

AP US History Midterm Review (Periods 1-4) Spring 2018--Hawkins

Questions due: day of midterm exam (for up to 5 points on midterm)

**can write answers in packet or on separate sheet of paper

Midterm Exam format (due on day of midterm):

1 take-home long essay due **March 6 by 11:59** am via turnitin.com (Canvas)

A. Multiple Choice Questions (Periods 1-4):

Period 4 (1800-1848)

Questions 1-3 refer to the excerpt below.

“All, too, will bear in mind this sacred principle, that though the will of the majority is in all cases to prevail, that will to be rightful must be reasonable; that the minority possess their equal rights, which equal law must protect, and to violate would be oppression.

We have called by different names, brethren of the same principle. We are all Republicans, we are all Federalists. If there be any among us who would wish to dissolve this Union or to change its republican form, let them stand undisturbed as monuments of the safety with which error of opinion may be tolerated where reason is left free to combat it...

Equal and exact justice to all men, of whatever state or persuasion, religious or political; peace, commerce, and honest friendship with all nations, entangling alliances with none.”

--Thomas Jefferson, First Inaugural Address, 1801

_____1. Which of the following describes a policy of Jefferson’s that reflects the attitude toward Federalists expressed in this speech?

- A) He adopted a Federalist plan for increasing the size of the military
- B) He appealed to Federalists by increasing taxes to pay for new roads
- C) He attempted to gain the trust of Federalists by continuing the national bank
- D) He showed that party was unimportant by appointing some Federalists to his cabinet

_____2. Jefferson’s statement “that the minority possesses their equal rights, which equal law must protect” was supported by his actions with regard to

- A) the case of Marbury v. Madison
- B) the Alien and Sedition Acts
- C) the Louisiana Purchase
- D) the Federalist Conspiracy

_____3. Jefferson’s call to avoid entangling alliances is similar to advice found in

- A) the Declaration of Independence
- B) *The Federalist Papers*
- C) the Virginia and Kentucky Resolutions
- D) Washington’s Farewell Address

_____ 4. Francis Lowell developed a textile mill industrial city in Massachusetts that initially featured the hiring of

- A) free blacks
- B) German and Irish immigrants
- C) young ladies
- D) troubled young men

_____ 5. New York's Erie Canal was

- A) funded entirely through loans from the Bank of the United States
- B) a transportation route that dramatically lowered shipping costs
- C) highly inefficient since lock systems had not been invented yet
- D) a water route that utilized the Mohawk River, Lake Ontario, and Lake Erie

_____ 6. Andrew Jackson accused John Quincy Adams of a "corrupt bargain" since

- A) Adams named Henry Clay to be his secretary of state just days after the election
- B) Adams used funds from the national bank for his campaign
- C) Adams pushed for internal improvements by taxing the south
- D) Adams received campaign funds from those seeking federal offices

_____ 7. Jackson responded to South Carolina's decision to nullify the tariffs of 1828 and 1832

- A) by supporting the measure since he was a southerner himself
- B) by supporting the measure due to his views on states' rights
- C) by threatening to use federal force in South Carolina to uphold the tariffs
- D) by challenging John C. Calhoun to a debate over the controversy

_____ 8. The prisons that emerged in 1830s and 1840s saw

- A) prisoners who had access to dining quarters, workshops, and a chapel
- B) solitary confinement leading to obedience rather than insanity
- C) punishment becoming more cruel and inhumane
- D) the reformers giving up their efforts to rehabilitate prisoners

Questions 9-10 refer to the following excerpt.

