

Large-Type Edition

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY AND GOVERNMENT

Wednesday, January 21, 2026 — 9:15 a.m. to 12:15 p.m., only

Student Name _____

School Name _____

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

Print your name and the name of your school on the lines above. A separate answer sheet for Part I has been provided to you. Follow the instructions from the proctor for completing the student information on your answer sheet. Then fill in the heading of each page of your essay booklet.

This examination has three parts. You are to answer **all** questions in **all** parts. Use black or dark-blue ink to write your answers to Parts II, III A, and III B.

Part I contains 28 multiple-choice questions. Record your answers to these questions as directed on the answer sheet.

Part II contains two short-essay questions. Write your answers to these questions in the essay booklet, beginning on page 3.

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 question. Write your answer to each question in this examination booklet on the lines following that question.

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

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

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

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Part I

Answer all questions in this part.

Directions (1–28): 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 excerpt below and on your knowledge of social studies.

. . . Lastly, whereas you are become a body politic [group of citizens], using amongst yourselves civil government, and are not furnished with any persons of special eminency [rank] above the rest, to be chosen by you into office of government; let your wisdom and godliness appear, not only in choosing such persons as do entirely love and will promote the common good, but also in yielding unto them all due honor and obedience in their lawful administrations. . . .

Source: John Robinson, Farewell Address to the Pilgrims, August 5, 1620 (adapted)

- | | |
|---|---|
| <p>1 Based on this excerpt, what is the author's point of view about the role of government in the Plymouth Colony?</p> <ul style="list-style-type: none">(1) Separate leaders for church and state should be elected.(2) People have the right to rebel against the government.(3) The power to govern belongs to the people.(4) Rulers must be given absolute authority to govern. | <p>2 Which document most closely reflects the ideas about government expressed by John Robinson in this address?</p> <ul style="list-style-type: none">(1) Mayflower Compact(2) Maryland Toleration Act(3) Stamp Act(4) Townshend Acts |
|---|---|

Base your answers to questions 3 and 4 on the passage below and on your knowledge of social studies.

Centinel, no. 5

Fall 1787

. . . But the convention has superadded another power, by which the congress may stamp with the sanction of the constitution every possible law; it is contained in the following clause—"To make all laws which shall be necessary and proper for carrying into execution the foregoing powers, and all other powers vested by this constitution in the government of the United States, or in any department or officer thereof." Whatever law congress may deem necessary and proper for carrying into execution any of the powers vested in them, may be enacted; and by virtue of this clause, they may controul [control] and abrogate [abolish] any and every of the laws of the state governments, on the allegation that they interfere with the execution of any of their powers, and yet these laws will "be made in pursuance [fulfillment] of the constitution," and of course will "be the supreme law of the land, and the judges in every state shall be bound thereby, any thing in the constitution or laws of any state to the contrary notwithstanding."

Source: Samuel Bryan, 1787; Herbert J. Storing, ed., *The Complete Anti-Federalist*, University of Chicago Press, 1981 (adapted)

- 3 This passage was written during the
- (1) debate over the adoption of the Articles of Confederation
 - (2) ratification of the United States Constitution
 - (3) nullification crisis in Virginia and Kentucky
 - (4) controversy over the War of 1812
-

- 4 Which claim about the proposed United States Constitution is being made by the author of this passage?
- (1) The new Constitution gave the states enough power to avoid tyranny.
 - (2) The elastic clause would give too much power to Congress.
 - (3) The system of federalism is best for the new nation.
 - (4) The two-party system would lead to rebellion in the future.

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

. . . It will relieve the whole State of Mississippi and the western part of Alabama of Indian [Native American] occupancy, and enable those States to advance rapidly in population, wealth, and power. It will separate the Indians from immediate contact with settlements of whites; free them from the power of the States; enable them to pursue happiness in their own way and under their own rude [basic] institutions; will retard [slow] the progress of decay, which is lessening their numbers, and perhaps cause them gradually, under the protection of the Government and through the influence of good counsels, to cast off their savage habits and become an interesting, civilized, and Christian community. . . .

Source: President Andrew Jackson, Message to Congress on Indian Removal, 1830

5 Which statement best describes the claims made by President Andrew Jackson in this passage?

- (1) The United States government must obey past treaties made with Native Americans.
- (2) White settlers must work harder to get along with Native Americans.
- (3) Native Americans had agreed to assimilate into American society.
- (4) The relocation of Native Americans will assist both them and white settlers.

6 What was one result of President Jackson's message to Congress?

- (1) Trail of Tears
- (2) annexation of Texas
- (3) *Dred Scott* decision
- (4) Grange Movement

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Base your answers to questions 7 and 8 on the certificate below and on your knowledge of social studies.

asc

HOMESTEAD.

Land Office at *Brownville Neb*
January 20th 1868.

CERTIFICATE, }
No. 1 }

APPLICATION,
} *No. 1*

It is hereby certified, That pursuant to the provisions of the act of Congress, approved
May 20, 1862, entitled "An act to secure homesteads to actual settlers on the public domain,"

Daniel Freeman has
made payment in full for *8 1/4 of NW 1/4 and SW 1/4 of T8 1/4* of
Section *Livingston (26)* in Township *four 41 N*
of Range *five (5) E* containing *160* acres.

Now, therefore, be it known, That on presentation of this Certificate to the
COMMISSIONER OF THE GENERAL LAND OFFICE, the said *Daniel*
Freeman shall be entitled to a Patent for the Tract of Land above described.

Henry M. Atkinson Register.

Source: Homestead Certificate for Daniel Freeman, 1868

7 This certificate supports a national commitment to what policy?

- (1) Monroe Doctrine
- (2) isolationism
- (3) Manifest Destiny
- (4) détente

8 What area of the United States was most affected by the program described in this document?

- (1) the Southwest deserts
- (2) the Great Plains
- (3) the Hudson Valley
- (4) the Pacific Northwest

Base your answers to questions 9 and 10 on the trial excerpt below and on your knowledge of social studies.

. . . we think the enforced separation of the races, as applied to the internal commerce of the state, neither abridges the privileges or immunities of the colored man, deprives him of his property without due process of law, nor denies him the equal protection of the laws, within the meaning of the fourteenth amendment . . .

Source: *Plessy v. Ferguson*, 1896

9 Which phrase is most closely associated with the ideas expressed in this excerpt?

- (1) “separate but equal”
- (2) “clear and present danger”
- (3) “all men are created equal”
- (4) “necessary and proper”

10 What was an effect of the Supreme Court’s decision in *Plessy v. Ferguson*?

- (1) The Freedmen’s Bureau was established.
- (2) The Underground Railroad was formed.
- (3) The practice of segregation was reinforced.
- (4) Voting rights were enhanced by grandfather clauses.

Base your answers to questions 11 and 12 on the photograph below and on your knowledge of social studies.

