

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

**UNITED STATES HISTORY
AND GOVERNMENT**

Friday, June 20, 2008 — 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 questions. 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.

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

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

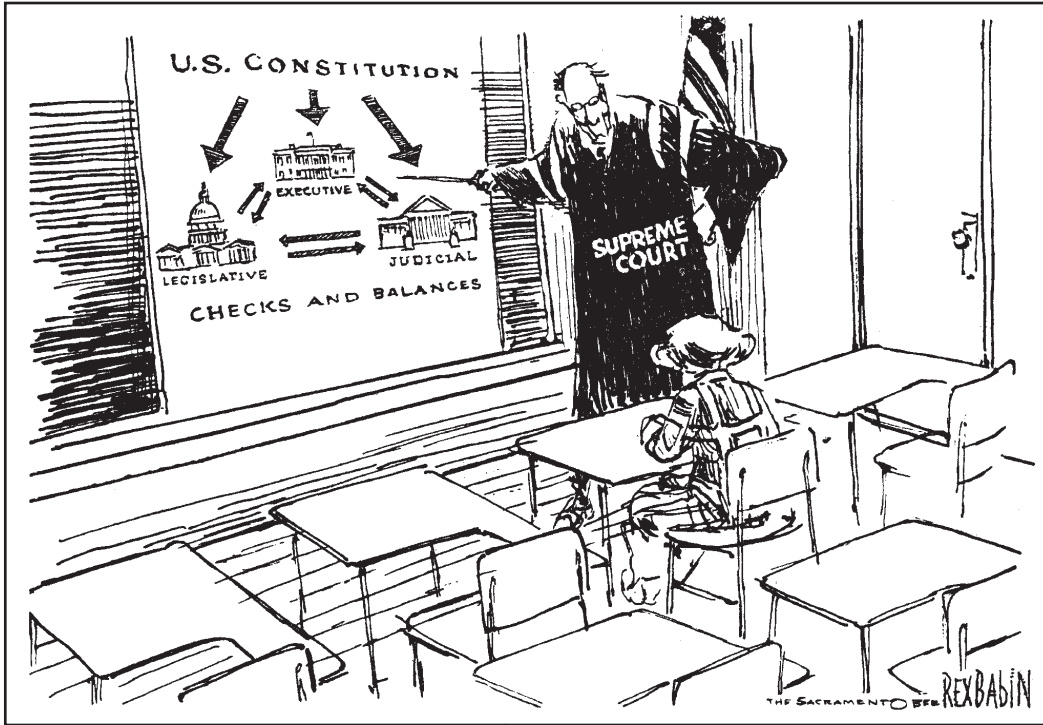
Part I

Answer all questions in this part.

Directions (1–50): For each statement or question, 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 Which geographic factor most helped the United States maintain its foreign policy of neutrality during much of the 1800s?
 - (1) climate of the Great Plains
 - (2) oceans on its east and west coasts
 - (3) large network of navigable rivers
 - (4) mountain ranges near the Atlantic and Pacific coasts
- 2 Before 1763, the British policy of salutary neglect toward its American colonies was based on the desire of Great Britain to
 - (1) treat all English people, including colonists, on an equal basis
 - (2) benefit from the economic prosperity of the American colonies
 - (3) encourage manufacturing in the American colonies
 - (4) ensure that all mercantile regulations were strictly followed
- 3 A major criticism of the Articles of Confederation was that too much power had been given to the
 - (1) British monarchy
 - (2) House of Burgesses
 - (3) state governments
 - (4) national government
- 4 What was the primary reason that slavery became more widespread in the South than in the North?
 - (1) The abolitionist movement was based in the North.
 - (2) The textile industry was controlled by southern merchants.
 - (3) Opposition to slavery by the Anglican Church was stronger in the North.
 - (4) Geographic factors contributed to the growth of the southern plantation system.
- 5 Which action can be taken by the United States Supreme Court to illustrate the concept that the Constitution is “the supreme law of the land”?
 - (1) hiring new federal judges
 - (2) voting articles of impeachment
 - (3) declaring a state law unconstitutional
 - (4) rejecting a presidential nomination to the cabinet
- 6 Passing marriage and divorce laws, creating vehicle and traffic regulations, and setting high school graduation requirements are examples of powers traditionally
 - (1) exercised solely by local governments
 - (2) reserved to the state governments
 - (3) delegated entirely to the federal government
 - (4) shared by the national and local governments
- 7 In the early 1800s, the Mississippi River was important to the United States because it
 - (1) served as a major highway for trade
 - (2) led to wars between Great Britain and Spain
 - (3) divided the Indian territories from the United States
 - (4) served as a border between the United States and Mexico
- 8 An example of a primary source of information about the War of 1812 would be a
 - (1) battle plan for the attack on Fort McHenry
 - (2) historical novel on the Battle of New Orleans
 - (3) movie on the life of President James Madison
 - (4) textbook passage on the naval engagements of the war
- 9 In the 1840s, the term *Manifest Destiny* was used by many Americans to justify
 - (1) the extension of slavery into the territories
 - (2) war with Russia over the Oregon territory
 - (3) the acquisition of colonies in Latin America
 - (4) westward expansion into lands claimed by other nations

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



Source: Rex Babin, *The Sacramento Bee*, June 29, 2004

10 Which constitutional principle is the focus of this cartoon?

- (1) individual liberties
- (2) separation of powers
- (3) freedom of speech
- (4) federalism

11 Which term refers to the idea that settlers had the right to decide whether slavery would be legal in their territory?

