kind of world institution for the care of nuts; that Americans have no rights that her guests are bound to respect; that her citizenship is open to anyone to accept or reject as his own whims and interests dictate; that men who cannot speak our language have a God-given right to tell us where to get off; that we can make a few passes over anyone regardless of race and presto! An American; or that we can keep ceaselessly dividing with the whole world and have as much as we had before.

People talk to these immigrants from Russia, from Hungary, from the Balkans, as if they need to become Americanized is to learn not to keep coal in the bathtub and to be taught a little pushcart English. They see the Negro problem; but they cannot grasp the Russian problem. They do not understand that many of these alien peoples are temperamentally and racially unfitted for easy assimilation; that they are living in an age two or three centuries behind ours. They are white, they can read a few lines, and they have a few dollars- so in we come. We need three generations to educate, to crossbreed with western strains and to assimilate a large number of those that we have here now.

Address the three prompts using your 3-step strategy.

- a. Briefly explain the author’s point of view.
- b. Identify and explain ONE specific development in the 1920’s that reflects the arguments presented in the article.
- c. Briefly explain how the development you explained in part b. compares to ONE of the following: Dawes Severalty Act, Chinese Exclusion Act, *Plessy v. Ferguson*.



SAQ#2 – Map

- Briefly explain ONE reason for the migration illustrated on the map.
- Briefly explain ONE specific development during the 1920's that resulted from the migration illustrated on the map.
- Briefly explain ONE specific development beyond the 1920's that resulted from the migration illustrated on the map.

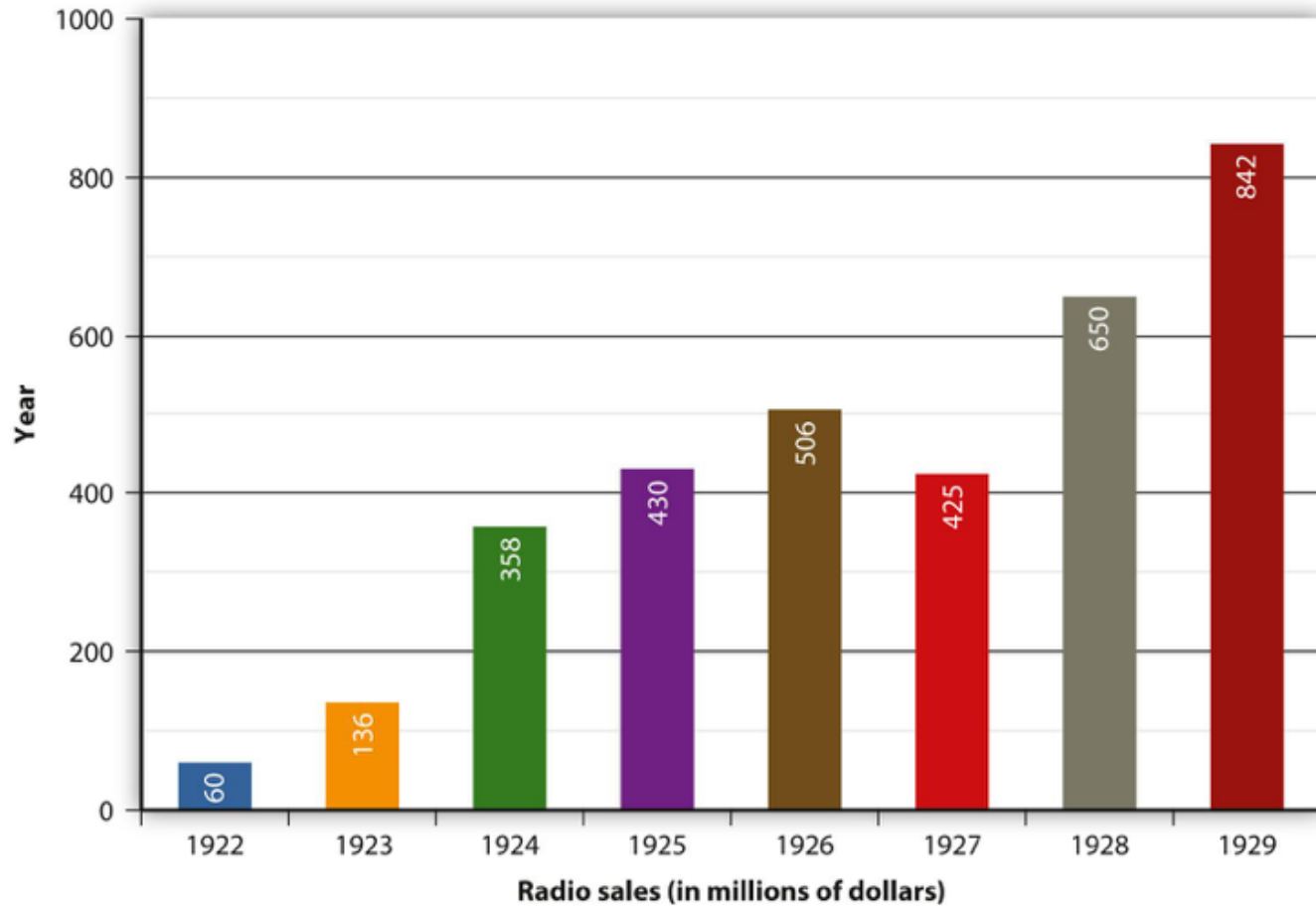
SAQ#3 – Image



HOW TO KEEP THE CAT AND
GET RID OF THE COOTIES?

—Morris for the George Matthew Adams Service.

- Briefly explain the artist's perspective regarding prohibition in the 1920's.
- Briefly explain ONE historical development that led to the issue illustrated in the image.
- Briefly explain ONE way the development illustrated in the image was challenged from 1918-1933.



SAQ #5 - Chart

- Briefly explain how the development illustrated in the chart reflects changing culture in the United States during the 1920s.
- Identify and explain ONE additional development during the 1920s that also supports your answer in part a.
- Briefly explain how ONE of the following had a similar impact on the United States to the development illustrated in the chart : telegraph, telephone, television.

SAQ #6 – Secondary Source

“Most (Progressive Era reformers) lived and worked in the midst of modern society and accepting its major thrust drew both their inspiration and their programs from its specific traits... They prized their organizations... as sources of everyday strength, and generally they also accepted the organizations that were multiplying about them... The heart of progressivism was the ambition of the new middle class to fulfill its destiny through bureaucratic means.”

- Robert H. Wiebe, historian, *The Search for Order, 1877-1920*, published in 1967

“Women’s collective action in the Progressive era certainly expressed a maternalist ideology (a set of ideas that women’s roles as mothers gave them a responsibility to care for society as well)... But it was also sparked by a moral vision of a more equitable distribution of the benefits of industrialization... Within the political culture of middle-class women, gender consciousness combine with an awareness of class-based injustices, and talented leaders combined with grassroots activism to produce an impressive force for social, political, and economic change.”

- Kathryn Kish Sklar, historian, “The Historical Foundations of Women’s Power in the Creation of the Welfare State,” *Mothers of a New World*, 1993

- Briefly explain ONE major difference between Wiebe’s and Sklar’s historical interpretations of progressivism.
- Identify one specific event from the Progressive Era not mentioned in the excerpts that supports Sklar’s point of view.
- Identify one specific event from the 1920’s that illustrates a continuity from Progressive Era to the Roaring Twenties consistent with Sklar’s view.

SAQ #1 – Primary Source

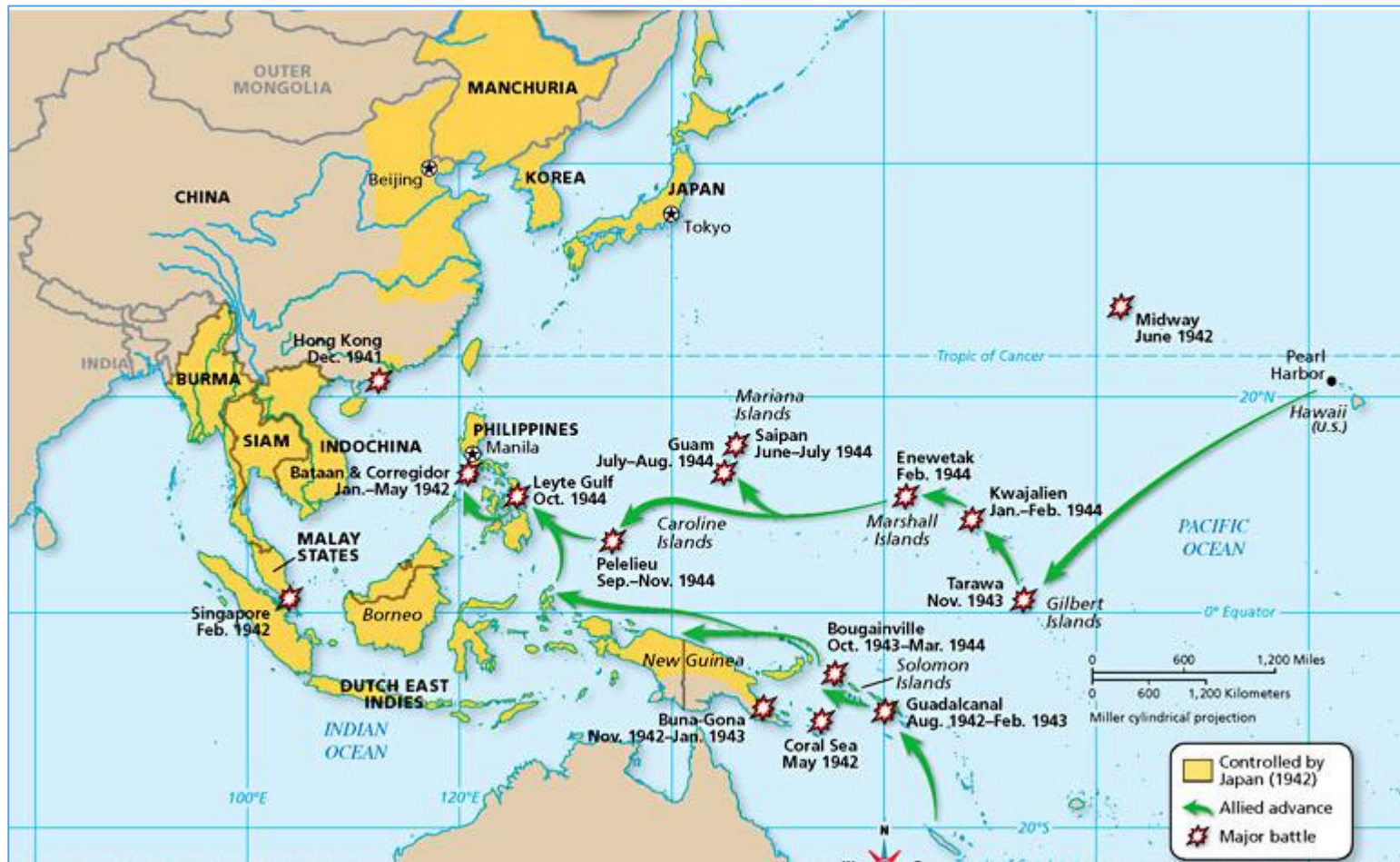
Source: U.S. DEPARTMENT OF STATE, NEUTRALITY ACT, 1937

“...That upon the outbreak or during the progress of war between, or among, two or more foreign states, the President shall proclaim such fact, and it shall thereafter be unlawful to export arms, ammunition, or implements of war from any place in the United States, or possessions of the United States, to any port of such belligerent states, or to any neutral port for transshipment to, or for the use of, a belligerent country...

