

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**

Friday, June 20, 2025 — 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.

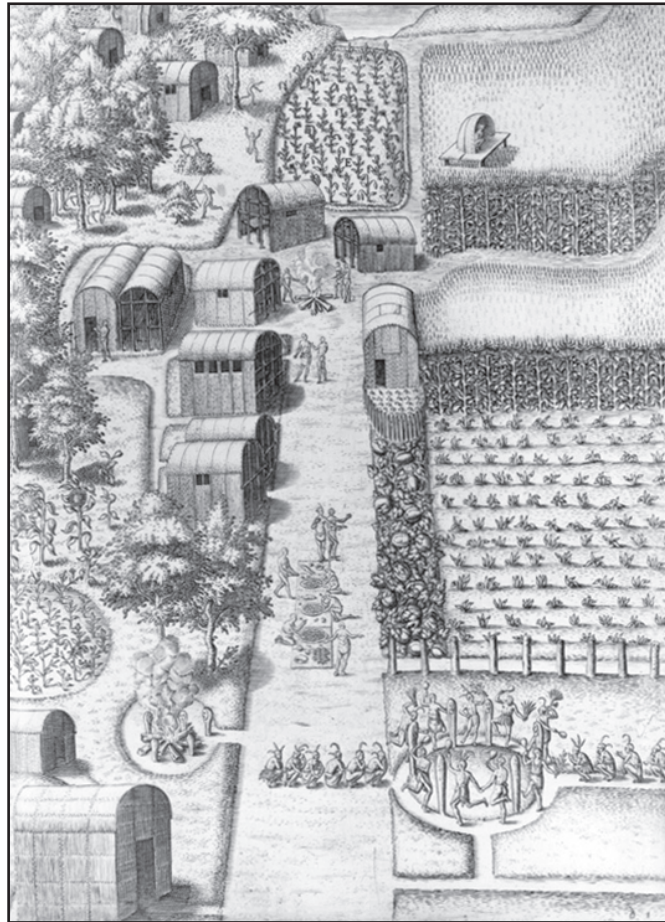
Part I

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 engraving below and on your knowledge of social studies.

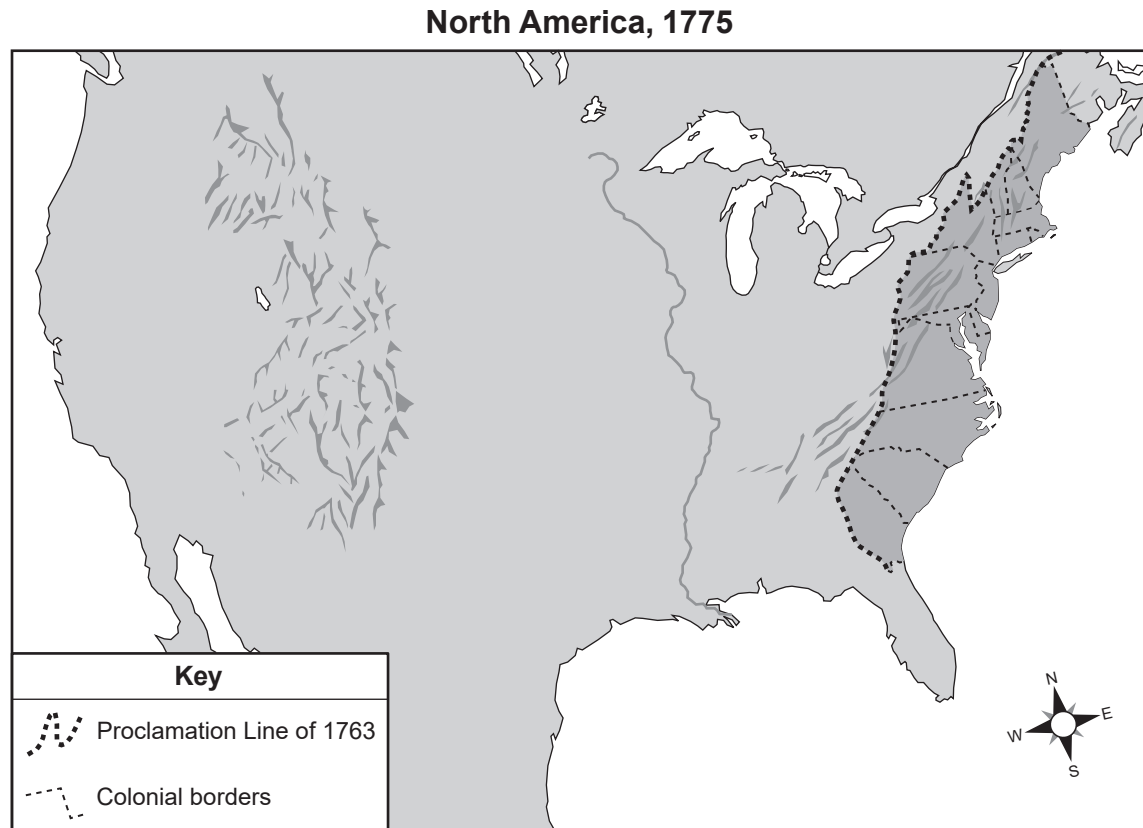
The Town of Secota, 1590



Source: Theodor de Bry, engraver, 1590 (adapted)

