

REGENTS IN U.S. HISTORY AND GOVERNMENT

The University of the State of New York
REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY AND GOVERNMENT

Wednesday, June 16, 2004 — 9:15 a.m. to 12:15 p.m., only

Student Name _____

School Name _____

Print your name and the name of your school on the lines above. Then turn to the last page of this booklet, which is the answer sheet for Part I. Fold the last page along the perforations and, slowly and carefully, tear off the answer sheet. Then fill in the heading of your answer sheet. Now print your name and the name of your school in the heading of each page of your essay booklet.

This examination has three parts. You are to answer **all** questions in all parts. Use black or dark-blue ink to write your answers.

Part I contains 50 multiple-choice questions. Record your answers to these questions on the separate answer sheet.

Part II contains one thematic essay question. Write your answer to this question in the essay booklet, beginning on page 1.

Part III is based on several documents:

Part III A contains the documents. Each document is followed by one or more question(s). In the test booklet, write your answer to each question on the lines following that question. Be sure to enter your name and the name of your school on the first page of this section.

Part III B contains one essay question based on the documents. Write your answer to this question in the essay booklet, beginning on page 7.

When you have completed the examination, you must sign the statement printed on the Part I answer sheet, indicating that you had no unlawful knowledge of the questions or answers prior to the examination and that you have neither given nor received assistance in answering any of the questions during the examination. Your answer sheet cannot be accepted if you fail to sign this declaration.

DO NOT OPEN THIS EXAMINATION BOOKLET UNTIL THE SIGNAL IS GIVEN.

REGENTS IN U.S. HISTORY AND GOVERNMENT

Part I

Answer all questions in this part.

Directions (1–50): For each statement or question, write on the separate answer sheet the *number* of the word or expression that, of those given, best completes the statement or answers the question.

- 1 In writing the *Declaration of Independence*, Thomas Jefferson was influenced most by John Locke's idea of
 - (1) due process of law
 - (2) natural rights
 - (3) the rights of the accused
 - (4) the right to privacy
- 2 During the Constitutional Convention of 1787, the plans for Congress proposed by delegates from New Jersey and Virginia differed mainly over the issue of
 - (1) life terms of office or short terms of office
 - (2) appointed legislators or elected legislators
 - (3) equal state representation or proportionate state representation
 - (4) power to check other branches or power limited to lawmaking
- 3 Which governmental action illustrates the system of checks and balances?
 - (1) a senator helping a governor solve a state problem
 - (2) the president negotiating a trade agreement with foreign diplomats
 - (3) the Senate ratifying a peace treaty
 - (4) Congress raising taxes to pay for federal programs
- 4 A major criticism of the electoral college system has been that
 - (1) party loyalty is weakened after a presidential election
 - (2) electors frequently fail to vote for a candidate
 - (3) members of the electoral college are appointed for life terms
 - (4) a president may be elected without receiving the majority of the popular vote
- 5 Which feature must a nation have to be considered a democracy?
 - (1) a strong president
 - (2) citizen participation in government
 - (3) elected judges to conduct trials
 - (4) a set of laws
- 6 The Supreme Court has the power to
 - (1) control the federal budget
 - (2) vote to end a tie in the Senate
 - (3) approve presidential appointments
 - (4) interpret the Constitution
- 7 Conflicts between Jeffersonians and Hamiltonians during President George Washington's first administration led directly to the
 - (1) end of the Era of Good Feelings
 - (2) decision to replace the Articles of Confederation
 - (3) addition of the elastic clause to the Constitution
 - (4) start of the first political parties
- 8 The term *Manifest Destiny* was first used to support
 - (1) independence from Great Britain
 - (2) westward expansion to the Pacific Ocean
 - (3) efforts to stop secession of Southern states
 - (4) laws restricting labor union activity
- 9 Which region of the United States was most directly affected by the passage of the Homestead Act?
 - (1) Atlantic Coast
 - (2) Rocky Mountains
 - (3) Appalachian Mountains
 - (4) Great Plains

Base your answer to question 10 on the poster below and on your knowledge of social studies.

CAUTION!!

COLORED PEOPLE
OF BOSTON, ONE & ALL,

You are hereby respectfully CAUTIONED and advised, to avoid conversing with the Watchmen and Police Officers of Boston,

For since the recent ORDER OF THE MAYOR & ALDERMEN, they are empowered to act as

KIDNAPPERS
AND

Slave Catchers,

And they have already been actually employed in KIDNAPPING, CATCHING, AND KEEPING SLAVES. Therefore, if you value your LIBERTY, and the Welfare of the Fugitives among you, Shun them in every possible manner, as so many HOUNDS on the track of the most unfortunate of your race.

Keep a Sharp Look Out for KIDNAPPERS, and have TOP EYE open.