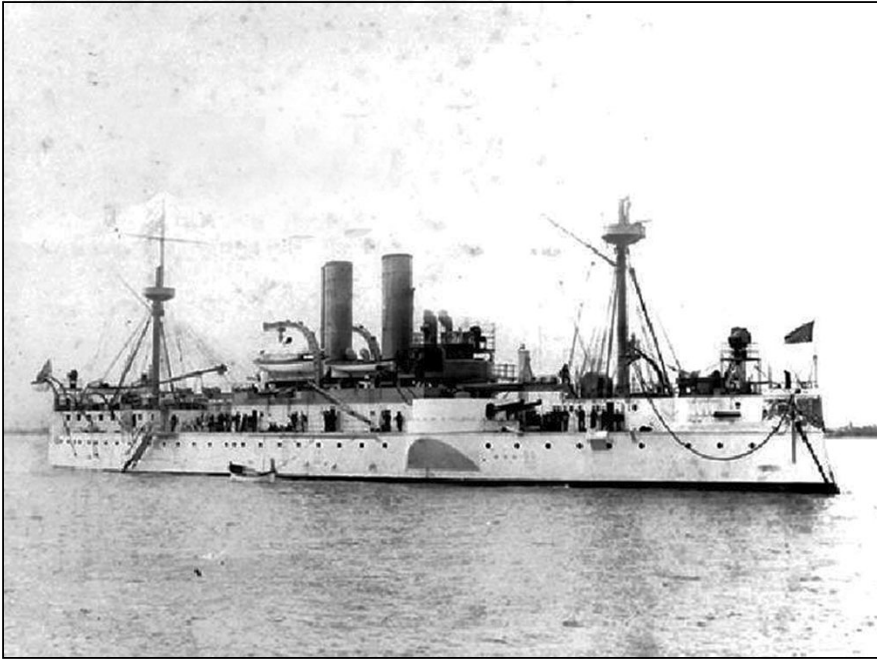


Source: Jacob Riis, *How the Other Half Lives*, 1890

- | | |
|--|---|
| <p>11 The purpose of this photograph was to</p> <ul style="list-style-type: none">(1) raise public awareness for conditions in the tenements(2) support unrestricted immigration(3) expose the unsafe working conditions in factories(4) promote the use of child labor | <p>12 Individuals who were influenced by the work of Jacob Riis would most likely agree that</p> <ul style="list-style-type: none">(1) federal income taxes should be eliminated(2) monopolistic business practices should be encouraged(3) labor unions should be banned(4) social and economic reforms should be addressed by the government |
|--|---|

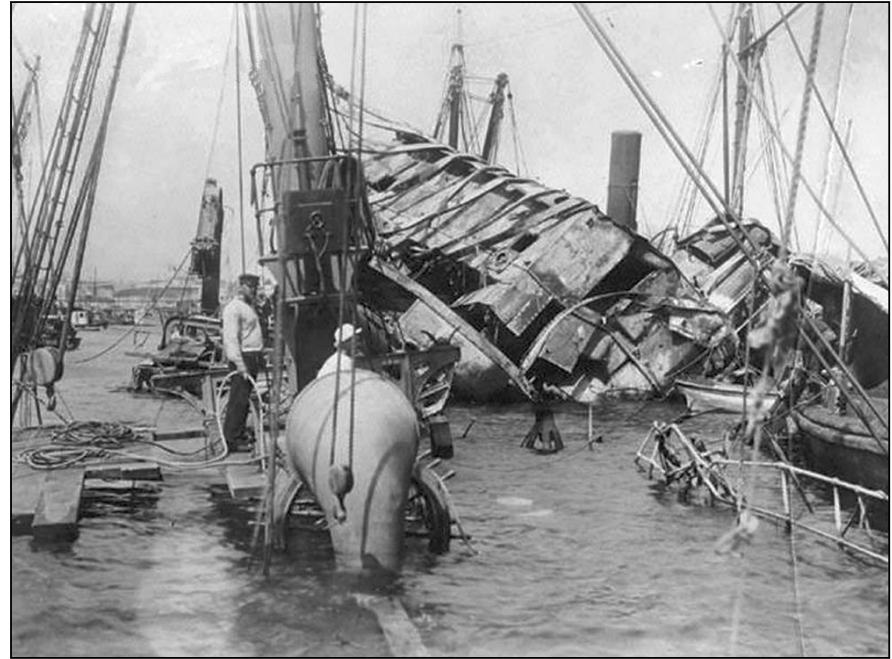
Base your answers to questions 13 and 14 on the photographs below and on your knowledge of social studies.

USS *Maine*, photographed circa 1895-98



Source: J.S. Johnston (adapted)

U.S. Navy diving crew at work in 1898 on the wreck of the USS *Maine*



Source: U.S. Naval History and Heritage Command, 1898
(adapted)

13 Photographs such as these were often published to

- (1) increase newspaper sales
- (2) discourage investigative journalists
- (3) support restrictions on the freedom of the press
- (4) pressure reporters to reveal their sources

14 What was one outcome of the destruction of the USS *Maine*?

- (1) Spanish officials responsible for the destruction were put on trial.
- (2) Spain strengthened its control over Cuba.
- (3) Public support for a declaration of war against Spain increased.
- (4) Spain paid to rebuild the ship and compensate the victims.

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

. . . The large corporations, commonly called trusts, though organized in one State, always do business in many States, often doing very little business in the State where they are incorporated. There is utter lack of uniformity in the State laws about them; and as no State has any exclusive interest in or power over their acts, it has in practice proved impossible to get adequate regulation through State action. Therefore, in the interest of the whole people, the Nation should, without interfering with the power of the States in the matter itself, also assume power of supervision and regulation over all corporations doing an interstate business. This is especially true where the corporation derives a portion of its wealth from the existence of some monopolistic element or tendency in its business. There would be no hardship in such supervision; banks are subject to it. . . .

Source: President Theodore Roosevelt, First Annual Message to Congress, 1901

15 Which constitutional provision supports President Theodore Roosevelt's view regarding large corporations?

- (1) reserved powers of the states
- (2) presidential veto
- (3) eminent domain
- (4) congressional power to regulate interstate commerce

16 Which United States economic policy did President Roosevelt's message challenge?

- (1) mercantilism
- (2) laissez-faire
- (3) protectionism
- (4) supply-side

Base your answers to questions 17 and 18 on the passage below and on your knowledge of social studies.

. . . When I addressed the Congress on the twenty-sixth of February last I thought that it would suffice to assert our neutral rights with arms, our right to use the seas against unlawful interference, our right to keep our people safe against unlawful violence. But armed neutrality, it now appears, is impracticable. Because submarines are in effect outlaws when used as the German submarines have been used against merchant shipping, it is impossible to defend ships against their attacks as the law of nations has assumed that merchantmen would defend themselves against privateers or cruisers, visible craft giving chase upon the open sea. . . .

Source: President Woodrow Wilson, Joint Address to Congress, 1917

17 In this address, why does President Woodrow Wilson conclude that neutrality is no longer a practical United States policy?

