Directions: Each of the following questions refers to a historical source. These questions will test your knowledge about the historical source and require you to make use of your historical analytical skills and your familiarity with historical themes. For each question select the best response and fill in the corresponding oval on your answer sheet.

Questions 1.1–1.4 refer to the following cartoon:

Political cartoon from 1807

1.1 This cartoon criticizes which policy of President Thomas Jefferson?
   A. The Louisiana purchase
   B. The Embargo Act
   C. The War with Tripoli
   D. Reductions in government spending

1.2 Jefferson was responding to what situation?
   A. British interference with American shipping and trade
   B. British support for Indians in the West
   C. Aggressive actions by the French Emperor Napoleon
   D. Electoral losses to domestic opponents
1.3 Which of the following reflects how many Americans responded to Jefferson’s policy?
A. Emigrating to other countries
B. Advocating military involvement in the Napoleonic Wars
C. Engaging in illicit trade with foreign countries
D. Moving to the Western frontier

1.4 Which of the following most closely resembles Jefferson’s policy?
A. The Open Door in China
B. The Good Neighbor Policy with South America
C. Manifest Destiny of the 1840s
D. Neutrality Laws of the 1930s

Questions 2.1–2.4 refer to the following quotation:

Yes, let us pray for the salvation of all those who live in that totalitarian darkness—pray that they will discover the joy of knowing God. But until they do, let us be aware that while they preach the supremacy of the State, declare its omnipotence over individual man, and predict its eventual domination of all peoples on the earth, they are the focus of evil in the modern world. . . . But if history teaches anything, it teaches that simpleminded appeasement or wishful thinking about our adversaries is folly. It means the betrayal of our past, the squandering of our freedom. So, I urge you to speak out against those who would place the United States in a position of military and moral inferiority. . . . So, in your discussions of the nuclear freeze proposals, I urge you to beware the temptation of pride—the temptation of blithely . . . declaring yourselves above it all and label both sides equally at fault, to ignore the facts of history and the aggressive impulses of an evil empire, to simply call the arms race a giant misunderstanding and thereby remove yourself from the struggle between right and wrong and good and evil.

—Ronald Reagan, Address to the National Association of Evangelicals, March 8, 1983

2.1 The sentiments in the passage above most directly reflect which of the following?
A. A religious revival in the 1980s
B. An intensification of the cold war in the early 1980s
C. A desire to limit the size of government
D. A distrust of the American military

2.2 Which of the following would have been most likely to approve the sentiments expressed in the passage?
A. An antinuclear activist
B. An atheist
C. A Democrat
D. A Republican

2.3 The sentiments expressed in the passage are most closely linked to which of the following policies?
A. Strategic Defense Initiative (SDI)
B. Business deregulation
C. Encouraging prayer in the public schools
D. Military cutbacks

2.4 The sentiments in the passage best reflect which long-standing concern of American presidents?
A. Support for civil rights
B. Promoting the separation of church and state
C. Containment of communism
D. Expanding the welfare state
Questions 3.1–3.4 refer to the following quotation:

They were smart and sophisticated, with an air of independence about them, and so casual about their looks and manners as to be almost slapdash. I don't know if I realized as soon as I began seeing them that they represented the wave of the future, but I do know I was drawn to them. I shared their restlessness, understood their determination to free themselves of the Victorian shackles of the pre-World War I era and find out for themselves what life was all about.

—Colleen Moore, movie star, writing about the 1920s

3.1 In this passage, Moore is writing about which of the following?
   A. The Ku Klux Klan
   B. Prohibitionists
   C. Flappers
   D. The Model T

3.2 Many young women of the 1920s expressed their freedom through which of the following?
   A. Political activism
   B. "Mannish" haircuts, new clothing styles, and cosmetics
   C. Living amongst the poor in settlement houses
   D. Rejection of marriage and child-rearing

3.3 The new freedoms for women in the 1920s were supported by which of the following?
   A. Widespread economic prosperity
   B. Growth in fundamentalist Christianity
   C. A massive movement of women into political offices
   D. Moral reforms like the temperance movement

3.4 The passage by Moore most directly reflects which of the following continuities in United States history?
   A. Concerns about economic inequality
   B. Efforts to expand civil rights
   C. Worries about political radicalism
   D. Concerns for individual liberty and self-expression

Questions 4.1–4.4 refer to the following quotation.

I am for doing good to the poor; but . . . I think the best way of doing good to the poor, is not making them easy in poverty, but leading or driving them out of it. I observed . . . that the more public provisions were made for the poor, the less they provided for themselves, and of course became poorer. And, on the contrary, the less was done for them, the more they did for themselves, and became richer.

