

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

**UNITED STATES HISTORY  
AND  
GOVERNMENT**

**Thursday, June 20, 2002 — 9:15 a.m. to 12:15 p.m., only**

Student Name \_\_\_\_\_

School Name \_\_\_\_\_

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

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

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

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

**Part III** is based on several documents:

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

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

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

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

## 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 The British system of mercantilism was opposed by many American colonists because it
  - (1) placed quotas on immigration
  - (2) discouraged the export of raw materials to England
  - (3) placed restrictions on trading
  - (4) encouraged colonial manufacturing
  
- 2 The Mayflower Compact, House of Burgesses, and Fundamental Orders of Connecticut are all examples of the efforts of colonial Americans to
  - (1) use democratic practices in government
  - (2) protest British land policies
  - (3) establish religious freedom
  - (4) overthrow British royal governors
  
- 3 The lack of a national executive and judiciary under the Articles of Confederation suggests that the founders of the American republic
  - (1) risked tyranny for the sake of effective national government
  - (2) copied the British constitution
  - (3) prized national unity above the sovereignty of the states
  - (4) feared a strong central government
  
- 4 The Declaration of Independence and the Bill of Rights are similar in that both
  - (1) support a federal system of government
  - (2) maintain the importance of a strong chief executive
  - (3) provide for a system of checks and balances
  - (4) support limitations on governmental power

Base your answers to questions 5 and 6 on the statements below and on your knowledge of social studies.

*Speaker A:* A leader is not ultimately responsible to the people but to God, from whom the leader derives the right to govern.

*Speaker B:* Each citizen is entitled to a voice in government. Therefore, government should be run by those representatives elected directly by the citizens so that the will of the citizens is expressed.

*Speaker C:* History has taught us that the concentration of political power leads to the abuse of that power. Therefore, power should be divided among national, state, and local governments.

*Speaker D:* Life is a struggle. Those who seize and maintain political power represent the strongest and most competent of that society and earn the right to govern.

5 The principle of federalism contained in the Constitution of the United States is most consistent with the ideas of Speaker

- |       |       |
|-------|-------|
| (1) A | (3) C |
| (2) B | (4) D |

6 Over the course of its history, the United States has advanced the goal of Speaker B by

- (1) upholding the separation of church and state
  - (2) adding constitutional amendments to expand voting rights
  - (3) expanding the role of the Supreme Court in government
  - (4) providing for the direct election of the president
-

7 Which statement describes a characteristic of democracy that is provided for in the United States Constitution?

- (1) Political power in Congress is held by the ranking political party.
- (2) All bills passed by Congress are reviewed by the Supreme Court.
- (3) Citizens choose their congressional representatives.
- (4) The president can require Congress to submit legislation for the cabinet's approval.

8 The implied powers suggested by the United States Constitution show that the writers recognized the

- (1) powers of government needed to be able to adapt to change
- (2) rights of the states had to be protected
- (3) powers of the Supreme Court needed to be checked
- (4) rights of the citizens were the first concern of government

9 What were two key precedents established by George Washington during his presidency?

- (1) aid to farmers and the end of the slave trade
- (2) universal male suffrage and support for political parties
- (3) foreign policy of neutrality and the use of presidential advisors
- (4) protective tariffs and foreign alliances during peacetime

10 "It is emphatically the province and duty of the judicial department to say what the law is. . . ."

— *Marbury v. Madison*, 1803

This statement expresses the Supreme Court's claim that

- (1) courts must abide by a strict interpretation of the Constitution
- (2) federal laws must be approved by the courts before they can take effect
- (3) the judicial branch must have a role in the amendment process
- (4) the power of judicial review belongs to the courts

11 Alexander Hamilton's financial plan helped to establish the credit of the United States government by

- (1) providing for the payment of the nation's debts
- (2) taxing only the people most able to pay
- (3) favoring agriculture over industry
- (4) encouraging spending for national defense

12 "A house divided against itself cannot stand. I believe this government cannot endure permanently half slave and half free."

