

Large-Type Edition

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY AND GOVERNMENT

Wednesday, January 22, 2020 — 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 50 multiple-choice questions. Record your answers to these questions as directed on the answer sheet.

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

Part III is based on several documents:

Part III A contains the documents. 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 or more questions. 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.

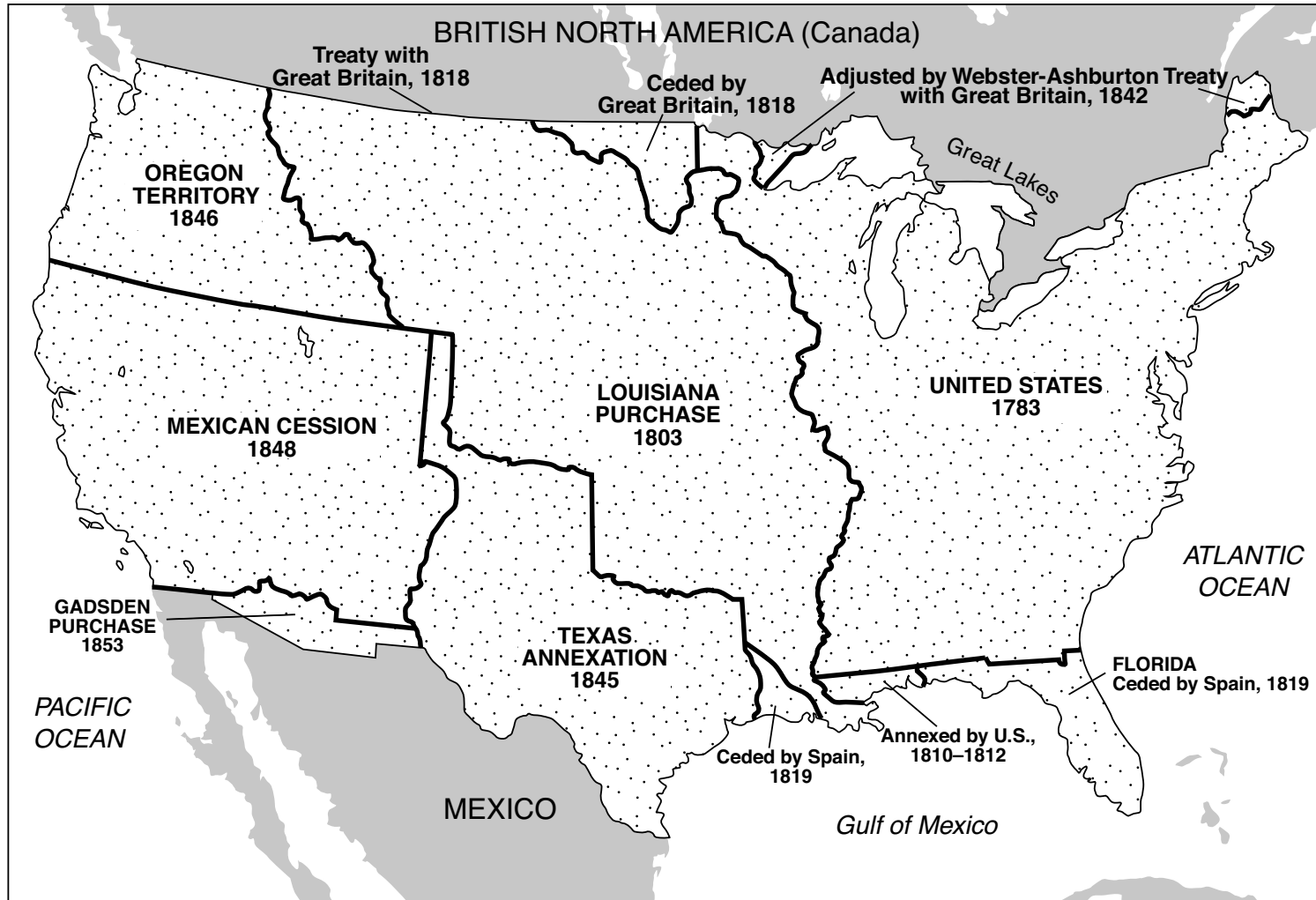
DO NOT OPEN THIS EXAMINATION BOOKLET UNTIL THE SIGNAL IS GIVEN.

Part I

Answer all questions in this part.

Directions (1–50): 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 answer to question 1 on the map below and on your knowledge of social studies.



Source: Robert A. Divine, et al., *America: Past and Present*, Addison Wesley Longman, 1999 (adapted)

1 Most of the northern boundary of the United States was created by treaties between the United States and

(1) France

(3) Spain

(2) Great Britain

(4) Mexico

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2 In colonial America, geography most directly influenced

- (1) religious practices
- (2) voter eligibility
- (3) economic activities
- (4) family structure

3 European Enlightenment writers of the 17th and 18th centuries such as John Locke influenced America's colonial development by providing

- (1) justification for state-supported churches
- (2) a defense of the slave trade
- (3) arguments for monarchy and rule by divine right
- (4) ideas about self-government and political rights

4 Which document encouraged public support for declaring independence from Great Britain?

- (1) Albany Plan of Union
- (2) Virginia and Kentucky Resolutions
- (3) Alien and Sedition Acts
- (4) *Common Sense*

5 What was a major success of the national government under the Articles of Confederation (1781–1788)?

- (1) developing a plan for the admission of new states
- (2) establishing the first national export tax
- (3) paying off all government debts
- (4) gaining the respect of foreign nations

6 Which statement best illustrates the meaning of federalism?

- (1) All citizens enjoy the basic rights of freedom of speech, press, religion, and assembly.
- (2) The Constitution delegates certain powers to the national government but reserves other powers for the states.
- (3) The Constitution can be changed by amendments ratified by Congress.
- (4) The House of Representatives has the power to impeach the president, and the Senate has the power to conduct an impeachment trial.

