

UNIT XIII

MULTIPLE-CHOICE QUESTIONS

Questions 1-3 refer to the political cartoon:



1. The political cartoon above is depicting which historic event of the 1850s
 - (A) the animosity that developed between Lincoln and Douglas in their debates
 - (B) the debate between John C. Calhoun and Daniel Webster over the nature of the union
 - (C) Brook's caning of Charles Sumner who only defends himself with a pen
 - (D) secessionist Yancy's attack on Seward for delivering his "higher law" speech
2. The basic interpretation in the above cartoon is that
 - (A) a southern gentlemen has every right to exercise the code of the south which called for dueling one's equals but chastising an inferior
 - (B) the sword is mightier than the pen
 - (C) sectional differences were made worse by southern violence
 - (D) southern chivalry demanded that defending yourself with a club was the proper response after being attacked by arguments
3. What subsequent event shows that what is depicted in the cartoon met with the approval of southerners?
 - (A) Sumner leaving the Senate to spend time in a European hospital
 - (B) After resigning from the House Brooks was reflected by his constituents
 - (C) Dueling is outlawed by Congress
 - (D) The failure to prosecute anyone for violence in the Senate



Questions 4-6 refer to the following:

“The undersigned have met in conference, first in Ostend, Belgium.... We have arrived at the conclusion, ... that an immediate and earnest effort ought to be made by the government of the United States to purchase Cuba from Spain.... But if Spain, deaf to the voice of her own interest, and actuated by stubborn pride and a false sense of honor, should refuse to sell Cuba...what ought to be the course of the American government under such circumstances? Self-preservation is the first law of nature.... After we have offered Spain a price for Cuba far beyond its present value, and this shall have been refused, it will then be time to consider the question, does Cuba, in the possession of Spain, seriously endanger our internal peace and the existence of our cherished Union? Should the question be answered in the affirmative, then, by every law, human and divine, we shall be justified in wresting it from Spain if we possess the power....”

James Buchanan, John Y. Mason, and Pierre Soule, “Ostend Manifesto,” October 18, 1854

4. When it became public the above document was supported by
- (A) western railroad builders
 - (B) southern expansionist
 - (C) anti-immigrant nativists
 - (D) the Monroe Doctrine
5. Northerners were enraged at the Ostend Manifesto primarily because they saw it as
- (A) furthering the goals of Manifest Destiny
 - (B) waging war for economic gain
 - (C) an attempt to extend slavery
 - (D) a violation of the Constitution
6. The outrage over the publication of the Ostend Manifesto enabled which newly formed political party to gain support and take over the House of Representatives?
- (A) Democrat
 - (B) Whig
 - (C) American (Know Nothing)
 - (D) Republican



Questions 7-9 refer to the following:

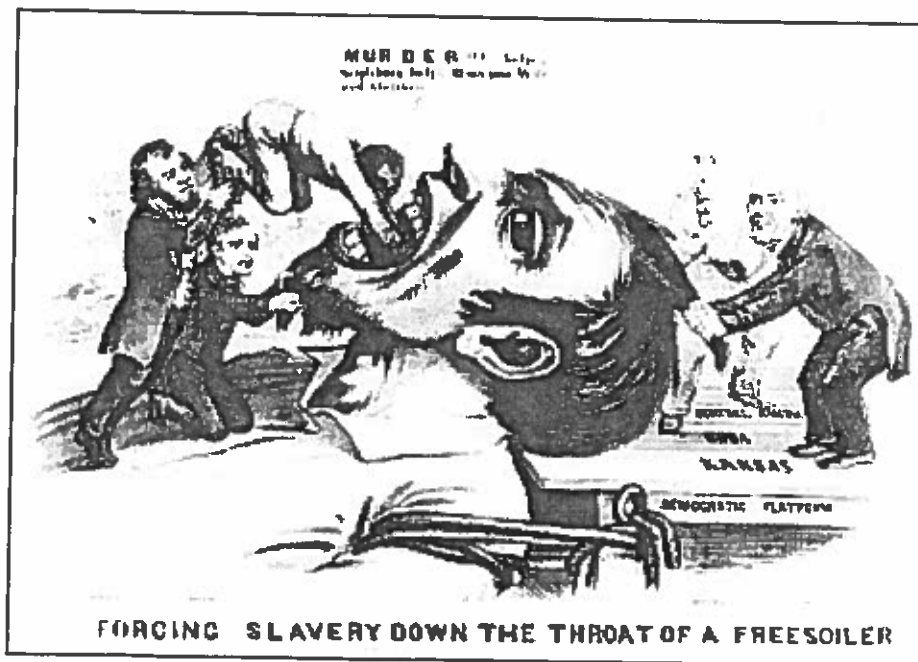
“... Can a negro, whose ancestors were imported into this country, and sold as slaves, become a member of the political community... become entitled to all the rights, and privileges, and immunities, guarantied by that instrument [Constitution] to the citizen? ...”people of the United States” and “citizens” are synonymous terms, ...The question ... is, whether the class of persons described in the plea.... are constituent members of this sovereignty? We think they are not.... and can therefore claim none of the rights and privileges [of] citizens of the United States.... they were at that time considered as a subordinate and inferior class of beings, who had been subjugated by the dominant race, and, whether emancipated or not, yet remained subject to their authority, and had no rights or privileges but such as those who held the power and the Government might choose to grant them. [Dred Scott] could not be a citizen of the State of Missouri, within the meaning of the Constitution of the United States, and, consequently, was not entitled to sue in its courts.... The right of property in a slave is... affirmed in the Constitution. “