"According to the European theory, men are divided into classes-some to toil and earn, others to seize and enjoy. According to the Massachusetts theory, all are to have an equal chance for earning, and equal security in the enjoyment of what they earn. A republican form of government, without intelligence in the people, must be, on a vast scale, what a mad-house without superintendent or keepers would be on a small one. . . . However elevated the moral character of a constituency may be, however, well-informed in matters of general science or history, yet they must, if citizens of a republic, understand something of the true nature and functions of the government under which they live. . . .The establishment of a republican government, without well-appointed and efficient means for the universal education of the people, is the most rash and foolhardy experiment ever tried by man. . . . It may be an easy thing to make a republic, but it a very laborious thing to make republicans; and woe to the republic

that rests upon no better foundations than ignorance, selfishness, and passion! . . . Such, then, . . . is the Massachusetts system of common schools. Reverently it recognizes and affirms the sovereign rights of the Creator, sedulously and sacredly it guards the religious rights of the creature. . . . In a social and political sense, it is a free school system. It knows no distinction of rich and poor, of bond and free, or between those, who, in the imperfect light of this world, are seeking, through different avenues, to reach the gate of heaven. Without money and without price, it throws open its doors, and spreads the table of its bounty, for all the children of the State. Like the sun, it shines not only upon the good, but upon the evil, that they may become good; and, like the rain, its blessings descend not only upon the just, but upon the unjust, that their injustice may depart from them, and be know no more.”

- _____ 9. According to Horace Mann, the most effective republics are those that
- A) have strong leaders with the support of the people
 - B) have an educated constituency that understand the functions of government
 - C) have an educated leadership
 - D) have strong leaders with an obedient uneducated constituency

- _____ 10. According to Mann, the difference between European theory and Massachusetts theory was
- A) that Europe had more social mobility
 - B) that Europe had a better public school system
 - C) that Massachusetts bred social inequity
 - D) that Massachusetts offered a better chance at equality

Period 3 (1754-1800)

- ____ 11. Many Antifederalists would not support the Constitution unless the framers of the Constitution
- A) added a list of rights of the people
 - B) strengthened the power of the federal government
 - C) added a strong system of checks and balances
 - D) guaranteed that the practice of slavery would be protected
- _____ 12. An important concern of the participants in Shays’s Rebellion (1786-87) was
- A) heavy taxes imposed on agricultural lands and designed to reduce wartime debt
 - B) inflationary currency policies caused by the printing of paper currency
 - C) high import tariffs that reduced foreign demand for American agricultural products
 - D) the government’s refusal to take action against Native-American groups in the western part of the state

- _____ 13. The Proclamation Act (1763) was
- A) an attempt by British authorities to bring the thirteen colonies under closer administrative supervision
 - B) designed to punish New England for a variety of crowd actions taken against British officials
 - C) aimed at reviving the economy of the thirteen colonies following the Panic of 1762
 - D) enacted directly by King George III, without the consent or approval of Parliament

Use excerpts below to answer questions 14-16:

“Wherefore, security being the true design and end of government, it unanswerably follows that whatever form thereof appears most likely to ensure it to us, with the least expense and greatest benefit, is preferable to all others.... Here too is the design and end of government, Freedom and Security.” Thomas Paine, *Common Sense*, 1776

“[G]overnments are instituted among Men, deriving their just powers from the consent of the governed. That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness.” Thomas Jefferson, *Declaration of Independence*, 1776

- _____ 14. The excerpts were written in response to the
- (A) British government’s attempt to assert greater control over the North American colonies
 - (B) British government’s failure to protect colonists from attacks by American Indians
 - (C) colonial governments’ failures to implement mercantilist policies
 - (D) colonial governments’ attempts to extend political rights to new groups

- _____ 15. The ideas about government expressed by Paine and Jefferson are most consistent with which of the following?
- (A) The concept of hereditary rights and privileges
 - (B) The belief in Manifest Destiny
 - (C) The principle of religious freedom
 - (D) The ideas of the Enlightenment

- _____ 16. The principles expressed by Paine and Jefferson best account for which of the following features of the United States during and immediately after the American Revolution?
- (A) The development of factions and nascent political parties
 - (B) The rapid expansion of frontier settlements
 - (C) The relatively limited powers of the Articles of Confederation
 - (D) The growth of conflict between wealthy elites and poor farmers and laborers

Use excerpt below to answer questions 17 and 18:

“[H]istory and experience prove that foreign influence is one of the most baneful foes of republican government.... Excessive partiality for one foreign nation and excessive dislike of another cause those whom they actuate to see danger only on one side and serve to veil and even second the arts of influence on the other. . . . The great rule of conduct for us, in regard to foreign nations, is in extending our commercial relations to have with them as little political connection as possible. So far as we have already formed engagements, let them be fulfilled with perfect good faith. Here let us stop. Europe has a set of primary interests which to us have none, or a very remote relation. Hence she must be engaged in frequent controversies, the causes of which are essentially foreign to our concerns.”

