

Intermediate-Level:

SOCIAL STUDIES 8



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DEDICATION & THANKS

This book is dedicated to all of our students, past and present, and to all students who use our book as a resource to improve their knowledge. It is our students who have inspired us to do better as teachers.

This book is also dedicated to all of our colleagues who strive to help their students with knowledge and understanding so they can become better decision-makers.

To Ann Marie who brightens our lives.

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TABLE OF CONTENTS

	INTRODUCTION	4
UNIT ONE	GLOBAL HERITAGE OF THE AMERICAN PEOPLE PRIOR TO 1500	5-18
	<i>DBQ Exercise: Rewriting a trial DBQ based on a model</i>	
UNIT TWO	EUROPEAN EXPLORATION AND COLONIZATION OF THE AMERICAS	19-30
	<i>DBQ Exercise: Constructing the introduction for a model DBQ Essay</i>	
UNIT THREE	THE NATION IS CREATED	31-42
	<i>DBQ Exercise: Constructing the conclusion for a model DBQ Essay</i>	
UNIT FOUR	EXPERIMENTS IN GOVERNMENT	43-54
	<i>DBQ Exercise: Writing a DBQ Essay from a model traditional outline</i>	
UNIT FIVE	LIFE IN THE NEW NATION	55-68
	<i>DBQ Exercise: Writing a DBQ Essay from a model traditional outline</i> <i>(given document and paragraph headings)</i>	
UNIT SIX	DIVISION AND REUNION	69-82
	<i>DBQ Exercise: Writing a DBQ Essay from a model graphic organizer outline</i> <i>(given additional information elements)</i>	
UNIT SEVEN	INDUSTRIAL SOCIETY	83-94
	<i>DBQ Exercise: Writing a DBQ Essay from a model graphic organizer outline</i> <i>(given document and additional information)</i>	
UNIT EIGHT	U.S. AS AN INDEPENDENT NATION IN AN INCREASINGLY INTERDEPENDENT WORLD	95-106
	<i>DBQ Exercise: Writing a DBQ Essay from a model graphic organizer outline</i> <i>(adding document and additional information on your own)</i>	
UNIT NINE	UNITED STATES BETWEEN THE WORLD WARS	107-120
	<i>DBQ Exercise: Writing a DBQ Essay from a model graphic organizer outline</i> <i>(adding document and additional information on your own)</i>	
UNIT TEN	UNITED STATES ASSUMES WORLDWIDE RESPONSIBILITIES	121-132
	<i>DBQ Exercise: Writing a DBQ Essay from a model graphic organizer outline</i> <i>(adding additional information on your own)</i>	
UNIT ELEVEN	CHANGING NATURE OF THE AMERICAN PEOPLE FROM WWII TO THE PRESENT	133-144
	<i>DBQ Exercise: Writing a DBQ Essay from a model traditional outline</i> <i>(adding additional information on your own)</i>	
UNIT TWELVE	CITIZENSHIP IN TODAY'S WORLD	145-156
	<i>DBQ Exercise: Prewriting and Writing a DBQ Essay completely on your own</i>	
UNIT THIRTEEN	APPENDICES AND REFERENCES	157-160
UNIT FOURTEEN	TEST SECTION	161-202
	TEST QUESTION STRATEGIES	161-166
	PRACTICE TEST #1	167-184
	PRACTICE TEST #2	185-202
UNIT FIFTEEN	GLOSSARY	203-END





INTRODUCTION TO THE STUDENT

GETTING READY FOR THE TEST

This book is designed to help you prepare for the intermediate test in Social Studies. It can be used in many ways – among them, as a gradual term-long training or intensive end-term drill. Your teacher will explain how it is to be used and issue the appropriate assignments.

The intermediate test helps determine whether you have the foundation to do high school work. It evaluates your thinking and writing skills. The test also evaluates your grasp of a range of events that helped the United States develop into an industrial nation and a world power.

Keep in mind that the state has very broad goals for the test. The test can only touch on the key ideas and events. There was a very large amount of material originally taught, but you have only a short time to review. Therefore, any review for the test has to be on a broad, general level. Getting bogged down in detail is counter-productive. It is only possible to touch on the key ideas and events. This book helps you focus on the main ideas and the kinds of questions you can expect on the test.

USING THIS BOOK

The units are organized in a historical chronological order. Each begins with an Overview of that era containing key information that will assist in answering the test questions. Following the Overview is a very important section that you should *not* overlook – the Vocabulary. The terms are separated into People, Places, and Things related to the era. These terms are needed to “pre-write” your extended responses and essays. Use them for the added or outside information. Note: these terms and more are found in the Glossary at the end of this book. The Glossary is an essential resource for your test prep.