Roger Taney, *Dred Scott v. Sanford*, 1857

7. This Supreme Court decision overturned what previous political agreement that had stood for almost forty years?
 - (A) 3/5ths clause of the Constitution
 - (B) Treaty of Guadalupe Hidalgo
 - (C) Annexation of Texas
 - (D) Missouri Compromise
8. The ideas contained in this decision would be ultimately overturned by all of the following constitutional amendments EXCEPT
 - (A) 12th Amendment
 - (B) 13th Amendment
 - (C) 14th Amendment
 - (D) 15th Amendment
9. This decision of the Supreme Court overturned which two congressional actions that had tried to avert sectional difficulties in the 1850s
 - (A) Ostend Manifesto and Talmadge Amendment
 - (B) Wilmot Proviso and Gag Resolutions
 - (C) Compromise of 1850 and Kansas-Nebraska Act
 - (D) Crittendon Proposal and Filibustering Expeditions



Questions 10-12 refer to the following:



10. The cartoon shows the effects of what 1854 law that is forcing slavery down the throat of the freesoiler?
- (A) Kansas-Nebraska Act
 - (B) Tallmadge Amendment
 - (C) Wilmot Proviso
 - (D) Missouri Compromise
11. The politicians doing the forcing, Franklin Pierce, Stephen Douglas, Lewis Cass, and James Buchanan, all either Presidents or presidential candidates are supporters of what political position on slavery in the territories?
- (A) Ostend Manifesto
 - (B) Wilmot Proviso
 - (C) Homesteading
 - (D) Popular Sovereignty
12. The idea of the expansion of slavery as seen in the Democratic platform saw all the following as places for this expansion EXCEPT
- (A) Cuba
 - (B) Kansas
 - (C) Nicaragua
 - (D) Hawaii



Questions 13-15 refer to the following:

“We are now far into the *fifth* year, [since popular sovereignty in the Kansas-Nebraska Act] was initiated, with the *avowed* object,... of putting an end to slavery agitation. Under... that policy, ... agitation has not only, *not ceased*, but has *constantly augmented*. A house divided against itself cannot stand. “I believe this government cannot endure, permanently half *slave* and half *free*. I do not expect the Union to be *dissolved*—I do not expect the house to *fall*—but I *do* expect it will cease to be divided. It will become *all* one thing or *all* the other. Either the *opponents* of slavery, will arrest the further spread of it, and place it where the public mind shall rest in the belief that it is in the course of ultimate extinction; or its *advocates* will push it forward, till it shall become alike lawful in *all* the States, *old* as well as *new*—*North* as well as *South*.”