- _____ 17. The concerns expressed by Washington were a response to the
- (A) debate over the proper treatment of American Indians in the West
 - (B) dispute over the possibility of annexing Canada from Great Britain
 - (C) controversy regarding support for the revolutionary government of France
 - (D) conflict with Great Britain over the treatment of American Loyalists
- _____ 18. Which of the following groups most strongly opposed Washington’s point of view in the address?
- (A) Democratic-Republicans
 - (B) New England merchants
 - (C) Southern plantation owners
 - (D) Federalists
- _____ 19. The powers of the president are outlined in which article of the Constitution?
- A) Article I
 - B) Article II
 - C) Article III
 - D) Article V
- _____ 20. Alexander Hamilton’s debt plan consolidated the nation’s Revolutionary War debts into one debt to be paid off by
- A) American merchants
 - B) the individual states
 - C) the national government
 - D) foreign investors

Period 2 (1607-1754)

- _____ 21. Unlike British colonies in the Chesapeake region, seventeenth-century New England colonies did not fit well into British mercantilist plans because the region
- A) was primarily inhabited by Puritans who devoted more time to prayer and religious instruction and less time to economic activities
 - B) became a center for anti-British actions that made enforcement of trade laws impossible
 - C) did not produce sufficient quantities of valuable raw materials needed by G. Britain
 - D) lacked natural harbors needed to facilitate international trade
- _____ 22. The first 5 years after the founding of Jamestown was mainly characterized by
- A) warfare with Dutch mercenaries from New Amsterdam
 - B) constant fear of a Spanish invasion
 - C) major technological advancement
 - D) starvation, disease, and frequent Indian raids
- _____ 23. The purpose of the headright system was to
- A) open up more land for tobacco cultivation
 - B) establish a basic system of laws within the Piedmont region of Virginia
 - C) keep non-Protestants from taking part in colonial government
 - D) encourage increased migration to the Virginia Colony
- _____ 24. Which of the following changes was a direct result of Bacon's Rebellion?
- A) Southern colonies began to farm tobacco as a staple export
 - B) a balance of power no longer existed between Native Americans and colonists in New England
 - C) Southern labor shifted from African slaves and began to rely more on indentured servants
 - D) Southern labor moved away from indentured servants and began to rely more on African slaves

Use excerpt below to answer questions 25-27:

“As touching the quality of this country, three thinges there bee, which in fewe yeares may bring this Colony to perfection; the English plough, Vineyards, & cattle...

“All our riches for the present doe consiste in Tobacco, wherein one man of his owne labouour hath in one yeare, raised to himself to the value of 200 thousand pound english. These be true, yet indeed rare examples, yet possible to be done by others. Our principall wealth (I should have said) consisteth in servants: but they are chargeable to be furnished with armes, apparel, & boarding, and for their transportation, and casuall both at sea, & for their first yeare commony at lande also: but if they escape, they prove very hardy, and sound able men.”

_____ 25. Despite the successes of tobacco in Virginia, the colony still faces problems and eventually became a

- A) royal colony
- B) corporate charter settlement
- C) proprietorship
- D) joint-stock company

_____ 26. Which of the following groups made up most of the servants referred to in the passage?

- A) American Indians
- B) Indentured servants from Europe
- C) Enslaved Africans
- D) Women whose husbands had escaped

_____ 27. The primary market for the Virginia tobacco crop during this period was

- A) Virginia
- B) England
- C) New England
- D) Africa

_____ 28. The Mayflower Compact was:

- A) the establishment of a hierarchy at Plymouth
- B) the Puritans code of living
- C) the first written framework of government established in current U.S
- D) a contract to divide land according to wealth

_____ 29. King Philip's War represented

- A) the growing tension between Protestants and Catholics
- B) a war fueled by the rivalry of Queen Elizabeth and King Philip
- C) the tension between freedmen and landowners
- D) growing tensions between the Indians of New England and English settlers