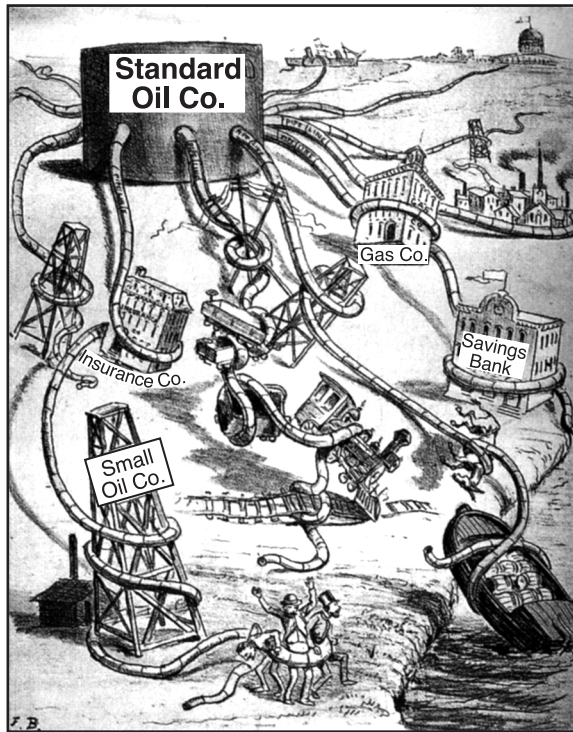
APRIL 24, 1851.

Source: Library of Congress, *The American Time Capsule: Three Centuries of Broadsides and other Printed Ephemera*

- 10 This poster from the 1850s appeared in response to the
- (1) passage of the fugitive slave law
 - (2) start of the Civil War
 - (3) issuance of the Emancipation Proclamation
 - (4) enactment of the 13th Amendment
-
- 11 In the mid-1800s, the growth of the populations of California and the western territories was mainly a result of the
- (1) discovery of gold and silver
 - (2) opening of the Panama Canal
 - (3) migration of freedmen after the Civil War
 - (4) secession of the Southern states

- 12 In the late 1800s, the Granger movement tried to improve conditions for farmers by
- (1) lowering the rate of inflation
 - (2) strengthening the gold standard
 - (3) forcing railroads to lower their rates
 - (4) making labor unions stronger
- 13 The passage of the Dawes Act in 1887 was primarily an attempt by the United States government to
- (1) limit the power of the Bureau of Indian Affairs
 - (2) return eastern land to Native American Indian tribes
 - (3) encourage Native American Indians to give up their traditional cultures
 - (4) hire Native American Indians as military scouts
- 14 In the late 1800s, supporters of laissez-faire capitalism claimed that government regulation of business would be
- (1) essential to protect the rights of consumers
 - (2) necessary to provide jobs for the unemployed
 - (3) useful in competing with foreign nations
 - (4) harmful to economic growth
- 15 Why did the United States follow a policy of open immigration during much of the 1800s?
- (1) Many United States citizens wanted to live abroad.
 - (2) The United States had a shortage of labor.
 - (3) Prosperous conditions in Europe resulted in fewer immigrants coming to the United States.
 - (4) Immigrants provided United States industry with investment capital.
- 16 An important result of the Spanish-American War of 1898 was that the United States
- (1) acquired territories in Africa
 - (2) became a world power with an overseas empire
 - (3) improved its relations with Germany
 - (4) lost interest in Latin American affairs

Base your answer to question 17 on the cartoon below and on your knowledge of social studies.



Source: Herman Viola, *Why We Remember: United States History*, Addison-Wesley (adapted)

17 Which economic concept is best illustrated by the cartoon?

- (1) supply and demand (3) monopoly
(2) mercantilism (4) trade

18 Mark Twain labeled the late 1800s in the United States the “Gilded Age” to describe the

- (1) end of the practice of slavery
(2) absence of international conflicts
(3) extremes of wealth and poverty
(4) achievements of the labor movement

19 One idea that both Booker T. Washington and W. E. B. Du Bois supported is that

- (1) African Americans should have increased civil rights
(2) vocational training was the best approach to education
(3) immigration was responsible for racial segregation
(4) Jim Crow laws were needed to help African Americans

20 During the late 1800s and early 1900s, where did most of the immigrants to the United States settle?

- (1) urban centers of the Northeast
(2) plantations of the New South
(3) mining areas of the Far West
(4) farming regions of the Great Plains

21 Which reform idea was a common goal of the Populists and the Progressives?

- (1) restoration of the nation’s cities
(2) expansion of opportunities for immigrants
(3) improvement in the status of African Americans
(4) greater control of government by the people

22 Jane Addams and Jacob Riis were most notable for their efforts to

- (1) treat the wounded in World War I
(2) stop the spread of diseases in Latin America
(3) legalize birth control for women
(4) aid the urban poor

23 The Federal Reserve System was created to

- (1) maintain a national petroleum supply
(2) provide military support for the armed forces
(3) protect consumers from fraud
(4) manage the nation’s supply of currency and interest rates