... Whenever, during any war in which the United States is neutral, the President shall find that the maintenance of peace between the United States and foreign nations, or the protection of the lives of citizens of the United States, or the protection of the commercial interests of the United States and its citizens, or the security of the United States requires that the American citizens should refrain from traveling as passengers on the vessels of any belligerent nation, he shall so proclaim, and thereafter no citizen of the United States shall travel on any vessel of any belligerent nation except at his own risk, unless in accordance with such rules and regulations as the President shall prescribe...”

Address the three prompts using your 3-step strategy.

- a. Briefly explain the purpose of the neutrality act.
- b. Identify and explain ONE specific development from 1937-1945 that reflects the historical situation surrounding the act.
- c. Briefly explain how the development you explained in part b. compares to ONE of the following: The War of 1812, The First World War, The Persian Gulf War



SAQ #2 – Map

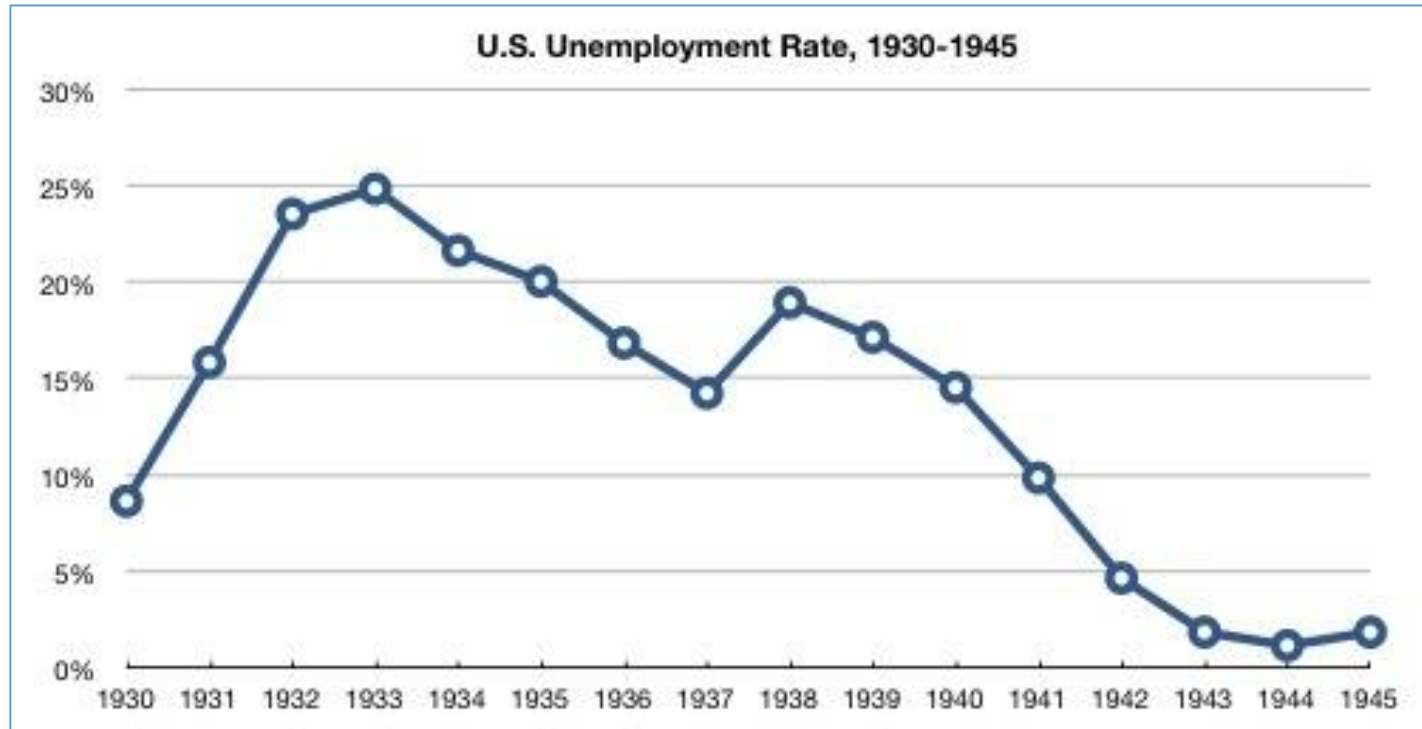
- Briefly explain the historical situation surrounding the development illustrated on the map.
- Briefly explain ONE specific development during the 1940's that resulted from the actions illustrated on the map.
- Briefly explain ONE specific development beyond the 1940's that resulted from the actions illustrated on the map.



SAQ #3 – Image

Source: illustrated by Bernard Perlin, 1943; OWI Poster No. 26

- Briefly explain the artist's perspective regarding the events of 1941-1945.
- Briefly explain ONE historical development that led to the event illustrated in the image.
- Briefly explain ONE way the development illustrated in the image impacted United States foreign policy following 1945.



SAQ #5 – graph or chart

- a. Briefly explain how the data recorded in the chart reflects the events of the 1930s.
- a. Identify and explain ONE way the United States government responded during the 1930's to the development recorded in the chart.
- b. Briefly explain ONE reason for the difference between 1933 percentage and 1941 percentage.

SAQ #6 – Secondary Source

Source A: Dr. Anderson, “FDR’s Executive Order 8802,” 2005

African Americans had protections under the Constitution during Reconstruction, yet racist, segregationists were determined to dismantle those progressive measures. With the desegregation of war industries prior to our entry into the Second World War, at least some progress was made. However, when African Americans went to fight in the war, they were segregated and treated below the status of captured Nazi and Japanese soldiers.

Source B: Dr. Richardson, “Horrible Executive Order 9066,” 2010

It was amazing that with a stroke of a pen and no official act of Congress, President Franklin Roosevelt directed the removal of Japanese-Americans [and those of Japanese descent without citizenship as well as Italians and Germans] from the West Coast, forcing them into armed camps. This was the nearly complete removal of civil rights. This was the worst example of several in United States history where Presidents reduced civil liberties in times of war, in the name of national security.

Using your knowledge of history and your analysis of the excerpts, answer the following questions.

- Briefly explain ONE way the two executive orders are similar in their point of view.
- Briefly explain ONE way the two executive orders are different in their point of view.
- Briefly explain how ONE of the following compares or connects to source B: Chinese Exclusion Act, Sedition and Espionage Acts during WWI, Quota Laws of the 1920’s