In each unit, there is a brief bank of Multiple-Choice questions. They are samples of the type of questions that might be drawn from the era and used on the Intermediate Test in Social Studies. The second group of questions are Constructed Response questions. These questions help you focus on the graphics and reading passages based on that unit’s material. While the questions are limited to a sample, the key to success is focusing on material from a particular era and hunting for answers within the graphics or readings. At the end of each unit are Document-Based Questions (DBQs) which are based on some aspect of that unit’s content. Working on the DBQs takes organization and patience. Finally, you will use information from the previous questions (including related material in the Multiple-choice and Constructed Response) along with the information gathered from your DBQ answers to pre-write, then finalize an essay. These exercises focus on “brushing up” your pre-writing organizational skills that are crucial to successful writing on the Intermediate Test in Social Studies.



HINTS

As you go through the book, there are built-in *hints* and directions as to where to turn for help when you are doing certain *types of questions*. At the back of the book (see pages 162 through 164), there is a special **self-help chart** with advice on how to handle certain types of questions. It is a valuable tool for review. It is wise to put a bookmark in the chart pages. Always look over the chart before you begin answering questions and refer to it often as you work.

TEST BLUEPRINT

Part I: 45 Multiple Choice (50%)

Part II: 3-4 Constructed Response (20%)

Part III: 1 Document-Based Question (30%)

10% scaffolding questions

20% essay question



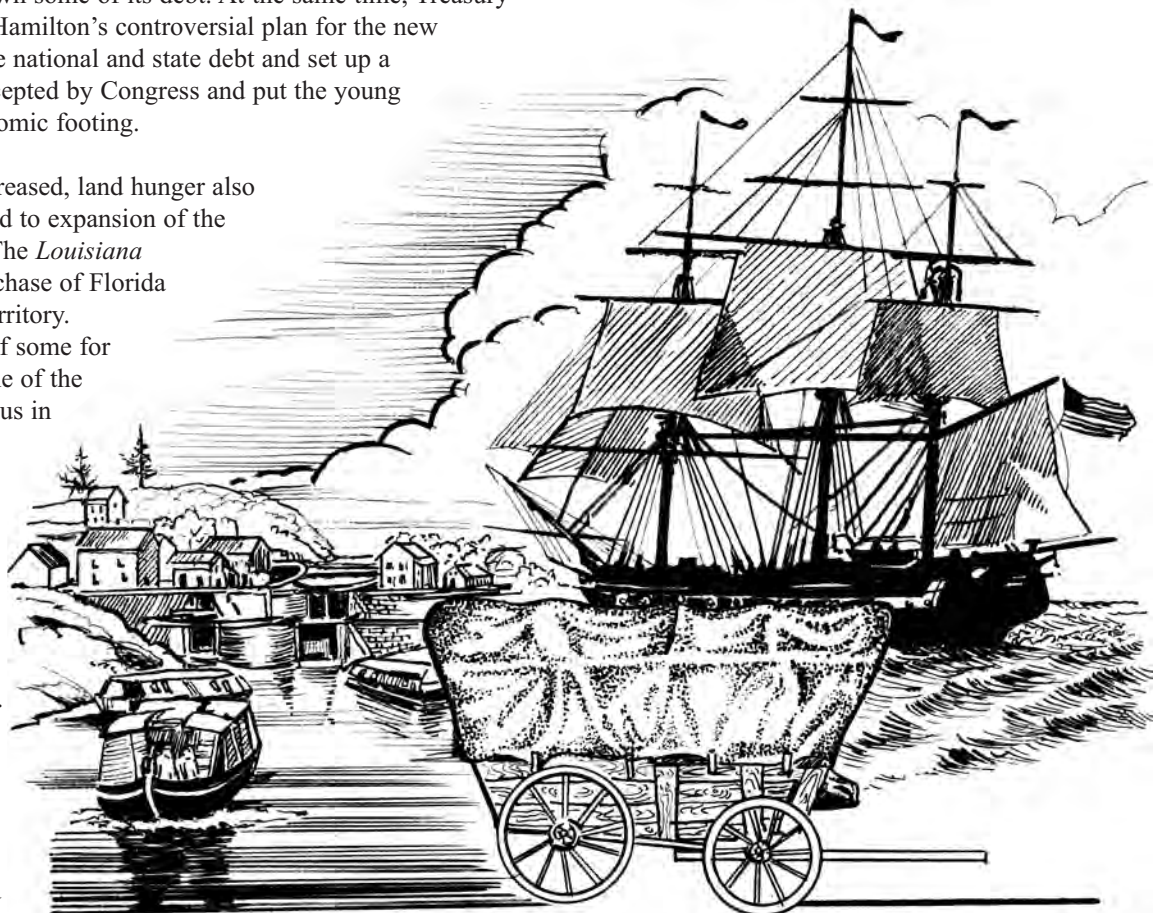
LIFE IN THE NEW NATION

OVERVIEW

After the successful conclusion of the American Revolution, the new government had to find its way eventually using the *U.S. Constitution* as a framework. During these early years, many aspects of the unwritten constitution and precedents were established that became critical parts of our political system. The *Bill of Rights* was added to the *U.S. Constitution*. The cabinet, political parties, establishment of the principle of separation of powers, and judicial review all emerged during this time.

