

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

**UNITED STATES HISTORY
AND GOVERNMENT**

Thursday, August 13, 2015 — 8:30 to 11:30 a.m., only

Student Name _____

School Name _____

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

Print your name and the name of your school on the lines above. A separate answer sheet for Part I has been provided to you. Follow the instructions from the proctor for completing the student information on your answer sheet. Then fill in the heading of each page of your essay booklet.

This examination has three parts. You are to answer **all** questions in all parts. Use black or dark-blue ink to write your answers to Parts II, III A, and III B.

Part I contains 50 multiple-choice questions. Record your answers to these questions as directed on the answer sheet.

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

Part III is based on several documents:

Part III A contains the documents. When you reach this part of the test, enter your name and the name of your school on the first page of this section.

Each document is followed by one or more questions. Write your answer to each question in this examination booklet on the lines following that question.

Part III B contains one essay question based on the documents. Write your answer to this question in the essay booklet, beginning on page 7.

When you have completed the examination, you must sign the declaration printed at the end of the answer sheet, indicating that you had no unlawful knowledge of the questions or answers prior to the examination and that you have neither given nor received assistance in answering any of the questions during the examination. Your answer sheet cannot be accepted if you fail to sign this declaration.

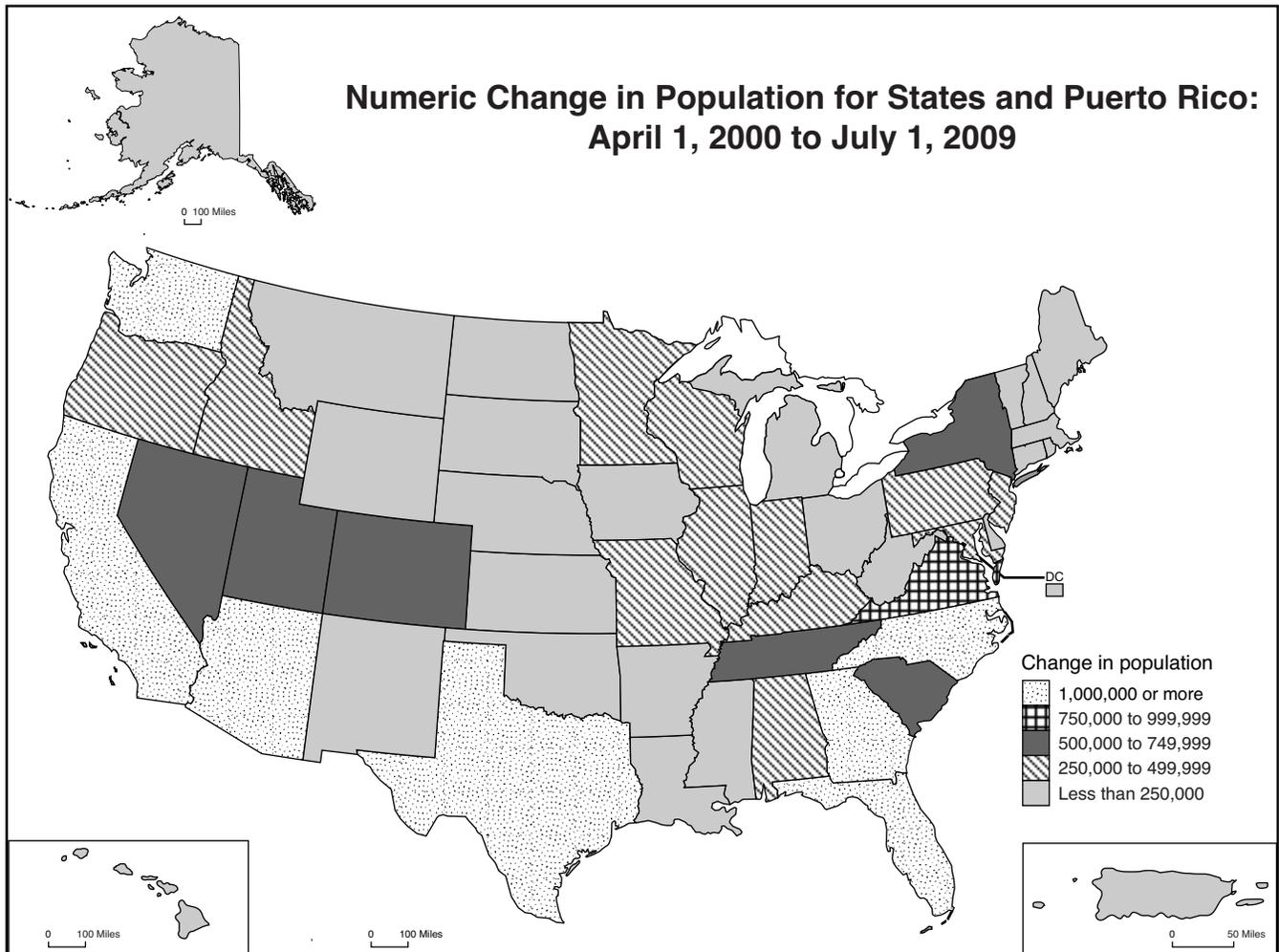
DO NOT OPEN THIS EXAMINATION BOOKLET UNTIL THE SIGNAL IS GIVEN.

Part I

Answer all questions in this part.

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

Base your answer to question 1 on the map below and on your knowledge of social studies.



