

Large-Type Edition

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

# UNITED STATES HISTORY AND GOVERNMENT

Wednesday, August 14, 2019 — 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.

- 1 Which geographic features contributed to the economic development of the plantation system in the South?
  - (1) rocky soil and deep harbors
  - (2) short rivers and many waterfalls
  - (3) rich soil and warm climate
  - (4) high mountains and numerous rivers
- 2 The slogan “no taxation without representation” was first used by Americans to protest Britain’s
  - (1) policy of salutary neglect
  - (2) issuance of the Proclamation of 1763
  - (3) passage of the Coercive Acts
  - (4) attempts to raise revenue through the Stamp Act
- 3 Weaknesses in the central government under the Articles of Confederation exposed by Shays’ Rebellion contributed directly to the
  - (1) signing of the Declaration of Independence
  - (2) creation of the United States Constitution
  - (3) development of a policy of neutrality
  - (4) passage of the Northwest Ordinance
- 4 A central issue in the debate between Federalists and Antifederalists over the ratification of the United States Constitution was the
  - (1) power of judicial review being granted to the judicial branch
  - (2) threat posed by a strong central government to the rights of citizens
  - (3) role of the president as commander in chief of the armed forces
  - (4) danger of unrestricted interstate commerce

5 During the 1790s, which factor best explains why the United States was able to stay out of foreign conflicts?

- (1) Europe depended on farm products from the United States.
- (2) The United States had announced the Monroe Doctrine.
- (3) France and Great Britain agreed to end colonialism.
- (4) The Atlantic Ocean helped the United States remain isolated from foreign threats.

6 Which statement describes an effect of the Louisiana Purchase (1803)?

- (1) The size of the United States was doubled.
- (2) The boundary with Mexico was finally established.
- (3) The Northwest Territory became part of the United States.
- (4) The Mississippi River became the western boundary of the United States.

7 Many New England citizens opposed United States participation in the War of 1812 because they

- (1) feared a Russian invasion in the Northwest
- (2) worried that France might try to regain Canada
- (3) resented disruption of their trade with England
- (4) resisted the extension of slavery into western territories

8 The protection against double jeopardy and the right to a speedy trial are evidence that the United States Constitution supports the principle of

- (1) eminent domain
- (2) due process of law
- (3) representative democracy
- (4) reserved powers

- 9 During the early 1800s, advances in democratic government included
- (1) eliminating property ownership as a voting requirement
  - (2) ending the role of the electoral college
  - (3) increasing education and religious requirements for voting
  - (4) giving states the right to secede from the Union
- 10 One reason abolitionists were unpopular with many Northerners from the 1830s to 1860 was because the abolitionists
- (1) favored the growth of slavery
  - (2) encouraged the annexation of Texas
  - (3) advocated views that increased tensions with the South
  - (4) supported the Fugitive Slave Law
- 11 The Compromise of 1850 was an attempt to resolve issues related to
- (1) the protection and spread of slavery
  - (2) boundary disputes between the United States and Britain over the Oregon Country
  - (3) relations with the Native American Indians of the Great Plains
  - (4) the role of the federal government in industrial development
- 12 One reason the decision in *Dred Scott v. Sanford* (1857) was so controversial is that it
- (1) strengthened the idea of popular sovereignty
  - (2) gave enslaved persons full citizenship
  - (3) ruled that Congress had no power to limit slavery in the territories
  - (4) supported Harriet Beecher Stowe's point of view in *Uncle Tom's Cabin*
- 13 When Andrew Carnegie stated, "The man who dies rich, dies disgraced," he was supporting
- (1) consumer credit
  - (2) charitable giving
  - (3) Social Darwinism
  - (4) antitrust legislation

Base your answer to question 14 on the chart below and on your knowledge of social studies.

**Buffalo Population:  
1800 to 1895**

Date	Population
1800	40,000,000
1850	20,000,000
1865	15,000,000
1870	14,000,000
1875	1,000,000
1880	395,000
1885	20,000
1889	1,091
1895	Less than 1,000

Source: U.S. Department of Interior  
(adapted)

14 A major impact of the trend shown on the chart was that

- (1) frontier trading posts became more prosperous
  - (2) Plains Indians lost their main source of food, shelter, and clothing
  - (3) reservations were relocated closer to buffalo migration routes
  - (4) white settlers became dependent on buffalo products
- 

15 “A government’s primary role is to provide a favorable atmosphere for business, including a stable currency, hands-off regulation, and domestic order.”

A supporter of this idea would most likely favor

- (1) establishing consumer protection laws
- (2) securing collective-bargaining rights
- (3) levying high taxes on business
- (4) following laissez-faire economics

Base your answer to question 16 on the photograph below and on your knowledge of social studies.



Source: Solomon Butcher, 1886

16 Which act of Congress most directly contributed to the situation shown in this photo?

- |                               |                                 |
|-------------------------------|---------------------------------|
| (1) the Homestead Act         | (3) the purchase of Alaska      |
| (2) the Sherman Antitrust Act | (4) the Interstate Commerce Act |

Base your answer to question 17 on the passage below and on your knowledge of social studies.

. . . We think the enforced separation of the races, as applied to the internal commerce of the State, neither abridges the privileges or immunities of the colored man, deprives him of his property without due process of law, nor denies him the equal protection of the laws within the meaning of the Fourteenth Amendment . . .

17 Which Supreme Court decision is reflected in this passage?

- (1) *Wabash, St. Louis & Pacific R.R. v. Illinois* (1886)
  - (2) *United States v. E. C. Knight Co.* (1895)
  - (3) *In Re Debs* (1895)
  - (4) *Plessy v. Ferguson* (1896)
- 