One of the major concerns of the new government was establishing a foreign policy. The government needed time to stabilize and establish itself without involvement in international intrigues and wars. To that end, President Washington issued the *Proclamation of Neutrality*. It was designed to keep us out of the European wars going on at the time. With modifications from time to time, the neutrality policy endured for about 100 years. It helped to limit the monies spent on the military and enabled the country to pay down some of its debt. At the same time, Treasury Secretary Alexander Hamilton's controversial plan for the new government to assume national and state debt and set up a national bank was accepted by Congress and put the young nation on a firm economic footing.

As the population increased, land hunger also developed, and this led to expansion of the nation's boundaries. The *Louisiana Purchase* and the purchase of Florida added considerable territory. However, the desire of some for Canadian land was one of the factors that involved us in the War of 1812. This War divided the nation with some suffering more economic damage than others. Ultimately, the War ended with no real victory for either side. The end of the War ushered in the Era of Good Feelings as the nation tried to heal sectional divisions. Henry Clay attempted



to bring the nation together with plans for infrastructure improvements, a proposal for a protective tariff, and the *Missouri Compromise*. The nation also asserted itself on the international scene with the *Monroe Doctrine* which warned Europe against new attempts at colonization in the Western Hemisphere.

The Age of Jackson began with the election of 1828 marking the rise of the “common man” in importance in the country. Suffrage was expanded to include most of the male population and new political parties emerged, but it was also the time of the “spoils system” which fostered incompetent officials. Sectionalism reemerged with economic issues paramount, but ultimately Clay proposed a compromise tariff that was backed by Jackson. Unfortunately, one of the negative aspects of the Jackson administration was the treatment of the Native Americans. Many were forced to relocate, often walking hundreds of miles (Trail of Tears) to territories far from their native lands.

A portrait of the United States in 1800 showed a largely agricultural economy with small mercantile cities located on its coast. Infrastructure was still minimal and self-sufficiency common in most communities. By 1860, the picture was vastly different. Improved roads and new canals, technological advances in manufacturing (Industrial Revolution), a changing role for women, an awakening social conscience, settlement of the West, and the development of a unique American culture in literature and art were all evident. The North was increasingly urban and industrial, but the South remained rural and agricultural. However, at the same time, the slavery controversy and the abolitionist movement developed, foreshadowing calamity.

Vocabulary (Terms to Know)



Hints and Strategies: See how many of these terms you can remember. Put a check mark next to those of which you are unsure and look them up in the Glossary. Also try to see how many of the terms you can connect to others on the list.

People

John Adams, Daniel Boone, Aaron Burr, John C. Calhoun, Henry Clay, James Fenimore Cooper, John Deere, Frederick Douglass, William Lloyd Garrison, Citizen Genet, Washington Irving, Andrew Jackson, John Jay, Thomas Jefferson, Francis Scott Key, Lewis and Clark, James Madison, John Marshall, Cyrus McCormick, James Monroe, Samuel Morse, Lucretia Mott, Oliver Perry, Elizabeth Cady Stanton, Harriet Tubman, Henry David Thoreau, Daniel Webster, Brigham Young

Places

Battle of New Orleans, Cumberland/National Road, Erie Canal, Lancaster Turnpike, Wabash and Erie Canal, Seneca Falls, Trail of Tears, Wilderness Road

Things

abolition movement, Alien and Sedition Acts, American System, Bank of the United States, Bill of Rights, Clay’s compromise tariff, Democratic-Republicans, Democrats, elections of 1824 and 1828, Embargo Act, Era of Good Feelings, Federalists, forced removal, Gibbons v. Ogden, Hudson River school of art, impressment, Jacksonian Democracy, judicial review, Louisiana Purchase, *Marbury v. Madison*, *Missouri Compromise*, *Monroe Doctrine*, nullification controversy, Pinckney Treaty, precedent, *Proclamation of Neutrality*, spoils system, *Tariff of Abominations*, *Treaty of Ghent*, underground railway, unwritten constitution, War of 1812, Whigs (National Republicans), Whiskey Rebellion



TEST PREPARATION

BOOKLET 1 – MULTIPLE-CHOICE (PART I) AND CONSTRUCTED RESPONSE (PART II)
BOOKLET 2 – DOCUMENT-BASED QUESTION (DBQ - PART III)

BOOKLET 1 – PART I ON TEST MULTIPLE-CHOICE QUESTIONS

Directions: Answer all questions in this part.

