

Large-Type Edition

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

**UNITED STATES HISTORY
AND GOVERNMENT**

Wednesday, January 24, 2024 — 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 passage below and on your knowledge of social studies.

Brothers, we must be as one as the English are, or we shall all be destroyed. You know our fathers had plenty of deer and skins and our plains were full of game and turkeys, and our coves and rivers were full of fish.

But, brothers, since these Englishmen have seized our country, they have cut down the grass with scythes, and the trees with axes. Their cows and horses eat up the grass, and their hogs spoil our bed of clams; and finally we shall all starve to death; therefore, stand not in your own light, I ask you, but resolve to act like men. All the sachems [tribal chiefs] both to the east and the west have joined with us, and we are resolved to fall upon them at a day appointed, and therefore I come secretly to you, cause you can persuade your Indians [Native Americans] to do what you will.

Source: Narragansett Chief Miantonomo

1 The situation described in this passage was caused by

- (1) Native Americans wasting valuable natural resources
- (2) European settlement in North America
- (3) intermarriage between British settlers and Native Americans
- (4) sachems who had ordered the colonists' crops to be destroyed

2 What course of action does Chief Miantonomo support?

- (1) leaving their land and becoming hunters and gatherers
- (2) relocating west of the Appalachian Mountains
- (3) forming alliances to fight the colonial settlers
- (4) making peace agreements with English settlers

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

. . . “That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it,” . . .

3 Which Enlightenment principle does this quotation refer to?

- (1) equal rights
- (2) religious freedom
- (3) separation of powers
- (4) consent of the governed

4 What impact did this quotation have on the American Revolution?

- (1) It led to the creation of a colonial monarchy.
- (2) It supported efforts to compromise with the British.
- (3) It helped to justify the colonists’ fight for independence.
- (4) It called for an increased British military presence in Europe.

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

Our ships all in motion,
Once whiten'd the ocean
They sail'd and return'd with a Cargo;
Now doom'd to decay
They are fallen a prey,
To Jefferson, worms, and EMBARGO.

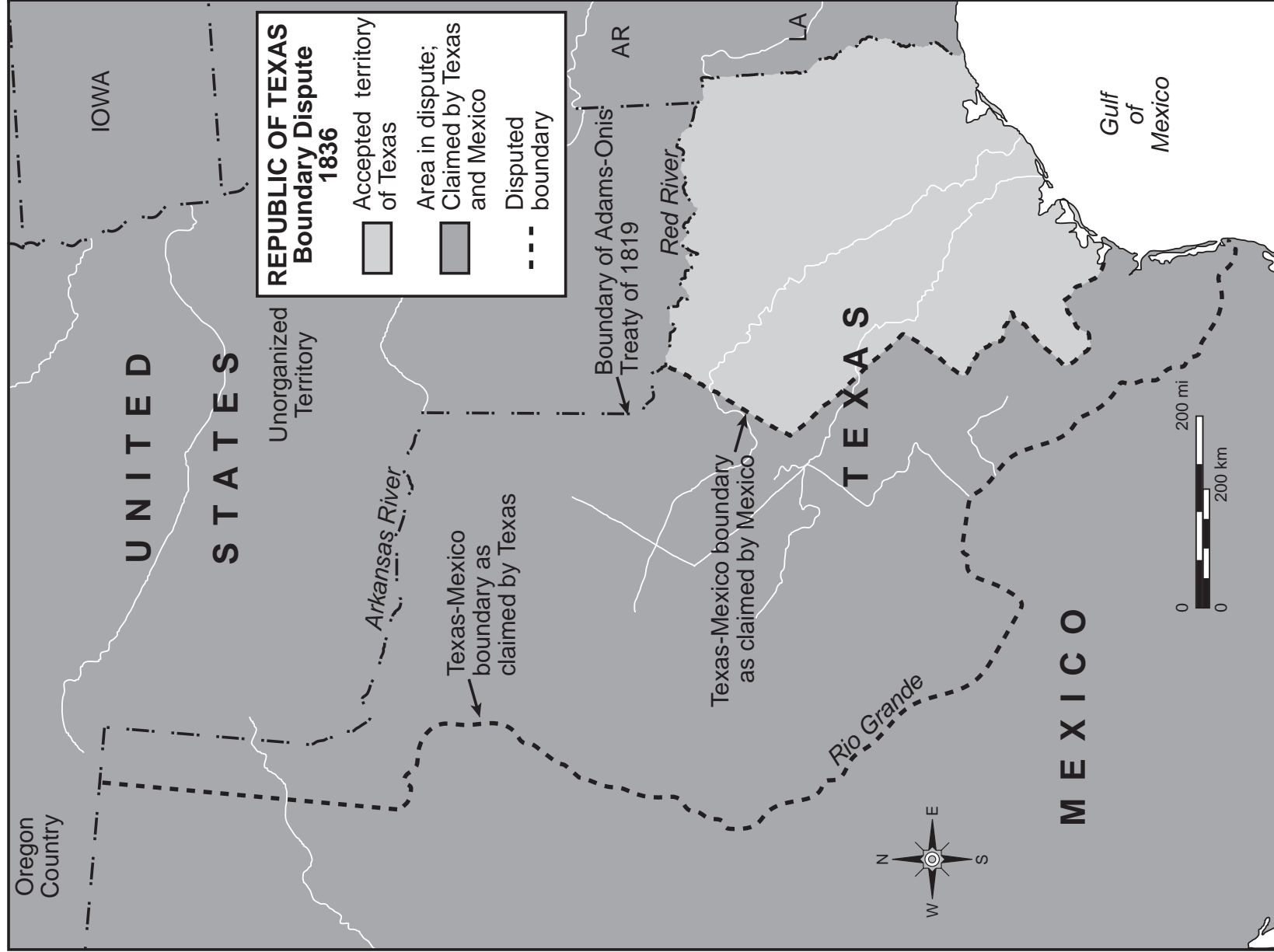
Source: Henry Mellen, 1808,
Massachusetts Historical Society Broadsides

- 5 The viewpoint expressed in this song reflects
- (1) opposition to the expansion of slavery
 - (2) support for United States involvement in European wars
 - (3) support for the embargo
 - (4) opposition to restrictions on American shipping

- 6 Why was New England concerned about President Thomas Jefferson's embargo?
- (1) It supplied a labor force to the rest of the nation.
 - (2) It depended on foreign trade for its economic prosperity.
 - (3) It formed the northern border with British Canada.
 - (4) It produced more agricultural goods than any other section of the nation.