18 In the late 1800s, one reason labor unions struggled to gain support was because

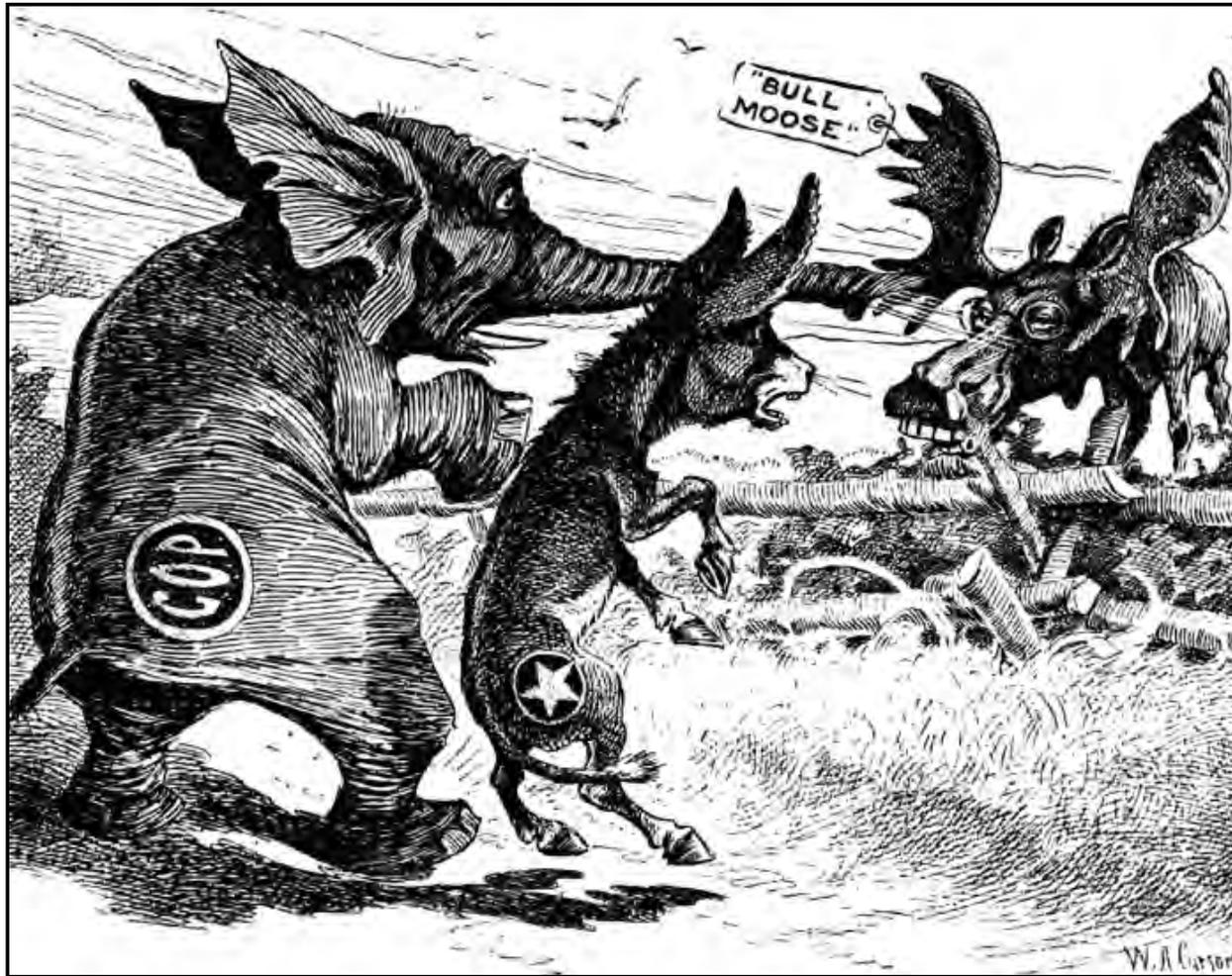
- (1) employers could easily replace striking employees
- (2) the wages of industrial laborers were high
- (3) government-funded public-works jobs were readily available
- (4) corporations ended the use of court injunctions

19 Which term is most closely associated with the start of the Spanish-American War?

- (1) socialism
- (2) populism
- (3) yellow journalism
- (4) isolationism

Base your answer to question 20 on the cartoon below and on your knowledge of social studies.

### The Appearance of the New Party in the Political Field



Source: W. A. Carson, *Utica Saturday Globe*, 1912 (adapted)

20 What is the main idea of this 1912 cartoon?

- (1) The Democratic Party is losing support.
  - (2) Republicans outnumber Democrats in the United States.
  - (3) The political process has no room for more than two parties.
  - (4) A third political party can threaten the two major parties.
- 

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21 In the late 1800s, the major goal of United States policy in both the annexation of Hawaii and the acquisition of the Philippines was to

- (1) obtain coaling stations and seaports for United States ships
- (2) expand United States fishing rights in international waters
- (3) limit the spread of Japanese influence
- (4) protect the area around the Panama Canal

22 **“Income Tax Amendment Passes”**

**“Congress Enacts Federal Reserve Act”**

**“Pure Food and Drug Act Passed by Congress”**

Which reform movement supported the actions described by these headlines?

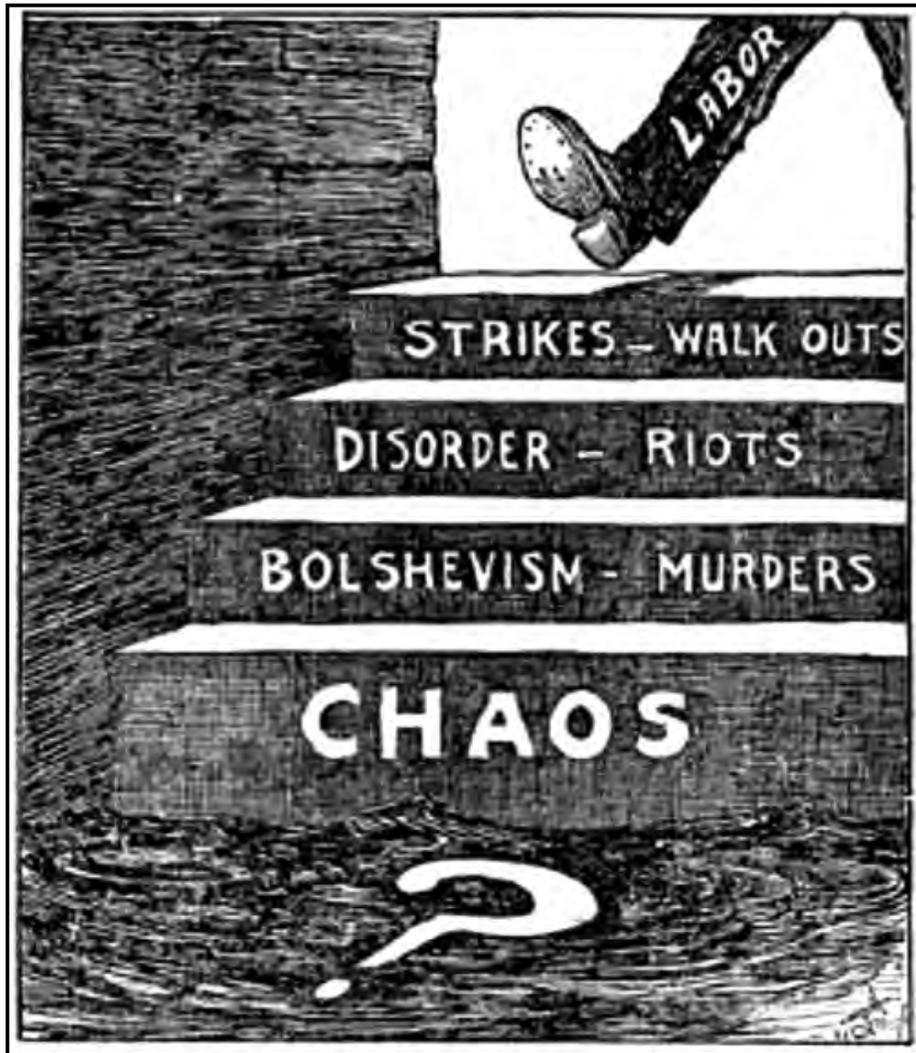
- |                 |                  |
|-----------------|------------------|
| (1) Progressive | (3) labor        |
| (2) Prohibition | (4) conservation |