7 The authors of the United States Constitution established a bicameral legislature primarily because they

- (1) wished states to retain their absolute sovereignty
- (2) reached a compromise between the large states and the small states over representation
- (3) hoped to weaken the power of Congress
- (4) wanted to create an independent judiciary elected by the people

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Base your answers to questions 8 and 9 on the passage below and on your knowledge of social studies.

. . . But the great security against a gradual concentration of the several powers in the same department, consists in giving to those who administer each department, the necessary constitutional means, and personal motives, to resist encroachments of the others. The provision for defence must in this, as in all other cases, be made commensurate [corresponding] to the danger of attack. Ambition must be made to counteract ambition. . . .

— James Madison, *The Federalist No. 51*, 1788

- 8 In this passage, James Madison argues for the governing principle known as
- (1) checks and balances
 - (2) representative government
 - (3) executive privilege
 - (4) popular sovereignty
- 9 Madison was one of the statesmen who wrote articles for *The Federalist* primarily to
- (1) encourage rebellion against the British
 - (2) find a permanent solution to the issue of slavery
 - (3) gain support for ratifying the United States Constitution
 - (4) oppose protection of property rights in the United States Constitution
-

Base your answer to question 10 on the passage below and on your knowledge of social studies.

. . . 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. . . .

— George Washington, Farewell Address, 1796

- 10 President George Washington made this statement in response to concerns over United States involvement in the
- (1) effort to end the slave trade in West Africa
 - (2) struggle to open Asian ports to foreign trade
 - (3) independence movements of the new Latin American nations
 - (4) continuing conflict between England and France
-

- 11 The establishment of judicial review in *Marbury v. Madison* (1803) gave the Supreme Court the authority to
- (1) impeach members of Congress
 - (2) create state courts
 - (3) approve foreign treaties
 - (4) decide the constitutionality of a law
- 12 The Supreme Court decisions in *McCulloch v. Maryland* (1819) and *Gibbons v. Ogden* (1824) were important because they
- (1) increased the power of the federal government
 - (2) expanded the powers of the president
 - (3) encouraged westward expansion
 - (4) placed limits on the spread of slavery
- 13 In the 1840s and 1850s, immigration to the United States was characterized by
- (1) large numbers of immigrants from Latin America
 - (2) significant job opportunities for immigrants in southern states
 - (3) a large influx of Irish and German immigrants
 - (4) widespread acceptance of immigrants by native-born Americans

Base your answer to question 14 on the passage below and on your knowledge of social studies.

. . . As to the policy I “seem to be pursuing” as you say, I have not meant to leave any one in doubt.

I would save the Union. I would save it the shortest way under the Constitution. The sooner the national authority can be restored; the nearer the Union will be “the Union as it was.” If there be those who would not save the Union, unless they could at the same time *save* slavery, I do not agree with them. If there be those who would not save the Union unless they could at the same time *destroy* slavery, I do not agree with them. My paramount object in this struggle *is* to save the Union, and is *not* either to save or to destroy slavery. If I could save the Union without freeing *any* slave I would do it, and if I could save it by freeing *all* the slaves I would do it; and if I could save it by freeing some and leaving others alone I would also do that. What I do about slavery, and the colored race, I do because I believe it helps to save the Union; and what I forbear, I forbear because I do *not* believe it would help to save the Union. I shall do *less* whenever I shall believe what I am doing hurts the cause, and I shall do *more* whenever I shall believe doing more will help the cause. I shall try to correct errors when shown to be errors; and I shall adopt new views so fast as they shall appear to be true views. . . .

— President Abraham Lincoln, Letter to Horace Greeley,
August 22, 1862

14 According to the passage, President Abraham Lincoln’s primary goal in fighting the Civil War was to

- (1) advance the cause of Northern abolitionists
 - (2) use any means necessary to save the Union
 - (3) extend the franchise to African Americans in the army
 - (4) free only those African Americans who were enslaved in Confederate territory
-

15 Which geographic factor most directly influenced the rapid settlement of the Great Plains after the Civil War?

- (1) immense forests for lumber
- (2) access to abundant quantities of oil
- (3) huge amounts of fertile farmland
- (4) long ocean coastline with deep ports

16 What was one reason the 14th and 15th amendments failed to prevent future racial segregation?

- (1) Most Northern abolitionists opposed the extension of these rights.
- (2) The Supreme Court refused to accept cases to interpret these amendments.
- (3) Radical Republicans in Congress stopped African Americans from voting.
- (4) The South was allowed to pass Jim Crow laws and restrict voting rights.

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

Speaker A: The time of unlimited immigration is now past; controls are necessary to preserve the customs and values that have made this nation great.

Speaker B: In order to protect our citizens' jobs, restrictions must be placed on the number of immigrants.

Speaker C: More workers are needed. The most important consideration is whether they are willing to work hard.

Speaker D: There's plenty of land left to settle in the West, and there is plenty of room for all.

17 Which two speakers would most likely have supported the Chinese Exclusion Act (1882)?

- (1) *A* and *B*
- (2) *B* and *C*
- (3) *C* and *D*
- (4) *A* and *D*

18 Which speaker would most likely agree with the economic point of view of big business owners in the late 1800s?

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

19 In the late 19th century, what was the major goal in developing the “New South?”

- (1) expanding the industrial base
- (2) reducing tobacco production
- (3) strengthening labor unions
- (4) restricting government support for railroad construction

20 **“Senate Votes to Annex Philippines”**

“U.S. Sends Warships to Panama”

“President Roosevelt Strengthens Monroe Doctrine”

These headlines reflect the transformation of United States foreign policy into one that

- (1) respected the sovereign rights of all countries
- (2) practiced imperialism
- (3) pursued isolationist policies
- (4) opposed free-trade agreements

21 What was the major goal of the political reforms enacted during the Progressive Era (1900–1920)?

- (1) expanding citizen participation in government
- (2) lowering the legal voting age
- (3) discouraging the formation of new political parties
- (4) providing public funding of campaigns

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

Dens of Death



Source: *The Battle with the Slum*, MacMillan, 1902 (adapted)