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

Republic of Texas Boundary Dispute with Mexico, 1836



Source: maps.com (adapted)

7 This map could best be used to study the concept of

- (1) the War of 1812
- (2) the Monroe Doctrine
- (3) Manifest Destiny
- (4) Social Darwinism

8 The conflict shown on this map was settled by the

- (1) enactment of the Missouri Compromise
- (2) war between the United States and Mexico
- (3) passage of the Kansas-Nebraska Act
- (4) ruling in the *Gibbons v. Ogden* case

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

Forty-Seventh Congress. Session I. 1882. Chapter 126.
An act to execute certain treaty stipulations relating to Chinese.

... Preamble. Whereas, in the opinion of the Government of the United States the coming of Chinese laborers to this country endangers the good order of certain localities within the territory thereof: Therefore, Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That from and after the expiration of ninety days next after the passage of this act, and until the expiration of ten years next after the passage of this act, the coming of Chinese laborers to the United States be, and the same is hereby, suspended; and during such suspension it shall not be lawful for any Chinese laborer to come, or having so come after the expiration of said ninety days to remain within the United States. . . .

Source: National Archives and Records Administration

9 According to this excerpt, what is the main purpose of this act of Congress?

- (1) to increase the number of Chinese laborers recruited for work in the United States
- (2) to prevent Chinese laborers from entering the United States
- (3) to protect European immigrants from unsafe working conditions
- (4) to require foreign-born immigrants to serve in the armed forces

10 This act of Congress supports the goals of

- (1) conservationists
- (2) abolitionists
- (3) industrialists
- (4) nativists

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

Women picket in front of the White House for their right to vote in 1917.



Source: Library of Congress (adapted)

11 The main goal of the women's rights movement in the early 20th century was to achieve

- (1) political equality
- (2) equal pay for equal work
- (3) improvements in living conditions
- (4) better job opportunities

12 Which statement best represents a reason why this protest was considered controversial?

- (1) The Senate had already repealed the Prohibition amendment.
- (2) The country was dealing with public outrage over government corruption.
- (3) President Wilson did not include women's demands in his Fourteen Points.
- (4) Suffragists were picketing while German submarines were attacking American ships.

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

I, Too

I, too, sing America.

I am the darker brother.

They send me to eat in the kitchen

When company comes,

But I laugh,

And eat well,

And grow strong.

Tomorrow,

I'll be at the table

When company comes.

Nobody'll dare

Say to me,

"Eat in the kitchen,"

Then.

Besides,

They'll see how beautiful I am

And be ashamed—

I, too, am America.

Source: Langston Hughes, 1924, in Rampersad and Roessel, eds.,
The Collected Poems of Langston Hughes, Alfred A. Knopf

13 What concept is best illustrated in this 1924 poem written by Langston Hughes?

- (1) patriotism
- (2) nationalism
- (3) racial pride
- (4) passive resistance

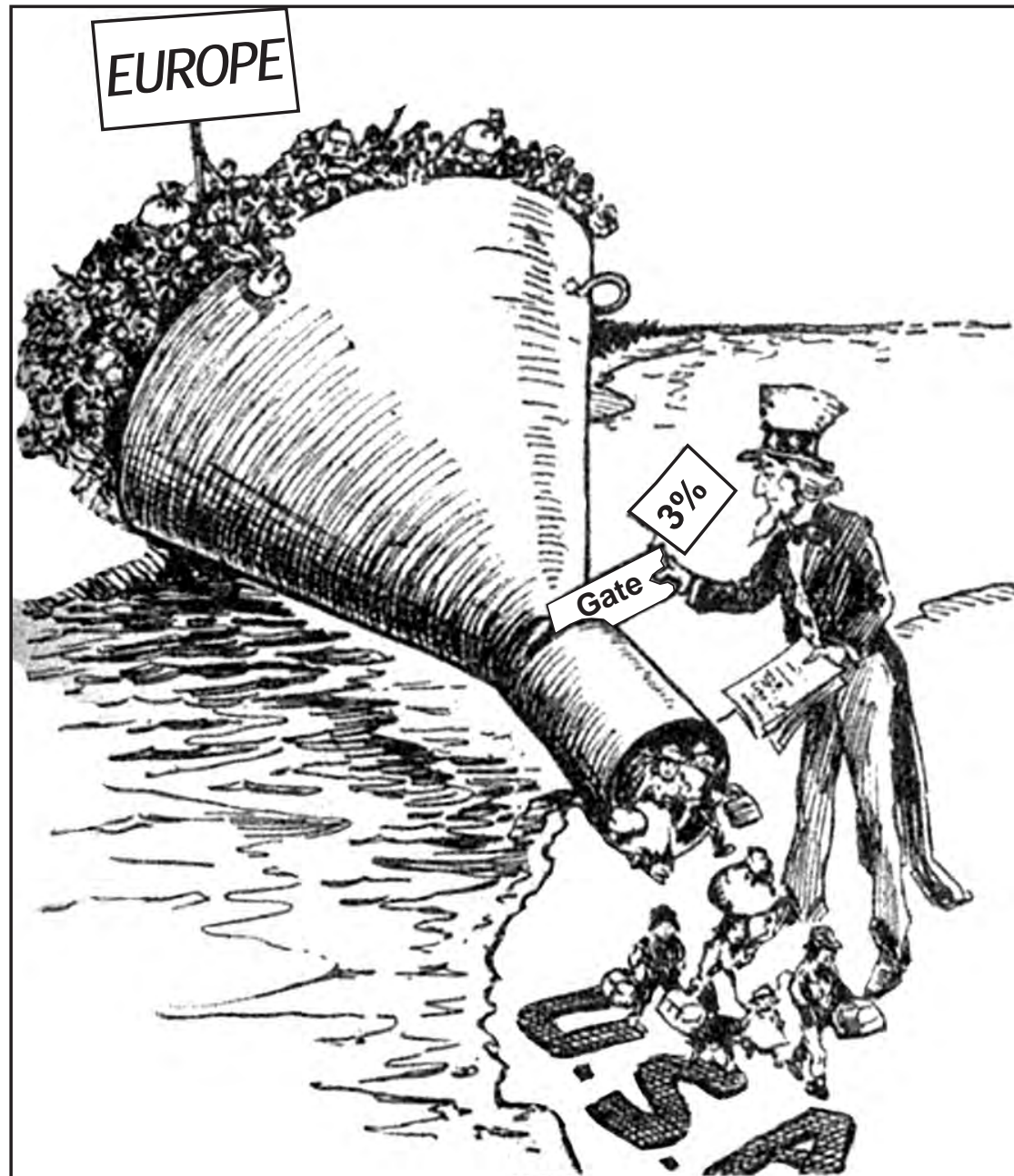
14 This poem is an example of the cultural movement known as