- The cabinet and political parties are examples of
 - (1) institutions established by acts of Congress
 - (2) precedents or parts of the unwritten constitution
 - (3) changes made by amendment to the *U.S. Constitution*
 - (4) organizations established by Executive Order
- Alexander Hamilton's financial plan was opposed by some because it
 - (1) limited exports to Great Britain
 - (2) did not pay the states' war debts
 - (3) called for the issuance of bonds that could help speculators
 - (4) made no provision for distribution of currency

Base your answer to Question 3 on the statement below and on your knowledge of social studies.

- Strict construction of the *U.S. Constitution*
 - Strong state government
 - Against a national bank
 - Opposition to high tariffs
- This statement of position on key issues facing the new nation is closest to the viewpoint of
 - (1) George Washington
 - (2) John Adams
 - (3) Alexander Hamilton
 - (4) Thomas Jefferson

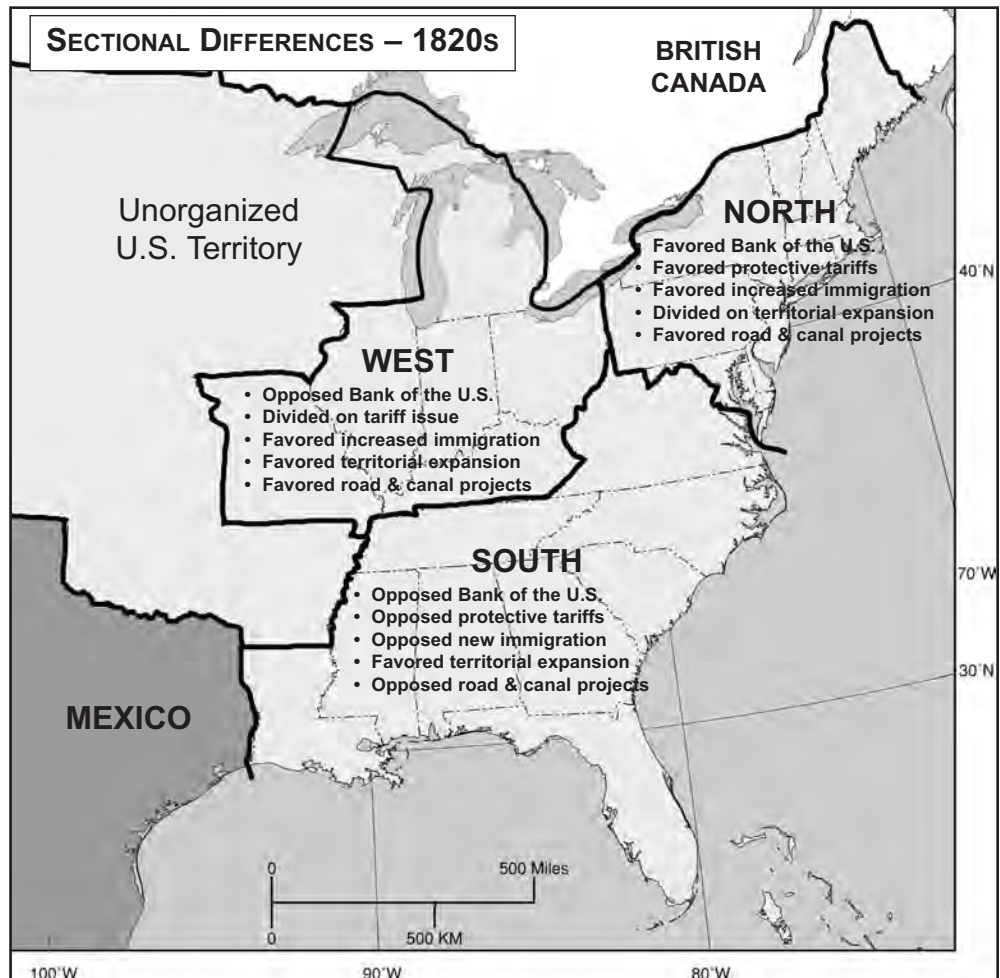
Base your answer to Question 4 on the map below and on your knowledge of social studies.



- Based on the map above, which statement is most accurate?
 - (1) All territories added to the United States were acquired by purchase.
 - (2) Territories acquired from Spain were added after 1820.
 - (3) The U.S. extended from ocean to ocean by 1845.
 - (4) The largest land acquisition was the Louisiana Purchase.