Abraham Lincoln, “House Divided Speech,” June 16, 1858

13. The house that is being referred to in this metaphor is the
- (A) White House
 - (B) House of Representatives
 - (C) log cabin where Lincoln was born
 - (D) United States
14. Which of the following fulfilled Lincoln’s prophecy in this speech?
- (A) Emancipation Proclamation
 - (B) Homestead Act
 - (C) 13th Amendment
 - (D) Civil Rights Act
15. Lincoln’s speech was delivered in part to
- contradict the Dred Scott decision which had declared in 1857 that the
 - (A) federal government had no power to regulate slavery in the territories
 - (B) decision of *Marbury vs. Madison* giving the Court the power of judicial review was annulled
 - (C) the issue of slavery was purely a state right’s issue and the national institutions would take no stand on it
 - (D) slave Dred Scott should be shipped back to Africa to end the controversy over his legal status

UNIT XIII

EVENTS LEADING TO CIVIL WAR

1. **(C)** Congressman Preston Brooks of South Carolina beats Senator Charles Sumner with his walking cane in the Senate chamber because of a speech Sumner had made three days previous called “The Crime Against Kansas” lambasting Brooks’ uncle, Senator Andrew Pierce Butler for supporting the “harlot” slavery. In the cartoon Sumner only defends himself with a pen. According to the southern code of honor caning was considered an appropriate punishment. Brooks hit Sumner until his cane broke and South Carolinians branding Brooks a hero sent him dozens of brand new canes to replace the broken one.
2. **(C)** Because of cartoons like this, Preston Brooks was given the nickname “Bully Brooks” for his attack on the much older Charles Sumner. Sumner went to Europe to recover from his wounds and his state re-elected him even though he was not attending Senate sessions. During Reconstruction Sumner was one of the most powerful senators and was partly responsible for the harsh treatment toward the former Confederates. Brooks died shortly after the incident when he was 37 years old.
3. **(B)** The cartoon shows some of the Senators looking aghast as Brooks beats Sumner while others are obviously pleased with what is going on by the smiles on their faces. It highlights the fact that sectional issues were made worse by southern violence. Brooks was sent many canes to replace the one that he had broken on Sumner’s head. After resigning from the House he was reelected by his constituents.



4. **(B)** By the 1850s the issue of Southern expansion had become politically and regionally divisive. The agrarian South was in an increasingly worsening position in the U.S. Congress and the Western territories were not suited for a plantation economy. These developments promised to gradually strengthen the North's political dominance over time as these territories were populated and eventually brought into the Union. Southerners saw expansion into the Caribbean and Mexico as a way to possibly balance out Northern gains in the West, bringing a bit more regional parity back to Congress. Professing support for bringing Cuba, for instance, into the Union as a slave state was a mandatory view for Southern Democrats to have to be elected to office.
5. **(C)** The outrage in the North that accompanied the "outing" of the Ostend Manifesto nearly ruined Franklin Pierce's pro-South administration. This Southern attempt to extend slavery was especially opposed by the growing free-soil movement that had recently been angered by the Fugitive Slave Law (passed as part of the Compromise of 1850). The Pierce Administration was irreparably damaged by the incident. As a "doughface" president Pierce had been highly sympathetic to the Southern cause. The Ostend Manifesto contributed to the splintering of the Democratic Party, and the movement to annex Cuba wasn't effectively ended until after the Civil War.
6. **(D)** The Ostend Manifesto was an issue that played into the hands of the newly formed Republican party. With their strong stance against the expansion of slavery into the territories, the idea of annexing Cuba with its tradition of slavery was an anathema to them. This issue was a powerful recruiting tool for this new party that gained control of the House of Representatives within two years of its founding.
7. **(D)** After a great deal of political discord, it was decided to allow Missouri to enter the union as a slave state and Maine (being severed from Massachusetts) to enter as a free state. This kept the U.S. equal with the same number of free and slave states. A final provision of the Missouri Compromise prohibited slavery in the Louisiana territory north of the 36 degree 30 minute line. This law would hold from 1820 to 1857 until it was overturned by the Supreme Court in the Dred Scott decision.
8. **(A)** The 12th Amendment was not one of the Reconstruction Amendments as it provided for separate Electoral College votes for President and Vice President, correcting weaknesses in the earlier electoral system which were responsible for the controversial Presidential Election of 1800 that was decided by the House of Representatives. The 13th Amendment outlawed slavery. The 14th Amendment protected rights against state infringements, defined citizenship, prohibited states from interfering with privileges and immunities, required due process and equal protection of the laws, punished states for denying the right to vote, disqualified ex-Confederate officials from holding office, and, it repudiated the Confederate debt. The 15th Amendment gave Freedmen the right to vote.
9. **(C)** The Compromise of 1850 attempted to avert hostilities between the sections as it included the following: California was admitted as a free state; territories of New Mexico and Utah were to be organized on the basis of popular sovereignty (voters would decide whether to have slavery or not); the slave trade but not slavery, was abolished in the District of Columbia; a strong fugitive slave law was enacted that replaced the weak 1794 law; the Texas boundary was cut down by almost half, and the Texas debt was assumed by the federal government. The Kansas-Nebraska Act tried to reconcile the issue of slavery in the territories by allowing people in the territories of Kansas and Nebraska to decide for themselves whether or not to allow slavery within their borders. This concept of popular sovereignty was a democratic principle in theory but proved to promote a mini-Civil War in Kansas in practice.



