

Large-Type Edition

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

# UNITED STATES HISTORY AND GOVERNMENT

Tuesday, June 18, 2019 — 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 In colonial America, the Magna Carta, the English Bill of Rights, and the writings of John Locke contributed to the

- (1) diversity of religious beliefs among the colonists
- (2) political ideals and practices of the colonists
- (3) economic relationships between the colonists and the mother country
- (4) demands of colonists to end the slave trade and the practice of slavery

2 Before 1763, most American colonists settled near the Atlantic Coast or rivers because

- (1) port cities could be more easily defended in times of war
- (2) valleys were less fertile
- (3) English colonists were only allowed to settle in these locations
- (4) navigable water offered easier access to trade and employment

3 One way in which the Declaration of Independence and the original United States Constitution are similar is that both promote the idea of

- (1) the consent of the governed
- (2) equal rights for women
- (3) voting rights for all adult citizens
- (4) judicial review of unjust laws

4 The main purpose of the *Federalist Papers* was to

- (1) discourage the creation of political parties
- (2) support the candidacy of George Washington
- (3) urge ratification of the Constitution
- (4) advocate independence from Great Britain

5 “. . . Constitutions should consist only of general provisions: The reason is, that they must necessarily be permanent, and that they cannot calculate for the possible changes of things. . . .”

— Alexander Hamilton, 1788

Which provision of the United States Constitution best supports the idea expressed in this quotation?

- (1) eminent domain
- (2) electoral college
- (3) separation of powers
- (4) elastic clause

6 The main objection to the adoption of the United States Constitution was based primarily on the belief that

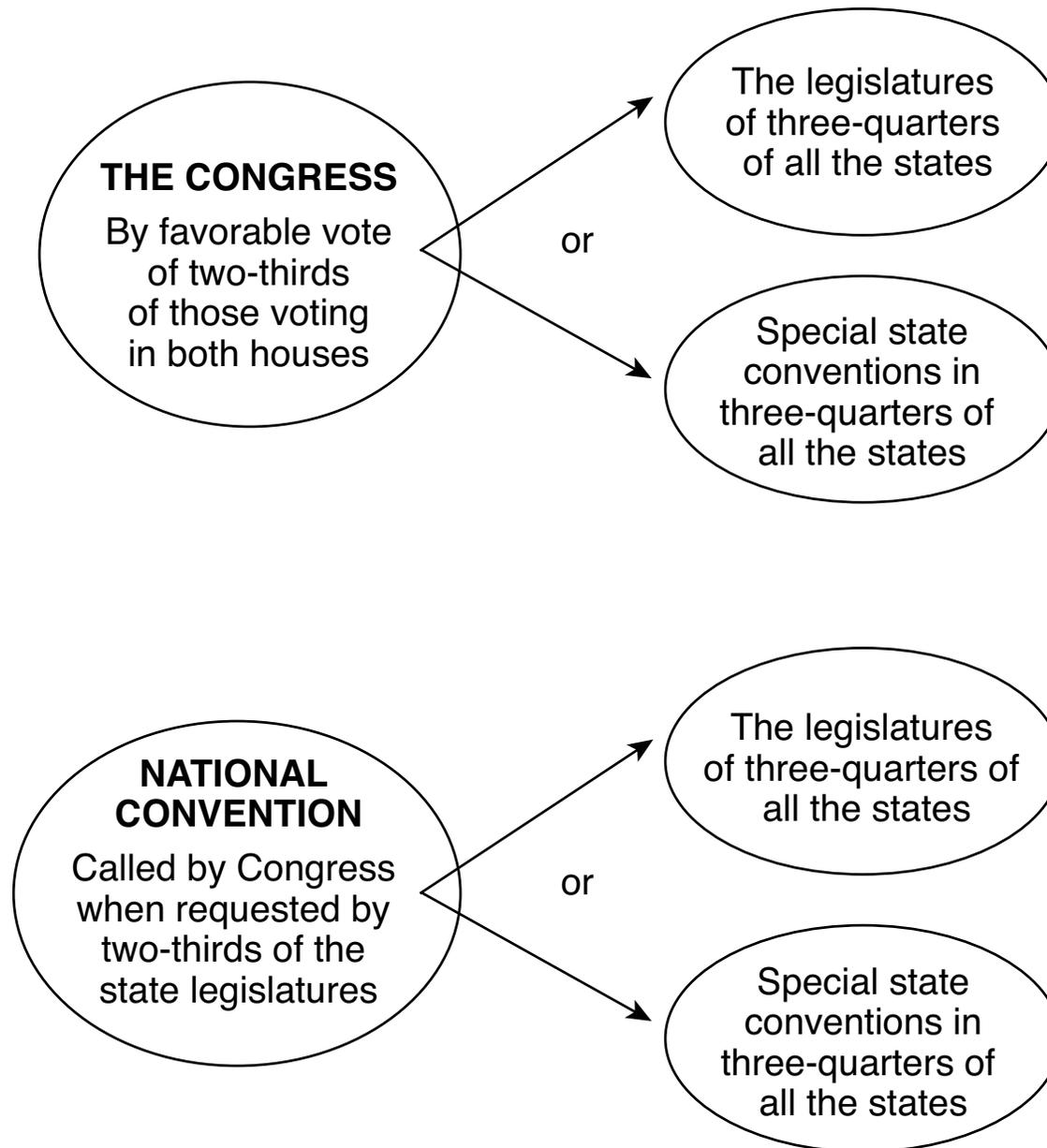
- (1) the number of new states admitted to the Union should be limited
- (2) individual freedoms could be restricted by a strong central government
- (3) a separate judiciary would make the government ineffective
- (4) slave populations gave the South too much power

7 Which viewpoint of the framers of the United States Constitution is demonstrated by the use of the electoral college to select the president?

- (1) distrust of the average citizen’s judgment
- (2) belief that political parties strengthen the campaign process
- (3) desire to end property qualifications for voting
- (4) commitment to universal suffrage

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Base your answer to question 8 on the diagram below and on your knowledge of social studies.



