

Section I, Part B
Short Answer Questions
45 Minutes

Question 1 refers to the following passages.

“Massachusetts did not have a social order before the American Revolution that would breed sharp internal class conflicts. The evidence does not justify an interpretation of the Revolution in Massachusetts as an internal class conflict designed to achieve additional political, economic, and social democracy. Although democracy was important as a factor in the conflict, it was a democracy which had already arrived in the colony long before 1776. . . . [B]efore 1776, [democracy was] a reality which interfered with British policies. If the British had been successful, there would undoubtedly have been much less democracy in Massachusetts—hence [my] interpretation that the Revolution was designed to preserve a social order rather than to change it.”

--Robert E. Brown, *Middle-Class Democracy and the Revolution in Massachusetts, 1691–1780*, 1955

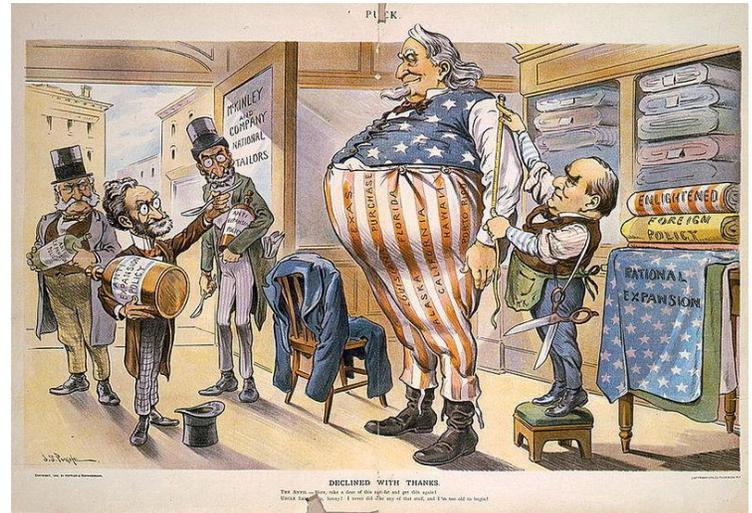
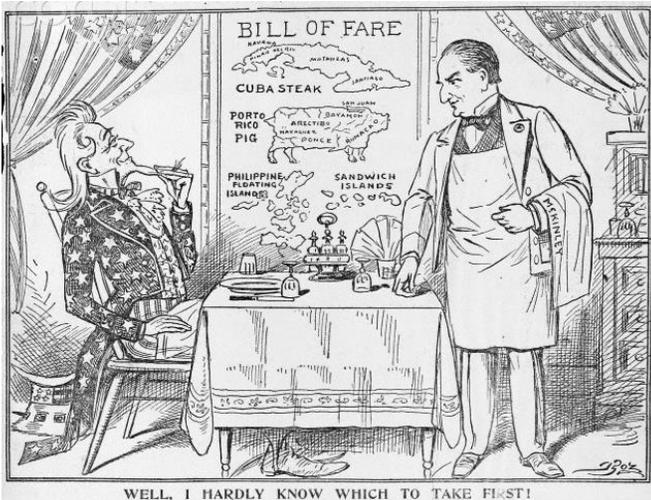
“Those who . . . have asserted that the Revolution aimed only at separation from Great Britain are quite right, but only insofar as they have described the attitudes of the elite: what the common people and articulate radicals made of the Declaration of Independence may have been quite a different matter. . . .” “[P]oor people in early America expressed discontent in some way against the rich. During the period of the American Revolution there was just such an expression from below: the powerless refused to stay in the places to which a theory of deference and subordination assigned them. Among the most blatant cases are those of Negroes who petitioned for that freedom to which . . . they claimed they had a natural right.”

--Jesse Lemisch, “The American Revolution Seen from the Bottom Up,” 1968

1. Based on the two interpretations above of the origins of the American Revolution, do the following:
 - a. Briefly explain the main point made by Passage 1.
 - b. Briefly explain the main point made by Passage 2.
 - c. Provide one piece of evidence from the era of the American Revolution that is not included in the passages, and explain how it supports the interpretation in either passage.

2. Use your knowledge of United States history to answer parts A, B, and C.
 - a. Describe one of the following attempts at political compromise prior to the Civil War in the context of regional identity:
 - Compromise of 1850
 - Kansas Nebraska Act
 - Dred Scott decision
 - b. Analyze how the compromise you described in (A) affected sectional tension.
 - c. Provide at least ONE historical example to support your claim.

Question 3 refers to the following images.



Cartoon #2 caption reads: "DECLINED WITH THANKS. The Anti – 'Here, take a dose of this anti-fat and get thin again!,' Uncle Sam – "No, Sonny! I never did take any of that stuff, and I'm too old to begin!"

3. Use the cartoons above and your knowledge of United States history to answer parts A, B, and C.
 - a. Briefly describe the main point of the first cartoon in relation to American overseas expansion at the turn of the 20th century.
 - b. Briefly describe the main point of the second cartoon in relation to American overseas expansion at the turn of the 20th century.
 - c. Briefly explain the beliefs of the United States government between the years 1890 and 1914 in regards to expansion overseas. Give one specific example to support your answer.

4. Use your knowledge of United States history to answer parts A, B, and C.
 - a. Explain how the New Deal changed ONE of the following areas:
 - Social issues
 - The economy
 - The role of the federal government
 - b. Provide ONE piece of historical evidence to support your claim.
 - c. Briefly assess how the New Deal influenced public debate about American national identity.