Source: U.S. Census Bureau (adapted)

- 1 Information such as that shown on the map is important to state governments because it is used to
- (1) establish immigration quotas
 - (2) set Social Security taxation rates
 - (3) identify the best location for new military bases
 - (4) determine the number of seats each state will have in the House of Representatives
-

- 2 River systems were important to the development of the United States because they
- (1) allowed Americans to travel easily between the east coast and the west coast
 - (2) prevented foreign invasion of United States territory
 - (3) provided routes for shipping agricultural and manufacturing products
 - (4) made the southeast the major destination for immigrants

Base your answer to question 3 on the passage below and on your knowledge of social studies.

...that to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed, —that whenever any form of government becomes destructive of these ends, it is the right of the people to alter or to abolish it, and to institute new government, ...

— Declaration of Independence, 1776

- 3 This passage demonstrates that Thomas Jefferson was directly influenced by the
- (1) ideas of John Locke
 - (2) goals of the Albany Plan of Union
 - (3) belief in the divine right of kings
 - (4) traditional separation of church and state
-
- 4 At the Constitutional Convention of 1787, supporters of the Virginia plan and supporters of the New Jersey plan differed over the method for
- (1) determining congressional representation
 - (2) selecting the president's cabinet
 - (3) adopting the amendment process
 - (4) giving powers to the executive branch
- 5 Which provision of the original Constitution allows Congress to enact legislation that adapts to changing circumstances?
- (1) due process
 - (2) elastic clause
 - (3) electoral college
 - (4) Three-fifths Compromise

Base your answer to question 6 on the passage below and on your knowledge of social studies.

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

- 6 In which Supreme Court case did this provision of the Northwest Ordinance play an important part?
- (1) *McCulloch v. Maryland* (1819)
 - (2) *Worcester v. Georgia* (1832)
 - (3) *Dred Scott v. Sanford* (1857)
 - (4) *Plessy v. Ferguson* (1896)
-
- 7 The *Federalist Papers*, written by Alexander Hamilton, John Jay, and James Madison, were intended to
- (1) promote independence from Great Britain
 - (2) persuade voters to keep the Articles of Confederation
 - (3) win support for ratification of the Constitution
 - (4) endorse candidates running for Congress
- 8 Which provision of the Bill of Rights was influenced by the trial of John Peter Zenger?
- (1) right to bear arms
 - (2) right to an attorney
 - (3) freedom of religion
 - (4) freedom of the press
- 9 The Preamble of the Constitution demonstrates that the writers believed that sovereignty belongs to the
- (1) federal government
 - (2) state governments
 - (3) president
 - (4) people

- 10 **“Senate Rejects Supreme Court Nominee”**
“Supreme Court Declares National Recovery Act (NRA) Unconstitutional”
“Congress Overrides Truman Veto of Taft-Hartley Act”

Each of these headlines illustrates the use of

- (1) reserved powers (3) executive privilege
(2) checks and balances (4) federal supremacy
- 11 During the presidency of George Washington, disagreements between Alexander Hamilton and Thomas Jefferson over the interpretation of the Constitution contributed to the
- (1) impeachment of federal judges
(2) defeat of the Whiskey Rebellion
(3) formation of political parties
(4) elimination of the commerce clause
- 12 One reason President George Washington called for a policy of neutrality in the 1790s was to
- (1) improve his popularity among Federalist voters
(2) avoid United States participation in European wars
(3) gain support for the development of a United States navy
(4) enforce the Treaty of Alliance with France
- 13 Which geographical consideration had the greatest influence on President Thomas Jefferson’s decision to purchase the Louisiana Territory in 1803?
- (1) Large gold reserves were located in the territory.
(2) The size of the territory would create a barrier to French influence.
(3) The Rocky Mountain region was an outlet for future population growth.
(4) Full control of the port of New Orleans on the Mississippi River would be established.

- 14 The Supreme Court decision in *Marbury v. Madison* (1803) strengthened the constitutional principle of separation of powers by
- (1) defining the Court’s role in impeachment trials
(2) clarifying the president’s authority to veto bills passed by Congress
(3) denying states the right to sue the federal government
(4) establishing the Court’s right to review the constitutionality of federal laws

- 15 One result of the War of 1812 was that the United States
- (1) acquired French-held territory in southern Canada
(2) maintained its independence and its territory
(3) lost control of the Ohio River valley
(4) gained territory from Mexico

- 16 Which heading best completes the partial outline below?

I. _____ A. Missouri Compromise B. Compromise of 1850 C. Kansas-Nebraska Act

- (1) Rise of Sectionalism
(2) Impact of Industrialization
(3) Examples of Religious Revivalism
(4) Events Leading to the Mexican War
- 17 The Homestead Act and grants of land to railroads were used to
- (1) raise money to finance the federal government
(2) limit the influence of monopolies and trusts
(3) support the development of state universities
(4) encourage settlement of the West
- 18 What was one effect of the Industrial Revolution on United States agriculture in the late 1800s?
- (1) a decrease in the size of farms
(2) a decrease in tenant farming and sharecropping
(3) an increase in agricultural imports
(4) an increase in productivity

19 As the Civil War ended, which action was supported by President Abraham Lincoln and the Radical Republicans?

- (1) abolishing the institution of slavery by a constitutional amendment
- (2) passing Black Codes to guarantee equality for formerly enslaved persons
- (3) putting Confederate leaders on trial for war crimes
- (4) ending the military occupation of the South immediately

20 In the late 1800s, which concept was used to justify the accumulation of great wealth and economic power?

- (1) Manifest Destiny
- (2) self-determination
- (3) Social Darwinism
- (4) conspicuous consumption