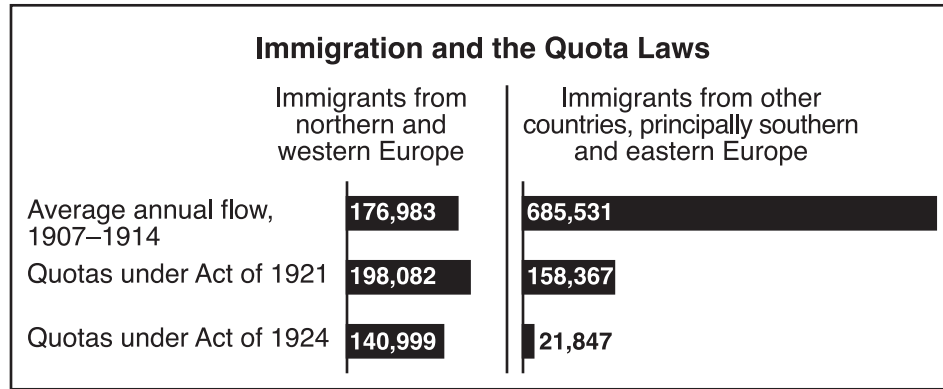
24 One goal for a lasting peace that President Woodrow Wilson included in his Fourteen Points was

- (1) establishing a League of Nations
(2) maintaining a permanent military force in Europe
(3) returning the United States to a policy of isolationism
(4) blaming Germany for causing World War I

25 Which event of the 1920s symbolized a conflict over cultural values?

- (1) election of Herbert Hoover
(2) transatlantic flight of Charles Lindbergh
(3) Scopes trial
(4) stock market crash

Base your answers to questions 26 and 27 on the chart below and on your knowledge of social studies.

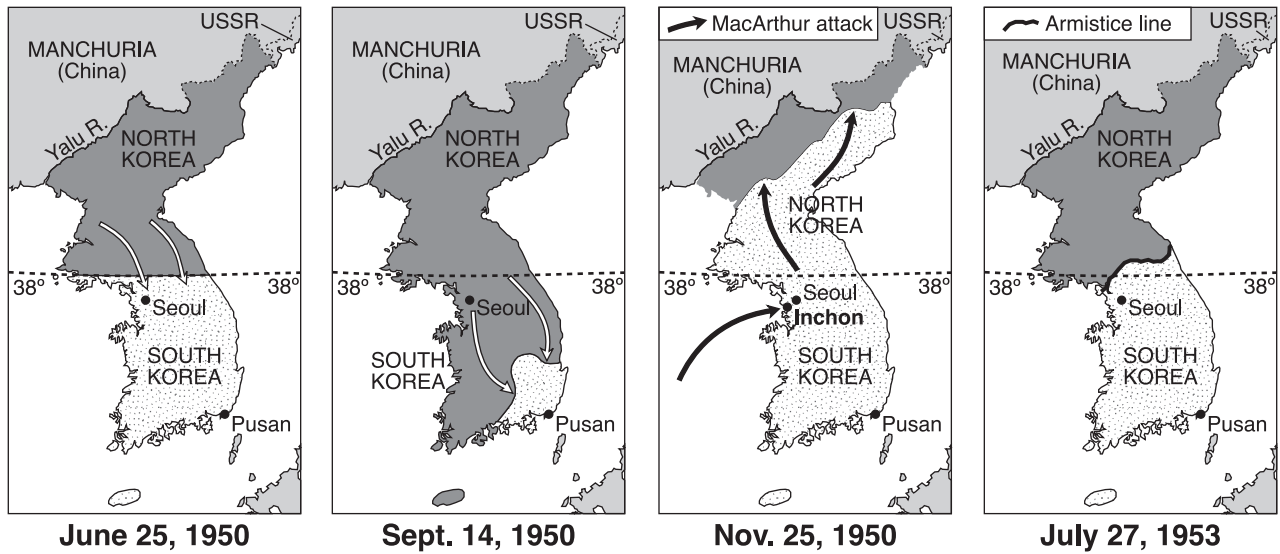


Source: Thomas A. Bailey et al., *The American Pageant*, D.C. Heath and Co., 1998 (adapted)

