

In developing your answers to Part III, be sure to keep these general definitions in mind:

- (a) **describe** means “to illustrate something in words or tell about it”
- (b) **explain** means “to make plain or understandable; to give reasons for or causes of; to show the logical development or relationships of”
- (c) **discuss** means “to make observations about something using facts, reasoning, and argument; to present in some detail”

Part III

DOCUMENT-BASED QUESTION

This question is based on the accompanying documents. The question is designed to test your ability to work with historical documents. Some of the documents have been edited for the purposes of the question. As you analyze the documents, take into account the source of each document and any point of view that may be presented in the document.

Historical Context:

Historians who have evaluated presidential leadership have generally agreed that **George Washington, Abraham Lincoln, and Franklin D. Roosevelt** were great presidents because each successfully addressed a critical challenge faced by the nation during his administration.

Task: Using information from the documents and your knowledge of United States history, answer the questions that follow each document in Part A. Your answers to the questions will help you write the Part B essay, in which you will be asked to

Select **two** presidents mentioned in the historical context and for **each**

- Describe a challenge that faced the nation during his administration
- Explain an action taken by the president to address this challenge
- Discuss the impact of this action on the United States

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Part A

Short-Answer Questions

Directions: Analyze the documents and answer the short-answer questions that follow each document in the space provided.

Document 1

At daybreak on July 16, 1794, about fifty men armed with rifles and clubs marched to the house of John Neville, regional supervisor for collection of the federal excise tax in western Pennsylvania. They demanded that Neville resign his position and turn over to them all records associated with collection of the tax on domestically distilled spirits. He refused. Shots were fired. In the ensuing battle five of the attackers fell wounded. One of them later died. Neville and his slaves, who together had defended the premises from secure positions inside the house, suffered no casualties. The mob dispersed. . . .

The Whiskey Rebellion, as it is traditionally known and studied, had begun. Before it was over, some 7000 western Pennsylvanians advanced against the town of Pittsburgh, threatened its residents, feigned [pretended] an attack on Fort Pitt and the federal arsenal there, banished seven members of the community, and destroyed the property of several others. Violence spread to western Maryland, where a Hagerstown crowd joined in, raised liberty poles, and began a march on the arsenal at Frederick. At about the same time, sympathetic “friends of liberty” arose in Carlisle, Pennsylvania, and back-country regions of Virginia and Kentucky. Reports reached the federal government in Philadelphia that the western country was ablaze and that rebels were negotiating with representatives of Great Britain and Spain, two of the nation’s most formidable European competitors, for aid in a frontier-wide separatist movement. In response, President Washington nationalized 12,950 militiamen from New Jersey, Pennsylvania, Maryland, and Virginia—an army approximating in size the Continental force that followed him during the Revolution—and personally led the “Watermelon Army”* west to shatter the insurgency [rebellion]. . . .

Source: Thomas P. Slaughter, *The Whiskey Rebellion: Frontier Epilogue to the American Revolution*, Oxford University Press, 1986

*Watermelon Army was a nickname by whiskey tax rebels mocking the physical fitness and fighting skills of federal troops, particularly those from New Jersey.

- 1 According to Thomas P. Slaughter, what was **one** problem that resulted from the collection of the federal excise tax in western Pennsylvania? [1]

Score

Document 2

To Major-General Lee

Sir:—I have it in special instruction from the President [George Washington] of the United States, now at this place, to convey to you the following instructions for the general direction of your conduct in the command of the militia army, with which you are charged.

The objects [reasons] for which the militia have been called forth are:

1st. To suppress the combinations [groups] which exist in some of the western counties in Pennsylvania, in opposition to the laws laying duties upon spirits distilled within the United States, and upon stills.

2nd. To cause the laws to be executed.

These objects are to be effected in two ways:

1. By military force.
2. By judiciary process and other civil proceedings.

The objects of the military force are twofold:

1. To overcome any armed opposition which may exist.
2. To countenance [approve] and support the civil officers in the means of executing the laws....