- (1) nullification
- (2) sectionalism
- (3) popular sovereignty
- (4) southern secession

12 The Supreme Court decision in *Dred Scott v. Sanford* (1857) was significant because it

- (1) allowed slavery in California
- (2) outlawed slavery in the Southern States
- (3) upheld the actions of the Underground Railroad
- (4) ruled that Congress could not ban slavery in the territories

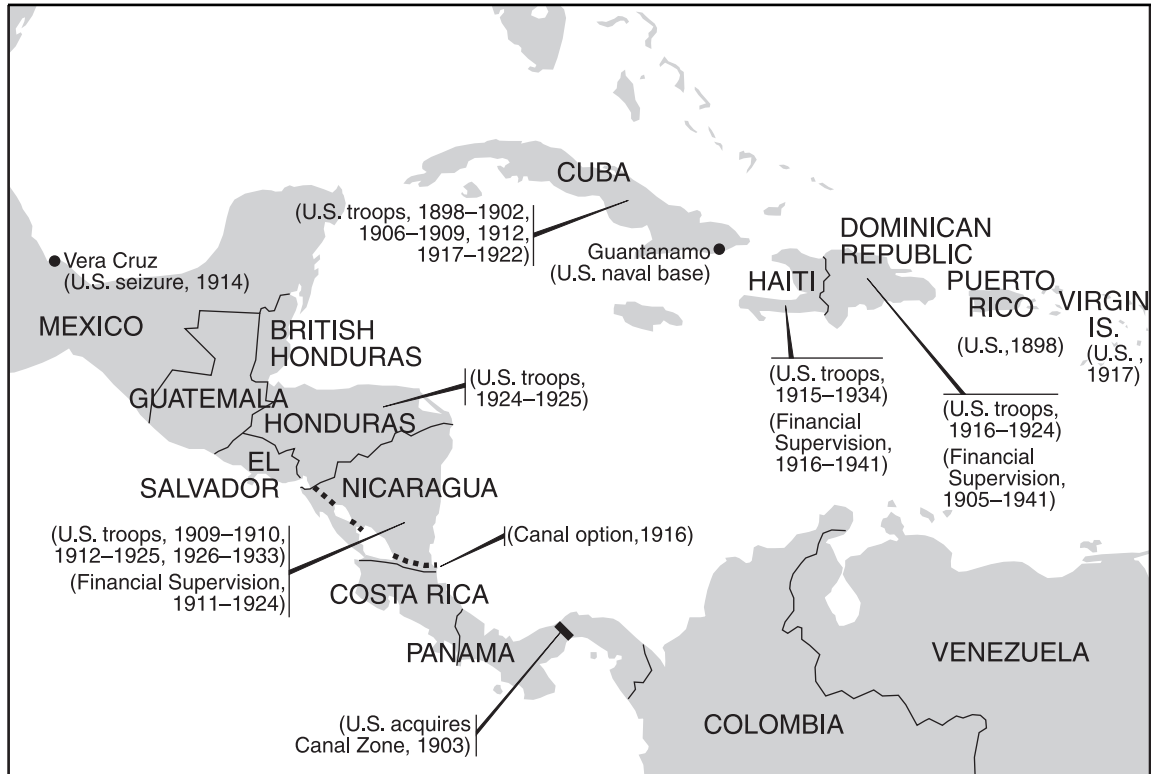
13 What was a common purpose of the three amendments added to the United States Constitution between 1865 and 1870?

- (1) extending suffrage to Southern women
- (2) reforming the sharecropping system
- (3) granting rights to African Americans
- (4) protecting rights of Southerners accused of treason

14 The Radical Republicans in Congress opposed President Abraham Lincoln's plan for Reconstruction because Lincoln

- (1) called for the imprisonment of most Confederate leaders
- (2) rejected the idea of harsh punishments for the South
- (3) planned to keep Northern troops in the South after the war
- (4) demanded immediate civil and political rights for formerly enslaved persons

Base your answers to questions 15 and 16 on the map below and on your knowledge of social studies.



Source: Thomas G. Paterson et al., *American Foreign Policy: A History 1900 to Present*, D. C. Heath, 1991 (adapted)

- 15 Which title would be the most accurate for this map?
- (1) Ending Colonization in Latin America
 - (2) Promoting Trade with Latin America
 - (3) Humanitarian Aid in the Western Hemisphere
 - (4) United States Intervention in the Caribbean Area
- 16 The United States government justified most of the actions shown on the map by citing the
- (1) terms of the Roosevelt corollary to the Monroe Doctrine
 - (2) threats from Germany after World War I
 - (3) desire to stop illegal immigration from Latin America
 - (4) need to protect Latin America from the threat of communism

- 17 Which statement about the development of the Great Plains in the late 1800s is most accurate?
- (1) Great profits could be earned in the steel industry.
 - (2) Railroads decreased in importance throughout the region.
 - (3) Immigrants could no longer afford to become farmers.
 - (4) Mechanized farming became dominant in the region.

- 18 The Interstate Commerce Act (1887) and the Sherman Antitrust Act (1890) were efforts by the federal government to
- (1) regulate some aspects of business
 - (2) expand the positive features of the trusts
 - (3) favor big business over small companies
 - (4) move toward government ownership of key industries

19 In the late 1800s, the Homestead steel strike and the Pullman railcar strike were unsuccessful because

- (1) the government supported business owners
- (2) most workers refused to take part in the strike
- (3) the Supreme Court ruled both strikes were illegal
- (4) factory owners hired children to replace the strikers

20 The Supreme Court decision in *Plessy v. Ferguson* (1896) upheld a state law that had

- (1) banned the hiring of Chinese workers
- (2) established racial segregation practices
- (3) outlawed the use of prison inmate labor
- (4) forced Native American Indians to relocate to reservations

21 The United States promoted its economic interest in China by

- (1) intervening in the Sino-Japanese War
- (2) passing the Chinese Exclusion Act
- (3) encouraging the Boxer Rebellion
- (4) adopting the Open Door policy

22 Until the early 20th century, few restrictions on immigration to the United States existed primarily because

- (1) industry needed an increasing supply of labor
- (2) immigration totals had always been relatively low
- (3) labor unions had always favored unrestricted immigration
- (4) the Supreme Court had ruled that Congress could not restrict immigration

23 In the early 1900s, the muckrakers provided a service to the American public by

- (1) calling for a strong military buildup
- (2) lobbying for less government regulation of business
- (3) exposing abuses in government and industry
- (4) encouraging states to resist federal government authority

Base your answer to question 24 on the chart below and on your knowledge of social studies.