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| <p>1 Which statement about Native American societies can be inferred from this engraving?</p> <ul style="list-style-type: none">(1) The inhabitants valued entertainment over field work.(2) The layouts of their villages were based on European societies.(3) Internal conflict and disease led to their decline.(4) Their communities were planned and supported an organized way of life. | <p>2 A historian would find this engraving most useful for</p> <ul style="list-style-type: none">(1) describing Native American societies prior to European colonization(2) examining the way Native Americans dealt with hardship(3) illustrating the influence colonial leaders had on Native American societies(4) understanding the trading patterns of Native American societies |
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Base your answers to questions 3 and 4 on the map below and on your knowledge of social studies.



Source: Schwartz and O'Connor, *Exploring American History*, Globe Book Company (adapted)

3 The Proclamation Line of 1763 generally followed which geographic feature?

- (1) Great Lakes
- (2) Appalachian Mountains
- (3) Rocky Mountains
- (4) Mississippi River

4 How did many American colonists respond to the establishment of the Proclamation Line of 1763?

- (1) They argued it was an abuse of British authority.
- (2) They established a colony on the Florida peninsula.
- (3) They honored Native American treaties.
- (4) They purchased land needed to construct the National Road.

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

. . . In pursuance of the plan which I have laid down for the discussion of the subject, the point next in order to be examined is the “insufficiency of the present Confederation to the preservation of the Union.” . . .

In our case, the concurrence [agreement] of thirteen distinct sovereign wills is requisite [required], under the Confederation, to the complete execution of every important measure that proceeds from the Union. It has happened as was to have been foreseen. The measures of the Union have not been executed; the delinquencies of the States have, step by step, matured themselves to an extreme, which has, at length, arrested all the wheels of the national government, and brought them to an awful stand. Congress at this time scarcely possess the means of keeping up the forms of administration, till the States can have time to agree upon a more substantial substitute for the present shadow of a federal government. Things did not come to this desperate extremity at once. . . . Each State, yielding to the persuasive voice of immediate interest or convenience, has successively withdrawn its support, till the frail and tottering edifice seems ready to fall upon our heads, and to crush us beneath its ruins.

Source: Alexander Hamilton, *The Federalist Papers: No. 15*,
December 1, 1787 (adapted)

5 Based on this passage, what action would Alexander Hamilton recommend?

- (1) strengthening the national government
- (2) establishing a monarchy
- (3) increasing the power of the states
- (4) continuing to use the Articles of Confederation

6 Based on this passage, the purpose of the *Federalist Papers* was to

- (1) discourage the creation of political parties
- (2) justify the American Revolution to the colonists
- (3) support ratification of the Constitution
- (4) argue for a bill of rights

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

... The authority, therefore, given to the supreme court, by the act establishing the judicial courts of the United States, to issue writs of mandamus to public officers, appears not to be warranted by the constitution; and it becomes necessary to inquire whether a jurisdiction, so conferred [granted], can be exercised. . . .

Certainly all those who have framed written constitutions contemplate them as forming the fundamental and paramount law of the nation, and consequently the theory of every such government must be, that an act of the legislature repugnant [disagreeable] to the constitution is void. . . .

It is emphatically the province and duty of the judicial department to say what the law is. Those who apply the rule to particular cases, must of necessity expound [explain] and interpret that rule. If two laws conflict with each other, the courts must decide on the operation of each. . . .

Source: Chief Justice John Marshall, Majority Opinion, *Marbury v. Madison*, February 24, 1803 (adapted)

7 The Supreme Court's decision in this case established the principle of

- (1) states' rights
- (2) nullification
- (3) judicial review
- (4) popular sovereignty

8 What was a direct result of the Supreme Court's decision in this case?

- (1) The power of the federal judiciary was strengthened.
- (2) The court increased the number of justices.
- (3) The legislative branch's power was increased.
- (4) The authority of the executive branch expanded.

