

The University of the State of New York
REGENTS HIGH SCHOOL EXAMINATION

**UNITED STATES HISTORY
AND
GOVERNMENT**

Wednesday, August 13, 2003 — 12:30 to 3:30 p.m., only

Student Name _____

School Name _____

Print your name and the name of your school on the lines above. Then turn to the last page of this booklet, which is the answer sheet for Part I. Fold the last page along the perforations and, slowly and carefully, tear off the answer sheet. Then fill in the heading of your answer sheet. Now print your name and the name of your school 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.

Part I contains 50 multiple-choice questions. Record your answers to these questions on the separate 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. Each document is followed by one or more question(s). In the test booklet, write your answer to each question on the lines following that question. Be sure to enter your name and the name of your school on the first page of this section.

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 statement printed on the Part I 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.

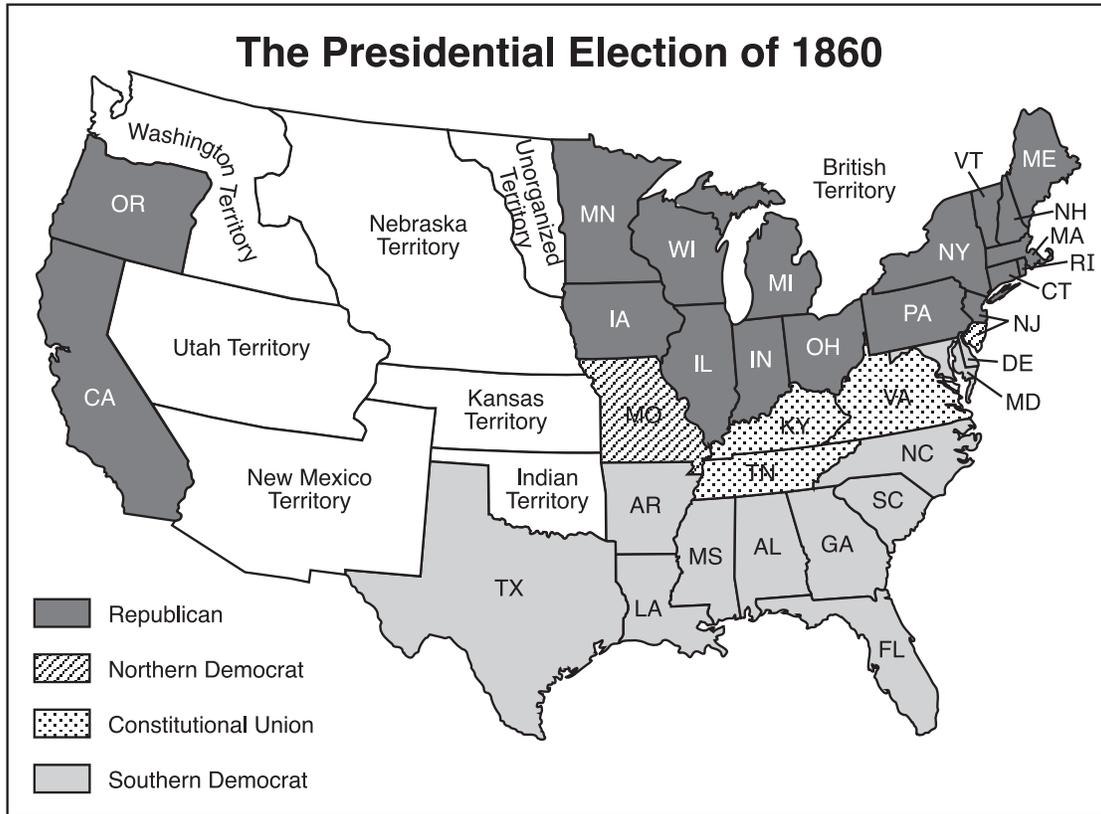
Part I

Answer all questions in this part.

Directions (1–50): For each statement or question, write on the separate answer sheet the *number* of the word or expression that, of those given, best completes the statement or answers the question.