States and Territories Fully Enfranchising Women Prior to the 19th Amendment

State	Date Begun
Territory of Wyoming	1869
Wyoming	1890
Colorado	1893
Utah	1896
Idaho	1896
Arizona	1912
Washington	1910
California	1911
Kansas	1912
Oregon	1912
Territory of Alaska	1913
Montana	1914
Nevada	1914
New York	1917
Michigan	1918
Oklahoma	1918
South Dakota	1918

Source: Alexander Keyssar, *The Right to Vote*, Basic Books, 2000 (adapted)

24 Which conclusion about woman's suffrage is best supported by the information in the chart?

- (1) Congress did not allow women to vote in the territories.
- (2) Before 1917, many of the western states had granted women the right to vote.
- (3) The United States Supreme Court had to approve a woman's right to vote in each state.
- (4) Women were permitted to vote only in state elections.

25 After World War I, the United States Senate refused to approve the Treaty of Versailles. This action reflected the Senate's intention to

- (1) provide support for the League of Nations
- (2) punish the nations that began the war
- (3) return to a policy of isolationism
- (4) maintain United States leadership in world affairs

Base your answer to question 26 on the poem below and on your knowledge of social studies.

Mother to Son

Well, son, I'll tell you:
Life for me ain't been no crystal stair.
It's had tacks in it,
And splinters,
And boards torn up,
And places with no carpet on the floor—
Bare.
But all the time
I've been a-climbin' on,
And reachin' landin's,
And turnin' corners,
And sometimes goin' in the dark
Where there ain't been no light.
So boy, don't you turn back.
Don't you set down on the steps
'Cause you finds it kinder hard.
Don't you fall now—
For I've still goin', honey,
I've still climbin',
And life for me ain't been no crystal stair.

—Langston Hughes, 1922

26 One purpose of this poem, written during the Harlem Renaissance, was to

- (1) explain the advantages of inner-city life
- (2) discuss ideas in the language used by immigrant Americans
- (3) ask African Americans to accept things as they are
- (4) encourage African Americans to continue their struggle for equality

27 The Scopes trial of 1925 illustrated the

- (1) desire for new voting rights laws
- (2) need for better private schools
- (3) conflict between Protestant fundamentalism and science
- (4) effects of the Red Scare on the legal system

28 What was a major cause of the Great Depression?

- (1) decrease in the production of goods during most of the 1920s
- (2) unequal distribution of wealth in the United States
- (3) overregulation of the banking industry
- (4) low tariffs on foreign goods

29 The National Labor Relations Act of 1935 (Wagner Act) affected workers by

- (1) protecting their right to form unions and bargain collectively
- (2) preventing public employee unions from going on strike
- (3) providing federal pensions for retired workers
- (4) forbidding racial discrimination in employment

Base your answer to question 30 on the cartoon below and on your knowledge of social studies.



“We saved thirteen points sending Junior to bed without his supper.”

Source: *Esquire Magazine*, 1944 (adapted)

30 Which feature of life on the home front during World War II is most clearly illustrated by this 1944 cartoon?

- (1) food rationing
- (2) housing shortages
- (3) juvenile delinquency
- (4) conserving natural resources

- 31 Prior to the start of World War II, Great Britain and France followed a policy of appeasement when they
- (1) rejected an alliance with the Soviet Union
 - (2) allowed Germany to expand its territory
 - (3) signed the agreements at the Yalta Conference
 - (4) opposed United States efforts to rearm
- 32 The war crimes trials that followed World War II were historically significant because for the first time
- (1) nations were asked to pay for war damages
 - (2) individuals were given immunity from prosecution
 - (3) nations on both sides were found guilty of causing the war
 - (4) individuals were held accountable for their actions during wartime

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

. . . I believe that it must be the policy of the United States to support free peoples who are resisting attempted subjugation [control] by armed minorities or by outside pressures.

I believe that we must assist free peoples to work out their own destinies in their own way.

I believe that our help should be primarily through economic and financial aid which is essential to economic stability and orderly political processes. . . .

—President Harry Truman, speech to Congress (Truman Doctrine), March 12, 1947

- 33 The program described in this quotation was part of the foreign policy of
- | | |
|-----------------|-----------------|
| (1) détente | (3) neutrality |
| (2) containment | (4) colonialism |
-