Source: National Archives (adapted)

8 What is the best title for this diagram?

- (1) Methods of Amending the Constitution
  - (2) Procedures of the Executive Branch
  - (3) Process of Nominating Presidential Candidates
  - (4) Admission of New States to the Union
- 

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- 9 The United States wanted to acquire New Orleans in 1803 in order to
- (1) end British influence in North America
  - (2) promote the growth of manufacturing in the region
  - (3) establish a military base to defend against attacks from Mexico
  - (4) secure a port that would improve the transportation of agricultural goods
- 10 The Supreme Court decision in *Gibbons v. Ogden* (1824) is important because it
- (1) banned the importation of manufactured goods
  - (2) encouraged state investment in internal improvements
  - (3) expanded federal control over interstate commerce
  - (4) permitted taxes on exported goods
- 11 Under Chief Justice John Marshall (1801–1835), Supreme Court decisions generally upheld Alexander Hamilton’s belief that
- (1) a national debt would violate the economic principles of the Constitution
  - (2) states should have more economic power than the federal government
  - (3) the power of Congress should be greater than the power of the president
  - (4) a loose interpretation of the Constitution could be used to increase federal power

Base your answer to question 12 on the passage below and on your knowledge of social studies.

. . . I am not a Know-Nothing. That is certain. How could I be? How can any one who abhors the oppression of negroes [African Americans], be in favor of degrading classes of white people? Our progress in degeneracy appears to me to be pretty rapid. As a nation, we began by declaring that “*all men are created equal.*” We now practically read it “all men are created equal, *except negroes.*” When the Know-Nothings get control, it will read “all men are created equal, *except negroes, and foreigners, and catholics.*” When it comes to this I should prefer emigrating to some country where they make no pretence of loving liberty—to Russia, for instance, where despotism can be taken pure, and without the base alloy of hypocrisy. . . .

— Abraham Lincoln, letter to Joshua Speed,  
August 24, 1855

12 In this 1855 letter, Abraham Lincoln opposed the Know-Nothing party because it

- (1) supported the policy of imperialism
- (2) favored unrestricted immigration
- (3) promoted resentment against minority groups
- (4) wanted equal rights for all people

13 The Supreme Court’s decision in *Dred Scott v. Sandford* was nullified by the passage of the

- (1) Kansas-Nebraska Act
- (2) 13th and 14th amendments
- (3) Compromise of 1850
- (4) Reconstruction Act

14 The Civil War directly affected the Northern economy by

- (1) causing a severe depression
- (2) destroying much of its farmland
- (3) greatly expanding the canal system
- (4) stimulating the growth of factories

15 Rapid industrialization during the late 1800s contributed to

- (1) a decline in the membership of the American Federation of Labor (AFL)
- (2) a reduction in government regulation of railroads
- (3) a rise in the number of family farms
- (4) an increase in immigration to the United States

16 Which factor aided the building of trans-continental railroads?

- (1) The federal government provided free land to the railroad companies.
- (2) The railroads established fair rates for customers.
- (3) Congress repealed antitrust laws against the railroads.
- (4) The Supreme Court approved public ownership of the railroad industry.

17 Which tactics were used by big business during the late 1800s to limit the power of labor unions?

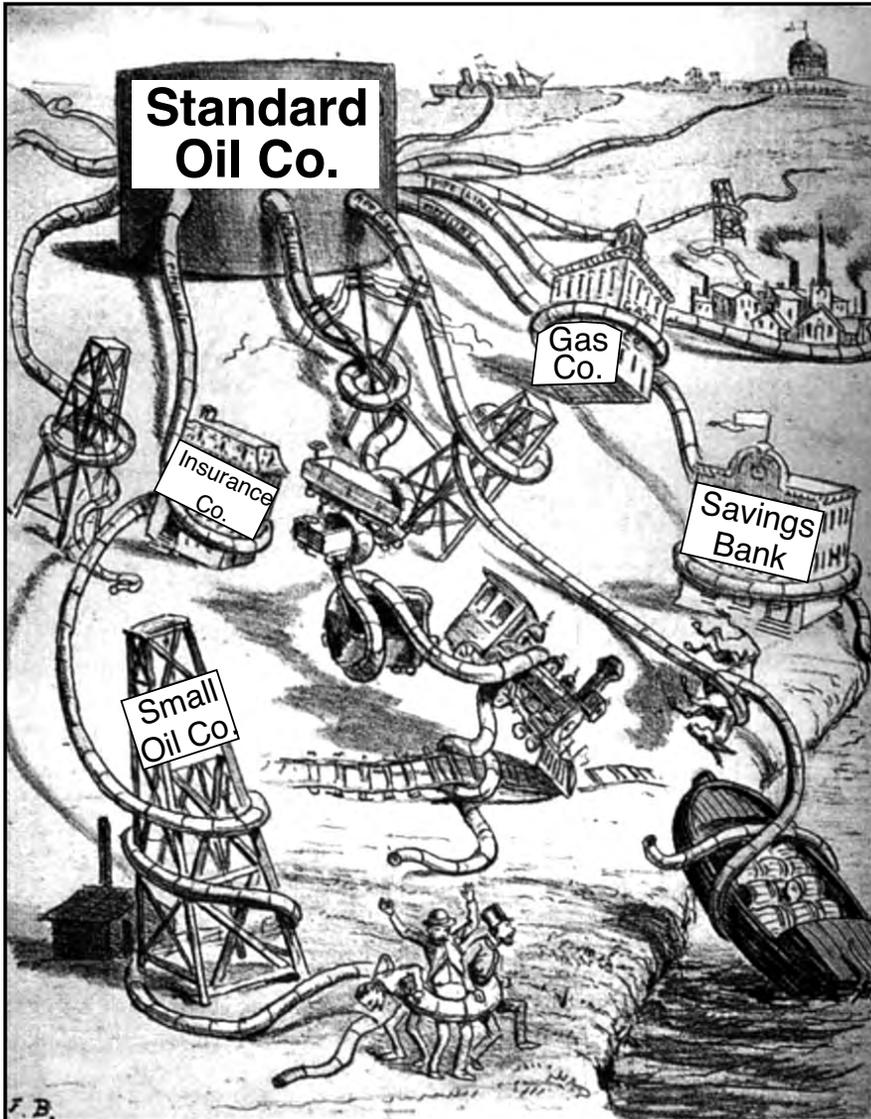
- (1) strikebreakers and lockouts
- (2) picketing and walkouts
- (3) collective bargaining and mediation
- (4) wage increases and shorter hours

18 Which constitutional right was the central focus in *Plessy v. Ferguson* (1896)?

- (1) freedom of assembly guaranteed by the first amendment
- (2) due process of the law in the fifth amendment
- (3) equal protection of the law under the 14th amendment
- (4) equal voting rights guaranteed by the 15th amendment

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

### The Monster Monopoly



Source: Frank Beard, *Judge*, July 19, 1884 (adapted)

19 What is being criticized in this cartoon?

- (1) environmental damage
- (2) business consolidation
- (3) oil exploration
- (4) federal tax laws

**GO RIGHT ON TO THE NEXT PAGE ⇨**

20 Which event was a result of the Spanish-American War?

- (1) Cuba was divided into spheres of influence.
- (2) Puerto Rico became a possession of the United States.
- (3) The Philippines became a Spanish colony.
- (4) The United States lost control of the Panama Canal.

