

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

**UNITED STATES HISTORY
AND GOVERNMENT**

Thursday, January 24, 2013 — 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.

- 1 Which geographic factor most directly influenced the location of the first English settlements in North America?
 - (1) rivers along the Atlantic coast
 - (2) availability of flat land in the Midwest
 - (3) mild climate along the Gulf coast
 - (4) forests throughout the Middle Colonies
- 2 The Magna Carta and the English Bill of Rights were significant influences on United States constitutional development because they
 - (1) provided suffrage for all men and women
 - (2) placed limits on the powers of the government
 - (3) called for the abolition of slavery
 - (4) supported the development of federalism
- 3 The Declaration of Independence contains a
 - (1) proposal for reuniting the colonies and England
 - (2) statement of grievances against the King of England
 - (3) request for a treaty between the colonies and Spain
 - (4) plan for organizing the western territories
- 4 Which set of events related to early America is in the correct chronological order?
 - (1) inauguration of George Washington → passage of Stamp Act → Battle of Saratoga → French and Indian War
 - (2) Battle of Saratoga → French and Indian War → passage of Stamp Act → inauguration of George Washington
 - (3) French and Indian War → passage of Stamp Act → Battle of Saratoga → inauguration of George Washington
 - (4) passage of Stamp Act → French and Indian War → inauguration of George Washington → Battle of Saratoga
- 5 Critics of the Articles of Confederation argued that it
 - (1) imposed unfair taxes on the states
 - (2) used a draft to raise a national army
 - (3) provided a strong system of federal courts
 - (4) placed too much power in the hands of the states
- 6 “... Article 6. There shall be neither slavery nor involuntary servitude in the said territory, otherwise than in the punishment of crimes whereof the party shall have been duly convicted: Provided, always, That any person escaping into the same, from whom labor or service is lawfully claimed in any one of the original States, such fugitive may be lawfully reclaimed and conveyed to the person claiming his or her labor or service as aforesaid....”

— Northwest Ordinance, 1787

Based on this excerpt from the Northwest Ordinance, which statement is a valid conclusion?

 - (1) The issue of slavery was largely ignored before the Civil War.
 - (2) Abolitionists had gained control of the Constitutional Convention.
 - (3) Slavery was legally banned in the Northwest Territory.
 - (4) Enslaved persons had constitutionally protected civil rights.
- 7 The Great Compromise enabled delegates at the Constitutional Convention (1787) to
 - (1) establish the principle of popular sovereignty in the territories
 - (2) give Congress the exclusive right to declare war if the nation is attacked
 - (3) protect the interests of states with small populations and states with large populations
 - (4) provide for the indirect election of the president through the electoral college

- 8 Which presidential action is an example of the use of the unwritten constitution?
- (1) signing a law passed by Congress
 - (2) calling a meeting of the cabinet
 - (3) ordering the navy to patrol the Persian Gulf
 - (4) nominating a federal court judge
- 9 The major benefit of having the elastic clause in the United States Constitution is that it
- (1) allows the government to respond to changing conditions
 - (2) protects the rights of racial minorities
 - (3) prevents one branch of government from becoming too powerful
 - (4) establishes a postal service
- 10 How did Alexander Hamilton's financial plan affect the economy of the United States during the 1790s?
- (1) National tax revenues decreased.
 - (2) High tariffs increased foreign trade.
 - (3) Treasury policies contributed to widespread inflation.
 - (4) The newly created Bank of the United States helped stabilize the economy.
- 11 One result of the purchase of the Louisiana Territory (1803) was that the United States
- (1) acquired California from Spain
 - (2) gained control of the port of New Orleans
 - (3) ended border conflicts with British Canada
 - (4) annexed Florida
- 12 The decision in *Marbury v. Madison* (1803) was significant because it established that the Supreme Court
- (1) had limited powers over state courts
 - (2) had the power to choose its own members
 - (3) could declare a federal law unconstitutional
 - (4) could impeach the president and other government officials
- 13 The constitutional controversy that led directly to the start of the Civil War concerned the right of states to
- (1) control tariff rates
 - (2) sign treaties with foreign nations
 - (3) redraw congressional districts
 - (4) secede from the Union

- 14 Which group benefited most directly from the Supreme Court decision in *Dred Scott v. Sanford* (1857)?
- (1) abolitionists
 - (2) immigrants
 - (3) slave owners
 - (4) enslaved persons

- 15 Which title best completes the partial outline below?

- I. _____
- A. California Gold Rush (1849)
 - B. Homestead Act (1862)
 - C. Completion of transcontinental railroad (1869)

- (1) Factors Encouraging Westward Settlement
- (2) Government-Sponsored Transportation Programs
- (3) Recognition of Native American Indian Land Rights
- (4) Actions Promoting the Conservation of Natural Resources

Base your answer to question 16 on the passage from the trial transcript below and on your knowledge of social studies.

... MISS ANTHONY: When I was brought before your honor for trial, I hoped for a broad and liberal interpretation of the Constitution and its recent amendments, that should declare all United States citizens under its protecting aegis [shield]—that should declare equality of rights the national guarantee to all persons born or naturalized in the United States. But failing to get this justice—failing, even, to get a trial by a jury *not* of my peers—I ask not leniency at your hands—but rather the full rigors of the law....

Source: *United States v. Susan B. Anthony*, 1873

- 16 The constitutional amendments referred to in this statement were ratified to
- (1) end the importation of slaves
 - (2) increase federal revenue
 - (3) institute national Prohibition
 - (4) provide legal rights to African Americans

17 Which statement best describes how the status of African Americans in the South changed soon after the end of Reconstruction in 1877?

- (1) The Supreme Court consistently supported civil rights for African Americans.
- (2) Poll taxes and literacy tests were eliminated for African Americans.
- (3) Increasing numbers of African Americans were elected to public office.
- (4) African Americans faced increasing discrimination and segregation.

