

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

**UNITED STATES HISTORY
AND GOVERNMENT**

Wednesday, June 12, 2013 — 9:15 a.m. to 12:15 p.m., only

Student Name _____

School Name _____

The possession or use of any communications device is strictly prohibited when taking this examination. If you have or use any communications device, no matter how briefly, your examination will be invalidated and no score will be calculated for you.

Print your name and the name of your school on the lines above. A separate answer sheet for Part I has been provided to you. Follow the instructions from the proctor for completing the student information on your answer sheet. Then fill 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 to Parts II, III A, and III B.

Part I contains 50 multiple-choice questions. Record your answers to these questions as directed on the 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. When you reach this part of the test, enter your name and the name of your school on the first page of this section.

Each document is followed by one or more questions. Write your answer to each question in this examination booklet on the lines following that question.

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 declaration printed at the end of the 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.

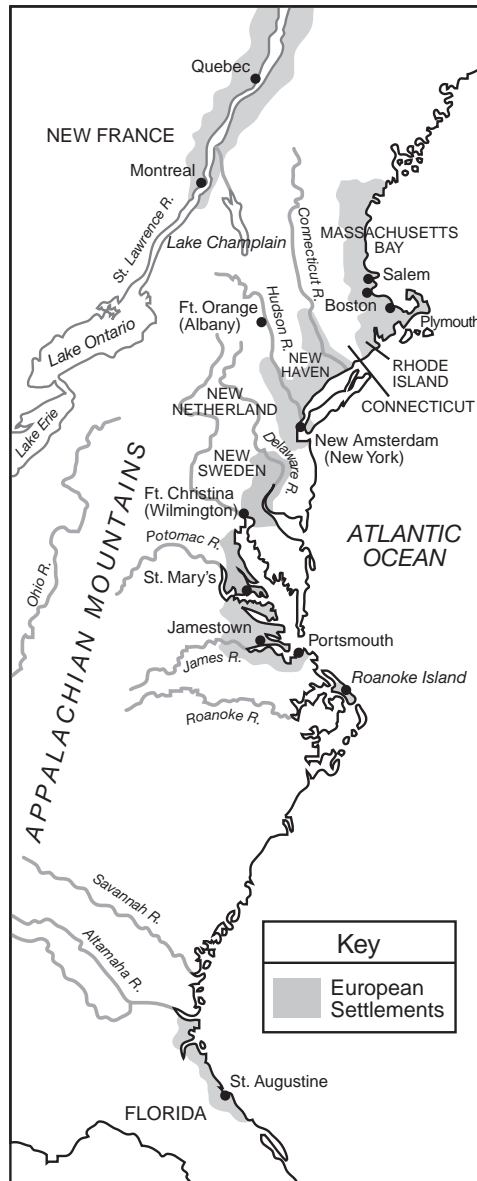
Part I

Answer all questions in this part.

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

Base your answer to question 1 on the map below and on your knowledge of social studies.

North American Colonies to 1650



Source: Garraty and McCaughey,
*The American Nation: A History
of the United States to 1877*,
Harper & Row, 1987 (adapted)

- 1 Which generalization is most clearly supported by the information provided by the map?
- (1) Most early European settlements were located west of the Appalachian Mountains.
 - (2) Rivers and harbors played a major role in the location of early settlements.
 - (3) Only Dutch colonists settled away from the Atlantic coast.
 - (4) The Great Lakes were important shipping routes for the early settlers.

- 2 The creation of the Virginia House of Burgesses and the signing of the Mayflower Compact showed that American colonists
- (1) supported the abolition of slavery
 - (2) practiced elements of self-government
 - (3) promoted public education
 - (4) demanded immediate independence

- 3 Which two key principles of government are included in the Declaration of Independence?
- (1) majority rule and minority rights
 - (2) universal suffrage and judicial independence
 - (3) direct democracy and equality for women
 - (4) consent of the governed and natural rights

Base your answer to question 4 on the passage below and on your knowledge of social studies.

... We the General Assembly of Virginia do enact, that no man shall be compelled to frequent or support any religious Worship place or Ministry whatsoever, nor shall be enforced, restrained, molested, or burthened [burdened] in his body or goods, nor shall otherwise suffer on account of his religious opinions or belief, but that all men shall be free to profess, and by argument to maintain their opinions in matters of religion, and that the same shall in no wise [way] diminish, enlarge, or affect their civil capacities....

— Virginia General Assembly, 1779

- 4 The principle expressed in this proposed law was also contained in the
- (1) Zenger case decision
 - (2) Albany Plan of Union
 - (3) First amendment
 - (4) Alien and Sedition Acts

- 5 Which major issue was debated at the Constitutional Convention in 1787 and contributed directly to the start of the Civil War?
- (1) regulation of interstate commerce
 - (2) setting of qualifications for federal office holders
 - (3) length of presidential term of office
 - (4) balance of power between the states and the national government

- 6 The United States and New York State constitutions establish republican forms of government because each provides for
- (1) a standing army
 - (2) elected representatives
 - (3) control over the money supply
 - (4) a system of implied powers

- 7 What was the primary objection of the Antifederalists to ratification of the Constitution?
- (1) They opposed a bicameral legislature.
 - (2) They believed the rights of the people were not protected.
 - (3) They feared a weak central government.
 - (4) They wanted to give more power to the executive branch.

Base your answer to question 8 on the excerpts from the United States Constitution below and on your knowledge of social studies.

The privilege of the writ of habeas corpus shall not be suspended, unless when in cases of rebellion or invasion the public safety may require it.

