

REGENTS EXAM IN U.S. HISTORY AND GOVERNMENT

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY AND GOVERNMENT

Thursday, January 26, 2012 — 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. 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.

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.

REGENTS EXAM IN U.S. HISTORY AND GOVERNMENT

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 answers to questions 1 and 2 on the map below and on your knowledge of social studies.



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

- 1 What is the best title for this map?
 - (1) Eastward Migration
 - (2) Results of the Revolution
 - (3) Territorial Expansion
 - (4) Immigration Before the Civil War

 - 2 Which geographic feature formed the western border of the United States in 1783?
 - (1) Pacific Ocean
 - (2) Mississippi River
 - (3) Great Lakes
 - (4) Rocky Mountains
-

- 3 The primary purpose of the Articles of Confederation was to
- (1) provide revenues for the national government
 - (2) establish the basic framework of the national government
 - (3) give the national government the power to regulate interstate commerce
 - (4) guarantee a bill of rights to protect citizens from the national government
- 4 The Northwest Ordinance of 1787 established a model for later settlement by providing for the
- (1) legal expansion of slavery
 - (2) creation of national parks
 - (3) distribution of free land to war veterans
 - (4) process for territories to become states
- 5 The writings of John Locke, Jean-Jacques Rousseau, and Baron de Montesquieu are significant in United States history because they
- (1) opposed the use of slave labor in the Americas
 - (2) supported the absolute right of the king to impose taxes
 - (3) encouraged the formation of political parties and political machines
 - (4) influenced the authors of the Declaration of Independence and the Constitution
- 6 Which presidential action is an example of the use of the unwritten constitution?
- (1) holding a cabinet meeting at the White House
 - (2) submitting a treaty to the Senate for ratification
 - (3) nominating an ambassador to France
 - (4) vetoing a bill passed by Congress
- 7 Which statement most accurately describes federalism?
- (1) The judicial branch of government has more power than the other two branches.
 - (2) The president and vice president divide executive power.
 - (3) Power is divided between the national government and the states.
 - (4) Power is shared between the two houses of Congress.

- 8 On the issue of creating a national bank, Secretary of State Thomas Jefferson and Secretary of the Treasury Alexander Hamilton differed on whether to
- (1) apply a strict or loose interpretation of the Constitution
 - (2) establish a tariff to raise revenue
 - (3) use deposits to finance a new navy
 - (4) issue loans to farmers

Base your answer to question 9 on the cartoon below and on your knowledge of social studies.



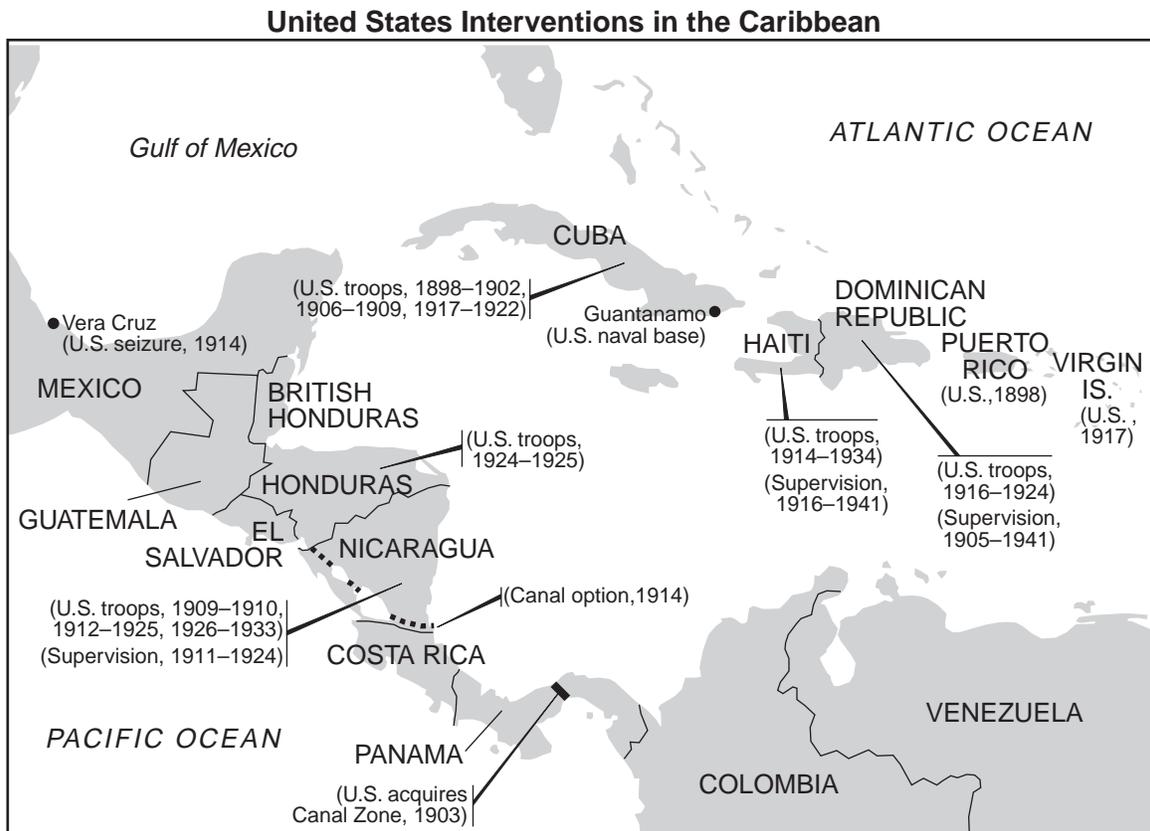
Source: Clifford Berryman, National Archives (adapted)

- 9 Which statement regarding the United States Congress is best supported by the information in this cartoon?
- (1) Congress must meet at least once every year.
 - (2) Members of the House of Representatives must be chosen every two years.
 - (3) Each house of Congress must publish a journal of its proceedings.
 - (4) Representation in the House of Representatives is based on state population.