- 34 In both *Schenck v. United States* (1919) and *Korematsu v. United States* (1944), the Supreme Court ruled that during wartime
- (1) civil liberties may be limited
 - (2) women can fight in combat
 - (3) drafting of noncitizens is permitted
 - (4) sale of alcohol is illegal
- 35 After the end of World War II, many working women left their factory jobs because they were
- (1) fired from their jobs due to poor performance
 - (2) unprepared for peacetime employment
 - (3) forced to give up their jobs to returning war veterans
 - (4) dissatisfied with their low wages
- 36 The Eisenhower Doctrine (1957) was an effort by the United States to
- (1) gain control of the Suez Canal
 - (2) take possession of Middle East oil wells
 - (3) find a homeland for Palestinian refugees
 - (4) counter the influence of the Soviet Union in the Middle East
- 37 During the 1950s and 1960s, which civil rights leader advocated black separatism?
- | | |
|--------------------|----------------|
| (1) Medgar Evers | (3) Rosa Parks |
| (2) James Meredith | (4) Malcolm X |
- 38 The term *Great Society* was used by President Lyndon B. Johnson to describe his efforts to
- (1) lower taxes for all Americans
 - (2) win the race for outer space
 - (3) end poverty and discrimination in the United States
 - (4) improve the nation's armed forces
- 39 The Berkeley demonstrations, riots at the 1968 Democratic National Convention, and the Kent State protest all reflect student disapproval of
- (1) the Vietnam War
 - (2) increases in college tuition
 - (3) the unequal status of American women
 - (4) racial segregation

- 40 Which situation in the 1970s caused the United States to reconsider its dependence on foreign energy resources?
- (1) war in Afghanistan
 - (2) oil embargo by the Organization of Petroleum Exporting Countries (OPEC)
 - (3) meetings with the Soviet Union to limit nuclear weapons
 - (4) free-trade agreements with Canada and Mexico

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



Source: Herblock, "I am Not a Crook," *The Washington Post*, May 24, 1974

- 41 The cartoon is most closely associated with the controversy over the
- (1) Watergate affair
 - (2) war on drugs
 - (3) Arab-Israeli conflict
 - (4) Iran hostage crisis

- 42 One similarity between President Jimmy Carter and President Bill Clinton is that both leaders
- (1) attempted to bring peace to the Middle East
 - (2) supported the federal takeover of public education
 - (3) testified under oath at United States Senate hearings
 - (4) proposed treaties to limit trade with Latin America

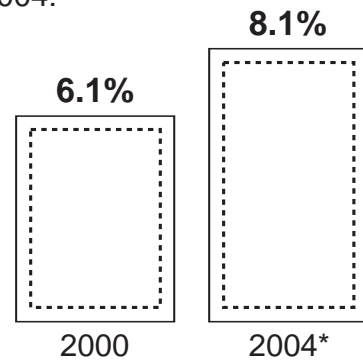
Base your answer to question 43 on the graph below and on your knowledge of social studies.

More people getting food stamps

As of April 2004*, there were about 23.9 million people in the nation's food-stamps program.



Percentage of the population participating in 2000 and in 2004:

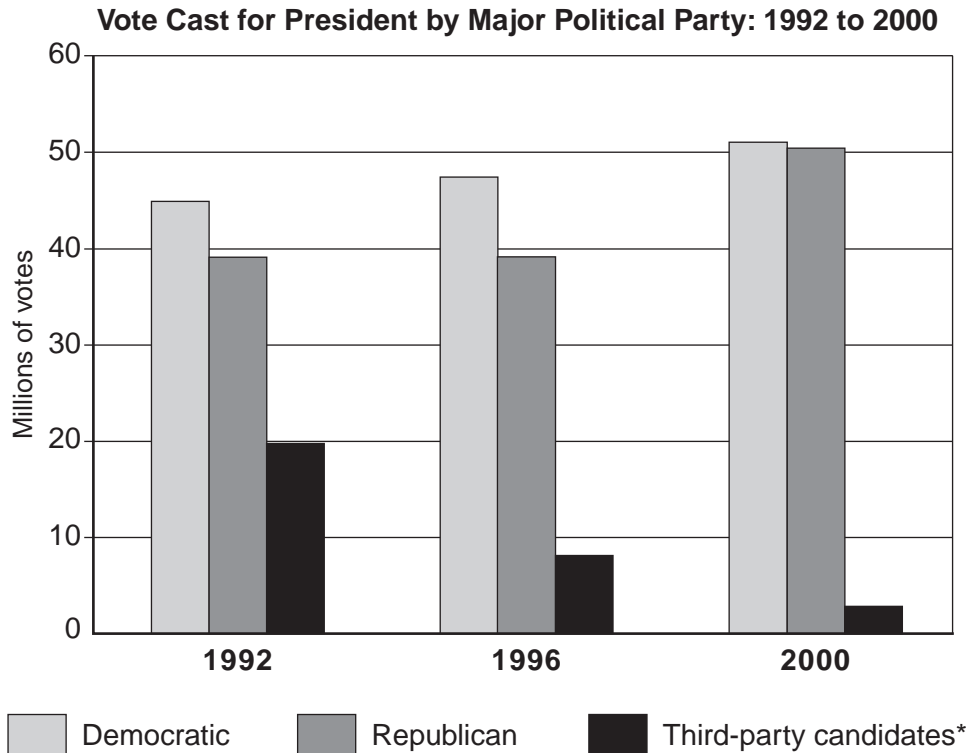


*preliminary

Source: *USA Today*, July 28, 2004 (adapted)

- 43 Which statement is best supported by the information in this graph?
- (1) The surplus of food was greater in 2000 than in 2004.
 - (2) More money was being spent by consumers at the grocery store in 2000.
 - (3) The government was helping fewer people in 2004 than in 2000.
 - (4) More people needed financial assistance to feed their families in 2004.

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



* Candidates with 1 million or more votes: 1992 – Independent Party, Ross Perot
 1996 – Reform Party, Ross Perot
 2000 – Green Party, Ralph Nader

Source: U. S. Census Bureau, *Statistical Abstract of the United States: 2004–2005* (adapted)

44 Data from this graph support the conclusion that between 1992 and 2000

- (1) the Democrats lost more votes to third-party candidates than the Republicans did
- (2) third-party candidates received less support in each succeeding presidential election
- (3) less than 50 percent of eligible voters participated in elections
- (4) the Republicans received more than 40 million votes in each election

45 In 1990, approximately 12 percent of the United States population was over 65. It is estimated that in 2030 that number will climb to nearly 20 percent.