- 26 The data in the chart support the idea that the immigration laws of 1921 and 1924 were primarily designed to
- (1) stop illegal entry into the country
 - (2) admit skilled workers
 - (3) encourage immigration from southern Europe
 - (4) reduce immigration from specific regions
- 27 The United States adopted the immigration policies shown in the chart mainly because of
- (1) pressures from nativists and labor unions
 - (2) hardships caused by the Great Depression
 - (3) prejudices generated during World War II
 - (4) threats from other nations to stop migration to the United States
-
- 28 The “clear and present danger” doctrine stated by the Supreme Court in the case of *Schenck v. United States* (1919) had an important impact on the Bill of Rights because it
- (1) limited the powers of the president
 - (2) placed limits on freedom of speech
 - (3) clarified standards for a fair trial
 - (4) expanded the rights of persons accused of crimes
- 29 Which group of Americans generally failed to experience the economic prosperity of the 1920s?
- | | |
|---------------|-------------------|
| (1) farmers | (3) consumers |
| (2) retailers | (4) manufacturers |
- 30 A primary objective of United States foreign policy during the 1930s was to
- (1) avoid involvement in Asian and European conflicts
 - (2) protect business interests in Africa through direct intervention
 - (3) strengthen international peacekeeping organizations
 - (4) acquire overseas land as colonies
- 31 Which statement best illustrates a basic idea of President Franklin D. Roosevelt’s New Deal?
- (1) Communism provides the only real solution to economic problems.
 - (2) Unemployed workers should rely on the states rather than on the federal government for help.
 - (3) The United States reached its economic peak in the 1920s and is now a declining industrial power.
 - (4) The economy sometimes needs public money to encourage business activity.
- 32 Which action by President Franklin D. Roosevelt challenged the principle of checks and balances?
- (1) frequently vetoing New Deal legislation
 - (2) trying to increase the number of justices on the Supreme Court
 - (3) taking over the Senate’s treaty ratification power
 - (4) desegregating defense industries

Base your answer to question 33 on the maps below and on your knowledge of social studies.

The Korean War



Source: Thomas A. Bailey et al., *The American Pageant: A History of the Republic*, Houghton Mifflin Company, 1998 (adapted)

33 Which generalization about the Korean War is supported by information on the maps?

- (1) The war began when South Korea attacked North Korea.
- (2) General MacArthur launched an invasion from China early in the war.
- (3) Neither side experienced a major military victory during the war.
- (4) At the end of the war, Korea remained a divided nation.

34 During World War II, many Japanese Americans living on the West Coast were relocated to detention centers primarily because they

- (1) were known spies for Japan
- (2) were seen as a security threat
- (3) refused to serve in the United States military
- (4) expressed their support for Italy and Germany

35 To help pay for World War II, the United States government relied heavily on the

- (1) money borrowed from foreign governments
- (2) sale of war bonds
- (3) sale of United States manufactured goods to neutral nations
- (4) printing of additional paper money

36 The primary goal of the United States foreign policy of containment was to

- (1) return to noninvolvement in world affairs
- (2) stop communist influence from spreading
- (3) gain territories in Africa and Latin America
- (4) overthrow existing dictatorships

37 The GI Bill affected American society after World War II by

- (1) eliminating child labor
- (2) expanding voting rights
- (3) increasing spending on space exploration
- (4) extending educational and housing opportunities

Base your answer to question 38 on the passage below and on your knowledge of social studies.

“ . . . In a sense we’ve come to our nation’s capital to cash a check. When the architects of our republic wrote the magnificent words of the Constitution and the Declaration of Independence, they were signing a promissory note to which every American was to fall heir. This note was a promise that all men, yes, black men as well as white men, would be guaranteed the ‘unalienable Rights of Life, Liberty, and the pursuit of Happiness.’ It is obvious today that America has defaulted on this promissory note insofar as her citizens of color are concerned. Instead of honoring this sacred obligation, America has given the Negro people a bad check, a check which has come back marked ‘insufficient funds.’ ” . . .

— Martin Luther King, Jr., August 28, 1963

- 38 The focus of this passage from Dr. King’s speech was his belief that
- (1) equal rights for all were guaranteed by the founders of this nation
 - (2) Americans had become blind to racial differences
 - (3) violence was often necessary for the protection of civil liberties
 - (4) civil rights for African Americans would always be a dream
-
- 39 As a result of the Supreme Court ruling in *Miranda v. Arizona* (1966), a person accused of a crime is entitled to
- (1) a speedy trial
 - (2) reasonable bail
 - (3) a reading of his or her rights at the time of arrest
 - (4) protection against cruel or unusual punishment
- 40 A major goal of President Lyndon B. Johnson’s Great Society was to
- (1) provide government aid to business
 - (2) end poverty in the United States
 - (3) conserve natural resources
 - (4) stop emigration from Latin America