- 10 What is a principle of government that is stated in the Preamble to the United States Constitution?
- (1) Federal laws must be subject to state approval.
 - (2) The power of government comes from the people.
 - (3) The right to bear arms shall not be infringed.
 - (4) All men and women are created equal.
- 11 The outcome of the Whiskey Rebellion (1794) strengthened the authority of the
- (1) national government
 - (2) state governors
 - (3) territorial legislatures
 - (4) local police
- 12 The War of 1812 has been called the “Second War for American Independence” primarily because the
- (1) British blocked United States access to the port of New Orleans
 - (2) United States continued to resist taxes imposed by Great Britain
 - (3) British government had never fully respected the United States as a free nation
 - (4) United States and Great Britain had not signed a peace treaty after the Revolutionary War
- 13 The Erie Canal contributed to the development of the United States by
- (1) eliminating the need for railroads
 - (2) linking the Great Lakes to the Atlantic Coast
 - (3) becoming the major trade route to California
 - (4) allowing southern planters to ship their cotton westward
- 14 Which heading best completes the partial outline below?
- I. _____

 - A. Suspension of habeas corpus
 - B. Signing of Emancipation Proclamation
 - C. Election of President Lincoln to second term
- (1) Wartime Propaganda Campaigns
 - (2) Limits on Civil Liberties During Wartime
 - (3) Decreased Rights of Minorities
 - (4) Events During the Civil War
- 15 Jim Crow laws passed in the South during the late 1800s were designed to
- (1) support civil rights for African Americans
 - (2) create a system of legal segregation
 - (3) give free land to formerly enslaved persons
 - (4) compensate landowners for damage done during the Civil War
- 16 In the late 19th and early 20th centuries, a major goal of the American Federation of Labor (AFL) was to
- (1) end restrictions on child labor
 - (2) admit women to the industrial workforce
 - (3) improve wages and working conditions
 - (4) join all workers into a single union
- 17 During the 1890s, many American farmers tried to resolve their economic problems by
- (1) joining the Populist Party
 - (2) staging violent protests against the government
 - (3) supporting government aid to railroads
 - (4) asking Congress to end agricultural subsidies
- 18 One way in which the Chinese Exclusion Act (1882) and the Gentlemen’s Agreement (1907) are similar is that they
- (1) reflected nativist attitudes in the United States
 - (2) encouraged a policy of popular sovereignty
 - (3) led to an increase in Asian immigration
 - (4) eased requirements for citizenship
- 19 Which headline related to the Spanish-American War is an example of yellow journalism?
- (1) **“President McKinley Asks Congress for War Declaration Against Spain”**
 - (2) **“United States Mobilizes for War with Spain”**
 - (3) **“United States Demands Response to Spanish Actions”**
 - (4) **“Spanish Troops Slaughter Innocent Cuban Citizens”**

Base your answers to questions 20 and 21 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)

- 20 Which conclusion is most clearly supported by information on the map?
- (1) The United States respected the sovereignty of Latin American nations.
 - (2) United States military action was used to protect American interests.
 - (3) The United States rarely used its armed forces in Latin America before World War II.
 - (4) United States military action in Latin America supported European colonies.
- 21 Which United States foreign policy was most often used to carry out the actions shown on the map?
- (1) Roosevelt Corollary to the Monroe Doctrine
 - (2) Wilson's Fourteen Points
 - (3) Kellogg-Briand Pact
 - (4) Open Door

22 "...In other words, our demand is that big business give the people a square deal and that the people give a square deal to any man engaged in big business who honestly endeavors to do what is right and proper..."

— Theodore Roosevelt, "A Charter for Democracy,"
February 21, 1912

This statement reflects President Theodore Roosevelt's position that the federal government should

- (1) leave regulation of big business to the states
 - (2) cease regulation of business activities
 - (3) regulate abusive business practices
 - (4) seize control of all trusts
- 23 *The Jungle*, *The Octopus*, and *The Shame of the Cities* are all books that were written to
- (1) support the formation of a new political party
 - (2) promote environmental conservation
 - (3) encourage reform in business and government
 - (4) express opinions concerning imperialism
- 24 The Federal Reserve System was created in 1913 to
- (1) regulate the money supply
 - (2) operate mints to coin money
 - (3) collect tax revenues
 - (4) protect deposits in savings banks
- 25 During World War I, President Woodrow Wilson used his wartime powers to
- (1) win passage of quota acts
 - (2) grant all women the right to vote
 - (3) expand freedom of the press
 - (4) increase government control of the economy
- 26 The Senate's opposition to United States membership in the League of Nations was based mainly on the
- (1) cost of membership dues
 - (2) failure to give the United States veto power
 - (3) fear of being drawn into future wars
 - (4) concern that United States businesses would be damaged

