

Large-Type Edition

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY AND GOVERNMENT

Wednesday, August 19, 2026 — 8:30 to 11:30 a.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 excerpt below and on your knowledge of social studies.

. . . Having undertaken, for the Glory of God, and advancements of the Christian faith, and the honour of our King and Country, a voyage to plant the first colony in the northern parts of Virginia; do by these presents, solemnly and mutually, in the presence of God, and one another; covenant and combine ourselves together into a civil body politic; for our better ordering, and preservation and furtherance of the ends aforesaid; and by virtue hereof to enact, constitute, and frame, such just and equal laws, ordinances, acts, constitutions, and offices, from time to time, as shall be thought most meet and convenient for the general good of the colony; unto which we promise all due submission and obedience. . . .

Source: Mayflower Compact, 1620 (adapted)

1 What was the primary purpose for writing this document?

- (1) to record the struggles that settlers faced on their journey to the colony
- (2) to create an agreement for self-government for the good of society
- (3) to design a plan for the physical layout of a new colony
- (4) to formulate a system of rules and regulations for a new church

2 A historian would most likely use this document to study the

- (1) influence of the Enlightenment on the development of the British colonies
- (2) impact of European settlers on the environment of Massachusetts
- (3) reaction of Native Americans to the landing of the Mayflower
- (4) role of women in the organization of Dutch settlements

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

. . . We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.—That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed,—That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness. . . .

Source: Thomas Jefferson, Declaration of Independence, July 4, 1776

3 Which idea does Thomas Jefferson support in this excerpt?

- (1) mercantilism
- (2) universal suffrage
- (3) sovereignty of the people
- (4) colonialism

4 The Declaration of Independence was later used to support the goals of the

- (1) Seneca Falls Convention
- (2) Women's Christian Temperance Union
- (3) *Plessy v. Ferguson* decision
- (4) National Origins Act

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

. . . I have nominated, and by and with the Advice and Consent of the Senate, do appoint him Secretary of the Treasury of the said United States, and do authorize and empower him to execute and fulfil the Duties of that Office according to Law. . .

Source: President George Washington, Appointment of Alexander Hamilton as Secretary of the Treasury, September 11, 1789

5 The situation described in this passage is an example of

- (1) republicanism
- (2) checks and balances
- (3) popular sovereignty
- (4) federalism

6 President George Washington's appointment of Alexander Hamilton led most directly to the

- (1) creation of the Bank of the United States
- (2) exploration of the Louisiana Territory
- (3) Supreme Court ruling in *Gibbons v. Ogden*
- (4) enactment of the Monroe Doctrine

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

. . . Women of Philadelphia! allow me as a Southern woman, with much attachment to the land of my birth, to entreat [ask] you to come up to this work. Especially let me urge you to petition. *Men* may settle this and other questions at the ballot-box, but you have no such right; it is only through petitions that you can reach the Legislature. It is therefore peculiarly *your* duty to petition. Do you say, “It does no good?” The South already turns pale at the number sent. They have read the reports of the proceedings of Congress, and there have seen that among other petitions were very many from the women of the North on the subject of slavery. This fact has called the attention of the South to the subject. How could we expect to have done more as yet? Men who hold the rod over slaves, rule in the councils of the nation: and they deny our right to petition and to remonstrate [protest] against abuses of our sex and of our kind. . . .

Source: Angelina Grimké Weld, Speech at Pennsylvania Hall, May 16, 1838

7 What is Angelina Grimké Weld’s advice to women who oppose slavery?

- (1) use the ballot box to elect anti-slavery representatives to office
- (2) help slaves escape on the Underground Railroad
- (3) travel to the South to participate in anti-slavery protest marches
- (4) pressure Congress with petitions calling for abolition

8 Angelina Grimké Weld brought an important perspective to the abolitionist cause because she was

- (1) an elected member of Congress
- (2) from the South and had witnessed the cruelty of slavery
- (3) loyal to the beliefs and customs of the South
- (4) a formerly enslaved person

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

. . . Whereas, in the judgment of the President, the public safety does require that the privilege of the said writ [habeas corpus] shall now be suspended throughout the United States in the cases where, by the authority of the President of the United States, military, naval, and civil officers of the United States, or any of them, hold persons under their command or in their custody, either as prisoners of war, spies, or aiders or abettors of the enemy, or officers, soldiers, or seamen enrolled or drafted or mustered [gathered] or enlisted in or belonging to the land or naval forces of the United States, or as deserters therefrom, or otherwise amenable [answerable] to military law or the rules and articles of war or the rules or regulations prescribed for the military or naval services by authority of the President of the United States, or for resisting a draft, or for any other offense against the military or naval service. . . .