23 In his war message to Congress, President Woodrow Wilson urged the United States to enter World War I in order to

- (1) protect the empires of European countries
- (2) create a new world government
- (3) make the world safe for democracy
- (4) stop a British attack on the United States

Base your answer to question 24 on the cartoon below and on your knowledge of social studies.

### Step by Step



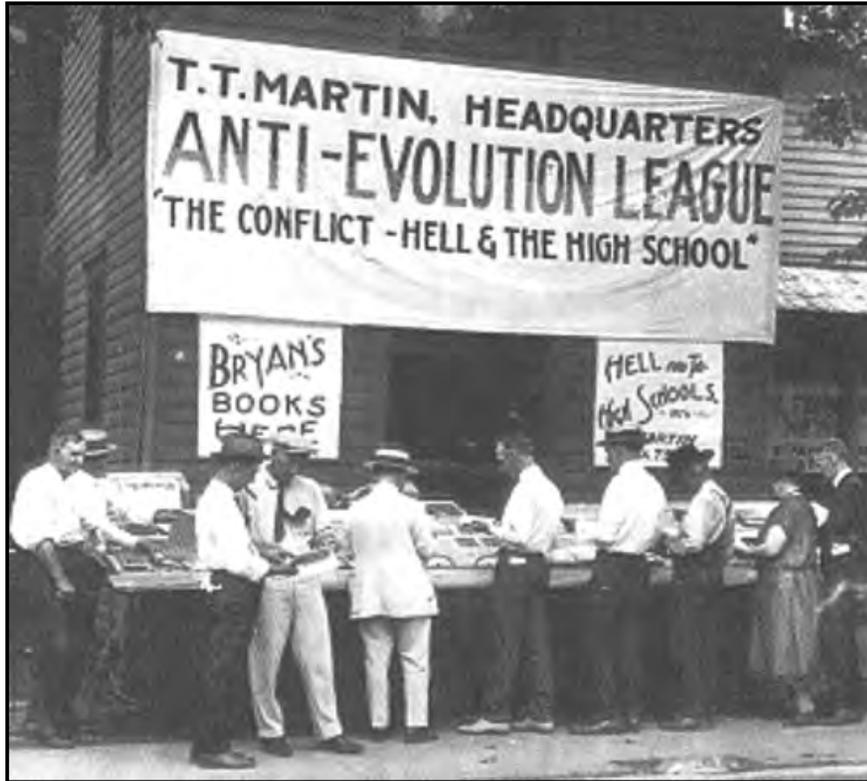
Source: Sid Greene, *New York Evening Telegram*, 1919  
(adapted)

24 What is the cartoonist's point of view in this 1919 cartoon?

- (1) Immigrants will easily assimilate into American society.
  - (2) Industrial production will expand and create more jobs.
  - (3) Civil liberties will be restricted and ordinary American citizens will be hurt.
  - (4) The actions of labor unions threaten the American way of life.
- 

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Base your answer to question 25 on the photograph below and on your knowledge of social studies.



Source: Photo taken in Dayton, Tennessee, 1925; University of Missouri-Kansas City, School of Law (adapted)

25 This photograph shows one side of the 1920s conflict between

- (1) union men and factory owners
  - (2) science and religion
  - (3) nativists and immigrants
  - (4) censorship and free press
-

Base your answer to question 26 on the poem below and on your knowledge of social studies.

### I, TOO

I, too, sing America.

I am the darker brother.  
They send me to eat in the kitchen  
When company comes,  
But I laugh,  
And eat well,  
And grow strong.

Tomorrow,  
I'll be at the table  
When company comes.  
Nobody'll dare  
Say to me,  
"Eat in the kitchen,"  
Then.

Besides,  
They'll see how beautiful I am  
And be ashamed—

I, too, am America.

—Langston Hughes, "I, Too," 1926

26 During the 1920s, which development was most closely associated with this poem?

- (1) growth of the motion-picture industry
  - (2) emergence of an antiwar party
  - (3) blossoming of African American culture
  - (4) expansion of mass consumption
- 

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27 In the 1920s, authors such as F. Scott Fitzgerald, Ernest Hemingway, and Sinclair Lewis wrote primarily about

- (1) the intolerance of the Ku Klux Klan
- (2) post–World War I disillusionment and materialism
- (3) the failure of cultural pluralism
- (4) the lack of educational opportunities for younger Americans

28 The Federal Deposit Insurance Corporation (FDIC) and the Securities and Exchange Commission (SEC) were part of President Franklin D. Roosevelt’s efforts to

- (1) reduce the power of business monopolies during the Great Depression
- (2) give organized labor a stronger voice in politics
- (3) reform economic problems that contributed to the Great Depression
- (4) bring electricity to rural areas

29 President Franklin D. Roosevelt proposed a plan in 1937 to add justices to the Supreme Court primarily because the Court

- (1) lacked representation from minority groups
- (2) had declared major New Deal laws unconstitutional
- (3) had little judicial experience
- (4) supported a loose interpretation of the Constitution

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Base your answers to questions 30 and 31 on the graph below and on your knowledge of social studies.