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

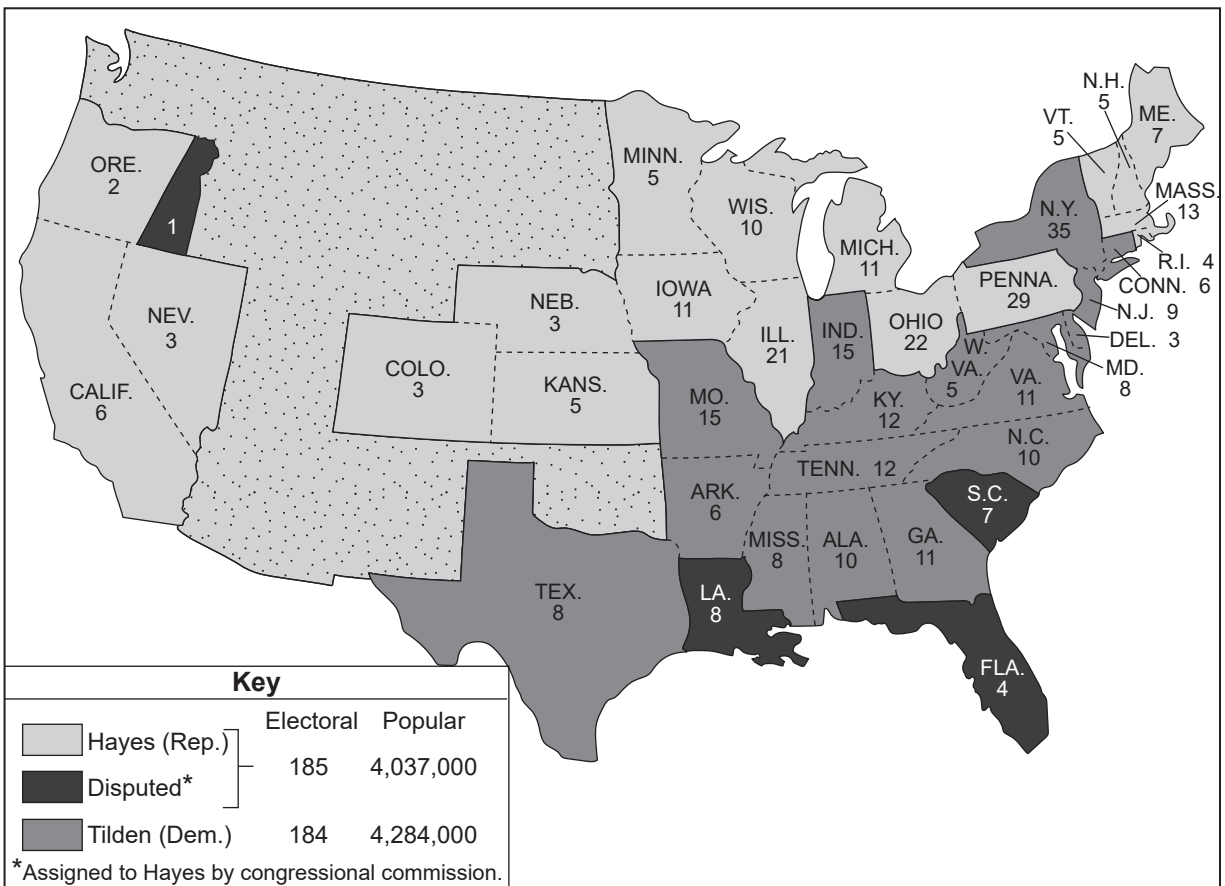
. . . The consequences of a speedy removal will be important to the United States, to individual States, and to the Indians [Native Americans] themselves. The pecuniary [financial] advantages which it promises to the Government are the least of its recommendations. It puts an end to all possible danger of collision between the authorities of the General [Federal] and State Governments on account of the Indians. It will place a dense and civilized population in large tracts of country now occupied by a few savage hunters. By opening the whole territory between Tennessee on the north and Louisiana on the south to the settlement of the whites it will incalculably [greatly] strengthen the SW [southwestern] frontier and render the adjacent States strong enough to repel future invasions without remote aid. It will relieve the whole State of Mississippi and the western part of Alabama of Indian 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. . . .

Source: President Andrew Jackson, Second Annual Message to Congress,
December 6, 1830

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| <p>9 What was the primary reason President Andrew Jackson supported the removal of Native Americans from their tribal lands?</p> <ul style="list-style-type: none">(1) it provided fertile farmland to Native Americans(2) it gave political support to Native Americans(3) it opened Native American land to white settlement(4) it granted citizenship to Native Americans | <p>10 Which Supreme Court case was directly related to the control of Native American land in the southeast?</p> <ul style="list-style-type: none">(1) <i>McCulloch v. Maryland</i>(2) <i>Worcester v. Georgia</i>(3) <i>Dred Scott v. Sanford</i>(4) <i>Plessy v. Ferguson</i> |
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Base your answers to questions 11 and 12 on the map below and on your knowledge of social studies.