22 Whose work most influenced state and local governments to address the conditions shown in this photograph?

- | | |
|-----------------|------------------|
| (1) John Muir | (3) Frank Norris |
| (2) Ida Tarbell | (4) Jacob Riis |
-

23 The Meat Inspection Act (1906), the Pure Food and Drug Act (1906), and the Clayton Antitrust Act (1914) were similar in that each

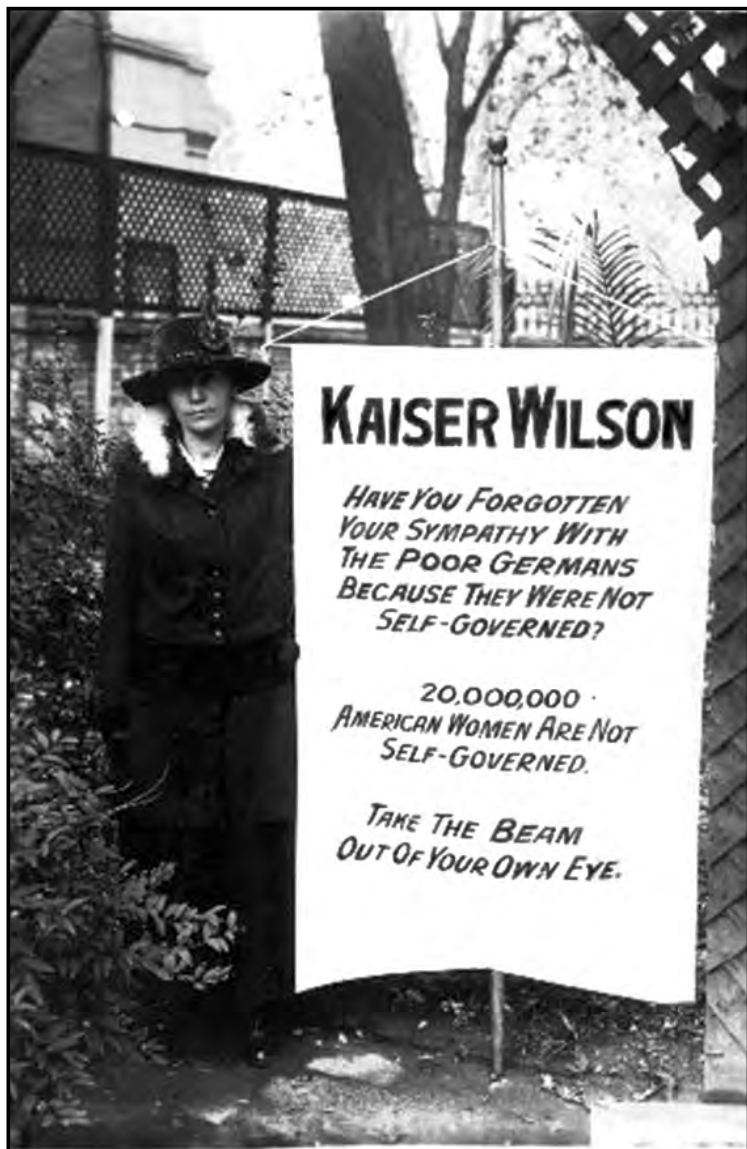
- (1) increased government regulation of business
- (2) resulted from a pro-business government policy
- (3) lowered tariffs on imported goods
- (4) decreased federal taxes on personal income

24 The Federal Reserve System, created in 1913, extended government control over the banking system by

- (1) issuing housing and consumer loans
- (2) regulating interest rates and the money supply
- (3) ending private ownership of banks
- (4) banning loans for stock market purchases

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



Source: Library of Congress

25 Actions such as the one shown in the photograph helped lead to the

- (1) defeat of Germany in World War I
 - (2) failure of President Woodrow Wilson to win reelection
 - (3) rejection of United States membership in the League of Nations
 - (4) addition of a woman's suffrage amendment to the United States Constitution
-

26 Which term from the 1920s is most closely associated with Duke Ellington and Langston Hughes?

- (1) Lost Generation
- (2) Red Scare
- (3) Teapot Dome scandal
- (4) Harlem Renaissance

27 Federal economic policies during the 1920s contributed to the start of the Great Depression by

- (1) failing to adequately regulate stock market transactions
- (2) adopting federal budgets with large deficits
- (3) lowering protective tariffs
- (4) abolishing corporate income taxes

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

. . . But in the event that the Congress shall fail to take one of these two courses, and in the event that the national emergency is still critical, I shall not evade the clear course of duty that will then confront me. I shall ask the Congress for the one remaining instrument to meet the crisis—broad Executive power to wage a war against the emergency, as great as the power that would be given to me if we were in fact invaded by a foreign foe. . . .

— President Franklin D. Roosevelt,
First Inaugural Address, March 4, 1933

28 President Franklin D. Roosevelt dealt with the emergency referred to in this speech primarily by

- (1) submitting problems to the Supreme Court
 - (2) relying on state and local governments to handle the situation
 - (3) gaining congressional support for his programs
 - (4) requesting financial assistance from other countries
-

29 The main goal of the first Agricultural Adjustment Act (AAA) was to

- (1) end wasteful funding of irrigation projects
- (2) increase efforts to export grain
- (3) encourage more farm mechanization
- (4) stabilize farm prices by reducing the amount of surplus crops

Base your answer to question 30 on the poem below and on your knowledge of social studies.

. . . We'll be back when it rains,
they say,
setting out with their bedsprings and mattresses,
their cookstoves and dishes,
their kitchen tables,
and their milk goats
tied to their running boards
in rickety cages,
setting out for
California,
where even though they say they'll come back,
they might just stay
if what they hear about that place is true. . . .

— Karen Hesse, *Out of the Dust*, April 1935

30 What was the main reason for the migration described in this poem?

- (1) Farmers were given inexpensive, fertile land in the West.
- (2) An extended drought on the plains forced farmers to seek better conditions in the West.
- (3) Manufacturing jobs in California paid high wages.
- (4) African Americans left the South to avoid discrimination.