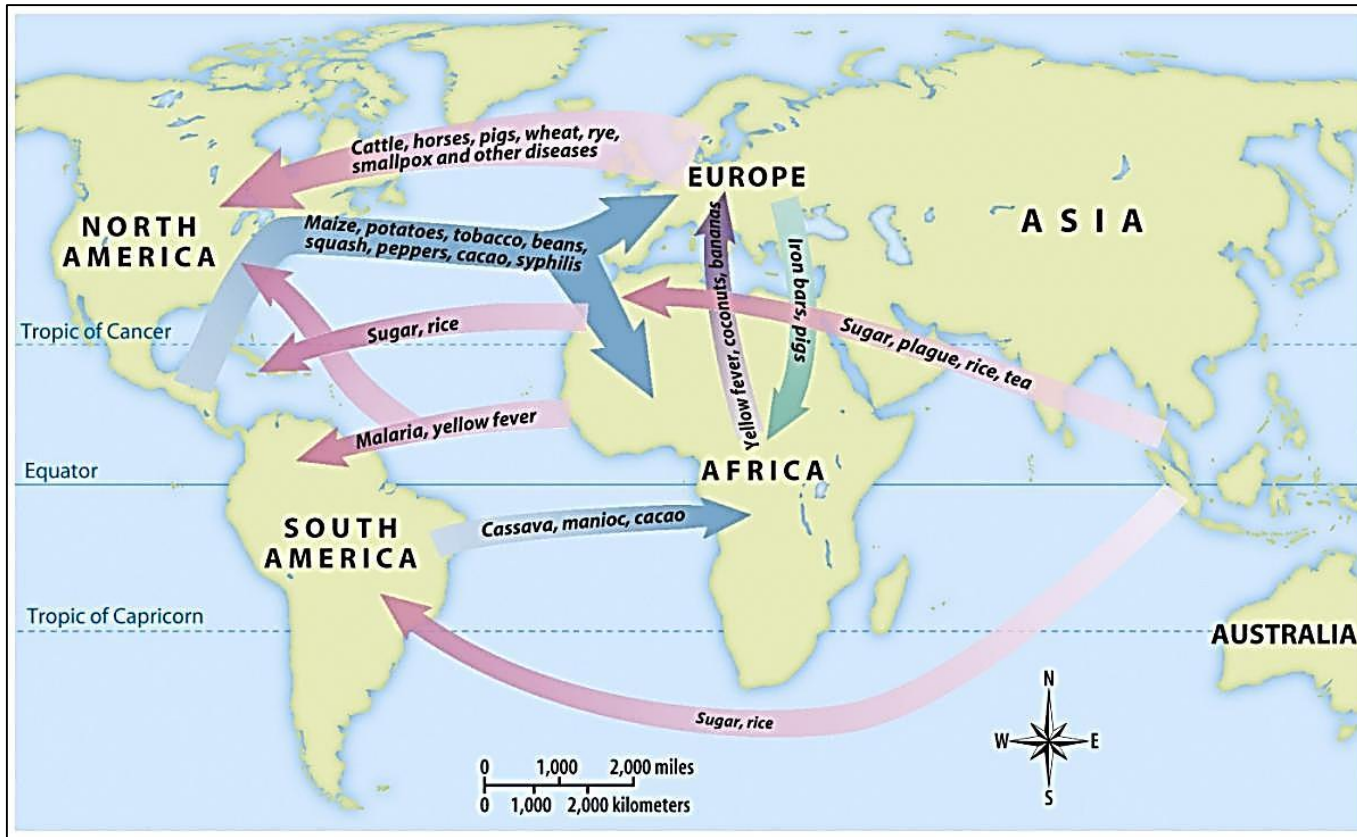
SAQ #1 – Primary Source

Source: Benjamin Franklin, “Reasons and Motives...,” 1754

The assemblies of six (out of seven) colonies applied to, had granted no assistance to Virginia, when lately invaded by the French, though purposely convened, and the importance of the occasion earnestly urged upon them: Considering moreover, that one principal encouragement to the French, in invading and insulting the British American dominions, was their knowledge of our disunited state, and of our weakness arising from such a want of union;... the said Commissioners, considering also present encroachments of the French, and the mischievous consequences that may be expected from them, if not opposed with our force, came to an unanimous resolution, That an union of the colonies is absolutely necessary for their preservation.

Address the three prompts using your knowledge of history and analysis of the document.

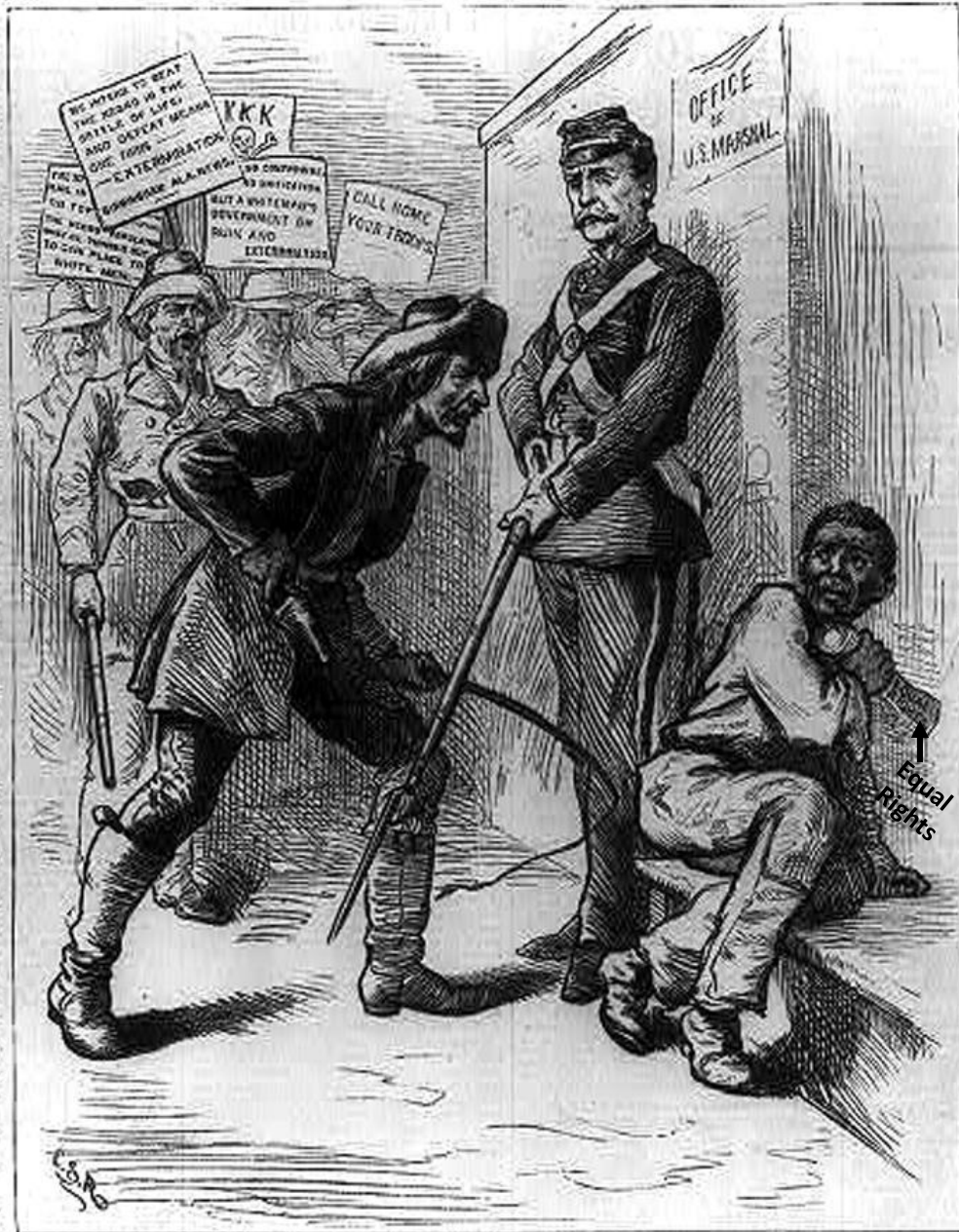
- Briefly explain the author’s point of view regarding the British North American colonies.
- Identify and explain ONE way the development discussed in the document impacted the British North American colonies from 1754-1763.
- Briefly explain how the developmental impact you explained in part b. compares to ONE of the following: The United States War for Independence, The Louisiana Purchase, The Second World War



SAQ #2 – Map

Using the above document and your knowledge of U.S. History, answer a, b, and c.

- a. Briefly explain ONE cause of the development illustrated in the map above.
- b. Briefly explain how ONE of the items on the map impacted Native Americans.
- c. Briefly explain how the development illustrated in the map impacted Europeans.



SHALL WE CALL HOME OUR TROOPS?

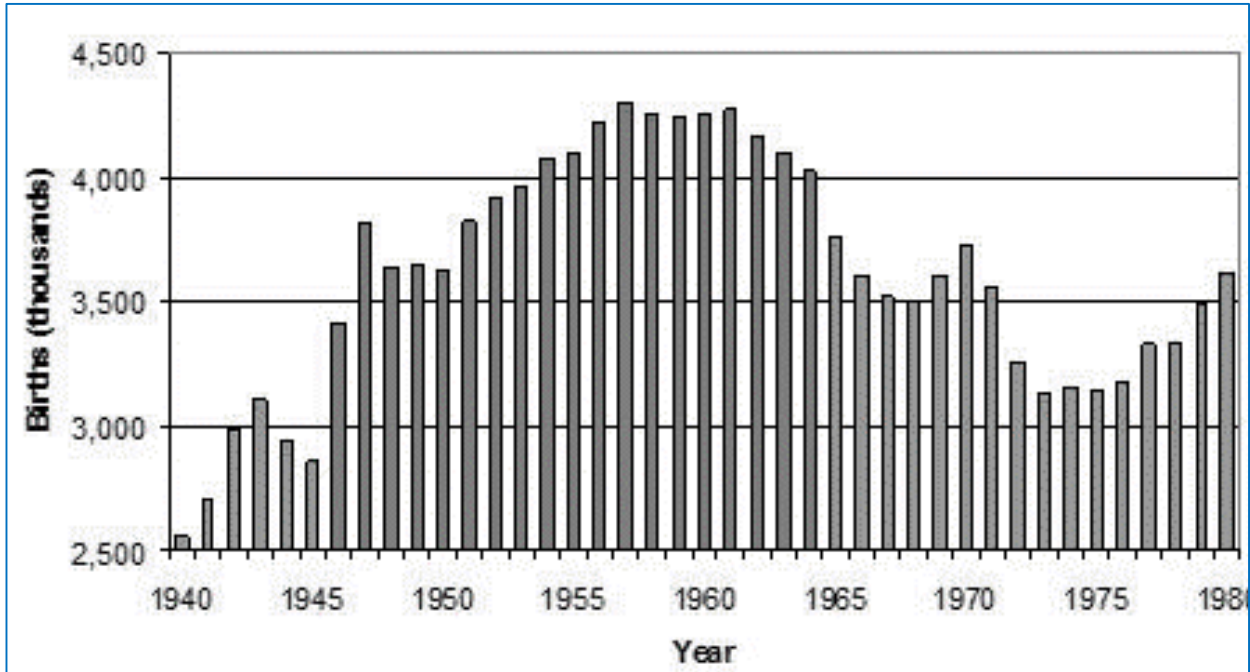
"We intend to beat the Negro in the battle of life, and defeat means one thing—EXTERMINATION."—Savannah (Globe) News.

SAQ #3 – Image

Source: "Shall We Call Home Our Troops? We Intend to Beat the Negro in the Battle of Life & Defeat Means One Thing — Extermination," 1875

- Briefly explain the historical situation of the events illustrated in the image.
- Briefly explain the artist's perspective regarding the events described in part a.
- Briefly explain how ONE of the following compares to the historical development illustrated in the image:
Dred Scott v. Sandford (1857), *Plessy v. Ferguson (1896)*, *Brown v. Board of Education (1954)*

Source: United States Births (thousands): 1940-1980



SAQ #5 – graph or chart

Using your knowledge of history and the information in the chart, address the following:

- Briefly explain how the data recorded in the chart reflects the American culture in the 1950s.
- Identify and explain ONE cause for the change in births from 1945-1950.
- Identify and explain ONE way the development recorded in the chart affected American culture in the 1960s.