— Abraham Lincoln, 1858

According to this quotation, Abraham Lincoln believed that

- (1) slavery was immoral and should be abolished immediately
- (2) sectional differences threatened to destroy the Union
- (3) the Southern states should be allowed to secede
- (4) to save the nation, the North should compromise with the South on slavery

13 Which statement most accurately describes President Abraham Lincoln's plan for Reconstruction after the Civil War?

- (1) Southerners should be made to pay for their rebellion.
- (2) The Union should be restored as quickly as possible.
- (3) African Americans should be given free land.
- (4) War damages should be collected through military occupation.

14 During Reconstruction, the Black Codes passed by Southern states were attempts to

- (1) provide land to former slaves
- (2) punish former Confederate leaders
- (3) repeal the Jim Crow laws
- (4) deny equal rights to African Americans

- 15 Following Reconstruction, the term *New South* was most often used to describe
- (1) changes in the Southern economy
  - (2) new attitudes in race relations
  - (3) the growth of the Republican Party in the South
  - (4) the decline of the sharecropping system
- 16 **“Labor Leaders Executed for Causing Haymarket Riot”**  
**“State Militia Called In To End Homestead Strike”**  
**“1,000 Jailed as Silver Miners Protest Wage Cuts”**
- Which statement about labor unions in the late 1800s is illustrated by these headlines?
- (1) Strikes by labor unions usually gained public support.
  - (2) The government frequently opposed labor union activities.
  - (3) Labor union demands were usually met.
  - (4) Arbitration was commonly used to end labor unrest.
- 17 “Transportation being a means of exchange and a public necessity, the government should own and operate the railroads in the interest of the people.”  
 (1892)
- Which group showed the greatest support for this idea?
- |                     |                     |
|---------------------|---------------------|
| (1) western farmers | (3) factory owners  |
| (2) union leaders   | (4) railroad owners |
- 18 During the late 19th and early 20th centuries, the intervention of the United States in Latin America was motivated mainly by a desire to
- (1) reduce the influence of communism
  - (2) control Latin American independence movements
  - (3) promote European colonization of the area
  - (4) protect growing United States investments in Latin America
- 19 Which situation was the immediate cause of the United States entry into World War I in 1917?
- (1) The League of Nations requested help.
  - (2) The *Maine* was blown up in Havana Harbor.
  - (3) Nazi tyranny threatened Western democracy.
  - (4) German submarines sank United States merchant ships.

- 20 Which statement best summarizes President Theodore Roosevelt’s views about conservation?
- (1) Environmental issues are best decided by the private sector.
  - (2) Unlimited access to natural resources is the key to business growth.
  - (3) Wilderness areas and their resources should be protected for the public good.
  - (4) Decisions about the use of natural resources should be left to the states.
- 21 The Populist and the Progressive movements were similar in their approaches to reform in that both
- (1) supported the return of powers to the state governments
  - (2) promoted the use of violent strikes and protests against big business organizations
  - (3) opposed the strict laissez-faire attitudes of the federal government
  - (4) lobbied for immediate social and economic equality for African Americans

Base your answers to questions 22 and 23 on the statements below and on your knowledge of social studies.

*Speaker A:* The [African American] demands equality — political equality, industrial equality, and social equality; and he is never going to be satisfied with anything less.

*Speaker B:* Equal but separate accommodations for the white and colored races is for the preservation of the public peace and good order.

*Speaker C:* Vocational training will provide the means for African Americans to gain the civil liberties they deserve.

*Speaker D:* The best answer for the equality of the [African American] lies in a return to his homeland in Africa.

- 22 Which speaker most strongly agrees with the beliefs of W. E. B. Du Bois?
- |              |              |
|--------------|--------------|
| (1) <i>A</i> | (3) <i>C</i> |
| (2) <i>B</i> | (4) <i>D</i> |
- 23 Which speaker would most likely support the Jim Crow laws that emerged in the 1890s?
- |              |              |
|--------------|--------------|
| (1) <i>A</i> | (3) <i>C</i> |
| (2) <i>B</i> | (4) <i>D</i> |

Base your answers to questions 24 and 25 on the cartoon below and on your knowledge of social studies.