Base your answer to question 31 on the cartoon below and on your knowledge of social studies.

OH, SO THAT'S THE KIND OF SAILOR HE IS



Source: J. N. "Ding" Darling, *Bridgeport Telegram*,
March 29, 1937 (adapted)

31 This cartoon suggests that Congress believed President Franklin D. Roosevelt's proposals concerning the Supreme Court threatened the United States Constitution by

- (1) weakening the system of federalism
 - (2) ignoring the amendment process
 - (3) endangering the principle of separation of powers
 - (4) violating the elastic clause
-

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32 During the 1930s, the major foreign policy goal of the United States Congress was to

- (1) avoid the mistakes that led the country into World War I
- (2) end the Good Neighbor policy
- (3) increase the size of the armed forces
- (4) strengthen support for Japan's New Order in Asia

33 The primary reason President Harry Truman made the decision to use atomic bombs on Hiroshima and Nagasaki was to

- (1) save American lives by avoiding the invasion of Japan
- (2) destroy the entire Japanese military in Southeast Asia
- (3) allow the United States to defeat Germany
- (4) halt the Japanese invasion of the Soviet Union

34 Organizing the Berlin airlift, implementing the Marshall Plan, and fighting the Korean War were early events in the United States policy of

- | | |
|-----------------|------------------|
| (1) imperialism | (3) isolationism |
| (2) containment | (4) neutrality |

35 In the late 1940s, hearings by the House Committee on Un-American Activities and the use of loyalty oaths illustrate concerns over the

- (1) impact of union strikes on the economy
- (2) United States participation in the North Atlantic Treaty Organization (NATO)
- (3) desegregation of the military
- (4) influence of communists within the federal government

36 The Korean War (1950–1953) was the first war in which the United States

- (1) sent troops to fight on foreign soil
- (2) responded to an attack on its homeland
- (3) fought as a member of United Nations forces
- (4) formed an alliance with mainland China

Base your answer to question 37 on the passage below and on your knowledge of social studies.

. . . Finally, you have broader considerations that might follow what you would call the “falling domino” principle. You have a row of dominoes set up, you knock over the first one, and what will happen to the last one is the certainty that it will go over very quickly. So you could have a beginning of a disintegration that would have the most profound influences. . . .

— President Dwight D. Eisenhower, April 7, 1954

- 37 Which action is most closely associated with the foreign policy concern expressed by President Dwight D. Eisenhower in this passage?
- (1) authorizing U-2 flights over the Soviet Union
 - (2) increasing United States involvement in Vietnam
 - (3) overthrowing military dictatorships in Central America
 - (4) defending oil producing countries in the Middle East
-

- 38 The actions of Jackie Robinson, Rosa Parks, and Malcolm X helped focus national attention on the need for reform in the area of
- (1) environmental protection
 - (2) crime prevention
 - (3) public education
 - (4) civil rights
- 39 Which statement best describes an outcome of the 1962 Cuban missile crisis?
- (1) Communist leaders of Cuba were removed from office.
 - (2) The United States strengthened its ties with Cuba.
 - (3) Nuclear war with the Soviet Union was avoided.
 - (4) United States military defenses were significantly reduced.

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40 *Mapp v. Ohio* (1961), *Gideon v. Wainwright* (1963), and *Miranda v. Arizona* (1966) are all Supreme Court decisions that strengthened individual rights by

- (1) increasing protections for persons accused of crimes
- (2) eliminating restrictions on gun ownership
- (3) overturning racial segregation laws
- (4) encouraging greater voter participation in government

41 President Richard Nixon chose to resign the presidency mainly because of his involvement in the

- (1) secret bombing of Cambodia
- (2) escalation of the Vietnam War
- (3) Watergate scandal
- (4) implementation of wage-price controls

42 In *Tinker v. Des Moines School District* (1969) and in *New Jersey v. T.L.O.* (1985), the United States Supreme Court addressed the

- (1) issue of gender equality in school athletics
- (2) recitation of prayers in public schools
- (3) power of school authorities to determine curriculum
- (4) free speech and privacy rights of students in schools