Source: *Historical Statistics of the United States: Colonial Times to 1970*, U.S. Census Bureau, 1975 (adapted)

- 30 What was the major reason for the change in unemployment shown on the graph between 1933 and 1937?
- (1) Banks increased their lending to new businesses, who hired more workers.
  - (2) The profits of corporations were heavily taxed by the states.
  - (3) Job opportunities were created by New Deal public-works projects.
  - (4) The federal government nationalized the transportation and utility industries.
- 31 What was the main cause of the trend in employment shown on the graph between 1942 and 1945?
- (1) increased manufacturing to meet the needs of World War II
  - (2) the success of the Social Security Act
  - (3) the impact of a high inflation rate
  - (4) a decline in the number of women in the work force
- 

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32 The Neutrality Acts (1935–1937) were passed to

- (1) support the policy of appeasement
- (2) provide troops to halt Italian aggression
- (3) increase the profits of United States weapons manufacturers
- (4) avoid the actions that led the United States into World War I

33 Which government action was a response to the Japanese attack on Pearl Harbor?

- (1) drafting all Japanese American men into the United States Army
- (2) passing labor laws banning the employment of immigrants
- (3) ending all oil sales to Japan
- (4) forcing the relocation and internment of Japanese Americans

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



Source: New York State Works Progress Administration Art Project



Source: Office for Emergency Management

34 Which United States government action was most similar to the goal shown in these World War II posters?

- (1) institution of the draft by the Selective Service Act (1940)
  - (2) aid to Russia under the Lend-Lease Act (1941)
  - (3) rationing by the Office of Price Administration (1941)
  - (4) development of the Manhattan Project (1942)
- 

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35 The Servicemen's Readjustment Act of 1944 (GI Bill) made a significant impact on post-World War II America because it provided for

- (1) aid to veterans for housing and college costs
- (2) the rapid demobilization of soldiers
- (3) pensions for soldiers from World War I
- (4) the establishment of a draft for all males over 18 years of age

36 Following World War II, the United States adopted the foreign policy of containment primarily to

- (1) return to pre-war isolationism
- (2) limit the spread of communism
- (3) force European nations to end colonialism
- (4) support the work of the World Court

37 One important effect of President Eisenhower's proposal for interstate highways was a significant increase in

- (1) health-care spending
- (2) suburban communities
- (3) educational opportunities
- (4) sectional differences

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

The people of the United States share with the people of the Soviet Union their satisfaction for the safe flight of the astronaut in man's first venture into space. We congratulate you and the Soviet scientists and engineers who made this feat possible. It is my sincere desire that in the continuing quest for knowledge of outer space our nations can work together to obtain the greatest benefit to mankind.

—President John F. Kennedy,  
Telegram to Nikita Khrushchev, April 12, 1961

38 One way President Kennedy responded to the Soviet action referred to in the telegram was to support

- (1) a decrease in the budget for space exploration
  - (2) an expansion of the Peace Corps to aid impoverished nations
  - (3) the removal of Soviet troops from East Berlin
  - (4) the commitment to a Moon landing by the end of the decade
-

- 39 • Establishing a direct telephone line between Washington and Moscow
- Negotiating a limited nuclear test-ban treaty
  - Selling surplus wheat to the Soviet Union

These actions by presidents John F. Kennedy and Richard Nixon are examples of their attempts to

- (1) meet the Soviet Union's Cold War demands
- (2) establish peaceful coexistence with the Soviet Union
- (3) support Soviet troops fighting in Afghanistan
- (4) weaken the military power of the Soviet Union

- 40 During the 1960s, the escalation of United States involvement in the Vietnam War was based on the belief that

- (1) restoring French colonial power was necessary for political stability in Southeast Asia
- (2) a strong military presence would limit Japanese trade with Vietnam
- (3) a North Vietnamese victory would lead to further losses as predicted by the domino theory
- (4) a cease-fire agreement would increase college protests

- 41 What was the major effect of the Civil Rights Act of 1964?

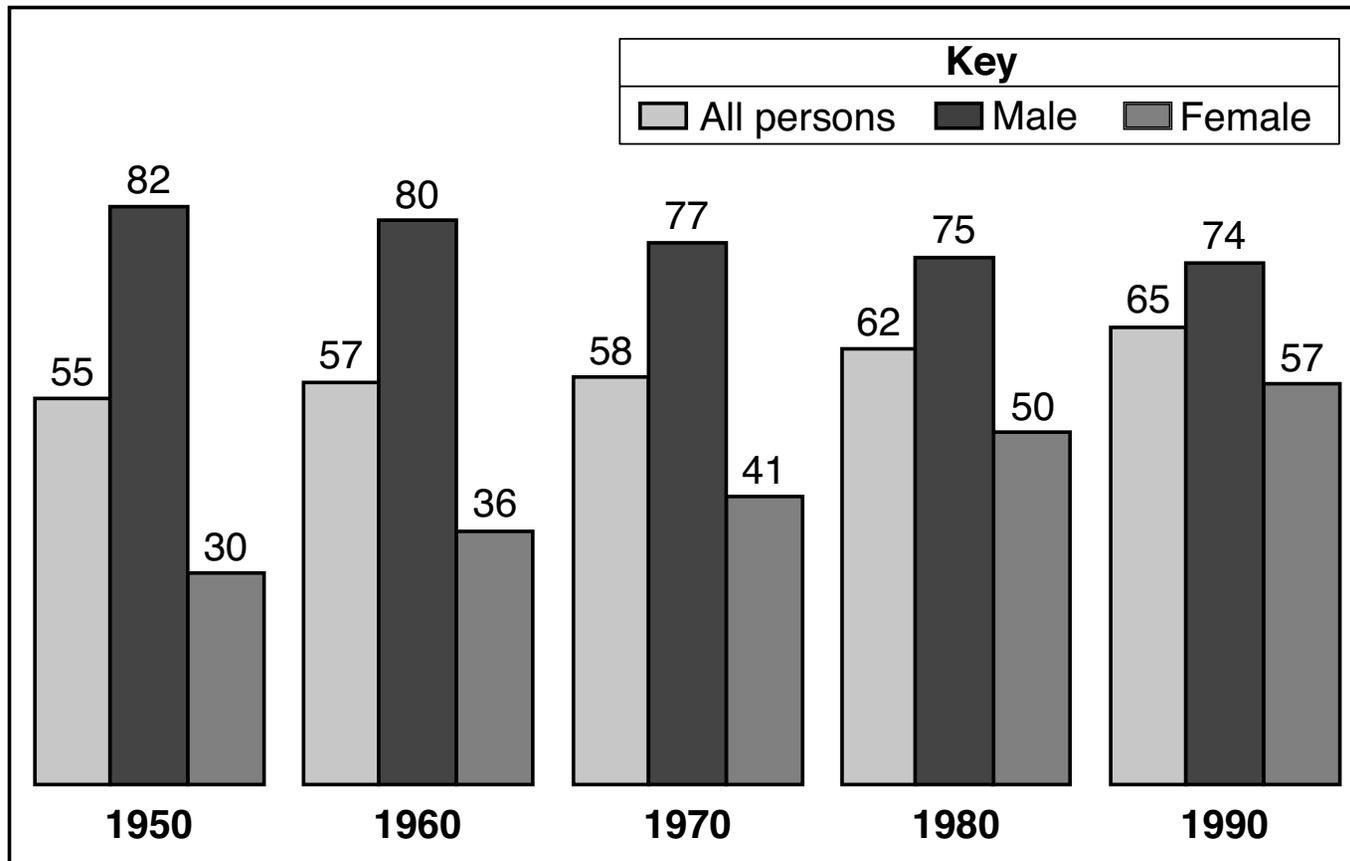
- (1) Racial discrimination in public facilities was banned.
- (2) Citizenship and voting rights were extended to Native American Indians.
- (3) The use of poll taxes and literacy tests for voting were outlawed.
- (4) Busing to integrate schools was authorized.