27 The division in public opinion over the Scopes trial and Prohibition demonstrates which characteristic of the 1920s?

- (1) discrimination against immigrants
- (2) clash of cultural values
- (3) fear of international communism
- (4) opposition to the Ku Klux Klan

28 During the 1920s, much of the debt accumulated by consumers was due to

- (1) installment buying of manufactured goods
- (2) overproduction of farm products
- (3) long strikes by labor unions
- (4) rising income taxes

29 During the 1930s, poor land management and severe drought conditions across parts of the Midwest resulted in the

- (1) formation of the United States Department of Agriculture
- (2) creation of wheat surpluses
- (3) growth of the Granger movement
- (4) development of Dust Bowl conditions on the Great Plains

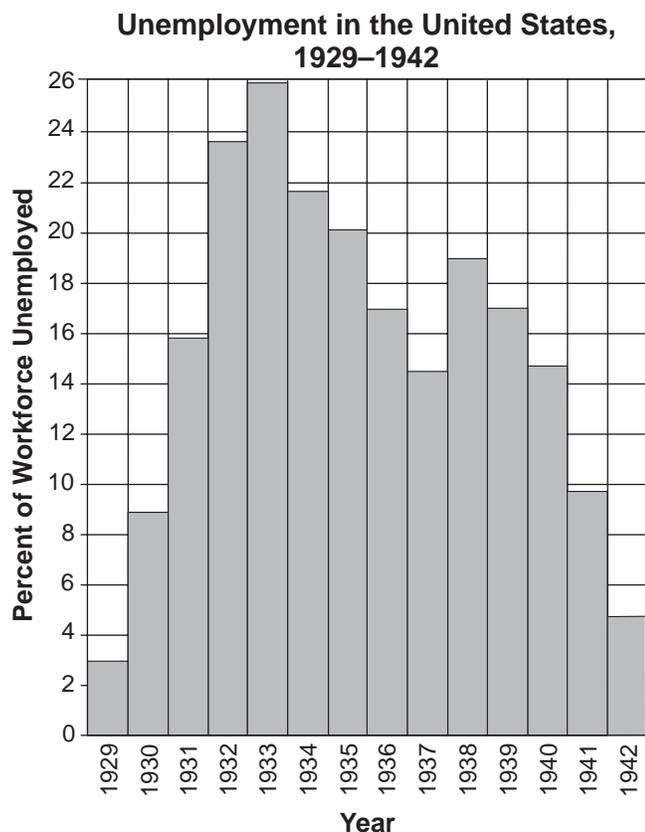
30 What was the goal of President Franklin D. Roosevelt's plan to add more justices to the Supreme Court?

- (1) to help the Supreme Court implement its decisions
- (2) to limit judicial opposition to New Deal programs
- (3) to convince Congress to enact new economic laws
- (4) to replace the Chief Justice of the Supreme Court

31 To help win World War II, the federal government found it necessary to

- (1) return to the gold standard
- (2) outlaw labor unions
- (3) impose rationing and price controls
- (4) integrate the military

Base your answer to question 32 on the graph below and on your knowledge of social studies.



Source: *Historical Statistics of the United States*, U. S. Bureau of the Census (adapted)

32 The change in the rate of unemployment between 1941 and 1942 is best explained by the

- (1) response of President Herbert Hoover to the stock market crash
- (2) effects of the Wagner Act
- (3) passage of the National Recovery Act
- (4) entry of the United States into World War II

33 During World War II, Japanese Americans were sent to internment centers primarily because they

- (1) were considered illegal aliens
- (2) had been convicted of spying for Japan
- (3) refused to enlist in the United States military
- (4) were thought to be threats to national security

34 The creation of the North Atlantic Treaty Organization (NATO) illustrates a commitment to the concept of

- | | |
|------------------|--------------------|
| (1) colonialism | (3) mutual defense |
| (2) isolationism | (4) human rights |

35 In the years immediately following World War II, United States foreign policy was primarily focused on

- (1) securing peace in the Middle East
- (2) containing the spread of communism
- (3) sending volunteers to developing countries
- (4) maintaining neutrality in world conflicts

36 Between 1946 and 1954, the House Committee on Un-American Activities and Senator Joseph McCarthy attracted public attention by investigating

- (1) allegations of communist influences in government
- (2) civil rights violations against African Americans
- (3) corruption by companies in the defense industry
- (4) war crimes of German and Japanese officials

37 President Dwight D. Eisenhower sent federal troops to Little Rock, Arkansas, in 1957 to

- (1) supervise local elections
- (2) enforce school integration
- (3) end a bus boycott
- (4) break up a steel strike

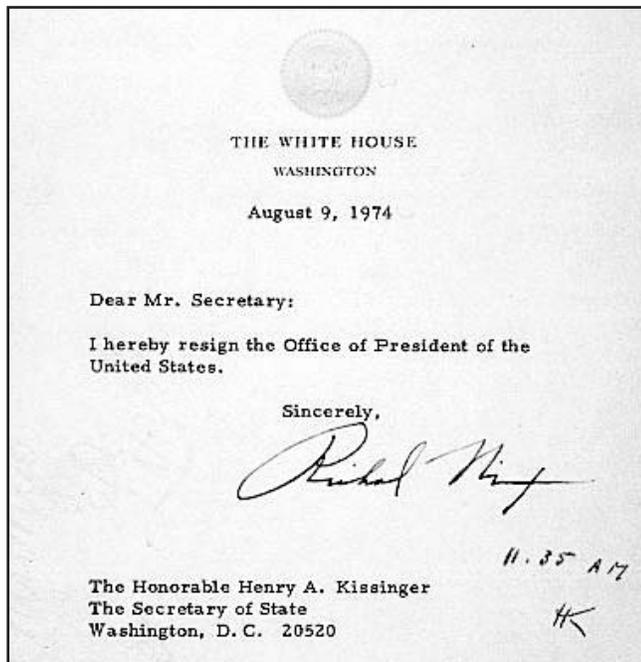
38 The Cuban missile crisis was effectively ended when the