18 The theory of laissez-faire economics was used during the late 1800s to

- (1) justify unregulated business growth
- (2) call for more consumer protection
- (3) support Progressive programs
- (4) achieve equal distribution of income

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

Speaker A: The best way to prevent corruption in government is to allow citizens a direct role in the legislative process.

Speaker B: Breaking up trusts and monopolies will increase business competition.

Speaker C: An important goal of the federal government should be the protection of our natural resources.

Speaker D: Government will only improve when women are granted full suffrage.

19 Which speaker's statement is most directly related to the political concepts of initiative, referendum, and recall?

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

20 Which two speakers' viewpoints reflect actions taken by Theodore Roosevelt when he was president (1901–1909)?

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

21 The term *muckraker* was used in the early 1900s to describe writers who

- (1) supported limits on government regulation
- (2) exposed abuses in American society
- (3) wanted the United States to ban all immigration
- (4) promoted racial integration efforts

22 In the early 1900s, the United States proposed the Open Door policy to

- (1) gain new colonies in the Pacific
- (2) win support for building the Panama Canal
- (3) improve relations with Europe
- (4) secure access to markets in China

23 Which title best completes the partial outline below?

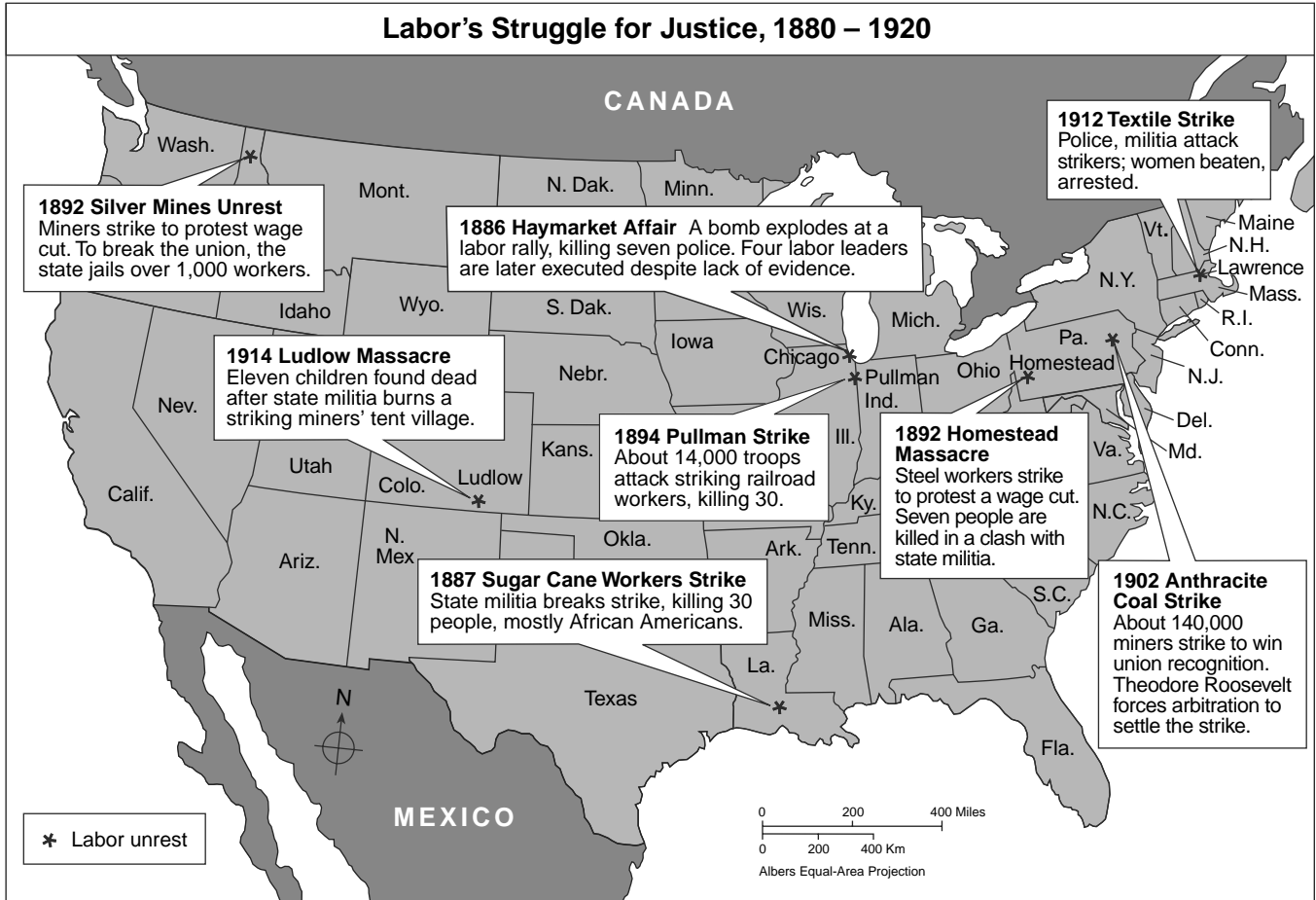
- | |
|---|
| I. _____ |
| A. No government without consent of the governed |
| B. High cost of defending territories outside the United States |
| C. United States tradition of non-involvement |

- (1) America's New Immigration Policy
- (2) Reasons for Overseas Expansion
- (3) Causes of the Spanish-American War
- (4) Arguments Opposing Imperialism

24 The Federal Reserve System was created in 1913 to

- (1) authorize Congress to set interest rates
- (2) regulate the nation's money supply
- (3) allow the government to own the nation's banks
- (4) take over the responsibility of printing money

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



Source: Gary B. Nash, *American Odyssey: The United States in The Twentieth Century*, Glencoe, 1994 (adapted)