—Benjamin Franklin, Autobiography

4.1 In this passage, Franklin takes a position similar to which of the following?
   A. Advocates of a market-driven economy like Adam Smith
   B. Supporters of the First Great Awakening
   C. Opponents of British rule in America
   D. Believers in an extensive social welfare system

4.2 The idea that Franklin expresses in this passage most directly reflects which of the following continuities in U.S. history?
   A. Concern about a religious foundation for society
   B. Belief in individual self-reliance
   C. A distrust of politicians
   D. A desire to expand Social Security
4.3 Which of the following helped Franklin justify his position?
   A. Strong class distinctions in colonial America
   B. British efforts to tax Americans
   C. A decline in religious beliefs
   D. Social mobility in colonial America

4.4 Which of the following presidents would be most likely to share Franklin’s position?
   A. Barack Obama
   B. Lyndon Baines Johnson
   C. Calvin Coolidge
   D. Franklin D. Roosevelt

Questions 5.1–5.4 refer to the following cartoon:

Thomas Nast, Harper’s Weekly, June 10, 1871

5.1 Which of the following best expresses Nast’s perspective in this cartoon?
   A. New York City is benefiting from the leadership of Tammany Hall boss William M. Tweed
   B. New Jersey is unfairly exploiting New York City
   C. The federal government is oppressing New York City
   D. Tammany Hall boss William M. Tweed wields too much power in New York City

5.2 Urban political machines like Tammany Hall derived most of their support from which of the following?
   A. Immigrants and lower-class voters
   B. The wealthier classes of society
   C. Patronage from the federal government
   D. Rural voters from outside the city
5.3 Urban political machines endured for many years because they provided which of the following?
A. Honest and efficient government
B. Help and services for the poor
C. Rights and privileges unavailable outside the city
D. Opposition to the encroachments of the federal government

5.4 Nast’s journalistic perspective can best be compared to which of the following?
A. Progressive muckrakers exposing the business practices of the Standard Oil Company
B. Yellow journalists during the period of the Spanish-American War
C. Reporters investigating President Richard M. Nixon during the Watergate scandal
D. Newspaper coverage of World War II

Questions 6.1–6.4 refer to the following quotation:

At last they brought him [John Smith] to Werowocomoco, where was Powhatan, their emperor. Here more than two hundred of those grim courtiers stood wondering at him, as he had been a monster; till Powhatan and his train had put themselves in their greatest braveries. Before a fire upon a seat like a bedstead, he sat covered with a great robe, made of raccoon skins, and all the tails hanging by. On the other hand did sit a young wench of sixteen or eighteen years, and along on each side of the house, two rows of men, and behind them as many women, with all their heads and shoulders painted red, many of their heads bedecked with the white down of birds, but every one with something, and a great chain of white beads about their necks. At his entrance before the king, all the people gave a great shout. ... Having feasted him after their best barbarous manner they could, a long consultation was held, but the conclusion was, two great stones were brought before Powhatan; then as many as could laid hands on him, dragged him to them, and thereon laid his head, and being ready with their clubs to beat out his brains, Pocahontas, the king's dearest daughter, when no entreaty could prevail, got his head in her arms, and laid her own upon his to save his from death; whereat the emperor was contented lie should live to make him hatchets, and her bells, beads, and copper; for they thought him as well of all occupations as themselves. For the king himself will make his own robes, shoes, bows, arrows, pots; plant, hunt, or do anything so well as the rest.

—John Smith, The General Historie of Virginia, 1624

6.1 Which of the following best describes the perspective of Captain John Smith?
A. Powhatan and his followers were a backward people.
B. Europeans unfairly looked down on Indians.
C. Indians lacked the vices of the more technologically advanced Europeans.
D. Indian women were the dominant force in their society.

6.2 Smith’s account makes clear which of the following?
A. The people of Powhatan’s Confederacy were divided by strong class distinctions.
B. Powhatan’s people made important decisions by consensus.
C. Powhatan enjoyed the same sorts of power as a European king.
D. Powhatan’s people lived in poverty.

6.3 Smith’s story best illustrates which of the following?
A. Indians were unusually cruel.
B. Europeans were usually deceitful in dealing with Indians.
C. The English were foolish to venture into the American wilderness.
D. Indian-European relations often suffered from misunderstanding and suspicion.