- 1 In the 1800s, the Great Plains region of the United States was characterized primarily by
 - (1) exceptionally high amounts of annual rainfall
 - (2) heavily wooded forests covering most of the area
 - (3) an extensive system of navigable rivers
 - (4) vast expanses of native grasses
- 2 In the early 1800's, the need for a water route to help farmers ship their products to market was one reason for the
 - (1) Gadsden Purchase
 - (2) Louisiana Purchase
 - (3) Mexican Cession
 - (4) Missouri Compromise
- 3 The Mayflower Compact and the House of Burgesses were important to the development of democracy in colonial America because they
 - (1) expanded freedom of religion
 - (2) promoted self-government
 - (3) protected private ownership of property
 - (4) granted voting rights to all white males
- 4 The main criticism of the Articles of Confederation was that they failed to
 - (1) allow for the admission of new states
 - (2) limit the powers of the president
 - (3) provide adequate powers for the central government
 - (4) prevent the development of military rule
- 5 Which information on the writing of the Constitution is considered a primary source?
 - (1) a newspaper editorial written in 1887
 - (2) an encyclopedia article on the Constitution
 - (3) the book, *An Economic Interpretation of the Constitution*, by Charles Beard
 - (4) notes from the Constitutional Convention taken by James Madison
- 6 To avoid having too much power concentrated in one branch of government, the framers of the Constitution established
 - (1) a bicameral national legislature
 - (2) division of power among different levels of government
 - (3) the system of two political parties
 - (4) the system of checks and balances
- 7 Congress established a minimum wage for workers and regulations on radio broadcasts by combining its delegated power to regulate interstate commerce with the
 - (1) sanctity of contract clause
 - (2) due process clause
 - (3) elastic clause
 - (4) writ of habeas corpus clause
- 8 Which concept found in the United States Constitution was a belief held by the social contract philosophers of the Enlightenment period?
 - (1) presidential cabinet
 - (2) judicial review
 - (3) limited monarchy
 - (4) sovereignty of the people
- 9 Court decisions in the trial of John Peter Zenger (1735) and the case of *New York Times Co. v. United States* (1971) strengthened
 - (1) freedom of religion
 - (2) freedom of the press
 - (3) due process rights
 - (4) the right to counsel

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



Source: James West Davidson et al., *The American Nation*, Prentice Hall (adapted)

10 The election results shown on this map most clearly reflect the influence of

- | | |
|---------------------------|-------------------------|
| (1) nationalist motives | (3) political stability |
| (2) sectional differences | (4) ethnic conflicts |

11 As Secretary of the Treasury, Alexander Hamilton was most noted for

- (1) devising a plan to pay off the nation's debts
- (2) beginning a system to tax exports
- (3) arranging necessary loans from European nations
- (4) raising revenue from the sale of western lands

12 On what grounds would strict constructionists of the United States Constitution have questioned the purchase of the Louisiana Territory?

- (1) It violated the guarantee of states' rights.
- (2) The president was not specifically given the power to purchase new land.
- (3) Congress was opposed to expansion west of the Mississippi River.
- (4) The Constitution applied only to the original thirteen states.

- 13 President Andrew Jackson claimed that use of the spoils system increased democracy in the federal government because it
- (1) removed property-holding qualifications for voting
 - (2) limited the role of the electoral college in presidential elections
 - (3) allowed larger numbers of citizens to hold office
 - (4) used nominating conventions to pick political party candidates
- 14 Both the Missouri Compromise of 1820 and the Compromise of 1850 settled conflicts between the North and the South over
- (1) admission of states to the Union
 - (2) Supreme Court decisions
 - (3) presidential election results
 - (4) voting rights

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

To the Honorable Senate and House of Representatives in Congress Assembled,

We the undersigned, citizens of the United States, but deprived of some of the privileges and immunities of citizens among which, is the right to vote, beg leave to submit the following resolution:

Resolved; that we the officers and members of the National Woman Suffrage Association, in convention assembled, respectfully ask Congress to enact appropriate legislation during its present session to protect women citizens in the several states of this Union, in their right to vote.