Your obedient servant,
Alexander Hamilton

Source: Alexander Hamilton to Major-General Henry Lee, October 20, 1794,
Henry Cabot Lodge, ed., *The Works of Alexander Hamilton*, Volume VI,
G.P. Putnam's Sons (adapted)

2a According to Alexander Hamilton, what action is President George Washington ordering in response to the Whiskey Rebellion? [1]

Score

b According to Alexander Hamilton, what is **one** reason President Washington gave this order? [1]

Score

Document 3

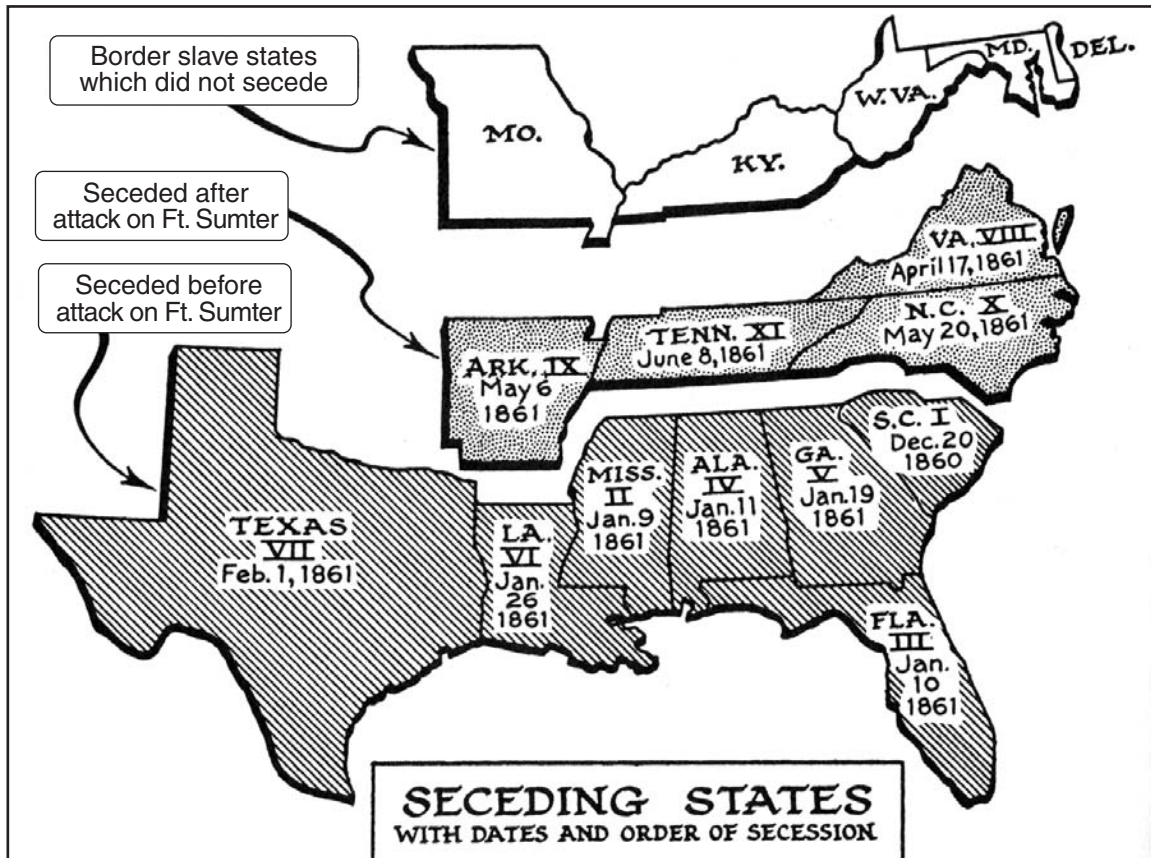
. . . The [whiskey] rebellion has long been interpreted as a milestone in the creation of federal authority, and in most respects that is its chief significance. Certainly to the Federalists, who had long been striving for a strong national government, it was a major test: the new government successfully crushed organized and violent resistance to the laws. As Hamilton put it, the rebellion “will do us a great deal of good and add to the solidity [stability] of every thing in this country.” . . .