- (1) Soviet Union agreed to withdraw weapons from Cuba
- (2) Bay of Pigs invasion removed Fidel Castro from power
- (3) Cuban authorities signed new trade agreements with the United States
- (4) United States announced the formation of the Alliance for Progress

39 A result of the publication of Rachel Carson's *Silent Spring* was that the

- (1) Americans with Disabilities Act was passed
- (2) 1964 Civil Rights Act was passed
- (3) modern environmental movement gained support
- (4) consumer protection movement began

Base your answers to questions 40 and 41 on the letter below and on your knowledge of social studies.



Source: National Archives and Records Administration

- 40 Which event led to this letter being written?
- (1) Teapot Dome scandal
 - (2) Kent State shootings
 - (3) Iran-Contra affair
 - (4) Watergate break-in
- 41 Which constitutional power was most directly responsible for the action taken in this letter?
- (1) power of Congress to override vetoes
 - (2) power of the president to appoint justices to the Supreme Court
 - (3) power of impeachment by the House of Representatives
 - (4) power of the Senate to approve proposed treaties
-
- 42 Which concept is illustrated by United States participation in both the General Agreement on Tariffs and Trade (GATT) and the North American Free Trade Agreement (NAFTA)?
- (1) interdependence
 - (2) appeasement
 - (3) nationalism
 - (4) nonalignment

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

Candidate	Popular Vote	Electoral Vote
Democrat: Al Gore	50,996,582	266
Republican: George W. Bush	50,456,062	271

Source: National Archives and Records Administration

- 43 Which statement is best supported by information in the chart?
- (1) The candidate selected by a majority of the population won the presidency.
 - (2) The popular vote is not the deciding factor in winning the presidency.
 - (3) Candidates must campaign in all states to win a presidential election.
 - (4) The electoral college system was abolished after this election.

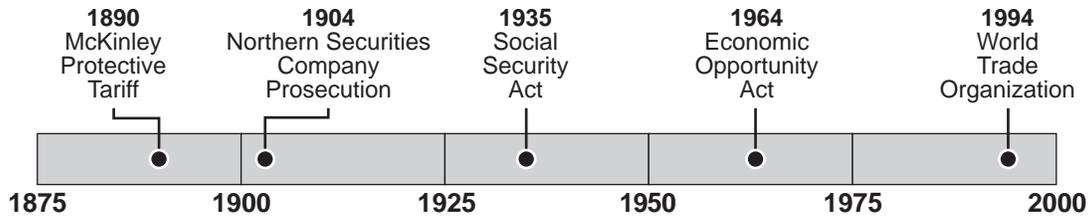
Base your answer to question 44 on the quotation below and on your knowledge of social studies.

...In the sixth year since our Nation was attacked, I wish I could report to you that the dangers have ended. They have not. And so it remains the policy of this Government to use every lawful and proper tool of intelligence, diplomacy, law enforcement, and military action to do our duty, to find these enemies, and to protect the American people....

— President George W. Bush

- 44 Which event did President Bush refer to in this quotation?
- (1) Oklahoma City bombing on April 17, 1995
 - (2) terrorist actions on September 11, 2001
 - (3) Soviet invasion of Afghanistan
 - (4) start of Operation Iraqi Freedom
-
- 45 Which pair of events shows a correct cause-and-effect relationship?
- (1) Mexican War → Trail of Tears
 - (2) Harlem Renaissance → Great Migration
 - (3) increase in organized crime → adoption of national Prohibition
 - (4) passage of Interstate Highway Act → increase in suburbanization

Base your answer to question 46 on the time line below and on your knowledge of social studies.



- 46 Which conclusion is most clearly supported by the information in the time line?
- (1) Government intervention in the economy has limited the growth of the gross domestic product.
 - (2) United States economic policies have been modified to meet changing conditions.
 - (3) The United States government has shown little interest in regulating big business.
 - (4) Most Americans are opposed to government intervention in the economy.

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



Source: Joe Heller, *Green Bay Press-Gazette*, October 16, 2007

- 47 This cartoonist is expressing a concern that the current Social Security system
- (1) imposes taxes which are too high
 - (2) does not cover most American workers
 - (3) faces threats from future increases in the number of recipients
 - (4) does not support a decent standard of living
-
- 48 One way in which President Andrew Johnson and President Bill Clinton are similar is that both were
- (1) forced to fight an unpopular war
 - (2) opposed to civil rights legislation
 - (3) sworn into office after the assassination of a president
 - (4) acquitted by the Senate after being impeached

49 Which statement illustrates the system of checks and balances?

- (1) The electoral college cast 435 votes for Woodrow Wilson in 1912.
- (2) President Harry Truman decided to remove General Douglas MacArthur as military commander in Korea.
- (3) The Senate rejected President Ronald Reagan's nomination of Robert Bork to the Supreme Court.
- (4) Nancy Pelosi was elected as the first female Speaker of the House of Representatives in 2007.