- 42 Which pair of Supreme Court cases upheld the right to counsel for defendants in state criminal cases?

- (1) *Mapp v. Ohio* (1961) and *Heart of Atlanta Motel v. United States* (1964)
- (2) *Baker v. Carr* (1962) and *Engel v. Vitale* (1962)
- (3) *Gideon v. Wainwright* (1963) and *Miranda v. Arizona* (1966)
- (4) *Tinker v. Des Moines* (1969) and *Roe v. Wade* (1973)

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

### Percent of Men and Women in Labor Force: 1950 to 1990



Source: U.S. Census Bureau, 1990 (adapted)

- 43 Which conclusion is most clearly supported by information in the graph?
- (1) Older Americans remained in the labor force longer in 1990 than in 1950.
  - (2) All Americans born during the baby boom after World War II joined the labor force.
  - (3) Half as many men were in the labor force in 1990 as compared to 1950.
  - (4) In every decade shown, the percentage of women in the labor force grew while the percentage of men in the labor force declined.

44 During the Persian Gulf War (1991), the primary aim of the United States was to force Iraq to

- (1) withdraw its troops from Kuwait
- (2) hold democratic elections
- (3) increase the price of its oil exports
- (4) submit to weapons inspections by the United Nations

45 In 1993, many labor union leaders opposed United States membership in the North American Free Trade Agreement (NAFTA) because they feared it would

- (1) cause Americans to lose jobs to foreign nations
- (2) reduce the number of immigrants to the United States
- (3) result in higher exports from the United States to Mexico and Canada
- (4) outlaw wage increases for workers in the United States

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



Source: Steve Breen, *San Diego Union-Tribune*, 2004 (adapted)

- 46 According to the cartoonist, the investigation of intelligence failures related to the 9/11 terrorist attacks resulted in
- (1) praise for government efforts to stop intelligence leaks
  - (2) open immigration from all regions of the world
  - (3) recommendations to limit dependence on foreign intelligence
  - (4) various federal agencies attempting to avoid criticism by shifting responsibility

47 Between 1881 and 1921, one major cause of the increasing number of immigrants to the United States was the

- (1) availability of free land in the Southeast
- (2) increased job opportunities in industry
- (3) increased need for military personnel
- (4) federal aid to pay the housing costs of new arrivals

48 Prior to its military involvement in both the War of 1812 and World War I, the United States attempted to maintain a policy of

- |                      |                         |
|----------------------|-------------------------|
| (1) neutrality       | (3) collective security |
| (2) internationalism | (4) détente             |

49 “. . .We conclude that, in the field of public education, the doctrine of ‘separate but equal’ has no place. Separate educational facilities are inherently unequal.” . . .

These statements were included in which Supreme Court decision?

- (1) *Schenck v. United States* (1919)
- (2) *Korematsu v. United States* (1944)
- (3) *Brown v. Board of Education of Topeka* (1954)
- (4) *Vernonia School District v. Acton* (1995)

- 50 • Alien and Sedition Acts of 1798  
• Espionage Act of 1917  
• USA Patriot Act of 2001

One common effect of these wartime laws has been to

- (1) expand government regulation of the economy
- (2) increase the nation’s military defenses
- (3) promote immigration from neighboring nations
- (4) protect national security at the expense of civil liberties

**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: Amendments**

The writers of the United States Constitution included an amending process to respond to changing times and unforeseen circumstances. Since the Civil War, important amendments have had an impact on the United States and/or on American society.

#### **Task:**

Select ***two*** amendments to the United States Constitution *since* the Civil War and for ***each***

- Describe the historical circumstances surrounding the adoption of the amendment
- Discuss the impact of this amendment on the United States and/or on American society

You may use any constitutional amendment that has been added *since* the Civil War. Some suggestions you might wish to consider include:

13th amendment—abolition of slavery (1865)

15th amendment—African American male suffrage (1870)

16th amendment—graduated income tax (1913)

17th amendment—direct election of United States senators (1913)

18th amendment—Prohibition (1919)

19th amendment—woman’s suffrage (1920)

26th amendment—18-year-old vote (1971)

**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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NAME \_\_\_\_\_ SCHOOL \_\_\_\_\_

### 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:

The president of the United States has been granted power as the commander in chief by the Constitution. Although the president has used his military powers to commit troops overseas, he has also used this power to respond to domestic challenges. These challenges have included *President Grover Cleveland and the Pullman strike*, *President Herbert Hoover and the Bonus Army*, and *President Harry Truman and segregation in the armed forces*.

**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

Select **two** domestic challenges mentioned in the historical context and for **each**

- Describe the historical circumstances that led to the president’s action
- Discuss how the president’s action influenced the United States and/or American society

**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 1

The nation's worst depression of the 19th century began in 1893. In 1894, the worst year of the depression, workers at the Pullman Company went on strike in Chicago.