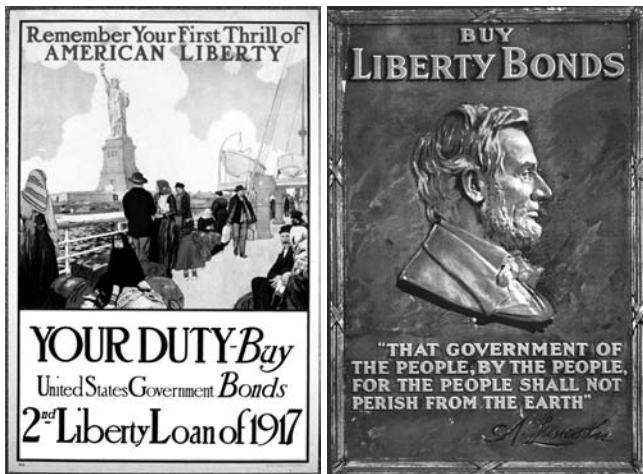
25 Which generalization about labor unions in the United States is most clearly supported by information on the map?

- (1) The federal government supported labor union activities.
- (2) Strikes by labor unions were often suppressed by government actions.
- (3) Labor union membership was limited to mine workers.
- (4) State governments offered to arbitrate labor disputes.

26 Which was the first labor strike to end with the president intervening on behalf of the workers?

- (1) 1886 Haymarket Affair
- (2) 1894 Pullman Strike
- (3) 1902 Anthracite Coal Strike
- (4) 1912 Textile Strike

Base your answer to question 27 on the posters below and on your knowledge of social studies.



Source: Library of Congress

- 27 The United States government published these World War I posters to encourage Americans to
- (1) increase military enlistments
 - (2) reduce the use of consumer goods
 - (3) invest in the war effort
 - (4) conserve scarce resources for the military

- 28 After World War I, one way in which the Red Scare, the passing of the Quota Acts, and the growth of the Ku Klux Klan were similar is that they all
- (1) exploited fears about people who were considered un-American
 - (2) encouraged the assimilation of new immigrants into American society
 - (3) supported the goals of the suffrage movement
 - (4) exhibited prejudice against African Americans

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

Depression Era Unemployment Statistics

Year	Number of Unemployed	Percentage of Civilian Labor Force
1929	1,550,000	3.2
1930	4,340,000	8.9
1931	8,020,000	16.3
1932	12,060,000	24.1
1933	12,830,000	25.2
1934	11,340,000	22.0
1935	10,610,000	20.3
1936	9,030,000	17.0
1937	7,700,000	14.3
1938	10,390,000	19.1
1939	9,480,000	17.2
1940	8,120,000	14.6
1941	5,560,000	9.9
1942	2,660,000	4.7
1943	1,070,000	1.9
1944	670,000	1.2
1945	1,040,000	1.9

Source: U.S. Bureau of the Census

- 29 Which conclusion is most clearly supported by the information in the chart?
- (1) President Herbert Hoover's economic policies expanded job opportunities.
 - (2) The United States unemployment rate reached its highest level in 1938.
 - (3) President Franklin D. Roosevelt's New Deal programs failed to address the unemployment crisis.
 - (4) World War II ended the high unemployment rates of the Great Depression.

30 As part of the New Deal, the Securities and Exchange Commission (SEC) and the Federal Deposit Insurance Corporation (FDIC) were created to

- (1) allow for a quick recovery of stock prices
- (2) provide direct loans to businesses
- (3) protect individual investors from stock fraud and bank failure
- (4) allow banks and companies to invest in the stock market

31 Senator Huey Long, Dr. Francis Townsend, and Father Charles Coughlin are best known as

- (1) members of President Franklin D. Roosevelt's cabinet
- (2) outspoken critics of President Franklin D. Roosevelt's New Deal
- (3) supporters of President Franklin D. Roosevelt's reelection campaign in 1940
- (4) members of the Supreme Court nominated by President Franklin D. Roosevelt

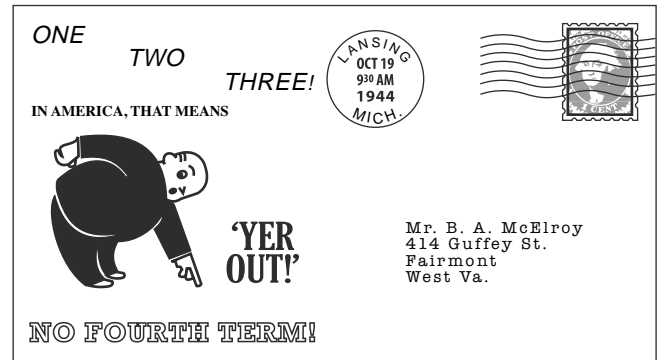
32 The "cash and carry" policy and the Lend-Lease Act were used by the United States to

- (1) help fund League of Nations efforts to maintain peace
- (2) encourage British appeasement of Germany
- (3) fulfill treaty obligations with Great Britain and France
- (4) provide support for the Allies in World War II without entering the war

33 President Franklin D. Roosevelt referred to December 7, 1941, as "a date which will live in infamy" because on that day

- (1) Germany invaded Poland
- (2) Japan attacked Pearl Harbor
- (3) Italy declared war on the United States
- (4) the United States dropped an atomic bomb on Hiroshima

Base your answer to question 34 on the postcard below and on your knowledge of social studies.