- 50 • Ralph Nader – *Unsafe at Any Speed*
 • Betty Friedan – *The Feminine Mystique*
 • Bob Woodward and Carl Bernstein – *All the President's Men*

Which conclusion can best be drawn from the influence of these books?

- (1) Authors often increase public awareness of significant issues.
- (2) Writers often promote big business.
- (3) Literary works often ignore controversial issues.
- (4) Journalists often expose corrupt politicians.

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: Supreme Court decisions

Decisions of the United States Supreme Court have had a significant impact on the nation.

Task:

Identify **two** important United States Supreme Court cases and for **each**

- Describe the historical circumstances surrounding the case
- Explain the Supreme Court's decision
- Discuss the impact of the Court's decision on the United States

You may use any appropriate Supreme Court case. Some suggestions you might wish to consider include *Marbury v. Madison* (1803), *Gibbons v. Ogden* (1824), *Worcester v. Georgia* (1832), *Plessy v. Ferguson* (1896), *Schenck v. United States* (1919), *Korematsu v. United States* (1944), *Brown v. Board of Education of Topeka* (1954), *Miranda v. Arizona* (1966), *Roe v. Wade* (1973), and *New Jersey v. T.L.O.* (1985).

You are *not* limited to these suggestions.

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”**
- explain means “to make plain or understandable; to give reasons for or causes of; to show the logical development or relationships of”**
- discuss means “to make observations about something using facts, reasoning, and argument; to present in some detail”**

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In developing your answers 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. 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.

Historical Context:

Between 1800 and 1860, economic, social, and political factors contributed to the development of sectional differences between the North and the South. These differences included how best to expand the United States economy, the extension of slavery into the territories, and the relationship between the states and the federal government. These differences laid the groundwork for the Civil War.

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

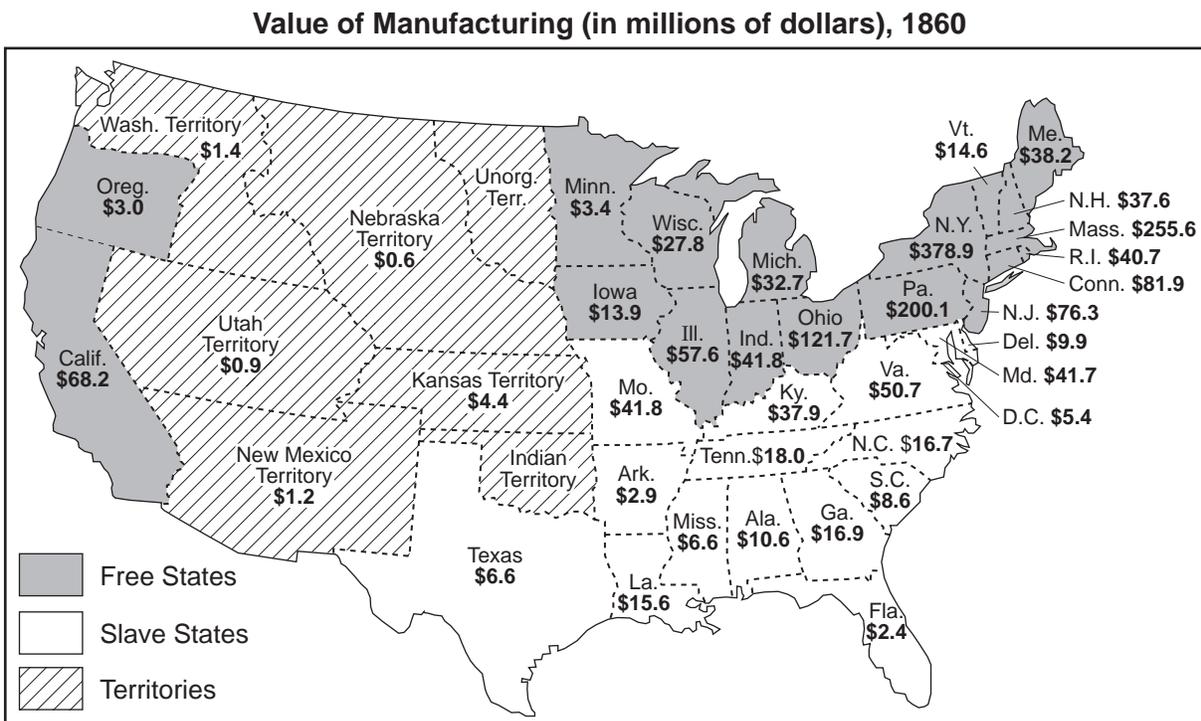
- Discuss the economic, political, *and/or* social differences between the North and the South that eventually led to the Civil War