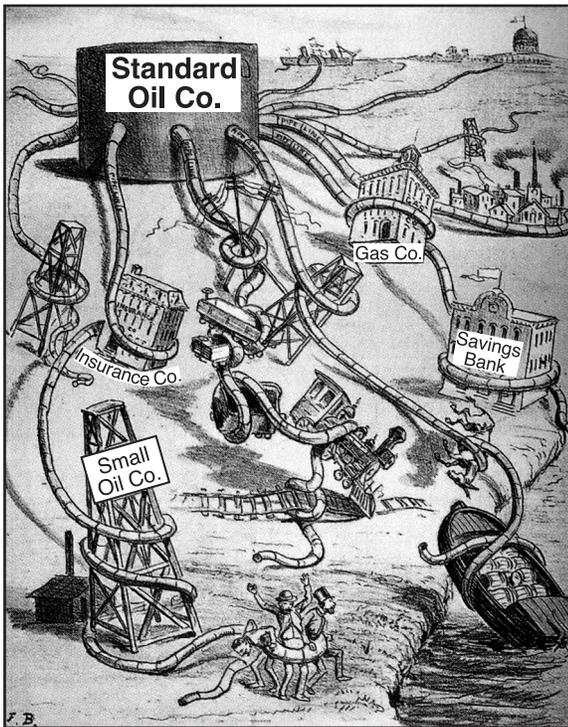
— Susan B. Anthony, Matilda Joslyn Gage, and Elizabeth Cady Stanton (1873)

Source: National Archives and Records Administration

- 15 This resolution illustrates the constitutional right to
- (1) petition for redress of grievances
 - (2) protection against unreasonable search and seizure
 - (3) a speedy and public trial
 - (4) freedom of religion

- 16 What was a major result of the Civil War?
- (1) States now had the right to secede from the Union.
 - (2) Congress passed an amendment to provide for the direct election of senators.
 - (3) The power of the central government was strengthened.
 - (4) The judiciary became the dominant branch of the federal government.
- 17 Which statement describes a result of the Industrial Revolution in the United States?
- (1) Farm production decreased.
 - (2) Slavery in the South increased.
 - (3) The population of the cities decreased.
 - (4) Immigration to the United States increased.
- 18 In the late 19th century, the federal government aided the growth of transcontinental railroads by
- (1) legalizing rate rebates for large shippers
 - (2) providing free land for laying railroad tracks
 - (3) requiring standard-gauge tracks on all interstate lines
 - (4) forcing small lines to consolidate into large systems
- 19 The Populist movement was most interested in improving conditions for
- (1) farmers
 - (2) business leaders
 - (3) African Americans
 - (4) Native American Indians
- 20 What was the main benefit that labor unions of the late 19th century gained for their members?
- (1) job security
 - (2) improved wages and hours
 - (3) paid vacations
 - (4) health insurance
- 21 During the late 1800s, business leaders formed trusts mainly to
- (1) reduce prices
 - (2) eliminate competition
 - (3) improve worker productivity
 - (4) establish overseas factories

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



Source: Herman Viola, *Why We Remember: United States History*, Scott Foresman-Addison Wesley Publishing Co. (adapted)

- 22 What is the main idea of this cartoon?
- (1) The Standard Oil Company was a harmful monopoly.
 - (2) The best way to develop major industries was to form proprietorships.
 - (3) Government regulations were strangling the Standard Oil Company.
 - (4) Foreign competition in the oil industry was hurting American companies.
-
- 23 In the late 1800s, the theory of laissez-faire capitalism was used by many industrialists to
- (1) petition the government for assistance during times of financial crisis
 - (2) oppose colonial expansion in Africa and Asia
 - (3) argue against government regulation of business practices
 - (4) defend limits on the number of immigrants allowed to work in factories

- 24 During the late 1800s, a major reason labor unions had difficulty achieving their goals was that
- (1) government supported business over labor
 - (2) industrialization created better working conditions
 - (3) there was a shortage of new workers
 - (4) businesses promoted labor officials to management positions

Base your answers to questions 25 and 26 on the quotation below and on your knowledge of social studies.

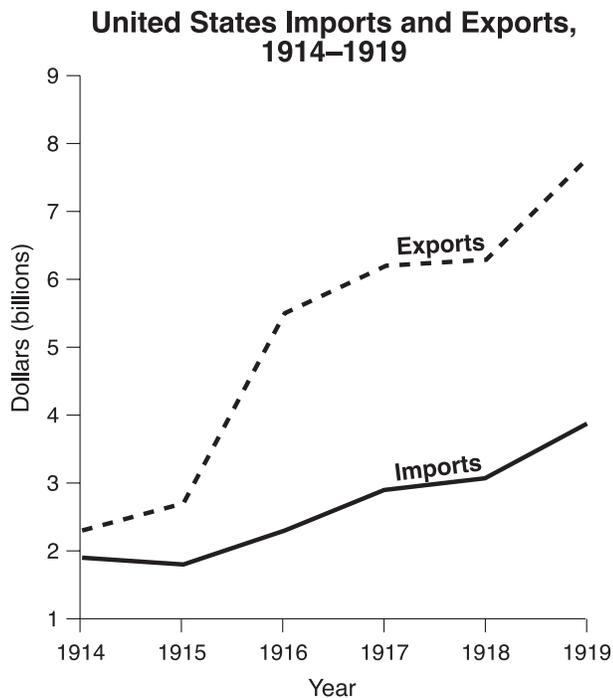
“ . . . Whether they will or no, Americans must now begin to look outward. The growing production of the country demands it. An increasing volume of public sentiment demands it. . . .”