Source: The Authentic History Center (adapted)

34 Which constitutional amendment was adopted in response to the issue raised on this postcard?

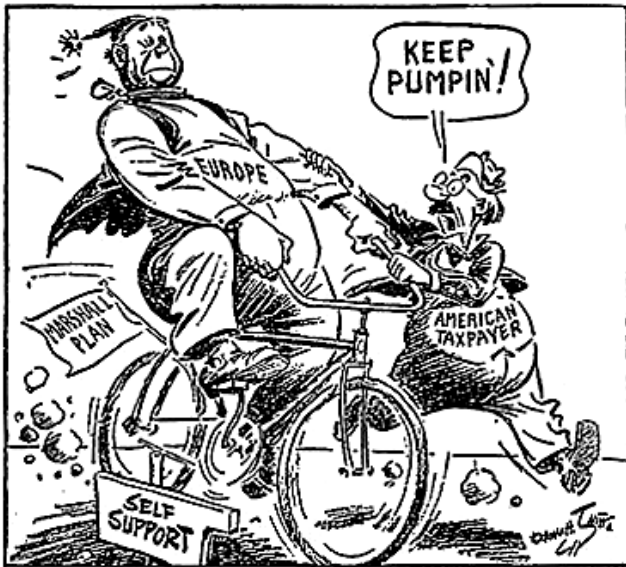
- (1) graduated income tax
- (2) direct election of United States senators
- (3) ban on poll taxes in presidential elections
- (4) limit on the number of years a president can serve

35 In *Korematsu v. United States* (1944), the Supreme Court upheld the military order excluding Japanese Americans from the West Coast on the basis that the action was considered

- (1) a matter of national security
- (2) a necessity for the economy
- (3) an attempt to limit immigration from Japan
- (4) a way to protect Japanese Americans from anti-Japanese hysteria

Base your answers to questions 36 and 37 on the cartoon below and on your knowledge of social studies.

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



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

- 36 Which statement most accurately expresses the main idea of the cartoon?
- (1) American taxpayers hope the Marshall Plan will quickly stabilize Europe’s economy.
 - (2) The Marshall Plan will limit Europe’s economic recovery.
 - (3) Europe will not take advantage of the Marshall Plan.
 - (4) The Marshall Plan will bankrupt the American taxpayer.
- 37 The United States undertook the action shown in the cartoon primarily to
- (1) keep the Soviet Union from developing atomic weapons
 - (2) prevent Adolf Hitler from returning to power in Germany
 - (3) stop the spread of communism in Western Europe
 - (4) force Soviet satellite countries to break away from Soviet control

Base your answers to questions 38 and 39 on the quotation below and on your knowledge of social studies.

... We dare not forget today that we are the heirs of that first revolution. Let the word go forth from this time and place, to friend and foe alike, that the torch has been passed to a new generation of Americans—born in this century, tempered by war, disciplined by a hard and bitter peace, proud of our ancient heritage—and unwilling to witness or permit the slow undoing of those human rights to which this nation has always been committed, and to which we are committed today at home and around the world....

To those people in the huts and villages of half the globe struggling to break the bonds of mass misery, we pledge our best efforts to help them help themselves, for whatever period is required—not because the communists may be doing it, not because we seek their votes, but because it is right. If a free society cannot help the many who are poor, it cannot save the few who are rich....

— President John F. Kennedy, Inaugural Address, January 20, 1961

- 38 According to this quotation, President Kennedy wanted to
- (1) assert United States leadership in world affairs
 - (2) follow a policy of neutrality
 - (3) adopt appeasement as a foreign policy
 - (4) abandon the policy of containment
- 39 Which foreign policy action by President Kennedy was intended to relieve the human suffering described in this quotation?
- (1) creating the Peace Corps
 - (2) authorizing a naval blockade of Cuba
 - (3) meeting with Soviet Premier Nikita Khrushchev in Vienna
 - (4) negotiating the Nuclear Test Ban Treaty

- 40 A major goal of President Lyndon B. Johnson's Great Society program was to
- (1) expand foreign aid
 - (2) eliminate poverty
 - (3) win the Vietnam War
 - (4) promote space exploration

Base your answer to question 41 on the newspaper headlines below and on your knowledge of social studies.

NIXON RESIGNS
HE URGES A TIME OF 'HEALING';
FORD WILL TAKE OFFICE TODAY

Source: *New York Times*, August 9, 1974

- 41 Which constitutional provision is most clearly illustrated by these headlines?
- (1) presidential power
 - (2) qualifications to be president
 - (3) presidential succession
 - (4) advice and consent of the Senate

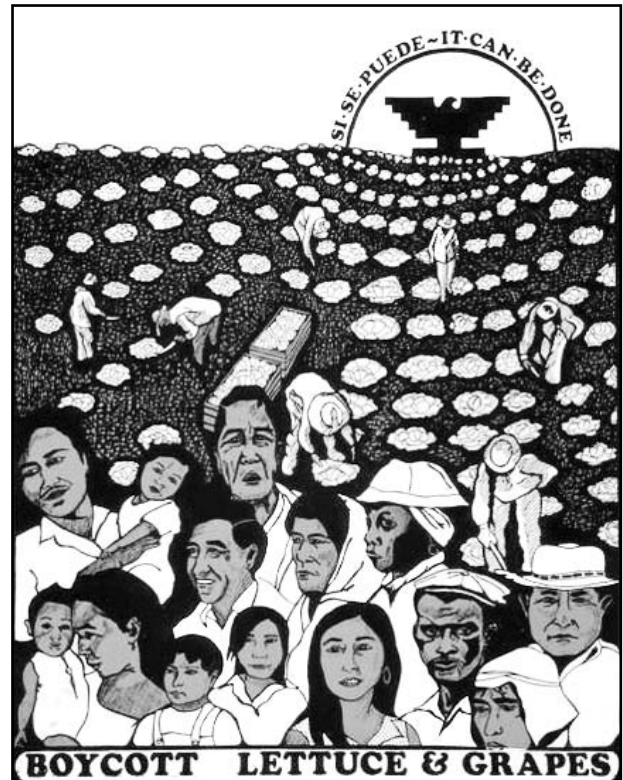
- 42 "... There is one sign the Soviets can make that would be unmistakable, that would advance dramatically the cause of freedom and peace. General Secretary Gorbachev, if you seek peace, if you seek prosperity for the Soviet Union and Eastern Europe, if you seek liberalization: Come here to this gate! Mr. Gorbachev, open this gate! Mr. Gorbachev, tear down this wall!..."