— Article I, Section 9

... and no warrants shall issue, but upon probable cause, supported by oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

— Amendment IV

- 8 Which basic constitutional concept is illustrated by each of these provisions?
- (1) balancing individual liberty and the need for order in society
 - (2) dividing power between the Senate and the House of Representatives
 - (3) guaranteeing equal treatment of minority groups
 - (4) providing flexibility to meet changing needs through the elastic clause

- 9 According to the Constitution, the president is required to
- (1) sign or veto bills passed by Congress
 - (2) establish income tax rates
 - (3) review Supreme Court decisions
 - (4) raise money for political parties

Base your answer to question 10 on the excerpt from an address to the Cherokee Nation below and on your knowledge of social studies.

Cherokees! The president of the United States has sent me, with a powerful army, to cause you, in obedience to the treaty of 1835, to join that part of your people who are already established in prosperity on the other side of the Mississippi.— Unhappily, the two years which were allowed for the purpose, you have suffered to pass away without following, and without making any preparations to follow; and now, or by the time that this solemn address shall reach your distant settlements, the emigration must be commenced in haste, but, I hope, without disorder. I have no power, by granting a further delay, to correct the error that you have committed. The full moon of May is already on the wane [decline]; and before another shall have passed away, every Cherokee man, woman, and child, in those states, must be in motion to join their brethren in the far west....

— General Winfield Scott, 1838

- 10 The immediate result of the action demanded in this passage was the
- (1) creation of the Underground Railroad
 - (2) expansion of the rights of Native American Indians
 - (3) start of the Trail of Tears march to the Oklahoma Territory
 - (4) assimilation of Native American Indians into mainstream American culture
-

- 11 In *Marbury v. Madison* (1803), the Supreme Court established a precedent for
- (1) judicial review
 - (2) the impeachment process for civil officers
 - (3) lifetime offices for justices
 - (4) treaty ratification procedures

- 12 The Lewis and Clark expedition (1803–1806) was important because it
- (1) determined the route of the first trans-continental railroad
 - (2) opened an all-water route to the Gulf of Mexico
 - (3) removed the British threat from the Northwest Territory
 - (4) increased understanding of the area included in the Louisiana Purchase

Base your answer to question 13 on the statement below and on your knowledge of social studies.

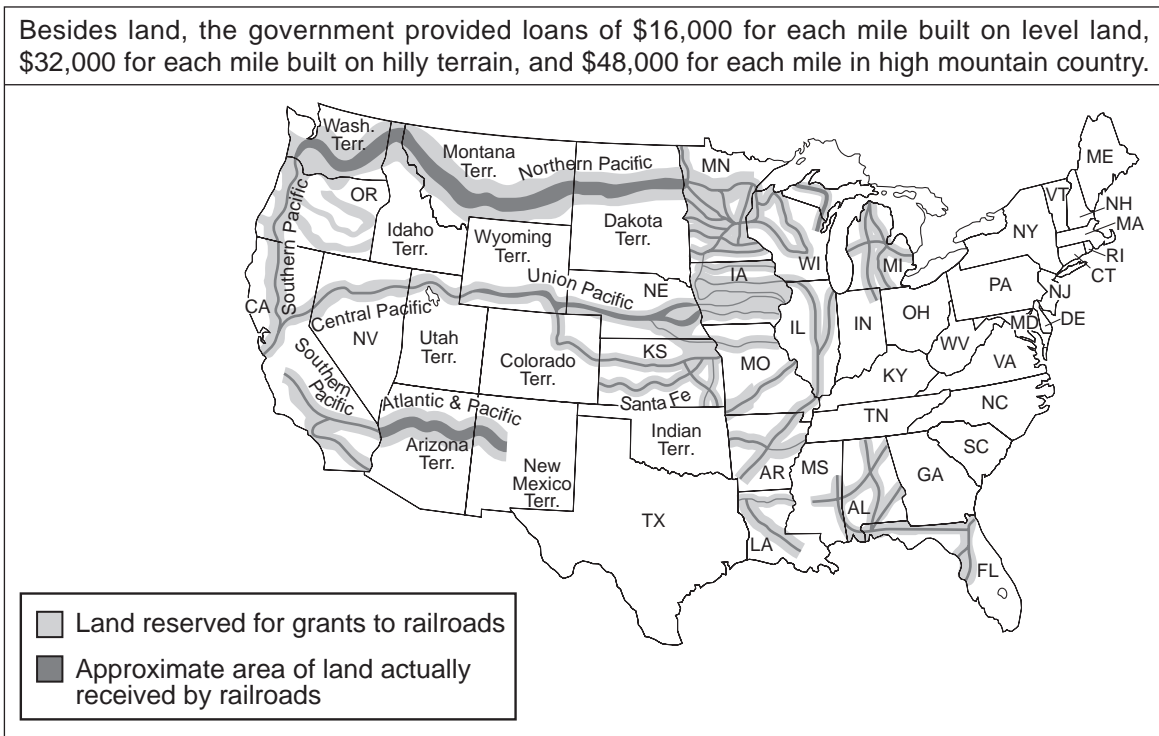
... The whole military force of the State is at the service of a Mr. Suttle, a slaveholder from Virginia, to enable him to catch a man whom he calls his property; but not a soldier is offered to save a citizen of Massachusetts from being kidnapped! Is this what all these soldiers, all this training, have been for these seventy-nine years past [since the beginning of the American Revolution]? Have they been trained merely to rob Mexico and carry back fugitive slaves to their masters?...