- 41 In 1991, one of the reasons President George H. W. Bush committed United States troops to the Persian Gulf War was to
- (1) maintain the flow of trade through the Suez Canal
 - (2) fulfill military obligations as a member of the North American Free Trade Agreement (NAFTA)
 - (3) contain the spread of communism in the Middle East
 - (4) assure the flow of Middle East oil to the United States and its allies
- 42 The program that promotes preference in hiring for African Americans and other minorities to correct past injustices is known as
- (1) Title IX
 - (2) open admissions
 - (3) affirmative action
 - (4) Head Start
- 43 Which Supreme Court case is correctly paired with the constitutional issue it addressed?
- (1) *Gibbons v. Ogden* — interstate commerce
 - (2) *Dred Scott v. Sanford* — executive privilege
 - (3) *Gideon v. Wainwright* — voting rights
 - (4) *Roe v. Wade* — rights of the accused
- 44 One similarity between the actions of Samuel Gompers and Cesar Chavez is that both leaders
- (1) organized workers to strive for better conditions
 - (2) relied on the use of force to gain minority rights
 - (3) advocated federal regulation of railroad rates
 - (4) worked to improve consumer product safety
- 45 Which heading would be most appropriate for the partial outline below?
- I. _____

A. Wages lagging behind the cost of living
B. Overproduction of consumer goods
C. Excessive buying on credit
- (1) Mercantilist Economic Theory
 - (2) Features of a Bull Stock Market
 - (3) Monopolistic Business Practices
 - (4) Causes of the Great Depression

Base your answers to questions 46 and 47 on the speakers' statements below and on your knowledge of social studies.

Speaker A: "The current situation has necessitated that more women enter the workforce."

Speaker B: "My family will have to get along without sugar and flour this week."

Speaker C: "I say we should continue to support our president, even if a president has never been elected to four terms before now."

Speaker D: "I support the government in everything it has to do, to be sure we are safe from fascism here at home."

46 These speakers would have made these statements during

- | | |
|------------------|---------------------|
| (1) World War I | (3) the Korean War |
| (2) World War II | (4) the Vietnam War |

47 Which situation is *Speaker B* describing?

- (1) destruction of crops during wartime
- (2) need for importation of food products
- (3) food rationing to support a war effort
- (4) limitation of agricultural production through farm subsidies

48 "The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex. . . ."

— 19th Amendment, *United States Constitution*

Which group of women worked for the passage of this amendment?

- (1) Harriet Tubman, Jane Addams, and Dorothea Dix
- (2) Susan B. Anthony, Carrie Chapman Catt, and Elizabeth Cady Stanton
- (3) Madeline Albright, Geraldine Ferraro, and Sandra Day O'Connor
- (4) Clara Barton, Amelia Earhart, and Eleanor Roosevelt

49 Which foreign policy agreement had the most direct influence on the Middle East?

- (1) Kellogg-Briand Pact
- (2) Yalta Conference declaration
- (3) SALT I Treaty
- (4) Camp David Accords

50 The domino theory was used to justify United States involvement in the

- | | |
|--------------------|--------------------|
| (1) War on Poverty | (3) Bosnian crisis |
| (2) Berlin airlift | (4) Vietnam War |

Answers to the essay questions are to be written in the separate essay booklet.

In developing your answer to Part II, be sure to keep these general definitions in mind:

- (a) **discuss** means “to make observations about something using facts, reasoning, and argument; to present in some detail”
- (b) **describe** means “to illustrate something in words or tell about it”

Part II

THEMATIC ESSAY QUESTION

Directions: Write a well-organized essay that includes an introduction, several paragraphs addressing the task below, and a conclusion.

Theme: Geography and United States Government Actions

Geographic factors often influence United States government actions, both foreign and domestic. Some of these factors include location, physical environment, movement of people, climate, and resources.

Task:

Identify *two* actions taken by the United States government that were influenced by geographic factors, and for *each* action:

- Discuss the historical circumstances that resulted in the government action
- Discuss the influence of a geographic factor on the action
- Describe the impact of the government action on the United States

From your study of United States history, you may use any federal government action that was influenced by geography. Some suggestions you might wish to consider include the Louisiana Purchase (1803), issuance of the Monroe Doctrine (1823), passage of the Homestead Act (1862), decision to build the transcontinental railroad (1860s), acquisition of the Philippines (1898), decision to build the Panama Canal (early 1900s), and passage of the Interstate Highway Act (1956).

You are *not* limited to these suggestions.

Guidelines:

In your essay, be sure to

- Address all aspects of the *Task*
- Support the theme with relevant facts, examples, and details
- Use a logical and clear plan of organization
- Introduce the theme by establishing a framework that is beyond a simple restatement of the *Task* and conclude with a summation of the *Theme*

In developing your answer to Part III, 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”

Part III

DOCUMENT-BASED QUESTION

This question is based on the accompanying documents (1–8). 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 both the source of each document and any point of view that may be presented in the document.

Historical Context:

The Civil War and the period of Reconstruction brought great social, political, and economic changes to American society. The effects of these changes continued into the 20th century.

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

- Identify and discuss **one** social, **one** political, **AND one** economic change in American society that occurred as a result of the Civil War or the period of Reconstruction

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

. . . 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. . . .