- 5 The *Proclamation of Neutrality* (1793) was designed to
- | | |
|---|---|
| (1) prevent American involvement in European wars | (3) avoid going to war against Spain over Florida |
| (2) give aid to the French against the British | (4) keep out of wars between Indian tribes |
- 6 The case of *Marbury v. Madison* set an important precedent because it
- | |
|--|
| (1) required the reading of rights to all arrested persons |
| (2) established the power of judicial review for the Supreme Court |
| (3) limited the power of the president to veto legislation |
| (4) required a two-thirds vote of Congress to override a veto |
- 7 “War Hawks” such as John C. Calhoun and Henry Clay, wanted a declaration of war against Britain in 1812 because they wished to
- | | |
|---|---|
| (1) end British protective tariffs | (3) end British incitement of Indians |
| (2) aid France in its war against Britain | (4) stop British commercial competition |
- 8 The main purpose of the *Monroe Doctrine* was to
- | |
|--|
| (1) warn European nations against further colonization of the Western Hemisphere |
| (2) establish the United States as a major power in international affairs |
| (3) win the support of the British navy to protect American shores |
| (4) announce U.S. intention to seize existing colonies |

Base your answer to Question 9 on the map at the right and on your knowledge of social studies.



- 9 Which conclusion can be drawn from the map above?
- | |
|--|
| (1) Only the South opposed a national bank. |
| (2) The South disagreed with the other areas on many issues. |
| (3) Territorial expansion was strongly supported in all areas. |
| (4) All areas supported infrastructure improvement. |

Base your answer to Question 10 on the statement below and on your knowledge of social studies.

“At length the word was given to ‘move on.’ I glanced along the line and the form of Going Snake, an aged and respected chief whose head eighty winters had whitened, mounted on his favorite pony passed before me and led the way in advance, followed by a number of young men on horse back. . . . I almost fancied a voice of divine indignation for the wrongs of my poor and unhappy countrymen, driven by brutal power from all they loved and cherished in the land of their fathers, to gratify the cravings of avarice (greed).”

Source: William Shorey Coodey, “The Trail of Tears Begins,” as quoted in *Eyewitness to America*

- 10 Based on the reading above, it can be said that Coodey
- (1) supported the movement on the *Trail of Tears*
 - (2) was in favor of Jackson’s Indian policy
 - (3) thought that desire for Indian land was behind the move
 - (4) felt that the move was God’s judgment on the Indians
-
- 11 The “spoils system” might best be described as
- (1) a way of rewarding political allies
 - (2) giving all party convention votes to the state winner
 - (3) purchasing exemptions from military service
 - (4) awarding Indian land grants to veterans
- 12 The Tariff of Abominations was strongly opposed by the South because it
- (1) worried about its effects on its textile manufactures
 - (2) felt that it would increase the cost of imported manufactured goods
 - (3) would limit its access to African slaves
 - (4) would result in American taxes on tobacco and rice exports
- 13 Which pair is most closely associated with the Seneca Falls Convention?
- (1) Eli Whitney and Samuel Slater
 - (2) Harriet Tubman and Sojourner Truth
 - (3) Henry Clay and John C. Calhoun
 - (4) Elizabeth Cady Stanton and Lucretia Mott
- 14 By 1860, parts of the United States began to move toward the pre-industrial period as a result of
- (1) technological and infrastructure improvements
 - (2) abandonment of protective tariffs
 - (3) large numbers of older women entering the work force
 - (4) training slaves to run textile machines
- 15 People such as Henry Wadsworth Longfellow, Henry David Thoreau, and Herman Melville were responsible for
- (1) most of the anti-slavery literature
 - (2) starting the Hudson River school of art
 - (3) helping develop a unique American literature
 - (4) encouraging the settlement of the West

BOOKLET 1 – PART II ON TEST

CONSTRUCTED RESPONSE QUESTIONS



Reminder: Check captions, headings, labels, legends, authors for helpful information.

Base your answers to questions 1 through 4 on the picture and poem excerpt from “Am I Not a Man and a Brother” and your knowledge of social studies.

Our Countrymen in Chains!

“What, ho! – our countrymen in chains!
 The whip on WOMAN’S shrinking flesh!
 Our soil yet reddening with the stains,
 Caught from her scourging (whipping), warm and fresh!
 What! mothers from their children riven! (torn)
 What! God’s own image bought and sold!
 AMERICANS to market driven,
 And bartered as the brute for gold!”

Source: Library of Congress, written by the Quaker, John Greenleaf Whittier, 1837
 The picture was on the front of the pamphlet when it was published.