— Henry David Thoreau, Independence Day speech at Framingham, Massachusetts

- 13 The author of this statement is expressing dissatisfaction with a provision included in the
- (1) Treaty of Ghent (1815)
 - (2) Oregon Treaty of 1846
 - (3) Compromise of 1850
 - (4) Kansas-Nebraska Act (1854)
-

Base your answers to questions 14 and 15 on the map below and on your knowledge of social studies.

Federal Land Grants to Railroads as of 1871



Source: Robert A. Divine et al., *America Past and Present*, Scott, Foresman and Company, 1987 (adapted)

- 14 Which conclusion is most clearly supported by the information in the map?
- (1) The belief in laissez-faire prevented the federal government from helping railroads.
 - (2) The federal government promoted transcontinental railroad construction.
 - (3) Western railroads generated little profit for their owners.
 - (4) Railroad companies had to buy the land they needed for construction.

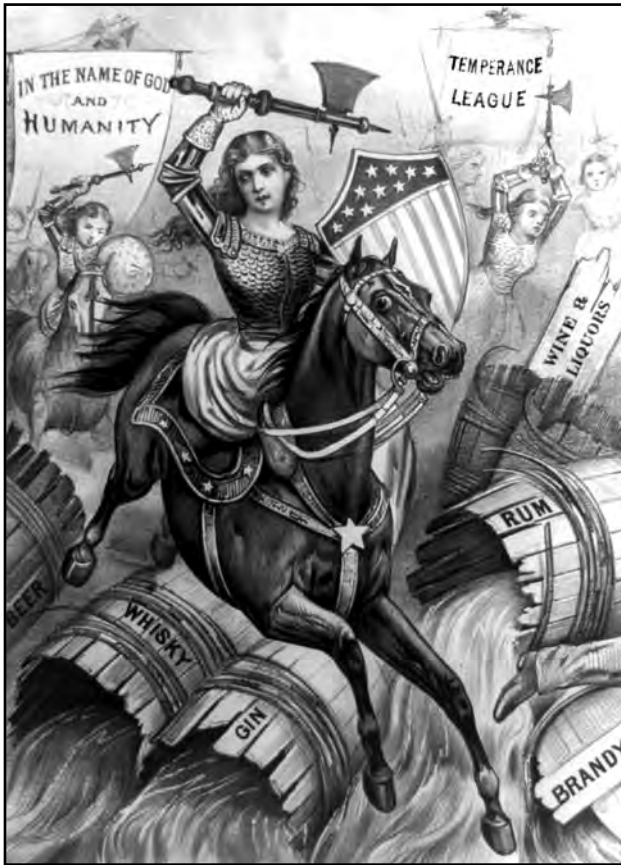
- 15 What was a result of the railroad construction shown on the map?
- (1) A national market developed in the United States.
 - (2) Silver and gold mining opportunities decreased.
 - (3) Railroad companies gave free land to settlers.
 - (4) Steel factories relocated from the Great Lakes region to the Rocky Mountain states.

- 16 President Abraham Lincoln's plan for Reconstruction after the Civil War included
- (1) restoring the social conditions that existed before the war began
 - (2) conducting trials for former Confederate leaders
 - (3) destroying the economic and social power of the Southern planters
 - (4) reuniting the nation as quickly as possible

- 17 After the Civil War, freedmen in the South had difficulty improving their economic condition because
- (1) literacy for formerly enslaved persons was prohibited
 - (2) migration of factory workers from Northern cities had created competition for jobs
 - (3) the federal government confiscated their 40-acre grants
 - (4) the system of sharecropping kept them in a cycle of poverty

Base your answer to question 18 on the cartoon below and on your knowledge of social studies.

WOMAN'S HOLY WAR
Grand Charge on the Enemy's Works



Source: Currier and Ives, c. 1874, Library of Congress (adapted)

- 18 This cartoon is expressing support for
- (1) the Populist crusade
 - (2) woman's suffrage
 - (3) national Prohibition
 - (4) protective tariffs
-
- 19 In the second half of the 1800s, which development led to the other three?
- (1) expansion of political machines
 - (2) growth of American cities
 - (3) development of tenement housing
 - (4) increase in crime
- 20 The Roosevelt Corollary (1904) to the Monroe Doctrine proclaimed the right of the United States to
- (1) intervene in the internal affairs of Latin American nations
 - (2) impose trade restrictions on European imports
 - (3) promote democracy in Africa
 - (4) determine the border between Alaska and Canada
- 21 In the early 20th century, muckrakers were able to influence American society mainly by
- (1) organizing demonstrations in large cities
 - (2) contributing to presidential election campaigns
 - (3) lobbying members of Congress
 - (4) exposing corruption in business and government
- 22 Which statement about President Theodore Roosevelt's Square Deal is an opinion rather than a fact?
- (1) The Square Deal included policies to increase railroad regulation.
 - (2) Consumer protection was an element of the Square Deal.
 - (3) Square Deal policy made distinctions between good and bad trusts.
 - (4) The Square Deal was superior to any other president's program.
- 23 **"Governor Defeated in Recall Election"**
"Referendum Held on Term Limits"
"Conservationists Propose Initiative on National Parks"
- These headlines are all examples of Progressive Era reforms designed to
- (1) place more power in the hands of the voters
 - (2) strengthen the power of state legislatures
 - (3) decrease States rights and increase federal power
 - (4) exclude specific ethnic groups from the political process
- 24 During World War I, what was President Woodrow Wilson's purpose in outlining the Fourteen Points?
- (1) asking Congress for additional funding for the war effort
 - (2) suggesting a peace plan to prevent future wars
 - (3) proposing war crimes trials for leaders of enemy nations
 - (4) calling for military alliances against aggressor nations

25 The Scopes trial and the Sacco and Vanzetti case both involved

- (1) disputes over the death penalty
- (2) clashes over cultural values
- (3) protests by temperance leaders
- (4) challenges to search and seizure protections

26 The prosperity of the United States in the mid-1920s resulted in part from

- (1) increased demand for new consumer goods
- (2) high-wage contracts negotiated by labor unions
- (3) record-high farm prices
- (4) increased government regulation of the economy

Base your answer to question 27 on the photograph below and on your knowledge of social studies.