- (1) Transcendentalism
- (2) Social Darwinism
- (3) the Lost Generation
- (4) the Harlem Renaissance

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

The Only Way to Handle It



Source: Milton Halladay, *Providence Journal* (adapted)

15 Which policy is most directly related to the point of view expressed in this cartoon?

- (1) Quotas should be established for immigration.
- (2) World War I refugees should be given jobs.
- (3) Tariff rates on imports should be increased.
- (4) Federal authorities should provide assistance to immigrants.

16 The policy represented by this cartoon was a response to

- (1) the country's demands that the United States follow a more open policy of immigration
- (2) the belief that the United States needed to become more culturally diverse
- (3) the growing number of immigrants arriving from Southern and Eastern Europe
- (4) the demands by leaders of organized labor for more workers

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

March 24, 1935

Dear Family,

Did some of you think that you had a dust storm? I'll tell you what it was. It was us shaking our bedding, carpets, etc.

For over a week we have been having troublesome times. The dust is something fierce. Sometimes it lets up enough so we can see around; even the sun may shine for a little time, then we have a frenzied time of cleaning, anticipating the comfort of a clean feeling once more.

We keep the doors and windows all shut tight, with wet papers on the sills. The tiny particles of dirt sift right through the walls. Two different times it has been an inch thick on my kitchen floor. . . .

When we open the door, swirling whirlwinds of soil beat against us unmercifully, and we are glad to go back inside and sit choking in the dirt. We couldn't see the streetlight just in front of the house. . . .

As for gardens, we had ours plowed, but now we do not know whether we have more or less soil. It's useless to plant anything.

Grace

Source: Deb Mulvey, ed., "We Had Everything but Money" (adapted)

17 What was one impact of the situation described in this letter?

- (1) Settlements on the Great Plains were banned.
- (2) Many families were forced to migrate westward.
- (3) Taxes on family farms were increased.
- (4) Limitations were placed on agricultural exports.

18 Which New Deal action attempted to address the causes of this situation?

- (1) The Securities and Exchange Commission limited stock speculation.
- (2) The Civilian Conservation Corps implemented reforestation projects.
- (3) The Social Security Act provided old age pensions.
- (4) The Federal Deposit Insurance Corporation protected bank savings accounts.

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

. . . I see one-third of a nation ill-housed, ill-clad, ill-nourished.

But it is not in despair that I paint you that picture. I paint it for you in hope—because the nation, seeing and understanding the injustice in it, proposes to paint it out. We are determined to make every American citizen the subject of [t]his country’s interest and concern; and we will never regard any faithful law-abiding group within our borders as superfluous [unnecessary]. The test of our progress is not whether we add more to the abundance of those who have much; it is whether we provide enough for those who have too little. . . .

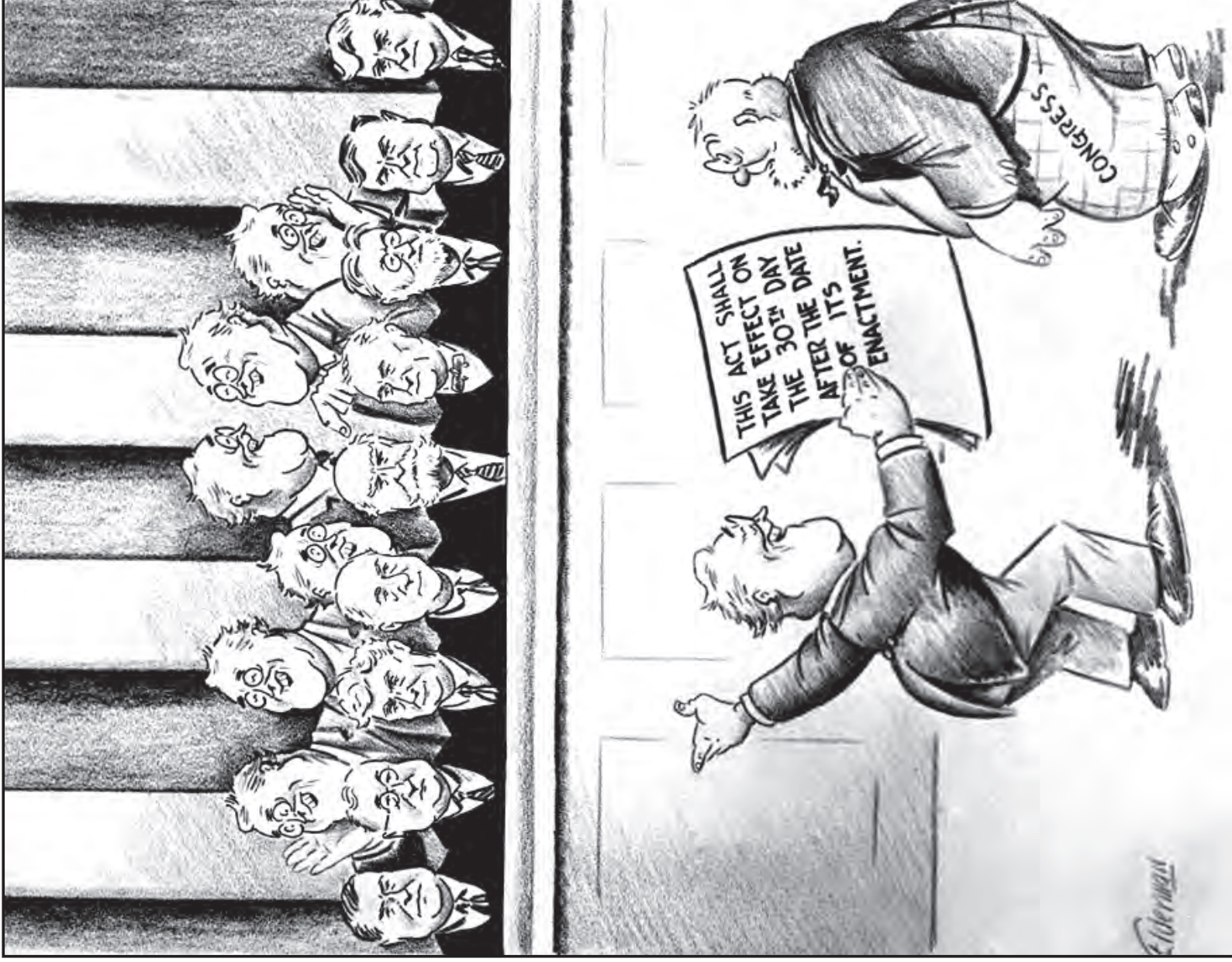
Source: President Franklin D. Roosevelt, Second Inaugural Address, January 20, 1937 (adapted)