Source: President Abraham Lincoln, Proclamation 104, September 15, 1863

9 President Abraham Lincoln's Proclamation 104, which suspended the privilege of habeas corpus, allowed officials to

- (1) limit the voting rights of free African Americans
- (2) establish a permanent draft of soldiers throughout northern states
- (3) imprison anyone suspected of crimes against the Union
- (4) deport Confederate government officials

10 Supporters of President Lincoln's Proclamation 104 argued that the restriction of civil rights was justified because

- (1) the Civil War threatened to destroy the nation
- (2) the Union army needed authorization to enlist former slaves
- (3) Northerners who opposed slavery were committing treason
- (4) Congress had not enacted laws protecting those accused of crimes

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

. . . Southern gentlemen who led in the late rebellion have not parted with their convictions at this point, any more than at any other. They want to be independent of the negro [African Americans]. They believed in slavery and they believe in it still. They believed in an aristocratic class, and they believe in it still, and though they have lost slavery, one element essential to such a class, they still have two important conditions to the reconstruction of that class. They have intelligence, and they have land. Of these, the land is the more important. They cling to it with all the tenacity of a cherished superstition. They will neither sell to the negro, nor let the carpet-bagger have it in peace, but are determined to hold it for themselves and their children forever. . . .

Source: Frederick Douglass, "Composite Nation," 1867

11 Which action taken by Southern state governments after the Civil War was most consistent with the ideas expressed by Frederick Douglass?

- (1) ratification of the 13th amendment
- (2) implementation of the Jim Crow laws
- (3) establishment of the Freedmen's Bureau
- (4) impeachment of President Andrew Johnson

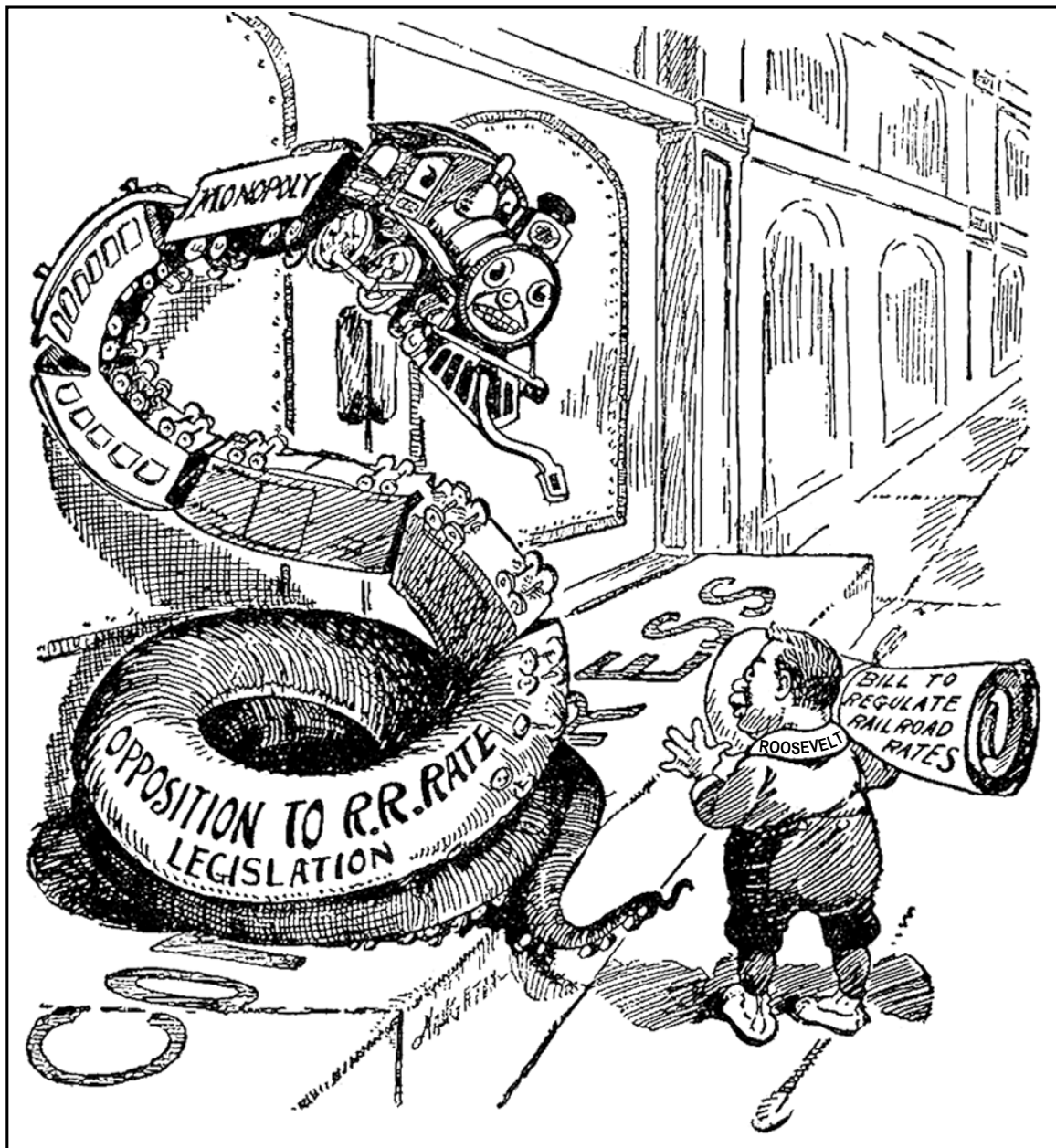
12 Based on this passage by Frederick Douglass, what is a central effect that resulted in freedmen having difficulty improving their economic position in the late 1800s?