— President Ronald Reagan, June 12, 1987

President Reagan was calling for the end of the

- (1) nuclear arms race
- (2) Soviet invasion of Afghanistan
- (3) division of Berlin, Germany
- (4) Warsaw Pact

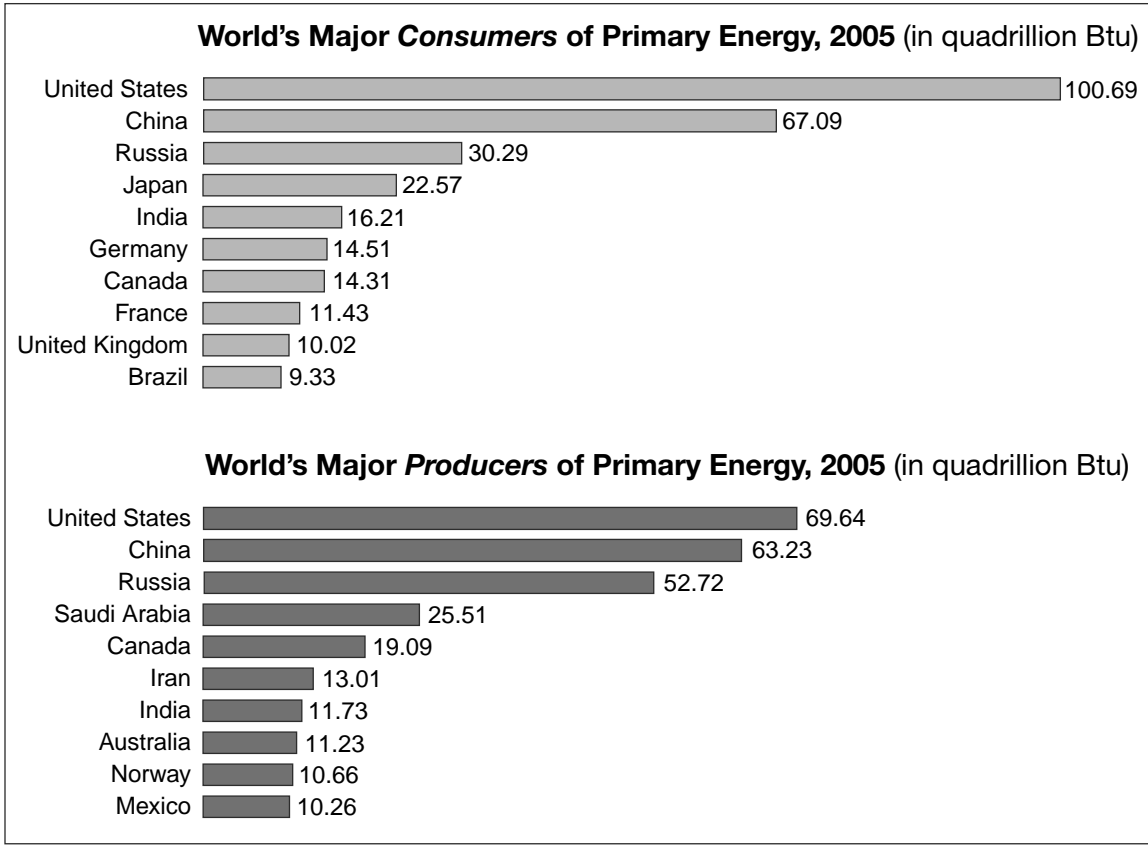
Base your answer to question 43 on the poster below and on your knowledge of social studies.



Source: Library of Congress, 1978

- 43 What was one result of the boycott called for on the poster?
- (1) The sale of lettuce and grapes increased.
 - (2) The power of large landowners over their laborers grew.
 - (3) Federal troops were sent to suppress violence on farms in the West.
 - (4) Public support for the goals of farmworkers increased.

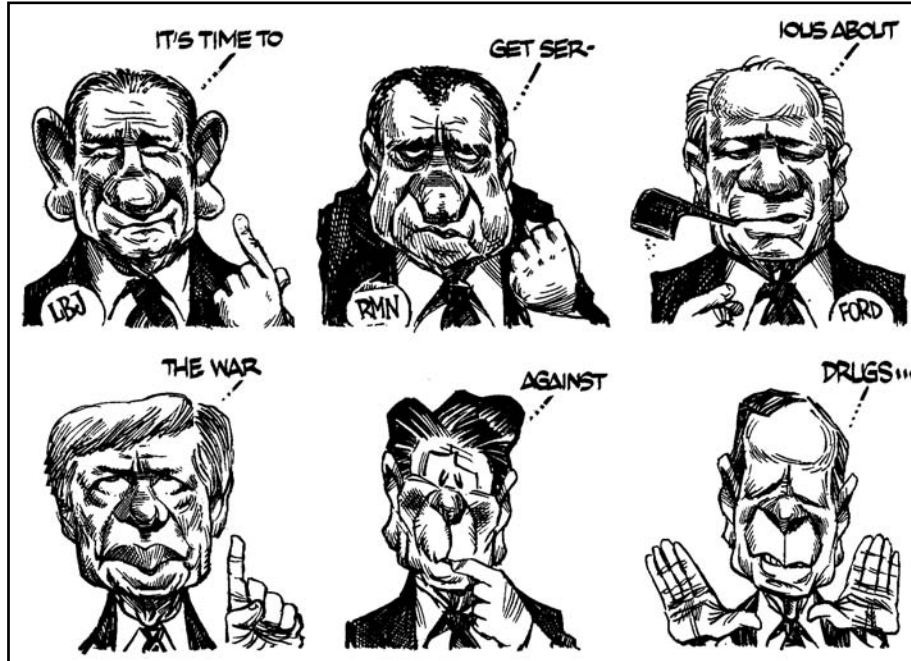
Base your answers to questions 44 and 45 on the graphs below and on your knowledge of social studies.