Source: U.S. Census Bureau

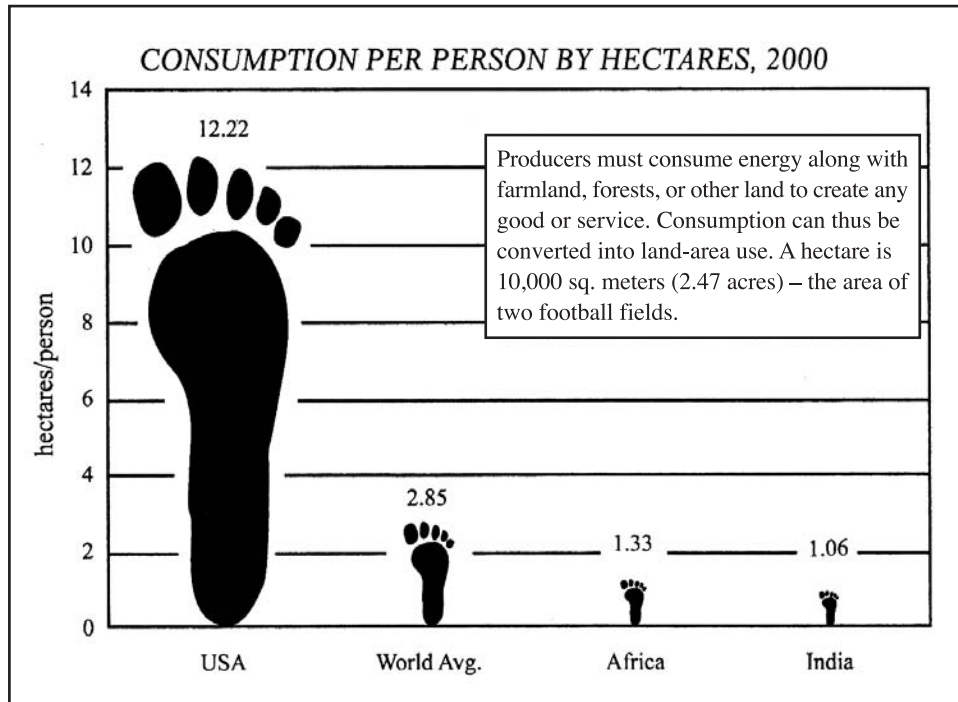
The most likely result of this trend will be an increase in the number of

- (1) immigrants from Asia
- (2) students attending colleges
- (3) people receiving Social Security
- (4) members of the House of Representatives

46 An initial response of the United States to the terrorist attacks of September 11, 2001, was to

- (1) aid in the overthrow of Taliban rule in Afghanistan
- (2) reduce support for Israel
- (3) end trade with all Middle Eastern nations
- (4) demand an end to communist rule in Iraq

Base your answer to question 47 on the graph below and on your knowledge of social studies.



Source: Bigelow and Peterson, eds., *Rethinking Globalization*, Rethinking Schools, 2002 (adapted)

- 47 A conclusion best supported by the information in this graph is that the United States
- (1) is more efficient and less wasteful than other nations
 - (2) shows great concern for lesser-developed countries
 - (3) consumes several times the world average of many resources
 - (4) spends more than other nations on environmental protection

48 One way in which the Gold Rush in 1849 and the Dust Bowl of the 1930s are similar is that both resulted in

- (1) a war with other countries
- (2) the sale of cheap federal land
- (3) an increase in westward migration
- (4) the removal of Native American Indians to reservations

49 Samuel Gompers, Eugene V. Debs, and John L. Lewis all influenced the American economy by

- (1) supporting free trade between nations
- (2) encouraging the use of monopolies
- (3) advocating laissez-faire capitalism
- (4) working to build unions and improve pay

50 Which category most accurately completes the heading for the partial outline below?

I. Supreme Court Cases that Deal With

- A. *Engel v. Vitale* (1962)
- B. *Tinker v. Des Moines School District* (1969)
- C. *New Jersey v. T.L.O.* (1985)
- D. *Vernonia School District v. Acton* (1995)

- (1) Right to Counsel
- (2) Student Rights
- (3) School Integration
- (4) Federal Funding of Education

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 this general definition in mind:

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

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: Change

Throughout United States history, individuals other than presidents have played significant roles that led to changes in the nation’s economy, government, or society.

Task:

Select **two** important individuals, other than presidents, and the area in which they tried to bring about change, and for **each**

- Discuss **one** action taken by the individual that led to changes in the nation’s economy, government, or society
- Discuss changes that came about as a result of the individual’s action

You may use any important person from your study of United States history (other than a president). Some suggestions you might wish to consider include Frederick Douglass and slavery, Andrew Carnegie and industrialization, Jacob Riis and urban life, Upton Sinclair and consumer protection, Henry Ford and the automobile industry, Margaret Sanger and reproductive rights, Martin Luther King Jr. and civil rights, Cesar Chavez and migrant farmworkers, and Bill Gates and the software industry.

You are *not* limited to these suggestions. However, you may *not* select a president of the United States.

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 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) **explain** means “to make plain or understandable; to give reasons for or causes of; to show the logical development or relationships of”
- (c) **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 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:

The president of the United States has been granted power as the commander in chief by the Constitution. While the president has used his military powers to commit troops overseas, he has also used this power to respond to domestic crises. Three such domestic crises were the *Civil War (1861–1865)* during the presidency of Abraham Lincoln, the *Bonus March (1932)* during the presidency of Herbert Hoover, and *Little Rock, Arkansas (1957)* during the presidency of Dwight D. Eisenhower.