— 14th Amendment, Section 1, 1868

1a How does the 14th Amendment define citizenship? [1]

Score

b During Reconstruction, how was the 14th Amendment intended to help formerly enslaved persons? [1]

Score

Document 2

. . . History does not furnish an example of emancipation under conditions less friendly to the emancipated class than this American example. Liberty came to the freedmen of the United States not in mercy, but in wrath [anger], not by moral choice but by military necessity, not by the generous action of the people among whom they were to live, and whose good-will was essential to the success of the measure, but by strangers, foreigners, invaders, trespassers, aliens, and enemies. The very manner of their emancipation invited to the heads of the freedmen the bitterest hostility of race and class. They were hated because they had been slaves, hated because they were now free, and hated because of those who had freed them. Nothing was to have been expected other than what has happened, and he is a poor student of the human heart who does not see that the old master class would naturally employ every power and means in their reach to make the great measure of emancipation unsuccessful and utterly odious [hateful]. It was born in the tempest and whirlwind [turmoil] of war, and has lived in a storm of violence and blood. When the Hebrews were emancipated, they were told to take spoil [goods or property] from the Egyptians. When the serfs of Russia were emancipated [in 1861], they were given three acres of ground upon which they could live and make a living. But not so when our slaves were emancipated. They were sent away empty-handed, without money, without friends, and without a foot of land to stand upon. Old and young, sick and well, were turned loose to the open sky, naked to their enemies. The old slave quarter that had before sheltered them and the fields that had yielded them corn were now denied them. The old master class, in its wrath, said, "Clear out! The Yankees have freed you, now let them feed and shelter you! . . ."

Source: Frederick Douglass, *Life and Times of Frederick Douglass*, Park Publishing Co., 1881

- 2 According to this document, what did Frederick Douglass identify as a problem with the way the United States government emancipated the slaves? [1]

Score

Document 3

. . . We believe you are not familiar with the description of the Ku Klux Klans riding nightly over the country, going from county to county, and in the county towns, spreading terror wherever they go by robbing, whipping, ravishing, and killing our people without provocation [reason], compelling [forcing] colored people to break the ice and bathe in the chilly waters of the Kentucky river.

The [state] legislature has adjourned. They refused to enact any laws to suppress [stop] Ku-Klux disorder. We regard them [the Ku-Kluxers] as now being licensed to continue their dark and bloody deeds under cover of the dark night. They refuse to allow us to testify in the state courts where a white man is concerned. We find their deeds are perpetrated [carried out] only upon colored men and white Republicans. We also find that for our services to the government and our race we have become the special object of hatred and persecution at the hands of the Democratic Party. Our people are driven from their homes in great numbers, having no redress [relief from distress] only [except] the United States court, which is in many cases unable to reach them.

We would state that we have been law-abiding citizens, pay our taxes, and in many parts of the state our people have been driven from the polls, refused the right to vote. Many have been slaughtered while attempting to vote. We ask, how long is this state of things to last? . . .

— Petition to the United States Congress, March 25, 1871, Miscellaneous Documents of the United States Senate, 42nd Congress, 1st Session, 1871

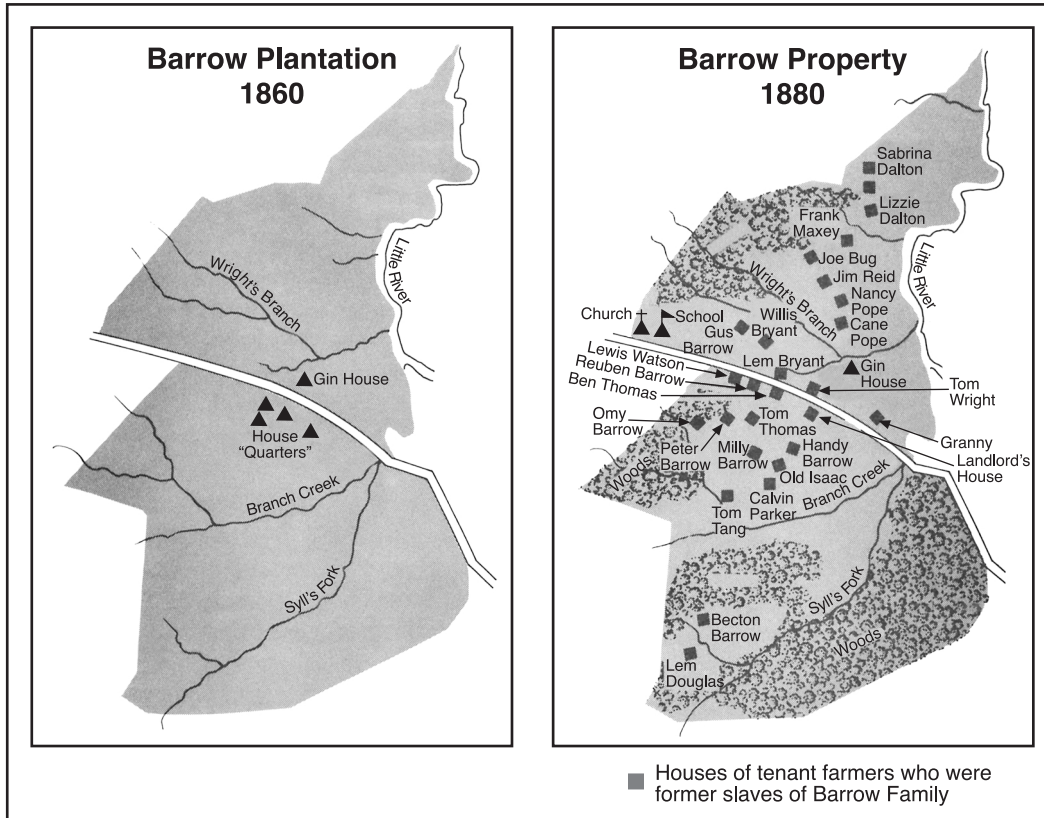
3a Based on this document, identify **one** way the Ku Klux Klan terrorized African Americans. [1]