SAQ #6 – Secondary Source

Source: “Spanish Missions, Cultural Conflict, and the Pueblo Revolt of 1680,” 1975, Henry Warner Bowden

“...The fighting of 1680 caught the Spanish by surprise, and their evacuation left the Indians free to follow pre-contact standards of conduct as they wished. There was an abortive attempt to reconquer the land in 1682, but for the better part of fifteen years the Pueblos had little molestation from soldiers or friars. New Mexico was conquered again by 1696, and Indian resistance took new forms... The cultural antagonism between Spaniard and Pueblo had fundamentally religious roots, and an adequate understanding of the 1680 hostilities must give them priority.”

Using your knowledge of history as well as your interpretation of the source above, answer the questions in complete sentences.

- a. Briefly explain the author’s point of view regarding the Pueblo Revolt.
- b. Identify and explain how ONE piece of outside evidence not present in the passage explains why the Pueblo Revolt occurred.
- c. Briefly explain how the historical situation surrounding the event discussed in the excerpt compares to ONE of the following: Metacom’s War (King Phillip’s War), Indian Removal Act, Reservation System.

Source: excerpt from "Okie from Muskogee"
by Merle Haggard, 1969

1 We don't smoke marijuana in Muskogee;
2 An' we don't take our trips on LSD.
3 We don't burn our draft cards down on Main Street;
4 Cause we like livin' right, an' bein' free.

5 We don't make a party out of lovin';
6 But we like holdin' hands and pitchin' woo;
7 We don't let our hair grow long and shaggy,
8 Like the hippies out in San Francisco do.

9 And I'm proud to be an Okie from Muskogee,
10 A place where even squares can have a ball.
11 We still wave 'Old Glory' down at the courthouse,
12 And white lightnin's still the biggest thrill of all.

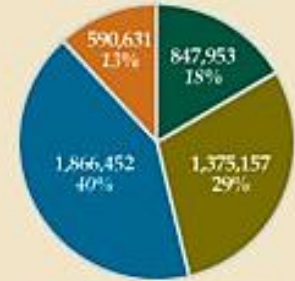
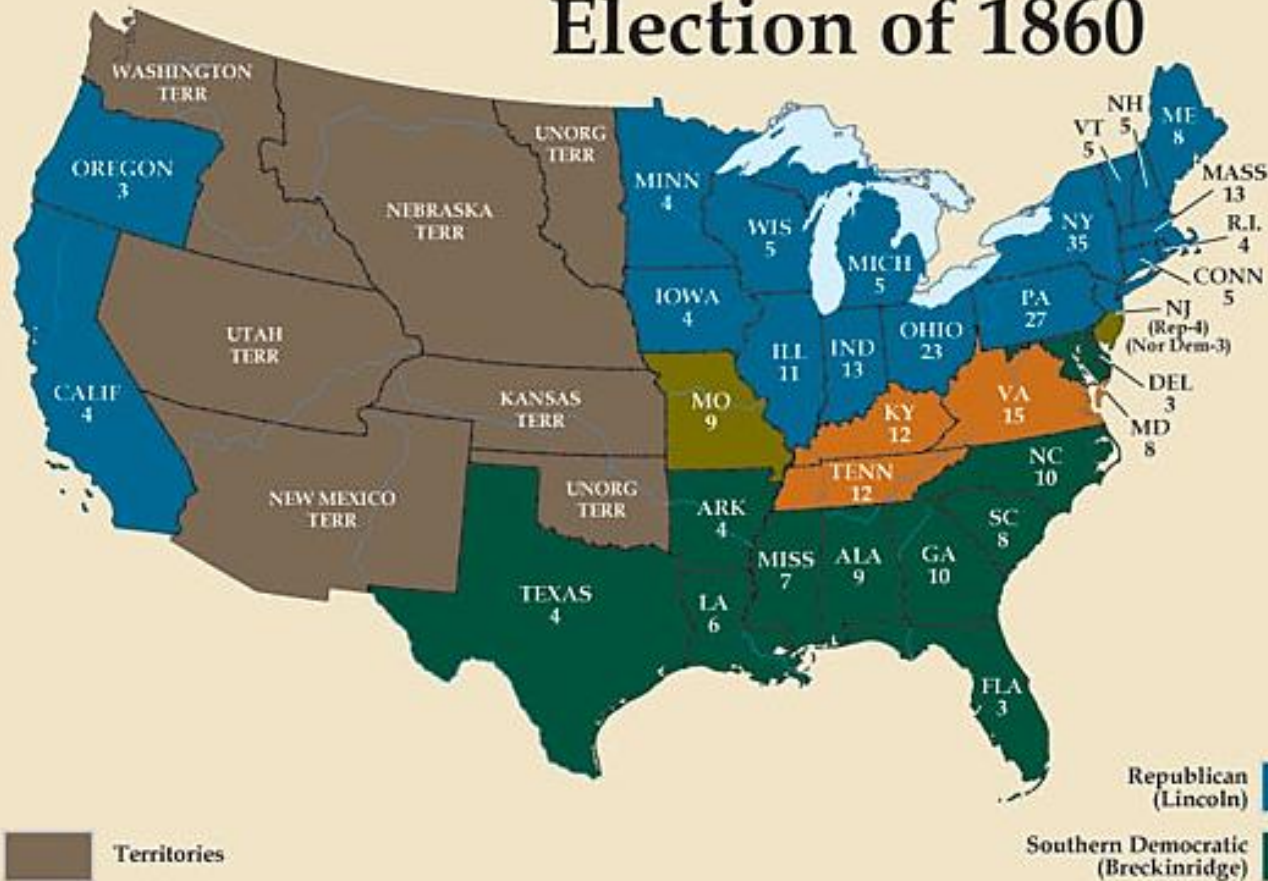
13 Leather boots are still in style for manly footwear;
14 Beads and Roman sandals won't be seen.
15 An' football's still the roughest thing on campus,
16 And the kids there still respect the college dean.

SAQ #1 – Primary Source

Using your knowledge of history and analysis of the document, address the following prompts in complete sentences.

- Briefly explain the author's point of view regarding social activism.
- Briefly explain how ONE of the following lines/phrases illustrate societal conflict: 3-4, 5-6, 15-16.
- Briefly explain ONE cause for the conflict you identified in part b.

Election of 1860



Republican (Lincoln) ■ Constitutional Union (Bell) ■
 Southern Democratic (Breckinridge) ■ Northern Democratic (Douglas) ■

SAQ #2
—
Map

Source: Election of 1860 results, msu.edu

Using the above document and your knowledge of U.S. History, answer a, b, and c. Write in complete sentences.

- Briefly explain ONE difference between the Republican Party and Democrat Party in 1860.
- Briefly explain ONE way the development illustrated in the map impacted the United States.
- Briefly explain how the development illustrated in the map was similar to or different from ONE of the following: Election of Thomas Jefferson (1800), Election of Andrew Jackson (1828), Election of Ronald Reagan (1980).

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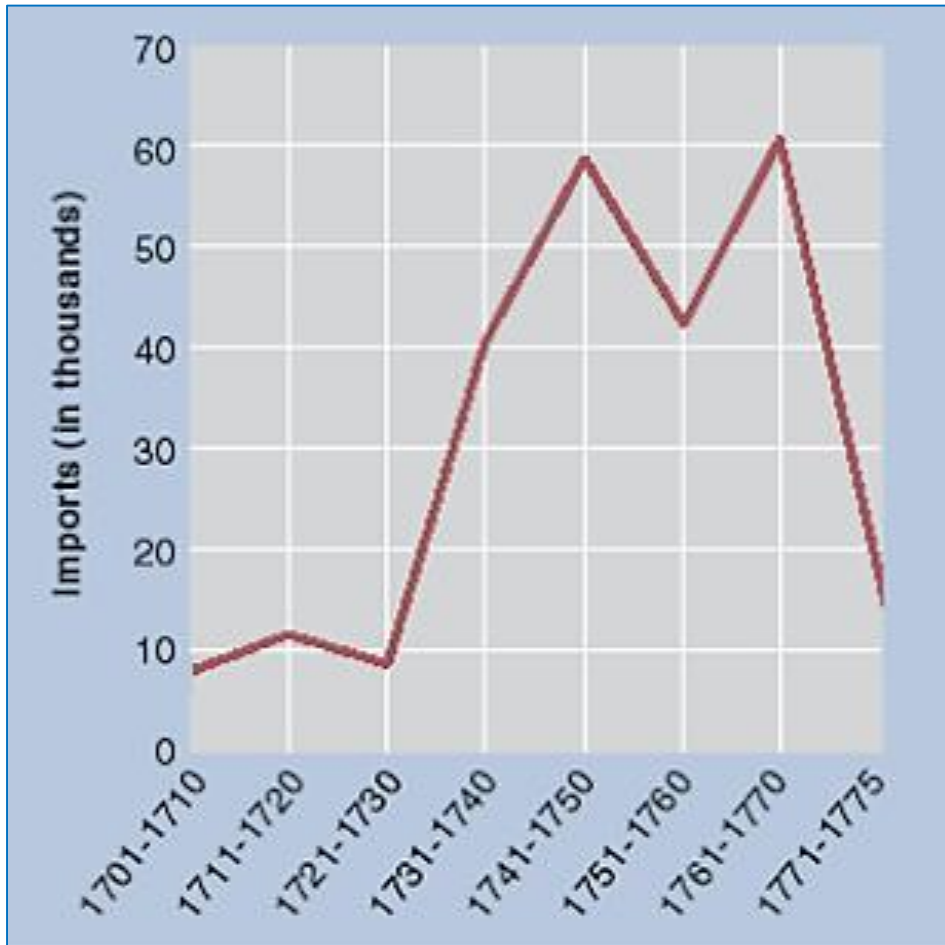
THE LION-TAMER

SAQ #3 – Image

Source: “The Lion-Tamer,” William Allen Rogers, *Harper’s Weekly*, 1904

- Briefly explain the historical situation of the events illustrated in the image.
- Briefly explain the artist’s perspective regarding the situation discussed in part a.
- Briefly explain how ONE of the following is similar to or different from the historical situation illustrated in the image:
People’s Party (Populists), the New Deal, the Great Society

Source: R.C. Simmons, *The American Colonies*, Slaves imported into the American colonies, 1976



SAQ #5 – graph or chart

- Using your knowledge of history and the information in the chart, address the following prompts in complete sentences.
- Briefly explain how the data recorded in the chart reflects the North American colonial economies.
 - Identify and explain ONE reason for the change depicted between 1701 & 1750.
 - Identify and explain ONE way the development recorded in the chart affected American identity in 1776.