- (1) The German government has invaded United States territory.
- (2) United States ships and citizens are being attacked by German submarines.
- (3) The Allies have committed several acts of war.
- (4) Germany broke a series of peace treaties.

18 How did Congress respond to President Wilson's 1917 address?

- (1) They sent negotiators to meet with representatives.
- (2) They voted to declare war against Germany.
- (3) They placed an embargo on all goods shipped to and from Germany.
- (4) They asked the League of Nations to stop Germany's use of submarine warfare.

Base your answer to question 19 on the poster below and on your knowledge of social studies.

Join the march to OLD AGE SECURITY

Return
YOUR APPLICATION FOR A
SOCIAL SECURITY
ACCOUNT NUMBER
through the post office
NOT LATER THAN
DEC. 5TH 1936

WHO IS ELIGIBLE . . . EVERYBODY WORKING FOR SALARY OR WAGES (WITH ONLY A FEW EXCEPTIONS, SUCH AS AGRICULTURE, DOMESTIC SERVICE, AND GOVERNMENT WORK). APPLICATIONS FOR SOCIAL SECURITY ACCOUNTS ARE AVAILABLE THROUGH EMPLOYERS. IF YOU DO NOT GET ONE FROM YOUR EMPLOYER, ASK FOR ONE AT THE POST OFFICE.

HOW TO RETURN APPLICATION

1. HAND IT BACK TO YOUR EMPLOYER, or
2. HAND IT TO ANY LABOR ORGANIZATION OF WHICH YOU ARE A MEMBER, or
3. HAND IT TO YOUR LETTER CARRIER, or
4. DELIVER IT TO LOCAL POST OFFICE, or
5. MAIL IT IN A SEALED ENVELOPE. ADDRESS: POST MASTER, LOCAL DO IT NOW. NO POSTAGE NEEDED.

- Social Security Board

INFORMATION MAY BE OBTAINED AT ANY POST OFFICE

Source: Social Security Board, 1936

19 The purpose of this 1936 poster was to encourage Americans to

- (1) sign up for government jobs
 - (2) receive low-cost medical insurance
 - (3) enroll in a national retirement system
 - (4) exercise their right to vote in national elections
-

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Base your answer to question 20 on the passage below and on your knowledge of social studies.

. . . The privilege of opening the first trial in history for crimes against the peace of the world imposes a grave responsibility. The wrongs which we seek to condemn and punish have been so calculated, so malignant, and so devastating, that civilization cannot tolerate their being ignored, because it cannot survive their being repeated. That four great nations, flushed with victory and stung with injury stay the hand of vengeance and voluntarily submit their captive enemies to the judgment of the law is one of the most significant tributes that Power has ever paid to Reason. . . .

Source: Justice Robert H. Jackson, Opening Statement, Nuremberg Trials, November 21, 1945

- 20 The purpose of the Nuremberg Trials referred to in this passage was to
- (1) force Germany to pay war reparations
 - (2) punish Germany for the blitzkrieg military campaign through Europe
 - (3) warn the German people about the Nazi party
 - (4) hold German leaders accountable for crimes against humanity
-

Base your answer to question 21 on the map below and on your knowledge of social studies.

Europe, 1946



Source: Thomas A. Bailey, *A Diplomatic History of the American People*,
Prentice-Hall, 1974 (adapted)

- 21 What was the United States response to the situation shown on this map?
- (1) providing financial aid to Western European nations
 - (2) immediate military action against the Soviet Union
 - (3) a call for the United Nations to send forces to Eastern Europe
 - (4) withdrawal of financial support for the North Atlantic Treaty Organization (NATO)

Base your answer to question 22 on the excerpts below and on your knowledge of social studies.

... I have here in my hand a list of 205—a list of names that were made known to the Secretary of State as being members of the Communist Party and who nevertheless are still working and shaping policy in the State Department. ...

Source: Joseph McCarthy, Address in Wheeling, West Virginia, February 9, 1950

... Those of us who shout the loudest about Americanism in making character assassinations are all too frequently those who, by our own words and acts, ignore some of the basic principles of Americanism—

The right to criticize.

The right to hold unpopular beliefs.

The right to protest.

The right of independent thought. ...

Source: Margaret Chase Smith, Declaration of Conscience, June 1, 1950

22 A historian would find these excerpts useful for studying the

- (1) impact of the Red Scare on civil liberties
 - (2) opposition to New Deal reforms
 - (3) debates over international affairs
 - (4) concerns over executive cabinet appointments
-

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Base your answers to questions 23 and 24 on the cartoon below and on your knowledge of social studies.

**“Tsk Tsk—Somebody Should Do
Something About That”**



Source: Herblock, *Washington Post*, April 3, 1956 (adapted)

23 This cartoonist is criticizing President Dwight D. Eisenhower for failing to

- (1) provide government support for public housing
- (2) promote equality for African Americans
- (3) address natural disasters in the South
- (4) enforce strict public safety measures

24 In 1957, President Eisenhower dealt with a civil rights crisis in Little Rock, Arkansas, by sending troops to

- (1) enforce a Supreme Court decision on school integration
 - (2) protect freedom riders on interstate buses
 - (3) arrest leaders of the Ku Klux Klan
 - (4) stop the violence during voter registration drives
-

Base your answer to question 25 on the excerpt below and on your knowledge of social studies.