Source: Richard H. Kohn, “The Washington Administration’s Decision to Crush the Whiskey Rebellion,”
The Journal of American History, December 1972

3 According to Richard H. Kohn, what was the significance of the Whiskey Rebellion? [1]

Score

Document 4



Source: Kennedy and Bailey, eds., *The American Spirit, Volume I: To 1877*, Houghton Mifflin, 2002 (adapted)

4 Based on the information on this map, state **one** problem the United States faced under President Abraham Lincoln. [1]

Score

Document 5

April 15, 1861

By the President of the United States
A Proclamation.

Whereas, the laws of the United States have been for some time past, and now are opposed, and the execution thereof obstructed [interfered with], in the States of South Carolina, Georgia, Alabama, Florida, Mississippi, Louisiana and Texas, by combinations too powerful to be suppressed by the ordinary course of judicial proceedings, or by the powers vested in the Marshals by law,

Now therefore, I, Abraham Lincoln, President of the United States, in virtue of the power in me vested by the Constitution, and the laws, have thought fit to call forth, and hereby do call forth, the militia of the several States of the Union, to the aggregate [total] number of seventy-five thousand [75,000], in order to suppress said combinations, and to cause the laws to be duly executed. The details, for this object, will be immediately communicated to the State authorities through the War Department. . . .

ABRAHAM LINCOLN

By the President
WILLIAM H. SEWARD, Secretary of State.

Source: Roy P. Basler, ed., *The Collected Works of Abraham Lincoln*, Volume IV, Rutgers University Press (adapted)

- 5 According to this proclamation, what is **one** action President Abraham Lincoln took to enforce the laws of the United States? [1]

Score

Document 6

. . . The greatest names in American history are Washington and Lincoln. One is forever associated with the independence of the States and formation of the Federal Union; the other with universal freedom and the preservation of that Union. Washington enforced the Declaration of Independence as against England; Lincoln proclaimed its fulfillment not only to a downtrodden race in America, but to all people for all time, who may seek the protection of our flag. These illustrious men achieved grander results for mankind within a single century—from 1775 to 1865—than any other men ever accomplished in all the years since first the flight of time began. Washington engaged in no ordinary revolution. With him it was not who should rule, but what should rule. He drew his sword, not for a change of rulers upon an established throne, but to establish a new government, which should acknowledge no throne but the tribunal [authority] of the people. Lincoln accepted war to save the Union, the safeguard of our liberties, and re-established it on “indestructible foundations” as forever “one and indivisible.” To quote his own grand words:

“Now we are contending that this Nation under God, shall have a new birth of freedom; and that government of the people, by the people, for the people, shall not perish from the earth.” . . .

Source: William McKinley, Speech at the Marquette Club, Chicago, February 12, 1896, Nicolay and Hay, eds., *Complete Works of Abraham Lincoln*

- 6 According to William McKinley, what is **one** impact of President Abraham Lincoln’s actions on the United States? [1]

Score

Document 7

Interview with Aaron Barkham, a coal miner in West Virginia

. . . It got bad in '29. The Crash caught us with one \$20 gold piece. All mines shut down—stores, everything. One day they was workin', the next day the mines shut down. Three or four months later, they opened up. Run two, three days a week, mostly one. They didn't have the privilege of calling their souls their own. Most people by that time was in debt so far to the company itself, they couldn't live.

Some of them been in debt from '29 till today [c. 1970], and never got out. Some of them didn't even try. It seem like whenever they went back to work, they owed so much. The company got their foot on 'em even now. . . .