- 21 • Chinese Exclusion Act (1882)  
• Gentlemen's Agreement (1907)  
• Emergency Quota Act (1921)

These federal actions demonstrate that Americans have

- (1) supported the principle of open immigration
- (2) provided immigrants equal access to jobs and social programs
- (3) forced immigrants to settle in designated areas
- (4) favored limiting immigration at different times in the nation's history

22 In the early 20th century, muckraking authors Upton Sinclair and Ida Tarbell primarily criticized the federal government for

- (1) wasting money on foreign wars
- (2) ignoring abuses committed by big business
- (3) excessive regulation of the steel industry
- (4) overspending on social welfare programs

23 During the Progressive Era, voters were given more opportunities to select political party candidates through

- (1) direct primary elections
- (2) term limits on elected officials
- (3) initiative and recall
- (4) public funding of elections

24 Theodore Roosevelt's Square Deal and Woodrow Wilson's New Freedom shared the goal of

- (1) achieving equal rights for minority groups
- (2) protecting the interests of big business
- (3) strengthening federal regulatory power over large corporations
- (4) instituting laissez-faire policies

25 The Federal Reserve System was created in 1913 to

- (1) balance the budget
- (2) control the money supply
- (3) insure savings account deposits
- (4) regulate the stock market

Base your answer to question 26 on these statements by President Woodrow Wilson and on your knowledge of social studies.

“ . . . The United States must be neutral in fact as well as in name. . . . ”  
— message to U.S. Senate, 1914

“ . . . America can not be an ostrich with its head in the sand. . . . ”  
— address in Des Moines, Iowa, 1916

“ . . . The world must be made safe for democracy. . . . ”  
— address to Congress asking for a declaration of war,  
April 2, 1917

26 What do these statements demonstrate about President Wilson during the three years before the United States entered World War I?

- (1) He gradually changed his foreign policy goals.
  - (2) He eagerly became involved in a war.
  - (3) He abused the principle of separation of powers.
  - (4) He was consistent in his policy of strict neutrality.
-

27 President Warren Harding’s call for a “return to normalcy” meant the United States should

- (1) limit the number of exports
- (2) reduce its role in world affairs
- (3) expand efforts to end racial discrimination
- (4) support woman’s suffrage

28 Which heading best completes the partial outline below?

I. \_\_\_\_\_

A. Overproduction  
B. Underconsumption  
C. Buying on margin  
D. Unequal distribution of wealth

- (1) Causes of the Industrial Revolution
- (2) Causes of World War I
- (3) Causes of the Great Depression
- (4) Causes of World War II

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



Source: *Historical Statistics of the United States, Colonial Times to 1970* (adapted)

29 Which conclusion is most clearly supported by the information provided on the graph?

- (1) Deficit spending ended unemployment.
- (2) World War II increased unemployment.
- (3) New Deal programs only partially relieved unemployment.
- (4) Unemployment after the New Deal was the same as before the stock market crash.

30 During the 1930s, poor land management and severe drought conditions across parts of the Midwest resulted in the

- (1) establishment of the United States Department of Agriculture
- (2) creation of wheat surpluses
- (3) decreased support for conservation
- (4) development of the Dust Bowl conditions on the Great Plains

31 During the 1930s, United States neutrality legislation was primarily designed to

- (1) provide military and economic aid to Italy and Japan
- (2) give the United States time to plan an attack against Germany
- (3) protect American lives and property in Latin America
- (4) avoid foreign policy mistakes that led to involvement in World War I

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Base your answers to questions 32 and 33 on the song lyrics below and on your knowledge of social studies.

### **That's Why We're Voting For Roosevelt**

Herbie Hoover promised us "Two chickens in each pot,"  
Breadlines and Depression were the only things we got.  
I lost my job, my bank blew up, and I was on the spot.  
That's why I'm voting for Roosevelt.

Hooray! Hooray! Herb Hoover's gone away,  
Hooray! Hooray! I hope he's gone to stay.  
For now I'm back to work and get my three squares ev'ry day.  
That's why I'm voting for Roosevelt. . . .

Wall Street sure is kicking for they know they're on the pan.  
Franklin D. in Washington upset their little plan,  
And now the one on top is that poor once forgotten man,  
That's why we're voting for Roosevelt.

Hooray! Hooray! He banished all our fear.  
Hooray! Hooray! Our banks are in the clear.  
He brought us back prosperity, he gave us back our beer,  
That's why I'm voting for Roosevelt.

— Thomas O'Dowd, 1936

32 Which group would most likely have agreed with the lyrics of this song?

- (1) Prohibition advocates
- (2) Republican Party leaders
- (3) New Deal supporters
- (4) Supply-side economists

33 According to the song lyrics, people supported Franklin D. Roosevelt primarily because he

- (1) implemented economic relief and recovery programs
  - (2) favored a national suffrage amendment
  - (3) continued Herbert Hoover's economic policies
  - (4) reduced federal income taxes
- 

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

### NEVER SATISFIED



Source: Vaughn Shoemaker, *Chicago News*, April 27, 1937 (adapted)

34 This cartoon is critical of President Franklin D. Roosevelt's efforts to

- (1) force Congress to reduce government waste
  - (2) convince the Supreme Court to pass a constitutional amendment to balance the budget
  - (3) reverse the effects of the Great Depression
  - (4) increase his power over the Supreme Court
- 

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Base your answers to questions 35 and 36 on the poster below and on your knowledge of social studies.