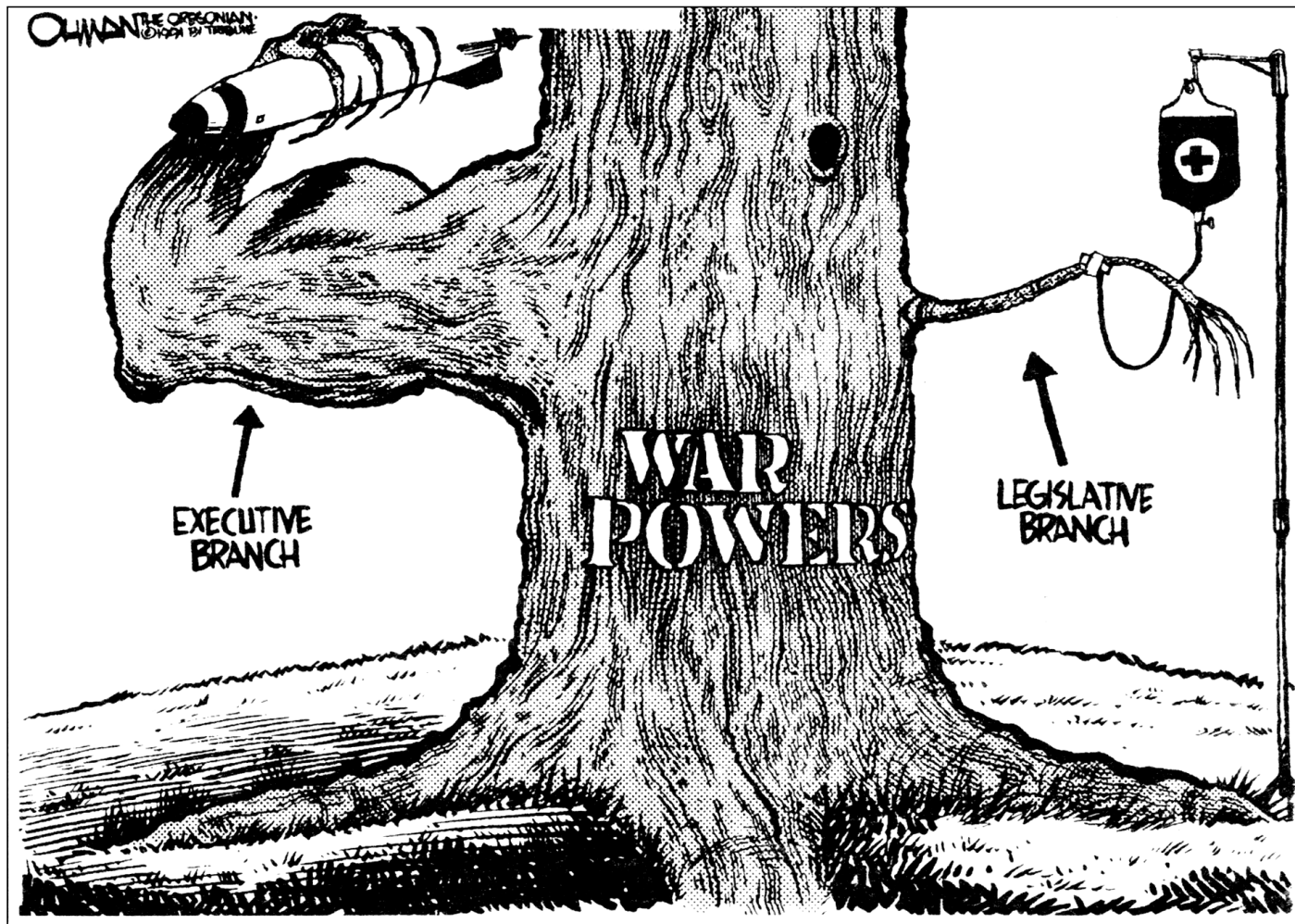
. . . In recent months, members of my Administration and officials of the Committee for the Re-Election of the President—including some of my closest friends and most trusted aides—have been charged with involvement in what has come to be known as the Watergate affair. These include charges of illegal activity during and preceding the 1972 Presidential election and charges that responsible officials participated in efforts to cover up illegal activity. . . .

Source: President Richard M. Nixon, Address to the Nation, April 30, 1973

25 What was one outcome associated with the Watergate affair?

- (1) The Vietnam War continued to expand.
 - (2) Trade with China expanded rapidly.
 - (3) Support for immigration reform increased.
 - (4) President Nixon eventually resigned from the presidency.
-

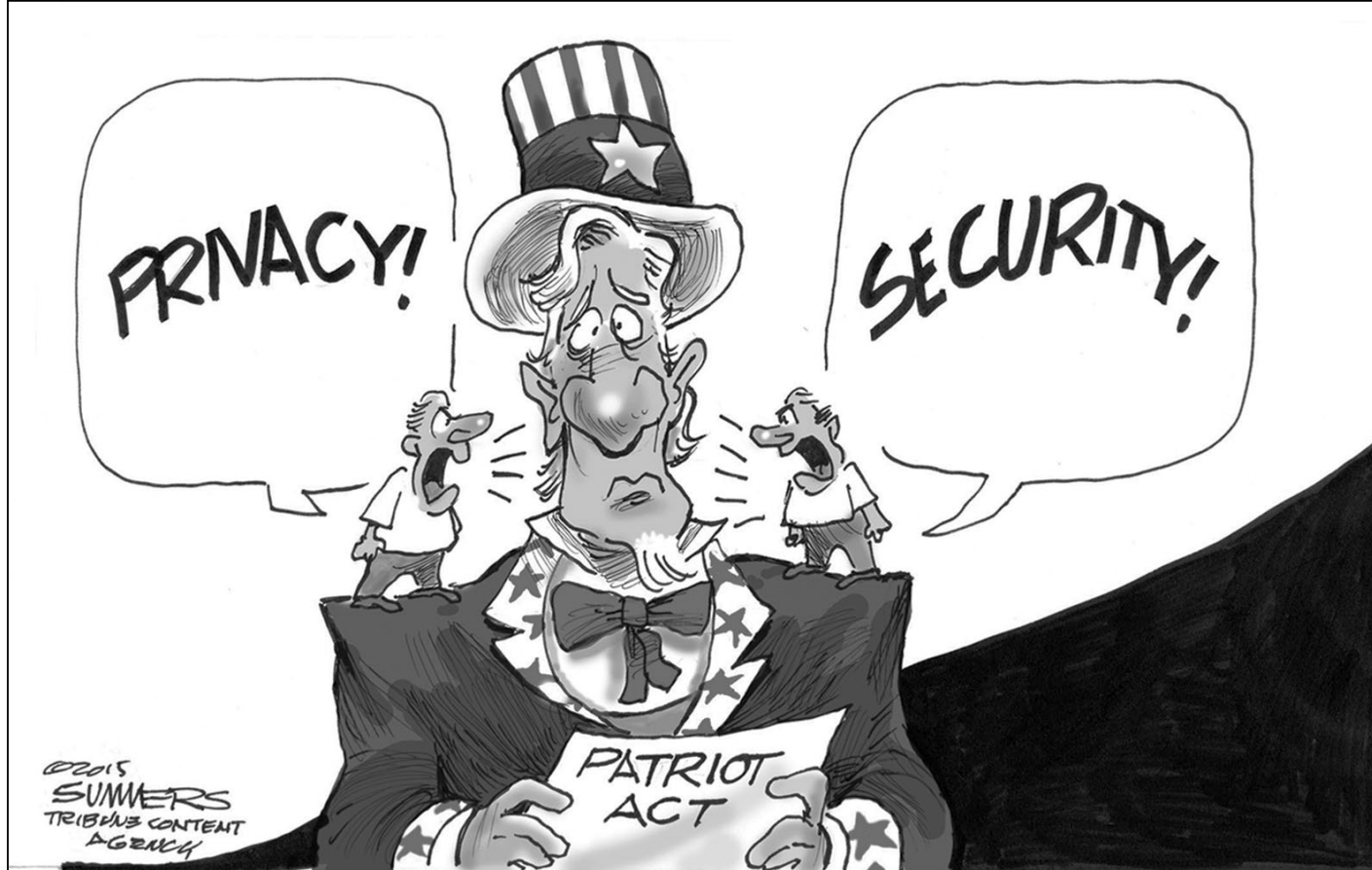
Base your answer to question 26 on the cartoon below and on your knowledge of social studies.