— Alfred T. Mahan, *The Atlantic Monthly*, December 1890

- 25 This statement encouraged popular support among Americans for
- (1) isolationism
 - (2) protectionism
 - (3) neutrality
 - (4) imperialism
- 26 Supporters of Mahan’s ideas most likely favored a foreign policy that would
- (1) limit the military arms race
 - (2) acquire foreign markets
 - (3) abandon the Monroe Doctrine
 - (4) establish an international peace organization
-
- 27 Which president was known as a trustbuster?
- (1) George Washington
 - (2) Calvin Coolidge
 - (3) Theodore Roosevelt
 - (4) Dwight Eisenhower

- 28 President Woodrow Wilson supported creation of the Federal Reserve System in 1913 to
- (1) balance the federal budget
 - (2) regulate the amount of money in circulation
 - (3) serve as a source of loans for farmers
 - (4) solve the financial problems of the Great Depression

Base your answer to question 29 on the graph below and on your knowledge of social studies.



Source: United States Bureau of the Census (adapted)

- 29 Data from this graph support the conclusion that World War I
- (1) caused the United States trade deficit to increase
 - (2) cost the United States many billions of dollars
 - (3) was a significant benefit to the American economy
 - (4) created an unfavorable balance of trade

- 30 In the case *Schenck v. United States* (1919), the United States Supreme Court settled the issue of limits on individual freedoms during wartime by establishing the

- (1) clear and present danger test
- (2) states' rights principle
- (3) separate but equal doctrine
- (4) popular sovereignty principle

- 31 Many senators who opposed United States membership in the League of Nations argued that joining the League would

- (1) involve the nation in future military conflicts
- (2) reduce freedom of the seas
- (3) end the country's free-trade policy
- (4) endanger the nation's military preparedness

- 32 The economic boom of the 1920s was primarily caused by the

- (1) new economic policies of the League of Nations
- (2) development of new consumer goods industries
- (3) advent of advertising on radio
- (4) elimination of barriers to international trade

- 33 During most of the 1920s, which group experienced the most severe economic problems?

- (1) owners of small family farms
- (2) workers in the automobile industry
- (3) bankers in urban centers
- (4) entertainers in the field of radio

- 34 New Deal programs such as the Civilian Conservation Corps (CCC) and the Works Progress Administration (WPA) were primarily intended to help