Electoral Votes in the Election of 1876



Source: Blum et al., *The National Experience: A History of the United States*, Harcourt Brace Jovanovich, 1985 (adapted)

11 This map of electoral votes in the 1876 presidential election shows that

- (1) Samuel Tilden won in most western states
- (2) the votes of several northern states were disputed
- (3) the Democratic candidate won fewer popular votes
- (4) Rutherford B. Hayes won the presidential election

12 What was a major result of the negotiations that settled the election of 1876?

- (1) Confederate General Robert E. Lee surrendered to end the Civil War.
- (2) Manifest Destiny was completed with the addition of new western territory.
- (3) Slavery was abolished with the ratification of the 13th amendment.
- (4) Reconstruction ended with the removal of the Union army from the South.

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

. . . Here at our sea-washed, sunset gates shall stand
A mighty woman with a torch, whose flame
Is the imprisoned lightning, and her name
Mother of Exiles. From her beacon-hand
Glow world-wide welcome; . . .
“Keep ancient lands, your storied pomp!” cries she
With silent lips. “Give me your tired, your poor,
Your huddled masses yearning to breathe free,
The wretched refuse of your teeming shore.
Send these, the homeless, tempest-tost to me,
I lift my lamp beside the golden door!”

Source: Emma Lazarus, “The New Colossus,” 1883 (adapted)

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| 13 Which group would most strongly oppose the idea expressed in this poem? | 14 These words on the Statue of Liberty reflect 19th-century American support for |
| (1) nativists | (1) socialism |
| (2) industrialists | (2) populism |
| (3) suffragists | (3) immigration |
| (4) imperialists | (4) neutrality |
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Base your answers to questions 15 and 16 on the passage below and on your knowledge of social studies.

. . . Even as it was menaced by new competitors abroad, Standard Oil seemed omnipotent [all-powerful] in American oil. Everything about its operation was colossal: Twenty thousand wells poured their output into 4,000 miles of Standard Oil pipelines, carrying the crude to seaboard or to 5,000 Standard Oil tank cars. The combine now employed 100,000 people and superintended the export of 50,000 barrels of oil to Europe daily. Rockefeller’s creation could be discussed only in superlatives: It was the biggest and richest, the most feared and admired business organization in the world. Earning steady, reliable profits, year in and year out, Rockefeller could be forgiven for believing he had outwitted the business cycle. For a man who craved order, he had reached his apogee [summit]. No longer at the mercy of unpredictable economic forces, he thrived even in recessions. . . .

Source: Ron Chernow, *Titan: The Life of John D. Rockefeller, Sr.*, Vintage Books, 1998

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| 15 Historians could best use this passage to study | 16 Which writer became famous for exposing the questionable business tactics of Rockefeller’s Standard Oil Company? |
| (1) the transportation revolution in the early 19th century | (1) Upton Sinclair |
| (2) industrialization during the late 19th century | (2) Jacob Riis |
| (3) jobs creation under the New Deal | (3) Ida Tarbell |
| (4) the impact of the Quota Acts | (4) Margaret Sanger |
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Base your answers to questions 17 and 18 on the passage below and on your knowledge of social studies.

We hold that the policy known as imperialism is hostile to liberty and tends toward militarism, an evil from which it has been our glory to be free. We regret that it has become necessary in the land of Washington and Lincoln to reaffirm that all men, of whatever race or color, are entitled to life, liberty and the pursuit of happiness. We maintain that governments derive their just powers from the consent of the governed. We insist that the subjugation of any people is “criminal aggression” and open disloyalty to the distinctive principles of our government.

We earnestly condemn the policy of the present National Administration in the Philippines. It seeks to extinguish the spirit of 1776 in those islands. We deplore the sacrifice of our soldiers and sailors, whose bravery deserves admiration even in an unjust war. We denounce the slaughter of the Filipinos as a needless horror. . . .

Source: Platform of the American Anti-Imperialist League, 1899

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| <p>17 Which event led to the issues described in this passage?</p> <ul style="list-style-type: none">(1) Mexican-American War(2) Civil War(3) Spanish-American War(4) World War I | <p>18 Which action would most likely have been rejected by the authors of this passage?</p> <ul style="list-style-type: none">(1) passage of an amendment for the direct election of senators(2) creation of the Pure Food and Drug Act(3) establishment of the Federal Reserve System(4) announcement of the Roosevelt Corollary |
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Base your answers to questions 19 and 20 on the excerpt below and on your knowledge of social studies.

. . . The most stringent protection of free speech would not protect a man in falsely shouting fire in a theatre and causing a panic. . . . The question in every case is whether the words used are used in such circumstances and are of such a nature as to create a clear and present danger that they will bring about the substantive evils that Congress has a right to prevent. . . .

