



## Chapter 5

# Pacing Drills

In this chapter, you'll have the opportunity to put to use the strategies you've learned. Let's get cracking!

# Multiple-Choice Drill

As you work through the following questions, try to apply everything you learned in Chapter 1. Make sure to keep the big picture in mind as you consider the answer choices. Use POE. If you can get rid of one or more answer choices and can go no further, guess and move on. Use common sense and context clues. Answers and explanations for these questions follow the drills in this chapter.

**Questions 1 - 3 refer to the excerpt below.**

“As for the lawfulness of keeping slaves, I have no doubt, since I hear of some that were bought with Abraham’s money, and some that were born in his house.—And I cannot help thinking, that some of those servants mentioned by the Apostles in their epistles, were or had been slaves. It is plain, that the Gibeonites were doomed to perpetual slavery, and though liberty is a sweet thing to such as are born free, yet to those who never knew the sweets of it, slavery perhaps may not be so irksome.”

George Whitefield, 1751

- Whitefield’s statements suggest that many colonists’ opinions on slavery in the 1700s were most directly shaped by
  - Christian biblical interpretations
  - commerce and business interests
  - trade with the Gibeonites
  - agricultural interests
- Whitefield’s revival meetings contributed most directly to which of the following trends?
  - Republican Motherhood
  - Political and religious independence
  - Back-to-the-land migration
  - Progressive social reforms
- The speaker above would be most associated with which of the following social or political movements?
  - Republicanism
  - Abolitionism
  - The Age of Reason
  - The First Great Awakening

**Questions 4 - 6 refer to the excerpt below.**

“Neither here, nor in any other part of the world, is the right of suffrage allowed to extend beyond one of the sexes. This universal exclusion of woman...argues, conclusively, that, not as yet, is there one nation so far emerged from barbarism, and so far practically Christian, as to permit woman to rise up to the one level of the human family.”

U.S. Representative Gerrit Smith, 1848

4. The ideas expressed in the excerpt most directly challenged the prevailing ideal in the nineteenth century that
  - (A) women should enjoy full and equal rights with men
  - (B) women’s political interests were sufficiently represented by their husbands and fathers
  - (C) the presence of women in industry and agriculture was a positive step toward independence
  - (D) women were responsible for the education of their children
  
5. According to the sentiments expressed, which of the following trends in the late nineteenth century would Gerrit most support?
  - (A) Women’s suffrage
  - (B) The Gospel of Wealth
  - (C) Prohibition
  - (D) The Second Great Awakening
  
6. Many supporters of the sentiments expressed above would also ally themselves with which of the following ideologies?
  - (A) Social Darwinism
  - (B) States’ rights
  - (C) Abolitionism
  - (D) Isolationism

**Questions 7 - 9 refer to the excerpt below.**

“The battle, sir, is not to the strong alone; it is to the vigilant, the active, the brave. Besides, sir, we have no election. If we were base enough to desire it, it is now too late to retire from the contest. There is no retreat but in submission and slavery! Our chains are forged! Their clanking may be heard on the plains of Boston! The war is inevitable—and let it come! I repeat it, sir, let it come!

“It is in vain, sir, to extenuate the matter. Gentlemen may cry, ‘Peace! Peace!’—but there is no peace. The war is actually begun! The next gale that sweeps from the north will bring to our ears the clash of resounding arms! Our brethren are already in the field! Why stand we here idle? What is it that gentlemen wish? What would they have? Is life so dear, or peace so sweet, as to be purchased at the price of chains and slavery? Forbid it, Almighty God! I know not what course others may take; but as for me, give me liberty, or give me death!”

7. The excerpt above was from a speech by which of the following?
- (A) Dred Scott
  - (B) John Brown
  - (C) Patrick Henry
  - (D) Samuel Adams
8. The excerpt is most clearly an example of advocating for which of the following?
- (A) Abolition of slavery
  - (B) Equal civil rights for African Americans
  - (C) Freedom from Great Britain
  - (D) Joining the war effort during World War II
9. Which of the following groups would be most likely to support the perspective presented in the excerpt?
- (A) Northern abolitionists
  - (B) Southern plantation owners
  - (C) Loyalists
  - (D) Patriots

# Short-Answer Drill

Question 1 is based on the following image.



XVth Amendment—"Shoo, fly, don't bother me!"

1. Use the image above to answer parts a, b, and c.
  - a) Briefly explain the point of view expressed through the image about ONE of the following:
    - Voting Rights
    - Emancipation
    - The Constitutional Amendment process
  - b) Briefly explain ONE outcome of the Civil War that led to the historical change depicted in the image.
  - c) Briefly explain ONE way in which the historical change you explained in part b was challenged in the period between 1866 and 1896.

“It is a solemn sight to see so many Christians lying in their blood, some here, and some there, like a company of sheep torn by wolves, all of them stripped naked by a company of hell-hounds, roaring, singing, ranting, and insulting, as if they would have torn our very hearts out; yet the Lord by His almighty power preserved a number of us from death, for there were twenty-four of us taken alive and carried captive.”

Mary Rowlandson, taken captive during King Philip’s War, 1675

“How different would be the sensation of a philosophic mind to reflect that instead of exterminating a part of the human race by our modes of population that we had persevered through all difficulties and at last had imparted our Knowledge of cultivating and the arts, to the Aborigines of the Country by which the source of future life and happiness had been preserved and extended.”