_____ 30. The colony that proved to be a buffer between the English colonies and Spanish Florida, and also a second chance for poor debtors was

- A) South Carolina
- B) Georgia
- C) Delaware
- D) Pennsylvania

Period 1 (1491-1607)

_____ 31. In agricultural terms, how did Native Americans differ from their European counterparts?

- A) Europeans had a greater diversity in the types of staple crops they used for subsistence
- B) Unlike Europeans, Native Americans lacked any efficient means to clear the vast forests to open land for intensive agriculture
- C) Europeans achieved greater technologies to alter the landscape in a more aggressive manner
- D) The Native Americans had less agricultural diversity than European farmers

_____ 32. The Columbian Exchange would be best described as

- A) the trade network established between Europe and the Americas
- B) the new agricultural goods brought to Europe from the Americas
- C) the exchange of biological, ecological, and other commodities brought to Europe and the Americas
- D) the arrival of European agricultural goods and livestock in the Americas

Use following excerpt to answer questions 33-35:

“The colonizers brought along plants and animals new to the Americas, some by design and others by accident. Determined to farm in a European manner, the colonists introduced their domesticated livestock—honeybees, pigs, horses, mules, sheep, and cattle—and their domesticated plants, including wheat, barley, rye, oats, grasses, and grapevines. But the colonists also inadvertently carried pathogens, weeds, and rats. . . . In sum, the remaking of the Americas was a team effort by a set of interdependent species led and partially managed (but never fully controlled) by European people.” Alan Taylor, historian, *American Colonies*, 2001

_____ 33. The export of New World crops to the Old World transformed European society mostly by

- (A) improving diets and thereby stimulating population growth
- (B) encouraging enclosure of open lands and pushing workers off of farms
- (C) promoting greater exploration of the interior of the American continents
- (D) fostering conflicts among major powers over access to new food supplies

_____ 34. The patterns described in the excerpt most directly foreshadowed which of the following developments?

- (A) The spread of maize cultivation northward from present-day Mexico into the American Southwest
- (B) The population decline in Native American societies
- (C) The gradual shift of European economies from feudalism to capitalism
- (D) The emergence of racially mixed populations in the Americas

_____ 35. The trends described by Taylor most directly illustrate which of the following major historical developments in the Atlantic world?

- (A) The growth of mercantile empires that stretched across the Atlantic
- (B) The increasing anglicization of the English colonies
- (C) The phenomenon known as the Columbian Exchange
- (D) The rise of the trans-Atlantic slave trade

B. Short answer practice:

Period 1 (1491-1607)

1. Answer a, b, and c.

(A) Briefly explain ONE example of how contact between Native Americans and Europeans brought changes to Native American societies in the period 1492 to 1700.

(B) Briefly explain a SECOND example of how contact between Native Americans and Europeans brought changes to Native American societies in the same period.

(C) Briefly explain ONE example of how Native American societies resisted change brought by contact with Europeans in the same period.

Period 2 (1607-1754)

2. Answer a, b, and c.

A) Briefly explain how ONE specific environmental or geographical feature of the New England colonies contributed to the region's unique development before 1754.

B) Briefly explain how ONE specific environmental or geographical feature of the middle colonies contributed to the region's unique development before 1754.

C) Briefly explain how ONE specific environmental or geographical feature of the southern colonies contributed to the region's unique development before 1754.

Period 3 (1754-1800)

3. Answer questions a, b, and c.

A) Briefly explain the British view of how the French and Indian War (Seven Years' War) fundamentally changed the relationship between Britain and its American colonies

B) Briefly explain the colonial view as a result of the war.

C) Briefly describe an initial reaction taken as a result of the changing views by either the British or colonists.

Period 4 (1800-1848)

4. Answer questions a, b, and c

A) Briefly explain ONE specific reason given by those in the United States who opposed the War of 1812.

B) Briefly explain ONE specific reason given by those in the United States who supported the War of 1812.

C) Briefly explain ONE major result of the War of 1812 that would play a major role in politics and policies of the United States many years later.