10. (A) The Kansas–Nebraska Act of 1854 created the territories of Kansas and Nebraska, which had been part of the Louisiana Purchase. This opened up new lands for settlement, repealed the Missouri Compromise of 1820, and allowed settlers in those territories to determine if they would allow slavery within their boundaries or not. Although the initial purpose of the Kansas–Nebraska Act was to create opportunities for a transcontinental railroad, this was disregarded when popular sovereignty was written into the Act and became such a hot political issue.
11. (D) Settlers could vote to decide whether to allow slavery, in the name of popular sovereignty or rule by the people, or not. Douglas hoped this would ease relations between the North and the South, because the South could expand slavery to new territories but the North still had the right to abolish slavery in their states. Instead, opponents denounced the law as a concession to the slave power of the South. The new Republican Party, which was created in opposition to the act, aimed to stop the expansion of slavery and soon emerged as the dominant force throughout the North. The reality was something different as shown in this cartoon. Here a bearded “freesoiler” has been bound to the “Democratic Platform” and is restrained by two Lilliputian figures, presidential nominee James Buchanan and former presidential candidate and Democratic senator Lewis Cass. Democratic Senator Stephen A. Douglas and president Franklin Pierce, also shown as tiny figures, force a black man into the giant’s gaping mouth.
12. (D) A freesoiler’s head rests on a platform marked “Kansas,” “Cuba,” and “Central America,” referring to the Democrat’s ambitions for the extension of slavery. In the background left is a scene of burning and pillage; on the right a dead man hangs from a tree. Although missionaries and their descendants were in the process of gaining a stranglehold over Hawaii, there was no mention of extending slavery to those islands. The New England background of the missionaries, now turned sugar planters, precluded this from happening.
13. (D) Abraham Lincoln used a biblical metaphor (Mark 3: 25 and Matthew 12: 25) to describe the situation in the U.S. regarding slavery. The proverbial house is the United States itself, which is divided into free and slave states that “cannot endure permanently half slave and half free.”
14. (C) The ratification of the 13th Amendment outlawing slavery came eight months after the end of the Civil War. Lincoln believed that a constitutional amendment was necessary to ensure the end of slavery. When the war began, some in the North were against fighting what they saw as a crusade to end slavery. Although many northern Democrats and conservative Republicans were opposed to slavery’s expansion, they were ambivalent about outlawing it entirely. Congress debated different proposals and some insisted on including provisions to prevent discrimination against blacks, but the Senate Judiciary Committee provided the eventual language borrowing from the Northwest Ordinance of 1787, when slavery was banned from the area north of the Ohio River.
15. (A) Probably the most controversial and usually considered the worst Supreme Court decision in the history of the nation, Chief Justice Taney, speaking for a 7-2 court, declared that the national government could not regulate slavery in the territories. Furthermore people of color were not U.S. citizens and had no constitutional protections. Even if they lived in a free state they would not be considered free.