- 19 Which later presidential program is most similar to the idea expressed in this passage?
- (1) President Lyndon B. Johnson’s Great Society in the 1960s
 - (2) President Jimmy Carter’s Camp David Accords in the 1970s
 - (3) President Ronald Reagan’s supply-side fiscal policy in the 1980s
 - (4) President George W. Bush’s War on Terror in the 2000s
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Base your answers to questions 20 and 21 on the cartoon below and on your knowledge of social studies.

“To Furnish The Supreme Court Practical Assistance.”



Source: Gene Elderman, *Washington Post*, February 6, 1937 (adapted)

20 What was the major reason President Franklin D. Roosevelt proposed the action illustrated in this cartoon?

- (1) The membership of the Supreme Court required greater social diversity.
 - (2) The Supreme Court had declared some New Deal programs unconstitutional.
 - (3) Current Supreme Court justices were not working hard enough.
 - (4) The jurisdiction of the Supreme Court needed to be expanded.
-

21 Which constitutional principle was threatened by President Roosevelt's action?

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

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

. . . The truth of the matter is that Europe's requirements for the next 3 or 4 years of foreign food and other essential products—principally from America—are so much greater than her present ability to pay that she must have substantial additional help, or face economic, social, and political deterioration of a very grave character. . . .

Aside from the demoralizing effect on the world at large and the possibilities of disturbances arising as a result of the desperation of the people concerned, the consequences to the economy of the United States should be apparent to all. It is logical that the United States should do whatever it is able to do to assist in the return of normal economic health in the world, without which there can be no political stability and no assured peace. Our policy is directed not against any country or doctrine but against hunger, poverty, desperation, and chaos. Its purpose should be the revival of working economy in the world so as to permit the emergence of political and social conditions in which free institutions can exist. . . .

Source: Secretary of State George Marshall, June 5, 1947

22 By implementing this policy in Europe, the United States hoped to stabilize

- (1) democratic governments
- (2) military dictatorships
- (3) population growth
- (4) colonialism

23 Which foreign policy does George Marshall's proposal most directly support?

- (1) isolationism
- (2) containment
- (3) imperialism
- (4) disarmament

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

[Reporter Mike] WALLACE: All right, sir. A Federal District Court has already ruled that Little Rock [Arkansas] Central High School should be integrated. And the reasons for preventing integration now are anemic [weak]. In view of your promise to the President [Dwight D. Eisenhower], will you respect this decision and give your okay to integration beginning tomorrow morning?

[Governor Orval] FAUBUS: I've previously given my okay to integration. The Guard was not called out to prevent integration, but to keep the peace and order of the community. And, of course, I disagree with your preliminary statement that we are in defiance of a Federal Court order, based upon the premise that the peace and good order of the community is paramount to all other issues. . . .

Source: Mike Wallace interview with Arkansas Governor Orval Faubus, September 15, 1957