Source: Supreme Court Justice Oliver Wendell Holmes, Majority Opinion, *Schenck v. United States*, 1919 (adapted)

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| <p>19 In this decision, the actions of Charles Schenck were labeled as a “clear and present danger” because the United States was</p> <ul style="list-style-type: none">(1) responding to strikes by organized labor(2) implementing a new immigration system(3) involved in fighting a world war(4) concerned about a revolution in Russia | <p>20 Which constitutional right was limited by this Supreme Court decision?</p> <ul style="list-style-type: none">(1) freedom of expression(2) right to bear arms(3) right to counsel(4) trial by jury |
|--|--|

Base your answers to questions 21 and 22 on the speech below and on your knowledge of social studies.

. . . So, first of all, let me assert my firm belief that the only thing we have to fear is fear itself—nameless, unreasoning, unjustified terror which paralyzes needed efforts to convert retreat into advance. 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. . . .

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

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|---|---|---------------------|----------------|--------------|-------------------|
| <p>21 What issue is being addressed by President Franklin D. Roosevelt in this speech?</p> <ul style="list-style-type: none">(1) the failure of Prohibition(2) the economic problems caused by the Great Depression(3) the destruction caused by the attack on Pearl Harbor(4) the possibility of a military alliance with Great Britain | <p>22 Which program was created in response to the situation described in this speech?</p> <table border="0"><tr><td>(1) Fourteen Points</td><td>(3) Lend-Lease</td></tr><tr><td>(2) New Deal</td><td>(4) Great Society</td></tr></table> | (1) Fourteen Points | (3) Lend-Lease | (2) New Deal | (4) Great Society |
| (1) Fourteen Points | (3) Lend-Lease | | | | |
| (2) New Deal | (4) Great Society | | | | |
-

Base your answer to question 23 on the passage below and on your knowledge of social studies.

. . . The military necessity which is essential to the validity of the evacuation order thus resolves itself into a few intimations that certain individuals actively aided the enemy, from which it is inferred that the entire group of Japanese Americans could not be trusted to be or remain loyal to the United States. No one denies, of course, that there were some disloyal persons of Japanese descent on the Pacific Coast who did all in their power to aid their ancestral land. Similar disloyal activities have been engaged in by many persons of German, Italian and even more pioneer stock in our country. But to infer that examples of individual disloyalty prove group disloyalty and justify discriminatory action against the entire group is to deny that, under our system of law, individual guilt is the sole basis for deprivation of rights. . . .

Source: Supreme Court Justice Frank Murphy, Dissenting Opinion, *Korematsu v. United States*, 1944 (adapted)

- 23 What was the main reason for Supreme Court Justice Frank Murphy's dissent in *Korematsu v. United States*?
- (1) to ensure Japanese Americans remained loyal to the United States
 - (2) to increase Japanese American participation in the military
 - (3) to express opposition to the internment of Japanese Americans
 - (4) to pressure Congress to limit the rights of Japanese Americans during wartime
-

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

**The Tumult and the Shouting Dies;
the Captains and the Kings Depart**



Source: Herblock, *Washington Post*, 1951

24 Which idea is being illustrated in this cartoon?

- (1) expansion of presidential responsibility
- (2) increasing congressional checks on presidential power
- (3) increased role of the Supreme Court in United States foreign policy
- (4) use of executive orders to end foreign alliances

25 What is causing the problems shown in this cartoon?

- (1) failure to sign the Universal Declaration of Human Rights
- (2) judgments made at the Nuremberg War Trials
- (3) President Harry Truman's decision to desegregate the military
- (4) emergence of the Cold War rivalry

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

. . . Behind me stands a wall that encircles the free sectors of this city, part of a vast system of barriers that divides the entire continent of Europe. From the Baltic, south, those barriers cut across Germany in a gash of barbed wire, concrete, dog runs, and guard towers. Farther south, there may be no visible, no obvious wall. But there remain armed guards and checkpoints all the same—still a restriction on the right to travel, still an instrument to impose upon ordinary men and women the will of a totalitarian state. . . .