21 The Chinese Exclusion Act of 1882 and the Gentlemen's Agreement with Japan in 1907 both illustrate

- (1) the role of nativism in the development of United States policies
- (2) imperialist attitudes in foreign affairs
- (3) restrictive trading policies toward Asian nations
- (4) the influence of big business on foreign policy

22 President Theodore Roosevelt was called a trustbuster because he

- (1) supported the building of the Panama Canal
- (2) negotiated peace between Russia and Japan
- (3) supported legal action against business monopolies
- (4) protected public lands from environmental damage

23 President Theodore Roosevelt's commitment to the proverb, "Speak softly and carry a big stick; you will go far," was most clearly shown when he

- (1) opposed consumer protection laws
- (2) intervened in Latin American affairs
- (3) promoted the conservation of natural resources
- (4) conducted the Bull Moose campaign of 1912

24 Which heading best completes the partial outline below?

I. _____ A. Direct election of senators B. Federal income tax C. National woman's suffrage

- (1) Progressive Era Constitutional Amendments
- (2) Steps to Promote Civil Rights
- (3) Municipal and State Actions
- (4) Changes During World War I

25 One way in which the Federal Trade Commission (1914) and the Clayton Antitrust Act (1914) are similar is that both

- (1) helped to end child labor in factories
- (2) attempted to correct abusive business practices
- (3) advanced laissez-faire economic principles
- (4) increased wages for factory workers

26 The Supreme Court decision in *Schenck v. United States* (1919) supported the position that during a national emergency

- (1) internal migration may be restricted
- (2) civil liberties of United States citizens may be limited
- (3) Congress may take control of the economy
- (4) minority groups may be segregated from the general population

27 During the 1920s, the Palmer raids, immigration quotas, and the trial of Sacco and Vanzetti resulted from

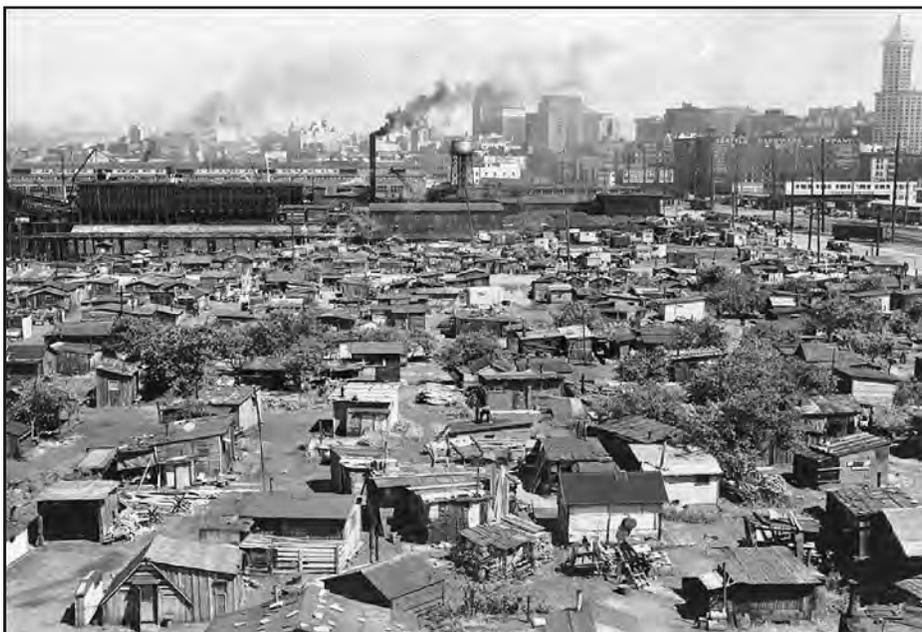
- (1) racial prejudice against African Americans
- (2) opposition to the Ku Klux Klan
- (3) the fear that American values were threatened by radical ideas
- (4) the need to strengthen national defense

28 Which factor led to agricultural overproduction and falling farm prices during the 1920s?

- (1) decline in European demand after World War I
- (2) lower tariffs enacted by Congress
- (3) lack of access to cheap credit
- (4) decreasing population in cities of the South

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

“Hooverville,” Seattle, Washington



Source: University Libraries, University of Washington (adapted)

- 29 What was the main reason for the emergence of “Hoovervilles” like the one shown in the photograph?
- (1) Many Americans had lost jobs during the Great Depression.
 - (2) Thousands of homes had been destroyed by the effects of the Dust Bowl.
 - (3) Housing projects could not keep up with the demand for homes needed by the poor.
 - (4) Preparations for World War II had created a shortage of building materials.
- 30 The New Deal of President Franklin D. Roosevelt attempted to address the problem shown in the photograph by
- (1) expanding the armed services
 - (2) using the police to evict “Hooverville” residents
 - (3) delivering food, water, and medical supplies to residents
 - (4) providing jobs and home loans to American workers

-
- 31 During the early 1930s, the main goal of the Bonus Army was to pressure the Hoover administration to
- (1) strengthen the nation’s defenses
 - (2) end the military draft
 - (3) bring American troops home from overseas
 - (4) support the early payment of money promised to veterans

- 32 Opponents of the New Deal criticized President Franklin D. Roosevelt for
- (1) expanding the role and size of the federal government
 - (2) permitting banks to operate without government regulation
 - (3) weakening the executive branch
 - (4) reducing spending to balance the budget

Base your answers to questions 33 and 34 on the poster below and on your knowledge of social studies.