Source: Office of Price Administration, 1943

35 The poster indicates that rationing during World War II was a

- (1) policy to encourage small-business owners
- (2) way of assuring that only the wealthy could buy certain products
- (3) necessity caused by farm failures during the Great Depression
- (4) program that was to be applied equally to all Americans

36 What was a major reason for wartime rationing?

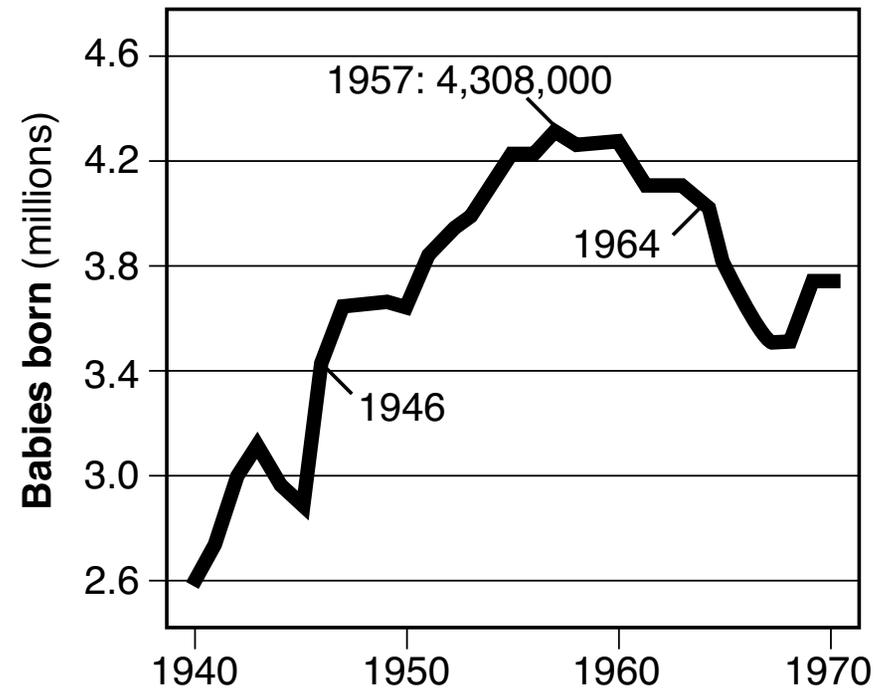
- (1) ensuring that troops were adequately supplied
  - (2) restricting lower-priced food imports
  - (3) providing jobs for the unemployed
  - (4) preventing currency deflation
-

37 What would be the most appropriate heading for the partial outline below?

- I. \_\_\_\_\_
- A. Treatment of Japanese Americans
  - B. Segregation of African Americans in the armed forces
  - C. United States reactions to the Nazi Holocaust
  - D. Use of the atomic bomb

- (1) Issues of Morality during World War II
- (2) Domestic Policies during World War II
- (3) Economic Problems during World War II
- (4) Reasons for the Success of the Allies during World War II

Base your answer to question 38 on the graph below and on your knowledge of social studies.



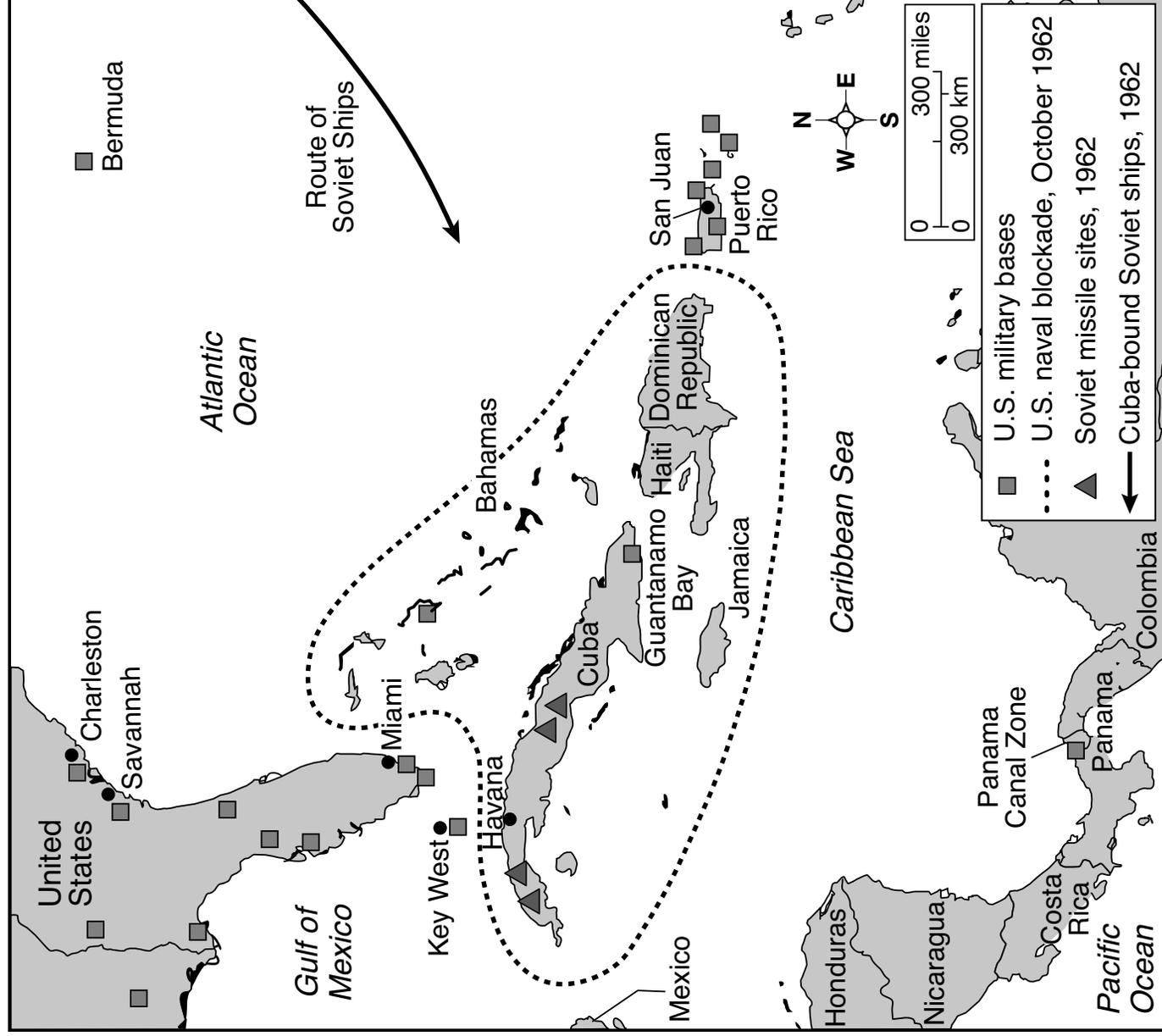
Source: *The NYSTROM Atlas of United States History*, 2000 (adapted)

38 What is the best title for this graph for the years 1946–1964?

- (1) The Graying of America
- (2) The Growth of the Middle Class
- (3) The Baby Boom Generation
- (4) From Suburbs to Cities

Base your answers to questions 39 and 40 on the map below and on your knowledge of social studies.