- (1) workers from Northern cities took jobs in the South
- (2) literacy for formerly enslaved persons was prohibited by law
- (3) the system of sharecropping kept them in a cycle of poverty
- (4) the federal government supported carpetbaggers

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

TRYING TO BLOCK HIS WAY



Source: C. F. Naughton, *Minneapolis Tribune*, c. 1905 (adapted)

13 This cartoon refers to President Theodore Roosevelt's efforts to

- (1) reach a compromise between railroad companies and striking workers
- (2) increase the power of states over the railroad routes
- (3) consolidate many small railroads into one efficient company
- (4) regulate the growth and power of the nation's railroad industry

14 Based on evidence in this cartoon, which group would most likely oppose government regulation of business?

- (1) veterans of the Civil War
- (2) members of the Populist Party
- (3) advocates of laissez-faire economics
- (4) socialist party candidates for public office

Base your answer to question 15 on the chart below and on your knowledge of social studies.

United States Exports to Warring Nations, 1914–1916

Nation	1914	1915	1916
Great Britain	\$594,271,863	\$911,794,954	\$1,526,685,102
France	\$159,818,924	\$369,397,170	\$628,851,988
Germany	\$344,794,276	\$28,863,354	\$288,899

Source: Thomas A. Bailey et al., *The American Pageant*, Houghton Mifflin, 1998 (adapted)

15 What conclusion can be drawn from this chart?

- (1) The United States exported more to Germany than to Great Britain.
 - (2) Germany chose not to trade with European countries.
 - (3) The United States was financially more supportive of the Allies.
 - (4) Germany increased trade with the United States.
-

Base your answer to question 16 on the cartoon below and on your knowledge of social studies.

Going to Talk to the Boss



Source: *Chicago News*, 1919

16 According to this cartoonist, what is President Woodrow Wilson hoping to accomplish?

- (1) increase the power of Congress
- (2) secure judicial support for the League of Nations
- (3) gain congressional approval for woman's suffrage
- (4) win public support for the League of Nations

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

The Only Way We Can Save Her



Source: Carey Orr, *Chicago Tribune*, 1939 (adapted)

. . . There are many among us who in the past closed their eyes to events abroad—because they believed in utter good faith what some of their fellow Americans told them—that what was taking place in Europe was none of our business; that no matter what happened over there, the United States could always pursue its peaceful and unique course in the world. . . .

To those who have closed their eyes for any of these many reasons, to those who would not admit the possibility of the approaching storm—to all of them the past two weeks have meant the shattering of many illusions. . . .

At this time, when the world—and the world includes our own American hemisphere—when the world is threatened by forces of destruction, it is my resolve and yours to build up our armed defenses. . . .

Source: President Franklin D. Roosevelt, Fireside Chat on National Defense, May 26, 1940

17 What is the subject of the debate demonstrated by these two documents?

- (1) the best way for the United States to achieve disarmament
- (2) the most appropriate action for the United States to take in the face of war in Europe
- (3) how the government could gain public support for a military draft
- (4) how the United States should enter an alliance with Western European countries

18 Which long-term foreign policy of the United States led to the differences of opinion between this cartoonist and President Franklin D. Roosevelt?

- (1) containment
- (2) détente
- (3) expansionism
- (4) isolationism

Base your answers to questions 19 and 20 on the passage below and on your knowledge of social studies.

