

REGENTS EXAM IN U.S. HISTORY AND GOVERNMENT

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY AND GOVERNMENT

Thursday, August 18, 2011 — 8:30 to 11:30 a.m., only

Student Name _____

School Name _____

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.

The use of any communications device is strictly prohibited when taking this examination. If you use any communications device, no matter how briefly, your examination will be invalidated and no score will be calculated for you.

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

REGENTS EXAM IN U.S. HISTORY AND GOVERNMENT

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 During the colonial period, goods were most commonly transported on
 - (1) rivers
 - (2) canals
 - (3) railroads
 - (4) turnpikes
- 2 Which protection in the Bill of Rights is most directly related to the 1735 trial of John Peter Zenger?
 - (1) freedom of the press
 - (2) right to bear arms
 - (3) ban on unreasonable searches
 - (4) freedom from double jeopardy
- 3 In the publication *Common Sense*, Thomas Paine argued that
 - (1) foreign nations would reject an independent American government
 - (2) the British government would be impossible to overthrow
 - (3) America was dependent on British trade and protection
 - (4) the American colonies should break away from England
- 4 Shays' Rebellion (1786) became a concern for many national leaders because it
 - (1) indicated there would be future conflicts over the spread of slavery
 - (2) exposed fundamental weaknesses in government under the Articles of Confederation
 - (3) pointed to the need for federal government regulation of interstate commerce
 - (4) showed that frontier settlements were vulnerable to raids by Native American Indians
- 5 The establishment of the president's cabinet as part of the United States government was the result of a
 - (1) law passed by Congress
 - (2) constitutional amendment
 - (3) precedent started by George Washington
 - (4) ruling of the United States Supreme Court
- 6 Which action is an example of judicial review?
 - (1) Congress increased the number of justices on the Supreme Court.
 - (2) The Supreme Court declared part of the Judiciary Act of 1789 unconstitutional.
 - (3) The Supreme Court heard a case involving a United States ambassador.
 - (4) The Chief Justice presided over the impeachment trial of President Andrew Johnson.
- 7 The right of habeas corpus establishes the principle that
 - (1) people accused of a crime have a right to a lawyer
 - (2) all punishments for crimes should be reasonable
 - (3) a person should not be forced to be a witness against himself
 - (4) no person should be held in custody unless charged with a crime
- 8 Alexander Hamilton's proposal to create a national bank and Thomas Jefferson's proposal to purchase the Louisiana Territory were criticized because both actions would
 - (1) place too much power in the hands of Congress
 - (2) violate protections in the Bill of Rights
 - (3) increase foreign influence in the United States
 - (4) require a loose interpretation of the Constitution
- 9 The main purpose of the Monroe Doctrine (1823) was to
 - (1) stake a claim to Mexican territory
 - (2) limit European influence in the Americas
 - (3) force the British out of the Oregon Territory
 - (4) establish full control over Canada

10 Which Supreme Court decision is most closely associated with the Trail of Tears?

- (1) *McCulloch v. Maryland* (1819)
- (2) *Gibbons v. Ogden* (1824)
- (3) *Worcester v. Georgia* (1832)
- (4) *Dred Scott v. Sanford* (1857)

11 “Missouri Compromise Allows Two New States Into the Union”

“Congress Agrees to Compromise of 1850”

“Popular Sovereignty Adopted Under Kansas-Nebraska Act”

Which issue is reflected in these headlines?

- (1) status of slavery in the territories and states
- (2) growth of agriculture on the Great Plains
- (3) clash of federal and state powers
- (4) conflicts with foreign nations over the West

12 What was a major result of the Civil War?

- (1) The judiciary became the dominant branch of the federal government.
- (2) Congress passed an amendment to provide for the direct election of senators.
- (3) The power of the central government was strengthened.
- (4) States were given the right to secede from the Union.