### Cuban Missile Crisis, 1962



Source: Gary B. Nash and Carter Smith, *Atlas of American History*, Facts on File, 2007 (adapted)

39 What was the immediate cause of the action taken by the United States that is shown on the map?

- (1) Cuban refugees lobbied President Dwight Eisenhower to overthrow Fidel Castro.
- (2) The Soviet Union built nuclear missile launch sites within range of United States cities.
- (3) United States military bases in the Caribbean were closed by Cuban armed forces.
- (4) Puerto Rican citizens asked Congress to assist them in repelling communist advances.

40 One positive outcome of the situation shown on the map was that the United States and Soviet Union increased

- (1) communication between the two nations to avert war
- (2) military control of their Latin American colonies
- (3) cooperative humanitarian efforts in Caribbean nations suffering from natural disasters
- (4) joint efforts to end the cruel practices of Cuba's leaders

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41 The main reason President John F. Kennedy proposed the establishment of the Peace Corps was to

- (1) promote trade with Africa
- (2) combat drug use in American cities
- (3) gain support from immigrant voters
- (4) improve conditions in developing nations

42 What was an outcome of the Watergate affair during the administration of President Richard Nixon?

- (1) Presidential powers were expanded.
- (2) Respect for the office of the president declined.
- (3) The Supreme Court cleared President Nixon of all charges.
- (4) Congress refused to take action against President Nixon.

43 The goal of the War Powers Act of 1973 was to

- (1) allow the president to declare war without congressional approval
- (2) give Congress the sole power to authorize the use of military force
- (3) limit the president's power to use military force without congressional approval
- (4) require a declaration of war for all uses of military forces

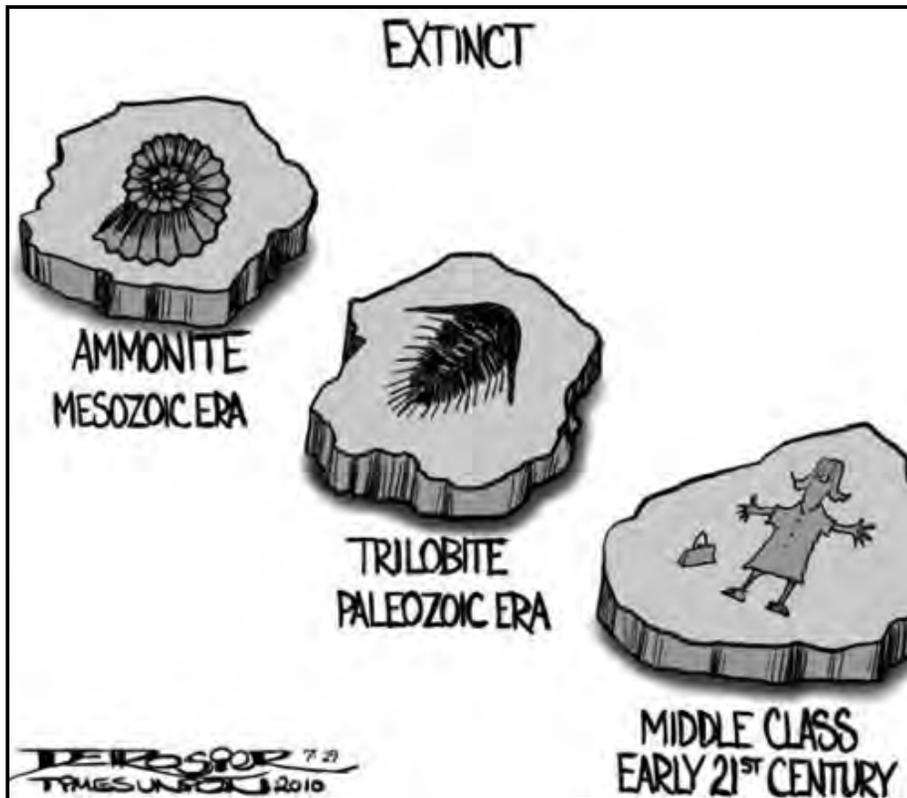
44 “. . . The United States, together with the United Nations, exhausted every means at our disposal to bring this crisis to a peaceful end. However, Saddam [Hussein] clearly felt that by stalling and threatening and defying the United Nations, he could weaken the forces arrayed against him. . . .”

— President George H. W. Bush, address to the nation,  
January 16, 1991

President George H. W. Bush used this statement to defend

- (1) taking military action to liberate Kuwait from Iraqi aggression
- (2) providing foreign aid to Israel
- (3) supporting Egypt against attacks by terrorists
- (4) using United States troops as peacekeepers in Bosnia

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



Source: John de Rosier, *Albany Times Union*, July 29, 2010

45 Which combination of factors has led to the problem shown in the cartoon?

- (1) lower medical costs and high interest rates
- (2) business monopolies and depletion of natural resources
- (3) consumer debt and nearly stagnant wages
- (4) population migration and the graying of America

46 One way in which the goals of the Know-Nothing Party in the 1850s and the response to the Red Scare of 1919 were similar is that both

- (1) called for equal rights for women and African Americans
- (2) sought to limit immigration to the United States
- (3) supported the overseas expansion of the United States
- (4) attempted to limit the influence of big business on American politics

47 Which term most accurately describes United States foreign policy during the Cold War?

- |                  |               |
|------------------|---------------|
| (1) containment  | (3) Big Stick |
| (2) nonalignment | (4) Open Door |

Base your answer to question 48 on the chart below and on your knowledge of social studies.

<b>Action</b>	<b>Reaction</b>
President Andrew Johnson disobeys the Tenure of Office Act.	Congress impeaches Johnson and he remains in office by one vote.
Congress passes the National Industrial Recovery Act (NIRA).	The Supreme Court declares the NIRA unconstitutional in <i>Schechter Poultry Corporation v. United States</i> .