1 What does the illustration use to show that the man is a slave?

2 According to Whittier, what are *two* (2) major slavery atrocities?

(1) _____

(2) _____

3 According to Whittier, what led to slaves being bought and sold?

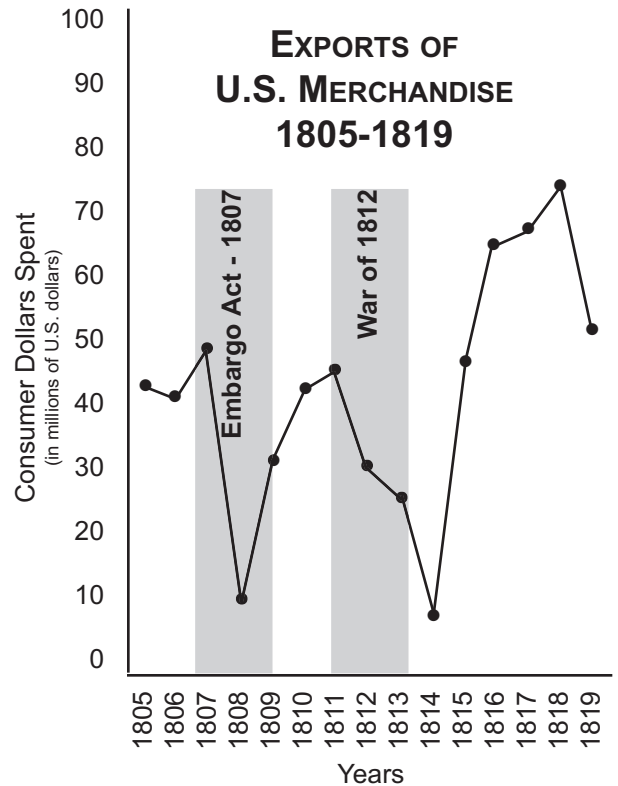
4 How may Whittier’s religion have influenced his view on slavery?

Base your answers to questions 5 through 7 on the graph at the right and your knowledge of social studies.

5 In which two years did U.S. merchandise exports reach their lowest point?

6 Why did Jefferson push Congress to pass the *Embargo Act*?

7 Which area of the country would be most hurt by a decrease in merchandise exports?



BOOKLET 2 – PART III ON TEST DOCUMENT-BASED QUESTION (DBQ)

In developing your answer to the Part III – Document-Based Question, be sure to keep this general definition in mind:

discuss means “to make observations about something using facts, reasoning, and argument; to present in some detail”

DOCUMENT-BASED QUESTION

This question is based on the accompanying documents. It 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:

While the American colonies were under British control, settlement of the land west of the Appalachian Mountains was severely limited by the *Proclamation of 1763*. After the American Revolution, the new government was very anxious to encourage the expansion of boundaries. With the *Louisiana Purchase* in 1803, this was even more important and economically more viable because control of the Mississippi was achieved. However, getting to the new areas was not easy and life on the frontier could be harsh and dangerous.

Task:

Using the information from the documents and your knowledge of social studies, write an essay in which you

- Explain how settlers acquired land between the Appalachian Mountains and the Mississippi.
- Identify *two* (2) possible routes the settlers could use to reach the lands between the Appalachian Mountains and the Mississippi.
- Describe life in the frontier communities.

Part A

Short-Answer Questions

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



Remember: These are “scaffold questions” – they are part of the framework for building the Part B Essay you will write at the end of this exercise. Be sure to answer in complete sentences.

Document 1

“And Whereas Congress...stipulated grants of land to certain officers and soldiers of the late Continental Army... For complying with such engagements, Be it ordained, That the secretary of war... determine who are the objects of the above resolutions and engagements and have a drawing for the land grants...”

Source: Library of Congress, *Land Ordinance of 1785*

1 According to the document, to whom did Congress give land grants in 1785?

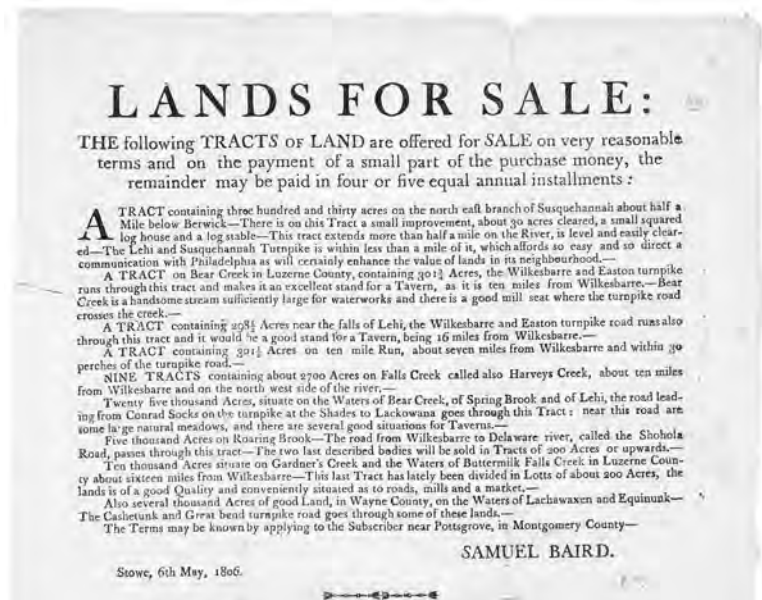
Document 2

Following is an extract from the document on the right:

LANDS FOR SALE:

THE following TRACTS of LAND are offered for SALE on very reasonable terms and on the payment of a small part of the purchase money, the remainder may be paid in four or five equal annual installments:

A TRACT containing three hundred and thirty acres on the northeast branch of Susquehanna about half a mile below Berwick – There is on this Tract a small improvement, about 30 acres cleared, a small squared log house and a log stable...



Source: <http://memory.loc.gov/rbc/rbpe/rbpe15/rbpe151/15100300/001da.tif>

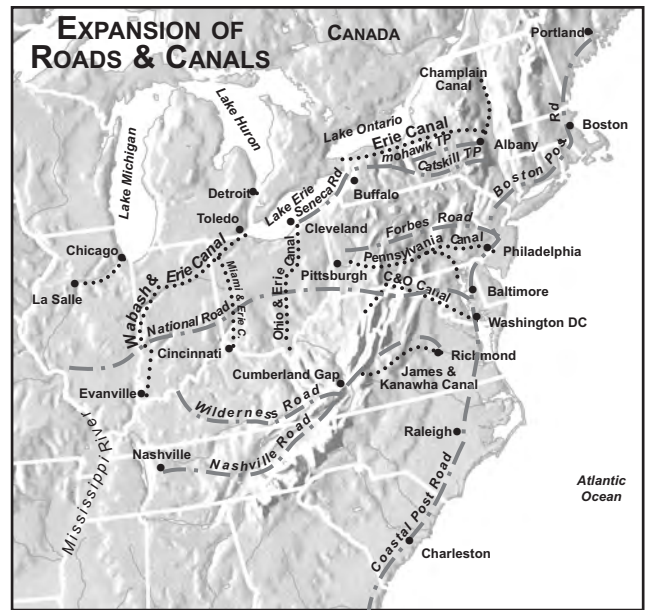
2 According to the document, what are the easy purchase terms promised?

Document 3

3 According to the map, what are *two* (2) routes that settlers could use to move inland to the area between the Appalachian Mountains and the Mississippi?

- (1) _____

- (2) _____



Source: Stich and Kime, *Social Studies Big 8 Review*, N&N ©2001

Document 4

The following is an extract from the document on the right:

The Discovery, Settlement
 And present State of Kentucke and
 An essay towards the topography, and Natural History of that
 important country:

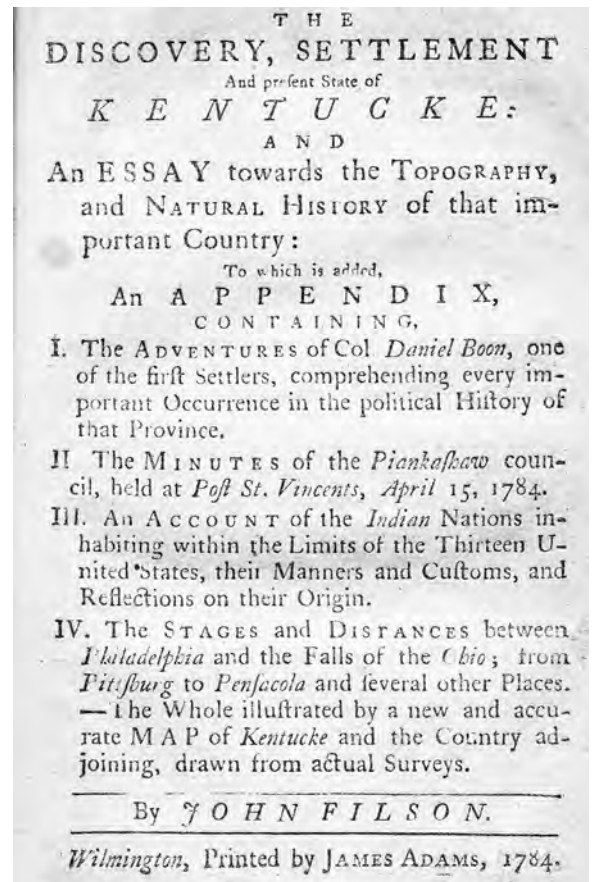
To which is added, an Appendix, containing,
 I. The adventures of Col. Daniel Boon, one of the first settlers,
 comprehending every important occurence in the political history
 of that Province.