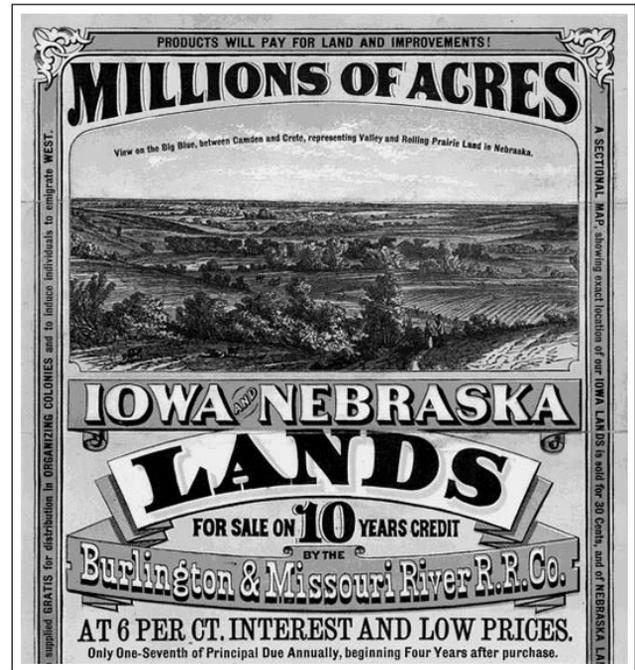
13 What was a result of the disputed presidential election of 1876?

- (1) Reconstruction ended as federal troops were removed from the South.
- (2) Slavery was reestablished in the South by state legislatures.
- (3) New state laws were passed in the South to guarantee equal rights for African Americans.
- (4) A constitutional amendment was adopted to correct problems with the electoral college system.

14 During the late 1800s, the idea of Social Darwinism was used to explain the

- (1) development of the Granger movement
- (2) need for settlement homes
- (3) creation of a national parks system
- (4) success or failure of businesses

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



Source: Library of Congress (adapted)

15 How was this land offer different from the land offer in the Homestead Act (1862)?

- (1) Purchasers had to be citizens.
- (2) People had to pay for this land.
- (3) Buyers needed farming experience.
- (4) This land was on the Atlantic Coast.

16 The federal government supported the land offer made in this advertisement by

- (1) encouraging exploration for gold and silver
- (2) creating a sharecropping system after the Civil War
- (3) protecting the hunting grounds of Native American Indians
- (4) giving public land to railroad companies to help finance railroad construction

- 17 The Supreme Court decision in the case of *Plessy v. Ferguson* (1896) affected civil rights in the United States by
- (1) ruling that segregated public schools were unconstitutional
 - (2) rejecting the legal basis of Jim Crow laws
 - (3) approving racial segregation in public facilities
 - (4) strengthening the protections of the 14th amendment
- 18 One reason the American Federation of Labor (AFL) was successful was that this organization
- (1) focused on the needs of skilled workers
 - (2) rejected the use of strikes and boycotts
 - (3) ended the use of blacklists by employers
 - (4) called for government ownership of industry
- 19 Which statement best expresses a common belief among nativists in the late 1800s and early 1900s?
- (1) "Give me your tired, your poor, your huddled masses."
 - (2) "The streets are paved with gold."
 - (3) "All immigrants strengthen America."
 - (4) "America is for Americans."
- 20 In the 1890s, the main goal of those who supported United States imperialism was to
- (1) bring self-government to areas under United States control
 - (2) obtain overseas markets and naval bases
 - (3) defend against attacks by enemy nations
 - (4) spread democracy to Africa and Latin America
- 21 Which argument was used by Progressive Era reformers to support the use of a graduated income tax?
- (1) Imports should be taxed to make foreign goods more expensive than domestic goods.
 - (2) Taxes on corporations should be reduced so jobs can be created.
 - (3) People who earn more money should pay taxes at higher rates.
 - (4) All citizens should be taxed at the same rate to treat all people equally.

- 22 The formation of the National Association for the Advancement of Colored People (NAACP) and the Anti-Defamation League (ADL) was primarily a response to
- (1) racism and prejudice
 - (2) nationalism and patriotism
 - (3) abolition and temperance
 - (4) militarism and colonialism

Base your answers to questions 23 and 24 on the passage below and on your knowledge of social studies.

We intend to begin on the first of February unrestricted submarine warfare. We shall endeavor in spite of this to keep the United States of America neutral. In the event of this not succeeding, we make Mexico a proposal of alliance on the following basis: make war together, make peace together, generous financial support and an understanding on our part that Mexico is to reconquer the lost territory in Texas, New Mexico, and Arizona. The settlement in detail is left to you. . . .