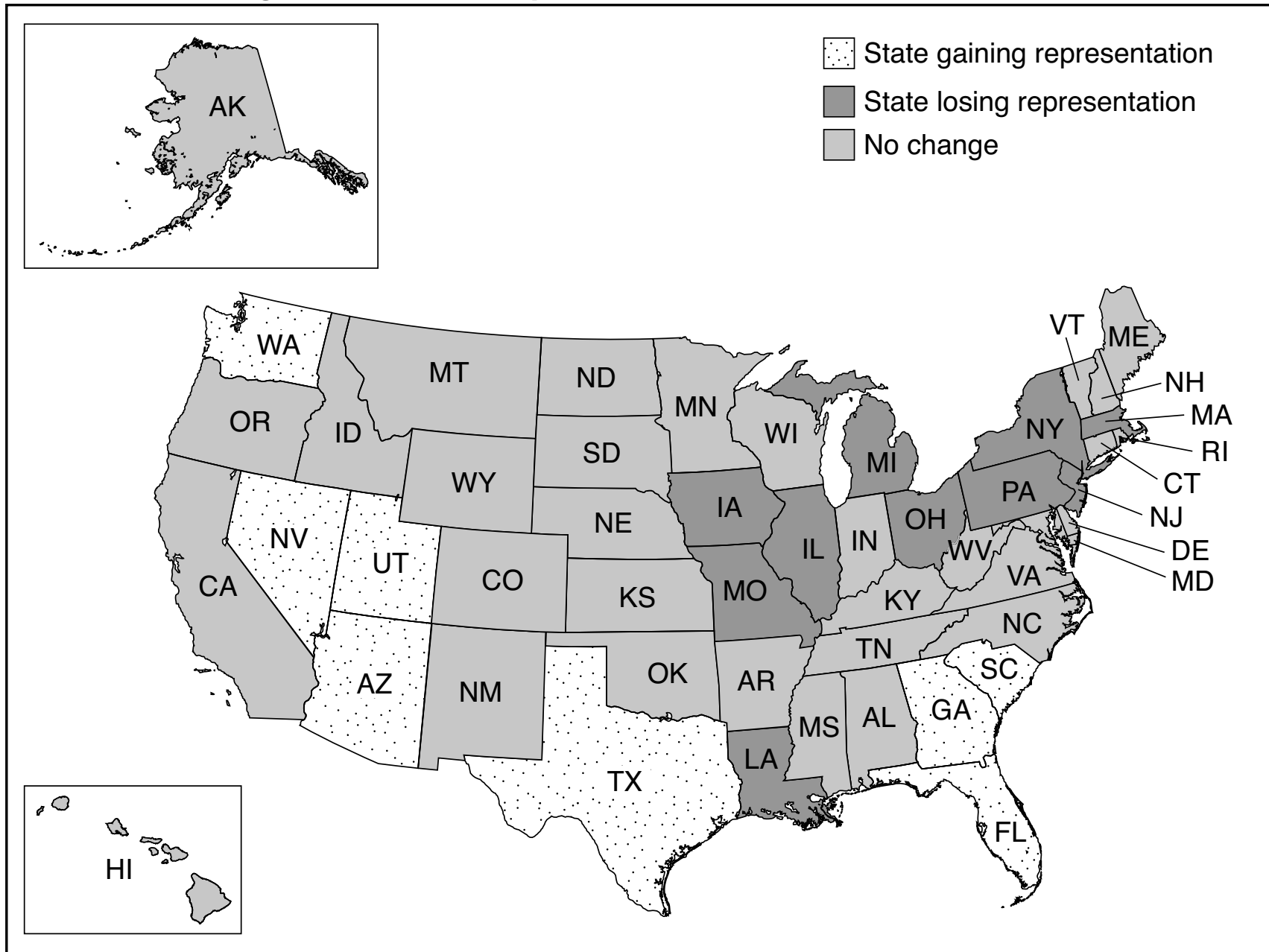
43 Results of the Bush-Gore presidential election of 2000 renewed the debate over

- (1) term limits for elected officials
- (2) the electoral college system
- (3) presidential use of the veto power
- (4) loose versus strict interpretation of the Constitution

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

Change in House of Representatives Based on 2010 Census

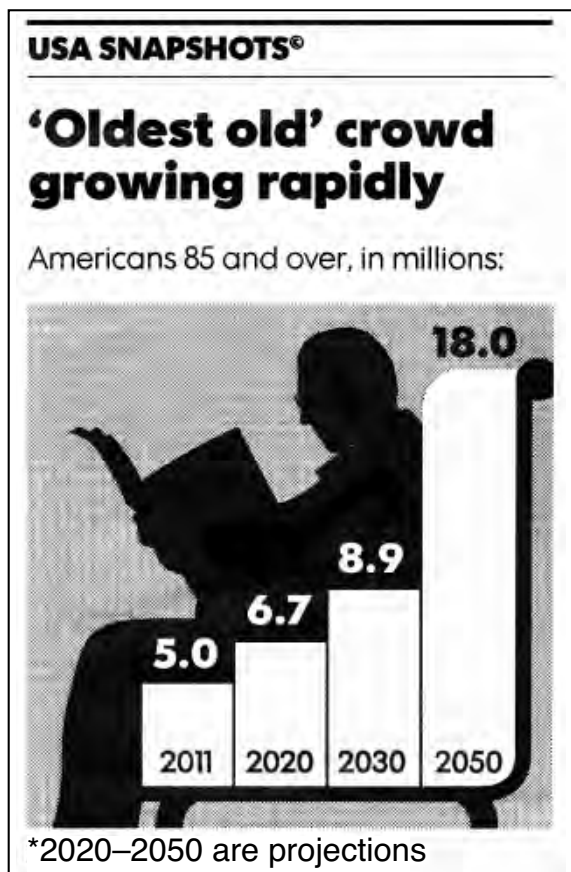


Source: U. S. Census Bureau (adapted)

- 44 The gains and losses shown on the map were primarily the result of
- (1) population changes among the states
 - (2) migration of African Americans to the North
 - (3) vacancies in the House of Representatives caused by resignations
 - (4) increasing the total number of members in the House of Representatives
-

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Base your answer to question 45 on the chart below and on your knowledge of social studies.



Source: *USA Today*, February 4, 2013
(adapted)

45 Which government programs will be most directly affected by the trend shown on this chart?

- (1) defense spending
 - (2) immigration reform
 - (3) Head Start and school construction
 - (4) Medicare and Social Security
-

46 **“Same-Sex Marriage Upheld by Supreme Court”**

“47% of Children Live With One Parent”

“Majority of College Degrees Now Go to Women”

A conclusion that can be drawn directly from these headlines is that

- (1) more people are delaying marriage to a later age
- (2) legal and societal changes have affected the family unit
- (3) the role of women has changed little in the past decade
- (4) most married couples do not have children

47 Which statement reflects a major transportation trend of the post–World War II period?

- (1) Transcontinental railroads were developed.
- (2) The use of canals to move freight increased.
- (3) The use of the automobile increased dramatically.
- (4) Air travel decreased significantly.

48 One way in which the Truman Doctrine and the Eisenhower Doctrine are similar is that both

- (1) offered aid to countries threatened by communism
- (2) attempted to create a friendlier relationship with China
- (3) tried to improve relations with the Soviet Union
- (4) returned the United States to an isolationist foreign policy

49 The programs of President Lyndon B. Johnson's War on Poverty had goals which were most similar to the programs of

- (1) Theodore Roosevelt's Square Deal
- (2) Woodrow Wilson's New Freedom
- (3) Franklin D. Roosevelt's New Deal
- (4) Ronald Reagan's New Federalism

50 Which pair of economic situations faced both President Franklin D. Roosevelt and President Barack Obama during the first 100 days of their administrations?