Source: Office of Price Administration, 1943

- 33 The poster indicates that rationing during World War II was a
- (1) way of assuring that only the wealthy could buy certain products
 - (2) necessity caused by farm failures during the Great Depression
 - (3) program that was to be applied equally to all Americans
 - (4) policy to encourage small business owners
- 34 What was a major reason for wartime rationing?
- (1) restricting lower-priced food imports
 - (2) ensuring that troops were adequately supplied
 - (3) providing jobs for the unemployed
 - (4) preventing currency deflation

- 35 The relocation of Japanese Americans from the West Coast during World War II occurred because
- (1) most of them were not citizens of the United States
 - (2) they refused to serve in the United States military
 - (3) they were needed to work at inland defense industries
 - (4) military authorities considered them a threat to national security

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

...We have agreed on common policies and plans for enforcing the unconditional surrender terms which we shall impose together on Nazi Germany after German armed resistance has been finally crushed. These terms will not be made known until the final defeat of Germany has been accomplished. Under the agreed plan, the forces of the three powers will each occupy a separate zone of Germany. Coordinated administration and control has been provided for under the plan through a central control commission consisting of the Supreme Commanders of the three powers with headquarters in Berlin. It has been agreed that France should be invited by the three powers, if she should so desire, to take over a zone of occupation, and to participate as a fourth member of the control commission. The limits of the French zone will be agreed by the four Governments concerned through their representatives on the European Advisory Commission. ...

— Joint Statement of President Franklin D. Roosevelt,
Prime Minister Winston Churchill, and
Marshal Joseph Stalin at Yalta, February 11, 1945

36 Based on this passage, a major purpose of the Yalta Conference was to

- (1) prepare for control of Germany after World War II
- (2) offer Germany generous terms of surrender to shorten the war
- (3) rebuild German industries following the war
- (4) prevent Germany's membership in the United Nations

37 The plan described in this passage contributed to the

- (1) complete removal of United States troops from Germany
- (2) authorization for Germany to join the Axis powers
- (3) long-term division of Germany into two nations
- (4) domination of Germany by France

38 Which action best illustrates the Cold War policy of containment?

- (1) participating in the Nuremberg trials
- (2) creating the North Atlantic Treaty Organization (NATO)
- (3) encouraging scientific cooperation between the Allies
- (4) recognizing the state of Israel in 1948

39 The Supreme Court under Chief Justice Earl Warren (1953–1969) is considered one of the most liberal in United States history because it

- (1) worked effectively with lower courts
- (2) gained the overwhelming support of the American people
- (3) expanded the civil rights of various groups of people
- (4) favored a strict interpretation of the Constitution

Base your answers to questions 40 and 41 on the cartoon below and on your knowledge of social studies.



Source: Robert J. Day, *New Yorker*, 1954 (adapted)

- 40 Which characteristic of American life in the 1950s is illustrated in this cartoon?
- (1) growth of the elderly population
 - (2) effects of suburbanization
 - (3) decreasing use of automobiles
 - (4) declining importance of the media
- 41 Which factor directly contributed to the post-World War II development of the community shown in the cartoon?
- (1) rise in the birth rate
 - (2) decrease in school construction
 - (3) decline in the availability of home loans
 - (4) increase in the number of women in the labor force
-

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

National Security Blanket



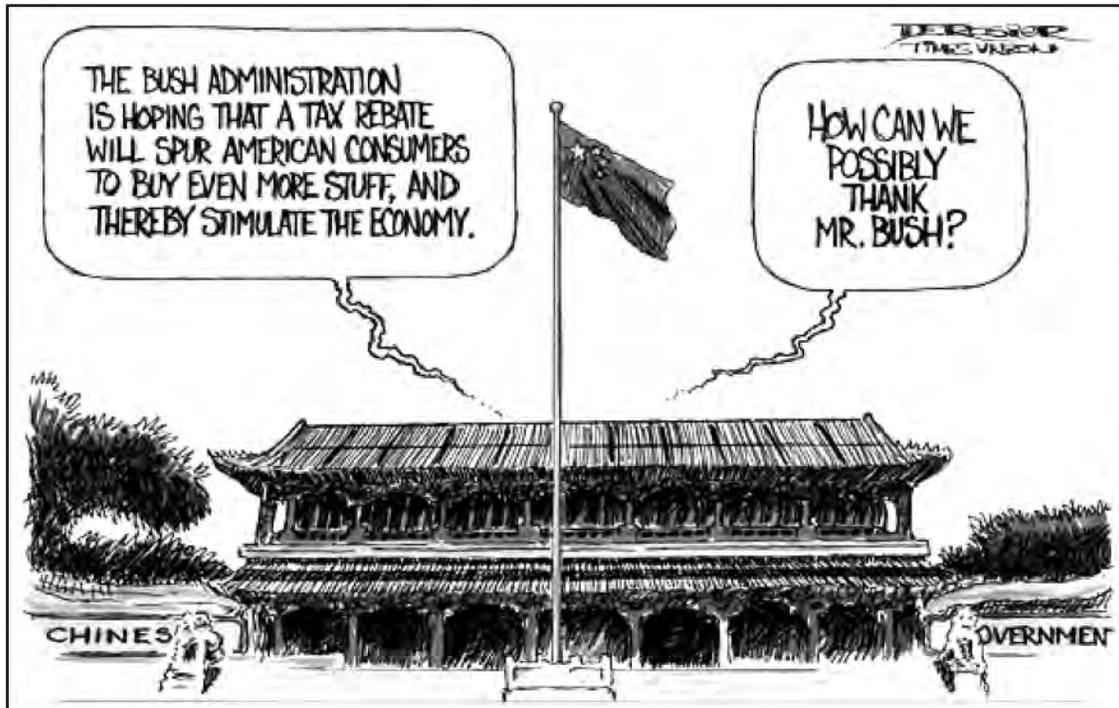
Source: Herblock, *Washington Post*, May 27, 1973
(adapted)