24 The issue discussed in this interview resulted from an effort to enforce the Supreme Court decision in

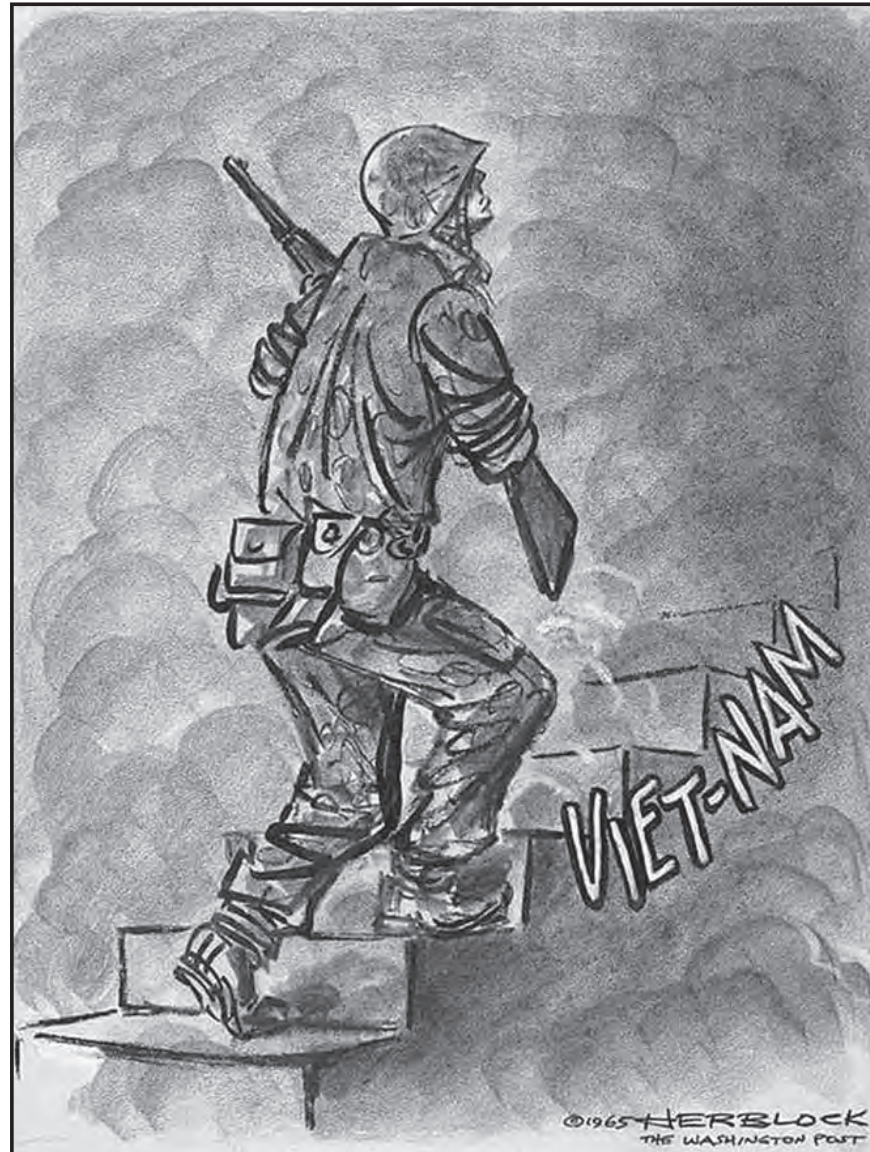
- (1) *Dred Scott v. Sanford*
- (2) *Plessy v. Ferguson*
- (3) *Brown v. Board of Education of Topeka*
- (4) *Heart of Atlanta Motel v. United States*

25 Which action did President Eisenhower take to address the issue raised in this interview?

- (1) sending federal troops to protect African American students in Arkansas
- (2) signing the Voting Rights Act passed by Congress
- (3) forcing the resignation of Arkansas Governor Orval Faubus
- (4) desegregating all southern schools

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

The Other Ascent into the Unknown



Source: Herblock, *Washington Post*, June 10, 1965

- 26 What was a major result of the situation portrayed in the cartoon?
- (1) Political support for an incumbent president increased.
 - (2) The debate over American intervention abroad intensified.
 - (3) The United Nations gained influence over American foreign policy.
 - (4) Expenditures on domestic programs increased.
-

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

Eight months ago I signed into law the Wholesome Meat Act of 1967. That landmark bill capped a crusade that had begun 60 years ago—[in the presidency of Theodore Roosevelt] to assure American housewives that the meat they served their families was pure, not harmful or dirty or diseased.

Today I am proud to sign a bill that will extend the same coverage to all poultry products. It is the fulfillment of a promise I made to every housewife—in my first consumer message just after I became President.

In the early days of this century, Americans took for granted that there were risks in buying food. They even joked about it in print. One newspaper printed a little poem:

“Mary had a little lamb,
And when she saw it sicken,
She shipped it off to packing town,
And now it’s labeled chicken.”

In 1968, we cannot tolerate the image, or the fact, of unwholesome food:—Not when Americans last year consumed more than 12 billion pounds of poultry.

—Not when a full 13 percent of that supply—or 1.6 billion pounds—was subject to little or no inspection because it didn’t cross State lines. . . .

The Wholesome Poultry Products Act of 1968 will insure that dirty plants will have to clean up or close down. . . .

Source: President Lyndon B. Johnson, Statement Upon Signing the Wholesome Poultry Products Act, August 19, 1968

27 President Lyndon B. Johnson's statements are most closely associated with the work of which Progressive Era muckraker?

- | | |
|-----------------|--------------------|
| (1) Jane Addams | (3) Upton Sinclair |
| (2) Jacob Riis | (4) Ida B. Wells |

28 What conclusion can be drawn from President Johnson's statement?

- (1) President Johnson favored policies to deregulate industry.
 - (2) American consumption of poultry was declining.
 - (3) The federal government should take ownership of meatpacking plants.
 - (4) President Johnson supported the expansion of consumer protection.
-

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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

. . . The great rule of conduct for us in regard to foreign nations is, in extending our commercial relations to have with them as little political connection as possible. So far as we have already formed engagements let them be fulfilled with perfect good faith. Here let us stop.

Europe has a set of primary interests which to us have none or a very remote relation. Hence she must be engaged in frequent controversies, the causes of which are essentially foreign to our concerns. Hence, therefore, it must be unwise in us to implicate ourselves by artificial ties in the ordinary vicissitudes [shifts] of her politics or the ordinary combinations and collisions of her friendships or enmities.

Our detached and distant situation invites and enables us to pursue a different course. If we remain one people, under an efficient government, the period is not far off when we may defy material injury from external annoyance; when we may take such an attitude as will cause the neutrality we may at any time resolve upon to be scrupulously [completely] respected; when belligerent nations, under the impossibility of making acquisitions upon us, will not lightly hazard the giving us provocation; when we may choose peace or war, as our interest, guided by justice, shall counsel. . . .

Source: President George Washington, Farewell Address, September 19, 1796

Document 2

. . . The citizens of the United States cherish sentiments the most friendly in favor of the liberty and happiness of their fellow-men on that side [the European side] of the Atlantic. In the wars of the European powers in matters relating to themselves we have never taken any part, nor does it comport [accord] with our policy so to do.

It is only when our rights are invaded or seriously menaced that we resent injuries or make preparation for our defense. With the movements in this hemisphere we are of necessity more immediately connected, and by causes which must be obvious to all enlightened and impartial observers. . . .