... The rents Pullman charged were excessive, running about 25 percent higher than in neighboring towns. He sold at ten cents per thousand gallons water that he bought from Chicago at four cents. He forced his tenants to buy their food and other necessities from company stores, where prices far exceeded those of regular outlets. The simmering cauldron of protest boiled over when in 1894 the company cut wages an average of 25 percent, without a comparable cut in rent or in the cost of necessities. Pullman refused to listen to complaints and dismissed from their jobs those who persisted in the outcry. He then closed the plant.

At this juncture [time], the American Railway Union, which had a membership of 150,000, including several thousand Pullman employees, joined the struggle, ordering its members not to handle trains with Pullman cars attached. The strike was quickly turned into a national disruption. Within a month, railroad traffic, particularly in the western states, was almost at a standstill. The beset [besieged] railroad owners hit on the scheme of coupling Pullman cars to trains that carried mail, confident that any interference with the mail was a federal crime. When the strikers still refused to man the trains, the railroads persuaded Attorney General Olney to swear in an army of special deputies—actually in the pay of the railroads—in order to help keep the trains moving.

The leader of the union was Eugene V. Debs, a gentle but dynamic person who had made the interests of workingmen the consuming enthusiasm of his life. He had instructed his members to avoid violence. But it broke out now anyhow between the deputies and the strikers. The railroads in their frustration asked President Cleveland to send federal troops to keep order and to guarantee the safe handling of the mails. . . .

Source: Henry F. Graff, *Grover Cleveland*, Henry Holt and Company, 2002

1a According to Henry F. Graff, what was **one** reason Pullman workers went on strike? [1]

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Score

b According to Henry F. Graff, what was **one** reason President Grover Cleveland was asked to send federal troops to Chicago? [1]

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Score

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## Document 2a

President Grover Cleveland responded to the strike and to the riots that followed by sending federal troops to Chicago.

. . . Cleveland also feared the worst, and responded accordingly. Federal troops arrived to quell [stop] the riots, ironically, on July 4. While patriotic citizens set off fireworks, in the city of Chicago they set fires. Thousands of angry protestors lay waste to the city. At the Chicago rail yards more freight trains were flipped over and cars set ablaze. A huge fire that night destroyed the expositions on the grounds of the World's Fair. Chicago degenerated into lawlessness and chaos.

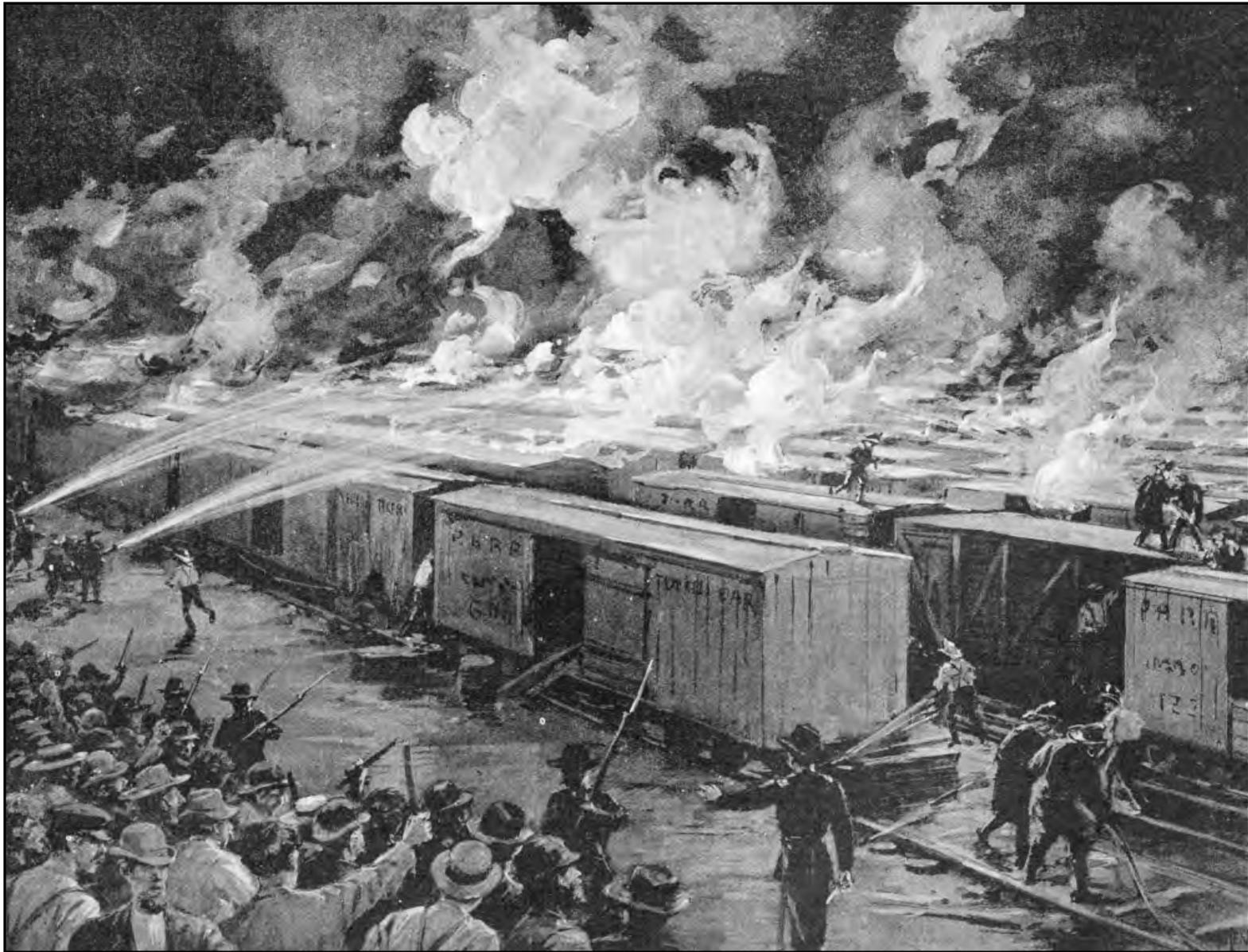
It continued for four days. On July 6, a rail deputy shot two men, inciting the largest riot of all—6,000 rail workers destroyed over \$340,000 worth of railroad property on a single day as over 700 railroad cars were torched. The next day, a mob attacked the state militia. The soldiers fired back, killing 4 rioters and wounding 20 others. Reinforcements for the federal troops were called up from surrounding states. No American city had ever experienced such anarchy in peacetime. . . .