Bonus Army shacks burn on Anacostia flats, Washington, D.C., after being attacked by military, 1932. The Capitol is in the background.



Source: National Archives (adapted)

27 Many Americans responded to photographs such as this by

- (1) opposing government subsidies for low-income housing
- (2) petitioning Congress to decrease funding for the Veterans Administration
- (3) demanding legislation to increase the power of the military
- (4) criticizing the government for its treatment of World War I veterans

Base your answer to question 28 on the cartoon below and on your knowledge of social studies.



Source: Carey Orr, *Chicago Tribune*, 1934 (adapted)

28 Which statement most accurately expresses the viewpoint of the cartoonist?

- (1) New Deal programs are endangering the country.
- (2) Most Americans support New Deal programs.
- (3) Supreme Court decisions are overturning New Deal programs.
- (4) New Deal programs emphasize health care reforms.

Base your answers to questions 29 and 30 on the song lyrics below and on your knowledge of social studies.

Dust Storm Disaster

On the 14th day of April of 1935,
There struck the worst of dust storms that ever filled the sky.
You could see that dust storm comin', the cloud looked deathlike black,
And through our mighty nation, it left a dreadful track....

The storm took place at sundown, it lasted through the night,
When we looked out next morning, we saw a terrible sight.
We saw outside our window where wheat fields they had grown
Was now a rippling ocean of dust the wind had blown.

It covered up our fences, it covered up our barns,
It covered up our tractors in the wild and dusty storm.
We loaded our jalopies and piled our families in,
We rattled down that highway to never come back again.

— Woody Guthrie

29 Which region of the United States was most directly affected by the situation described in this song?

- (1) Southeast
- (2) Great Lakes
- (3) Great Plains
- (4) Pacific Northwest

30 These song lyrics were written about people who became

- (1) sharecroppers in the South
- (2) migrant farm workers on the West Coast
- (3) fishermen in New England
- (4) coal miners in the Ohio River valley

31 The entrance of the United States into World War II was preceded by

- (1) President Franklin D. Roosevelt's successful effort to end the Holocaust in Europe
- (2) unauthorized presidential use of United States troops in Japan
- (3) American aid to help Great Britain defend itself against German aggression
- (4) legislation encouraging the immigration of war refugees

32 As a result of the presidency of Franklin D. Roosevelt, the Constitution was amended to

- (1) correct problems with the electoral college
- (2) lower the voting age to eighteen years
- (3) limit the number of terms a person can serve as president
- (4) end the use of poll taxes in presidential elections

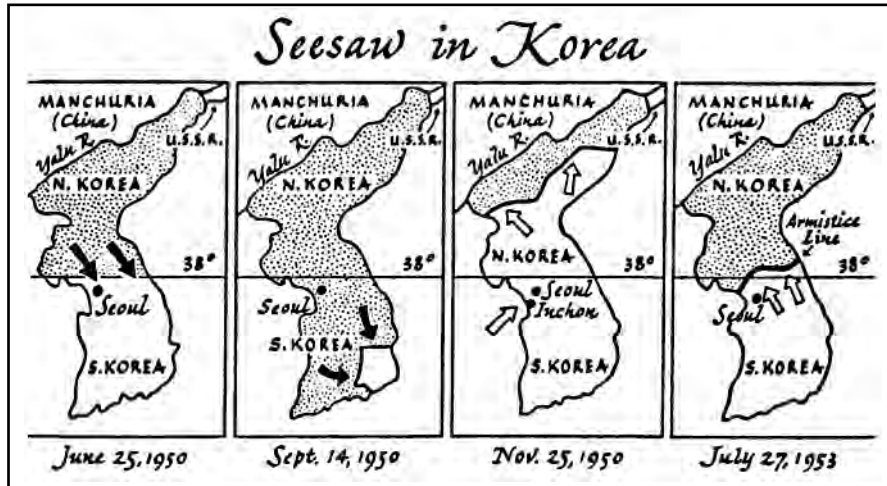
33 The internment of Japanese Americans during World War II illustrates that

- (1) the Supreme Court can be relied on to defend civil rights
- (2) threats to national security are often ignored by the government
- (3) minorities are not allowed to enlist in the United States military
- (4) civil liberties are sometimes limited during times of national crisis

34 After World War II, what was one important result of the Servicemen's Readjustment Act (GI Bill)?

- (1) Many veterans attended college.
- (2) The demand for housing decreased.
- (3) Defense industries recruited more women.
- (4) Women became eligible for the draft.

Base your answer to question 35 on the map below and on your knowledge of social studies.



Source: Thomas A. Bailey, *A Diplomatic History of the American People*, Prentice Hall, 1980

- 35 Which conclusion is supported by the information provided on this map?
- (1) The United Nations could have won the war by sending its troops across the Yalu River.
 - (2) South Korea was never in danger of being defeated by North Korea.
 - (3) The war did little to alter the territorial division of Korea.
 - (4) China refused to aid North Korea.