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

Choose **two** domestic crises mentioned in the historical context that led presidents to use their military power as commander in chief and for **each**

- Describe the historical circumstances that led to the crisis
- Explain an action taken by the president to resolve the crisis
- Discuss the extent to which the president’s action resolved the crisis **or** had an impact 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 1

. . . I [President Abraham Lincoln] would save the Union. I would save it the shortest way under the Constitution. The sooner the national authority can be restored the nearer the Union will be “the Union as it was.” If there be those who would not save the Union unless they could at the same time *save* slavery, I do not agree with them. If there be those who would not save the Union unless they could at the same time *destroy* slavery, I do not agree with them. My paramount [most important] object in this struggle [the Civil War] *is* to save the Union, and is *not* either to save or to destroy slavery. If I could save the Union without freeing *any* slave I would do it, and if I could save it by freeing *all* the slaves I would do it; and if I could save it by freeing some and leaving others alone, I would also do that. What I do about slavery and the colored [African American] race, I do because I believe it helps to save the Union; and what I forbear [refrain from doing], I forbear because I do *not* believe it would help save the Union. I shall do *less* whenever I shall believe what I am doing hurts the cause, and I shall do *more* whenever I shall believe doing more will help the cause. I shall try to correct errors when shown to be errors; and I shall adopt new views so fast as they shall appear to be true views. . . .

Source: Abraham Lincoln to Horace Greeley, *New York Tribune*, August 25, 1862

1 According to this document, what is President Abraham Lincoln’s main objective in fighting the Civil War? [1]

Score

Document 2

. . . Now, therefore I, Abraham Lincoln, President of the United States, by virtue of the power in me vested as Commander-in-Chief, of the Army and Navy of the United States in time of actual armed rebellion [Civil War] against the authority and government of the United States, and as a fit and necessary war measure for suppressing [stopping] said rebellion, do, on this first day of January, in the year of our Lord one thousand eight hundred and sixty-three, and in accordance with my purpose so to do publicly proclaimed for the full period of one hundred days, from the day first above mentioned, order and designate as the States and parts of States wherein the people thereof respectively, are this day in rebellion against the United States, the following, to wit: . . .

And by virtue of the power, and for the purpose aforesaid, I do order and declare that all persons held as slaves within said designated States [those states in rebellion], and parts of States, are, and henceforward shall be free; and that the Executive government of the United States, including the military and naval authorities thereof, will recognize and maintain the freedom of said persons. . . .

Source: Abraham Lincoln, Emancipation Proclamation, January 1, 1863

- 2 According to this document, what was President Abraham Lincoln hoping to achieve by issuing the Emancipation Proclamation? [1]

Score

Document 3a

Washington, March 26, 1863

Hon. Andrew Johnson

My dear Sir:

I am told you have at least thought of raising a negro [African American] military force. In my opinion the country now needs no specific thing so much as some man of your ability, and position, to go to this work. When I speak of your position, I mean that of an eminent [respected] citizen of a slave-state, and himself a slave-holder. The colored population is the great available, and yet unavailed of, force, for restoring the Union. The bare sight of fifty thousand armed and drilled black soldiers upon the banks of the Mississippi, would end the rebellion at once. And who doubts that we can present that sight if we but take hold in earnest? If you have been thinking of it please do not dismiss the thought.

Yours very truly

A. Lincoln

Source: Abraham Lincoln to Andrew Johnson, March 26, 1863, Abraham Lincoln Papers, Library of Congress

3a According to this document, what role did Abraham Lincoln think African Americans could play in restoring the Union? [1]

Score

Document 3b

. . . By the end of the Civil War, roughly 179,000 black men (10% of the Union Army) served as soldiers in the U.S. Army and another 19,000 served in the Navy. Nearly 40,000 black soldiers died over the course of the war—30,000 of infection or disease. Black soldiers served in artillery and infantry and performed all noncombat support functions that sustain an army, as well. Black carpenters, chaplains, cooks, guards, laborers, nurses, scouts, spies, steamboat pilots, surgeons, and teamsters also contributed to the war cause. There were nearly 80 black commissioned officers. Black women, who could not formally join the Army, nonetheless served as nurses, spies, and scouts, the most famous being Harriet Tubman, who scouted for the 2nd South Carolina Volunteers. . . .

Source: "The Fight for Equal Rights: Black Soldiers in the Civil War," National Archives & Records Administration

3b Based on this document, state **one** contribution made by African Americans to the war effort. [1]

Score

Document 4

By June 1932, a large group of World War I veterans had gathered in Washington, D.C., to demand the bonus they had been promised for serving their country. These veterans were known as the Bonus Expeditionary Force (B. E. F.) or Bonus Army. The B. E. F. wanted the bonus early as a form of Depression relief.

Last week the House of Representatives surrendered to the siege of the Bonus Expeditionary Force encamped near the Capitol. It voted (226-to-175) to take up the bill by Texas' [Congressman] Patman for immediate cashing of Adjusted Service Compensation certificates at a cost of \$2,400,000,000 in printing-press money. This first test of the Bonus boosters' strength indicated that the House would probably pass the Patman bill and send it to the Senate. In that body 56 Senators—a majority—were said to be lined up against the Bonus. But even should the measure somehow get by Congress an insurmountable veto awaited it at the White House.