Source: Chris Wallace, *Character: Profiles in Presidential Courage*, Rugged Land, 2004

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Document 2b

**Burning of Six Hundred Freight-Cars on the Panhandle Railroad,  
South of Fiftieth Street, on the Evening of July 6th.**



Source: G. A. Coffin and Charles Mente, *Harper's Weekly*, July 21, 1894

2 Based on these documents, what was *one* effect of President Cleveland's decision to send federal troops to end the Pullman strike? [1]

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Score

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### Document 3

The Pullman Strike of 1894 was the first national strike in United States history. Before coming to an end, it involved over 150,000 persons and twenty-seven states and territories and would paralyze the nation's railway system. The entire rail labor force of the nation would walk away from their jobs. In supporting the capital side [railroad owners] of this strike President Cleveland for the first time in the Nation's history would send in federal troops, who would fire on and kill United States Citizens, against the wishes of the states. The federal courts of the nation would outlaw striking by the passing of the Omnibus indictment [federal charges against the leaders of the American Railway Union]. This blow to unionized labor would not be struck down until the passing of the Wagner act in 1935. This all began in the little town of Pullman, Illinois, just south of Chicago. . . .

Source: Keith Ladd and Greg Rickman, "The Pullman Strike," kansasheritage.org, 1998 (adapted)

- 3 According to Keith Ladd and Greg Rickman, what was **one** effect of President Cleveland's decision to support railroad owners during the Pullman strike? [1]

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Score

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Document 4a

**Veterans' sheds, tents, and shanties sprawled across the Anacostia Flats in Washington, D.C., in 1932.**



Source: National Archives (adapted)

**Document 4b**

**Violent clash between police and veterans on the morning of July 28, 1932.**



Source: General Douglas MacArthur Foundation

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## Document 4c

. . . No “civil commotion” attracted as much attention as the march of the “bonus army.” Demanding immediate and full payment of bonuses for their service in World War I, 15,000 to 20,000 unemployed veterans moved on Washington in the spring of 1932. The House passed the bonus bill, but when the Senate voted it down by an overwhelming margin, half the men stayed on; they had no jobs, no homes, no place else to go. Most of them lived in mean shanties on the muddy Anacostia flats, some camped in unused government buildings. General Glassford, the head of the District police, treated the men decently and with discretion, but, as the men stayed on day after day, federal officials panicked. On July 28, 1932, the government decided precipitately [suddenly] to evict bonus marchers from vacant buildings on Pennsylvania Avenue. Two veterans were killed and several District police were injured in a scuffle that followed. President Hoover summoned the U.S. Army to take over. . . .

Source: William E. Leuchtenburg, *The Perils of Prosperity, 1914–1932*, University of Chicago Press, 1993

4a Based on these documents, state **one** reason World War I veterans marched on Washington, D.C., in 1932. [1]

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Score

b Based on these documents, state **one** reason President Hoover sent the United States Army to remove the Bonus Marchers. [1]

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Score

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What happened; where, when, and who was involved? That is the essence of NEWS—and given to you completely, accurately, and with desired brevity by The Washington Post.

# The Washington Post.

Today—Local showers, cooler.  
Tomorrow—Fair, moderate temperature.  
Yesterday—High 84, low 64, 71.  
1931—High 84, low 64, 71.  
Details on Back Page.

NO. 20,497.

ENTERED AS SECOND-CLASS MATTER POSTOFFICE WASHINGTON, D. C.

WASHINGTON: FRIDAY, JULY 29, 1932.

\*\*\*

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THREE CENTS.

## ONE SLAIN, 60 HURT AS TROOPS ROUT B. E. F. WITH GAS BOMBS AND FLAMES

*Troops Burn Bonus Bilets in Shadow of Capital as Rout Begins*



### ANACOSTIA HUTS FIRED; MEN ARE DENIED RIGHT TO RETURN TO CAPITAL

**All Bonus Groups in Western Section of Capital Are Evicted Amid Disorder.**

**CONCERTED DRIVE FOLLOWS HOOVER EDICT FOR ACTION**

**Shacks in Pennsylvania Avenue Area Are Also Burned; Reserve Police Added at White House.**

By DANIEL B. MAHER.

Tear gas bombs and torches, unleashed by Federal troops in a sweeping offensive, routed the ragged bonus army yesterday from every major encampment in the Capital in a day of wild disorder that took the life of one veteran.

In a relentless drive, infantrymen, cavalrymen and tanks opened the drive against the veterans on Pennsylvania avenue, herded them from the Southwest section and stopped their offensive at Camp Marks, the largest of the bonus army encampments.

In front of Camp Marks, Chief of Staff Douglas A. MacArthur, on orders from a high authority, ordered cessation of the drive, but it was needless, for the 5,000 veterans in the camp were in full retreat. They set fire to their rude shacks and early today the flames were burning a memorial across the sky in what may be the epitaph of the bonus army.

More Than 60 Hurt in Clashes.

Though peace again reigned, the hospitals held the more than 60 suffering victims of the series of clashes that forced

**CASUALTY LIST IN BONUS RIOTING**

**DEATH.**  
William J. Harkin, 37, Chicago bonus member, shot through the heart. Body at Froehner hospital morgue.

**NERVOUSLY INJURED.**  
Private Edgar G. Scott, 27, of 2912 Seventh street northwest, fractured skull. At Emergency hospital.  
Private John O. Sims, 37, of 1109 Twenty-fourth street northwest, cut on left side with ax. At Emergency hospital.

Eric Carlson, 38, bonus member, of Oakland, Calif., shot in pelvic. At Casualty hospital.

John Hall, colored, bonus member, of Marksville, N. C., gunshot wounds, in the shoulder. At Gallinger.

Earl Shilston, 42, a bonus member from Burton City, Mich., possible skull fracture, struck on head at Eleventh and N streets southeast at Casualty.

**OTHER INJURED.**  
Private James Zastrow, of 1207 W place northwest, hit on head with a brick. Treated at Emergency and sent home.

Private Robert Stupp, of 207 Crisfield street northwest, fractured skull, lacerated ear; at Emergency.

James Scott, colored, of 410 First street southeast, a speenator, shot through shoulder, condition not serious, at Emergency hospital.

Private John E. Whiners, of 1907 E street southwest, injured about the body by bricks. Treated at Emergency hospital and sent home.

Private Samuel H. Hartung, of 1320 Charlin street northwest, injured about the head and body by bricks.