We owe it, therefore, to candor [honesty] and to the amicable [friendly] relations existing between the United States and those powers to declare that we should consider any attempt on their part to extend their system to any portion of this hemisphere as dangerous to our peace and safety. With the existing colonies or dependencies of any European power we have not interfered and shall not interfere. But with the Governments who have declared their independence and maintained it, and whose independence we have, on great consideration and on just principles, acknowledged, we could not view any interposition [interference] for the purpose of oppressing them, or controlling in any other manner their destiny, by any European power in any other light than as the manifestation of an unfriendly disposition toward the United States. . . .

Source: James Monroe, message to Congress outlining what became known as the Monroe Doctrine, December 2, 1823

SEQ Set 1 (Question 29)

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

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

Guidelines:

In your short essay, be sure to

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

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

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SEQ Set 2 (Question 30)

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

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

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

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

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

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

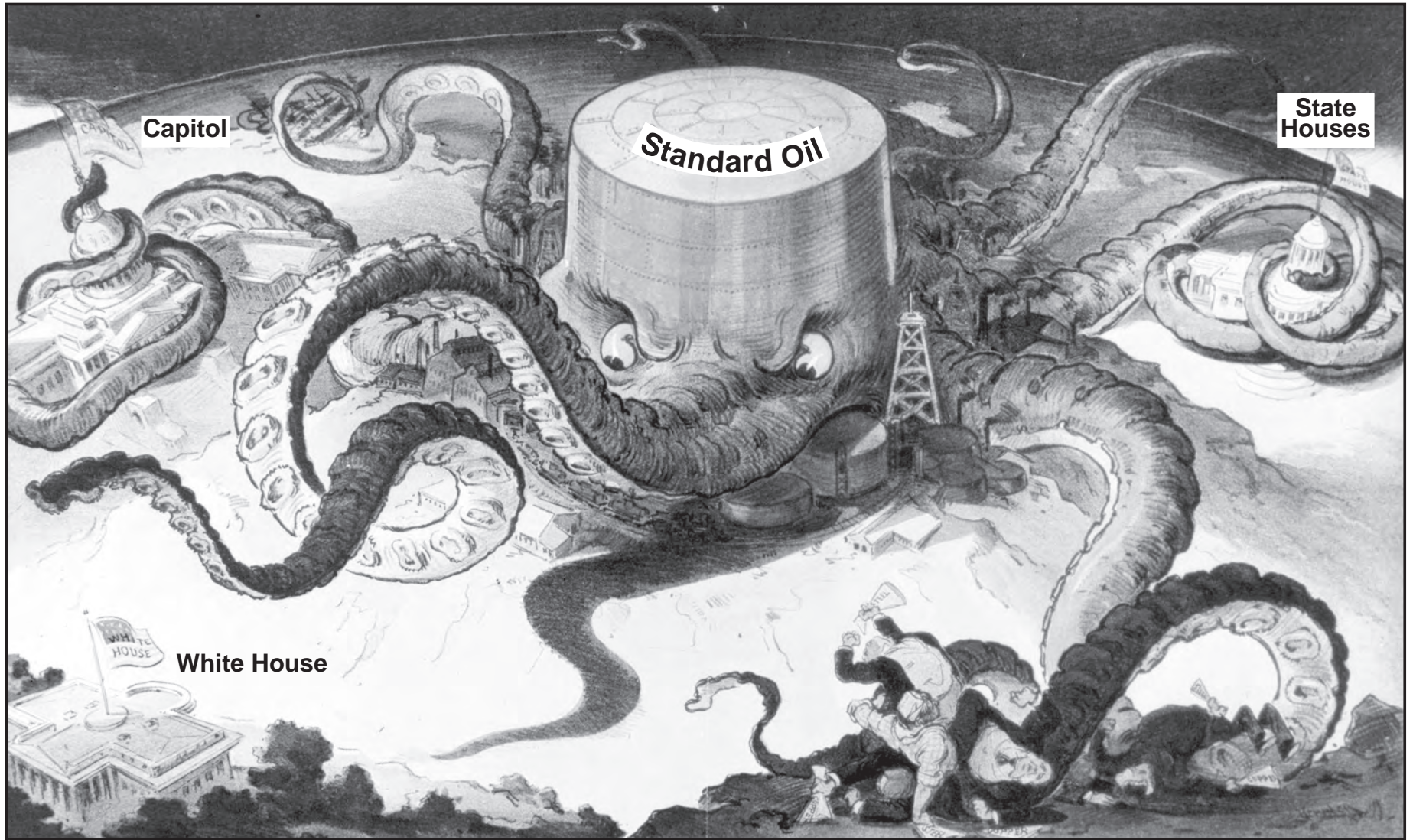
Explain means “to make plain or understandable; to give reasons for or causes of; to show the logical development or relationship of.”

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

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

Document 1

Next!



Source: Udo J. Keppler, *Puck*, September 7, 1904 (adapted)

Document 2

To know every detail of the oil trade, to be able to reach at any moment its remotest point, to control even its weakest factor—this was John D. Rockefeller's ideal of doing business. It seemed to be an intellectual necessity for him to be able to direct the course of any particular gallon of oil from the moment it gushed from the earth until it went into the lamp of a housewife. There must be nothing—nothing in his great machine he did not know to be working right. It was to complete this ideal, to satisfy this necessity, that he undertook, late in the seventies [1870s], to organize the oil markets of the world, as he had already organized oil refining and oil transporting. Mr. Rockefeller was driven to this new task of organization not only by his own curious intellect; he was driven to it by that thing so abhorrent [appalling] to his mind—competition. If, as he claimed, the oil business belonged to him, and if, as he had announced, he was prepared to refine all the oil that men would consume, it followed as a corollary [conclusion] that the markets of the world belonged to him. . . .

Source: Ida Tarbell, *The History of the Standard Oil Company*, 1904

SEQ Set 2 (Question 30)

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

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

Guidelines:

In your short essay, be sure to

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

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

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: African American Voting Rights

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 *African American voting rights*.