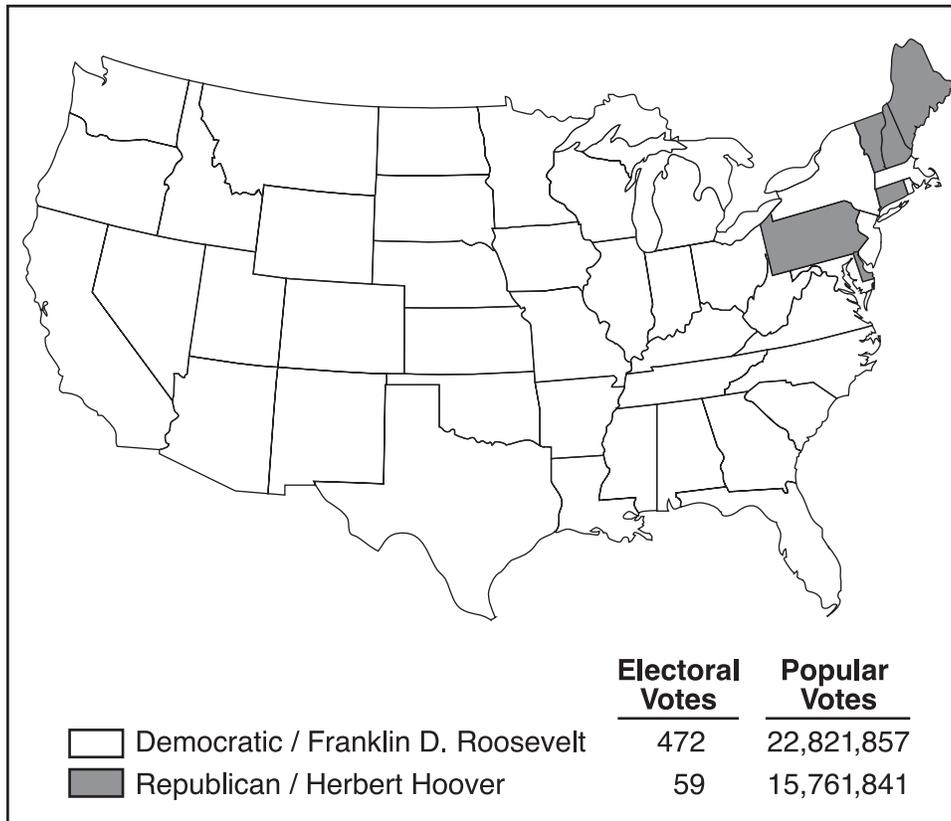
- (1) farmers
- (2) homeowners
- (3) businesses
- (4) unemployed workers

- 35 Passage of the Neutrality Acts of 1935 and 1937 indicated that the United States desired to

- (1) isolate itself from conflicts in Europe and Asia
- (2) form alliances to stop the aggression of dictators
- (3) expand trade outside the Western Hemisphere
- (4) support the policies of the League of Nations

Base your answer to question 36 on the map below and on your knowledge of social studies.

Election of 1932



Source: <http://www.archives.gov/federalregister/electoralcollege/votes> (adapted)

36 What was the most likely cause of the election results shown on the map?

- (1) Most voters blamed President Herbert Hoover for the Great Depression.
- (2) It is difficult to defeat an incumbent president.
- (3) Franklin D. Roosevelt had more business experience than Herbert Hoover.
- (4) Republican Party popularity had been declining for several elections.

37 Congress refused to enact President Franklin D. Roosevelt's court-packing plan because the plan

- (1) threatened to upset the constitutional system of checks and balances
- (2) entrusted too much power to the judicial branch
- (3) called for an increase in income taxes
- (4) required passage of a constitutional amendment

38 Which federal policy was enacted during World War II and justified as a wartime necessity?

- (1) a ban on German-language books
- (2) internment of Japanese Americans
- (3) exclusion of Chinese immigrants
- (4) adoption of the quota system of immigration

- 39 In 1944, Congress enacted the GI Bill of Rights in order to
- (1) provide economic aid to veterans
 - (2) reduce military expenditures
 - (3) ban racial segregation in the armed forces
 - (4) create government jobs for returning soldiers

Base your answer to question 40 on the poster below and on your knowledge of social studies.



Source: G. K. Odell, National Archives and Records Administration

- 40 During World War II, this poster was used primarily to
- (1) contain the spread of communism
 - (2) create jobs for the unemployed
 - (3) gain financial support for the war
 - (4) convince women to fill vacant factory jobs
-

- 41 Since the 1950s, the term *McCarthyism* has been applied to events that are related to
- (1) the basic rights of citizens to own and carry guns
 - (2) the violent activities of international terrorists
 - (3) reckless accusations unsupported by evidence
 - (4) questionable methods used to finance political campaigns

Base your answers to questions 42 and 43 on the speakers' statements below and on your knowledge of social studies.

Speaker A: "We have to take care of our own problems. If we get too involved in the world's affairs, we'll get dragged into conflicts that have nothing to do with our own security."

Speaker B: "This world is different now. Two oceans can no longer protect us. We have to take a leading role in order to stop problems before they harm our economic and security interests. We need collective security, and we have to help our allies to be economically strong."

Speaker C: "Perhaps if we had taken an active part in international peacekeeping organizations in the past, we wouldn't have to take on the superpower role that we face now. Now we must get more involved and meet our international obligations."

Speaker D: "The arms makers and the bankers got us involved in war. The Europeans are only interested in gaining territory. Let them solve their own problems."