Source: *A Political Cartoon History of the United States*, Scott Foresman (adapted)

24 Which 19th-century business practice does this cartoon illustrate?

- (1) forming cooperatives
- (2) establishing trade zones
- (3) creating monopolies
- (4) expanding global markets

25 The cartoonist would most likely support federal government attempts to

- (1) pass antitrust legislation
- (2) limit regulation of business
- (3) establish high tariffs
- (4) stop industrial pollution

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



Source: *Triumph of the American Nation*, Harcourt Brace

- 26 The cartoon illustrates President Theodore Roosevelt's attempt to
- (1) ignore antitrust laws
  - (2) conserve natural resources
  - (3) limit the power of monopolies
  - (4) eliminate foreign ownership of United States corporations
- 
- 27 Why did the Senate reject the Versailles Treaty (1919)?
- (1) to keep the United States free from foreign entanglements
  - (2) to express opposition to the harsh sanctions imposed on Germany
  - (3) to avoid the dues for membership in the League of Nations
  - (4) to reduce United States military forces in Europe
- 28 In the 1920s, which economic factor led to the Great Depression?
- (1) lack of investment in the stock market
  - (2) attempt by the United States to promote free trade
  - (3) failure to develop new consumer goods industries
  - (4) overproduction of farm products and manufactured goods

- 29 One difference between the administrations of President Franklin D. Roosevelt and President Herbert Hoover is that Roosevelt was
- (1) unwilling to allow government agencies to establish jobs programs
  - (2) unable to win congressional support for his economic program
  - (3) able to ignore economic issues for most of his first term in office
  - (4) more willing to use government intervention to solve economic problems
- 30 The National Labor Relations Act (Wagner Act) of 1935 gave labor unions the right to
- (1) represent workers in collective bargaining
  - (2) insist on an open shop in the workplace
  - (3) establish quotas on immigration
  - (4) use blacklists and yellow dog contracts
- 31 President Franklin D. Roosevelt's response to Supreme Court decisions that declared several New Deal laws unconstitutional was to
- (1) ask Congress to limit the Court's jurisdiction
  - (2) propose legislation to increase the size of the Court
  - (3) demand the resignation of several justices
  - (4) ignore the Court's rulings
- 32 Prior to United States entry into World War II, Congress passed the Cash-and-Carry Act of 1939 and the Lend-Lease Act of 1941. These foreign policy actions showed that the United States
- (1) gave equal support to both the Allied and Axis Powers
  - (2) attempted to contain the spread of communism
  - (3) maintained a strict policy of isolationism
  - (4) became increasingly drawn into the war in Europe
- 33 One similarity between the Truman Doctrine and the Eisenhower Doctrine is that both were designed to
- (1) limit the spread of communism
  - (2) help develop the space program
  - (3) restrict United States foreign aid
  - (4) assist rebellions against the Soviet Union

Base your answer to question 34 on the quotation below and on your knowledge of social studies.

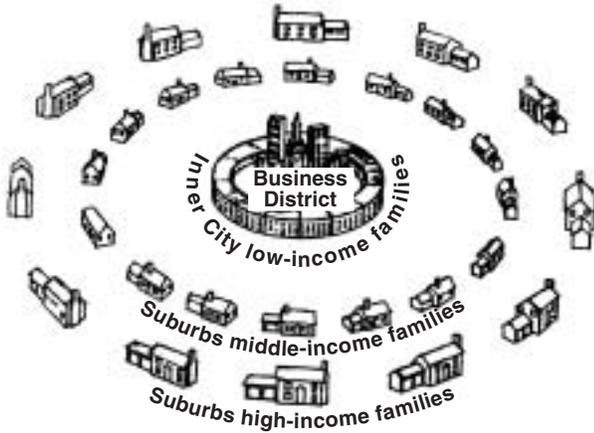
“. . . it is known that there are Japanese residents of California who have sought to aid the Japanese enemy by way of communicating information . . .”