Source: *International Energy Annual 2005*, Energy Information Administration, Department of Energy (adapted)

- 44 Which conclusion is best supported by the information on these graphs?
- (1) More nations produce energy than consume it.
 - (2) South American nations are the greatest producers of energy.
 - (3) Nations that produce the most energy are the richest nations in the world.
 - (4) The United States uses more energy than it produces.
- 45 One result of the situation shown on the graphs is that the United States
- (1) must consider its need for energy when making foreign policy decisions
 - (2) relies mainly on European nations for its energy
 - (3) leads the world in the production of oil and steel
 - (4) must find markets for its surplus energy
-

Base your answer to question 46 on the cartoon below and on your knowledge of social studies.



Source: Jim Morin, *Miami Herald*, in *New York Times*, September 10, 1989

- 46 Which statement most accurately expresses the main idea of the cartoon?
- (1) Successive presidents have failed to deal effectively with illegal drug use.
 - (2) These presidents were successful in fighting the war on drugs.
 - (3) The war on drugs was the major domestic concern of these presidents.
 - (4) Many presidents have proposed legislation to decriminalize illegal drugs.

47 What was the central issue in both the John Peter Zenger case (1734–1735) and the controversy over the Pentagon Papers (1971)?

- (1) right to bear arms
- (2) freedom of religion
- (3) freedom of the press
- (4) right to counsel

48 **“Convention Meets at Seneca Falls”**
“19th Amendment Ratified”

“Betty Friedan Organizes National Organization for Women”

Which statement about women in the United States is best illustrated by these headlines?

- (1) The role of women in society has remained unchanged since colonial times.
- (2) The struggle for women’s rights has spanned many decades.
- (3) The earnings of women today are equal to those of men.
- (4) The movement for women’s rights has lacked leadership.

49 One way in which the Hayes-Tilden election of 1876 and the Bush-Gore election of 2000 are similar is that in each election the winner was

- (1) selected by the state legislatures
- (2) elected without a majority of the popular vote
- (3) aided by a third-party candidate
- (4) chosen by the United States Supreme Court

50 • Theodore Roosevelt mediates adoption of the Treaty of Portsmouth.
• Richard Nixon visits China.
• Bill Clinton supports peace accords in Northern Ireland.

These actions are examples of various presidents acting as

- (1) chief diplomat
- (2) head of party
- (3) chief legislator
- (4) commander in chief

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

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: Government (Congressional Legislation)

Throughout United States history, Congress has passed legislation to address important political, social, or economic issues. These laws have often had a significant impact on American society.

Task:

Select **two** laws passed by the United States Congress and for **each**

- Discuss the historical circumstances that led to the passage of the law
- Discuss the impacts of the law on American society

You may use any federal law that was intended to address an important issue from your study of United States history. Some suggestions you might wish to consider include:

Embargo Act (1807)

Pure Food and Drug Act (1906)

Indian Removal Act (1830)

Social Security Act (1935)

Kansas-Nebraska Act (1854)

GI Bill/ Servicemen's Readjustment Act (1944)

Interstate Commerce Act (1887)

Americans with Disabilities Act (1990)

You are *not* limited to these suggestions.

You may *not* discuss constitutional amendments.

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

In developing your answer to Part II, be sure to keep this general definition in mind:

discuss means “to make observations about something using facts, reasoning, and argument; to present in some detail”

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) **discuss** means “to make observations about something using facts, reasoning, and argument; to present in some detail”

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.

Historical Context:

After World War II, the American people looked forward to a period of peace and prosperity. However, key events of the 1950s challenged that national mood and had significant social, economic, and political effects on the United States in the 1960s and beyond. These events included the **Korean War**, the **Montgomery bus boycott**, and the **launching of *Sputnik***.

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

- Choose **two** events of the 1950s identified in the historical context and for **each**
- Describe the historical circumstances surrounding the event
 - Discuss the effects of the event on the United States and/or on American society

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

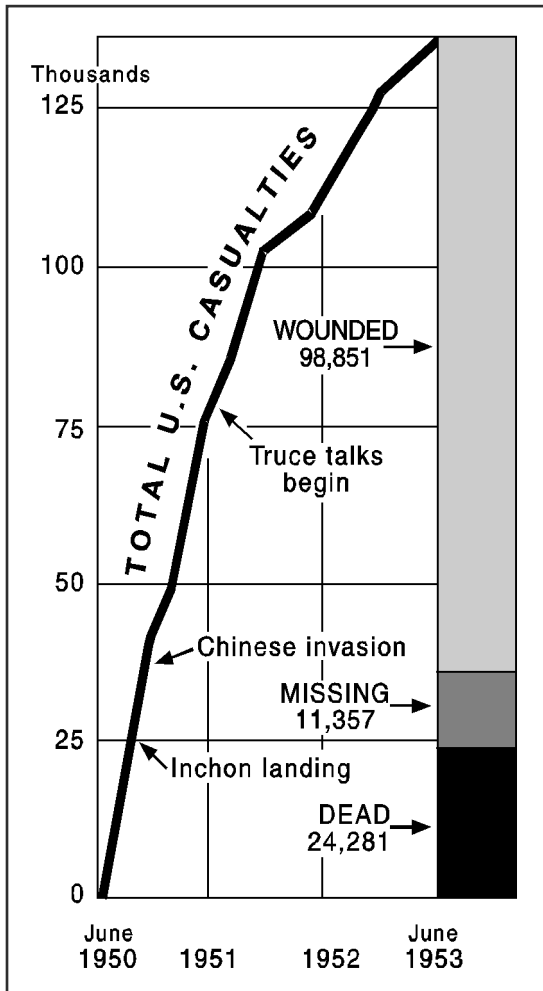
In [South] Korea the Government forces, which were armed to prevent border raids and to preserve internal security, were attacked by invading forces from North Korea. The Security Council of the United Nations called upon the invading troops to cease hostilities and to withdraw to the 38th parallel. This they have not done, but on the contrary have pressed the attack. The Security Council called upon all members of the United Nations to render every assistance to the United Nations in the execution of this resolution. In these circumstances I have ordered United States air and sea forces to give the Korean Government troops cover and support....