- (1) legalization of the sale of alcoholic beverages and suspension of antitrust laws
- (2) high unemployment and failures in the banking system
- (3) funding overseas wars and bailing out the automobile industry
- (4) modifying the gold standard and increasing federal aid to education

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

In developing your answer to Part II, be sure to keep these general definitions in mind:

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

Part II

THEMATIC ESSAY QUESTION

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

Theme: Foreign Policy

Throughout United States history, the government has taken foreign policy actions that have resulted in differences of opinion among the American people. These actions have had impacts on the United States and on other countries and regions.

Task:

Choose **two** foreign policy actions that have caused disagreement among the American people and for **each**

- Explain the point of view of those who *supported* the foreign policy action
- Explain the point of view of those who *opposed* the foreign policy action
- Discuss the impact of the action on the United States **and/or** on another country or region

You may use any foreign policy action that caused disagreement among the American people. Some suggestions you might wish to consider include purchasing Louisiana (1803), declaring war against Mexico (1846), purchasing Alaska (1867), annexing the Philippines (1899), maintaining neutrality in World War I (1914–1917), providing Lend-Lease aid to Great Britain (1941), sending troops to Vietnam (1964–1973), ratifying the North American Free Trade Agreement (1993), and implementing Operation Iraqi Freedom (2003).

You are *not* limited to these suggestions.

Guidelines:

In your essay, be sure to:

- Develop all aspects of the task
- 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

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NAME _____ SCHOOL _____

Part III

DOCUMENT-BASED QUESTION

This 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 purposes 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:

Throughout United States history, individuals have taken actions to address political, economic, and social issues facing the nation. Their actions have had an impact on the United States and on American society. Three of these individuals include *Jane Addams*, *Eleanor Roosevelt*, and *Thurgood Marshall*.

Task: Using the 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

Select *two* individuals mentioned in the historical context and for *each*

- Describe the conditions that led the individual to take action
- Discuss the impact of the individual’s action 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:

- describe means “to illustrate something in words or tell about it”**
- discuss means “to make observations about something using facts, reasoning, and argument; to present in some detail”**

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Part A

Short-Answer Questions

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

Document 1

. . . America's settlement house movement was born in the late 19th century. The Industrial Revolution; dramatic advances in technology, transportation, and communication; and an influx in immigrants caused significant population swells in urban areas. City slums emerged where families lived in crowded, unsanitary housing. Health care was nonexistent; disease was rampant. There were few schools, and children were sent to work in factories. . . .

In addition, the movement focused on reform through social justice. Settlement workers and other neighbors were pioneers in the fight against racial discrimination. Their advocacy efforts also contributed to progressive legislation on housing, child labor, work conditions, and health and sanitation. . . .

Source: "History of the Settlement House Movement," Alliance for Strong Families and Communities

- 1 Based on this document, state **one** condition that led to the settlement house movement. [1]

Score

Document 2a

. . . It is easy for even the most conscientious citizen of Chicago to forget the foul smells of the stockyards and the garbage dumps, when he is living so far from them that he is only occasionally made conscious of their existence but the residents of a Settlement are perforce [of necessity] constantly surrounded by them. During our first three years on Halsted Street, we had established a small incinerator [garbage burner] at Hull-House and we had many times reported the untoward [difficult] conditions of the ward to the City Hall. We had also arranged many talks for the immigrants, pointing out that although a woman may sweep her own doorway in her native village and allow the refuse to innocently decay in the open air and sunshine, in a crowded city quarter, if the garbage is not properly collected and destroyed, a tenement-house mother may see her children sicken and die, and that the immigrants must therefore, not only keep their own houses clean, but must also help the authorities to keep the city clean. . . .

Source: Jane Addams, *Twenty Years at Hull-House*, University of Illinois Press

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Document 2b

Hull-House Firsts

- First Social Settlement in Chicago
- Established first public playground in Chicago
- Established first citizenship preparation classes in the United States
- Established first college extension courses in Chicago
- Initiated investigations for the first time in Chicago of truancy, typhoid fever, cocaine, children's reading, newsboys, sanitation, tuberculosis, midwifery, infant mortality, social value of the saloon
- Initiated investigations that led to creation and enactment of first factory laws in Illinois
- Initiated investigations that led to creation of first model tenement code
- First Illinois factory inspector: Hull-House resident Florence Kelley

Source: Jean Bethke Elshtain, *Jane Addams and the Dream of American Democracy: A Life*, Basic Books, 2002 (adapted)

2 Based on these documents, state *two* ways Hull-House attempted to improve conditions in Chicago. [2]

(1) _____

Score

(2) _____

Score

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Document 3

On the 150th anniversary of Jane Addams's birth, Louise Knight wrote a book celebrating Addams's reform spirit. Knight states in the book's preface:

. . . This book is the story of how Jane Addams (1860–1935) did just that—how she increasingly thought for herself, released her own spirit, and, working with others, accomplished remarkable things. She cofounded Hull House, the nation's first settlement house (and one of the earliest community-based nonprofits) in Chicago, and in time became one of the nation's most effective reform leaders, as influential in her day on both the national and the world stages as Eleanor Roosevelt was in hers. She worked to end child labor, support unions and workers' rights, protect free speech and civil rights, respect all cultures, achieve women's suffrage and women's freedom, and promote conditions that nurtured human potential and therefore, she believed, the spread of peace. She served on the founding boards of the National Association for the Advancement of Colored People and the American Civil Liberties Union, advised every president from William McKinley to Franklin Delano Roosevelt, wrote ten books, gave hundreds of speeches, and was one of the greatest American women this nation has yet produced. Indeed, in 1912—eight years before the federal amendment giving women the vote became law—there were wistful discussions of her running for president. For the last third of her life, as founding president of the Women's International League for Peace and Freedom, she was known worldwide as an advocate for peace and women, and in 1931 she was awarded the Nobel Peace Prize. . . .