— Culbert Olson, Governor of California,  
February 1942

- 34 This statement helped influence President Franklin D. Roosevelt to
- (1) ask Congress to declare war on Japan
  - (2) force most Japanese Americans to leave the United States
  - (3) send federal troops to guard California’s capital
  - (4) restrict the civil liberties of Japanese Americans

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

#### Urban-Suburban Pattern of American Life



- 35 Which development following World War II caused the urban-suburban pattern shown in the diagram?
- (1) increase in the number of farms
  - (2) expansion of highways and automobile ownership
  - (3) movement of most factories to rural areas
  - (4) decline in the number of middle-income families

- 36 The war crimes trials of German and Japanese military officials following World War II established that

- (1) it is difficult to convict leaders of crimes against humanity
- (2) civil liberties must be expanded for civilians during wartime
- (3) individuals can be held responsible for wartime atrocities against civilians
- (4) genocidal acts are acceptable during wartime

- 37 In the post-World War II era, Senator Joseph McCarthy and the House Un-American Activities Committee attempted to

- (1) develop an effective system for spying on other countries
- (2) make Cold War programs a priority in United States foreign policy
- (3) identify Communists in the government and elsewhere in American society
- (4) establish a policy of détente with the Soviet Union

- 38 Which foreign policy concept influenced the decision of the United States to become militarily involved in Southeast Asia in the 1950s and 1960s?

- (1) appeasement
- (2) détente
- (3) peaceful coexistence
- (4) domino theory

- 39 The federal voting rights laws passed in the 1950s and 1960s were designed to

- (1) return control of voting regulations to the states
- (2) remove racial barriers to voting
- (3) extend suffrage to American women
- (4) prevent recent immigrants from voting

- 40 “I would agree with Saint Augustine that ‘An unjust law is no law at all.’”

— Dr. Martin Luther King, Jr.  
“Letter From Birmingham City Jail”

This statement was used by Dr. King to show support for

- (1) Social Darwinism
- (2) Jim Crow laws
- (3) separation of church and state
- (4) civil disobedience

- 41 Which situation was a result of the Vietnam War?
- (1) South Vietnam was able to maintain its non-communist status.
  - (2) The United States questioned its role as a police officer of the world.
  - (3) Richard Nixon was forced to resign the presidency.
  - (4) The War Powers Act was repealed by Congress.
- 42 Which initiative was part of President Lyndon Johnson's Great Society program?
- (1) providing medical care to the poor and elderly
  - (2) reducing federal aid to education
  - (3) increasing foreign aid to the Soviet Union
  - (4) opposing civil rights legislation

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

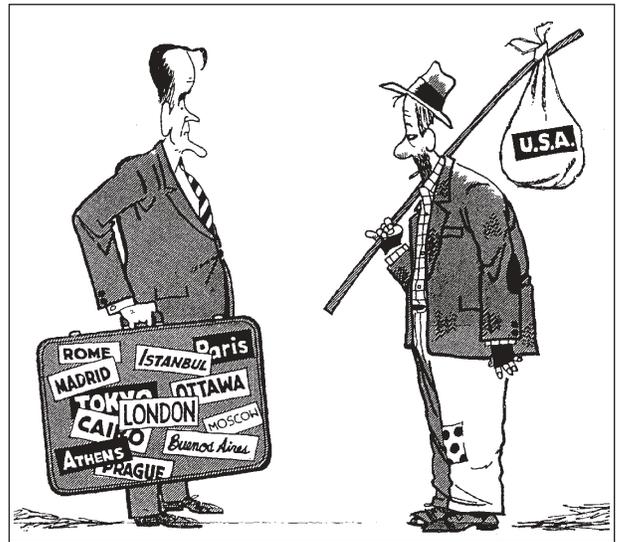
**Above Any Office**



Source: Herblock, *America, the Glorious Republic*, Houghton Mifflin Co.