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 extent to which the efforts were successful

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

- (a) **describe** means “to illustrate something in words or tell about it”
- (b) **explain** means “to make plain or understandable; to give reasons for or causes of; to show the logical development or relationships of”
- (c) **discuss** means “to make observations about something using facts, reasoning, and argument; to present in some detail”

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Civic Literacy Essay

Part A

Short-Answer Questions (31–36)

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

Document 1

. . . The result [of state efforts] was the virtual elimination of black voting in the South. And although sympathetic election officials often allowed whites who did not meet the new qualifications to register, the number of eligible white voters declined as well. Louisiana, for example, reduced the number of black voters from one hundred thirty thousand to one thousand. But eighty thousand white voters also lost the franchise. In 1898, the Supreme Court encouraged the disenfranchisement movement by ruling, in *Williams v. Mississippi*, that the suffrage provisions of the state's 1890 constitution did not violate the Fifteenth Amendment, since they did not "on their face discriminate between the races."

The elimination of almost all black and many white voters not only reversed the long nineteenth-century trend toward universal suffrage, but also transformed much of the South into a series of rotten boroughs [districts with few voters relative to the size of the population], whose representatives in Congress would long wield far greater power on the national scene than their tiny electorates warranted. The Fourteenth Amendment provided that if any state deprived a group of male citizens of the franchise, it would lose part of its representation in Congress. But like much of the federal Constitution, this provision became a dead letter [broken promise] so far as African Americans were concerned. . . .

Source: Eric Foner, *Forever Free: The Story of Emancipation and Reconstruction*, Vintage Books, 2005

31 According to this document, what is *one* historical circumstance related to voting by African Americans? [1]

Score

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Document 2

This is an excerpt from a pamphlet published in Philadelphia around 1901. It was written by reformers who wanted to support African Americans who were trying to vote in southern states.

The Things that Qualify a Colored Man to Vote in the Southern States



IN order that you may know what will be demanded of you to vote under the Constitutions and laws of the several Southern States, we give below the substantial requirements of each, to wit:—

IN Alabama, Louisiana, Mississippi, North Carolina, South Carolina, Virginia and Tennessee

***YOU MUST PAY YOUR POLL TAX.
YOU MUST REGISTER AND HOLD YOUR CERTIFICATE
OF REGISTRATION.***

If you can read and write you can register.

IN Alabama, Louisiana and South Carolina

If you cannot read and write you can register if you own \$300 worth of property.

IN Arkansas and Georgia

YOU MUST PAY YOUR POLL TAX.

IN Florida, Kentucky, Texas and West Virginia

You must reside in the State.

A man convicted of almost any crime may be barred from voting.

Source: *What a colored man should do to vote*, Press of E. A. Wright, Philadelphia, ca. 1901

32 Based on this document, what was **one** requirement that affected voting by African Americans? [1]

Score

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Document 3

Orientation Prepares Summer Volunteers

OXFORD, OHIO—More than 750 volunteers have passed through two weeklong orientation sessions here preparing them for a summer's work in Mississippi.

A first group, numbering 223, arrived in Mississippi on June 21. Three are missing already, and are presumed to have met foul play. . . .

The summer workers, 60% of them white, will work on voter registration, man community centers, and teach in Freedom Schools.

The training sessions were sponsored by the National Council of Churches, under the direction of Rev. Bruce Hanson of Washington, D.C. Staff members from the Student Nonviolent Coordinating Committee (SNCC), the group that pioneered civil rights work in rural areas of the South, helped orient the summer volunteers. . . .

The first week's group addressed a strongly worded appeal to President Lyndon B. Johnson, asking him to provide protection for them and for local Negroes [African Americans] in Mississippi. A Justice Department official told them the government could not protect them, despite three Federal statutes which allow FBI agents and Federal marshals to exercise police powers in civil rights cases. . . .

Source: *The Student Voice*, Student Nonviolent Coordinating Committee, June 30, 1964

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

Score

Document 4

AN AMERICAN CITIZEN VOTING—SURELY THERE IS NOTHING REMARKABLE about that. But for an African American living in the Deep South in the 1960s, . . . it was a forbidden act, a dangerous act. There were nearly impossible obstacles to overcome: poll taxes, literacy tests, and hostile registrars. If a person succeeded and was allowed to vote, his name was published in the local newspaper, alerting his employers and others equally determined to stop him. The black men and women who dared to vote lost their jobs, their homes, and, often, their lives.

And yet they persevered. They marched on county courthouses, confronted sheriffs, and went to jail. In Selma, Alabama, on March 7, 1965, a day remembered as Bloody Sunday, they endured a brutal attack from state troopers and local vigilantes. That event touched the conscience of the nation, forcing President Lyndon B. Johnson to place a voting rights bill at the forefront of his political agenda. Its passage permitted millions of African Americans to vote in Alabama and elsewhere in the South. The Voting Rights Act [of 1965] transformed American democracy and in many ways was the last act of emancipation, a process Abraham Lincoln began in 1863. . . .

Source: Gary May, *Bending Toward Justice: The Voting Rights Act and the Transformation of American Democracy*, 2013

34 According to this document, what is **one** effort to overcome obstacles to African American voting rights? [1]

Score

Document 5

Registration by Race, Before and After 1965, in Southern States Covered by the Voting Rights Act (percent)

	Pre-act Registration (1965)		Post-act Registration (1967)	
	Black	White	Black	White
Alabama	19.3	69.2	51.6	89.6
Georgia	27.4	62.6	52.6	80.3
Louisiana	31.6	80.5	58.9	93.1
Mississippi	6.7	69.9	59.8	91.5
North Carolina	46.8	96.8	51.3	83.0
South Carolina	37.3	75.7	51.2	81.7
Virginia	38.3	61.1	55.6	63.4
Total	29.3	73.4	52.1	79.5

Source: U.S. Commission on Civil Rights, 1975 (adapted)

Note: Percentages are of the voting-age population. Pre-act registration is from March 1965; post-act registration is from September 1967. Both figures are estimates.