Score

b According to this document, how did the actions of the Ku Klux Klan affect African Americans' participation in the political process? [1]

Score

Document 4



Sources: *Scribner's Monthly*, "A Georgia Plantation," April 1881 and Graebner and Richards, *The American Record*, McGraw Hill, 2001 (adapted)

4 According to these illustrations, how did the economic role of African Americans change between 1860 and 1880? [1]

Score

Document 5

. . . When we come to the New Industrial South the change is marvellous, and so vast and various that I scarcely know where to begin in a short paper that cannot go much into details. Instead of a South devoted to agriculture and politics, we find a South wide-awake to business, excited and even astonished at the development of its own immense resources in metals, marbles, coal, timber, fertilizers, eagerly laying lines of communication, rapidly opening mines, building furnaces, foundries [workplace where melted metal is poured into molds], and all sorts of shops for utilizing the native riches. It is like the discovery of a new world. When the Northerner finds great foundries in Virginia using only (with slight exceptions) the products of Virginia iron and coal mines; when he finds Alabama and Tennessee making iron so good and so cheap that it finds ready market in Pennsylvania; and foundries multiplying near the great furnaces for supplying Northern markets; when he finds cotton-mills running to full capacity on grades of cheap cottons universally in demand throughout the South and Southwest; when he finds small industries, such as paper-box factories and wooden bucket and tub factories, sending all they can make into the North and widely over the West; when he sees the loads of most beautiful marbles shipped North; when he learns that some of the largest and most important engines and mill machinery were made in Southern shops; when he finds in Richmond a “pole locomotive,” made to run on logs laid end to end, and drag out from Michigan forests and Southern swamps lumber hitherto inaccessible; when he sees worn out highlands in Georgia and Carolina bear more cotton than ever before by help of a fertilizer the base of which is the cotton seed itself (worth more as a fertilizer than it was before the oil was extracted from it); when he sees a multitude of small shops giving employment to men, women, and children who never had any work of that sort to do before; and when he sees Roanoke iron cast in Richmond into car irons, and returned to a car factory in Roanoke which last year sold three hundred cars to the New York and New England Railroad—he begins to open his eyes. The South is manufacturing a great variety of things needed in the house, on the farm, and in the shops, for home consumption, and already sends to the North and West several manufactured products. With iron, coal, timber contiguous [adjoining] and easily obtained, the amount sent out is certain to increase as the labor becomes more skillful. The most striking industrial development today is in iron, coal, lumber, and marbles; the more encouraging for the self-sustaining life of the Southern people is the multiplication of small industries in nearly every city I visited. . . .

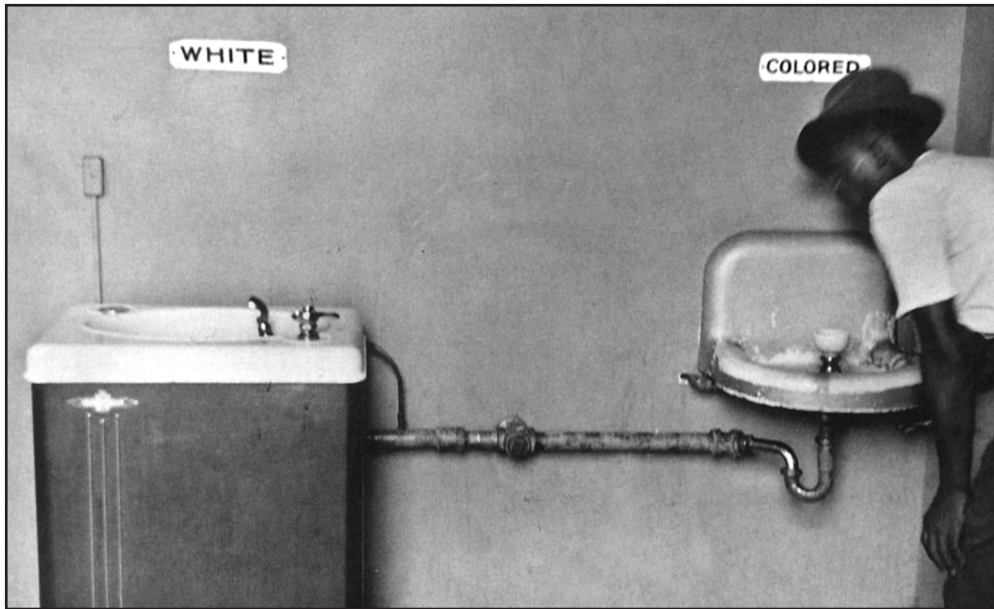
Source: Charles Dudley Warner, “The South Revisited,”
Harper’s New Monthly Magazine (March 1887)