... 2. The demonstration was interesting and successful. Messages were transmitted and received almost verbatim. In conducting the demonstration messages were written by a member of the staff and handed to the [Navajo] Indian; he would transmit the messages in his tribal dialect and the Indian on the other end would write them down in English. The text of messages as written and received are enclosed. The Indians do not have many military terms in their dialect so it was necessary to give them a few minutes, before the demonstration, to improvise words for dive-bombing, anti-tank gun, etc.

3. ... It should also be noted that the Navaho [Navajo] tribal dialect is completely unintelligible to all other tribes and all other people, with the possible exception of as many as 28 Americans who have made a study of the dialect. This dialect is thus equivalent to a secret code to the enemy, and admirably suited for rapid, secure communication.

4. It is therefore recommended that an effort be made to enlist 200 Navaho Indians for this force. In addition to linguistic qualifications in English and their tribal dialect they should have the physical qualifications necessary for messengers.

Source: Major General Clayton B. Vogel, U.S. Marine Corps., Letter of Recommendation for Enlistment of Navaho Indians, March 6, 1942

19 Identify a reason why the United States military selected the language of the Navajo people.

- (1) The tribe's language was understood by very few outsiders.
- (2) The Navajo language contains many military terms.
- (3) Their language was easiest to translate for strategic purposes.
- (4) The Navajo language is similar to English and very familiar to the soldiers.

20 According to Major General Clayton B. Vogel, what role did the Navajo have in the United States military during World War II?

- (1) They provided the Navy with a unique method of combat.
- (2) Their dialect was used to transmit secret messages for the Allies.
- (3) They recruited other Native American Indians to serve in the armed forces.
- (4) They were spies for the Axis powers.

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



Source: U.S. Government Printing Office, 1943

21 Based on this poster, which claim can be made?

- (1) During World War II, women could be drafted into the military.
 - (2) There were new opportunities for women to enter the workforce.
 - (3) Women were only able to work in defense industries that supported the war effort.
 - (4) All types of work were now open to women, with guaranteed wages equal to men's.
-

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

“He’s finally getting the hang of it.”



Source: Dorman Smith, *Phoenix Gazette*, 1949 (adapted)

22 What is the main idea of this cartoon?

- (1) American taxpayers are concerned about the cost of Europe's recovery.
- (2) The stabilization of Europe would threaten United States trade.
- (3) The Marshall Plan would create ill will between the United States and Western Europe.
- (4) Europe's economy is growing too fast.

23 What was the primary reason for Secretary of State George Marshall's proposal?

- (1) to pay World War II reparations
- (2) to help the Allied nations defeat fascism in Europe
- (3) to help end the Great Depression in the United States
- (4) to prevent Western Europe's economic and political collapse

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

"All the News
That's Fit to Print"

The New York Times.

LATE CITY EDITION
U. S. Weather Bureau Report (Page 94) forecasts:
Partly cloudy, breezy, cool today.
Fals and cool tonight and tomorrow.
Temp. range: 54—45; yesterday: 66—44.

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18 cents beyond 35-mile zone from New York City.
except on Long Island. Higher in air delivery cities.

FIVE CENTS

U.S. IMPOSES ARMS BLOCKADE ON CUBA ON FINDING OFFENSIVE-MISSILE SITES; KENNEDY READY FOR SOVIET SHOWDOWN

Source: *New York Times*, October 23, 1962

. . . It is our hope, and the purpose of allied policy, to convince the Soviet Union that she, too, should let each nation choose its own future, so long as that choice does not interfere with the choices of others. The Communist drive to impose their political and economic system on others is the primary cause of world tension today. For there can be no doubt that if all nations could refrain from interfering in the self-determination of others, the peace would be much more assured.

This will require a new effort to achieve world law, a new context for world discussions. It will require increased understanding between the Soviets and ourselves. And increased understanding will require increased contact and communication.

One step in this direction is the proposed arrangement for a direct line between Moscow and Washington, to avoid on each side the dangerous delays, misunderstandings, and misreadings of others' actions which might occur at a time of crisis. . . .

Source: President John F. Kennedy, Commencement Address, American University, June 10, 1963

24 What was the primary reason President John F. Kennedy imposed a blockade around Cuba?

- (1) the Soviet occupation of East Germany
- (2) Cuban refugees wanted to restore democracy to their native land
- (3) the Soviet attempt to overthrow the elected leader of Cuba
- (4) to end the direct military threat that Soviet missiles posed to the United States

25 What action was taken to prevent a future crisis between these two superpowers?

- (1) The United Nations offered to mediate any new conflicts.
- (2) Soviet Premier Nikita Khrushchev allowed the United States to inspect Soviet missile silos.
- (3) President John F. Kennedy established better communications with the Soviet Union.
- (4) The United States increased its nuclear arsenal in Turkey.