— Telegram of January 19, 1917

- 23 This telegram was part of an effort to
- (1) form an alliance between Germany and the United States
 - (2) convince several western states to secede from the United States
 - (3) bring Mexico into World War I on the side of Great Britain and France
 - (4) enlist Mexican support for Germany if the United States declared war
- 24 Publication of this telegram in United States newspapers helped to
- (1) reelect Woodrow Wilson as president
 - (2) convince the American public to support entrance into World War I
 - (3) encourage Congress to pass neutrality legislation
 - (4) grant statehood to Arizona and New Mexico

- 25 Henry Cabot Lodge and other senators opposed ratification of the Treaty of Versailles (1919) because they believed the treaty
- (1) failed to punish Germany for its involvement in World War I
 - (2) excluded reparations for European allies
 - (3) could draw the United States into future conflicts
 - (4) placed blame for World War I on all the warring countries
- 26 What was the primary reason many African Americans migrated to the North both during and after World War I?
- (1) More economic opportunities existed in the North.
 - (2) Few chances to gain political office were available in the South.
 - (3) Racism and discrimination had been eliminated in the North.
 - (4) Southern cities were overcrowded.
- 27 The Harlem Renaissance of the 1920s most enhanced American culture by
- (1) pressuring southern states to extend voting rights
 - (2) expanding African American access to education
 - (3) popularizing African American contributions to the arts
 - (4) convincing the Supreme Court to allow affirmative action
- 28 The repeal of national Prohibition in 1933 showed that
- (1) alcohol consumption was not socially acceptable
 - (2) the government should lower the drinking age
 - (3) crime rates had fallen to record low levels
 - (4) unpopular laws are difficult to enforce

Base your answers to questions 29 and 30 on the photograph below and on your knowledge of social studies.



Source: *Dust Storm*, Franklin D. Roosevelt Presidential Library and Museum

- 29 During the 1930s, the conditions shown in this photograph occurred mainly
- (1) on the Atlantic Coast
 - (2) on the Great Plains
 - (3) in the Rocky Mountains
 - (4) in the Pacific Northwest
- 30 Many farmers in the region affected by the conditions shown in this photograph reacted by
- (1) migrating to California
 - (2) accepting aid from the Tennessee Valley Authority
 - (3) investing in better farm equipment
 - (4) marching on Washington, D.C.
-
- 31 The Fair Labor Standards Act, passed in 1938, helped American workers by
- (1) banning the closed shop
 - (2) creating universal health insurance
 - (3) establishing a federal minimum wage
 - (4) ending the outsourcing of American jobs

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

The Only Way We Can Save Her



Source: Carey Orr, *Chicago Tribune*, 1939 (adapted)

- 32 What is the main idea of this 1939 political cartoon?
- (1) Great Britain and France do not want the United States to enter World War II.
 - (2) The United States should remain isolated from the war in Europe to preserve democracy.
 - (3) The survival of democracy requires that the United States enter the war.
 - (4) The United States believes there is no real threat to democracy.
- 33 Which action is most consistent with the viewpoint expressed by this cartoonist?
- (1) passing the Neutrality Acts
 - (2) negotiating the Destroyers for Naval Bases deal
 - (3) joining the League of Nations
 - (4) signing the Atlantic Charter

- 34 Consumer rationing was used during World War II as a way to
- (1) increase exploration for natural resources
 - (2) limit supplies of weapons to American allies
 - (3) draft men into the armed forces
 - (4) ensure that the military had essential materials
- 35 The principal goal of the United Nations has been to
- (1) develop military alliances around the world
 - (2) encourage expansion of international trade
 - (3) promote peaceful solutions to world problems
 - (4) regulate the use of atomic energy

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

... I do not believe that the American people and the Congress wish to turn a deaf ear to the appeal of the Greek Government...

As a result of these tragic conditions, a militant minority, exploiting human want and misery, was able to create political chaos which, until now, has made economic recovery impossible....

Meanwhile, the Greek Government is unable to cope with the situation. The Greek Army is small and poorly equipped. It needs supplies and equipment if it is to restore the authority of the Government throughout Greek territory.

Greece must have assistance if it is to become a self-supporting and self-respecting democracy....

— President Harry Truman, Address to Congress, March 12, 1947

- 36 Congress responded to the situation described in this passage by
- (1) sending combat troops to the Mediterranean region
 - (2) calling for creation of the North Atlantic Treaty Organization
 - (3) sending military and economic aid to Greece and Turkey
 - (4) supplying troops to a peacekeeping operation

37 "... And so, my fellow Americans: ask not what your country can do for you—ask what you can do for your country..."