SAQ #6 – Secondary Source

Source A: Martin Luther King, 1967

“. . . it became clear to me that the war was doing far more than devastating the hopes of the poor at home. It was sending their sons and their brothers and their husbands to fight and die in extraordinarily high proportions relative to the rest of the population. We were taking the black young men who had been crippled by our society and sending them eight thousand miles away to guarantee liberties in Southeast Asia which they had not found in southwest Georgia and East Harlem.”

Source B: Richard Nixon, Address to the Nation, 1969

“I know it may not be fashionable to speak of patriotism or national destiny these days. But I feel it is appropriate to do so on this occasion. . . . Let historians not record that when America was the most powerful nation in the world we passed on the other side of the road and allowed the last hopes for peace and freedom of millions of people to be suffocated by the forces of totalitarianism. And so tonight to you, the great silent majority of my fellow Americans, I ask for your support. . . . Let us be united for peace. Let us also be united against defeat. Because let us understand: North Vietnam cannot defeat or humiliate the United States. Only Americans can do that.”

Using your knowledge of history as well as your interpretation of the excerpts above, address the following prompts in complete sentences.

- a. Briefly explain the historical situation surrounding the event discussed in the excerpts.**
- b. Briefly explain ONE way Martin Luther King’s point of view compares to President Nixon’s.**
- c. Briefly explain how ONE event or policy not mentioned in either source from 1950-1975 supports either King or Nixon’s point of view.**

SAQ #1 – Primary Source

Source: Declaration of Sentiments, 1848, Seneca Falls Convention

“When, in the course of human events, it becomes necessary for one portion of the family of man to assume among the people of the earth a position different from that which they have hitherto occupied, but one to which the laws of nature and of nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes that impel them to such a course. We hold these truths to be self-evident: that all men and women are created equal...
...when a long train of abuses and usurpations, pursuing invariably the same object, evinces a design to reduce them under absolute despotism, it is their duty to throw off such government, and to provide new guards for their future security. Such has been the patient sufferance of the women under this government...
...The history of mankind is a history of repeated injuries and usurpations on the part of man toward woman, having in direct object the establishment of an absolute tyranny over her. To prove this, let facts be submitted to a candid world.”

Using your knowledge of history and analysis of the document, address the following prompts in complete sentences.

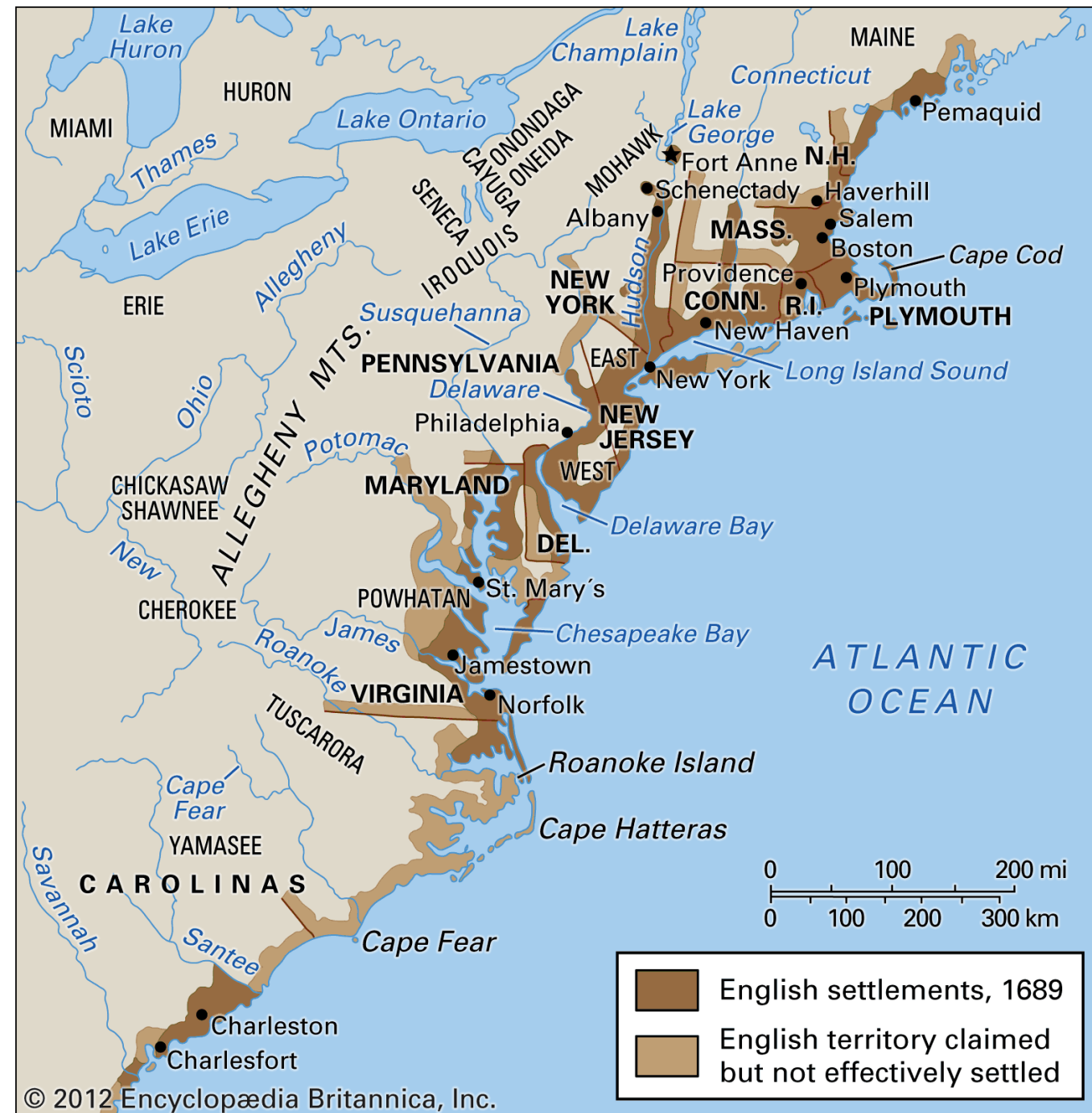
- a. Briefly explain the purpose of the document.**
- b. Identify and explain one piece of historical evidence prior to 1848 that illustrates the need for such a convention.**
- c. Briefly explain how this development in 1848 is similar to or different from ONE of the following: Republican Motherhood, Cult of Domesticity, 19th Amendment.**

SAQ #2 – Map

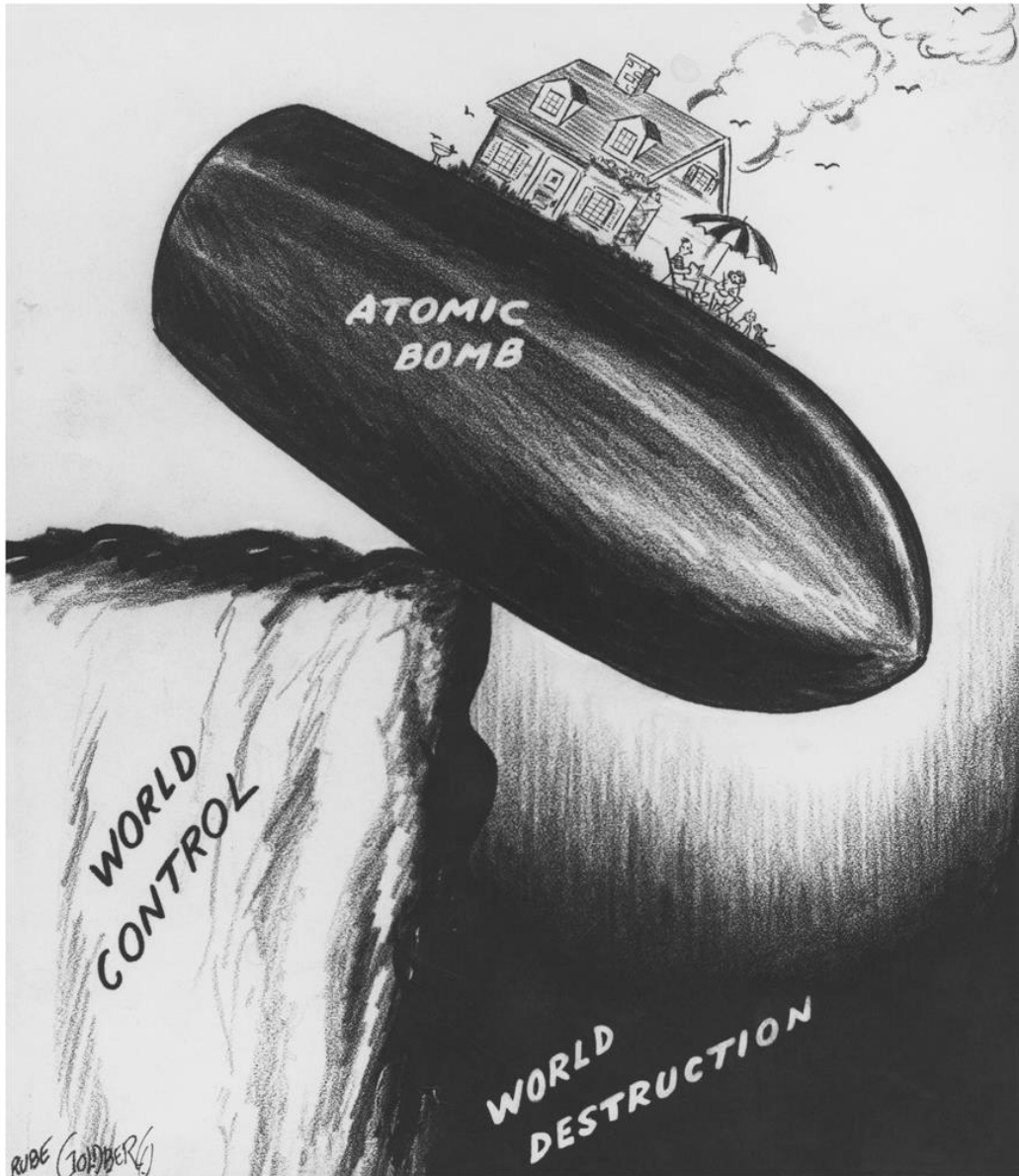
Source: English colonies and Native territories in 17th-century North America, Encyclopedia Britannica

Using the document and your knowledge of U.S. History, answer a, b, and c. Write in complete sentences.