6.4 In the context of this story, Pocahontas can best be compared to which of the following women?
A. Susan B. Anthony
B. Sally Ride
C. Jane Addams
D. Amelia Earhart
Questions 7.1–7.4 refer to the following quotation:

Let us not wallow in the valley of despair, I say to you today, my friends.
And so even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream.
I have a dream that one day this nation will rise up and live out the true meaning of its creed: “We hold these truths to be self-evident, that all men are created equal.”
I have a dream that one day on the red hills of Georgia, the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.
I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice.
I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.
I have a dream today!

—Martin Luther King, Jr., “I Have a Dream” speech, Lincoln Memorial, August 28, 1963

7.1 Martin Luther King, Jr., in this passage is calling for which of the following?
A. Economic justice for the poor
B. Renewed commitment to the cold war struggle against communism
C. Equal rights for African Americans
D. Special privileges for African Americans

7.2 In this passage, King points out which of the following?
A. A contradiction between American ideals and American practice
B. A need to create new American ideals
C. The superiority of African-American values
D. The futility of hoping for change

7.3 At the time of King’s speech, which of the following would be likely to oppose King’s message?
A. A Midwestern Republican Senator
B. A Southern Democratic Senator
C. A Northern liberal
D. A member of the Southern Christian Leadership Conference (SCLC)

7.4 In this passage, King is addressing which continuity in U.S. history?
A. The struggle for greater economic opportunity
B. A fear of sectionalism in the United States
C. Concerns about moral decline
D. The struggle for individual liberty
Questions 8.1–8.4 refer to the following cartoon:

![War Department cartoon, 1943](Image)

Credit: U.S. Army

8.1 The message of the cartoon can be best described by which of the following?
A. The invasion of Europe is endangered by inferior weapons.
B. The war is being lost.
C. Too many American supplies have been given to allied nations.
D. Civilians play a vital role in the war effort.

8.2 Viewing this cartoon would encourage Americans to do which of the following?
A. Avoid the wasteful use of metal products
B. Plant a victory garden
C. Volunteer for military service
D. Build fewer ships and construct more tanks

8.3 This cartoon most directly refers to which aspect of the American war effort during World War II?
A. American efforts to launch a second front in Europe as early as possible
B. Military operations in the Mediterranean in 1942 and 1943
C. American industrial production
D. Efforts to create new and improved weapons systems

8.4 The message of the cartoon for Americans can best be compared to which of the following?
A. The environmental movement of the 1970s
B. The boycotts of British goods in the 1760s and 1770s
C. Abolitionism in the nineteenth century
D. Consumerism in the 1950s
Questions 9.1-9.4 refer to the following quotation:

That whereas your poor and humble Petitioner being condemned to die, do humbly beg of you to take it into your Judicious and pious considerations that your poor and humble petitioner knowing my own innocence Blessed be the Lord for it and seeing plainly the wiles and subterfuge of my accusers by my self can not but Judge charitably of Others that are going the same way of my self if the Lord steps not mightily in I was confined a whole month upon the same account that I am condemned now for and then cleared by the afflicted persons as some of your honors know and in two days time I was cried out upon by them and have been confined and now am condemned to die the Lord above knows my innocence then and likewise does now at the great day will be known to men and Angels I petition your honors not for my own life for I know I must die and my appointed time is set but the Lord he knows it is that if be possible no more Innocent blood may be shed which undoubtedly cannot be avoided In the way and course you go in Question not but your honors does to the utmost of your Powers in the discovery and detecting of witchcraft and witches and would not be guilty of Innocent blood but for the world but by my own innocence I know you are in the wrong way the Lord in his infinite mercy direct you in this great work if it be his blessed will that no more innocent blood be shed.

—Mary Easty, petition to her judges, Salem, Massachusetts, 1692

9.1 Mary Easty in this passage is asking her judges to do which of the following?
   A. Stop condemning innocent persons to death for witchcraft
   B. Redouble their efforts to find the real witches in Salem
   C. Separate church from state in their deliberations
   D. Stop their oppression of women

9.2 Most historians believe that the Salem Witch Trials were the result of which of the following?
   A. The activities of a coven of witches in Salem
   B. Social tensions in Salem
   C. English efforts to enforce religious conformity in Massachusetts
   D. The ideas of the English political philosopher John Locke

9.3 The religious convictions of Mary Easty and the rest of Salem were shaped by which of the following?
   A. Roman Catholicism
   B. Anglicanism
   C. Quakerism
   D. Puritanism

9.4 Writers and intellectuals have often compared the Salem Witch Trials to which of the following?
   A. The mistreatment of slaves in the South
   B. Anti-immigrant rioting in the nineteenth century
   C. Government actions in the Red Scares of the twentieth century
   D. The suppression of strikers in the late nineteenth century