Base your answers to questions 26 and 27 on the document below and on your knowledge of social studies.

MARCH ON WASHINGTON FOR JOBS AND FREEDOM

AUGUST 28, 1963

LINCOLN MEMORIAL PROGRAM

- | | |
|--|---|
| 1. The National Anthem | <i>Led by Marian Anderson.</i> |
| 2. Invocation | <i>The Very Rev. Patrick O'Boyle, Archbishop of Washington.</i> |
| 3. Opening Remarks | <i>A. Philip Randolph, Director March on Washington for Jobs and Freedom.</i> |
| 4. Remarks | <i>Dr. Eugene Carson Blake, Stated Clerk, United Presbyterian Church of the U.S.A.; Vice Chairman, Commission on Race Relations of the National Council of Churches of Christ in America.</i> |
| 5. Tribute to Negro Women
Fighters for Freedom
Daisy Bates
Diane Nash Bevel
Mrs. Medgar Evers
Mrs. Herbert Lee
Rosa Parks
Gloria Richardson | <i>Mrs. Medgar Evers</i> |
| 6. Remarks | <i>John Lewis, National Chairman, Student Nonviolent Coordinating Committee.</i> |
| 7. Remarks | <i>Walter Reuther, President, United Automobile, Aerospace and Agricultural Implement Workers of America, AFL-CIO; Chairman, Industrial Union Department, AFL-CIO.</i> |
| 8. Remarks | <i>James Farmer, National Director, Congress of Racial Equality.</i> |
| 9. Selection | <i>Eva Jessye Choir</i> |
| 10. Prayer | <i>Rabbi Uri Miller, President Synagogue Council of America.</i> |
| 11. Remarks | <i>Whitney M. Young, Jr., Executive Director, National Urban League.</i> |
| 12. Remarks | <i>Mathew Ahmann, Executive Director, National Catholic Conference for Interracial Justice.</i> |
| 13. Remarks | <i>Roy Wilkins, Executive Secretary, National Association for the Advancement of Colored People.</i> |
| 14. Selection | <i>Miss Mahalia Jackson</i> |
| 15. Remarks | <i>Rabbi Joachim Prinz, President American Jewish Congress.</i> |
| 16. Remarks | <i>The Rev. Dr. Martin Luther King, Jr., President, Southern Christian Leadership Conference.</i> |
| 17. The Pledge | <i>A Philip Randolph</i> |
| 18. Benediction | <i>Dr. Benjamin E. Mays, President, Morehouse College.</i> |

"WE SHALL OVERCOME"

Source: March on Washington Program, August 28, 1963

26 What was the main purpose of the event described in this document?

- (1) to celebrate the social and economic equality of women
- (2) to demonstrate the effectiveness of affirmative action initiatives
- (3) to encourage passage of a federal civil rights bill
- (4) to generate support for labor union membership

27 What was one impact of this event?

- (1) It resulted in restrictions on freedom of the press.
- (2) It established that peaceful marches are not an effective method to achieve goals.
- (3) It led to the elimination of unemployment among African Americans.
- (4) It inspired other groups to demand equality and justice.

Base your answer to question 28 on the chart below and on your knowledge of social studies.

Results of 2000 Presidential Election

Party	Candidate	Popular Vote	Electoral Vote
Republican	George W. Bush*	50,456,062	271
Democrat	Albert Gore	50,996,582	266
Independent	Ralph Nader	2,858,843	0

*Elected by Electoral College

Source: U.S. Electoral College, National Archives (adapted)

28 Which conclusion is best supported by the information provided in this chart?

- (1) The electoral college system encourages participation by third parties.
 - (2) The electoral vote count does not always reflect the popular vote.
 - (3) A candidate cannot win the election without winning the popular vote.
 - (4) Voter turnout determines the number of electoral votes per state.
-

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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

My name is Sadie Frowne [age 16]. I work in Allen Street (Manhattan) in what they call a sweatshop. I am new at the work and the foreman scolds me a great deal. I get up at half-past five o'clock every morning and make myself a cup of coffee on the oil stove. I eat a bit of bread and perhaps some fruit and then go to work. Often I get there soon after six o'clock so as to be in good time, though the factory does not open till seven.