- 43 What is the main idea of this cartoon from the Watergate era?
- (1) The Supreme Court presides over a presidential impeachment trial.
  - (2) Congress has to obey the Constitution.
  - (3) The president has the final word involving constitutional issues.
  - (4) No person or group is above the law.

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

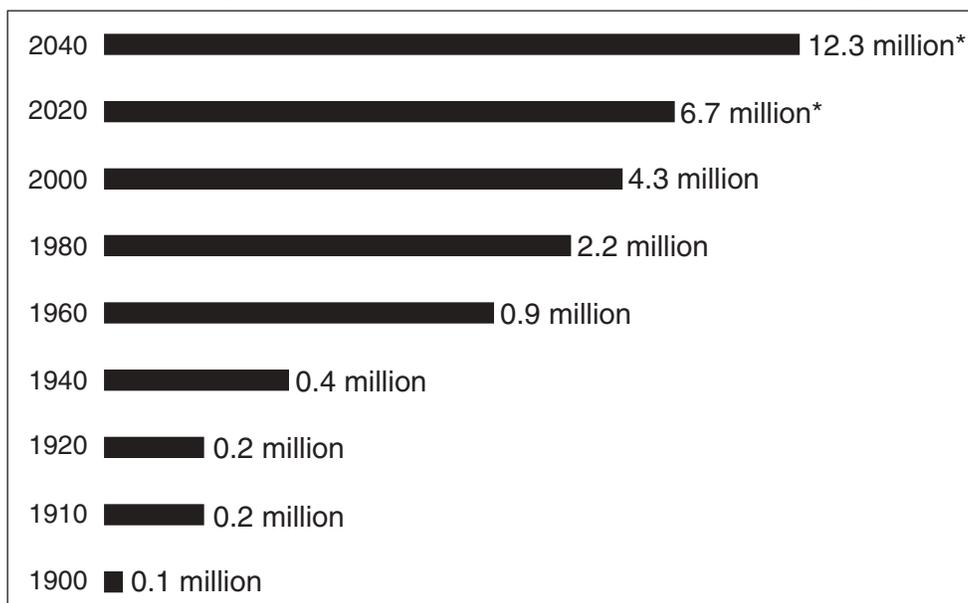


Source: Steve Kelley, Copley News Service

- 44 This 1991 cartoon is criticizing President George Bush for
- (1) refusing to support the United Nations
  - (2) involving the United States in foreign wars
  - (3) using foreign affairs to hide domestic failures
  - (4) ignoring the economic needs of developing nations
- 
- 45 The aging of the baby boom generation will most likely result in
- (1) an increase in Social Security spending
  - (2) a decrease in health care costs
  - (3) a decrease in infant mortality in the United States
  - (4) a balanced federal budget
- 46 Population data from the census of 2000 was used to determine the number of
- (1) states in the Union
  - (2) senators from each state
  - (3) electoral college votes from each state
  - (4) Supreme Court justices

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

**Number of People 85 Years and Older in the United States Population**



\*Projected

47 What did the federal government propose to address the problem suggested by the graph?

- (1) creation of a national one-child policy
  - (2) expansion of the Medicare program
  - (3) development of a national child-care program for working parents
  - (4) elimination of Social Security benefits for Americans over the age of 85
- 

48 The 14th and 15th Amendments, passed during Reconstruction, resulted in

- (1) equal rights for women in the United States
- (2) expanded rights for Native American Indians on reservations
- (3) increased individual rights for African Americans
- (4) additional rights for Southern segregationists

Base your answers to questions 49 and 50 on the poem below and on your knowledge of social studies.

**“I, Too, Sing America”**

I, too, sing America.  
I am the darker brother.  
They send me to eat in the kitchen  
When company comes,  
But I laugh,  
And eat well,  
And grow strong.  
  
Tomorrow,  
I'll sit at the table  
When company comes.  
Nobody'll dare  
Say to me,  
“Eat in the kitchen,”  
Then.  
  
Besides,  
They'll see how beautiful I am  
And be ashamed—  
I, too, am America.