48 Which aspect of governmental power is best illustrated by both examples in the chart?

(1) federalism

(3) States rights

(2) checks and balances

(4) judicial review

49 Which economic policy argues that government should limit, as much as possible, any interference in the economy?

- (1) socialism
- (2) laissez-faire
- (3) mercantilism
- (4) protectionism

50 W. E. B. Du Bois, Jackie Robinson, and James Meredith are considered pioneers in the area of

- (1) labor relations
- (2) educational reform
- (3) civil rights
- (4) environmental protection

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**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) 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 II**

### **THEMATIC ESSAY QUESTION**

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

#### **Theme: Westward Movement of the Frontier**

Throughout United States history, efforts to settle new land pushed the frontier further west. Several important events influenced this westward movement. These events often led to conflict with Native American Indians or with foreign governments.

#### **Task:**

Select **two** events that significantly influenced the westward movement of the frontier and for **each**

- Describe the historical circumstances surrounding the event
- Discuss the positive **and/or** negative effects of the event on the settlement of the West

You may use any event that significantly influenced the westward movement of the frontier from your study of United States history. Some events you might wish to consider include:

Signing of the Treaty of Paris (1783)	Discovery of gold in California (1848)
Creation of the reservation system (1800s)	Passage of the Homestead Act (1862)
Purchase of the Louisiana Territory (1803)	Purchase of Alaska (1867)
Opening of the Erie Canal (1825)	Completion of the transcontinental railroad (1869)
War with Mexico (1846–1848)	

**You are *not* limited to these suggestions.**

**Guidelines:**

**In your essay, be sure to:**

- Develop all aspects of the task
- Discuss *at least two* effects for each event
- 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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### 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:

In the decades following World War II, significant domestic and foreign policy issues led to political and social tensions in the United States. These issues motivated individuals and groups to organize protest movements to bring about change. Protest movements such as the *civil rights movement*, the *anti-Vietnam War movement*, and the *environmental movement* met with varying degrees of success.

**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* protest movements mentioned in the historical context and for *each*

- Describe the historical circumstances surrounding the protest movement
- Discuss the extent to which the protest movement was successful

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

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

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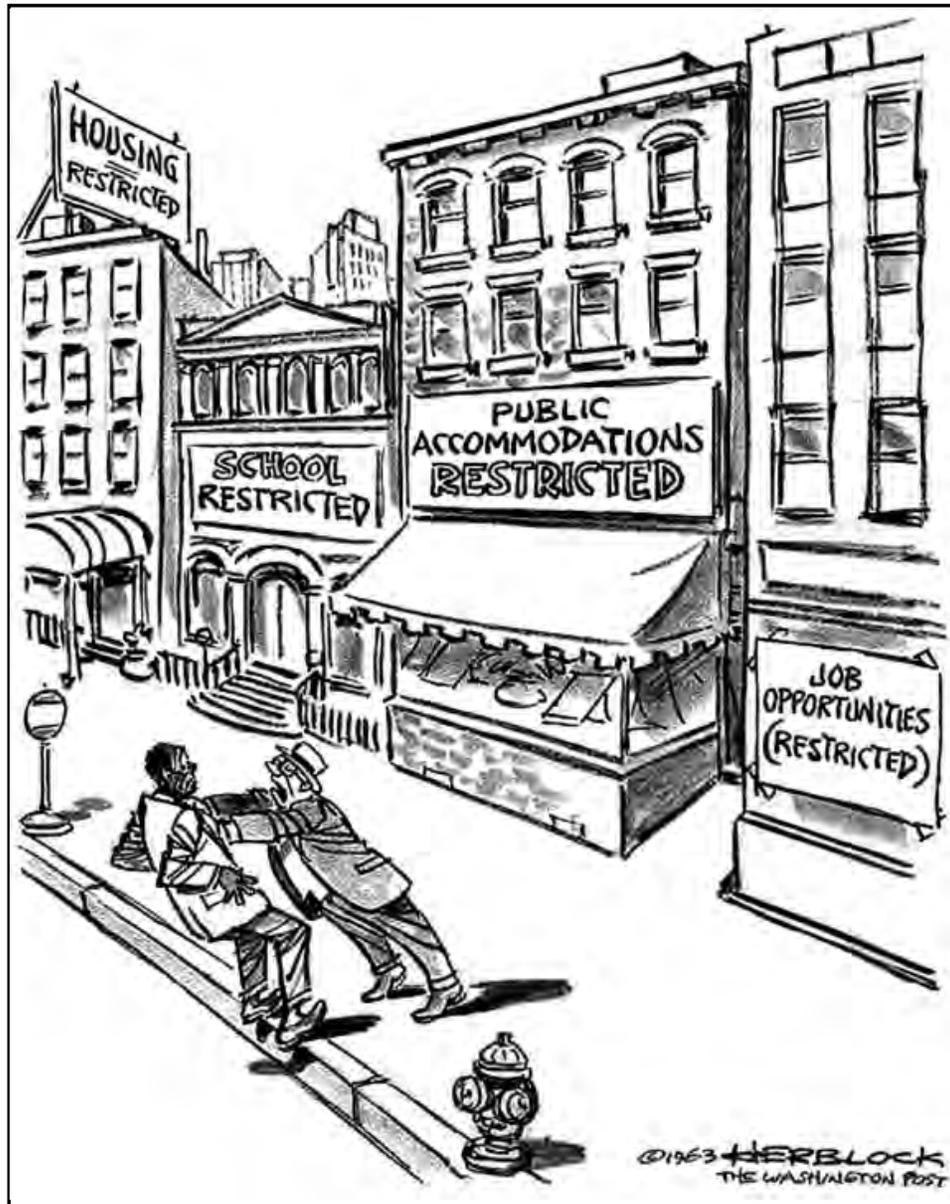
**Part A**  
**Short-Answer Questions**

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

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## Document 1a

**“AND REMEMBER, NOTHING CAN BE ACCOMPLISHED BY TAKING TO THE STREETS”**



Source: Herblock, *Washington Post*, September 6, 1963 (adapted)

## Document 1b

**If You Miss Me At  
the Back of the Bus**

If you miss me at the back of the bus  
you can't find me nowhere  
come on over to the front of the bus  
I'll be riding up there. . . .

If you miss me on the picket line  
you can't find me nowhere  
come on over to the city jail  
I'll be rooming over there. . . .

If you miss me in the cotton fields  
you can't find me nowhere  
come on over to the courthouse  
I'll be voting right there. . . .