Source: Jack Ohman, *The Oregonian*, January 1992

- 26 Which statement is best supported by the idea expressed in this cartoon?
- (1) War powers are divided equally between the executive and legislative branches.
 - (2) The legislative branch has refused to exercise its war powers.
 - (3) The war powers of the executive branch have expanded.
 - (4) The war powers of the executive branch are often checked by the judicial branch.

Base your answers to questions 27 and 28 on the cartoon below and on your knowledge of social studies.



Source: Dana Summers, Tribune Content Agency, 2015

27 Which problem is represented in this cartoon?

- (1) Americans were confused by the wording of the new law.
- (2) The Patriot Act did not apply to enough people in the United States.
- (3) The Patriot Act, while keeping the nation safe, would violate the rights of individuals.
- (4) Individuals were concerned that the Patriot Act did not make the nation safe enough.

28 Which event most directly led to the passage of the Patriot Act?

- (1) Iraq's invasion of Kuwait
 - (2) end of the Cold War
 - (3) Soviet launching of Sputnik
 - (4) terrorist attacks on the United States on September 11, 2001
-

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Answers to the Short-Essay Questions (29 and 30) and the Civic Literacy Essay Question (37) are to be written in the separate essay booklet.

Part II

SHORT-ESSAY QUESTIONS (SEQs)

These Short-Essay Questions are based on the accompanying documents and are designed to test your ability to work with historical documents. Each Short-Essay Question set consists of two documents. Some of these documents have been edited for the purposes of these questions. Keep in mind that the language and images used in a document may reflect the historical context of the time in which it was created.

SEQ Set 1 (Question 29)

Task: Read and analyze the following documents, applying your social studies knowledge and skills to write a short essay of two or three paragraphs in which you:

- Describe the historical context surrounding these documents
- Identify and explain the *relationship* between the events and/or ideas found in these documents (Cause and Effect, *or* Similarity/Difference, *or* Turning Point)

In developing your short-essay answer of two or three paragraphs, be sure to keep these explanations in mind:

Describe means “to illustrate something in words or tell about it.”

Historical Context refers to “the relevant historical circumstances surrounding or connecting the events, ideas, or developments in these documents.”

Identify means “to put a name to or to name.”

Explain means “to make plain or understandable; to give reasons for or causes of; to show the logical development or relationship of.”

Types of Relationships:

Cause refers to “something that contributes to the occurrence of an event, the rise of an idea, or the bringing about of a development.”

Effect refers to “what happens as a consequence (result, impact, outcome) of an event, an idea, or a development.”

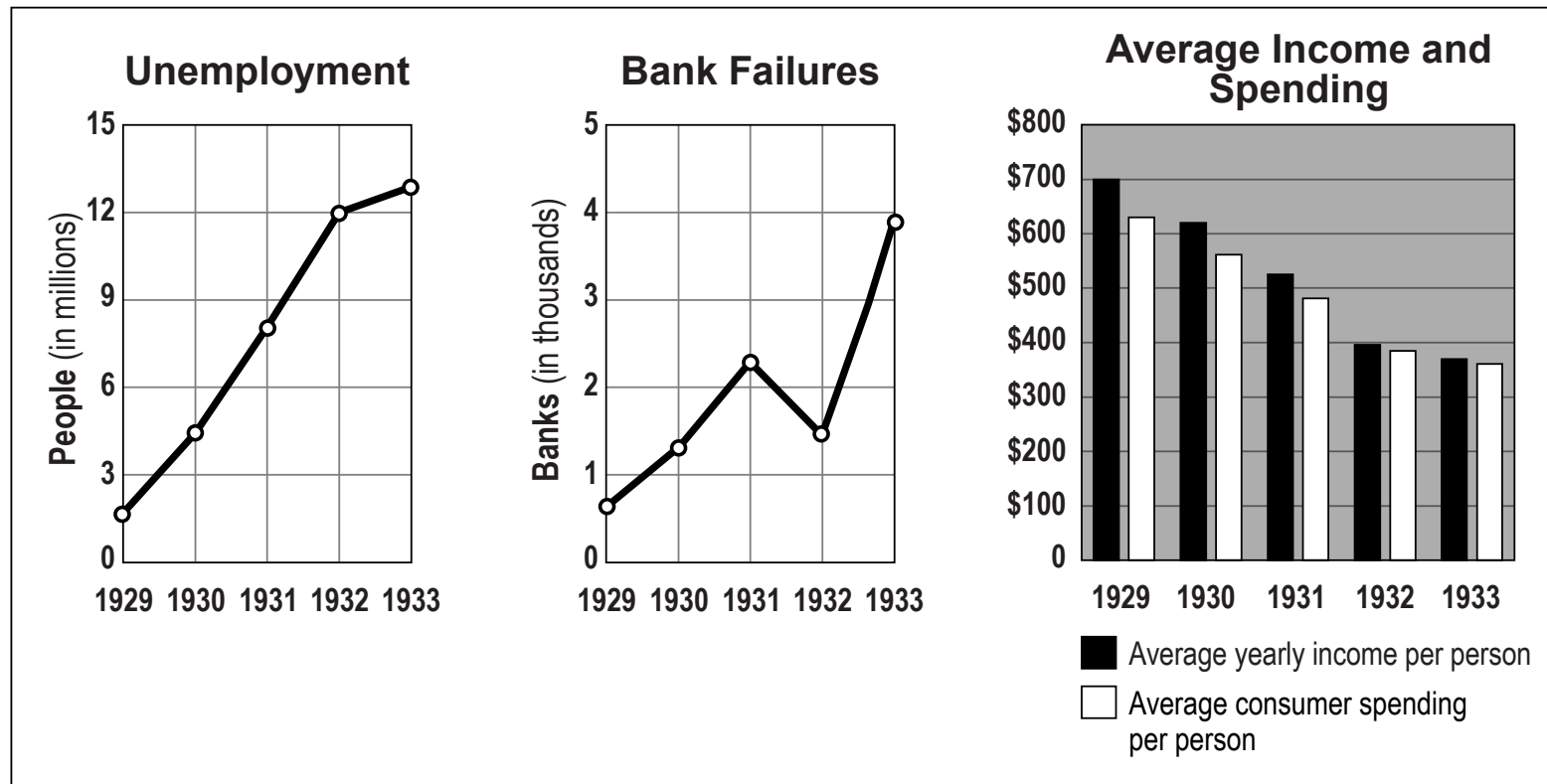
Similarity tells how “something is alike or the same as something else.”

Difference tells how “something is not alike or not the same as something else.”

Turning Point is “a major event, idea, or historical development that brings about significant change. It can be local, regional, national, or global.”

SEQ Set 1 Directions (Question 29): Read and analyze the following documents before writing your short essay in the separate essay booklet.

Document 1



Source: *Historical Statistics of the United States* (adapted)

Document 2

. . . In every dark hour of our national life a leadership of frankness and vigor has met with that understanding and support of the people themselves which is essential to victory. I am convinced that you will again give that support to leadership in these critical days.