- 36 The perceived threat of communist influence in the United States during the 1950s prompted Congress to
- (1) ban foreign students
 - (2) repeal loyalty oaths
 - (3) deport citizens who were communists
 - (4) investigate suspected communist sympathizers

- 37 The Gulf of Tonkin Resolution (1964) provided congressional support for
- (1) withdrawing from the United Nations
 - (2) expanding the Alliance for Progress
 - (3) escalating military action in Vietnam
 - (4) reestablishing trade with Cuba

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

KENNEDY WARNED OF SPACE SETBACK

Task Force Says Soviet Will Probably Orbit Man First — Asks Reorganization

By **W. H. Lawrence**
Special to The New York Times.

PALM BEACH, Fla., Jan. 11

— A task force on space programs warned President-elect John F. Kennedy today that the United States was lagging behind the Soviet Union in ballistic missiles and outer-space exploration.

The group said that the lag in developing powerful booster rockets made it “very unlikely that we shall be first in placing a man into orbit around the earth.”

Source: *New York Times*, January 12, 1961 (adapted)

38 President Kennedy responded to warnings like this by

- (1) promising to explore Mars and other nearby planets
- (2) asking Congress to fund the Hubble telescope
- (3) pledging to put a man on the Moon within a decade
- (4) joining the Soviet Union in building a space station

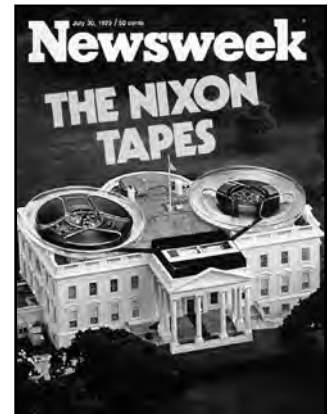
39 A major goal of President Lyndon B. Johnson’s Great Society program was to

- (1) increase farm production
- (2) provide aid to developing nations in Africa
- (3) enact social welfare programs to end poverty
- (4) expand the size of the military

Base your answer to question 40 on the magazine covers below and on your knowledge of social studies.



Source: *Time*, June 28, 1971



Source: *Newsweek*,
July 30, 1973

40 What was a result of the events reflected in these magazine covers?

- (1) Many Americans lost trust in their government.
- (2) The Supreme Court ruled in favor of the president’s actions.
- (3) Freedom of the press was limited.
- (4) President Richard Nixon was defeated in his bid for reelection.

Base your answer to question 41 on the passage below and on your knowledge of social studies.

... Historians looking back at our time will note the consistent restraint and peaceful intentions of the West. They will note that it was the democracies who refused to use the threat of their nuclear monopoly in the forties and early fifties for territorial or imperial gain. Had that nuclear monopoly been in the hands of the Communist world, the map of Europe—indeed, the world—would look very different today. And certainly they will note it was not the democracies that invaded Afghanistan [in 1979] or suppressed Polish Solidarity or used chemical and toxin warfare in Afghanistan and Southeast Asia...

— President Ronald Reagan, speech to the British House of Commons, June 8, 1982

- 41 Which attitude about Cold War rivalries is expressed by President Ronald Reagan in this speech?
- (1) Actions taken by communist nations to secure their borders have brought stability to Europe.
 - (2) The United States has made no attempt to pursue peaceful coexistence with communist nations.
 - (3) Efforts to reduce the nuclear arms race have resulted in lower defense spending.
 - (4) Communist nations, not western democracies, have threatened world peace.
-
- 42 President Ronald Reagan and President George W. Bush shared the belief that tax cuts would result in
- (1) a reduction in exports
 - (2) the growth of the economy
 - (3) an increase in the federal bureaucracy
 - (4) a rise in unemployment
- 43 In *New Jersey v. T.L.O.* (1985) and *Vernonia School District v. Acton* (1995), the United States Supreme Court ruled that
- (1) student rights may be limited in school
 - (2) school locker searches are unconstitutional
 - (3) public schools have the right to promote school prayer
 - (4) schools must obtain a court order to implement drug testing

Base your answer to question 44 on the cartoon below and on your knowledge of social studies.



Source: Bob Unell, *Kansas City Star*, in Charles Brooks, ed., *Best Editorial Cartoons of the Year, 2005 Edition*, Pelican Publishing

- 44 Which development is the topic of this cartoon?
- (1) increase in trade between the United States and Southeast Asia
 - (2) outsourcing of American jobs to foreign countries
 - (3) abandonment of free trade agreements with other countries
 - (4) payment of higher wages to overseas workers
-
- 45 What was the major purpose of the Sherman Antitrust Act (1890) and the Clayton Antitrust Act (1914)?
- (1) reducing government involvement in the economy
 - (2) promoting fair competition between businesses
 - (3) guaranteeing collective bargaining rights
 - (4) increasing foreign imports
- 46 Which action would be considered an example of the use of the unwritten constitution?
- (1) ratification of the 19th amendment in 1920
 - (2) declaration of war against Japan in 1941
 - (3) passage of the Civil Rights Act of 1964
 - (4) cabinet meeting called by President Bill Clinton in 1993

- 47 The growing use of the automobile in the 1920s and the Interstate Highway Act of 1956 both contributed to
- (1) the expansion of inner cities
 - (2) an increase in immigration
 - (3) the growth of suburbs
 - (4) a resurgence in rail travel
- 48 Which statement is a valid generalization about immigration to the United States?
- (1) Asian immigration was encouraged throughout the 20th century.
 - (2) Few restrictions on European immigration existed before the 1920s.
 - (3) The original Constitution strictly limited immigration.
 - (4) Federal immigration policies have not changed since 1900.
- 49 Which statement best describes a concern shared by John Muir, Theodore Roosevelt, and Rachel Carson?
- (1) The rights of the disabled are not respected.
 - (2) Campaign finance reform is needed to improve government.
 - (3) The natural environment must be protected.
 - (4) The growth of the federal budget deficit is a threat to the nation.
- 50 The League of Nations and the United Nations were both formed with the goal of
- (1) preventing wars through peaceful negotiations
 - (2) prohibiting the development of nuclear weapons
 - (3) monitoring the world's monetary systems
 - (4) supporting the spread of democracy
-

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

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: Foreign Policy — National Interests

Throughout the history of the United States, the primary goal of its foreign policy has been to protect the nation's interests. The United States has taken military and economic foreign policy actions to achieve that goal. These actions have resulted in varying degrees of success.