- 5 According to this passage, what was **one** economic change that had occurred in the South by 1887? [1]

Score

Document 6

A Public Fountain in North Carolina, 1950



— Photograph by Elliott Erwitt
Source: Steve Kasher, *The Civil Rights Movement: A Photographic History, 1954–68*,
Abbeville Press

6 What does this photograph show about the treatment of African Americans in the South after Reconstruction? [1]

Score

Document 7

. . . Since 1868 there has been a steady and persistent determination to eliminate us from the politics of the Southern States. We are not to be eliminated. Suffrage is a federal guaranty and not a privilege to be conferred [given] or withheld by the States. We contend for the principle of manhood suffrage as the most effective safeguard of citizenship. A disfranchised citizen [one who is deprived of the right to vote] is a pariah [outcast] in the body politic. We are not opposed to legitimate restriction of the suffrage, but we insist that restrictions shall apply alike to all citizens of all States. We are willing to accept an educational or property qualification, or both; and we contend that retroactive legislation depriving citizens of the suffrage rights is a hardship which should be speedily passed upon by the courts. We insist that neither of these was intended or is conserved [protected] by the new constitutions of Mississippi, South Carolina or Louisiana. Their framers intended and did disfranchise a majority of their citizenship [deprived them of the right to vote] because of “race and color” and “previous condition,” and we therefore call upon the Congress to reduce the representation of those States in the Congress as provided and made mandatory by Section 2 of Article XIV of the Constitution. We call upon Afro-Americans everywhere to resist by all lawful means the determination to deprive them of their suffrage rights. If it is necessary to accomplish this vital purpose to divide their vote in a given State we advise that they divide it. The shibboleth [custom] of party must give way to the shibboleth of self-preservation. . . .

— Afro-American Council public statement, 1898

Source: Francis L. Broderick and August Meier, *Negro Protest Thought in the Twentieth Century*,
Bobbs-Merrill Company

7 What political problem is being described in this passage? [1]

Score

Document 8



Parade in New York City sponsored by the NAACP in 1917

Source: Robert Divine et al., *America Past and Present*, Addison Wesley (adapted)

8 What was the general goal of the marchers shown in this photograph? [1]

Score

Part B

Essay

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

Historical Context:

The Civil War and the period of Reconstruction brought great social, political, and economic changes to American society. The effects of these changes continued into the 20th century.

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

- Identify and discuss **one** social, **one** political, **AND one** economic change in American society that occurred as a result of the Civil War or the period of Reconstruction

Guidelines:

In your essay, be sure to

- Address all aspects of the *Task* by accurately analyzing and interpreting at least **five** documents
- Incorporate information from the documents in the body of the essay
- Incorporate relevant outside information
- Support the theme with relevant facts, examples, and details
- Use a logical and clear plan of organization
- Introduce the theme by establishing a framework that is beyond a simple restatement of the *Task* or *Historical Context* and conclude with a summation of the theme

UNITED STATES HISTORY AND GOVERNMENT

Wednesday, June 16, 2004 — 9:15 a.m. to 12:15 p.m., only

ANSWER SHEET

Male

Student Sex: Female

Teacher

School

Write your answers for Part I on this answer sheet, write your answers to Part III A in the test booklet, and write your answers for Parts II and III B in the separate essay booklet.

FOR TEACHER USE ONLY

Part I Score _____

Part III A Score _____

Total Part I and III A Score

Part II Essay Score _____

Part III B Essay Score _____

Total Essay Score

Final Score
(obtained from conversion chart)

1.....	26.....
2.....	27.....
3.....	28.....
4.....	29.....
5.....	30.....
6.....	31.....
7.....	32.....
8.....	33.....
9.....	34.....
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23.....	48.....
24.....	49.....
25.....	50.....

No. Right

The declaration below should be signed when you have completed the examination.

I do hereby affirm, at the close of this examination, that I had no unlawful knowledge of the questions or answers prior to the examination and that I have neither given nor received assistance in answering any of the questions during the examination.

Signature _____

Tear Here

Tear Here

Tear Here

Tear Here