In such a spirit on my part and on yours we face our common difficulties. . . . Farmers find no markets for their produce; the savings of many years in thousands of families are gone.

More important, a host of unemployed citizens face the grim problem of existence, and an equally great number toil with little return. Only a foolish optimist can deny the dark realities of the moment. . . .

Our greatest primary task is to put people to work. This is no unsolvable problem if we face it wisely and courageously. . . .

Finally, in our progress toward a resumption of work we require two safeguards against a return of the evils of the old order; there must be a strict supervision of all banking and credits and investments; there must be an end to speculation with other people's money, and there must be a provision for an adequate but sound currency. . . .

Source: President Franklin D. Roosevelt, First Inaugural Address, March 4, 1933 (adapted)

SEQ Set 1 (Question 29)

Task: Based on your reading and analysis of these documents, apply your social studies knowledge and skills to write a short essay of two or three paragraphs in which you:

- Describe the historical context surrounding these documents
- Identify and explain the ***relationship*** between the events and/or ideas found in these documents (Cause and Effect, ***or*** Similarity/Difference, ***or*** Turning Point)

Guidelines:

In your short essay, be sure to

- Develop all aspects of the task
- Incorporate relevant outside information
- Support the task with relevant facts and examples

You are *not* required to include a separate introduction or conclusion in your short essay of two or three paragraphs.

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SEQ Set 2 (Question 30)

Task: Read and analyze the following documents, applying your social studies knowledge and skills to write a short essay of two or three paragraphs in which you:

- Describe the historical context surrounding Documents 1 and 2
- Analyze **Document 1** and explain how *audience*, **or** *purpose*, **or** *bias*, **or** *point of view* affects this document's use as a reliable source of evidence

In developing your short-essay answer of two or three paragraphs, be sure to keep these explanations in mind:

Describe means “to illustrate something in words or tell about it.”

Historical Context refers to “the relevant historical circumstances surrounding or connecting the events, ideas, or developments in these documents.”

Analyze means “to examine a document and determine its elements and its relationships.”

Explain means “to make plain or understandable; to give reasons for or causes of; to show the logical development or relationship of.”

Reliability is determined by how accurate and useful the information found in a source is for a specific purpose.

SEQ Set 2 Directions (Question 30): Read and analyze the following documents before writing your short essay in the separate essay booklet.

Document 1

President Franklin Pierce appointed James Guthrie as secretary of the Treasury in 1853. Guthrie was responsible for presenting detailed annual reports to Congress about the nation's economy.

. . . As soon as the [Great] Lakes were reached, the line of navigable water was extended through them nearly one thousand miles farther into the interior. The Western states immediately commenced the construction of similar works, for the purpose of opening a communication, from the more remote portions of their territories, with this great water-line. All these works took their direction and character from the Erie Canal, which in this manner became the outlet for almost the greater part of the West.

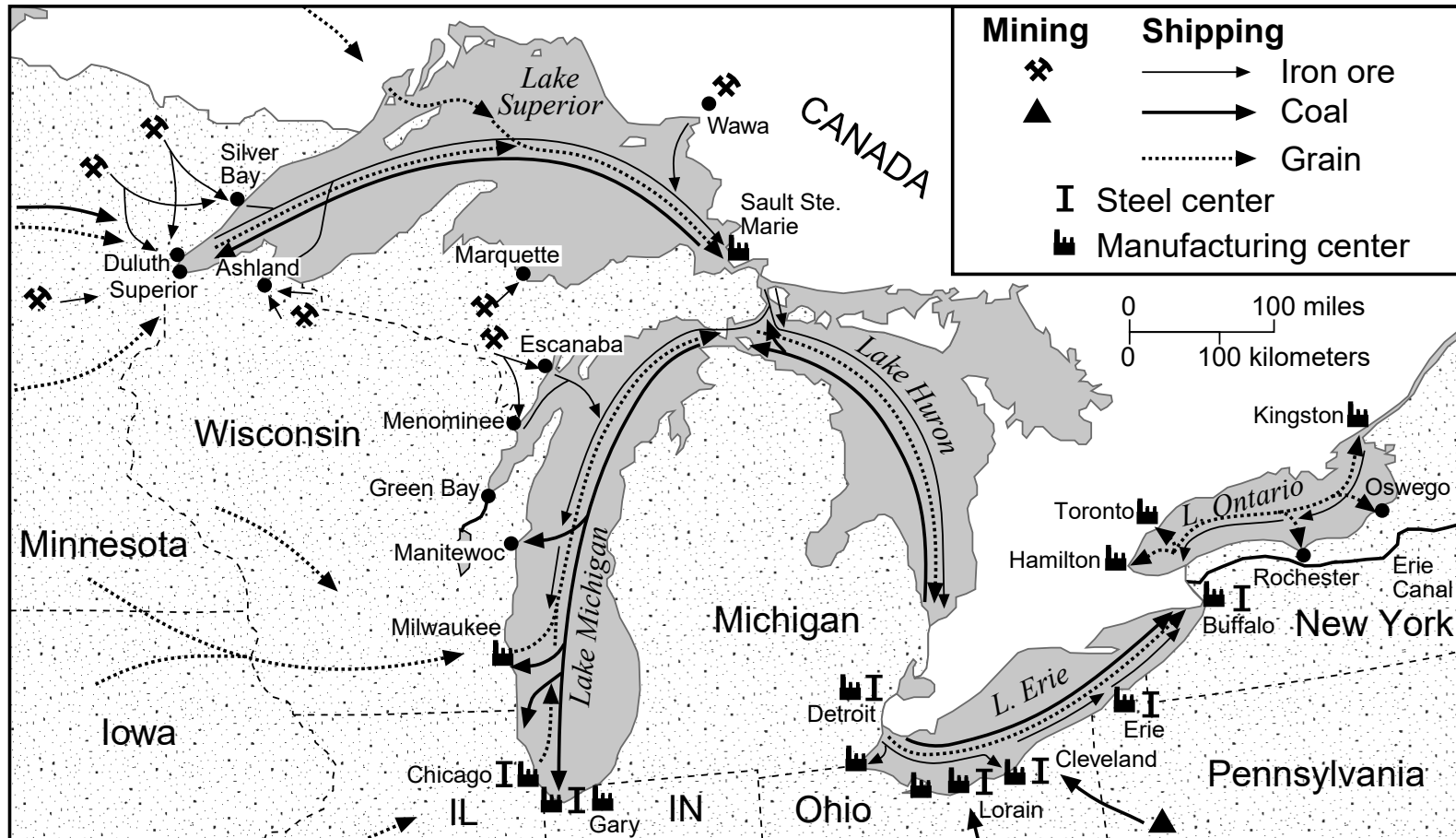
It is difficult to estimate the influence which this Canal has exerted upon the commerce, growth, and prosperity of the whole country, for it is impossible to imagine what would have been the state of things without it.