Source: Studs Terkel, *Hard Times: An Oral History of the Great Depression*, Pantheon Books

- 7 According to this interview with coal miner Aaron Barkham, what was **one** problem faced by mine workers during the Great Depression? [1]

Score

Document 8a

. . . In the consistent development of our previous efforts toward the saving and safeguarding of our national life, I have continued to recognize three related steps. The first was relief, because the primary concern of any Government dominated by the humane ideals of democracy is the simple principle that in a land of vast resources no one should be permitted to starve. Relief was and continues to be our first consideration. It calls for large expenditures and will continue in modified form to do so for a long time to come. We may as well recognize that fact. It comes from the paralysis that arose as the after-effect of that unfortunate decade characterized by a mad chase for unearned riches and an unwillingness of leaders in almost every walk of life to look beyond their own schemes and speculations. In our administration of relief we follow two principles: First, that direct giving shall, wherever possible, be supplemented by provision for useful and remunerative [paid] work and, second, that where families in their existing surroundings will in all human probability never find an opportunity for full self-maintenance, happiness and enjoyment, we will try to give them a new chance in new surroundings. . . .

Source: Franklin D. Roosevelt, Address of the President, "Review of the Achievements of the Seventy-third Congress," June 28, 1934, FDR Library

8a According to President Franklin D. Roosevelt, what was **one** action needed to safeguard the life of the nation? [1]

Score

Document 8b



Source: Clifford Berryman, *Washington Star*, January 5, 1934, Library of Congress

8b According to this document, what was **one** step taken by President Franklin D. Roosevelt to solve the problems of the Great Depression? [1]

Score

Document 9

. . . But was the New Deal answer really successful? Did it work? Other scholarly experts almost uniformly praise and admire Roosevelt, but even the most sympathetic among them add a number of reservations. “The New Deal certainly did not get the country out of the Depression,” says Columbia’s William Leuchtenburg, author of *Franklin D. Roosevelt and the New Deal*. “As late as 1941, there were still 6 million unemployed, and it was really not until the war that the army of the jobless finally disappeared.” “Some of the New Deal legislation was very hastily contrived [planned],” says Williams College’s James MacGregor Burns, author of a two-volume Roosevelt biography. Duke’s James David Barber, author of *The Presidential Character*, notes that Roosevelt “was not too open about his real intentions, particularly in the court-packing episode.” . . .

After all the criticisms, though, the bulk of expert opinion agrees that Roosevelt’s New Deal changed American life substantially, changed it permanently and changed it for the better. While the major recovery programs like the NRA and AAA have faded into history, many of Roosevelt’s reforms—Social Security, stock market regulation, minimum wage, insured bank deposits—are now taken for granted. . . .

But what actually remains today of the original New Deal? Alexander Heard, 64, who is retiring soon as chancellor of Vanderbilt University, remembers working in the CCC as a youth, remembers it as a time when a new President “restored a sense of confidence and morale and hope—hope being the greatest of all.” But what remains? “In a sense,” says Heard, “what remains of the New Deal is the United States.”

Source: Otto Friedrich, “F.D.R.’s Disputed Legacy,” *Time*, February 1, 1982 (adapted)

9 According to this document, what were **two** effects of President Franklin D. Roosevelt’s New Deal policies on the nation? [2]

(1) _____

Score

(2) _____

Score

Part B

Essay

Directions: Write a well-organized essay that includes an introduction, several paragraphs, and a conclusion. Use evidence from *at least four* documents in your essay. Support your response with relevant facts, examples, and details. Include additional outside information.

Historical Context:

Historians who have evaluated presidential leadership have generally agreed that **George Washington, Abraham Lincoln, and Franklin D. Roosevelt** were great presidents because each successfully addressed a critical challenge faced by the nation during his administration.

Task: Using information from the documents and your knowledge of United States history, write an essay in which you

Select *two* presidents mentioned in the historical context and for *each*

- Describe a challenge that faced the nation during his administration
- Explain an action taken by the president to address this challenge
- Discuss the impact of this action on the United States

Guidelines:

In your essay, be sure to

- Develop all aspects of the task
- Incorporate information from *at least four* documents
- Incorporate relevant outside information
- Support the theme with relevant facts, examples, and details
- Use a logical and clear plan of organization, including an introduction and conclusion that are beyond a restatement of the theme