— Langston Hughes, 1926

- 49 This poem was a literary contribution from the
- |                           |                          |
|---------------------------|--------------------------|
| (1) abolitionist movement | (3) Prohibition movement |
| (2) Progressive Era       | (4) Harlem Renaissance   |
- 50 The main purpose of this poem was to
- (1) end the institution of slavery
  - (2) demonstrate self-respect by African Americans
  - (3) maintain separation of the races
  - (4) promote the back-to-Africa movement
-

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

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

- (a) **discuss** means “to make observations about something using facts, reasoning, and argument; to present in some detail”
- (b) **show** means “to point out; to set forth clearly a position or idea by stating it and giving data which support it”

## Part II

### THEMATIC ESSAY QUESTION

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

#### Theme: Supreme Court Cases Concerning Constitutional Civil Liberties

The United States Supreme Court has played a major role in either expanding or limiting constitutional civil liberties in the United States.

#### Task:

Identify *two* Supreme Court cases that have had an impact on civil liberties in the United States. For *each* case identified:

- Discuss the facts of the case
- Identify a specific constitutional civil liberty issue addressed by the Supreme Court
- Discuss how the decision of the Supreme Court either expanded or limited a specific constitutional civil liberty in the United States

You may use any appropriate Supreme Court case from your study of United States history. Some suggestions you might wish to consider include *Plessy v. Ferguson* (1896), *Schenck v. United States* (1919), *Korematsu v. United States* (1944), *Brown v. Board of Education of Topeka* (1954), *Mapp v. Ohio* (1961), *Gideon v. Wainwright* (1963), *Miranda v. Arizona* (1966), *Tinker v. Des Moines School District* (1969), or *New Jersey v. T.L.O.* (1985).

**You are *not* limited to these suggestions.**

#### Guidelines:

##### In your essay, be sure to:

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

NAME \_\_\_\_\_

SCHOOL \_\_\_\_\_

### Part III

#### DOCUMENT-BASED QUESTION

**This question is based on the accompanying documents (1–7). 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:**

United States immigration policy has changed over time to reflect the needs and attitudes of American society.

**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:

- Discuss immigration policies or actions taken by the United States government that affected the immigration of people to the United States
- Show how these policies or actions reflected the needs and attitudes of American society at that time

## 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

As a class, they [Chinese laborers] are quiet, peaceable, patient, industrious, and economical. More prudent and economical [than white laborers], they are content with less wages. We find them organized for mutual aid and assistance. Without them, it would be impossible to complete the western portion of this great national enterprise [transcontinental railroad] within the time required by the Act of Congress.

—Leland Stanford, President of the Central Pacific Railroad, 1865

- 1 Why did Leland Stanford believe that Chinese laborers were important to the completion of the railroad? [1]

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Score

Document 2



“Welcome to All,” 1880

Source: *The Granger Collection* (adapted)

2 What does the cartoon show about United States immigration policy in 1880? [1]

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Score

**Document 3**

. . . one of those agents from the big bosses in America came to Bugiaro to get men for some iron mines in Missouri. The company paid for the tickets, but the men had to work for about a year to pay them back, and they had to work another year before they could send for their wives and families. So this time, when that agent came, Santino and some of his friends joined the gang and went off to America.

— Rosa Cristoforo, an Italian immigrant, 1884

3a According to this passage, why did the agents encourage Italians to emigrate to America? [1]

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Score

b How did the agents encourage Italians to go to America? [1]

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Score

Document 4

**May 6, 1882. CHAP. 126.—An act to execute certain treaty stipulations relating to Chinese.**

WHEREAS, IN THE OPINION OF THE Government of the United States the coming of Chinese laborers to this country endangers the good order of certain localities within the territory thereof: Therefore,

*Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,* That from and after the expiration of ninety days next after the passage of this act, and until the expiration of ten years next after the passage of this act, the coming of Chinese laborers to the United States be, and the same is hereby, suspended; and during such suspension it shall not be lawful for any Chinese laborer to come, or, having so come after the expiration of said ninety days, to remain within the United States.