- 42 The main idea of this cartoon is that President Richard Nixon
- (1) refused to become involved in political activities
 - (2) supported campaign finance reform
 - (3) exercised presidential power to defend national interests
 - (4) tried to use foreign policy issues to cover up illegal activities
- 43 Based on this cartoon, one effect of President Richard Nixon's actions on the United States was to
- (1) prove that the powers of presidents are unlimited
 - (2) decrease the probability of impeachment for future presidents
 - (3) weaken the public's trust in political leaders
 - (4) demonstrate that the Supreme Court could not rule on presidential wrongdoing

- 44 Which statement most accurately explains why the War Powers Act (1973) was passed?
- (1) President Lyndon B. Johnson failed to send enough troops to South Vietnam.
 - (2) President Richard Nixon negotiated a peace treaty with North Vietnam.
 - (3) Congress wanted to reassert its right to authorize military action.
 - (4) Military leaders demanded limits on presidential authority during wartime.

- 45 The 1972, 1979, and 1987 missile reduction agreements between the United States and the Soviet Union are examples of the foreign policy of
- (1) brinkmanship
 - (2) détente
 - (3) appeasement
 - (4) neutrality

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



Source: John de Rosier, *Albany Times Union*, January 27, 2008 (adapted)

- 46 In this 2008 cartoon about a tax proposal by President George W. Bush, the cartoonist is implying that China anticipated
- (1) a more favorable balance of trade with the United States
 - (2) greater difficulty in selling its products in the United States
 - (3) the opening of new markets for Chinese goods in Europe
 - (4) an increase in United States tariffs that could cause a recession in China
-

Base your answers to questions 47 and 48 on the cartoon below and on your knowledge of social studies.



Source: Jim Day, *Las Vegas Review Journal*, February 25, 2009 (adapted)

- 47 Which statement most accurately expresses the cartoonist's point of view?
- (1) Presidents have failed to learn the right lessons from past experiences in waging war.
 - (2) Victory in Vietnam inspired later presidents to become involved in wars.
 - (3) The Iraq and Afghanistan wars ended in quick victories for the United States.
 - (4) The military tactics used in Vietnam have been effective in Iraq and Afghanistan.
- 48 The cartoonist most likely refers to the war in Afghanistan as "Obama's Vietnam" because
- (1) the war was begun during the administration of President Barack Obama
 - (2) the war ended soon after President Barack Obama took office
 - (3) President Barack Obama favored the reinstatement of the military draft
 - (4) President Barack Obama chose to continue military involvement in Afghanistan

49 **"President Carter Negotiates Camp David Accords"**
"President Reagan Sends Troops to Lebanon"
"President Bush Orders Operation Desert Storm"

Which United States foreign policy goal is most closely associated with these headlines?

- (1) imperialism in Latin America
- (2) globalization of trade
- (3) stability in the Middle East
- (4) delivery of humanitarian relief

50 During the Jacksonian Era, elections became more democratic when

- (1) the poll tax was abolished
- (2) states removed property qualifications for voting
- (3) a women's rights amendment was ratified
- (4) 18-year-old citizens were allowed to vote

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: Foreign Policy

Throughout United States history, presidents have made foreign policy decisions that have been opposed by individuals and groups. These decisions have had an impact on both the United States and on other countries and regions.

Task:

Select **two** foreign policy decisions that have been opposed by individuals and groups and for **each**

- Describe the historical circumstances that led the president to make the decision
- Discuss why an individual and/or group opposed the decision
- Discuss the impact of this foreign policy decision on the United States and/or on another country or region

You may use any foreign policy decision that has been opposed by individuals and groups from your study of United States history. Some suggestions you might wish to consider include James K. Polk’s decision to send troops to the Rio Grande (1846), William McKinley’s decision to annex the Philippines (1898), Woodrow Wilson’s support for the Treaty of Versailles (1919–1920), Franklin D. Roosevelt’s aid to Great Britain before United States entry into World War II (1939–1941), Harry Truman’s decision to defend South Korea (1950–1953), Lyndon B. Johnson’s decision to send combat troops to South Vietnam (1965), and George W. Bush’s decision to invade Iraq (2003).

You are *not* limited to these suggestions.

Guidelines:

In your essay, be sure to:

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

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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 used in a document may reflect the historical context of the time in which it was written.

Historical Context:

Throughout the history of the United States, different groups have faced problems in American society. These groups have included *African Americans*, *industrial workers*, and *persons with disabilities*. Individuals, organizations, and governments have addressed problems faced by these groups.

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* groups mentioned in the historical context and for *each*

- Describe the historical circumstances surrounding a problem the group faced
- Discuss how the problem was addressed by an individual, an organization, *and/or* a government

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 A

Short-Answer Questions

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

Document 1

This excerpt is from a petition to Congress in 1871 by African Americans in Frankfort, Kentucky, seeking protection from the Ku Klux Klan.