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

Which action by President John F. Kennedy was most consistent with the challenge included in this statement?

- (1) forming the Peace Corps
- (2) negotiating the Nuclear Test Ban Treaty
- (3) supporting the Bay of Pigs invasion
- (4) visiting the Berlin Wall

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

... You express a great deal of anxiety over our willingness to break laws. This is certainly a legitimate concern. Since we so diligently urge people to obey the Supreme Court's decision of 1954 outlawing segregation in the public schools, at first glance it may seem rather paradoxical for us consciously to break laws. One may want to ask: "How can you advocate breaking some laws and obeying others?" The answer lies in the fact that there are two types of laws: just and unjust. I would be the first to advocate obeying just laws. One has not only a legal but a moral responsibility to obey just laws. Conversely, one has a moral responsibility to disobey unjust laws. I would agree with St. Augustine that "an unjust law is no law at all." ...

— Dr. Martin Luther King Jr.,
"Letter from Birmingham Jail," April 16, 1963

38 Which type of action against unjust laws is Dr. Martin Luther King Jr. supporting in this passage?

- (1) militant resistance
- (2) civil disobedience
- (3) judicial activism
- (4) affirmative action

39 Which statement most accurately summarizes the main idea of the passage?

- (1) People must obey Supreme Court decisions.
- (2) You can never break some laws while obeying others.
- (3) Violence brings faster results than peaceful protest.
- (4) Following moral principles is sometimes more important than following the law.

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

BUT HOW TO LET GO — GRACEFULLY



Source: Vaughn Shoemaker, *Chicago American*, 1965 (adapted)

40 What is the principal message of this cartoon?

- (1) The United States is afraid of a united Vietnam.
- (2) Other nations in Southeast Asia might fall to communism.
- (3) President Lyndon B. Johnson is finding it difficult to exit Vietnam.
- (4) President Lyndon B. Johnson is worried about a communist attack on the United States.

41 A main goal of President Richard Nixon's policy of détente was to

- (1) sponsor free elections in North and South Korea
- (2) reduce tensions between the United States and the Soviet Union
- (3) negotiate an end to the Arab-Israeli conflict
- (4) build support for recognition of the Nationalist government of Taiwan

- 42 President Ronald Reagan asked Congress to lower tax rates on businesses and wealthy individuals in order to
- (1) encourage new economic investment
 - (2) increase exports to Asia
 - (3) impose limits on the money supply
 - (4) preserve funds for social welfare programs

Base your answers to questions 43 and 44 on the passage below and on your knowledge of social studies.

... Keeping America competitive requires affordable energy. And here we have a serious problem: America is addicted to oil, which is often imported from unstable parts of the world. The best way to break this addiction is through technology. Since 2001, we have spent nearly \$10 billion to develop cleaner, cheaper, and more reliable alternative energy sources. And we are on the threshold of incredible advances....

— President George W. Bush,
State of the Union Address, January 31, 2006

- 43 In this passage, President George W. Bush suggests Americans can overcome oil “addiction” by focusing on
- (1) conservation
 - (2) education
 - (3) scientific research
 - (4) discovery of new oil fields
- 44 Which goal related to United States energy needs is addressed in this speech?
- (1) reduce dependence on the Middle East
 - (2) supply all energy needs from domestic sources
 - (3) decrease offshore drilling
 - (4) eliminate the use of all petroleum products
-

- 45 One reason some people support raising the eligibility age for receiving Social Security benefits is that
- (1) most Americans now have access to free health care
 - (2) people are living longer today
 - (3) the federal government has had record budget surpluses in recent years
 - (4) baby boomers will begin to retire after the year 2030

46 **“House Chooses Jefferson”**
“Corrupt Bargain? Clay Sides with Adams”
“Bush Wins Florida—Wins Election”

Which is the most accurate conclusion that can be drawn from these headlines?