UNIT XIV

MULTIPLE-CHOICE QUESTIONS

Questions 1-3 refer to the following:



1. This depiction of African-American life focuses on which quality in the central scene?
 - (A) Idealized, harmonious home scene romanticizing family life and the benefits of emancipation
 - (B) Struggles of keeping a family together in the slave south
 - (C) Irony of the peculiar institution being neither peculiar nor an institution
 - (D) Terrors of slave life including auctions, hunting fugitives, and floggings
2. The word Emancipation is highlighted behind the *Statue of Freedom* and it is framed as a sunburst that supports the view that
 - (A) the war should have been avoided because it did not gain freedom for the African Americans
 - (B) it was an irrepressible conflict that had to be fought
 - (C) economic and social issues would keep the races separate
 - (D) the family and churches were the foundations of black life during Reconstruction
3. This visual from *Harper's Weekly* represents
 - (A) the results of passage of the 13th, 14th and 15th Amendments to the Constitution
 - (B) a strong argument for the colonizing the freedmen back to Africa
 - (C) the black family benefiting from emancipation and three scenes showing the horrors of slave life
 - (D) the entire history of slave life from the time when the slaves were taken out of Africa in what was called the "middle passage, to their "seasoning" process of being made slaves in the West Indies to their final settlement as chattel property in the South



Questions 4-6 refer to the following:

“Thus the contest was joined on the central issue which was to dominate all American history for the next dozen years, the disposition of the Territories. Two sets of extremists had arisen: Northerners who demanded no new slave territories under any circumstances, and Southerners who demanded free entry for slavery into all territories, the penalty for denial to be secession. For the time being, moderates who hoped to find a way of compromise and to repress the underlying issue of slavery itself—its toleration or non-toleration by a great free Christian state—were overwhelmingly in the majority. But history showed that in crises of this sort the two sets of extremists were almost certain to grow in power, swallowing up more and more members of the conciliatory center.”

Allan Nevins, *Ordeal of the Union: Fruits of Manifest Destiny 1847-1852*, 1947

4. The two sets of extremists that the excerpt could be referring to are represented by which two paired individuals?
- (A) Abraham Lincoln and Stephen Douglas
 - (B) John Brown and Robert Brownwell Rhett
 - (C) Henry Clay and Daniel Webster
 - (D) Mary Chestnut and Clara Barton
5. Those who demanded free entry for slavery into all the territories, and if not accommodated advocated secession were given the nick-name of
- (A) Barnburners
 - (B) Locofocos
 - (C) Fire-Eaters
 - (D) Doughfaces
6. The interpretation of the causes of the Civil War that Nevins would likely support is
- (A) irrepressible conflict
 - (B) blundering generation
 - (C) moral crusade
 - (D) geographic determinism



Questions 7-9 refer to the following:

“... beneath all the propaganda there was the fact of Negro slavery. Without the ‘peculiar institution’ there could have been no proslavery or antislavery agitators, no division on the issue ... of extension of slave territory. The northern attack on slavery was a logical product of nineteenth-century liberal capitalism. The southern defense of slavery—by planters deeply concerned about both their profits and their capital investment, was just as understandable. Enmeshed with slavery were other economic differences which contributed to sectional hate.... Between North and South there did exist a profound and irrepressible clash of material interests. ..., the question of ‘inevitability’ is not within the historian’s province, for it is something that can never be solved by research. It should be left to the philosopher.”

Kenneth Stamp, *And the War Came*, 1950

7. In the passage above the two factors that are combined as the cause of the Civil War are
- (A) economic differences and slavery
 - (B) geographic differences and culture
 - (C) blundering politicians and agitators
 - (D) manifest destiny and expansionism
8. A conclusion that can be derived from the Stamp interpretation is that
- (A) there was something inevitable about the Civil War
 - (B) the propaganda on both sides inflamed passions beyond the realm of reason
 - (C) research cannot solve all questions some have to be left to philosophers
 - (D) a difference of material interests had little to do with the cause of the war
9. Which of the following historians interpretations would Stamp be most likely to agree with?
- (A) James G. Randall’s view that a blundering generation brought about a needless war
 - (B) Arthur Schlesinger, Jr’s view that the moral question of slavery precipitated the conflict
 - (C) Charles Beard’s belief that the roots of the controversy were differences in climate, soil, industries, labor systems and divergent social forces
 - (D) Rollin G. Osterweis’ belief that romanticism and cultural nationalism permeated the South in the ante-bellum era making it a distinct society from the North



Questions 10-12 refer to the following:

“It may be seriously doubted whether war rises from fundamental motives of culture or economics.... Let us take all the factors—the Sumter maneuver, the election of Lincoln, abolitionism, slavery in Kansas, cultural and economic differences... could any of these... be said to have caused the war, if one omits... elements of emotional unreason and overbold leadership. If one word or phrase were selected to account for the war, that word would not be slavery, or states-rights, or diverse civilizations. It would have to be... fanaticism (on both sides) or misunderstanding, or perhaps politics.... The notion that you must have war when you have cultural variation, or economic competition, or sectional differences, is an unhistorical misconception which is stupid in historians to promote.”