...We would respectfully state that life, liberty, and property are unprotected among the colored race [African Americans] of this State. Organized bands of desperate and lawless men, mainly composed of soldiers of the late rebel armies, armed, disciplined, and disguised, and bound by oath and secret obligations, have, by force, terror, and violence, subverted [undermined] all civil society among colored people; thus utterly rendering insecure the safety of persons and property, overthrowing all those rights which are the primary basis and objects of the Government, which are expressly guaranteed to us by the Constitution of the United States as amended [by the 13th, 14th, and 15th amendments]. ...

We would state that we have been law-abiding citizens, pay our taxes, and in many parts of the State our people have been driven from the polls, refused the right to vote; many have been slaughtered while attempting to vote. We ask, how long is this state of things to last? ...

Source: Petition to the United States Congress, March 25, 1871, Miscellaneous Documents of the United States Senate, 42nd Congress, 1st Session, 1871

- 1 According to this document, what was **one** problem faced by African Americans in Kentucky? [1]

Score

Document 2

...We want full manhood suffrage, and we want it now, henceforth and forever. ...

We want the laws enforced against rich as well as poor; against Capitalist as well as Laborer; against white as well as black. We are not more lawless than the white race, we are more often arrested, convicted and mobbed. We want justice even for criminals and outlaws. We want the Constitution of the country enforced. We want Congress to take charge of Congressional elections. We want the Fourteenth Amendment carried out to the letter and every State disfranchised* in Congress which attempts to disfranchise [deny voting rights to] its rightful voters. We want the Fifteenth Amendment enforced and no State allowed to base its franchise simply on color. ...

These are some of the chief things which we want. How shall we get them? By voting where we may vote, by persistent, unceasing agitation; by hammering at the truth, by sacrifice and work. ...

*The 14th amendment provides that states denying voting rights to male citizens will lose some representatives in Congress.

Source: W. E. B. Du Bois, Niagara Movement Address, 1906 (adapted)

- 2 According to this document, what is **one** demand made by W. E. B. Du Bois regarding the rights of African Americans? [1]

Score

Document 3a

...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. ...

Every device of which human ingenuity is capable has been used to deny this right. The Negro [African American] citizen may go to register only to be told that the day is wrong, or the hour is late, or the official in charge is absent. And if he persists, and if he manages to present himself to the registrar, he may be disqualified because he did not spell out his middle name or because he abbreviated a word on the application.

And if he manages to fill out an application he is given a test. The registrar is the sole judge of whether he passes this test. He may be asked to recite the entire Constitution, or explain the most complex provisions of State law. And even a college degree cannot be used to prove that he can read and write. ...

Wednesday I will send to Congress a law designed to eliminate illegal barriers to the right to vote. ...

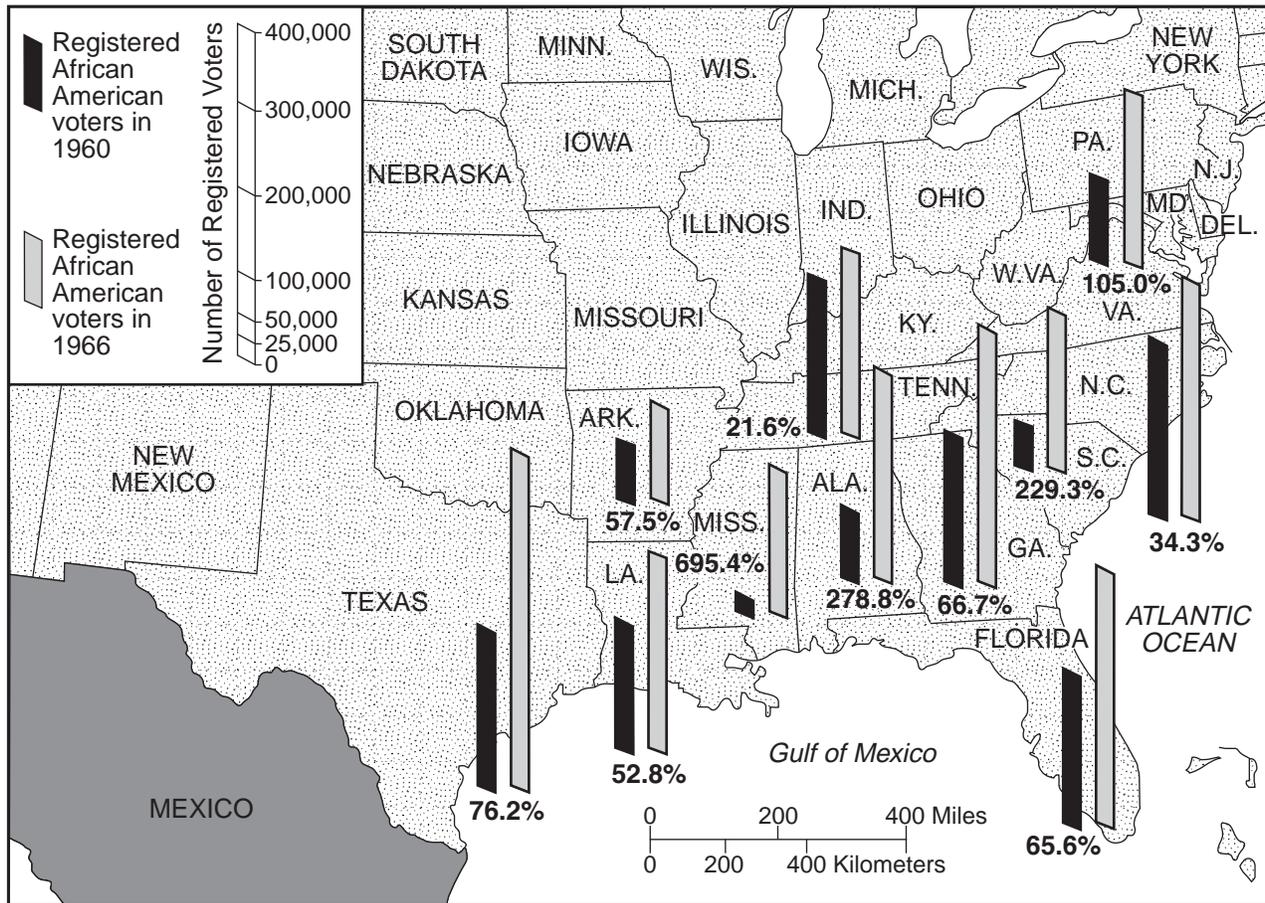
Source: President Lyndon B. Johnson, Special Message to the Congress: The American Promise, March 15, 1965