Source: recorded by Pete Seeger, 1963,  
written by Carver Neblett

1 Based on these documents, state *one* form of discrimination African Americans experienced in the 1960s. [1]

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Score

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## Document 2

. . . In its regional breadth, the uprising resembled the sit-in movement of 1960. But the 1963 demonstrations [after Birmingham] were more widespread, involved much larger numbers, and drew in people of all ages and backgrounds. To list the places where black people engaged in nonviolent protests would be to name virtually every town and city in the South: about 115 communities experienced 930 demonstrations of one kind or another. The number of people arrested topped 20,000, four times as many as in 1960.

The 1963 surge of nonviolent direct action made the maintenance of segregation in public accommodations untenable [unable to continue]. Black people knew that if segregation could be cracked in Birmingham, it could be cracked anywhere. Birmingham exposed the vulnerability of the South's political regime, and black people seized the opportunity to attack it. In city after city, under the relentless pressure of demonstrations, whites sat down to negotiate. During a single three-week period after Birmingham, the Justice Department noted that 143 cities had acceded [agreed] to some degree of integration. By year's end the number exceeded three hundred. Many cities set up biracial committees that enabled blacks to press for further desegregation. . . .

Source: Adam Fairclough, *Better Day Coming: Blacks and Equality, 1890–2000*, Viking Penguin, 2001

2 According to Adam Fairclough, what was *one* effect of the 1963 demonstrations in Birmingham, Alabama? [1]

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Score

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## Document 3

. . . In far too many ways American Negroes have been another nation: deprived of freedom, crippled by hatred, the doors of opportunity closed to hope.

In our time change has come to this Nation, too. The American Negro, acting with impressive restraint, has peacefully protested and marched, entered the courtrooms and the seats of government, demanding a justice that has long been denied. The voice of the Negro was the call to action. But it is a tribute to America that, once aroused, the courts and the Congress, the President and most of the people, have been the allies of progress.

Thus we have seen the high court of the country declare that discrimination based on race was repugnant [disagreeable] to the Constitution, and therefore void. We have seen in 1957, and 1960, and again in 1964, the first civil rights legislation in this Nation in almost an entire century. . . .

The voting rights bill will be\* the latest, and among the most important, in a long series of victories. But this victory—as Winston Churchill said of another triumph for freedom—“is not the end. It is not even the beginning of the end. But it is, perhaps, the end of the beginning.”

That beginning is freedom; and the barriers to that freedom are tumbling down. Freedom is the right to share, share fully and equally, in American society—to vote, to hold a job, to enter a public place, to go to school. It is the right to be treated in every part of our national life as a person equal in dignity and promise to all others.

But freedom is not enough. You do not wipe away the scars of centuries by saying: Now you are free to go where you want, and do as you desire, and choose the leaders you please. . . .

This is the next and the more profound stage of the battle for civil rights. We seek not just freedom but opportunity. We seek not just legal equity but human ability, not just equality as a right and a theory but equality as a fact and equality as a result.

For the task is to give 20 million Negroes the same chance as every other American to learn and grow, to work and share in society, to develop their abilities—physical, mental and spiritual, and to pursue their individual happiness. . . .

Source: Lyndon B. Johnson, Commencement Address at Howard University, June 4, 1965

\*The Voting Rights Act was signed into law on August 6, 1965.

3a According to President Lyndon B. Johnson, what is **one** achievement of the civil rights movement? [1]

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Score

b According to President Lyndon B. Johnson, what is **one** remaining goal for the civil rights movement? [1]

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Score

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## Document 4

. . . As the U.S. commitment increased, so did the number of bombs dropped on the North, the volume of North Vietnamese coming into the South, the fervor of the protest movement, the billion dollar military grants, and the number of casualties. Johnson's pledge to fight communism in Southeast Asia had degenerated into what anti-war folk singer Pete Seeger labeled "the Big Muddy." And yet, the refrain of that song said, "the old fool says to push on." Tempers on both sides flared as the body counts increased, and each night's TV broadcasts introduced American viewers to faraway hell holes where their sons, brothers, friends, and husbands were stepping on land mines, perishing in Vietcong mantraps, and being cut down in hand-to-hand combat. The week of September 18–24 brought with it a grim statistic: 142 U.S. soldiers killed, 825 wounded, 3 missing—the war's highest toll in 1966. . . .

Every time American troops won a small victory or held a strategic position, the President's advisers used the occasion to press for more troops and more money. These were vital, they repeatedly declared, to consolidate our gains and increase our advantages. The monthly draft was doubled several times, up to 46,000 a month in October 1966, as General Westmoreland constantly increased his call for troops. He had almost a half-million men in combat by April 1967. By the following year, he told the President, he would need almost 700,000. With that number, he said, we could win the war in two years. The "light at the end of the tunnel," which President Johnson optimistically referred to in his news broadcasts, had dimmed considerably since his earlier predictions. . . .

Source: Toby Goldstein, *Waking from the Dream: America in the Sixties*, Julian Messner, 1988

4 According to Toby Goldstein, what were **two** reasons for the development of the anti-Vietnam War movement? [2]

(1) \_\_\_\_\_

\_\_\_\_\_

Score

(2) \_\_\_\_\_

\_\_\_\_\_

Score

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## Document 5

American protest against the war in Vietnam was begun and sustained by American citizens who believed that in a representative democracy, individuals can make themselves heard and, more, can affect public policy.

To us, the antiwar movement during the Vietnam era is important not because it stopped the war, which it may or may not have done; rather, it is important because it existed. It is a reminder to Americans that times come when citizens can and, indeed, must challenge their government's authority. . . .

Every war has had its opponents. There was a sizable antiwar sentiment in Great Britain during the South African War (1899–1902), and in America there has always been during every war a small protest movement—most notably, until Vietnam, during the Mexican War in 1846–48 and the Philippine Insurrection in 1899–1901. But the Vietnam War was different: increasingly unpopular, undeclared and therefore in the opinion of many citizens illegal and unconstitutional as well, it was the most frustrating war in American history, and the ugliest, and the longest. The movement opposing it had years in which to grow. . . .