Source: President Harry Truman, Statement on the Situation in Korea, June 27, 1950

- 1 According to President Harry Truman, what was **one** reason he ordered United States forces to support South Korean government troops in 1950? [1]

Score

Document 2a



Source: "Korea: Three Years of War," *Time*, June 29, 1953 (adapted)

Document 2b

... Within a year of the start of the international conflict in Korea, the number of people serving in America's armed forces more than doubled to over 3.2 million; army divisions went from ten to eighteen; the Air Force went from forty-two to seventy-two wing groups; and the Navy expanded its number of ships from 600 to over 1,000. The pace of military build-up at this point exceeded that set by America when it first entered the Second World War. The bureaucracy of the Central Intelligence Agency (CIA) also mushroomed. In 1949 the CIA's Office of Policy Coordination had 302 personnel in its offices. By 1952 it had about 6,000. CIA stations in foreign countries increased from seven in 1951 to forty-seven in early 1953....

Source: Steven Hugh Lee, *The Korean War*, Pearson Education Limited, 2001 (adapted)

2 Based on these documents, what were **two** effects of the Korean War on the United States? [2]

(1) _____

Score

(2) _____

Score

Document 3

... Complaints from African-American soldiers about Army racism led the NAACP [National Association for the Advancement of Colored People] to send civil rights activist and lawyer Thurgood Marshall to Korea in early 1951 to investigate. Marshall discovered that the Twenty-Fourth Infantry Regiment was the target of a disproportional amount of courts martial, and that the punishments meted [handed] out were much harsher than those given to non-African Americans. In his report, entitled 'Summary Justice: The Negro GI in Korea', Marshall underlined the fact that institutionalized segregation was responsible for much of the unfair treatment of black troops in Korea...

The Korean War thus provided the crisis that finally pushed a reluctant Army to begin implementing policy recommendations made in [President Harry Truman's] Executive Order 9981. Policies which had been articulated [stated] earlier in the Cold War were now put into practice. Desegregation in the forces did not end discrimination, but it represented an important step towards greater equality for African Americans. The experiences of African-American soldiers in Korea thus benefitted from, and contributed to, the broader domestic movement for greater racial equality...

Source: Steven Hugh Lee, *The Korean War*, Pearson Education Limited, 2001

3a According to Steven Hugh Lee, what did Thurgood Marshall discover about the treatment of African American soldiers in Korea? [1]

Score

b According to Steven Hugh Lee, what was **one** effect of the Korean War on American society? [1]

Score

Document 4

Inez Jessie Baskin comments on her experience using the bus system in Montgomery, Alabama, before the bus boycott that started in December 1955.

... I took the bus to work every day. Our bus system was segregated just like practically everything else. There was no specific line of demarcation separating seats reserved for white and black passengers. It was usually at the bus driver's discretion, and it varied depending on time of day and the driver, but you were just supposed to know. One thing was for certain, when a white person occupied a seat, even if it was one man to an entire long seat, blacks had to walk right on past. About six o'clock one evening, I received a phone call from a friend's mother telling me to go to the Dexter Avenue Church. That's where I heard about Rosa Parks's arrest. I had first met Rosa Parks during the time that I was a member of the NAACP. She had always impressed me. She was just an angel walking. When things happened that would upset most people, she would just give you this angelic smile, and that was the end of that. When I arrived, a small group of people were gathered in the church basement, and they were already talking about boycotting the local bus system and spreading some leaflets around about it...

Source: Jennings and Brewster, *The Century*, Doubleday, 1998

4 According to Inez Jessie Baskin, why were African Americans unhappy with the Montgomery bus system? [1]

Score

Document 5a

During the bus boycott in Montgomery, Alabama, many African American residents carpooled to work.



Source: Clayborne Carson et al., *Civil Rights Chronicle: The African-American Struggle for Freedom*, Publications International

Document 5b

... Officials of the Montgomery City Lines, a subsidiary of National City Lines of Chicago have declined to say publicly how the boycott has affected the company financially. But a 50 per cent increase in bus fares—from 10 to 15 cents—and curtailed operations have offset the loss of business to some extent.

Before the boycott began last Dec. 5, approximately 65 per cent of the bus lines' passengers were Negroes [African Americans]. Since then, an estimated 75 per cent or more of the Negro customers have stopped riding.

Car pools operating with military precision have been organized to get Negroes to and from work. Negro taxicabs have done a thriving business. Police Commissioner Clyde Sellers says many Negroes have complained they are threatened with harm if they rode the buses....

Negro leaders led by a 27-year-old Baptist minister, the Rev. Martin Luther King Jr., demanded a "first come, first serve" arrangement which would seat Negroes from the rear and white passengers from the front until all seats were taken.

Under the present arrangement, the dividing line is determined by the driver. Bus company officials rejected the "first come" proposal....