3a According to President Lyndon B. Johnson, what is **one** way African Americans are kept from voting? [1]

Score

Document 3b

African American Voter Registration Before and After
Passage of the Voting Rights Act of 1965 (Percent Change)



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

3b Based on this map, what was **one** effect of the Voting Rights Act of 1965? [1]

Score

Document 4

This is an excerpt from the author's account of his visit to the Homestead, Pennsylvania, steel mill.

...“How long do you work?” I asked of a young man who stood at the furnace near me.
“Twelve hours,” he replied. “The night set go on at six at night and come off at six in the morning. I go on at six and off at six.”
“For how much pay?”
“Two dollars and a quarter.”
“How much do those men get shovelling there in the rain?”
“One dollar and forty cents.” (A cut has since taken place.)
“What proportion of the men get that pay?”
“Two-thirds of the whole plant, nearly two thousand. There are thirty-five hundred men in the mills. They get all prices, of course, from a dollar and forty cents up to the tonnage men, who get five and ten dollars per day when the mills run smooth.”
“I suppose not many men make ten dollars per day.”
“Well hardly.” He smiled. “Of course the ‘rollers’ and the ‘heaters’ get the most, but there are only two ‘rollers’ to each mill, and three ‘heaters,’ and they are responsible for their product. The most of the men get under two dollars per day.”
“And it is twelve hours’ work without stop?”
“You bet! And then again you will see we only get this pay part of the time. The mills are liable to be shut down part of the year. They shut down part of the night sometimes, and of course we’re docked. Then, again, the tendency of the proprietors is to cut down the tonnage men; that is, the ‘rollers’ and ‘heaters’ are now paid by the ton, but they’ll some day be paid by the day, like the rest of us.”
“You bet they will,” said my guide, who seemed quite familiar with the facts. ...

Source: Hamlin Garland, “Homestead and its Perilous Trades—Impressions of a Visit,”
McClure's Magazine, June 1894

4 According to Hamlin Garland, state **one** problem faced by workers in the Homestead steel mill. [1]

Score

Document 5a

...We demand a reduction of the hours of labor which would give a due share of work and wages to the reserve army of labor [the unemployed] and eliminate many of the worst abuses of the industrial system now filling our poor houses and jails. The movement for the reduction of the hours of labor is contemporaneous with the introduction of labor saving machinery and has been the most faithful of all reformatory attempts of modern times, since it has clearly revealed the power of the working people to realize an improved industrial system and raises the hope that we may yet be able to stem the tide of economic, social and moral degradations, robbing those who work of four-fifths of their natural wages and keeping the whole of society within a few months of destitution. ...

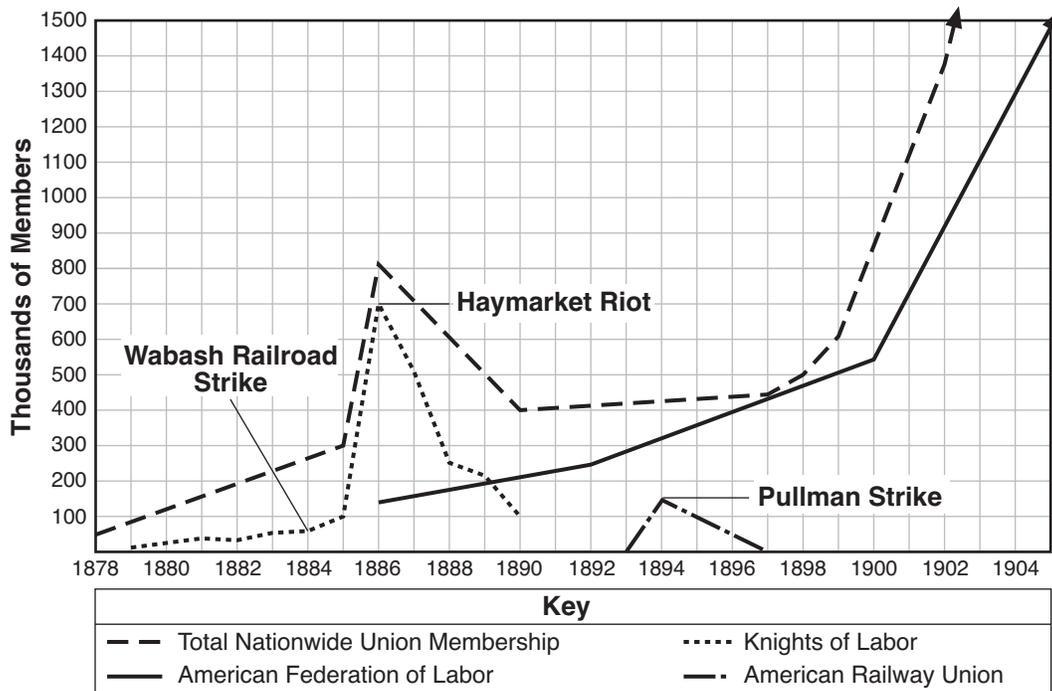
That the lives and limbs of the wage-workers shall be regarded as sacred as those of all others of our fellow human beings; that an injury or destruction of either by reason of negligence or maliciousness of another, shall not leave him without redress simply because he is a wage worker. We demand equality before the law, in fact as well as in theory. ...