- Briefly explain ONE reason for the development depicted on the map
- Briefly explain ONE result from the development depicted on the map.
- Briefly explain how the development illustrated on the map relates to ONE of the following: Seven Years War (French and Indian War, 1754-1763), Indian Removal Act (1830), American Reservation System



Source: "Peace Today," *New York Sun*, Rube Goldberg, 1947



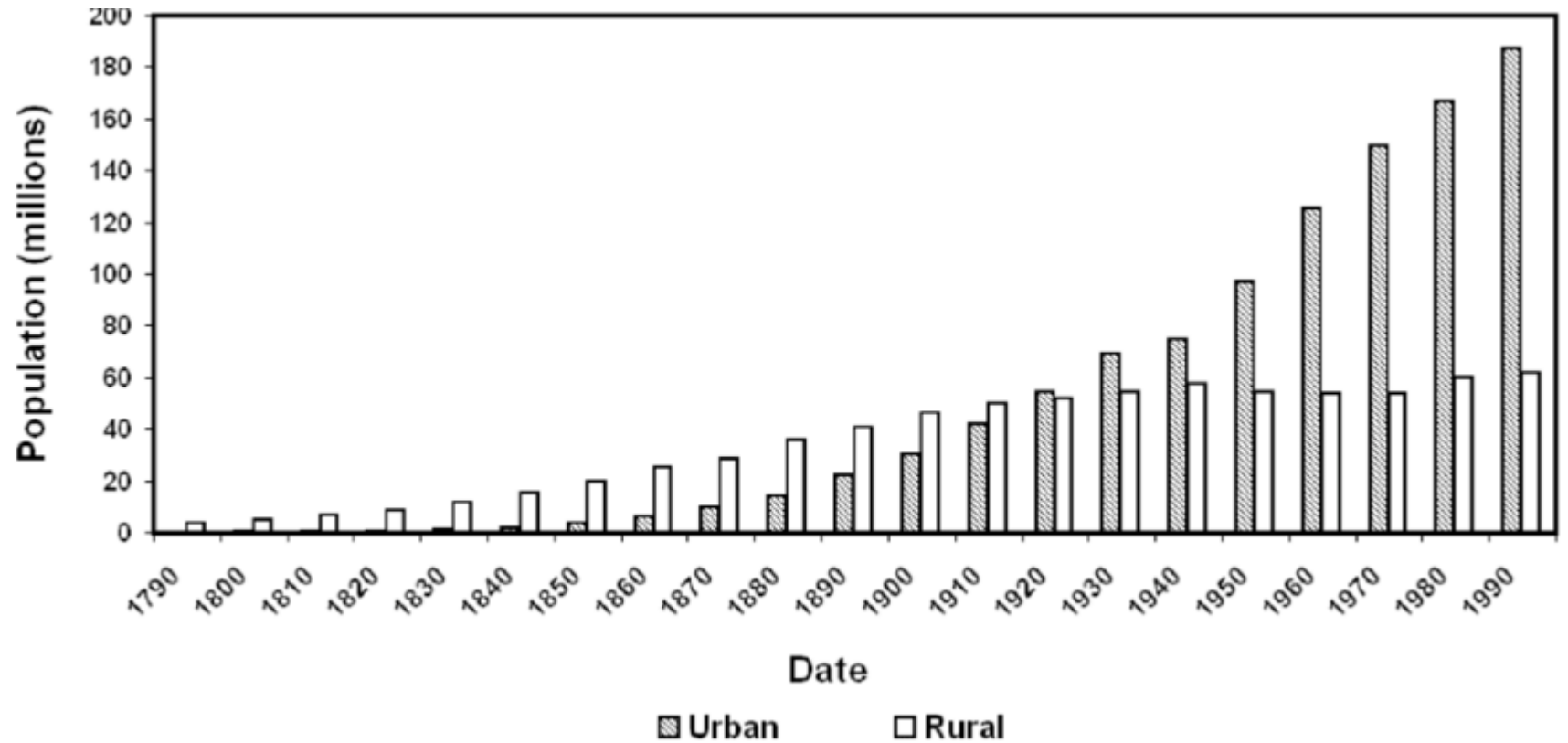
SAQ #3 – Image

Using your historical knowledge as well as your analysis of the image, address the following prompts in complete sentences.

- Briefly explain the historical situation referenced by the artist.
- Briefly explain the artist's perspective regarding the situation discussed in part a.
- Briefly explain how the situation discussed in part a. impacted American society during the late twentieth century.

SAQ #5 – graph or chart

Source:
U.S. population in urban and rural areas,
1790-1990, Census of U.S. Population,
1790-1990; U.S. Department of
Commerce, Bureau of the Census



- Using your knowledge of history and the information in the chart, address the following prompts in complete sentences.
- Briefly explain how the data recorded in the chart reflects changing American culture.
 - Identify and explain ONE reason for the change depicted in 1920.
 - Identify and explain ONE way the development recorded in the chart affected the environment of the United States in the twentieth century.

SAQ #6 – Secondary Source

Source A: Nick Bunker, *An Empire on the Edge: How Britain Came to Fight America*, 2014

“...according to a royal proclamation, dating from the same year as the peace of Paris, the American colonists were supposed to remain firmly behind the Appalachians, hugging the seaboard as docile subjects of the Crown. Allow them to cross the mountains, and they would provoke another Indian war like Pontiac’s. Worse still, the settlers might shake off their loyalty to the king and begin to build workshops and factories on the frontier to compete with those of England”

Source B: Kevin Phillips, *1775: A Good Year for Revolution*, 2012

“The better explanation (than taxes) of pre-Revolutionary sentiment in America is multiple, combining popular discontents with British rule, an emerging sense of specifically American community, a shared culture of dissenting Protestantism, a fear of hostile conspiracies in London, and a legitimate apprehension that colonial interests were being neglected or throttled by officials 3,000 miles distant.”

Using your knowledge of history as well as your interpretation of the excerpts above, address the following prompts in complete sentences.

- a. Briefly explain ONE similarity or difference between the two passages.**
- b. Provide ONE piece of evidence from the period 1763-1775 that is not included in either passage and explain how it supports the historical situation addressed in source A.**
- c. Provide ONE piece of evidence from the period 1763-1775 that is not included in either passage and explain how it challenges Phillips’ interpretation in source B.**

SAQ #1 – Primary Source

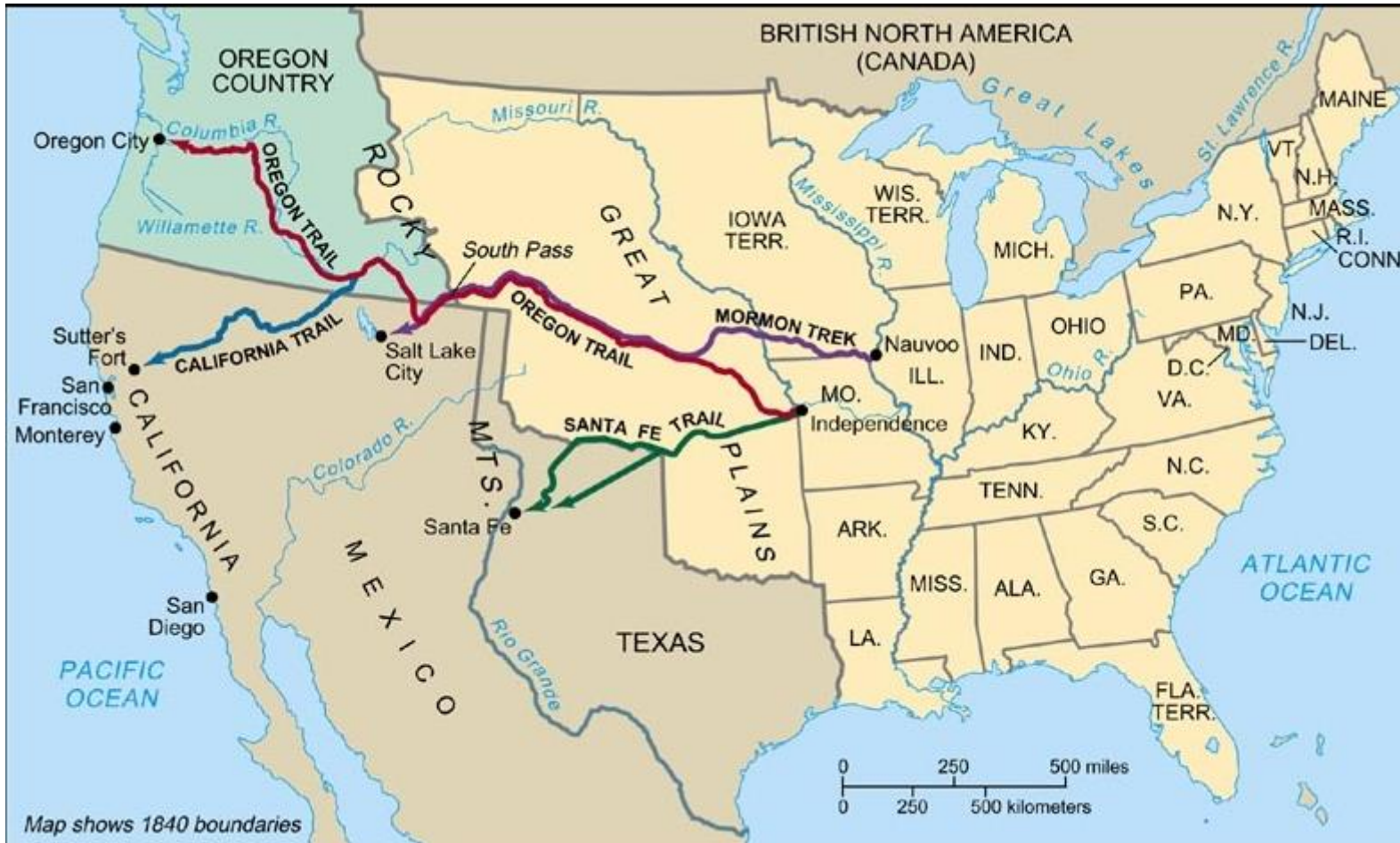
Source: President Lyndon B. Johnson, Speech excerpt, 1964