At seven o'clock we all sit down to our machines and the boss brings to each one the pile of work that he or she is to finish during the day—what they call in English their “stint.” This pile is put down beside the machine and as soon as a garment is done it is laid on the other side of the machine. Sometimes the work is not all finished by six o'clock, and then the one who is behind must work overtime.

The machines go like mad all day because the faster you work the more money you get. Sometimes in my haste I get my finger caught and the needle goes right through it. It goes so quick, though, that it does not hurt much. I bind the finger up with a piece of cotton and go on working. We all have accidents like that.

All the time we are working the boss walks around examining the finished garments and making us do them over again if they are not just right. So we have to be careful as well as swift. But I am getting so good at the work that within a year I will be making \$7 a week, and then I can save at least \$4.50 a week. I have over \$200 saved now.

The machines are all run by foot power, and at the end of the day one feels so weak that there is a great temptation to lie right down and sleep. . . .

Source: Sadie Frowne, “Days and Dreams,” *The Independent*, 1902

Document 2

. . . The supreme duty of the Nation is the conservation of human resources through an enlightened measure of social and industrial justice. We pledge ourselves to work unceasingly in State and Nation for:—

Effective legislation looking to the prevention of industrial accidents, occupational diseases, overwork, involuntary unemployment, and other injurious effects incident to modern industry;

The fixing of minimum safety and health standards for the various occupations. . .

The prohibition of child labor . . .

Source: Progressive Party Platform, 1912 (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

War Powers Resolution Joint Resolution Concerning the War Powers of Congress and the President

SEC. 2. (a) It is the purpose of this joint resolution to fulfill the intent of the framers of the Constitution of the United States and insure that the collective judgment of both the Congress and the President will apply to the introduction of United States Armed Forces into hostilities, or into situations where imminent involvement in hostilities is clearly indicated by the circumstances, and to the continued use of such forces in hostilities or in such situations. . . .

(c) The constitutional powers of the President as Commander-in-Chief to introduce United States Armed Forces into hostilities, or into situations where imminent involvement in hostilities is clearly indicated by the circumstances, are exercised only pursuant to (1) a declaration of war, (2) specific statutory authorization, or (3) a national emergency created by attack upon the United States, its territories or possessions, or its armed forces.

SEC. 3. The President in every possible instance shall consult with Congress before introducing United States Armed Forces into hostilities or into situations where imminent involvement in hostilities is clearly indicated by the circumstances, and after every such introduction shall consult regularly with the Congress until United States Armed Forces are no longer engaged in hostilities or have been removed from such situations. . . .

Source: War Powers Resolution, 1973

Document 2

President Richard Nixon vetoed the War Powers Resolution, but the House of Representatives and the Senate overrode his veto on November 7, 1973.

. . . House Joint Resolution 542 would attempt to take away, by a mere legislative act, authorities which the President has properly exercised under the Constitution for almost 200 years. One of its provisions would automatically cut off certain authorities after sixty days unless the Congress extended them. Another would allow the Congress to eliminate certain authorities merely by the passage of a concurrent resolution—an action which does not normally have the force of law, since it denies the President his constitutional role in approving legislation.

I believe that both these provisions are unconstitutional. The only way in which the constitutional powers of a branch of the Government can be altered is by amending the Constitution—and any attempt to make such alterations by legislation alone is clearly without force.

While I firmly believe that a veto of House Joint Resolution 542 is warranted solely on constitutional grounds, I am also deeply disturbed by the practical consequences of this resolution. For it would seriously undermine this Nation's ability to act decisively and convincingly in times of international crisis. As a result, the confidence of our allies in our ability to assist them could be diminished and the respect of our adversaries for our deterrent posture could decline. A permanent and substantial element of unpredictability would be injected into the world's assessment of American behavior, further increasing the likelihood of miscalculation and war. . . .

Source: President Richard Nixon, Veto of the War Powers Resolution, October 24, 1973

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.

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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: Chinese Immigration

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 *Chinese immigration*.

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

. . . A combination of push and pull factors thus triggered a wave of Chinese immigration to America. More than 20,000 Chinese arrived in the United States in 1852, quickly augmenting [increasing] the number of Chinese in California, which reached 34,933 on the eve of the Civil War. Of these Chinese, some three-fourths lived in counties where mining was the principal occupation. Most Chinese miners missed the initial rush, but they gradually took control of California placer mining [use of pans and water to sift through gravel to find gold]. Within a decade they possessed most of the claims in the original strike region and together constituted the single largest national group of miners. Their slow start and quick dominance in California's mines formed a distinctive pattern that would be repeated throughout the mining West. . . .