But for this work, the West would have held out few inducements [incentives] to the settler, who would have been without a market for his most important products, and consequently without the means of supplying many of his most essential wants. That portion of the country would have remained comparatively unsettled up to the present time; and, where now exist rich and populous communities, we should find an uncultivated wilderness.

The East would have been equally without the elements of growth. The Canal has supplied it with cheap food, and has opened an outlet and created a market for the products of its manufactures and commerce. . . .

Source: James Guthrie, Secretary of the Treasury, "The Impact of the Erie Canal," 1853

Great Lakes Shipping



Source: University of Michigan, Department of Geography (adapted)

SEQ Set 2 (Question 30)

Task: Based on your reading and analysis of these documents, apply your social studies knowledge and skills to write a short essay of two or three paragraphs in which you:

- Describe the historical context surrounding Documents 1 and 2
- Analyze **Document 1** and explain how *audience*, **or** *purpose*, **or** *bias*, **or** *point of view* affects this document's use as a reliable source of evidence

Guidelines:

In your short essay, be sure to

- Develop all aspects of the task
- Incorporate relevant outside information
- Support the task with relevant facts and examples

You are *not* required to include a separate introduction or conclusion in your short essay of two or three paragraphs.

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Part III

CIVIC LITERACY ESSAY (Questions 31–37)

This Civic Literacy Essay 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 purpose of this question. As you analyze the documents, take into account the source of each document and any point of view that may be presented in the document. Keep in mind that the language and images used in a document may reflect the historical context of the time in which it was created.

Historical Context: Prohibition

Throughout United States history, many constitutional and civic issues have been debated by Americans. These debates have resulted in efforts by individuals, groups, and governments to address these issues. These efforts have achieved varying degrees of success. One of these constitutional and civic issues is *Prohibition*.

Task: Read and analyze the documents in Part A. 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

- Describe the historical circumstances surrounding this constitutional or civic issue
- Explain efforts by individuals, groups, and/or governments to address this constitutional or civic issue
- Discuss the impact of the efforts on the United States and/or on American society

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”**

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Civic Literacy Essay

Part A

Short-Answer Questions (31–36)

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

Document 1

. . . The prohibition movement was an outgrowth of the temperance crusades of the first half of the nineteenth century. Hard drinking was almost the rule among the Fathers of the Republic. The per capita consumption of spirits in the early days was many times what it is now, and beer drinking was almost unknown. After the War of 1812, there grew up in the New England States a large commerce in West Indian rum, which was consumed extensively, especially in Maine, supplementing the consumption of heavy liquors which were manufactured in those States. Maine alone, in 1827, when her population was 360,000, manufactured 1,333,160 gallons of liquor, and it was sold at retail in nearly every store and tavern. Drunkenness in its worst form, involving disastrous social consequences, was widespread. Sufficient evidence of it was to be found in the number of persons in the jails and poorhouses. . . .

Source: L. Ames Brown, "Prohibition," *The North American Review*, November 1915

31 According to L. Ames Brown, what is **one** historical circumstance surrounding the issue of Prohibition? [1]

Score

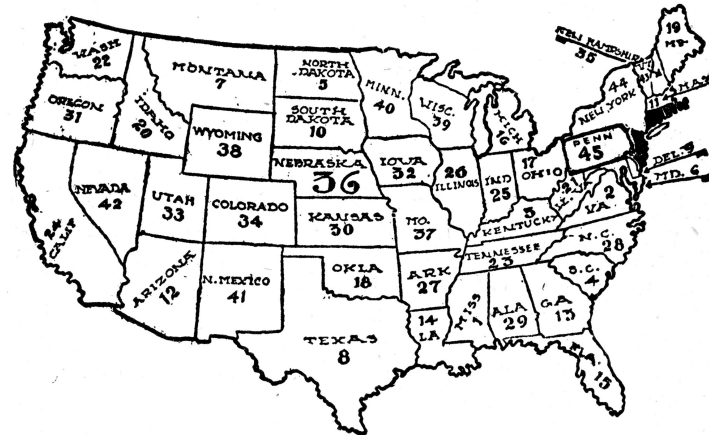
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National Prohibition

RATIFICATION MAP

Numbers Indicate Order in which States have Ratified the National Prohibition Amendment



This map shows on this date, January 31, 1919, that there are yet only four states which have not ratified. Three of these, Pennsylvania, Connecticut and Rhode Island, are expected to ratify at an early date. Even New Jersey may ratify and make the result unanimous.

STATEMENT OF THE NATIONAL LEGISLATIVE COMMITTEE OF THE ANTI-SALOON LEAGUE OF AMERICA

The ratification of the Prohibition amendment to the constitution is the consummation of more than twenty-five years of effort on the part of the Anti-Saloon League, representing as it has the moral and religious forces of the nation. It is the greatest victory for moral reform in America since the Declaration of Independence.

Not less in importance to that which has already been accomplished is the vitally essential task now before the Prohibition forces of securing from Congress and the states proper enforcement legislation and the crystallizing of public sentiment in the large cities and wet districts for complete enforcement of the law.

With Prohibition assured for this nation, the American anti-liquor forces need to redouble their efforts for the larger task of world Prohibition of the manufacture and sale of all intoxicating beverages.

James Cannon, Jr.,
Wayne B. Wheeler,
Arthur J. Barton,
Ernest H. Clerrington,
Legislative Committee.

P. A. Baker, General Superintendent.
E. C. Dinwiddie, Legislative Superintendent.

Source: Anti-Saloon League of America, 1919

32 According to this poster, what is ***one*** historical circumstance surrounding the issue of Prohibition? [1]

Score

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Document 3

. . . Over his first three years in the White House Hoover never wavered in his support for Prohibition. In 1929 he signed the “Five and Ten Law” making every liquor violation a felony, and his Justice Department ramped up federal enforcement. “We enormously increased the jail population,” by jailing Prohibition violators Hoover recalled in his memoirs. “We multiplied the fines, padlocking, and confiscations.” Yet all this aggressive action he ascribed [attributed] to his duty as a constitutional officer, not to his actual endorsement. On this basic political question, Hoover declined to share his feelings and refused to act on them. . . .

During the 1928 campaign Hoover famously saluted Prohibition as “a great social and economic experiment, noble in motive and far-reaching in purpose.” But three years later, surely the test had been run. . . .

By early 1932 little doubt remained as to the mood of the electorate. Respondents to a national mail-in survey conducted by *The Literary Digest* in February and March endorsed repeal of the Eighteenth Amendment by a four-to-one margin. Residents of Ohio, the birthplace of Prohibition, sent in 112,026 ballots for repeal and just 43,284 for keeping the ban on booze. Kansas was the only state to poll in favor of Prohibition. . . .