“...The Great Society rests on abundance and liberty for all. It demands an end to poverty and racial injustice, to which we are totally committed in our time. But that is just the beginning. The Great Society is a place where every child can find knowledge to enrich his mind and to enlarge his talents. It is a place where leisure is a welcome chance to build and reflect, not a feared cause of boredom and restlessness. It is a place where the city of man serves not only the needs of the body and the demands of commerce but the desire for beauty and the hunger for community. It is a place where man can renew contact with nature. It is a place which honors creation for its own sake and for what it adds to the understanding of the race. It is a place where men are more concerned with the quality of their goals than the quantity of their goods. But most of all, the Great Society is not a safe harbor, a resting place, a final objective, a finished work. It is a challenge constantly renewed, beckoning us toward a destiny where the meaning of our lives matches the marvelous products of our labor...
...While our Government has many programs directed at those issues, I do not pretend that we have the full answer to those problems. But I do promise this: We are going to assemble the best thought and the broadest knowledge from all over the world to find those answers for America...”

Using your knowledge of history and analysis of the document, address the following prompts in complete sentences.

- a. Briefly explain the author’s point of view regarding the role of government in American society.**
- b. Identify and explain ONE specific act of the federal government in the 1960’s that provides an example of the author’s goals.**
- c. Briefly explain how the development discussed in part b. illustrates a continuity from ONE of the following: Radical Republican reform under President U.S. Grant, Progressive reform under President Theodore Roosevelt, New Deal reform under President Franklin Roosevelt.**

SAQ #2 – Map



Source: Map of the United States, 1840, Westward Expansion, select migration routes

Using the document and your knowledge of U.S. History, answer a, b, and c. Write in complete sentences.

- Briefly explain ONE reason for the migrations depicted on the map.
- Explain a second reason for the migrations depicted on the map.
- Briefly explain ONE result from the migration depicted on the map.

SAQ #3 – Image

Source: Boro, "Reaganomics," 1984

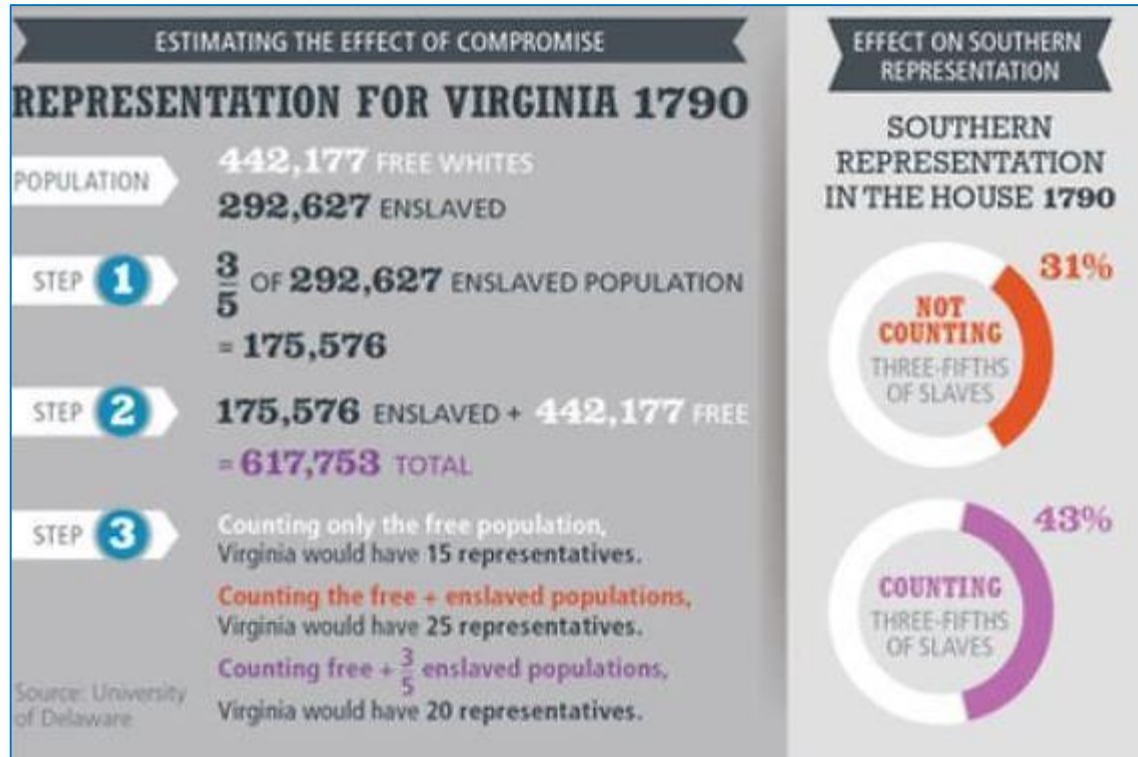


Using your historical knowledge as well as your analysis of the image, address the following prompts in complete sentences.

- a. Briefly explain the historical situation referenced by the artist.
- b. Briefly explain the artist's perspective regarding the situation discussed in part a.
- c. Briefly explain ONE counterargument to the perspective you discussed in part b.

SAQ #5 – graph or chart

Source: 1790 analysis of compromise, University of Delaware



Using your knowledge of history and the information in the chart, address the following prompts in complete sentences.

- Briefly explain how the data recorded in the chart impacted political balance of power in the federal government from 1789-1865.
- Identify and explain ONE reason for compromise outlined in the chart.
- Identify and explain ONE way the compromise impacted United States society in the long run.

SAQ #6 – Secondary Source

Source A: Civil War archives, commentary on causation, 2012

“...On the eve of the Civil War, some 4 million Africans and their descendants toiled as slave laborers in the South. Slavery was interwoven into the Southern economy even though only a relatively small portion of the population actually owned slaves. ...Ownership of more than a handful of slaves bestowed respect and contributed to social position...

...The states of the North, meanwhile, one by one had gradually abolished slavery. A steady flow of immigrants, especially from Ireland and Germany during the potato famine of the 1840s and 1850s, insured the North a ready pool of laborers, many of whom could be hired at low wages, diminishing the need to cling to the institution of slavery...”

Source B: “The rallying cry of secession,” *History Today*, 2002

“...The concept of states' rights had been an old idea by 1860. The original thirteen colonies in America in the 1700s, separated from the mother country in Europe by a vast ocean, were used to making many of their own decisions and ignoring quite a few of the rules imposed on them from abroad. During the American Revolution, the founding fathers were forced to compromise with the states to ensure ratification of the Constitution and the establishment of a united country. In fact, the original Constitution banned slavery, but Virginia would not accept it...”

Using your knowledge of history as well as your interpretation of the excerpts above, address the following prompts in complete sentences.

- a. Briefly explain ONE difference between the perspectives.**
- b. Provide ONE piece of specific historical evidence not mentioned in either document to support the point of view in Source A.**
- c. Provide ONE piece of specific historical evidence not mentioned in either document to support the point of view in Source B.**

SAQ #1 – Primary Source

Source: Jane Addams, “The Subjective Necessity for Social Settlements,” in *Twenty Years at Hull House*, 1892

“...Democracy has made little attempt to assert itself in social affairs. We have refused to move beyond the position of its eighteenth-century leaders, who believed that political equality alone would secure all good to all men. We conscientiously followed the gift of the ballot hard upon the gift of freedom to the negro, but we are quite unmoved by the fact that he lives among us in a practical social ostracism. We hasten to give the franchise to the immigrant from a sense of justice, from a tradition that he ought to have it, while we dub him with epithets deriding his past life or present occupation