- (1) Candidates who make promises they cannot keep are seldom elected.
 - (2) Congress has had no role in deciding close elections in United States history.
 - (3) Democratic candidates have won most disputed elections in the last 100 years.
 - (4) Several controversial elections have occurred in United States history.
- 47 Leaders of the Progressive movement, the New Deal, and the Great Society shared the common belief that the United States government should
- (1) increase its involvement in the economy to improve people’s lives
 - (2) strengthen the reserved powers of the states
 - (3) provide for racial equality for all people
 - (4) support laissez-faire business practices
- 48 The practice of yellow journalism most directly influenced the
- (1) purchase of Alaska
 - (2) acquisition of the Mexican Cession
 - (3) start of the Spanish-American War
 - (4) end of the Russo-Japanese War

- 49 **“President Lincoln Declares Martial Law”**
“President Roosevelt Issues Executive Order to Detain Japanese Americans”
“President Bush Orders Terrorist Suspects Held at Guantanamo”

These headlines best demonstrate that

- (1) the system of checks and balances equalizes the powers of governmental branches
- (2) presidential power often increases during times of crisis
- (3) presidents act forcefully during periods of economic depression
- (4) presidential decisions made to resolve national crises are rarely controversial

50 Which of these events related to space exploration occurred first?

- (1) Neil Armstrong walking on the Moon
- (2) development of the space shuttle
- (3) John Glenn orbiting Earth
- (4) launching of *Sputnik*

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: Geography — Development of the United States

Many important events in United States history have been influenced by geography. Geographic factors or conditions include location, size, climate, natural resources, and physical features. These events in turn have had political, social, and economic impacts on the development of the United States.

Task:

Identify **two** important events in United States history and for **each**

- Describe how a geographic factor or condition influenced the event
- Discuss the political, social, **and/or** economic impacts of this event on the development of the United States

You may use any important event that was influenced by geographic factors or conditions. Some suggestions you might wish to consider include the Louisiana Purchase, the construction of the Erie Canal, migration to California in the late 1840s, the Civil War, the purchase of Alaska, the building of the transcontinental railroad, the acquisition of the Philippines, the building of the Panama Canal, the creation of the Tennessee Valley Authority (TVA), and the construction of the interstate highway system.

You are *not* limited to these suggestions.

Guidelines:

In your essay, be sure to

- Develop all aspects of the task
- Support the theme with relevant facts, examples, and details
- Use a logical and clear plan of organization, including an introduction and a conclusion that are beyond a restatement of the theme

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”

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In developing your answers to Part III, 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”

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:

The United States was established as a democratic republic. However, democracy was limited by various factors and was not equally available to all groups. For more than 200 years, attempts have been made to expand democracy and to increase citizen participation in government.

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

- Discuss the expansion of democracy in United States history

Part A

Short-Answer Questions

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

Document 1a

Chronology of Property Requirements for Suffrage: 1790–1855

Year	Number of States in Union	Number of States with Property Requirements
1790	13	10
1800	16	10
1810	17	9
1820	23	9
1830	24	8
1840	26	7
1850	31	4
1855	31	3*

*In 1855, the three states with property requirements were Rhode Island, New York, and South Carolina; however, Rhode Island exempted native-born citizens, New York's requirement only applied to African Americans, and South Carolina offered a residency alternative.

Source: Alexander Keyssar, *The Right to Vote: The Contested History of Democracy in the United States*, Basic Books, 2000 (adapted)

Document 1b

...The possibility of labor’s emergence as a political force, a possibility that appeared to be a probability in the early Jacksonian period, was due in large part to the nation’s steady advance toward universal manhood suffrage. Whether universal suffrage came as a result of the political idealism bred by the Revolution, or the conviction of Jefferson and the Jeffersonian Republicans that government should be based on wide popular support, or the relative decline of freeholders [property owners], or the influence of the frontier, or the more practical consideration that a politician’s advocacy of wider suffrage was bound to ensure him the support of those enfranchised as the result of his efforts, the fact was that suffrage qualifications had been steadily lowering since the founding of the Republic...

The lowering of suffrage qualifications did not mean that pure democracy had triumphed. The ballot was still an open one, and any watcher at the polls could tell how votes were being cast. Negroes [African Americans] and women were still considered unfit for the franchise. But by Jackson’s time most adult white males in the United States had the right to vote on election day. So shrewd an observer as Alexis de Tocqueville, writing in the eighteen-thirties, declared that “the principle of the sovereignty of the people has acquired in the United States all the practical development that the imagination can conceive.”...