35 Based on this document, what was *one* impact of the Voting Rights Act in the South? [1]

Score

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Document 6a

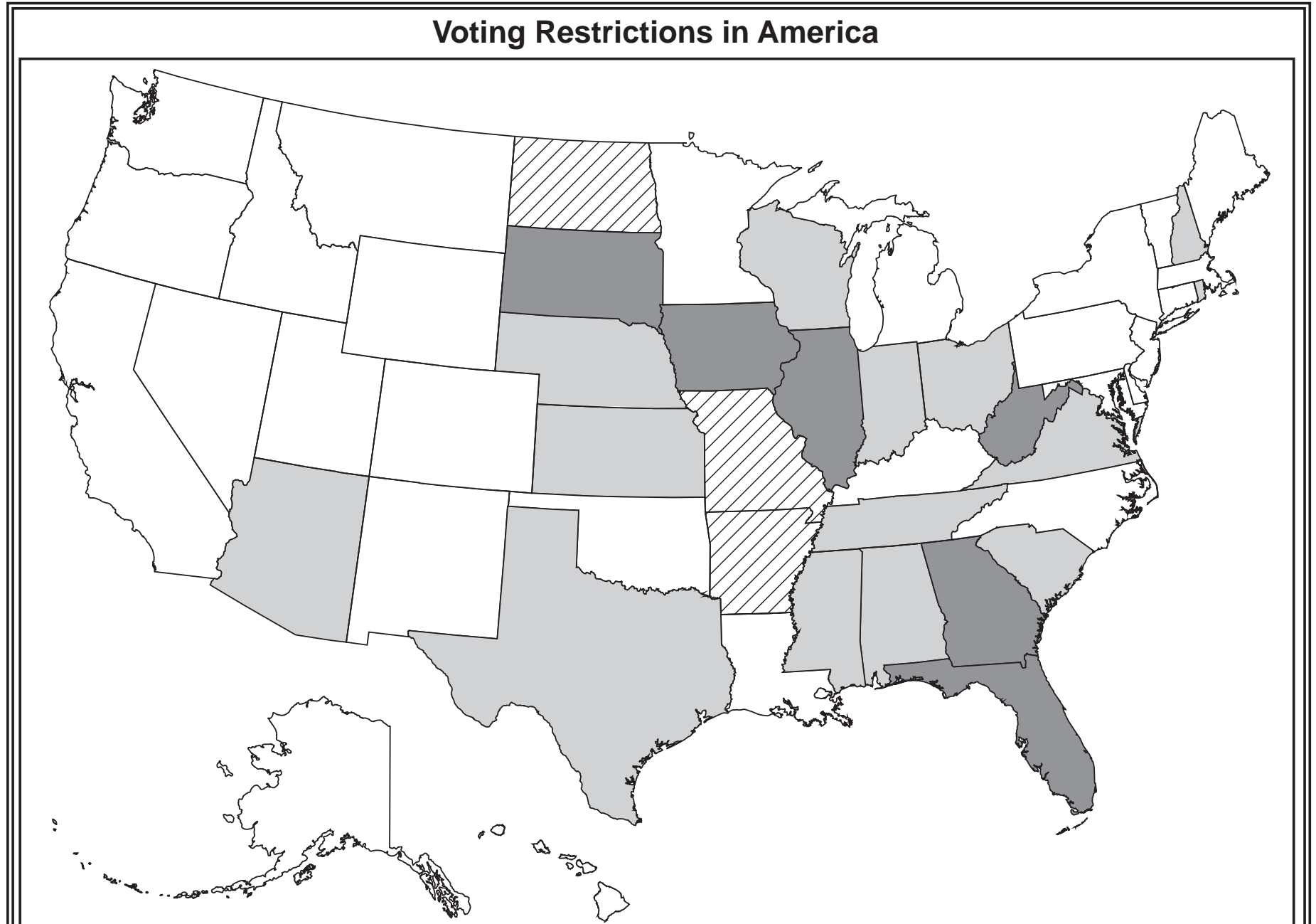
The following are remarks made by President Barack Obama on the 50th anniversary of the Voting Rights Act.

. . . As John [Congressman John Lewis] indicated, 50 years ago today, President Johnson signed the Voting Rights Act into law to protect this precious right. It broke down legal barriers at the state level and at the local level that were keeping African Americans from exercising their constitutional right to vote. And all of us have a great debt to not just John Lewis, but the thousands—many of them unnamed—who were courageous enough to walk up and try to register time and time again, that were threatened because of their efforts to register—sharecroppers and maids and ordinary folks. Had it not been for them awakening the conscience of a nation, the President could not have mustered the political support that was required to ultimately get this seminal law passed. . . .

On the ground, there are still too many ways in which people are discouraged from voting. Some of the protections that had been enshrined in the Voting Rights Act itself have been weakened as a consequence of court decisions and interpretations of the law. State legislatures have instituted procedures and practices that, although on the surface may appear neutral, have the effect of discouraging people from voting, may have a disproportional effect on certain kinds of folks voting.




And if, in fact, those practices, those trends, those tendencies are allowed to continue unanswered, then over time the hard-won battles of 50 years ago erode, and our democracy erodes. And that means that the decisions that are made in the corridors of power all across this country begin to reflect the interests of the few, instead of the interests of the many. . . .

Source: President Barack Obama, "Remarks on the Voting Rights Act," August 6, 2015



Document 6b is continued on the next page.

Document 6b continued

Key	
	Restriction in place for the first time in presidential election in 2016
	Restriction in place for 2012 presidential election
	States with restrictive laws since the 2016 election

After the 2010 election, state lawmakers nationwide started introducing hundreds of harsh measures making it harder to vote. The new laws range from strict photo ID requirements to early voting cutbacks to registration restrictions.

Overall, 23 states have new restrictions in effect since—13 states have more restrictive voter ID laws in place (and six states have strict photo ID requirements), 11 have laws making it harder for citizens to register, six cut back on early voting days and hours, and three made it harder to restore voting rights for people with past criminal convictions. . . .

Source: Brennan Center for Justice, 2017 (adapted)

36 Based on these documents, what is **one** reason the fight for African American voting rights needs to continue? [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: African American Voting Rights

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 *African American voting rights*.

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 extent to which the efforts were successful

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