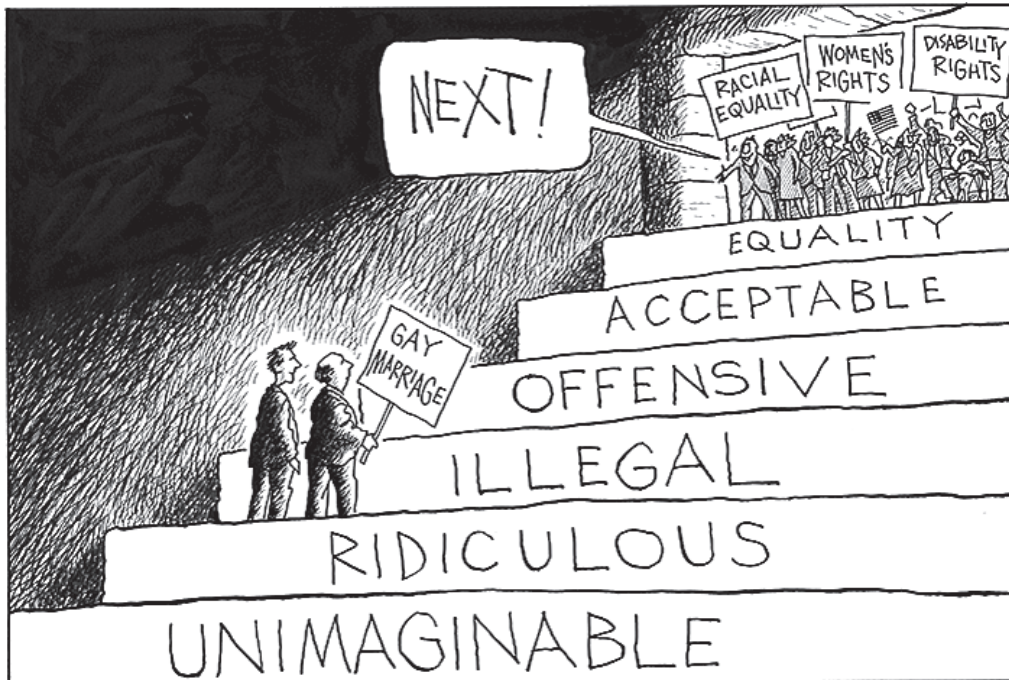
But in the West today, we see a free world that has achieved a level of prosperity and well-being unprecedented in all human history. In the Communist world, we see failure, technological backwardness, declining standards of health, even want of the most basic kind—too little food. Even today, the Soviet Union still cannot feed itself. After these four decades, then, there stands before the entire world one great and inescapable conclusion: Freedom leads to prosperity. . . .

Source: President Ronald Reagan, Speech at the Berlin Wall, June 12, 1987

26 What was the main idea of President Ronald Reagan's speech?

- (1) to draw attention to the human rights violations in Western Europe
 - (2) to increase humanitarian aid to the Communist bloc
 - (3) to prevent a re-emergence of fascism in East Germany
 - (4) to emphasize the failures of communism
-

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



Source: Tony Auth, *Philadelphia Inquirer*, May 9, 2004

27 What is the main idea of this cartoon?

- (1) Equal rights are easily achieved by all groups.
- (2) The difficult path to equality for one group has opened the way to others.
- (3) Gay marriage has lost support among racial and ethnic groups.
- (4) Women had more difficulty than any other group in gaining equality.

28 What key constitutional provision is frequently used by groups seeking legal equality?

- (1) 14th amendment—equal protection of the law
- (2) 4th amendment—protection against unreasonable search and seizure
- (3) 6th amendment—right of trial by jury
- (4) Article 1—establishing rules for naturalization

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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

Congress subpoenaed the White House tapes of President Richard Nixon's meetings and conversations.

Nixon Hanging Between the Tapes



Source: Herblock, *Washington Post*, May 24, 1974

Document 2

The Supreme Court ruled yesterday unanimously, and definitively, that President [Richard] Nixon must turn over tape recordings of White House conversations needed by the Watergate special prosecutor for the trial of the President's highest aides.

Ordering compliance with a trial subpoena "forthwith" [immediately], the court rejected Mr. Nixon's broad claims of unreviewable executive privilege and said they "must yield to the demonstrated, specific need for evidence in a pending criminal trial."

The President said he was "disappointed" by the decision but said he would comply. His lawyer said the time-consuming process of collecting and indexing the tapes would begin immediately. . . .

Finally, [Chief Justice Warren E.] Burger reached the heart of the dispute and he quickly found that President Nixon was wrong in arguing that courts must honor without question any presidential claim of executive privilege.

Burger repeatedly said the court had the utmost respect for the other branches of government but was obliged to reach its own judgment on whether the President's need for confidentiality was as great as the judiciary's need for the evidence. . . .

Source: John P. MacKenzie, *Washington Post*, July 25, 1974 (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 2** 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

. . . We, the undersigned scientists, have been working in the field of atomic power. Until recently we have had to fear that the United States might be attacked by atomic bombs during this war and that her only defense might lie in a counterattack by the same means. Today, with the defeat of Germany, this danger is averted and we feel impelled to say what follows:

The war has to be brought speedily to a successful conclusion and attacks by atomic bombs may very well be an effective method of warfare. We feel, however, that such attacks on Japan could not be justified, at least not unless the terms which will be imposed after the war on Japan were made public in detail and Japan were given an opportunity to surrender.

If such public announcement gave assurance to the Japanese that they could look forward to a life devoted to peaceful pursuits in their homeland and if Japan still refused to surrender our nation might then, in certain circumstances, find itself forced to resort to the use of atomic bombs. Such a step, however, ought not to be made at any time without seriously considering the moral responsibilities which are involved.