— The Chinese Exclusion Act

4a According to this passage, how did the Chinese Exclusion Act affect the immigration of Chinese people to the United States? [1]

---

Score

b According to this passage, what reason did the United States government give for passing this law? [1]

---

Score

Document 5

<b>Immigration Before and After Quota Laws</b>	<b>From Northern and Western Europe</b>	<b>From Southern and Eastern Europe and Asia</b>
Average annual number of immigrants before quotas (1907–1914)	176,983	685,531
Emergency Quota Act of 1921	198,082	158,367
Emergency Quota Act Amended 1924	140,999	21,847
National Origins Act of 1929	132,323	20,251

— *Historical Statistics of the United States*

5 According to this chart, what effect did the quota laws have on immigration to the United States? [2]

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Score

**Document 6**

We were tried during a time that has now passed into history. I mean by that, a time when there was . . . resentment and hate against the people of our principles, against the foreigner, against slackers, and it seems to me—rather, I am positive, that both you and Mr. Katzmann [have] done all . . . [that was] in your power in order to work out, in order to agitate, still more the passion of the juror, the prejudice of the juror, against us. . . .

But my conviction is that I have suffered for things that I am guilty of. I am suffering because I am a radical and indeed I am a radical; I have suffered because I was an Italian and indeed I am an Italian; I have suffered more for my family and for my beloved wife than for myself. . . .

— Bartolomeo Vanzetti, to Judge Thayer upon being sentenced to death,  
*Sacco-Vanzetti* case, April 9, 1927

6 State **two** reasons the speaker in this passage believed he was brought to trial. [2]

(1) \_\_\_\_\_  
\_\_\_\_\_  
Score

(2) \_\_\_\_\_  
\_\_\_\_\_  
Score

**Document 7**

This bill says simply that from this day forth those wishing to immigrate to America shall be admitted on the basis of their skills and their close relationship to those already here.

This is a simple test, and it is a fair test. Those who can contribute most to this country—to its growth, to its strength, to its spirit—will be the first that are admitted to this land.

The fairness of this standard is so self-evident that we may well wonder that it has not always been applied. Yet the fact is that for over four decades the immigration policy of the United States has been twisted and has been distorted by the harsh injustice of the national origins quota system.

Under that system the ability of new immigrants to come to America depended upon the country of their birth. . . .

Families were kept apart because a husband or a wife or a child had been born in the wrong place.

Men of needed skill and talent were denied entrance because they came from southern or eastern Europe or from one of the developing continents. . . .

— President Lyndon B. Johnson, remarks at the signing of the Immigration Act of 1965

7a According to this passage, what was the basis for admitting immigrants to the United States in the forty years before 1965? [1]

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---

Score

b According to this passage, how did the Immigration Act of 1965 change the basis for admitting immigrants to the United States? [1]

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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:

United States immigration policy has changed over time to reflect the needs and attitudes of American society.

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

- Discuss immigration policies or actions taken by the United States government that affected the immigration of people to the United States
- Show how these policies or actions reflected the needs and attitudes of American society at that time

#### Guidelines:

**In your essay, be sure to:**

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





# UNITED STATES HISTORY AND GOVERNMENT

Thursday, June 20, 2002 — 9:15 a.m. to 12:15 p.m., only

ANSWER SHEET

Male

Student ..... Sex:  Female

Teacher .....

School .....

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

- 1..... 26.....
- 2..... 27.....
- 3..... 28.....
- 4..... 29.....
- 5..... 30.....
- 6..... 31.....
- 7..... 32.....
- 8..... 33.....
- 9..... 34.....
- 10..... 35.....
- 11..... 36.....
- 12..... 37.....
- 13..... 38.....
- 14..... 39.....
- 15..... 40.....
- 16..... 41.....
- 17..... 42.....
- 18..... 43.....
- 19..... 44.....
- 20..... 45.....
- 21..... 46.....
- 22..... 47.....
- 23..... 48.....
- 24..... 49.....
- 25..... 50.....

**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)

No. Right

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

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

Signature \_\_\_\_\_

Tear Here

Tear Here

Tear Here

Tear Here