Task:

Select *two* military *and/or* economic foreign policy actions taken by the United States to protect its national interests and for *each*

- Describe the historical circumstances that led to the action
- Discuss the extent to which this action was successful in protecting the national interests

You may use any military and/or economic foreign policy action taken by the United States to protect its national interests. Some suggestions you might wish to consider include fighting the Mexican-American War (1846–1848), declaring war on Spain (1898), implementing the Open Door Policy (1899), building the Panama Canal (1904–1914), carrying out the Marshall Plan (1947–1952), confronting the Soviets during the Cuban missile crisis (1962), fighting the Vietnam War (1964–1973), and fighting the Persian Gulf War (1990–1991).

You are *not* limited to these suggestions.

Do *not* write about the Confederacy during the Civil War as one of your examples.

Guidelines:

In your essay, be sure to:

- Develop all aspects of the task
- 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

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

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

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

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

Part III

DOCUMENT-BASED QUESTION

This question is based on the accompanying documents. The question is designed to test your ability to work with historical documents. Some of these documents have been edited for the purposes of this 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. Keep in mind that the language used in a document may reflect the historical context of the time in which it was written.

Historical Context:

Throughout United States history, the United States Supreme Court has decided major cases related to the civil liberties of African Americans. These decisions have had a significant impact on the nation. These cases include *Dred Scott v. Sanford* (1857), *Plessy v. Ferguson* (1896), and *Brown v. Board of Education of Topeka* (1954).

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

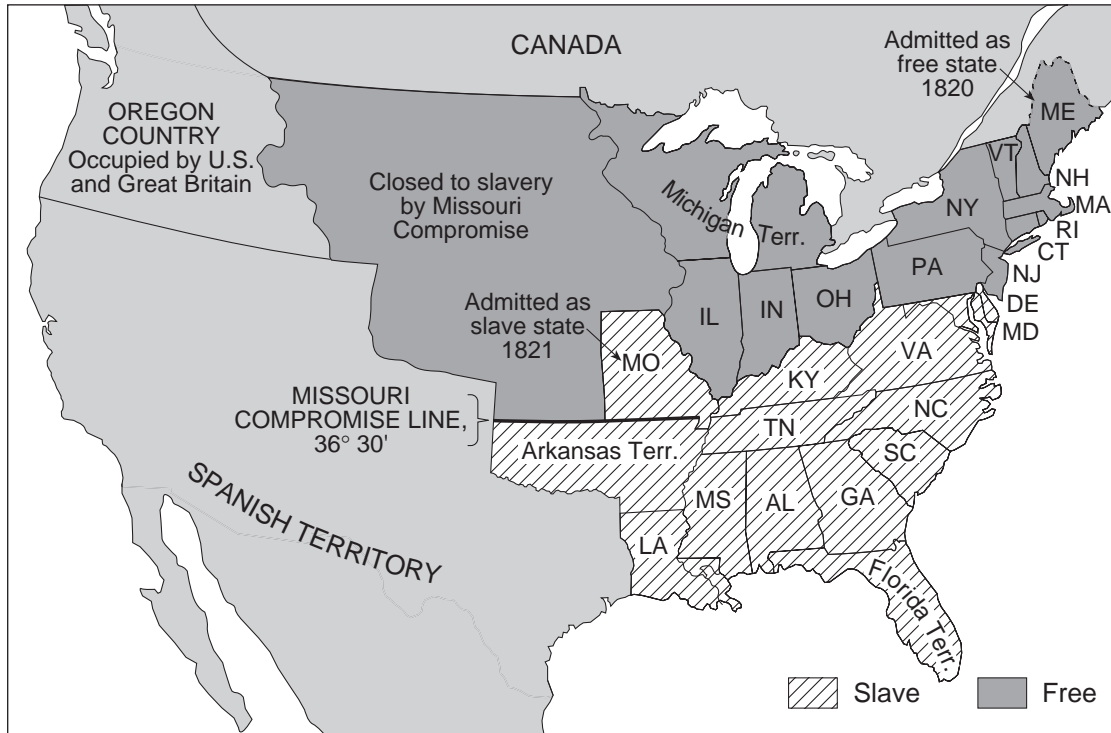
- Select **two** Supreme Court cases mentioned in the historical context and for **each**
- Describe the historical circumstances leading to the case
 - Discuss the impact of the Supreme Court’s ruling on the United States and/or on American society

Part A
Short-Answer Questions

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

Document 1a

Missouri Compromise of 1820



Source: <http://voteview.com>, University of California, San Diego (adapted)

Document 1b

... After the Missouri crisis it was no longer possible to pretend that the United States was a single nation with a single set of national interests. Although politicians in both North and South worked hard over the next two decades to suppress the issue of slavery in the national debate lest it drive a deeper wedge between the northern and southern wings of both national parties, the society of slaveholders would henceforth be in conflict with the society of free labor...