Largely ignorant of legislative processes, the B. E. F., bivouacked [camped] some 15,000 strong on the Anacostia mudflats, was delirious with delight at its House victory. Its tattered personnel, destitute veterans who had "bummed" their way to the Capital from all over the country, whooped and pranced about among their crude shelters. Most of them had left hungry wives and children behind. They had gone to Washington because, long jobless, they had nothing better to do. In camp with their A. E. F. [American Expeditionary Force] fellows again, they seemed to have revived the old ganging spirit of Army days as an escape from reality. They convinced themselves that they were there to right some vague wrong—a wrong somehow bound up in the fact that the Government had opened its Treasury to banks, railroads and the like but closed it to needy individuals. When the House voted to take up their bill, they slapped one another on the back and were quite sure they would be getting their money in a few days to take home. . . .

Source: *Time Magazine*, June 20, 1932 (adapted)

4a According to *Time Magazine*, what was likely to happen to the Patman bill when it passed the House of Representatives and was sent to the Senate? [1]

Score

b Based on this *Time Magazine* article, identify **one** part of the economy that had already benefited from government spending. [1]

Score

Document 5

To: General Douglas MacArthur, Chief of Staff, U.S. Army.

The President has just informed me that the civil government of the District of Columbia has reported to him that it is unable to maintain law and order in the District.

You will have United States troops proceed immediately to the scene of disorder. Cooperate fully with the District of Columbia police force which is now in charge. Surround the affected area and clear it without delay.

Turn over all prisoners to the civil authorities.

In your orders insist that any women and children who may be in the affected area be accorded every consideration and kindness. Use all humanity consistent with the due execution of this order.

PATRICK J. HURLEY
Secretary of War.

Source: Patrick J. Hurley, President Hoover's Secretary of War, Washington, D.C., July 28, 1932, Herbert Hoover Presidential Library

- 5 According to this document, what was General MacArthur ordered to do by President Herbert Hoover's Secretary of War in response to the march of the Bonus Army? [1]

Score

Document 6

. . . Clark Booth, of the Veterans of Foreign Wars, declared that he had been a Republican all his life up to four days ago and was vice chairman of the Hoover campaign committee in 1928 for the Mobile district, but that Hoover's action in calling out the troops against the Washington veterans "made me a Democrat and I will take the stump against Herbert Hoover."

William Taylor, a veteran of the World War [I] who is also a member of the Alabama Legislature, delivered the chief attack against President Hoover in offering a resolution which was passed unanimously. He declared that "if Hoover had called out troops to keep lobbyists of Wall Street from the White House there would be no depression," adding that the veterans who had gathered in Washington were there only to "attempt to get that to which they are entitled."

"The Democrats will make Hoover pay on March 4 [Inauguration Day] with the aid of the veterans," Mr. Taylor declared, "the President can go back to his home, or return to England where he belongs." . . .

Source: "Assail Hoover in Mobile, Veterans Score Ousting of Bonus Army and 'Republican Prosperity,'" *New York Times*, August 4, 1932

- 6 According to this *New York Times* article, what was **one** political impact of President Herbert Hoover's actions against the Bonus Army? [1]

Score

Document 7a



Source: Photograph by Will Counts for *Arkansas Democrat*

A white student passes through an Arkansas National Guard line as Elizabeth Eckford is turned away on September 4, 1957.



Source: Clayborne Carson, ed., *Civil Rights Chronicle*, Legacy Publishing

A mob surrounds Elizabeth Eckford outside Central High School in Little Rock, Arkansas.

7a Based on these photographs, what happened to Elizabeth Eckford as she tried to attend Central High School on September 4, 1957? [1]

Score

Document 7b

. . . On September 4, after walking a virtual gauntlet of hysterical whites to reach the front door of Central High, the Little Rock Nine were turned back by Arkansas National Guardsmen. The white crowd hooted and cheered, shouted, stomped, and whistled. The segregationist whites of Little Rock did not see the vulnerability or the bravery of the students. Instead, they saw symbols of the South's defeat in the War Between the States, its perceived degradation during the Reconstruction that followed, and the threats to the southern way of life they had been taught to believe was sacrosanct [sacred]. . . .

Source: Clayborne Carson, ed., *Civil Rights Chronicle*, Legacy Publishing

7b According to this document, what was **one** reason some white citizens of Little Rock, Arkansas, did not want the Little Rock Nine to attend Central High School? [1]

Score

Document 8a

. . . This morning the mob again gathered in front of the Central High School of Little Rock, obviously for the purpose of again preventing the carrying out of the Court's order relating to the admission of Negro [African American] children to the school.

Whenever normal agencies prove inadequate to the task and it becomes necessary for the Executive Branch of the Federal Government to use its powers and authority to uphold Federal Courts, the President's responsibility is inescapable.

In accordance with that responsibility, I have today issued an Executive Order directing the use of troops under Federal authority to aid in the execution of Federal law at Little Rock, Arkansas. This became necessary when my Proclamation of yesterday was not observed, and the obstruction of justice still continues.

It is important that the reasons for my action be understood by all citizens.

As you know, the Supreme Court of the United States has decided that separate public educational facilities for the races are inherently [by nature] unequal and therefore compulsory school segregation laws are unconstitutional. . . .