- 42 Which speakers reflect the foreign policy beliefs of the Truman administration after World War II?
- | | |
|-------------|-------------|
| (1) A and B | (3) B and C |
| (2) A and D | (4) C and D |
- 43 The statements of Speakers A and D express support for the policy of
- | | |
|-----------------|----------------------|
| (1) containment | (3) internationalism |
| (2) imperialism | (4) isolationism |
-

- 44 In 1957, the Eisenhower Doctrine expanded the principles of the Truman Doctrine by extending Middle East military assistance in order to
- (1) offset communist influence in the region
 - (2) combat anti-American terrorist threats
 - (3) force the Organization of Petroleum Exporting Countries (OPEC) to end its oil embargo
 - (4) defend Israel against Arab invasions
- 45 The immediate impact of the 1957 launch of *Sputnik I* was that it
- (1) forced the United States to find new sources of fuel
 - (2) focused attention on the need to regulate the uses of outer space
 - (3) heightened the space race as a form of Cold War competition
 - (4) ended the period of peaceful coexistence between the United States and the Soviet Union
- 46 President John F. Kennedy supported the 1961 Bay of Pigs invasion of Cuba as an effort to
- (1) remove a communist dictator from power
 - (2) stop the flow of illegal drugs to the United States
 - (3) support Fidel Castro's efforts for reform
 - (4) rescue hostages held by Cuban freedom fighters
- 47 Supreme Court decisions in *Mapp v. Ohio*, *Gideon v. Wainwright*, and *Miranda v. Arizona* affected individual liberties by
- (1) eliminating the poll tax as a voting requirement
 - (2) preventing the use of organized prayer in public schools
 - (3) requiring equal pay for men and women performing the same job
 - (4) expanding the constitutional rights of people accused of crimes
- 48 *The Feminine Mystique* by Betty Friedan was an influential book in the 1960s because it
- (1) helped strengthen family values
 - (2) led directly to the defeat of the Equal Rights Amendment
 - (3) energized a new women's rights movement
 - (4) reinforced the importance of women's traditional roles
- 49 The trial of Sacco and Vanzetti in the 1920s was similar to the trial of the Rosenbergs in the 1950s in that both trials were accompanied by
- (1) nativist fears of foreign influence in the United States
 - (2) concern that the United States would sink into a depression
 - (3) public reactions against organized crime
 - (4) a grassroots movement to gain equal rights for minorities
- 50 Which United States foreign policy action resulted from the close geographic relationship between the United States and Latin America?
- (1) Monroe Doctrine
 - (2) Truman Doctrine
 - (3) Marshall Plan
 - (4) Open Door policy

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) **discuss** means “to make observations about something using facts, reasoning, and argument; to present in some detail”
- (b) **evaluate** means “to examine and judge the significance, worth, or condition of; to determine the value of”

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

During the course of its history, the United States has taken foreign policy actions that have been consistent with the national interest.

Task:

Identify *two* events in United States history that demonstrate how the United States has promoted the national interest by taking foreign policy actions and for *each* event:

- Discuss the historical circumstances that led the United States to take that action
- Evaluate the success or failure of that foreign policy action in promoting the national interest of the United States

You may use any events from your study of United States history. Some suggestions you might wish to consider include President George Washington’s Proclamation of Neutrality (1793), congressional declaration of war against Mexico (1846), acquisition of the rights to build the Panama Canal (1901), United States entry into World War I (1917), implementation of the Marshall Plan (1947), United States entry into the Korean War (1950), escalation of the Vietnam War beginning in 1964, and President Jimmy Carter’s efforts to negotiate the Camp David Accords (1978).

You are *not* limited to these suggestions.

Guidelines:

In your essay, be sure to:

- Address all aspects of the *Task*
- Support the theme with relevant facts, examples, and details
- Use a logical and clear plan of organization
- Introduce the theme by establishing a framework that is beyond a simple restatement of the *Task* and conclude with a summation of the theme

NAME _____

SCHOOL _____

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

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

Part III

DOCUMENT-BASED QUESTION

This question is based on the accompanying documents (1–6). The question is designed to test your ability to work with historical documents. Some of the documents have been edited for the purposes of the 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.

Historical Context:

Since 1900, African Americans and women have had difficulty achieving their civil rights. The government, groups, and individuals have taken actions to help African Americans and women achieve their civil rights.