The development of atomic power will provide the nations with new means of destruction. The atomic bombs at our disposal represent only the first step in this direction, and there is almost no limit to the destructive power which will become available in the course of their future development. Thus a nation which sets the precedent of using these newly liberated forces of nature for purposes of destruction may have to bear the responsibility of opening the door to an era of devastation on an unimaginable scale. . . .

Source: E. Lapp et al., Petition to the President of the United States from the Manhattan Project Scientists at Los Alamos, July 17, 1945

Document 2

. . . The Japanese began the war from the air at Pearl Harbor. They have been repaid many fold. And the end is not yet. With this bomb we have now added a new and revolutionary increase in destruction to supplement the growing power of our armed forces. In their present form these bombs are now in production and even more powerful forms are in development.

It is an atomic bomb. It is a harnessing of the basic power of the universe. The force from which the sun draws its power had been loosed against those who brought war to the Far East. . . .

We are now prepared to obliterate more rapidly and completely every productive enterprise the Japanese have above ground in any city. We shall destroy their docks, their factories, and their communications. Let there be no mistake; we shall completely destroy Japan's power to make war.

It was to spare the Japanese people from utter destruction that the ultimatum of July 26 was issued at Potsdam. Their leaders promptly rejected that ultimatum. If they do not now accept our terms they may expect a rain of ruin from the air, the like of which has never been seen on this earth. Behind this air attack will follow sea and land forces in such numbers and power as they have not yet seen and with the fighting skill of which they are already well aware. . . .

Source: President Harry S. Truman, Statement Announcing the Use of the A-Bomb at Hiroshima, August 6, 1945

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 2** 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.

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: Purchase of the Louisiana Territory

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 the *purchase of the Louisiana Territory*.

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”

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

. . . When the United States won its independence from Great Britain in 1783, one of its major concerns was having a European power on its western boundary, and the need for unrestricted access to the Mississippi River. As American settlers pushed west, they found that the Appalachian Mountains provided a barrier to shipping goods eastward. The easiest way to ship produce was to build a flatboat and float down the Ohio and Mississippi Rivers to the port of New Orleans, from which goods could be put on ocean-going vessels. The problem with this route was that the Spanish owned both sides of the Mississippi below Natchez.

In 1795 the United States negotiated the Pinckney Treaty with Spain, which provided the right of navigation on the river and the right of deposit [right to store goods until export] of U.S. goods at the port of New Orleans. . . . Spain was eager to divest [relieve] itself of Louisiana, which was a drain on its financial resources. On October 1, 1800, Napoleon Bonaparte, First Consul of France, concluded the Treaty of San Ildefonso with Spain, which returned Louisiana to French ownership in exchange for a Spanish kingdom in Italy. . . .

Source: "The Louisiana Purchase," *Museum Gazette*, National Park Service, December 1991 (adapted)

- 31 Based on this document, what is **one** historical circumstance that led to the purchase of the Louisiana Territory? [1]

Score

Document 2

. . . Jefferson asked James Monroe, a former member of Congress and former governor of Virginia, to join [Robert R.] Livingston in Paris as minister extraordinary with discretionary powers to spend \$9,375,000 to secure New Orleans and parts of the Floridas (to consolidate the U.S. position in the southeastern part of the continent). . . .

By the time Monroe arrived in Paris on April 12, the situation had, unknown to him, radically altered: Napoléon had suddenly decided to sell the entire Louisiana Territory to the United States. He had always seen Saint Domingue, with a population of more than 500,000, producing enough sugar, coffee, indigo, cotton and cocoa to fill some 700 ships a year, as France's most important holding in the Western Hemisphere. The Louisiana Territory, in Napoléon's view, was useful mainly as a granary for Saint Domingue. With the colony in danger of being lost, the territory was less useful. Then, too, Napoléon was gearing up for another campaign against Britain and needed funds for that. . . .

Source: Joseph A. Harriss, "How the Louisiana Purchase Changed the World,"
Smithsonian, April 2003 (adapted)

- 32 According to Joseph A. Harriss, what is **one** historical circumstance that led to the purchase of the Louisiana Territory? [1]

Score

Document 3

. . . While the deal [Napoleon's offer to sell the entire Louisiana Territory] was instantly popular, there were problems. Negotiations would need to start with Great Britain and Spain about shared boundaries. And there was a debate about whether and how such a large property purchase was allowed under the Constitution.

Jefferson took a strict, literal view of constitutional powers, meaning that specific powers reserved for the President and Executive Branch needed to be spelled out in the Constitution. The ability to buy property from foreign governments was not among these powers listed [in] the Constitution. . . .

Instead, Jefferson considered a constitutional amendment the only way to conclude the deal with France. "The General Government has no powers but such as the Constitution gives it," he wrote to John Dickinson in 1803. "It has not given it power of holding foreign territory, and still less of incorporating it into the Union. An amendment of the Constitution seems necessary for this." . . .