Source: Glyndon G. Van Deusen, *The Jacksonian Era: 1828–1848*, Harper & Row, Publishers, 1959 (adapted)

1a Based on these documents, what are **two** factors that contributed to the expansion of democracy prior to the Civil War? [2]

(1) _____

Score

(2) _____

Score

b Based on these documents, what is **one** way in which democracy was still restricted? [1]

Score

Document 2

...Until the Jacksonian movement the common people seemed to have been content to have the upper classes rule. But by 1828 the psychology of the plain people toward their government had changed, and they wished for direct participation in the government and for the elevation of a man of their choice into the presidency. In that year the common men came to the polls, demagogic [emotional] oratory flourished, party slogans, party workers and organizers who had an eye on the plums of office got out the vote. The campaign was personalized. This new type of democracy, composed of the farmers of the West, the yeomen [landowning farmers] and small planters of the South, and the labor vote of the North, was violently partisan and had little interest in the protection of intellectual liberty or the rights of minorities, which had ennobled [elevated] the brand of democracy that Jefferson had advocated. It was a rough and tumble movement that resulted in the elevation of pushing, mediocre men to office. Their leader Andrew Jackson, had a personality that was autocratic instead of being truly democratic, and he lacked an interest in fundamental *social* reforms....

Source: Clement Eaton, *A History of the Old South*, The Macmillan Company, 1966

2a According to Clement Eaton, who became involved in the democratic process during the Jacksonian Era? [1]

Score

b According to Clement Eaton, what is **one** way campaigns changed starting in 1828? [1]

Score

Document 3

... Blacks [African Americans] bent on remaining in America would naturally seek the right to vote and, equally as a matter of course, would base their claim in part on the Declaration. In a rally in support of the Liberty Party in 1840, Albany [New York] blacks contended that denying them equal franchise with whites contravened [contradicted] the principles of the Declaration of Independence. Later that year, also in Albany, a state convention of black spokesmen issued a formal statement which in three instances referred to the Declaration, including its assertion that governments derive their just powers from the consent of the governed. Twenty years later, in a tract issued for state-wide distribution, "The New York City and County Suffrage Committee of Colored Citizens," invoked the Declaration in its plea to the electorate to eliminate the property requirement for voting imposed only on blacks....

Source: Benjamin Quarles, "Antebellum Free Blacks and the 'Spirit of '76'," *The Journal of Negro History*, July 1976 (adapted)

- 3 According to Benjamin Quarles, what argument did free African Americans in New York use in justifying their right to vote? [1]

Score

Document 4

This letter by abolitionist Wendell Phillips to James Redpath was published in Boston in 1865.

TO THE
Freedmen.

WENDELL PHILLIPS
ON LEARNING TO READ AND WRITE.

BOSTON, July 16, 1865.

My Dear Friend:

You ask me what the North thinks about letting the Negro vote. My answer is, *two-thirds* of the North are willing he should vote, and *one* of these *thirds* is determined he *shall* vote, and will not rest till he does. But the opposition is very strong, and I fear we may see it put off for many a year.

Possibly there may be an agreement made, that those who can read and write shall vote, and no others.

Urge, therefore, every colored man *at once* to learn to read and write. His right to vote may very likely depend on that. Let him lose no time, but learn to read and write *at once*.

Yours truly,

MR. JAMES REDPATH. WENDELL PHILLIPS.