Source: Liping Zhu, "No Need to Rush: The Chinese, Placer Mining, and the Western Environment," *Montana*, Autumn 1999

31 Based on this document, what was **one** historical circumstance surrounding Chinese immigration? [1]

Score

Document 2a

. . . I have said that the Chinese will come, and have given some reasons why we may expect them in very large numbers in no very distant future. Do you ask, if I favor such immigration, I answer I would. Would you have them naturalized, and have them invested with all the rights of American citizenship? I would. Would you allow them to vote? I would. Would you allow them to hold office? I would. . . .

I want a home here not only for the negro [African American], the mulatto [mixed race] and the Latin races; but I want the Asiatic to find a home here in the United States, and feel at home here, both for his sake and for ours. . . .

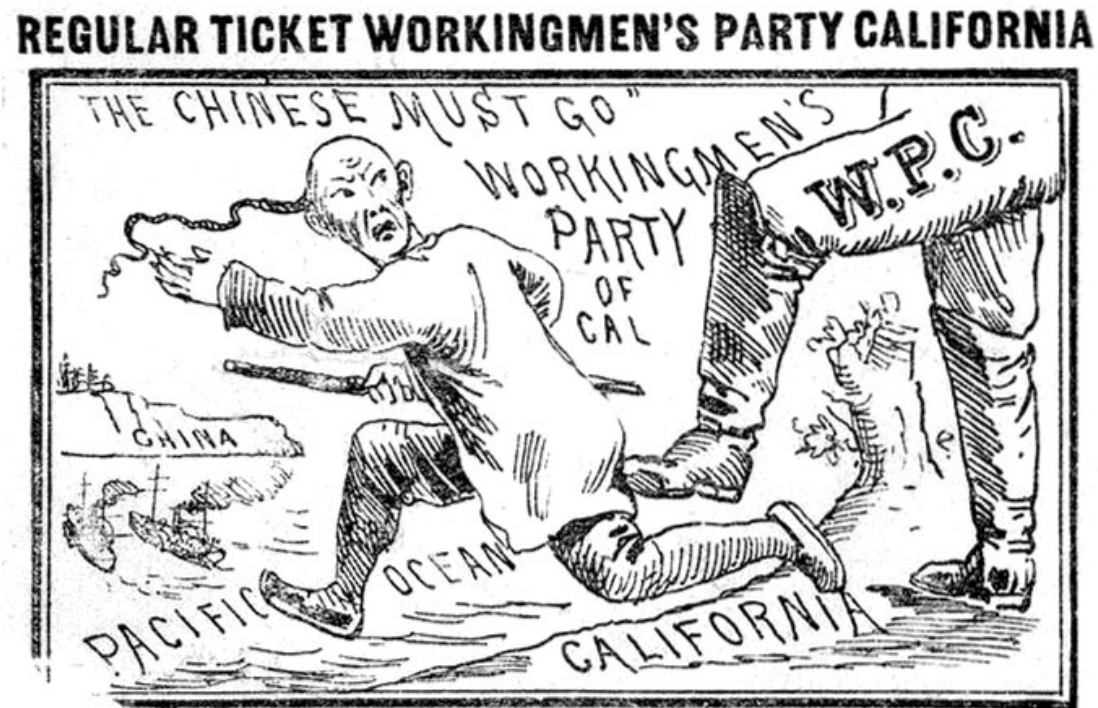
All great qualities are never found in any one man or in any one race. The whole of humanity, like the whole of everything else, is ever greater than a part. Men only know themselves by knowing others, and contact is essential to this knowledge. . . .

If we would reach a degree of civilization higher and grander than any yet attained, we should welcome to our ample continent all nations, kindreds [sic] tongues and peoples; and as fast as they learn our language and comprehend the duties of citizenship, we should incorporate them into the American body politic. The outspread wings of the American eagle are broad enough to shelter all who are likely to come. . . .

Source: Frederick Douglass, "Composite Nation," 1867

Document 2b

The Workingmen's Party was organized in California in the 1870s.