II. The Minutes of the Piankashaw council, held at Post St.
 Vincents, April 15, 1784.

III. An Account of the Indian Nations inhabiting within the limits
 of the Thirteen United States, their Manners and Customs, and
 Reflections on their Origin.

IV. The Stages and Distances between Philadelphia and the Falls
 of the Ohio; from Pittsburg to Pensacola and several other Places.
 The Whole illustrated by a new and accurate MAP of Kentucke
 and the Country adjoining, drawn from actual Surveys.

By JOHN FILSON, Wilmington, Printed by James Adams, 1784



Source: <http://memory.loc.gov/award/icufaw/cbf0004/0001v.jpg>

4 According to the document above, what were *two* (2) pieces of important information available to potential settlers?

- (1) _____

- (2) _____

Document 5

“Cabins were invariably crude buildings, sixteen to twenty feet in length and not more than twelve or sixteen feet wide. The interior typically held a single room centering on a fireplace along one wall with an unfinished loft above. Furniture was simple, a table, a few stools or chairs, and mattresses stuffed with corn shucks. Windows were few and frequently without glass, covered by wooden shutters and animal skins during the winter months.”



Source: Library of Congress
Source: <http://memory.loc.gov/pnp/habshaer/ak/ak0100/ak0178/photos/001169pu.tif>

5a According to the picture above, what was the main material used to construct the first cabins?

5b What are *two* (2) items typically found in an early cabin?

(1) _____

(2) _____

Document 6

“Every family, besides a little garden for a few vegetables which they cultivated, had another small enclosure containing from half an acre to an acre, which they called a truck patch, in which they raised corn, for roasting ears, pumpkins, squashes, beans, and potatoes. These, in the latter part of the summer and fall, were cooked with their pork, venison, and bear meat for dinner. . . The standard dish for every log rolling, house raising and harvest day was a pot pie.”

Source: Joseph Doddridge, “The Life of a Transappalachian Pioneer,” 1824 as quoted in Eyewitness to American History.

6 According to the reading, what were *two* (2) kinds of meat the pioneers had?

(1) _____

(2) _____

Document 7

“I well remember that, when a little boy, the family were sometimes waked up in the dead of night, by an express with a report that the Indians were at hand. The express came softly to the door, or back window, and by a gentle tapping waked the family. The whole family were instantly in motion. My father seized his gun and other implements of war. My stepmother waked up and dressed the children as well as she could. . . Thus it often happened that the whole number of families belonging to a fort who were in the evening at their homes, were all in their little fortress before the dawn of the next morning. . . The fort consisted of . . . blockhouses and stockades. . . A large folding gate made of thick slabs, nearest the spring, closed the fort.”

Source: Library of Congress, <http://memory.loc.gov/pnp/habshaer/ak/ak0100/ak0178/photos/001169pu.tif>

7a According to the reading, how did families become aware of an Indian threat?

7b Identify *two* (2) things that the fort had for protection.

(1) _____

(2) _____

Part B Essay

This question is based on the accompanying documents. It 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.

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

Historical Context:

While the American colonies were under British control, settlement of the land west of the Appalachian Mountains was severely limited by the *Proclamation of 1763*. After the American Revolution, the new government was very anxious to encourage the expansion of boundaries. With the *Louisiana Purchase* in 1803, this was even more important and economically more viable because control of the Mississippi was achieved. However, getting to the new areas was not easy and life on the frontier could be harsh and dangerous.

Task:

Using the information from the documents and your knowledge of social studies, write an essay in which you

- Explain how settlers acquired land between the Appalachian Mountains and the Mississippi.
- Identify *two* (2) possible routes the settlers could use to reach the lands between the Appalachian Mountains and the Mississippi.
- Describe life in the frontier communities.

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 a conclusion that are beyond a restatement of the theme

The Unit 5 Part B Essay Exercise:

For this exercise, you are first create a basic prewriting outline, then write the finished essay.



Hints and Strategies: Prewriting Outline for a DBQ Essay. After reading the documents and answering the scaffold questions, complete the prewriting outline below and then use it to write the DBQ Part B essay.

Title: Settlement of the West

Introduction: Look through the documents and find and list the main ideas that fit the Historical Context for this essay.

Introduction

Body: Again, look through your answers to the document questions and find and list information that supports the the main ideas that fit the Historical Context in your introduction outline. Also, it is important to list related outside information.

Body of Essay

Suggested 1st paragraph topic: Acquisition of land (Documents 1 and 2)

(document information) _____

(outside information) _____

Suggested 2nd paragraph topic: Settlements heading West (Documents 3 and 4)

(document information) _____

(outside information) _____

Suggested 3rd paragraph topic: Life on the Frontier (Documents 5, 6, and 7)

(document information) _____

(outside information) _____