Source: Charles Rappleye, *Herbert Hoover in the White House*, Simon & Schuster, 2016 (adapted)

33 Based on this document, what was **one** effort to address the issue of Prohibition? [1]

Score

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Document 4

... The Women's Organization for National Prohibition Reform (WONPR) was founded in 1929 to show that not all women supported temperance. New York socialite Pauline Sabin led the charge after hearing Ella Boole, the Brooklyn-based leader of the Women's Christian Temperance Union, declare that her support for Prohibition represented "the women of America." On the heels of the successful suffrage campaign that won women the right to vote in 1920, the WONPR, and Sabin in particular, reflected the modern "new woman" of the 1920s. Many members of the WONPR had in fact initially supported the 18th amendment. But they had come to believe that Prohibition had led to a surge in unregulated and particularly underage drinking, as well as a growing sense of distrust for the rule of law. The WONPR's opposition to Prohibition, just like the 18th amendment itself, was not only about drinking, but about the government's role in regulating behavior.

The WONPR did a lot of what we think of now as typical political campaign activities: members attended meetings and gave speeches at rallies, went door-to-door to recruit new supporters, used new technology to spread their message—at the time radio, and lobbied politicians. Wealthy women had founded the organization, and proved able to raise funds even after the Stock Market Crash of 1929 ushered in the Great Depression. From its headquarters in New York City, the organization also gained publicity by organizing events such as a motorcade through New York State. . . .

Source: Sarah Seidman, "The New York Women Who Dismantled Prohibition,"
Museum of the City of New York, December 15, 2015

34 According to Sarah Seidman, what was *one* effort to address Prohibition? [1]

Score

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Document 5

. . . The end of the Prohibition era marked the demise of a moral crusade meant to impose a uniform standard of social behavior in the United States. Unrealistic and unforgiving, Prohibition had allowed a vocal minority to regulate the personal habits of all Americans, especially those who lived and worked in cities like New York. While the desire of the dry crusade to uplift and improve the United States by banning alcohol and the saloon had in some ways been understandable in the Progressive era that spawned the Prohibition movement, the shortcomings of the dry crusade manifested themselves as soon as the dry experiment had begun. Anachronistic [outdated] and unworkable, the Prohibition experiment was ill suited to the diversity and dynamic of the modern United States, which by the 1920s had grown too large and too varied a nation to be governed by an impulse as intrusive as the dry crusade. Despite the force of federal law, the use of authoritarian tactics to enforce it, and the expenditure of millions of dollars a year, in fourteen years Prohibition succeeded neither in changing Americans' behavior nor in eliminating the problems caused by alcohol abuse. When Prohibition failed, and it did so spectacularly, it revealed the limits of moral reform movements, and specifically the paternalistic, prejudiced, and undemocratic ideals behind the dry crusade. . . .

Source: Michael A. Lerner, *Dry Manhattan: Prohibition in New York City*, Harvard University Press, 2007

35 According to Michael A. Lerner, what has been **one** impact of the efforts to address Prohibition? [1]

Score

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Document 6

Although President Franklin Roosevelt supported repeal of Prohibition, he wanted to ban the operation of saloons, bars, and taverns in the United States.

New York Times. LATE CITY EDITION
WEATHER—Rain and warmer today; tomorrow fair and colder.
Temperatures Yesterday—Max., 44; min., 34.

Copyright, 1933, by The New York Times Company.

NEW YORK, WEDNESDAY, DECEMBER 6, 1933. MP TWO CENTS In New York City, THREE CENTS; Elsewhere Except Within 200 Miles, FOUR CENTS; Elsewhere Except Within 200 Miles, Five Cents.

PROHIBITION REPEAL IS RATIFIED AT 5:32 P. M.; ROOSEVELT ASKS NATION TO BAR THE SALOON; NEW YORK CELEBRATES WITH QUIET RESTRAINT

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**State House Bootlegger
Is Barred in Maryland**

Special to THE NEW YORK TIMES.
ANNAPOLIS, Md., Dec. 5.—Wet legislators here will patriotically support legal liquor. The State House bootlegger received formal notice today to discontinue his trade. The notice was served by a policeman on duty at the Capitol.

Throughout this session, the bootlegger has conducted a thriving business; a business which, he says, has been especially arduous because of the sudden demands made on him by legislators and their desire for prompt service.

While his services were cut off eight hours before post-prohibition stuff could be bought, the bootlegger thought the legislators had obtained a sufficient reserve to carry them through until evening and legal liquor.

CITY TOASTS NEW ERA

Crowds Swamp Licensed Resorts, but the Legal Liquor Is Scarce.

CELEBRATION IN STREETS

Marked by Absence of Undue Hilarity and Only Normal Number of Arrests.

MANY SPEAKEASIES CLOSE

Machine Guns Guard Some Liquor Trucks—Supplies to Be Rushed Out Today.

The Repeal Proclamation

Special to THE NEW YORK TIMES.

WASHINGTON, Dec. 5.—The text of the proclamation by William Phillips, Acting Secretary of State, certifying to the adoption of the Twenty-first Amendment repealing prohibition, follows:

WILLIAM PHILLIPS,
Acting Secretary of State of the United States of America.

To all whom these presents shall come, greeting:

KNOW YE, That the Congress of the United States, at the second session, Seventy-second Congress, begun and held at the city of Washington on Monday, the fifth day of December, in the year one thousand nine hundred and thirty-two, passed a Joint Resolution in the words and figures as follows:

To wit—

JOINT RESOLUTION.

Proposing an amendment to the Constitution of the United States.

Resolved by the Senate and House of Representatives of the United States of America in Congress assembled (two-thirds of each House concurring therein), That the following article is hereby proposed as an amendment to the Constitution of the United States, which shall be valid to all intents and purposes as part of the Constitution when ratified by conventions in three-fourths of the several States:

FINAL ACTION AT CAPITAL

President Proclaims the Nation's New Policy as Utah Ratifies.

PHILLIPS SIGNS DECREE

Orders 21st Amendment in Effect on Receiving Votes of Three Final States.

RECOVERY TAXES TO END

\$227,000,000 a Year Automatically Dropped—Canadian Whisky Quota Is Raised.

**RATIFYING BY UTAH
ENDS PROHIBITION**

Source: New York Times, December 6, 1933

36 Based on this document, what is ***one*** impact of the efforts to address Prohibition? [1]

Score

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Part B

Civic Literacy Essay Question (37)

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: Prohibition

Throughout United States history, many constitutional and civic issues have been debated by Americans. These debates have resulted in efforts by individuals, groups, and governments to address these issues. These efforts have achieved varying degrees of success. One of these constitutional and civic issues is *Prohibition*.

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

- Describe the historical circumstances surrounding this constitutional or civic issue
- Explain efforts by individuals, groups, and/or governments to address this constitutional or civic issue
- Discuss the impact of the efforts on the United States and/or on American society

Guidelines:

In your essay, be sure to

- Develop all aspects of the task
- Explain *at least two* efforts to address the issue
- Incorporate information from *at least four* documents
- Incorporate relevant outside information
- Support the theme with relevant facts, examples, and details
- Use a logical and clear plan of organization, including an introduction and a conclusion that are beyond a restatement of the theme