Source: Louise W. Knight, *Jane Addams: Spirit in Action*, W. W. Norton & Company, 2010

3 According to Louise W. Knight, what is *one* impact of the work of Jane Addams? [1]

Score

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Document 4

. . . Early in her [Eleanor Roosevelt] husband's first term, it became clear that this was a new kind of first lady—because she was reinventing herself. As a host of urgent issues came to her attention, she quickly discovered that she had new power. Far from being a prisoner in the White House, pouring tea for ambassadors, Eleanor seemed to be everywhere at once. Just by going to a place or investigating an issue she could bring it into the full glare of nationwide publicity. She toured Washington's back alleys to publicize the conditions of the slums. Realizing that New Deal programs were geared toward men, she fought for the “forgotten woman”; she worked with Harry Hopkins to set up the women's division of the Civil Works Administration, providing, by the end of 1933, CWA jobs for 100,000 women. When she heard that farmers were slaughtering piglets, she intervened with the AAA (Agricultural Adjustment Act) administrator to ask that surplus food be given to the hungry; she lectured and wrote articles; she helped start a CCC-type camp for young jobless women; she gave a civics course at the New York Junior League; and she continually—and effectively—prodded her husband to appoint women to high government jobs. . . .

Source: James MacGregor Burns and Susan Dunn,
The Three Roosevelts: Patrician Leaders Who Transformed America,
Atlantic Monthly Press, 2001

4 According to James MacGregor Burns and Susan Dunn, state **one** way Eleanor Roosevelt attempted to improve conditions in society. [1]

Score

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Document 5

. . . Eleanor Roosevelt's stand on civil rights, her insistence that America could not fight racism abroad while tolerating it at home, remains one of the affirming moments in the history of the home front during the war. Though she was naïve about many aspects of the racial problem, she was far ahead of the president and the times in her understanding that separate but equal facilities were not enough, that the fact of segregation itself impaired the lives of the Negro [African American] population. . . .

More than anyone else in the White House, Eleanor was responsible, through her relentless pressure of War Department officials, for the issuance of the two directives that forbade the designation of recreational areas by race and made government-owned and -operated buses available to every soldier regardless of race. By the end of the war, only one major step was needed to ensure true equality for Negro soldiers, and that step would come in 1948, when President Truman issued Executive Order 9981, ending segregation in the armed forces. . . .

Source: Doris Kearns Goodwin, *No Ordinary Time, Franklin and Eleanor Roosevelt: The Home Front in World War II*, Simon & Schuster, 1994

5a According to Doris Kearns Goodwin, state **one** condition that led Eleanor Roosevelt to take action on civil rights. [1]

Score

b According to Doris Kearns Goodwin, state **one** impact Eleanor Roosevelt had on civil rights. [1]

Score

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Document 6a

. . . Convinced that America had been “spared for a purpose” from the destruction that the war inflicted on other nations, ER [Eleanor Roosevelt] seized all avenues at her disposal—columns, speeches, articles, private conversation, radio broadcasts, newsreels, and correspondence—to urge Americans to recognize what was at stake and to assume both the responsibility and the financial cost of world leadership. Fervently, she repeated that Americans must learn that “you cannot live for yourselves alone. You depend on the rest of the world and the rest of the world depends on you.” UN debates on the refugee crisis, the Geneva Conventions, atomic energy, arms control, the proposed UN peace force, the creation of Israel, the implementation of apartheid, the demise of colonialism, and women’s rights underscored to ER the crying need for America to accept its connection with the rest of the world—and how crucial a commonly shared vision could be in overcoming the haunting legacy of war. . . .

Source: Allida Black, Introduction to *Tomorrow is Now*, by Eleanor Roosevelt, Penguin Books, 2012 (adapted)

6a Based on this document, state **one** reason Eleanor Roosevelt urged Americans to accept the role of world leadership. [1]

Score

Document 6b

Eleanor Roosevelt chaired the United Nations Human Rights Commission and was an important influence in the creation of the Universal Declaration of Human Rights.



Source: Joseph P. Lash, *“Life Was Meant to Be Lived”:
A Centenary Portrait of Eleanor Roosevelt*,
W. W. Norton & Company, 1984

6b Based on this document, state **one** action Eleanor Roosevelt took to advance the cause of universal human rights. [1]

Score

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Document 7

. . . Unfortunately, the effects of segregation in education have not been isolated for study by social scientists. They have dealt with the whole problem of segregation, discrimination and prejudice, and although no social scientist can say that segregated schools alone give the Negro [African American] feelings of insecurity, self-hate, undermine his ego, make him feel inferior and warp his outlook on life, yet for the child the school provides the most important contact with organized society. What he learns, feels, and how he is affected there is apt to determine the type of adult he will become. Social scientists have found that children at a very early age are affected by and react to discrimination and prejudices. Thus they have agreed that it is sound to conclude that segregated schools, perhaps more than any other single factor, are of major concern to the individual of public school age and contributes greatly to the unwholesomeness and unhappy development of the personality of Negroes which the color caste system in the United States has produced. . . .

Source: Mark V. Tushnet, ed., *Thurgood Marshall: His Speeches, Writings, Arguments, Opinions, and Reminiscences*, Lawrence Hill Books, 2001

7 According to Thurgood Marshall, what is *one* effect of segregated schools on African Americans? [1]

Score

Document 8a

This is an excerpt from Thurgood Marshall's argument in the United States Supreme Court case *Brown v. Board of Education*.

... Those same kids in Virginia and South Carolina—and I have seen them do it—they play in the streets together, they play on their farms together, they go down the road together, they separate to go to school, they come out of school and play ball together. They have to be separated in school. . . .

They can't take race out of this case. From the day this case was filed until this moment, nobody has in any form or fashion, despite the fact I made it clear in the opening argument that I was relying on it, done anything to distinguish this statute from the Black Codes, which they must admit, because nobody can dispute, say anything anybody wants to say, one way or the other, the Fourteenth Amendment was intended to deprive the states of power to enforce Black Codes or anything else like it. . . .