Task: 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:

- Discuss problems experienced by African Americans and problems experienced by women in achieving their civil rights since 1900
- For *each* problem, describe *one* action taken by the government, a group, or an individual in an attempt to help African Americans and women achieve their civil rights

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

Adoption of Voting Restrictions in Southern States 1889–1908					
Year	Poll Tax	Literacy Test	Property Test	Grandfather Clause	Other*
1889	FL				TN, FL
1890	MS, TN	MS			MS
1891					AR
1892	AR				
1893					AL
1894					SC, VA
1895	SC	SC			SC
1896					
1897					LA
1898	LA	LA	LA	LA	
1899					NC
1900	NC	NC	NC	NC	
1901	AL	AL	AL	AL	
1902	VA, TX	VA	VA		VA
1903					
1904					
1905					
1906					
1907					
1908		GA	GA	GA	GA

KEY

Alabama	AL
Arkansas	AR
Florida	FL
Georgia	GA
Louisiana	LA
Mississippi	MS
North Carolina	NC
South Carolina	SC
Tennessee	TN
Texas	TX
Virginia	VA

*Registration, multiple-box, secret ballot, understanding clause.

Source: *The American Record: Images of the Nation's Past, Volume Two*, edited by William Graebner and Leonard Richards (adapted)

1 Based on this chart, state **two** methods used by southern states to deny the vote to African Americans. [2]

(1) _____
 Score

(2) _____
 Score

Document 2

. . . The great doctrine of the American Republic that “all governments derive their just powers from the consent of the governed” justifies the plea of one-half of the people, the women, to exercise the suffrage. The doctrine of the American Revolutionary War that taxation without representation is unendurable justifies women in exercising the suffrage.

— Oklahoma Senator Robert L. Owen, 1910

2 What problem is described in this quotation? [1]

Score

WHO SHARES THE COST OF WAR?

Who face death in order to give life to men?	WOMEN.
Who love and work to rear the sons who then are killed in battle?	WOMEN.
Who plant fields and harvest crops when all the able-bodied men are called to war?	WOMEN.
Who keep shops and schools and work in factories while men are in the trenches?	WOMEN.
Who nurse the wounded, feed the sick, support the helpless, brave all danger?	WOMEN.
Who see their homes destroyed by shell and fire, their little ones made destitute, their daughters outraged?	WOMEN.
Who are sent adrift, alone, no food, no hope, no shelter for the unborn child?	WOMEN.
Who must suffer agony for every soldier killed?	WOMEN.
Who are called upon to make sacrifices to pay the terrible tax of war?	WOMEN.

Who dares say that war is not their business? In the name of Justice and Civilization give women a voice in Government and in the councils that make or prevent war.

VOTE for the WOMAN SUFFRAGE AMENDMENT IN NOVEMBER

PENNSYLVANIA WOMAN SUFFRAGE ASSOCIATION
Headquarters: 201-5 Arcade Building, Harrisburg 

M. W. S. Publishing Co., Inc.

Source: Library of Congress, Rare Book and Special Collections Division, (adapted)

3 According to this poster, what were *two* reasons that people should vote in favor of the 19th Amendment supporting women's suffrage? [2]

(1) _____ Score

(2) _____ Score

Document 4

The major sections [titles] of the Civil Rights Act of 1964 included these provisions:

- (1) Title I banned the use of different voter registration standards for blacks and whites.
- (2) Title II prohibited discrimination in public accommodations, such as motels, restaurants, gas stations, theaters, and sports arenas.
- (3) Title VI allowed the withholding of federal funds from public or private programs that practice discrimination.
- (4) Title VII banned discrimination on the basis of race, sex, religion, or national origin by employers and unions.
- (5) Title VII also created the Equal Employment Opportunity Commission (EEOC) to investigate charges of job discrimination.

4 Based on this document, state **two** provisions of the Civil Rights Act of 1964 that attempted to end discrimination for African Americans and women. [2]

(1) _____ Score

(2) _____ Score

Document 5

. . . I ask the Congress under the power clearly granted by the 15th amendment to enact legislation [Voting Rights Bill] which would:

1. Strike down restrictions to voting in all elections—Federal, State, and local—which have been used to deny Negroes the right to vote.
2. Establish in all States and counties where the right to vote has been denied on account of race a simple standard of voter registration which will make it impossible to thwart the 15th amendment.
3. Prohibit the use of new tests and devices wherever they may be used for discriminatory purposes.
4. Provide adequate power to insure, if necessary, that Federal officials can perform functions essential to the right to vote whenever State officials deny that right. . . .