Source: *Montgomery Advertiser*, February 19, 1956 (adapted)

5 Based on these documents, what were **two** effects of the Montgomery bus boycott on Montgomery, Alabama? [2]

(1) _____

Score

(2) _____

Score

Document 6a

... The idea so long cherished by Southern whites—and by many Northerners too—that the Southern Negro (whether through ignorance or intimidation or a shrewd recognition of reality) was content with the way things were, that only a handful of agitators opposed the system of segregation, was swept aside by the mass marches, demonstrations, meetings. Montgomery had been the first sign of this, and now it was made clear beyond argument that Negroes all across the South had only been waiting for an opportunity to end their long silence....

The sit-ins were an important learning experience for white Southerners, and also for those Northerners who were convinced of some mystical, irremovable germ of prejudice in the Southern mind: when the first lunch-counters were desegregated, the world did not come to an end. Whites and Negroes could use public facilities together, it was shown, without violent repercussions, without white withdrawal. Southern whites, once a new pattern became accepted and established in the community, would conform to it as they conformed to the old. Men and women seeking a sandwich at a lunch counter, as young Negroes could see readily in many of the sit-ins, were more interested in satisfying their hunger or their thirst than in who sat next to them. After two months of desegregation in Winston Salem, North Carolina, the manager of a large store said: “You would think it had been going on for fifty years. I am tickled to death over the situation.”...

Source: Howard Zinn, *SNCC: The New Abolitionists*, Beacon Press

Document 6b

College students at a Woolworth's lunch counter in Greensboro, North Carolina.



Source: *Greensboro Record*, February 2, 1960

6 Based on these documents, what was **one** effect of the Montgomery bus boycott on American society? [1]

Score

Document 7

Nikita Sergeyevich Khrushchev [Soviet leader] was almost desperate to beat the Americans at something. *Anything*. He boasted that communism would bury capitalism, later claiming he meant only by becoming richer and more productive, not by engaging in war. But how long might that take? Fifty years? A hundred? He needed something now. And in the summer of 1955, at about the time he returned from the Geneva conference, where [President Dwight] Eisenhower had urged the Open Skies proposal on him, some of Khrushchev's scientific advisers informed him of an interesting development.

In the course of reading American science journals, they had learned that the United States had begun a project to put an artificial satellite into orbit in 1958, as part of its contribution to the International Geophysical Year. An orbiting satellite had obvious military possibilities, but the foolish Americans had decided not to make it a military project—they wanted it to be peaceful and scientific. We can beat them to it, the scientists told Khrushchev, because we're already developing the rocket.

The Soviet Union's hydrogen bomb was enormous, and in 1955 its engineers and technicians were working on the design of a huge liquid-fueled rocket powerful enough to carry it five thousand miles. With some modifications, said the scientists, we can use the rocket to put a small satellite into orbit long before it will be ready to carry an H-bomb. Khrushchev saw a possibility here that nobody in Washington had seen—the chance to score the propaganda coup of the century. The Soviet satellite, code-named *Sputnik* ("Fellow Traveler"), got his enthusiastic "*Da!*" [*Yes!*]...

Source: Geoffrey Perret, *Eisenhower*, Random House, 1999 (adapted)

- 7 According to Geoffrey Perret, what was **one** reason the Soviet Union was interested in putting a satellite into orbit? [1]

Score

Document 8

On September 2, 1958, less than a year after the launching of *Sputnik*, President Dwight Eisenhower signed into law the National Defense Education Act (NDEA).

... Between 1958 and 1968, NDEA also provided loan money for more than 1.5 million individual college students—fellowships directly responsible for producing 15,000 Ph.D.s a year. NDEA allocated approximately \$1 billion to support research and education in the sciences over four years; federal support for science-related research and education increased between 21 and 33 percent per year through 1964, representing a tripling of science research and education expenditures over five years. States were given money to strengthen schools on a fifty-fifty matching basis, thousands of teachers were sent to NDEA-sponsored summer schools, and the National Science Foundation sponsored no fewer than fifty-three curriculum development projects. By the time of the lunar landing in 1969, NDEA alone had pumped \$3 billion into American education....

Source: Paul Dickson, *Sputnik: The Shock of the Century*, Walker Publishing Company, 2001

8 According to Paul Dickson, what were **two** effects of the launching of *Sputnik* on education in the United States? [2]

(1) _____

Score

(2) _____

Score

Document 9

... First, I believe that this nation should commit itself to achieving the goal, before this decade is out, of landing a man on the moon and returning him safely to the earth. No single space project in this period will be more impressive to mankind, or more important for the long-range exploration of space; and none will be so difficult or expensive to accomplish. We propose to accelerate the development of the appropriate lunar space craft. We propose to develop alternate liquid and solid fuel boosters, much larger than any now being developed, until certain which is superior. We propose additional funds for other engine development and for unmanned explorations—explorations which are particularly important for one purpose which this nation will never overlook: the survival of the man who first makes this daring flight. But in a very real sense, it will not be one man going to the moon—if we make this judgment affirmatively, it will be an entire nation. For all of us must work to put him there....

Third, an additional 50 million dollars will make the most of our present leadership, by accelerating the use of space satellites for world-wide communications.

Fourth, an additional 75 million dollars—of which 53 million dollars is for the Weather Bureau—will help give us at the earliest possible time a satellite system for world-wide weather observation....

Source: President John F. Kennedy, Special Message to Congress, May 25, 1961

9 According to President John F. Kennedy, why was spending money on space projects important for the United States? [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:

After World War II, the American people looked forward to a period of peace and prosperity. However, key events of the 1950s challenged that national mood and had significant social, economic, and political effects on the United States in the 1960s and beyond. These events included the **Korean War**, the **Montgomery bus boycott**, and the **launching of *Sputnik***.

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

Choose **two** events of the 1950s identified in the historical context and for **each**

- Describe the historical circumstances surrounding the event
- Discuss the effects of the event on the United States and/or on American society

Guidelines:

In your essay, be sure to

- Develop all aspects of the task
- 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

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