James G. Randall, “The Blundering Generation,” 1940

10. Which of the following book titles about the causes of the Civil War would be supported by Randall’s thesis?
- (A) *The Irrepressible Conflict of Irreconcilable Differences*
 - (B) *An Economic Struggle Between Northern Business and Southern Planters*
 - (C) *The Moral Issue Over Slavery Caused the Civil War*
 - (D) *Excessive Zeal by the Irresponsible and Incompetent*
11. Because they modified an earlier interpretation that the Civil War was inevitable, historians like Randall called themselves which term regarding their interpretation?
- (A) Traditionalist
 - (B) Revisionist
 - (C) Culturalist
 - (D) Economic Determinist
12. The interpretation in the above passage contains all of the assertions about what caused the Civil War EXCEPT
- (A) elements of emotional unreason and rash leadership
 - (B) fanaticism on both sides
 - (C) fundamental motives of culture and economics
 - (D) a blundering generation of incompetent politicians



Questions 13-15 refer to the following:

“All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the state wherein they reside. No state shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any state deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.”

Section 1, 14th Amendment to the Constitution

13. The 14th Amendment accomplished which primary task?
- (A) Carried out the ideas of the Articles of Confederation
 - (B) Extended the Bill of Rights
 - (C) Allowed the Freedmen to vote
 - (D) Defined citizenship
14. The phrase “life, liberty, and property” was adopted from which earlier political thinker who’s ideas strongly influenced the writing of the Declaration of Independence and Lincoln’s support for emancipation?
- (A) John Locke
 - (B) John Calvin
 - (C) John Winthrop
 - (D) John C. Calhoun
15. The main purpose of the 14th Amendment was to give freedmen rights but was interpreted by the Supreme Court to give rights to
- (A) native Americans living on reservations
 - (B) corporations by declaring them to be a person
 - (C) immigrants waiting to be processed for residency
 - (D) homeless people living in public shelters

UNIT XIV

CIVIL WAR & RECONSTRUCTION

1. (A) The central scene, although some of it is difficult to see depicts an idealized version of Negro family life as they enjoy the material comforts of a good home of harmonious living. One portrait of Lincoln hangs on the family's wall, while another gazes out past the viewer.
2. (D) Almost reigning over the entire visual image is Thomas Crawford's *Statue of Freedom*, framed against the sunburst of "EMANCIPATION" that almost has celestial qualities. The scene depicts the family and churches of being the foundations of black life during Reconstruction.
3. (C) The central scene shows an idealized version of a black family life as they enjoy the material comforts of home life living in harmony with their surroundings. A portrait of Lincoln hangs on the family's wall while another gazes out past the viewer. On the left but more difficult to see are three scenes depicting the horrors of slave life in the South: the hunting of fugitives in a swamp (top), the public sale of a slave away from his family (middle), and the flogging of a black woman and branding of a black man (bottom). On the right are three contrasting images of emancipation: a freedman singing outside his cottage (top), a woman sending her children off to public school (middle), and a black employee receiving his due wages from a cashier (bottom). At the top transposed on the sunburst is the Statute of Freedom, a bronze statue designed by Thomas Crawford that, since 1863, has crowned the dome of the U.S. Capitol in Washington, D.C. The statue features a female figure wearing a military helmet and holding a sheathed sword in her right hand and a laurel wreath and shield in her left.
4. (B) The extreme abolitionists represented by John Brown who tried, but failed to lead a slave insurrection, and fire eater Robert Barnwell Rhett who favored reopening the international slave trade are examples of extremists that Nevins is referring to that swallow up the moderates of the conciliatory center.



