
Answer either Question 3 or Question 4.

3. Respond to parts A, B, and C.

- A.** Briefly describe one political debate in British North America from 1763 to 1783.
 - B.** Briefly describe one effect of the ratification of the United States Constitution from 1789 to 1800.
 - C.** Briefly explain how one group responded to debates about federal government power from 1800 to 1840.
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4. Respond to parts A, B, and C.

- A.** Briefly describe one political debate in the United States between 1910 and 1929.
- B.** Briefly describe one effect of the New Deal from 1932 to 1945.
- C.** Briefly explain how one group responded to debates about government power from 1945 to 1970.

END OF SECTION I**2. Using the image, respond to parts a, b, and c.**

- a.** Briefly describe one historical situation in which the image was created.
- b.** Briefly explain how the image reflected a change in ideas about the role of government from 1877 to 1936.
- c.** Briefly explain how beliefs about the role of government such as the one reflected by the image continued after 1945.

Question 3 or 4

Directions: Answer **either** Question 3 **or** Question 4.

3. Respond to parts **a**, **b**, and **c**.
 - a. Briefly describe one United States government policy from 1783 to 1840.
 - b. Briefly explain one similarity OR difference in how two groups responded to political change in the United States from 1783 to 1840.
 - c. Briefly explain how one historical development from 1840 to 1860 contributed to regional divisions.
4. Respond to parts **a**, **b**, and **c**.
 - a. Briefly describe one economic development from 1865 to 1900.
 - b. Briefly explain one similarity OR difference in how two groups responded to economic change from 1865 to 1900.
 - c. Briefly explain how one historical development from 1900 to 1940 contributed to government involvement in the economy.

END OF SECTION I

“Working-class Chicagoans—male and female, black and white, . . . immigrants from eastern and southern Europe or their children—were . . . asserting themselves in new ways in the larger political arena. During the 1930s, Chicago workers, along with men and women elsewhere in the nation, had begun to vote Democratic more consistently and in greater numbers than ever before, joining President Franklin Roosevelt’s ‘New Democratic Coalition.’ . . . Supporting the Democrats . . . , they felt, would ensure a more activist federal government committed to providing the benefits that over time have become associated with ‘the welfare state.’”

Source: Lizabeth Cohen, historian, *Making a New Deal: Industrial Workers in Chicago, 1919–1939*, published in 1991

“Far more enduring was the New Deal’s intimate partnership with those in the South who preached white supremacy. . . . Southern representatives acted . . . as an indispensable part of the governing party. New Deal lawmaking would have failed without . . . southern members of Congress. Here lay an acute incongruity. The New Deal permitted, or at least turned a blind eye toward, an organized system of racial cruelty. This alliance was a crucial part of its supportive structure. The New Deal thus collaborated with the South’s racial hegemony as it advanced liberal democracy.”

Source: Ira Katznelson, historian, *Fear Itself: The New Deal and the Origins of Our Time*, published in 2013

1. Using the excerpts, respond to **parts a, b, and c**.

- a. Briefly describe one major difference between Cohen’s and Katznelson’s historical interpretations of the New Deal.
- b. Briefly explain how one event or development from 1932 to 1945 that is not explicitly mentioned in the excerpts could be used to support Cohen’s argument.
- c. Briefly explain how one event or development from 1932 to 1945 that is not explicitly mentioned in the excerpts could be used to support Katznelson’s argument.