Jefferson's cabinet, including James Madison, disagreed about the need for a constitutional amendment. The President also had been assured earlier in the year by Albert Gallatin, his Treasury Secretary, that any potential deal with France would be permissible and implied under the Constitution's treaty-making provisions. . . .

The debate in the Senate only lasted for two days. On October 20, 1803, the Senate voted for ratification 24-7, and the treaty was signed on October 31, 1803. . . .

Source: "The Louisiana Purchase: Jefferson's Constitutional Gamble," *Constitution Daily*, National Constitution Center (adapted)

- 33 Based on this document, state **one** way the constitutional issue raised by the Louisiana Purchase was addressed. [1]

Score

Document 4

. . . While Jefferson and his followers were altering their political philosophy to accommodate Louisiana, the Federalists of New England, led by [Timothy] Pickering, were also doing an about-face, from broad to strict interpretation of the Constitution. In this way, they hoped to prevent the inclusion of Louisiana in the Union. . . .

Standing alone, New England Federalism began to attack the Louisiana Purchase on various grounds. . . . Much attention was given to the huge sum that was to be paid for this desolate wilderness. . . . There was concern among some that the French title to Louisiana was not clear and that an attempt to occupy this region would involve the United States in a war with Spain, from whom France had obtained Louisiana. Other voices of New England Federalism urged that the purchase was unconstitutional, that the general government did not have the power to acquire foreign territory. . . .

When Jefferson called a special session of Congress in October, 1803, to consider the Louisiana treaty, Pickering and his fellow Federalists in Congress proceeded to Washington with much determination to defeat the agreement. Their attack was to be launched on constitutional grounds. . . .

Source: Thomas J. Farnham, "The Federal-State Issue and the Louisiana Purchase," *Louisiana History: The Journal of the Louisiana Historical Association*, 1965 (adapted)

34 According to Thomas J. Farnham, what is **one** effort by Federalists to oppose the Louisiana Purchase? [1]

Score

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GO ON TO THE NEXT PAGE ➡

[28]



Document 5b

. . . Most people had a mental picture of what a normal country size should be. They were accustomed to smaller ones, as in Europe. The United States suddenly seemed in danger of becoming clumsily huge, as a giant would appear among men. Nearly nine hundred thousand square miles of almost virgin territory was emptiness indeed, and at first, it had seemed to fill hardly at all. Most of it was still a wilderness, largely uninhabited and not yet demanding much governance; this was not an immediate concern, only a fear for the future. But for a time, the fear was shared by many Americans. . . .

The enormous expanse to the north and west of New Orleans, the key city that had been the primary object of the Louisiana Purchase, meant that thirteen new states would eventually be created, in whole or in substantial part, from the eight hundred seventy-five thousand square miles that had been bought. These, ascending from the Gulf of Mexico to the Canadian border, are Louisiana, Arkansas, Oklahoma, Missouri, Kansas, Iowa, Nebraska, Minnesota, South Dakota, North Dakota, Colorado, Wyoming, and Montana. Their movement into statehood would take most of the nineteenth century, but during that period, there was little question that the people of the east were part of the process. Even those who never planned a trip to the west coast thought of it as part of their country, and most would have fought to defend it. . . .

Source: Charles A. Cerami, *Jefferson's Great Gamble*, Sourcebooks, 2003 (adapted)

35 Based on these documents, what is **one** impact of the Louisiana Purchase on the United States? [1]

Score

Document 6

Many historians have written about the Louisiana Purchase and its impact.

The Louisiana Territory was the great unknown. There were fewer facts [than] fantasy about it. What was clear at the time of the Louisiana Purchase was that it had put America on the road to becoming a truly continental power. . . .

Historian Henry Adams wrote: “The annexation of Louisiana was an event so portentous [considerable] as to defy measurement; it gave a new face to politics, and ranked in historical importance next to the Declaration of Independence and the adoption of the Constitution—events of which it was the logical outcome; but as a matter of diplomacy it was unparalleled, because it cost almost nothing.” The Louisiana Purchase changed America’s shape and destiny—but also affected international relations. . . .

Although the Louisiana Purchase provided the structure for the nation’s expansion, it also provided the seeds for its potential destruction. Historian Sean Wilentz wrote: “Over the coming decades, the consequences of the Purchase would indeed disturb public opinion over constitutional issues connected to the expansion of slavery—and help rip the country to pieces.” . . .

Source: “The Louisiana Purchase: Aftermath,” The Lehrman Institute online (adapted)

36 Based on this document, state **one** impact of the Louisiana Purchase on the United States. [1]

Score

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: Purchase of the Louisiana Territory

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 the *purchase of the Louisiana Territory*.

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