Part A

Short-Answer Questions

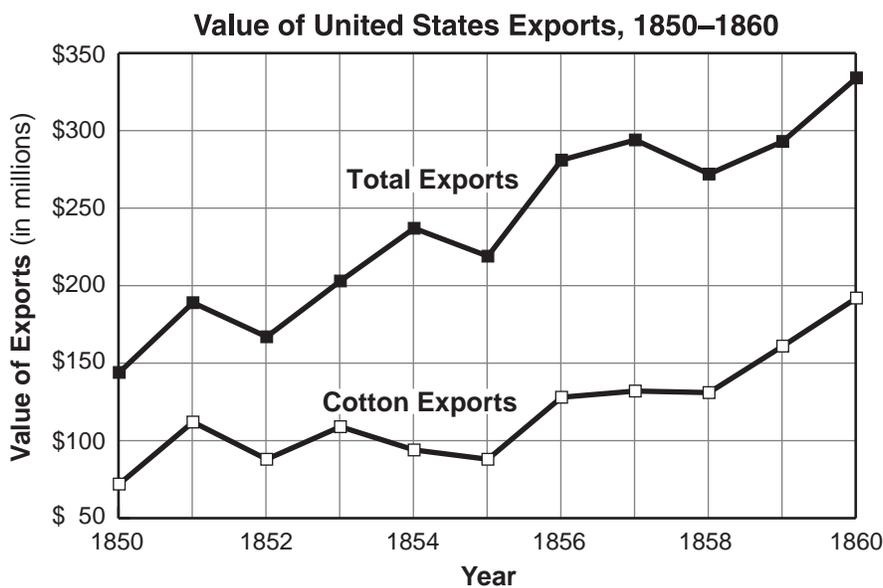
Directions: Analyze the documents and answer the short-answer questions that follow each document in the space provided.

Document 1a



Source: Abraham Lincoln Historical Digitization Project, Northern Illinois University Libraries, and United States Census Bureau (adapted)

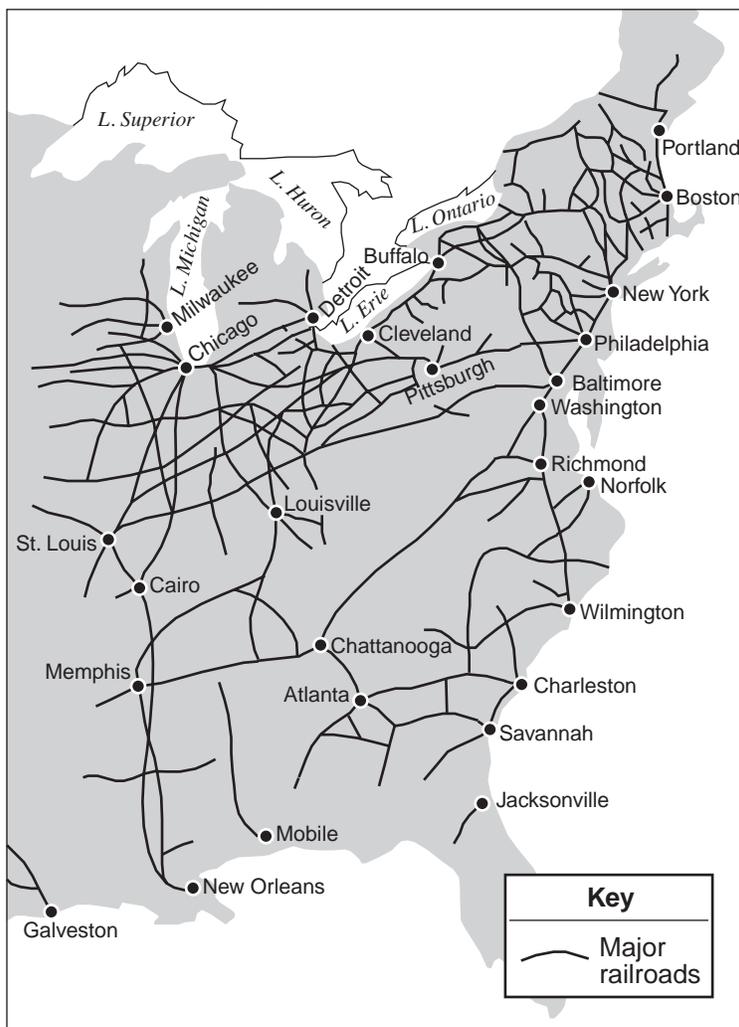
Document 1b



Source: Douglass C. North, *The Economic Growth of the United States, 1790–1860*, W. W. Norton & Co., 1966 (adapted)

Document 1c

Major Railroads, 1860



Source: Kownslar and Frizzle, *Discovering American History*, Holt, Rinehart and Winston (adapted)

1 Based on these documents, state **two** differences between the economies of the North and the South before the Civil War. [2]

(1) _____

Score

(2) _____

Score

Document 2a

Agents of the American Anti-Slavery Society traveled throughout the United States to urge the abolition of slavery.

Dear Sir—You have been appointed an Agent of the American Anti-Slavery Society; ...
... Our object is, the overthrow of American slavery, the most atrocious and oppressive system of bondage that has ever existed in any country. We expect to accomplish this, mainly by showing to the public its true character and legitimate fruits [real effects], its contrariety [opposition] to the first principles of religion, morals, and humanity, and its special inconsistency with our pretensions [aims], as a free, humane, and enlightened people. In this way, by the force of truth, we expect to correct the common errors that prevail respecting slavery, and to produce a just public sentiment, which shall appeal both to the conscience and love of character, of our slaveholding fellow-citizens, and convince them that both their duty and their welfare require the immediate abolition of slavery...

Source: Barnes and Dumond, eds., *Letters of Theodore Dwight Weld, Angelina Grimké Weld and Sarah Grimké, 1822–1844*, American Historical Association, 1934

2a Based on this document, state **one** reason the American Anti-Slavery Society opposed slavery. [1]

Score

Document 2b

Thomas R. Dew defended slavery in a debate in the Virginia legislature.