Source: *Washington Post*, Friday, July 29, 1932

## Document 5b

. . . A storm of protest followed. Americans who viewed the photographs and read the reports over the next few days found the actions of their government inexcusable. Any remaining faith they still had in Washington was now called into question, especially when Hoover and MacArthur attempted to justify their orders by saying that the marchers were criminals and communists. Far from a revolutionary crowd, the veterans seemed to most people to be little different than the rest of the nation: they had no work and they wanted to feed their families. Squeezed from all directions, the people needed an ally—desperately—and in the Democratic candidate for president in 1932, they finally found one. . . .

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

5 According to these documents, what were **two** reasons many Americans thought the government's action against the veterans was wrong? [2]

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

\_\_\_\_\_

Score

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

\_\_\_\_\_

Score

## Document 6

. . . American history is punctuated by moments and incidents that become prisms through which larger events are better understood—the Boston Tea Party, Nat Turner’s Rebellion, the Alamo, John Brown’s Raid. The march of the Bonus Army belongs in such company. But its significance has been obscured [dimmed] by time, even to its direct beneficiaries—the millions of later veterans whose bonus would be the GI Bill and the benefits that have followed to the present day. And, its legacy is everlasting. The First Amendment of the Constitution grants Americans the right “to petition the government for redress of grievances.” Millions of Americans have since peacefully marched on Washington in support of various causes, their way paved by the veterans of 1932.

Source: Paul Dickson and Thomas B. Allen, *The Bonus Army: An American Epic*, Walker and Company, 2004

6 According to Paul Dickson and Thomas B. Allen, what was **one** impact of the Bonus Army? [1]

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Score

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## Document 7a

In 1941, civil rights activist A. Philip Randolph demanded an end to racial segregation in the Armed Forces.

. . . Roosevelt ignored Randolph's call for a desegregated army. By that time, all branches of the military separated black soldiers into their own units, deployed them on segregated trains, and housed them in old, dilapidated barracks. Most black soldiers served as stewards and cooks or performed menial labor such as maintaining latrines [bathrooms]. As late as 1940, the U.S. armed services included only five black commissioned officers, including Benjamin O. Davis, Sr., the first African-American to reach the rank of general, and Benjamin O. Davis, Jr., the 20th century's first black graduate of West Point. Military leaders routinely denied black soldiers entry into many training classes that would have enabled them to advance in rank. . . .

Source: Mark Bauerlein et al., *Civil Rights Chronicle: The African American Struggle for Freedom*, Legacy, 2003

## Document 7b

. . . Not surprisingly, black organizations pressed hard for equality within the armed services. They viewed the military as a key institution in American life. A direct arm of the government, and a direct expression of the people, it personified the democratic values for which the United States fought. Ending racial discrimination in the armed forces would have a powerful effect on civil society. Moreover, if blacks made an equal contribution to the war effort, their claim to full citizenship would be much stronger. . . .

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

7 Based on these documents, what were **two** reasons African American civil rights leaders called for an end to racial segregation in the Armed Forces? [2]

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

\_\_\_\_\_

Score

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

\_\_\_\_\_

Score

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## Document 8a

Following World War II, on orders from President Truman, the Army, Navy, and Air Force abolished their traditional Jim Crow units and with very little fanfare integrated themselves. On a recent [September 1963] 3,200-mile tour of the South, we viewed the impressive results.

We saw Negro and white servicemen eating at the same mess-hall tables, drinking at the same on-base bars, playing ball on the same teams. They sleep in the same barracks, share lavatories and showers, borrow money from one another until pay day.

In on-base homes assigned without regard for race, white and Negro families live next door to one another, baby-sit for one another, watch TV together, share backyard barbecues. They swim together in on-base pools, worship together in military chapels. Their children play and squabble happily together on the lawns, attend on-base schools and Sunday schools together. All this has for years been accepted practice on military bases, including many in the Deep South. . . .

Source: Ruth and Edward Brecher, "The Military's Limited War Against Segregation,"  
*Reporting Civil Rights*, The Library of America

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## Document 8b

### Soldiers from the U.S. Army's Integrated Second Infantry Division in Korea



Source: Defense Media Network (adapted)

8 Based on these documents, what were *two* results of President Harry Truman’s executive order abolishing segregated “Jim Crow units” in the military? [2]

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

\_\_\_\_\_

Score

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

\_\_\_\_\_

Score

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## Document 9

. . .The military's last all-black unit disbanded in 1954, and the services, with the exception of the navy, which lagged somewhat behind, recruited African Americans for all specialties. Acceptance in the ranks did not, however, mean acceptance in communities adjacent to military installations. While black service personnel had equal access to integrated military family quarters on bases, they faced the same discrimination in housing in local civilian communities that had always existed. . . .

Black military personnel also faced discrimination in furthering their own education. Universities near military installations, especially in the South, refused to accept black students.

Outside the gates of their bases, black military personnel found that civilian communities treated them in the same manner as they did their local minority population. Jim Crow laws, again mostly in the South but to some degree throughout the country, separated black from white in shopping, eating, housing, transportation, and recreational facilities. Frequently these public areas exhibited Whites Only signs, and the towns had police more than willing to enforce these policies. . . .

The arrival of the 1960s brought increased impatience in the black military and civilian communities. Protests continued, with sit-ins the dominant form of nonviolent action as blacks and their supporters challenged local Jim Crow laws restricting their access to eating establishments and other public facilities. . . .

Source: Lt. Colonel (Ret.) Michael Lee Lanning,  
*The African-American Soldier: From Crispus Attucks to Colin Powell*,  
Citadel Press, 2004 (adapted)

9 According to Michael Lee Lanning, what was **one** way discrimination against African Americans continued after President Truman's executive order? [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 your essay. Support your response with relevant facts, examples, and details. Include additional outside information.

#### Historical Context:

The president of the United States has been granted power as the commander in chief by the Constitution. Although the president has used his military powers to commit troops overseas, he has also used this power to respond to domestic challenges. These challenges have included *President Grover Cleveland and the Pullman strike*, *President Herbert Hoover and the Bonus Army*, and *President Harry Truman and segregation in the armed forces*.

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

- Select *two* domestic challenges mentioned in the historical context and for *each*
- Describe the historical circumstances that led to the president's action
  - Discuss how the president's action influenced the United States and/or American society

## Guidelines:

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

- Develop all aspects of the task
- Incorporate information from *at least four* documents
- Incorporate relevant outside information
- Support the theme with relevant facts, examples, and details
- Use a logical and clear plan of organization, including an introduction and a conclusion that are beyond a restatement of the theme