Source: Address by President Dwight D. Eisenhower, September 24, 1957

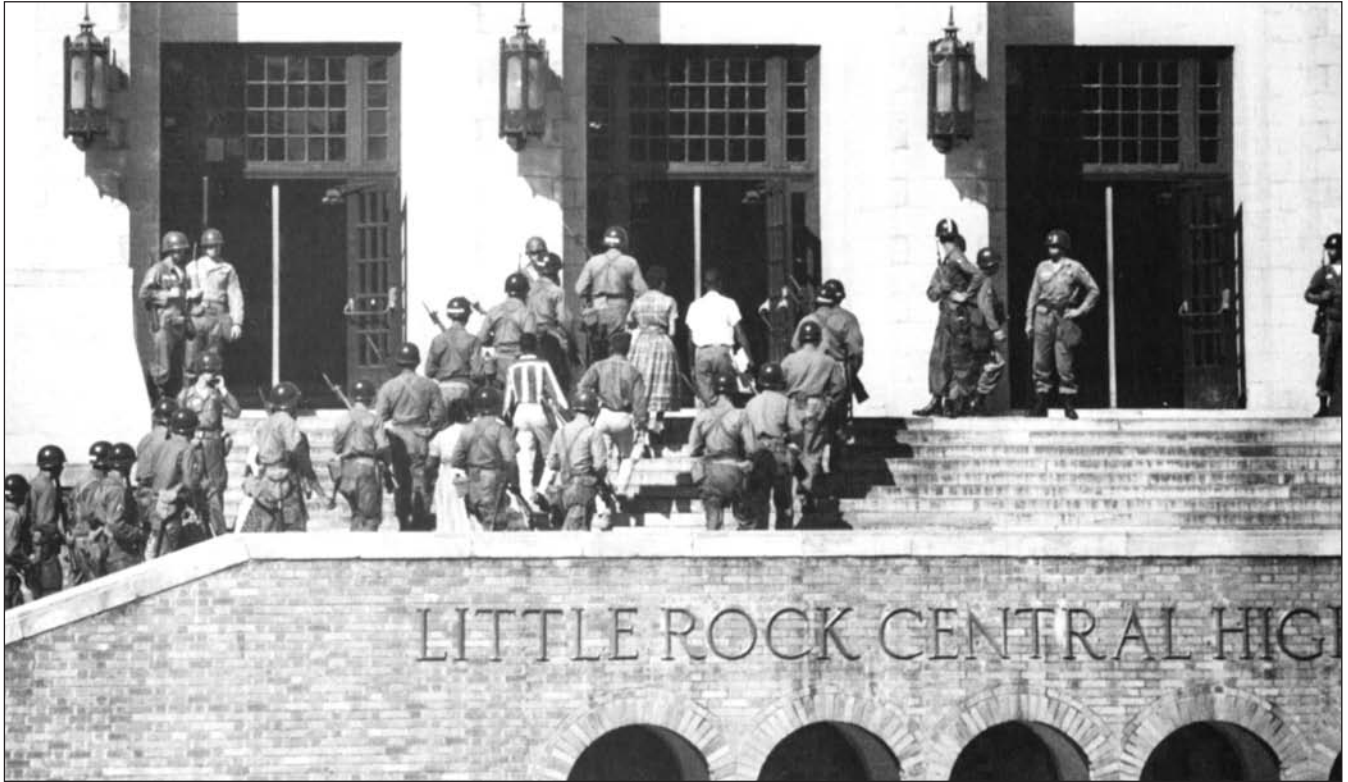
8a (1) Based on this document, what was **one** action taken by President Dwight D. Eisenhower in response to the crisis in Little Rock? [1]

Score

(2) Based on this document, what was **one** reason President Dwight D. Eisenhower took action in the crisis in Little Rock? [1]

Score

Document 8b



Source: Clayborne Carson, ed., *Civil Rights Chronicle*, Legacy Publishing (adapted)

On September 25, 1957 federal troops escort the Little Rock Nine to their classes at Central High School.

8b Based on this photograph, what was the job of the United States Army troops in Little Rock, Arkansas? [1]

Score

Document 9

President Dwight D. Eisenhower's actions in Little Rock were an important step in enforcing the Supreme Court's 1954 decision regarding school segregation. However, state and local resistance to school integration continued.

. . . Little Rock and the developments following in its wake marked the turning of the tide. In September, 1957, desegregation was stalemated. Little Rock broke the stalemate. Virginia early felt the impact of the Little Rock developments. By the end of 1958, the "Old Dominion" state had entrenched itself behind some thirty-four new segregation bulwarks [barriers] — the whole gamut of evasive devices that had spread across the South to prevent desegregation. It was a self-styled program of "massive resistance," a program which other states admittedly sought to duplicate. But as the Bristol (Va.) *Herald-Courier* observed in late 1958, when the showdown came, "Massive resistance' met every test but one. It could not keep the schools open and segregated." . . .

Source: James W. Vander Zanden, "The Impact of Little Rock," *Journal of Educational Sociology*, April 1962

9 According to James W. Vander Zanden, what are **two** impacts of President Dwight D. Eisenhower's decision to enforce desegregation? [2]

(1) _____

Score

(2) _____

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 the body of the essay. Support your response with relevant facts, examples, and details. Include additional outside information.

Historical Context:

The president of the United States has been granted power as the commander in chief by the Constitution. While the president has used his military powers to commit troops overseas, he has also used this power to respond to domestic crises. Three such domestic crises were the **Civil War (1861–1865)** during the presidency of Abraham Lincoln, the **Bonus March (1932)** during the presidency of Herbert Hoover, and **Little Rock, Arkansas (1957)** during the presidency of Dwight D. Eisenhower.

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

Choose **two** domestic crises mentioned in the historical context that led presidents to use their military power as commander in chief and for **each**

- Describe the historical circumstances that led to the crisis
- Explain an action taken by the president to resolve the crisis
- Discuss the extent to which the president's action resolved the crisis **or** had an impact 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 conclusion that are beyond a restatement of the theme

UNITED STATES HISTORY AND GOVERNMENT

Friday, June 20, 2008 — 9:15 a.m. to 12:15 p.m., only

ANSWER SHEET

Male

Female

Student

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.....
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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

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