Source: Library of Congress

4 Why did Wendell Phillips think every African American should learn to read and write? [1]

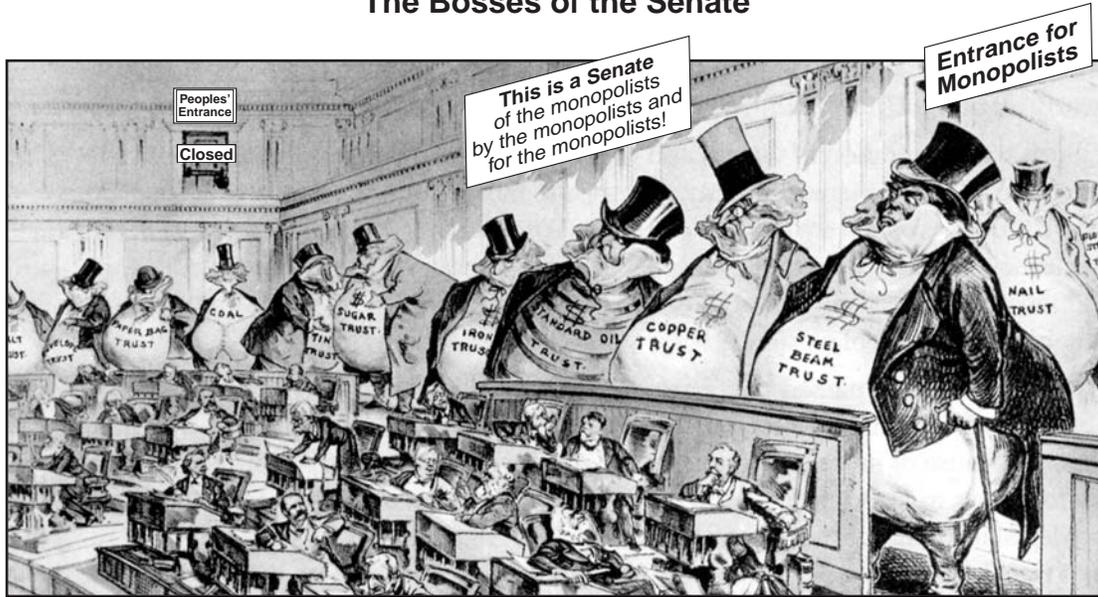
Score

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GO ON TO THE NEXT PAGE ➡

Document 5a

The Bosses of the Senate



Source: Joseph J. Keppler, *Puck*, 1889 (adapted)

5a According to this cartoonist, what was **one** way the people's control of government in the United States was limited? [1]

Score

Document 5b

... Popular [democratic] government in America has been thwarted and progressive legislation strangled by the special interests, which control caucuses, delegates, conventions, and party organizations; and, through this control of the machinery of government, dictate nominations and platforms, elect administrations, legislatures, representatives in Congress, United States Senators, and control cabinet officers. ...

The Progressive Republican League believes that popular government is fundamental to all other questions. To this end it advocates:

- (1) The election of United State Senators by direct vote of the people.
- (2) Direct primaries for the nomination of elective officials.
- (3) The direct election of delegates to national conventions with opportunity for the voter to express his choice for President and Vice-President.
- (4) Amendment to state constitutions providing for the Initiative, Referendum and Recall. ...

Source: Declaration of Principles of the National Progressive Republican League, January 21, 1911, in Henry Steele Commager, ed., *Documents of American History*, Appleton-Century-Crofts

5b What were **two** proposals made by the Progressive Republican League that would expand the people's control of government? [2]