According to the census of 1830, there were approximately 470,000 slaves in Virginia. The average value of each slave is about \$200. Thus the total value of the slave population in Virginia in 1830 was \$94,000,000. Allowing for the increase since, the present value of slaves in Virginia is about \$100,000,000. The assessed value of all the houses and lands in the state amounts to \$206,000,000. Do not these simple statistics speak volumes upon the subject? It is seriously recommended to the state of Virginia that she give up her slaves. In other words, Virginia is expected to sacrifice one-half of her total worth!

It is, in truth, the slave labor in Virginia which gives value to the soil and to her economy. Take this away and you ruin her. Remove the slave population from the State and it is absolutely safe to say that on the day this happens, Virginia will become a “waste howling wilderness.” “The grass will be seen growing in the streets and the foxes peeping from their holes.”...

Source: Thomas R. Dew, *Review of the Debate in the Virginia Legislature of 1831 and 1832*, in Martin W. Sandler et al., *The People Make a Nation*, Allyn and Bacon, 1971

2b According to Thomas R. Dew, what is **one** reason slavery was important to Virginia? [1]

Score

Document 3

Historian Eric Foner on the role of westward expansion

Q: What is the relationship between slavery and westward expansion?

A: ... But the frontier also carried with it the expansion of slavery. The westward expansion of slavery was one of the most dynamic economic and social processes going on in this country. The westward expansion carried slavery down into the Southwest, into Mississippi, Alabama, crossing the Mississippi River into Louisiana. Finally, by the 1840's, it was pouring into Texas. So the expansion of slavery, which became the major political question of the 1850's, was not just a political issue. It was a fact of life that every American had experienced during this period...

Now, in the South, southern slave owners insisted that slavery was absolutely essential to that story of progress. Without slavery, you could not have civilization, they said. Slavery freed the upper class from the need to do manual labor, to worry about economic day-to-day realities, and therefore gave them the time and the intellectual ability to devote themselves to the arts and literature and mechanical advantages and inventions of all kinds. So that it was slavery itself which made the progress of civilization possible...

Source: Interview with Eric Foner, *Africans in America*, www.pbs.org/wgbh

- 3 According to Eric Foner, state **one** reason Southern slave owners supported the expansion of slavery into the West. [1]

Score

Document 4

In 1847, the Massachusetts legislature passed a resolution, written by Charles Sumner, opposing the war with Mexico. This is an excerpt from the resolution.

Resolved, That the present war with Mexico has its primary origin in the unconstitutional annexation to the United States of the foreign State of Texas, while the same was still at war with Mexico; that it was unconstitutionally commenced by the order of the President, to General Taylor, to take military possession of territory in dispute between the United States and Mexico, *and in the occupation of Mexico*; and that it is now waged ingloriously—by a powerful nation against a weak neighbor—unnecessarily and without just cause, at immense cost of treasure [money] and life, for the dismemberment of Mexico, and for the conquest of a portion of her territory, from which slavery has already been excluded, with the triple object of extending slavery, of strengthening the “Slave Power,” and of obtaining the control of the Free States, under the constitution of the United States....

Source: Massachusetts House of Representatives

4 According to this resolution, what is **one** reason the Massachusetts legislature was opposed to the Mexican War? [1]

Score

Document 5

On January 29, 1850, Senator Henry Clay proposed a series of resolutions to settle "... all questions in controversy between the free and the slave states..." The list below contains excerpts from Clay's speech.

Selected Proposals for the Compromise of 1850

- 1 That California ought to be admitted into the Union without restriction as to the inclusion or exclusion of slavery.
- 2 That as slavery does not exist by law, and is not likely to be introduced into any of the territory acquired by the United States from the Republic of Mexico, it is not in the interest of Congress to pass a law either establishing or prohibiting it in the land acquired from Mexico. ...
- 5 That it is not wise to abolish slavery in the District of Columbia while slavery continues to exist in Maryland without the consent of that state, the consent of the people of the District, and without just payment to the owners of slaves within the District.
- 6 That, however, it is wise to prohibit in the District of Columbia, the bringing-in of slaves from other states either to be used in the District or to be sold there for use in other states.
- 7 That stronger provision ought to be made by law for the capture and return of slaves who may have escaped into any other state or territory in the Union.
- 8 That Congress has no power to prohibit or prevent the trading of slaves between States. This depends completely on the laws of each individual state.

Source: Martin W. Sandler et al., *The People Make a Nation*, Allyn and Bacon, 1971

5a Based on this document, what is **one** way these proposals favored the North? [1]

Score

b Based on this document, what is **one** way these proposals favored the South? [1]

Score

Document 6

... Slavery was not the only cause of North–South confrontation during the 1830s and 1840s. Ever since the passage in 1828 of the high protective tariff, dubbed by Southerners “The Tariff of Abominations,” the Southern states had been protesting not just its unfairness but also its illegality. They managed to get it reduced in 1832, though that was not enough for many South Carolinians who argued that an individual state, as a party to the original compact that created the Union, had the right to declare null and void within its borders a Federal law that it considered unconstitutional or unjust. On this basis a special state convention of South Carolina nullified the tariff acts of 1828 and 1832, banned the collection of duties within its borders and declared that any use of force by the Federal government would justify secession from the Union. The Northern majority in Congress voted the President additional powers to enforce collection of the revenues, but others successfully sought conciliatory [friendly] ways to avoid an irrevocable [unstoppable] collision on this issue and the immediate crisis was averted, although South Carolinians did not discard their secessionist arguments....