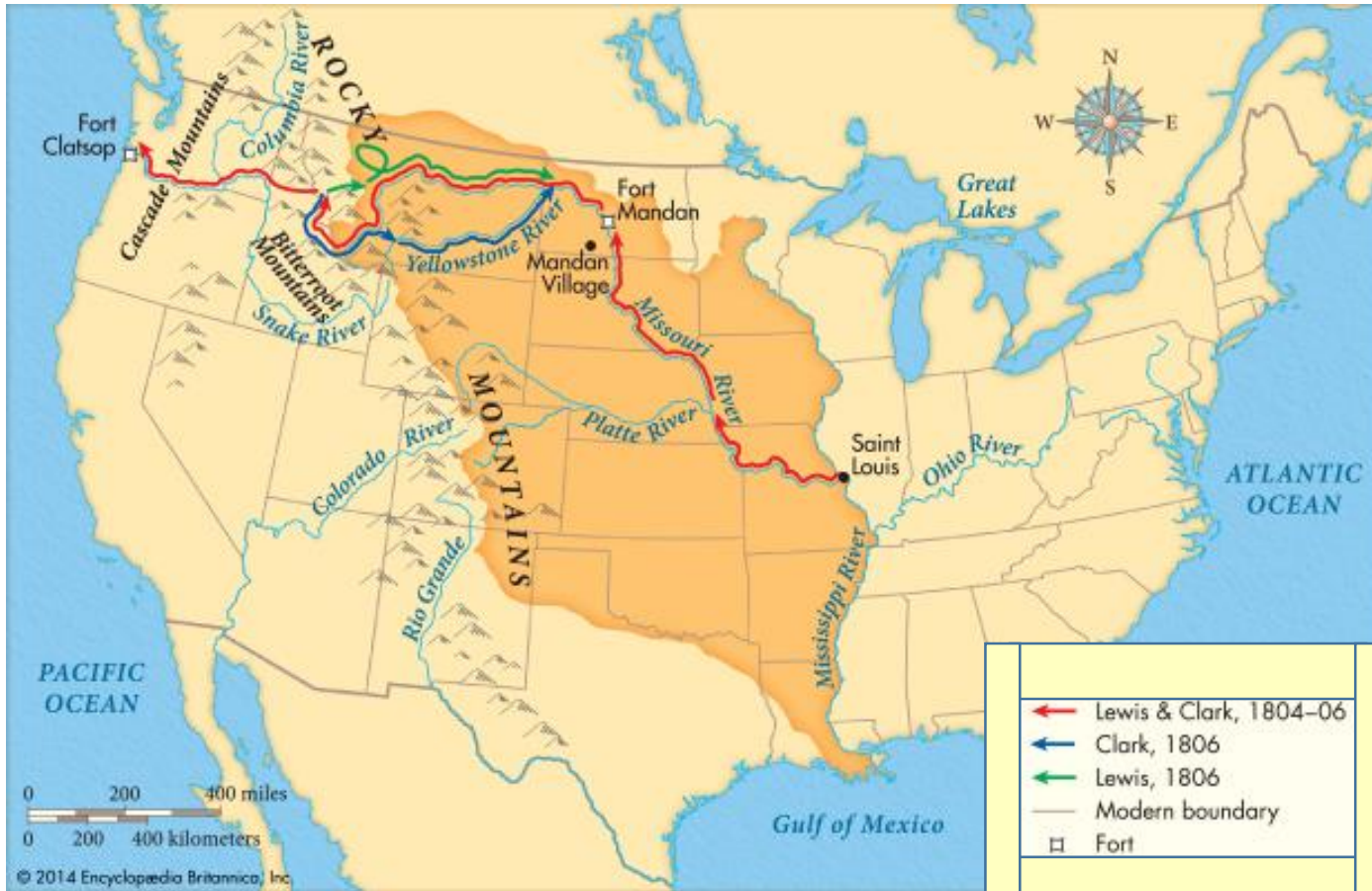
... Our consciences are becoming tender in regard to the lack of democracy in social affairs. We are perhaps entering upon the second phase of democracy The social organism has broken down through large districts of our great cities. Many of the people living there are very poor, the majority of them without leisure or energy for anything but the gain of subsistence. ... Practically nothing is done to remedy this. ... Their ideas and resources are cramped. The desire for higher social pleasure is extinct. They have no share in the traditions and social energy which make for progress....”

Using your knowledge of history and analysis of the document, address the following prompts in complete sentences.

- a. Briefly explain the author’s point of view regarding American society.**
- b. Identify and explain ONE specific historical development - not mentioned in the excerpt - during the nineteenth century that led to the situation discussed in the excerpt.**
- c. Briefly explain ONE way the author’s view that the United States might be “entering upon the second phase of democracy” rang true in the twentieth century.**

SAQ #2 – Map

Source: Encyclopedia Britannica, Lewis and Clark expedition



Using the document and your knowledge of U.S. History, answer a, b, and c. Write in complete sentences.

- Explain the historical situation depicted on the map.
- Explain ONE reason for the situation you described in part a.
- Explain how ONE of the following connect to the historical development illustrated on the map: Missouri Compromise of 1820, Mexican-American War (1846-1848), Kansas-Nebraska Act of 1854.

The BLOODY MASSACRE perpetrated in King-Street BOSTON on March 5th 1770 by a party of the 29th REG



Unhappy Boston! see thy Sons deplore,
Thy lallow'd Walks bein ear'd with guiltless Gore,
While faithless P—n and his savage Bands
With murderous Rancour stretch their bloody Hands
Like fierce Barbarians grinning o'er their Prey
Approve the Carnage, and enjoy the Day
If scalding drops from Rage from Anguish Wring
Speechless Sorrows lab'ring for a Tongue
Where Justice strips the Minder of his Soul,
Should venal C—ts the scandal of the Land,
Snatch the relentless Villain from her Hand,
Keen Execrations on this Plate inferib'd,
Shall reach a JUDGE who never can be brib'd.

The unhappy sufferers were Messrs SAM^l GRAY, SAM^l MAVERICK, JAM^s CALDWELL, CRISPUS ATTUCKS & PAT^r CARE
Killed Six wounded two of them (CHRIST^o MONK & JOHN CLARK) Mortally

SAQ #3 – Image

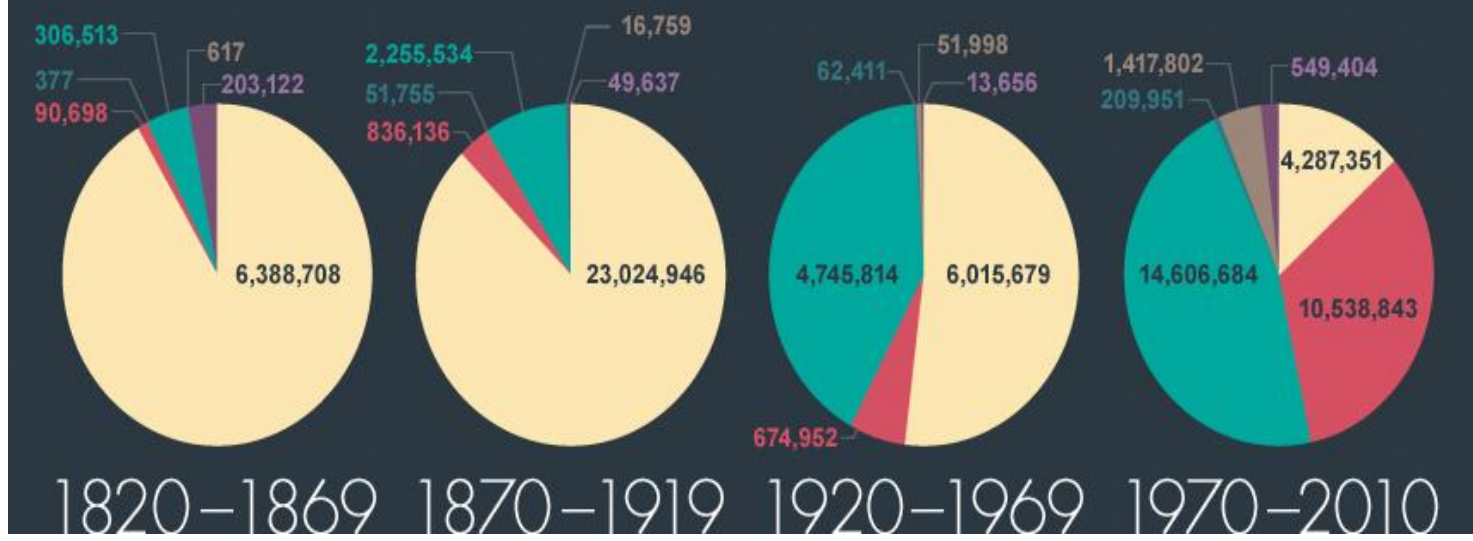
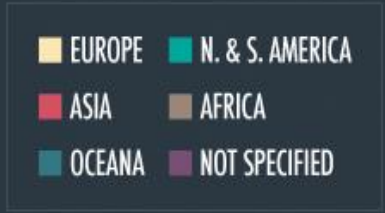
Using your historical knowledge as well as your analysis of the image, address the following prompts in complete sentences.

- a. Briefly explain the historical situation referenced by the artist.
- b. Briefly explain the artist's perspective regarding the situation discussed in part a.
- c. Briefly explain ONE way the event depicted impacted American society in the late eighteenth century.

Source: the Bloody Massacre, Paul Revere, engraving, 1770

Immigrants by Region During 50-Year Periods

These pie charts show, by 50-year periods, the number of legal immigrants who came to America from 1820 through 2010.



SAQ #5
—
graph or chart

Using your knowledge of history and the information in the chart, address the following prompts in complete sentences.

- Briefly explain ONE way the data recorded in the charts illustrates United States society.
- Identify and explain ONE reason immigration from 1970-2010 differs from earlier eras.
- Identify and explain ONE reason international migration to the United States is a continuity over time.

SAQ #6 – Secondary Source

Source A: *A People's History of the United States*, Howard Zinn, 1980

“That is what happened. When, right after the war, the American public, war-weary, seemed to favor demobilization and disarmament, the Truman administration (Roosevelt had died in April 1945) worked to create an atmosphere of crisis and cold war. True, the rivalry with the Soviet Union was real—that country had come out of the war with its economy wrecked and 20 million people dead, but was making an astounding comeback, rebuilding its industry, regaining military strength. The Truman administration, however, presented the Soviet Union as not just a rival but an immediate threat. In a series of moves abroad and at home, it established a climate of fear - a hysteria about Communism—which would steeply escalate the military budget and stimulate the economy with war-related orders. This combination of policies would permit more aggressive actions abroad, more repressive actions at home.”

Source B: *A Patriot's History of the United States*, Larry Schweikart and Michael Allen, 2004

“Shaking off the shortsightedness of Roosevelt and other policy makers, by 1946 a few advisers in the Truman administration had recognized the dangers posed by an expansionist Soviet Union. Truman himself required more convincing. As late as 1945 the president had referred privately to Stalin as “a fine man who wanted to do the right thing”—this about a dictator whose mass murders had exceeded those of Hitler and Tojo combined. Stalin was, said Truman, “an honest man who is easy to get along with—who arrives at sound decisions.” Well before the Missourian spoke those words, however, this “fine man” had started work on a Soviet atomic bomb—developing the weapon in the middle of the Battle of Stalingrad, when it was apparent it could not be ready in time to assist in the destruction of Germany. Stalin was already looking ahead to the postwar world and his new enemies, the United States and Great Britain.”

Using your knowledge of history as well as your interpretation of the excerpts, address the following prompts in complete sentences.

- a. Briefly explain ONE difference between the historical perspectives.
- b. Provide ONE piece of specific historical evidence not mentioned in either document to support the point of view in Source A.
- c. Provide ONE piece of specific historical evidence not mentioned in either document to support the point of view in Source B.