(1) _____

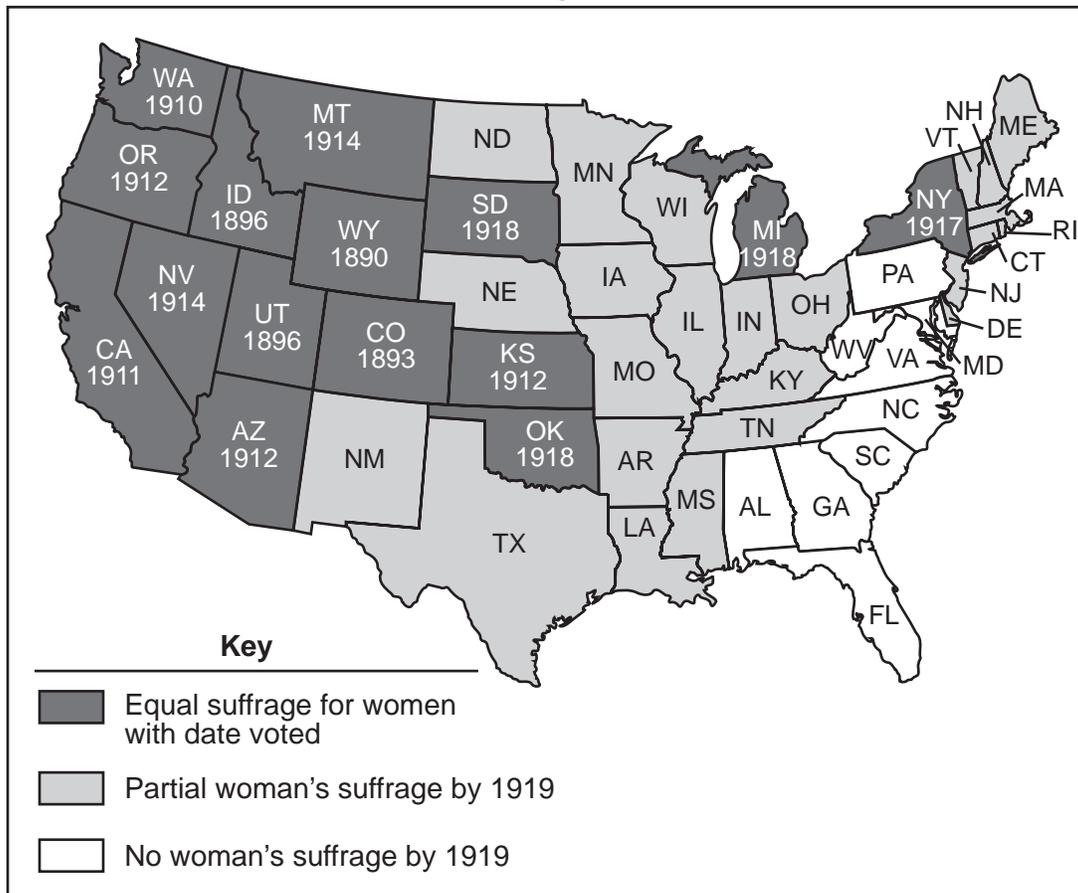
Score

(2) _____

Score

Document 6

Woman's Suffrage Before 1920



Source: Sandra Opdycke, *The Routledge Historical Atlas of Women in America*, Routledge (adapted)

(Note: Wyoming and Utah became states in 1890 and 1896, respectively. Their territorial legislatures had previously approved equal suffrage for women.)

6 Based on this map, what is **one** trend that can be identified about woman's suffrage prior to 1920? [1]

Score

Document 7

This is an excerpt from an address by President Lyndon B. Johnson to a joint session of Congress shortly before submitting the Voting Rights Act of 1965.

... THE RIGHT TO VOTE

Our fathers believed that if this noble view of the rights of man was to flourish, it must be rooted in democracy. The most basic right of all was the right to choose your own leaders. The history of this country, in large measure, is the history of the expansion of that right to all of our people.

Many of the issues of civil rights are very complex and most difficult. But about this there can and should be no argument. Every American citizen must have an equal right to vote. There is no reason which can excuse the denial of that right. There is no duty which weighs more heavily on us than the duty we have to ensure that right.

Yet the harsh fact is that in many places in this country men and women are kept from voting simply because they are Negroes [African Americans]....

This bill will strike down restrictions to voting in all elections—Federal, State, and local—which have been used to deny Negroes the right to vote....

To those who seek to avoid action by their National Government in their own communities; who want to and who seek to maintain purely local control over elections, the answer is simple:

Open your polling places to all your people.

Allow men and women to register and vote whatever the color of their skin.

Extend the rights of citizenship to every citizen of this land....

Source: President Lyndon B. Johnson, Special Message to the Congress: The American Promise, March 15, 1965

7 According to President Lyndon B. Johnson, why was the Voting Rights Act necessary in the United States? [1]

Score

Document 8

Tonight Ohio's Legislature ratified the 26th Amendment to the Constitution. This Amendment guarantees the right of 18-year-old persons to vote in State and local, as well as Federal, elections. It appears that 38 States have now ratified the Amendment that will now become a part of the law of the land.

Some 11 million young men and women who have participated in the life of our Nation through their work, their studies, and their sacrifices for its defense, are now to be fully included in the electoral process of our country. For more than 20 years, I have advocated the 18-year-old vote. I heartily congratulate our young citizens on having gained this right.

The ratification of this Amendment has been accomplished in the shortest time of any amendment in American history. This fact affirms our Nation's confidence in its youth and its trust in their responsibility. It also reinforces our young people's dedication to a system of government whose Constitution permits ordered change.

I urge them to honor this right by exercising it—by registering and voting in each election.

Source: President Richard Nixon, Statement About the Ratification of the 26th Amendment to the Constitution, June 30, 1971 (adapted)

- 8 According to President Richard Nixon, what is **one** way that ratification of the 26th amendment expanded democracy in 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 five* documents in your essay. Support your response with relevant facts, examples, and details. Include additional outside information.

Historical Context:

The United States was established as a democratic republic. However, democracy was limited by various factors and was not equally available to all groups. For more than 200 years, attempts have been made to expand democracy and to increase citizen participation in government.

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

- Discuss the expansion of democracy in United States history

Guidelines:

In your essay, be sure to

- Develop all aspects of the task
- Incorporate information from *at least five* 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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