Source: Batty and Parish, *The Divided Union: The Story of the Great American War, 1861–65*, Salem House Publishers, 1987

6a According to Batty and Parish, what was **one** reaction by South Carolina to the passage of federal tariffs? [1]

Score

b According to Batty and Parish, what was **one** Northern response to the actions taken by South Carolina regarding the tariff? [1]

Score

Document 7

Confederate General John B. Gordon was a civilian-turned-soldier who became one of General Robert E. Lee's most trusted commanders.

... The South maintained with the depth of religious conviction that the Union formed under the Constitution was a Union of consent and not of force; that the original States were not the creatures but the creators of the Union; that these States had gained their independence, their freedom, and their sovereignty from the mother country, and had not surrendered these on entering the Union; that by the express terms of the Constitution all rights and powers not delegated were reserved to the States; and the South challenged the North to find one trace of authority in that Constitution for invading and coercing a sovereign State.

The North, on the other hand, maintained with the utmost confidence in the correctness of her position that the Union formed under the Constitution was intended to be perpetual; that sovereignty was a unit and could not be divided; that whether or not there was any express power granted in the Constitution for invading a State, the right of self-preservation was inherent in all governments; that the life of the Union was essential to the life of liberty; or, in the words of Webster, "liberty and union are one and inseparable."...

Source: John B. Gordon, *Reminiscences of the Civil War*, Charles Scribner's Sons, 1904

7a According to John B. Gordon, what was the Southern point of view regarding the power of states under the Constitution? [1]

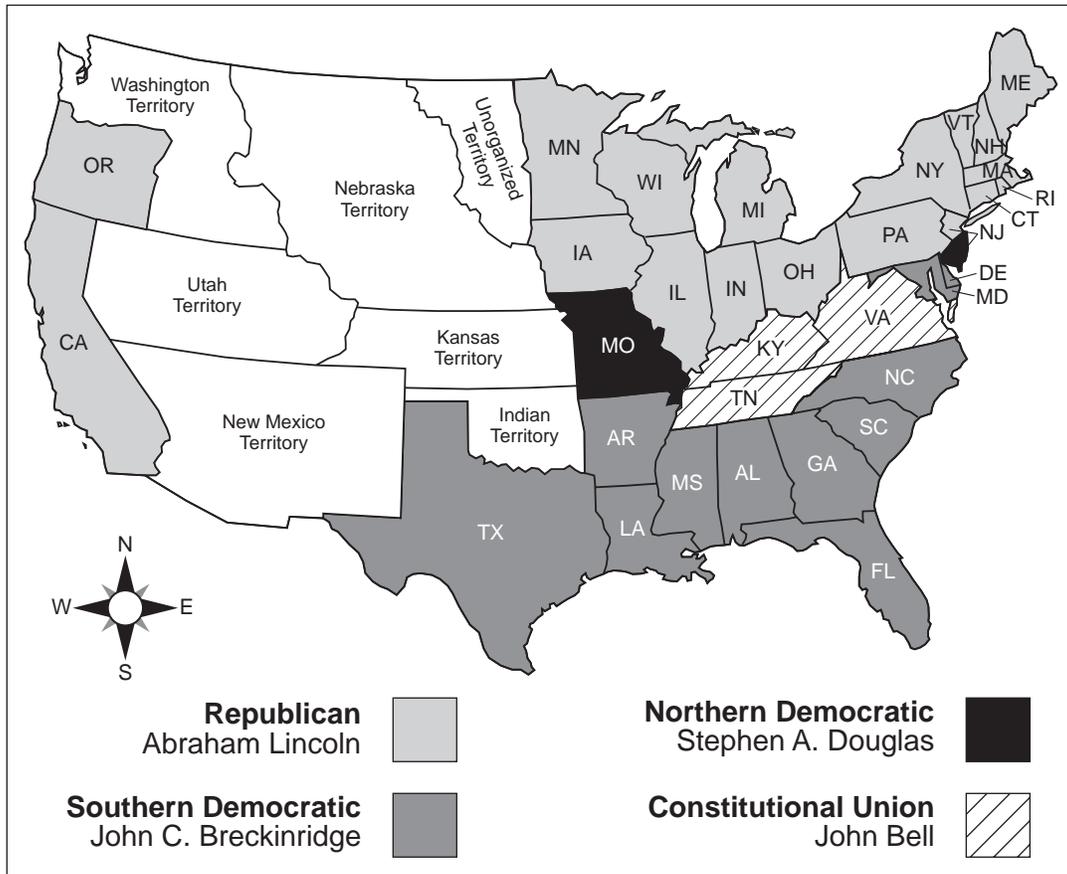
Score

b According to John B. Gordon, what was the Northern point of view regarding the Union created under the Constitution? [1]

Score

Document 8

The Results of the Election of 1860



Source: Herman J. Viola, *Why We Remember*, Addison-Wesley Publishing (adapted)

8 Based on this map, why was Abraham Lincoln considered a sectional president? [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:

Between 1800 and 1860, economic, social, and political factors contributed to the development of sectional differences between the North and the South. These differences included how best to expand the United States economy, the extension of slavery into the territories, and the relationship between the states and the federal government. These differences laid the groundwork for the Civil War.

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

- Discuss the economic, political, *and/or* social differences between the North and the South that eventually led to the Civil War

Guidelines:

In your essay, be sure to

- Develop all aspects of the task
- Incorporate information from *at least five* 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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