The only thing can be is an inherent determination that the people who were formerly in slavery, regardless of anything else, shall be kept as near that stage as is possible, and now is the time, we submit, that this Court should make it clear that that is not what our Constitution stands for. . . .

Source: Josh Gottheimer, ed., *Ripples of Hope: Great American Civil Rights Speeches*, Basic Civitas Books, 2003

8a Based on this excerpt, state **one** reason Thurgood Marshall opposed segregated schools. [1]

Score

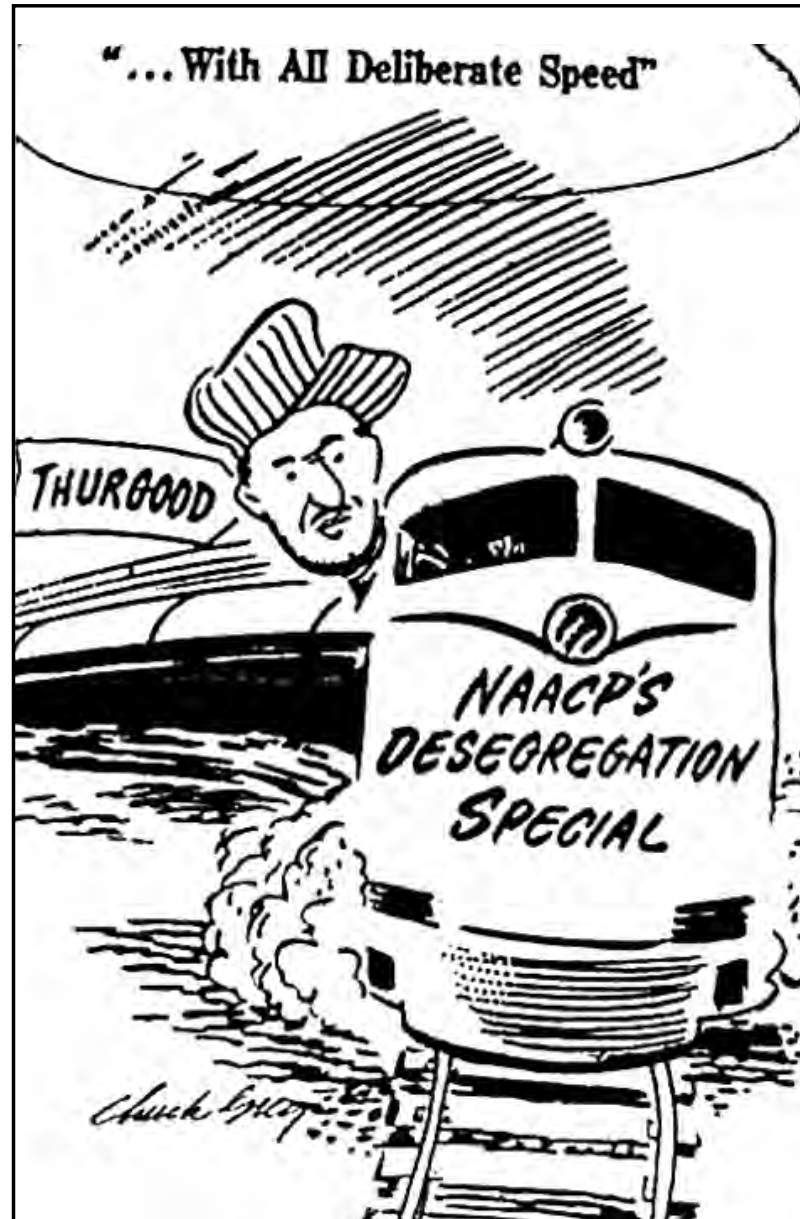
Document 8b

In *Brown v. Board of Education* the Supreme Court ruled that school desegregation should proceed “with all deliberate speed.”



George E. C. Hayes, Thurgood Marshall, and James M. Nabrit Jr. are pictured congratulating each other in front of the Supreme Court on May 17, 1954, after hearing the Court's unanimous decision in the *Brown* case.

Source: Library of Congress (adapted)



Source: *Baltimore Afro-American*, July 2, 1955

8b Based on these documents, what is **one** impact of Thurgood Marshall's legal work? [1]

Score

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Document 9

. . . The scope of Marshall's achievement in American law, however, was wider than the black American civil rights movement. His every argument spoke to individual rights for all. Protections for black Americans or any other minority, in Marshall's vision, were a function of the inviolable [untouchable] constitutional principle of individuals. When Marshall spoke about the nation's future, he projected that when the law put blacks and whites on equal footing, racial discrimination would be submerged in a greater sea of protections for individuals. As Marshall once said, black Americans are not members of the Negro [African American] race but individuals in the human race. . . .

On cases dealing with school desegregation and affirmative action, Justice Marshall also cast his opinions as statements of individual rights, not simply as a class action for all black people. For example, his support of busing to integrate schools, even across jurisdictional boundaries, was based on the need to protect the rights of individual children who were being denied access to the best schools. And he viewed affirmative action as a matter of individual rights for black Americans, victims of discrimination who needed remedial action to be made whole. . . .

Source: Juan Williams, *Thurgood Marshall: American Revolutionary*, Random House, 1998

9 According to Juan Williams, what was **one** way Thurgood Marshall supported individual rights for all? [1]

Score

Part B

Essay

Directions: Write a well-organized essay that includes an introduction, several paragraphs, and a conclusion. Use evidence from *at least four* documents in your essay. Support your response with relevant facts, examples, and details. Include additional outside information.

Historical Context:

Throughout United States history, individuals have taken actions to address political, economic, and social issues facing the nation. Their actions have had an impact on the United States and on American society. Three of these individuals include *Jane Addams*, *Eleanor Roosevelt*, and *Thurgood Marshall*.

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

Select *two* individuals mentioned in the historical context and for *each*

- Describe the conditions that led the individual to take action
- Discuss the impact of the individual's action on the United States and/or on American society

Guidelines:

In your essay, be sure to

- Develop all aspects of the task
- For *each* individual, describe *at least two* conditions that led that individual to take action
- 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