And by no means the least demand of the Trade Unions is for adequate wages. ...

Source: Samuel Gompers, *What Does Labor Want?*, 1893

Document 5b

The Growth of Union Membership, 1878–1904



Source: Gerald A. Danzer et al., *The Americans*, McDougall Littell, 1998 (adapted)

5 Based on these documents, what were **two** ways workers tried to address their problems? [2]

(1) _____

Score

(2) _____

Score

Document 6a

This Act defines, as a part of our substantive [essential] law, the right of self-organization of employees in industry for the purpose of collective bargaining, and provides methods by which the Government can safeguard that legal right. It establishes a National Labor Relations Board to hear and determine cases in which it is charged that this legal right is abridged [diminished] or denied, and to hold fair elections to ascertain [determine] who are the chosen representatives of employees. ...

Source: President Franklin D. Roosevelt, Statement on Signing the National Labor Relations Act (Wagner Act), July 5, 1935

Document 6b

...After many requests on my part the Congress passed a Fair Labor Standards Act, what we call the Wages and Hours Bill. That Act—applying to products in interstate commerce—ends child labor, sets a floor below wages [minimum wage] and a ceiling over hours of labor [maximum hours].
Except perhaps for the Social Security Act, it is the most far-reaching, the most far-sighted program for the benefit of workers ever adopted here or in any other country. Without question it starts us toward a better standard of living and increases purchasing power to buy the products of farm and factory. ...

Source: President Franklin D. Roosevelt, Fireside Chat, June 24, 1938

6 According to President Franklin D. Roosevelt, state *two* ways workers would benefit from legislation passed during his administration. [2]

(1) _____

Score

(2) _____

Score

Document 7

...What results from segregation [of the disabled] is social isolation. Physical and psychological separation, imprisonment in an institution or in a small, dilapidated apartment building, these are the realities for numerous disabled Americans. The psychic cost is incalculable. Enforced dependency and isolation crush the self-image, and combined with other architectural and transportation barriers may prove devastating. The individual cannot find work because the workplaces are inaccessible, employers discriminate against him, and no suitable transportation is available. Because he cannot find suitable work, he cannot afford decent housing. The barriers are inescapably intertwined [connected]. ...

Source: Frank Bowe, *Handicapping America: Barriers to Disabled People*, Harper & Row, 1978

7 According to Frank Bowe, what are **two** problems faced by persons with disabilities? [2]

(1) _____

Score

(2) _____

Score

Document 8

Selected Federal Legislation for Persons with Disabilities

Date Passed	Federal Legislation	Terms
1968	Architectural Barriers Act	Requires that buildings and facilities constructed with federal funding be accessible to people with physical disabilities.
1975	Education for All Handicapped Children Act	Requires that children with disabilities have the right to a public school education in an integrated (least restrictive) environment.
1982	Telecommunications for the Disabled Act	Requires that deaf and hard-of-hearing people have telephone access at important public places.

Source: Center for Assistive Technology and Environmental Access, 2001 (adapted)

8 Based on the information in this chart, state **two** ways federal legislation has helped persons with disabilities. [2]

(1) _____

Score

(2) _____

Score

Document 9

. . . [President Bill] Clinton diffused a controversy that had threatened to mar the dedication when he sided with disabled activists who demanded that a statue be added to the memorial showing FDR [President Franklin D. Roosevelt] in a wheelchair. On Clinton's recommendation, the Senate on Thursday night passed and sent to the House legislation to add the statue. . . .

But the biggest controversy arose over the decision by the FDR Memorial Commission to stick with 1978 statue designs that were in keeping with FDR's own reluctance to be seen publicly in a wheelchair. Roosevelt went to exhausting lengths not to appear disabled.

About two dozen demonstrators sat in wheelchairs, leaned on walkers, hobbled along with crutches or walked with white canes outside the memorial before the dedication. "We are no longer hiding our disabilities," said one of the group, Becky Ogle, 41, who is a double amputee and director of disabled outreach for the White House. "When I was a child growing up, the message to me was I am sick. Well, I am not sick. We are not victims. Attitude is the last barrier for us." . . .

Source: Doug Struck, "Clinton Dedicates Memorial, Urges Americans to Emulate FDR," *Washington Post*, May 3, 1997

- 9 Based on this document, how have the attitudes of the disabled changed since Franklin D. Roosevelt was president? [1]

Score

Part B

Essay

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

Historical Context:

Throughout the history of the United States, different groups have faced problems in American society. These groups have included *African Americans*, *industrial workers*, and *persons with disabilities*. Individuals, organizations, and governments have addressed problems faced by these groups.

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

Choose *two* groups mentioned in the historical context and for *each*

- Describe the historical circumstances surrounding a problem the group faced
- Discuss how the problem was addressed by an individual, an organization, *and/or* a government

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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