Source: California Workingmen's Party

32 Based on these documents, what was **one** historical circumstance surrounding Chinese immigration? [1]

Score

Document 3

. . . By 1880, the Chinese population in the country exceeded a hundred and five thousand. On February 28, 1882, Senator John Franklin Miller, a Republican from California, introduced a bill to bar Chinese laborers from entering the United States. “We ask of you to secure to us American Anglo-Saxon civilization without contamination or adulteration with any other,” Miller said. “China for the Chinese! California for Americans and those who will become Americans!” Southern Democrats were united in their opposition to Chinese immigration, as were Republicans in Western states. It would fall to a band of New England Republicans, all with histories of fighting for equal rights, to defend the Chinese. A day after Miller’s speech, Senator George Frisbie Hoar, of Massachusetts, accused supporters of the bill of being motivated by “the old race prejudice which has so often played its hateful and bloody part in history.” Hoar, who had been active in the abolitionist movement, compared the plight of the Chinese to that of enslaved Black Americans: “What argument can be urged against the Chinese which was not heard against the negro [African American] within living memory?” Despite Hoar’s entreaties, the bill passed Congress easily. On May 6, 1882, President Chester Arthur signed into law what later became known as the Chinese Exclusion Act. . . .

Source: Michael Luo, “The Forgotten History of the Purging of Chinese from America,” *The New Yorker*, April 22, 2021

33 Based on this document, what was **one** effort to address Chinese immigration? [1]

Score

Document 4

. . . The Chinese in the United States referred to the Chinese exclusion laws as a “hundred kinds of oppressive laws.” They affected every aspect of Chinese immigration to the United States. They determined who would be able to immigrate and cast a shadow on Chinese immigrant lives in the United States. They also inspired the Chinese in America to protest. The fact that Chinese immigrants had been singled out for discriminatory treatment was clear. “Why do they not legislate against Swedes, Germans, Italians, Turks and others?” Yung Hen, a Chinese poultry dealer in San Francisco asked a newspaper in 1892. “There are no strings on those people. . . . For some reason, you people persist in pestering the Chinamen [Chinese].” They engaged in fierce battles to challenge the legality of the laws and the ways they were enforced. When the constitutionality of Chinese exclusion was upheld, Chinese immigrants and their organizations turned their attention to opening up additional immigration categories within the confines of the exclusion laws. . . .

Source: Erika Lee, *The Making of Asian America*, Simon and Schuster, 2015

34 Based on this document, what was **one** effort to address Chinese immigration? [1]

Score

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Document 5

. . . Despite the fraught racial implications, the Chinese Exclusion Act proved to be extremely effective at achieving what Denis Kearney [an organizer of the Workingmen's Party] had demanded during his barnstorming across the eastern states four years earlier. In 1882, forty thousand people from China arrived in the US. By 1885, it declined to only twenty-three people. In cities across the West, white people banded together to drive the Chinese out of their cities in a fit of ethnic cleansing before the term even existed. The Chinese Exclusion Act continued to be renewed every ten years with fewer and fewer dissenting voices and with additional restrictions added to the limits on the Chinese and other Asian migrants. From 1880 to 1920, the US population as a whole doubled from 50 million to 106 million, but the Chinese population declined from over 100,000 in 1880 to only 62,000 in 1920. Chinese immigration stopped, and many people already in the United States opted to leave, returning to China or moving to Mexico or Canada in search of a more welcoming home. The Chinese Exclusion Act was not repealed until 1943, and even then it was not for moral reasons but rather geopolitical. . . .

Source: Reece Jones, *White Borders*, Beacon Press, 2021

35 Based on this document, what was **one** impact of the efforts to address Chinese immigration? [1]

Score

Document 6

In 2011, the United States Senate passed a resolution expressing regret for the passage of the Chinese Exclusion Act, saying the act was a violation of the principles of the Declaration of Independence.

Our nation was founded on the fundamental idea that we are created equal and deserve to be treated equally. But for 61 years, the Chinese Exclusion Act failed to live up to that promise. It weaponized our immigration system to discriminate against an entire ethnic group and was followed by further discrimination against many in Europe and all of Asia. The Act, along with racism and xenophobia in other parts of American life, was part of the anti-Chinese “Driving Out” era which included the Rock Springs and Hells Canyon massacres. In 1943, the Chinese Exclusion Act was repealed and it was followed by laws that led to an immigration system that better reflected our values as a nation of immigrants. . . .

For generations, people of Chinese heritage have enriched our country—from Chinese laborers who did backbreaking work to build the transcontinental railroad in the 1800s to the Chinese Americans who serve in our military, to the authors, artists, scientists, entrepreneurs, and scholars of today. We honor them, and all immigrants, who continue to make extraordinary contributions to our nation.

Source: President Joe Biden, Statement on the 80th Anniversary of the Repeal of the Chinese Exclusion Act, December 17, 2023

36 According to President Joe Biden, what was ***one*** impact of the efforts to address Chinese immigration? [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: Chinese Immigration

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 *Chinese immigration*.

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