Source: Robert Kagan, *Dangerous Nation: America's Foreign Policy from Its Earliest Days to the Dawn of the Twentieth Century*, Alfred A. Knopf, 2006

1 Based on these documents, what were **two** effects the Missouri Compromise had on the nation? [2]

(1) _____

Score

(2) _____

Score

Document 2

Chief Justice Roger Taney wrote the majority opinion in the *Dred Scott* case.

... Taney's decision, which represented the entire Court, not only affirmed the repeal of the Missouri Compromise that had been achieved by the Kansas-Nebraska Act but also challenged the concept of popular sovereignty in any Western territory. As Southern Senator John C. Calhoun had argued, Taney stated that any move to block the rights of slaveholders to own slaves in a territory violated the due process clause of the Fifth Amendment. Supporters of slavery rejoiced at the decision, while those opposed to the expansion of slavery saw Taney's work as further evidence that national politics was firmly under the control of Southern apologists [defenders of slavery]. In the end, the *Dred Scott* case only fueled the already growing flames of sectional mistrust...

Source: Jeffrey W. Coker, *Presidents from Taylor Through Grant, 1849–1877: Debating the Issues in Pro and Con Primary Documents*, Greenwood Press, 2002

2 According to Jeffrey W. Coker, what was **one** impact of the *Dred Scott* decision? [1]

Score

Document 3a

This is an excerpt from a speech by Frederick Douglass in which he analyzed and criticized the Supreme Court's *Dred Scott* decision.

... This infamous [*Dred Scott*] decision of the Slaveholding wing of the Supreme Court maintains that slaves are within the contemplation [meaning] of the Constitution of the United States, property; that slaves are property in the same sense that horses, sheep, and swine are property; that the old doctrine that slavery is a creature of local law is false; that the right of the slaveholder to his slave does not depend upon the local law, but is secured wherever the Constitution of the United States extends; that Congress has no right to prohibit slavery anywhere; that slavery may go in safety anywhere under the star-spangled banner; that colored persons of African descent have no rights that white men are bound to respect; that colored men of African descent are not and cannot be citizens of the United States....

Source: Frederick Douglass, Speech on the *Dred Scott* Decision, May 1857

3a According to Frederick Douglass, what would be **one** impact of the *Dred Scott* decision? [1]

Score

Document 3b

... The third story [of *Dred Scott*] is about the politics of slavery and the coming of the Civil War. The Supreme Court decision sparked enormous political reaction, particularly in the North. It destroyed any chance of agreement between the North and the South over slavery in the territories. It would be an exaggeration to say that the *Dred Scott* decision *caused* the Civil War. But it certainly pushed the nation far closer to that war. The decision played a decisive role in the emergence of Abraham Lincoln as the Republican Party's presidential candidate in 1860 and his election later that year. That in turn set the stage for secession and civil war...

Source: Paul Finkelman, *Dred Scott v. Sandford [Sanford]: A Brief History with Documents*, Bedford Books, 1997

3b According to Paul Finkelman, what was **one** effect of the *Dred Scott* decision on the nation? [1]

Score

Document 4

TRANSPORTATION OF PASSENGERS.

Act III, 1890, p. 152

... SECTION 1. **Separate Accommodations, etc.**—That all railway companies carrying passengers in their coaches in this State, shall provide equal but separate accommodations for the white, and colored [African American] races, by providing two or more passenger coaches for each passenger train, or by dividing the passenger coaches by a partition so as to secure separate accommodations; *provided* that this section shall not be construed to apply to street railroads. No person or persons, shall be permitted to occupy seats in coaches, other than the ones assigned to them on account of the race they belong to....

Source: *Revised Laws of Louisiana*, F. F. Hansell & Bro.

4 Based on this document, what was **one** effect of this Louisiana law on African Americans? [1]

Score

Document 5

This is an excerpt from an article written by Booker T. Washington in response to the decision in *Plessy v. Ferguson*.

... Now the point of all this article is not to make a complaint against the white man or the “Jim Crow Car” law, but it is simply to say that such an unjust law injures the white man, and inconveniences the negro [African American]. No race can wrong another race simply because it has the power to do so, without being permanently injured in morals, and its ideas of justice. The negro can endure the temporary inconvenience, but the injury to the white man is permanent. It is the one who inflicts the wrong that is hurt, rather than the one on whom the wrong is inflicted. It is for the white man to save himself from this degradation that I plead.

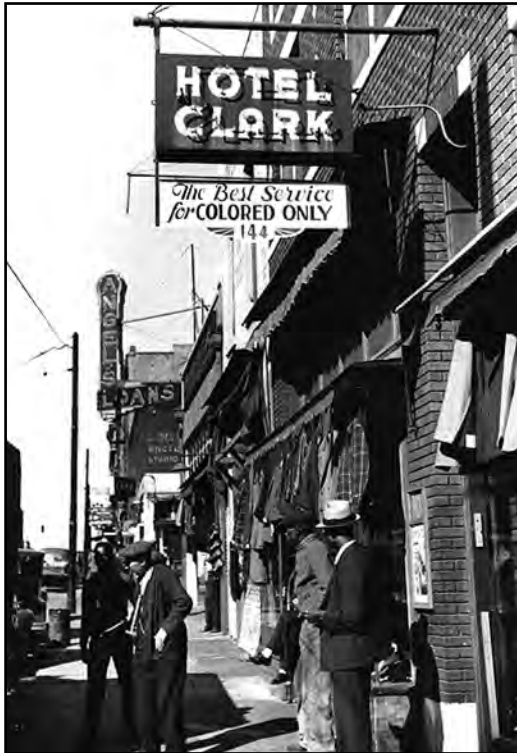
If a white man steals a negro’s ballot, it is the white man who is permanently injured. Physical death comes to the negro lynched—death of the morals—death of the soul—comes to the white man who perpetrates the lynching....