5. (C) The term “fire-eaters” was used by Northerners to describe proslavery extremists in the South in the two decades before the Civil War. As early as 1850, at a convention held in Nashville, the “fire-eaters” urged secession for the South, especially if slavery was not allowed to expand in the territories but the Compromise of 1850 and a more moderate approach combined to postpone that event for another 10 years. Although the “fire-eaters” were in large measure responsible for the movement to organize a separate Southern government, they only filled minor offices under the Confederacy.
6. (B) The “blundering generation” school argues that radically different societies can co-exist without going to war. Instead, a series of mistakes and misjudgments by a “blundering generation” of politicians allowed extremists to dominate, leading eventually to war. Errors made by politicians and the actions of extremists contributed to the coming of the War. These included but are not limited to the rise of radical abolitionism in the 1830s; the Mexican War of the 1840s; the Compromise of 1850, especially the Fugitive Slave Act and the failure to enforce it; the Kansas-Nebraska Act of 1854 and the subsequent civil war in “Bleeding Kansas;” the Dred Scott case of 1857; John Brown’s raid on Harper’s Ferry in 1859; and Lincoln’s election in 1860. Nevins’ co-equivalency blames both sides. Northern extremists who demanded no new slave territory and Southern extremists who demanded free entry for all slavery in the territories. Both would overwhelm the moderate majority who sought compromise, and presumably “blunder” into war.
7. (A) Unlike some of the other interpretations, Kenneth Stamp uses both the economic differences argument as well as slavery as co-equals in his interpretation. Although the economic differences contributed, slavery seems to be the fundamental cause. He also hedges on this issue when he uses the phrase “irrepressible clash of material interests” which could be interpreted as having characteristics of inevitability.
8. (C) Stamp clearly states that historical research cannot uncover answers to the question of the inevitability of the war. That issue is beyond the province of the historian, and, according to Stamp, should be left to philosophers to deal with.
9. (B) Stamp alludes to other issues but he is clearly in the camp of Schlesinger Jr. over the single issue of slavery. In order to soften the language to the harshness of slavery the term “peculiar institution” was used. Take the “peculiar institution” away and the other issues are only contributors, not causes.
10. (D) The historians of the Randall school rejected the earlier traditional interpretation of the inevitability of the war and blamed it on irresponsible agitators like the abolitionists and “fire eaters,” as well as incompetent politicians for whipping up the emotional atmosphere where the war could break out. These fanatics who fomented war exaggerated the issue of slavery.
11. (B) These historians called themselves “revisionists,” as they were revising the traditional interpretations of the war being in William Seward’s terms, an “irrepressible conflict.” James G. Randall, the leading revisionist, influenced by the carnage of World War I, believed the Civil War was a needless war and a disaster, caused by the failure of the political system to compromise. This interpretation became the dominant one before World War II and Randall, along with Avery Craven, concluded that the American Civil War did not emerge out of the conflicting material interests of economic classes, as Charles A. Beard had said. Randall believed it was brought about by fanatics, like the abolitionists in the North and the fire-eaters in the South. These fanatics, especially the abolitionists, caused the war. It could have been avoided with better “statesmanship, moderation, and understanding, and something less of professional patrioteering [sic], slogan-making, face-saving, political clamoring, and propaganda,” that existed on both sides. In Randall’s view, extremists in both sections emerged as villains, the abolitionist radicals worst of all.



12. (C) The war was not inevitable because of the differences in culture and economics, and Randall sees these arguments as “an unhistorical misconception which is stupid in historians to promote.”
13. (D) This amendment made it clear that if you were born or naturalized in the United States you had both national and state citizenship. No longer could one class of citizens be deprived of their citizenship as long as they had been born or naturalized in the United States.
14. (A) John Locke expressed the radical view that government is morally obliged to serve people, namely by protecting life, liberty, and property, the fundamental rights that people possessed and could not be taken away by the government. He favored limits on government power through a representative government and rule of law. Denouncing tyranny, he insisted that when a government violates individual rights people may legitimately rebel. These views were fully developed in Locke’s *Second Treatise Concerning Civil Government*.
15. (B) The power of the 14th Amendment comes in its restraining authority over state governments. The original Bill of Rights put limitations on the national government while leaving the state governments alone. The broadness of the citizenship, privileges & immunities, life, liberty, and property, due process, and equal protection clauses enabled the government to limit the control the states had over individuals. There is no more powerful part of the Constitution than the 14th Amendment. The Supreme Court in the 19th and 20th centuries used the 14th Amendment to protect corporations by declaring that a corporation was just like a person and had human rights.