— President Lyndon B. Johnson, Message to the House of Representatives, March 15, 1965
Source: *Congressional Record*

5 According to this passage, what was the main purpose of the Voting Rights Bill? [1]

Score

Document 6

. . . Until the Equal Pay Act of 1963, only the state of Wyoming had passed an equal pay law for employees of the state government. The federal act provided equal pay for men and women in jobs requiring equal skill, responsibility, and effort. Although to help insure passage it excluded business and professional women, as well as almost two-thirds of working women, especially low-paid women in agriculture and domestic service from its provisions, the Equal Pay Act represented the first significant step toward ending wage discrimination for women workers. In 1963 full-time, year-round female workers were earning on average 63 percent less than male workers. By 1971 the disparity had dropped to 57 percent; and by the twenty-fifth anniversary of the act in 1998, the gap had closed to under 25 percent. Because there is an imprecision in determining what constitutes equal skill, responsibility, and effort, enforcement of the Equal Pay Act has proven difficult, and the disparity of wages between men and women has not yet been corrected. However, feminists and equal rights advocates have achieved success in court cases that consider comparable worth in job descriptions and wages, and women have won numerous lawsuits in the 1980s and 1990s, particularly in city and state jobs in which qualifications and requirements are more precisely quantified. The Equal Pay Act of 1963 has, despite slow gains, helped change attitudes and employment practices that in some cases have ended and in others mitigated [relieved] wage discrimination. . . .

Source: Deborah G. Felder, *A Century of Women: The Most Influential Events In Twentieth-Century Women's History*, Birch Lane Press

6 According to this author, how did the Equal Pay Act affect women workers? [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 the body of the essay. Support your response with relevant facts, examples, and details. Include additional outside information.

Historical Context:

Since 1900, African Americans and women have had difficulty achieving their civil rights. The government, groups, and individuals have taken actions to help African Americans and women achieve their civil rights.

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

- Discuss problems experienced by African Americans and problems experienced by women in achieving their civil rights since 1900
- For **each** problem, describe **one** action taken by the government, a group, or an individual in an attempt to help African Americans and women achieve their civil rights

Guidelines:

In your essay, be sure to:

- Address all aspects of the *Task* by accurately analyzing and interpreting at least **four** documents
- Incorporate information from the documents in the body of the essay
- Incorporate relevant outside information
- Support the theme with relevant facts, examples, and details
- Use a logical and clear plan of organization
- Introduce the theme by establishing a framework that is beyond a simple restatement of the *Task* or *Historical Context* and conclude with a summation of the theme

UNITED STATES HISTORY AND GOVERNMENT

Wednesday, August 13, 2003 — 12:30 to 3:30 p.m., only

ANSWER SHEET

Student Sex: Male Female

Teacher

School

Write your answers for Part I on this answer sheet, write your answers to Part III A in the test booklet, and write your answers for Parts II and III B in the separate essay booklet.

- 1..... 26.....
- 2..... 27.....
- 3..... 28.....
- 4..... 29.....
- 5..... 30.....
- 6..... 31.....
- 7..... 32.....
- 8..... 33.....
- 9..... 34.....
- 10..... 35.....
- 11..... 36.....
- 12..... 37.....
- 13..... 38.....
- 14..... 39.....
- 15..... 40.....
- 16..... 41.....
- 17..... 42.....
- 18..... 43.....
- 19..... 44.....
- 20..... 45.....
- 21..... 46.....
- 22..... 47.....
- 23..... 48.....
- 24..... 49.....
- 25..... 50.....

FOR TEACHER USE ONLY

Part I Score _____

Part III A Score _____

Total Part I and III A Score

Part II Essay Score _____

Part III B Essay Score _____

Total Essay Score

Final Score
(obtained from conversion chart)

No. Right

The declaration below should be signed when you have completed the examination.

I do hereby affirm, at the close of this examination, that I had no unlawful knowledge of the questions or answers prior to the examination and that I have neither given nor received assistance in answering any of the questions during the examination.

Signature _____

Tear Here

Tear Here

Tear Here

Tear Here