Source: Louis R. Harlan, ed., *The Booker T. Washington Papers, Volume 4: 1895–98*, University of Illinois Press, 1975

- 5 According to Booker T. Washington, what would be **one** impact of the *Plessy v. Ferguson* decision on white society? [1]

Score

Document 6



Source: Marion Post Walcott, photographer, October 1939, Library of Congress



Source: Dorothea Lange, photographer, June 1937, Library of Congress

6 Based on these photographs, what was *one* impact of the *Plessy* decision on American society? [1]

Score

Document 7a

Per-Pupil Expenditures in Selected Southern States,
1939–1940 School Year

State	Spending per Pupil	
	White	Negro
Alabama	\$47.59	\$14.63
Arkansas	36.87	13.73
Florida	69.76	26.95
Georgia	55.56	16.95
Louisiana	77.11	20.49
Mississippi	52.01	7.36
North Carolina	46.02	28.30
South Carolina	57.33	5.42
Texas	72.72	28.49
Average	\$58.69	\$18.82

Note: Data are based on average daily attendance.
(Total spending average does not equal the sum of the state averages.)

Source: Jaynes and Williams, eds.,
A Common Destiny: Blacks and American Society,
National Academy Press, 1989 (adapted)

7a Based on this chart, what was **one** disadvantage faced by African American students in these southern states in the early 1940s? [1]

Score

Document 7b

This letter was sent by the Topeka, Kansas, chapter of the NAACP to the national organization.

September 5, 1950

The National Association for the Advancement of Colored People
Legal Department
20 West 40th
New York City 18, New York

Gentlemen:

I represent the legal branch of N.A.A.C.P., of Topeka, Kansas, and I wish to inform your office of the pending controversy existing in the city of Topeka, and elsewhere in the state of Kansas.

The facts are briefly these: The Board of Education of the aforesaid city is maintaining and has maintained a dual system of education for colored and white grade school children. In doing so, the Board is acting under a permissive statute of the state of Kansas.

The white children have several districts; in these districts, some colored children live, and their parents own property in these so-called districts. However, said colored children are prohibited from attending the schools in these districts, and are compelled to leave their home and meet a bus (said bus is provided by the Board of Education) that carries them, often for long distances, to the various Negro schools.

The parents of the said Negro children are taxed for all of the schools, and the whole thing results in a jim-crow system. . . .

Very truly yours
Chas. E. Bledsoe

Source: Kansas Historical Society

7b According to Chas. E. Bledsoe, what was **one** problem that existed within the Topeka, Kansas, school system in 1950? [1]

Score

Document 8a

Lieutenant Colonel Marion Johnson, commander of Arkansas National Guard troops, is pictured turning back a group of African American students seeking to enter Central High School in Little Rock on September 4, 1957. He said he was acting on orders of Governor Orval Faubus not to admit them.



Source: Arkansas National Guard

Document 8b

Executive Order 10730

PROVIDING ASSISTANCE FOR THE REMOVAL OF AN OBSTRUCTION OF JUSTICE WITHIN THE STATE OF ARKANSAS

SECTION 2. The Secretary of Defense is authorized and directed to take all appropriate steps to enforce any orders of the United States District Court for the Eastern District of Arkansas for the removal of obstruction of justice in the State of Arkansas with respect to matters relating to enrollment and attendance at public schools in the Little Rock School District, Little Rock, Arkansas. In carrying out the provisions of this section, the Secretary of Defense is authorized to use the units, and members thereof, ordered into the active military service of the United States pursuant to Section 1 of this Order.

DWIGHT D. EISENHOWER

THE WHITE HOUSE
September 24, 1957

Source: Eisenhower Presidential Library & Museum

8 Based on these documents, why did President Dwight D. Eisenhower issue Executive Order 10730? [1]

Score

Document 9

What other movements, campaigns or causes did *Brown v. Board* aid or inspire?

Mike Wenger: The *Brown* decision, in my opinion, launched the struggle of African Americans over the next decade and one-half for their constitutional rights.

That struggle inspired a number of other movements, including the movement for Mexican farm workers rights led by Cesar Chavez, who formed the United Farm Workers in 1962.

The movements for equal rights for women and for the rights of disabled citizens also can be traced to the civil rights struggles of African Americans, and therefore, to the *Brown* decision.

Source: Excerpt of interview with Mike Wenger, special consultant to the Joint Center for Political and Economic Studies, "Brown v. Board Is..." *Teaching Tolerance*, Spring 2004 (adapted)

- 9 According to Mike Wenger, what was **one** way the ruling in *Brown v. Board of Education of Topeka* affected American society? [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 four* documents in your essay. Support your response with relevant facts, examples, and details. Include additional outside information.

Historical Context:

Throughout United States history, the United States Supreme Court has decided major cases related to the civil liberties of African Americans. These decisions have had a significant impact on the nation. These cases include ***Dred Scott v. Sanford (1857)***, ***Plessy v. Ferguson (1896)***, and ***Brown v. Board of Education of Topeka (1954)***.

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

- Select **two** Supreme Court cases mentioned in the historical context and for **each**
- Describe the historical circumstances leading to the case
 - Discuss the impact of the Supreme Court's ruling on the United States and/or on American society

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

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