Henry Knox to George Washington, 1790s

2. Using the excerpts above, answer parts a, b, and c.
  - a) Briefly explain ONE major difference between Rowlandson’s and Knox’s interpretations.
  - b) Briefly explain how someone supporting Rowlandson’s interpretation could use ONE piece of evidence from the period between 1600 and 1800 not directly mentioned in the excerpt.
  - c) Briefly explain how someone supporting Knox’s interpretation could use ONE piece of evidence from the period between 1600 and 1800 not directly mentioned in the excerpt.

# DBQ Drill

1. From the end of World War II through the Eisenhower administration, many Americans feared that communism threatened the existence of the United States. Using BOTH the documents AND your knowledge of the 1940s and 1950s, assess the reasons for and the validity of those fears.

## Document 1

Source: Decoded telegram from a KGB agent, New York to Moscow. Intercepted by U.S. intelligence.

November 14, 1944

To VIKTOR,

LIBERAL has safely carried through the contracting of Kh' YuS. Kh' YuS is a good pal of METR's. We propose to pair them off and get them to photograph their own materials having given them a camera for this purpose... LIBERAL will receive the film from METR for passing on....

OSA has agreed to cooperate with us in drawing in ShMEL'...with a view to ENORMOUS. On summons from KALIER she is leaving on 22 November for the Camp 2 area....

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Notes:

VIKTOR = Lt. Gen. P. M. FITIN [KGB Moscow]

LIBERAL = Julius ROSENBERG

Kh' YuS = probably Joel BARR or Alfred SARANT

OSA = Ruth GREENGLASS

ShMEL'/KALIER = David GREENGLASS

ENORMOUS = Atomic Energy Project

## Document 2

Source: Representative John F. Kennedy, speech to Congress, January 1949.

Mr. Speaker, over this weekend we have learned the extent of the disaster that has befallen China and the United States. The responsibility for the failure of our foreign policy in the Far East rests squarely with the White House and the State Department.

The continued insistence that aid would not be forthcoming unless a coalition government with the Communists was formed, was a crippling blow to the National Government.

So concerned were our diplomats and their advisers...with the imperfection of the democratic system in China...and the tales of corruption in high places that they lost sight of our tremendous stake in a non-Communist China....

This House must now assume the responsibility of preventing the onrushing tide of communism from engulfing all of Asia.

## Document 3

Source: President Harry Truman, speech, July 29, 1951.

This malicious propaganda has gone so far that on the Fourth of July...people were afraid to say they believed in the Declaration of Independence. A hundred and twelve people were asked to sign a petition that contained nothing except quotations from the Declaration of Independence and the Bill of Rights. One hundred and eleven of these people refused to sign that paper—many of them because they were afraid that it was some kind of subversive document and that they would lose their jobs or be called Communists.



## Document 4

Source: Advertisement, *Civil Defender* magazine, 1955.

TO: CIVIL DEFENSE AUTHORITIES, EDUCATORS, AND PARENT-TEACHER ASSOCIATIONS

### STUDENT IDENTIFICATION DURING AN “ATOMIC” ALERT

**NEED:** Is Civil Defense needed? If the answer to this question is yes, then we must entertain the thought of evacuation. Since the advent of the Hydrogen Bomb, the only safety lies in not being “there.”

**EVACUATION:** Should it be necessary to evacuate the children during school hours, it is also necessary to identify them. Many educators feel that this identification is more necessary for the grades from sixth down through kindergarten.

**IDENTIFICATION:** Identification must be positive, practical, and nontransferable. Identification must be kept in the school, to be used only during the time of the actual alert or drill. Identification must be inexpensive, since neither the schools nor the Civil Defense people have a lot of money to spend.

How do we of NATIONAL SCHOOL STUDIOS fit into this picture?

We offer the solution to the Identification problem...

We will furnish the Identification Card, chain, and pin (pictured in this ad) for the small sum of sixty cents per student.... We will furnish the Identification Card...free of charge if we are permitted to submit our envelopes of pictures to the parents for possible purchase of these envelopes by the parents. Incidentally, this entails absolutely NO OBLIGATION on the part of the parent to purchase the envelope of pictures. We submit the envelope of pictures 100% on speculation....



Document 5



“COME UNTO ME, YE OPPREST!”

Document 6

Source: Senator Joseph McCarthy, Lincoln Day speech to the Republican Women’s Club of Wheeling, West Virginia, 1950.

The State Department is infested with communists. I have here in my hand a list of 205—a list of names that were made known to the Secretary of State as being members of the Communist Party and who nevertheless are still working and shaping policy in the State Department.

## Document 7

Source: Edward R. Murrow, broadcast journalist, 1954.

No one familiar with the history of this country can deny that congressional committees are useful. It is necessary to investigate before legislating, but the line between investigating and persecuting is a very fine one, and the junior Senator from Wisconsin has stepped over it repeatedly. His primary achievement has been in confusing the public mind, as between the internal and the external threats of Communism. We must not confuse dissent with disloyalty. We must remember always that accusation is not proof and that conviction depends upon evidence and due process of law. We will not walk in fear, one of another. We will not be driven by fear into an age of unreason, if we dig deep in our history and our doctrine, and remember that we are not descended from fearful men—not from men who feared to write, to speak, to associate and to defend causes that were, for the moment, unpopular.

# Long Essay Drill

Below is a drill based upon a long essay question. During the actual exam, you will have the option to choose between one of three different questions. Since the long essay questions provide no outside information, you will have to provide all of the relevant outside information you can come up with. Develop an outline and an approach to how you would write an essay based on the following prompt:

1. Assess the causes and consequences of the abolition movement of the 1840s and 50s.