Source: Nancy Zaroulis and Gerald Sullivan, *Who Spoke Up?: American Protest Against the War In Vietnam, 1963–1975*, Holt, Rinehart and Winston, 1984

5 According to Nancy Zaroulis and Gerald Sullivan, what was *one* reason for protest against the Vietnam War? [1]

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Score

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## Document 6

. . . The impact of the antiwar protests remains one of the most controversial issues raised by the war. The obvious manifestations [displays] of dissent in the United States probably encouraged Hanoi's will to hold out for victory, although there is nothing to suggest that the North Vietnamese would have been more compromising in the absence of the movement. Antiwar protest did not turn the American people against the war, as some critics have argued. The effectiveness of the movement was limited by the divisions within its own ranks. Public opinion polls make abundantly clear, moreover, that a majority of Americans found the antiwar movement, particularly its radical and "hippie" elements, more obnoxious than the war itself. In a perverse sort of way, the protest may even have strengthened support for a war that was not in itself popular. The impact of the movement was much more limited and subtle. It forced Vietnam onto the public consciousness and challenged the rationale of the war and indeed of a generation of Cold War foreign policies. It limited Johnson's military options and may have headed off any tendency toward more drastic escalation. Perhaps most important, the disturbances and divisions set off by the antiwar movement caused fatigue and anxiety among the policymakers and the public, and thus eventually encouraged efforts to find a way out of the war. . . .

Source: George C. Herring, *America's Longest War: The United States and Vietnam, 1950–1975*, Alfred A. Knopf, 1986 (adapted)

6a According to George C. Herring, what was **one** way the anti–Vietnam War movement was **not** successful?  
[1]

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Score

b According to George C. Herring, what was **one** way the anti–Vietnam War movement was successful? [1]

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Score

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## Document 7

. . . For the first time in the history of the world, every human being is now subjected to contact with dangerous chemicals, from the moment of conception until death. In the less than two decades of their use, the synthetic pesticides have been so thoroughly distributed throughout the animate and inanimate world that they occur virtually everywhere. They have been recovered from most of the major river systems and even from streams of groundwater flowing unseen through the earth. Residues of these chemicals linger in soil to which they may have been applied a dozen years before. They have entered and lodged in the bodies of fish, birds, reptiles, and domestic and wild animals so universally that scientists carrying on animal experiments find it almost impossible to locate subjects free from such contamination. They have been found in fish in remote mountain lakes, in earthworms burrowing in soil, in the eggs of birds—and in man himself. For these chemicals are now stored in the bodies of the vast majority of human beings, regardless of age. They occur in the mother's milk, and probably in the tissues of the unborn child. . . .

Source: Rachel Carson, *Silent Spring*, Houghton Mifflin, 1962

7 According to Rachel Carson, what is *one* issue that has led to concerns about the environment? [1]

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Score

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Document 8a

**Millions Join Earth Day Observances Across the Nation**



Throngs jamming Fifth Avenue yesterday in response to a call for the regeneration of a polluted environment.

Source: *New York Times*, April 23, 1970 (adapted)

## Document 8b

Earth Day, the first mass consideration of the globe's environmental problems, preempted [commanded] the attention and energies of millions of Americans, young and old, across the country yesterday. . . .

Organizers of Earth Day said more than 2,000 colleges, 10,000 grammar and high schools, and citizen groups in 2,000 communities had indicated intentions of participating. . . .

The purpose of the observance was to heighten public awareness of pollution and other ecological problems, which many scientists say urgently require action if the earth is to remain habitable. . . .

Summarizing the implications of the day's activities, Senator Nelson said:

"The question now is whether we are willing to make the commitment for a sustained national drive to solve our environmental problems." . . .

Source: Gladwin Hill, "Activity Ranges From Oratory to Legislation," *New York Times*, April 23, 1970

8 Based on these documents, state **one** reason the observance of Earth Day is important to the environmental movement. [1]

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Score

## Document 9a

. . . Earth Day had consequences: it led to the Clean Air Act of 1970, the Clean Water Act of 1972, and the Endangered Species Act of 1973, and to the creation, just eight months after the event, of the Environmental Protection Agency. Throughout the nineteen-seventies, mostly during the Republican Administrations of Richard Nixon and Gerald Ford, Congress passed one environmental bill after another, establishing national controls on air and water pollution. And most of the familiar big green groups are, in their current form, offspring of Earth Day. Dozens of colleges and universities instituted environmental-studies programs, and even many small newspapers created full-time environmental beats. . . .

Source: Nicholas Lemann, "When the Earth Moved: What Happened to the Environmental Movement?"  
*The New Yorker*, April 15, 2013

9a According to Nicholas Lemann, what is *one* impact of Earth Day? [1]

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Score

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## Document 9b

Frances Beinecke served as president of the Natural Resources Defense Council [NRDC] from 2006–2014. The Council writes and lobbies for public policy to protect the environment.

My work at NRDC has brought me to the front lines of the climate crisis. I have flown over the massive tar sands strip mines in the boreal forest. I have visited the homes of people coping with frack pads [an area of land used in the fracking process] and wastewater ponds in their backyards. And I have helped my neighbors recover from the devastation of Superstorm Sandy. . . .

Never in my lifetime have the challenges been greater than those we face from climate change. Never have the solutions been more clearly at hand. We know how to defuse the climate threat. We just have to act now. . . .

It's time for us, as Americans, to state as a national goal that we'll hit fast-forward on efforts to clean up our carbon pollution, invest in energy efficiency and shift to renewable power so that we will become a carbon-neutral nation that no longer contributes to climate change. . . .

We have already begun slashing climate change pollution. More than 3.4 million Americans are on the job every day helping to clean up our dirty power plants, get more electricity from the wind and sun, manufacture more hybrid and electric cars, and cut energy waste in our homes, at work and on the road. . . .

The modern environmental movement exists for one purpose: we're here to change the world—to become a place where we care for the natural systems of the Earth as if our very lives depended on them, because they do. That is not yet the world we live in. It is the world we must create.

Source: Frances Beinecke, "The World We Create: My New Book and a Message of Hope for the Planet," *Switchboard: National Resources Defense Council Blog*, October 14, 2014

9b According to Frances Beinecke, state *one* reason the environmental movement continues to be important. [1]

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Score

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## 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:

In the decades following World War II, significant domestic and foreign policy issues led to political and social tensions in the United States. These issues motivated individuals and groups to organize protest movements to bring about change. Protest movements such as the *civil rights movement*, the *anti-Vietnam War movement*, and the *environmental movement* met with varying degrees of success.

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

Choose *two* protest movements mentioned in the historical context and for *each*

- Describe the historical circumstances surrounding the protest movement
- Discuss the extent to which the protest movement was successful

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## 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

