

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**

**Wednesday, January 22, 2025 — 9:15 a.m. to 12:15 p.m., only**

Student Name \_\_\_\_\_

School Name \_\_\_\_\_

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

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

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

**Part I** contains 28 multiple-choice questions. Record your answers to these questions as directed on the answer sheet.

**Part II** contains two short-essay questions. Write your answers to these questions in the essay booklet, beginning on page 3.

**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 question. 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* (1–28): 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 answers to questions 1 and 2 on the excerpt below and on your knowledge of social studies.

. . . It is Ordered, sentenced, and decreed, that there shall be yearly two General Assemblies or Courts, the one the second Thursday in April, the other the second Thursday in September following; the first shall be called the Court of Election, wherein shall be yearly chosen from time to time, so many Magistrates and other public Officers as shall be found requisite [needed]: Whereof one to be chosen Governor for the year ensuing and another be chosen, and no other Magistrate to be chosen for more than one year: provided always there be six chosen besides the Governor, which being chosen and sworn according to an Oath recorded for that purpose, shall have the power to administer justice according to the Laws here established, and for want thereof, according to the Rule of the Word of God; which choice shall be made by all that are admitted freemen and have taken the Oath of Fidelity, and do cohabit within this Jurisdiction having been admitted inhabitants by the major part of the Town wherein they live or the major part of such as shall be then present. . . .

Source: Fundamental Orders of Connecticut, Section 1, January 14, 1639

- |  |   |   |
|--|---|---|
| 1 The Fundamental Orders of Connecticut represent an early step in the colonial advance toward | : | 2 Which colonial development was most similar to the Fundamental Orders of Connecticut? |
| (1) representative government  | : | (1) Maryland Toleration Act   |
| (2) an American monarchy   | : | (2) Virginia House of Burgesses   |
| (3) freedom of speech and of the press   | : | (3) Proclamation of 1763  |
| (4) abolition of slavery   | : | (4) Stamp Act   |
-

Base your answers to questions 3 and 4 on the proclamation below and on your knowledge of social studies.

Whereas it appears that a state of war exists between Austria, Prussia, Sardinia, Great Britain, and the United Netherlands, of the one part, and France on the other; and the duty and interest of the United States require, that they should with sincerity and good faith adopt and pursue a conduct friendly and impartial toward the belligerent Powers; . . .

Source: President George Washington, Proclamation of Neutrality, April 22, 1793

- |   |   |   |
|---|---|---|
| <p>3 What is the primary purpose of this proclamation?</p> <ul style="list-style-type: none"><li>(1) to align the United States with Great Britain</li><li>(2) to negotiate a peace treaty between the warring states of Europe</li><li>(3) to avoid being drawn into the war between Great Britain and France</li><li>(4) to stay out of the affairs of the French colonies in Latin America</li></ul> | <br> <br> <br> <br> <br> <br> <br> <br> | <p>4 Which later United States foreign policy action is most consistent with the ideas expressed in this proclamation?</p> <ul style="list-style-type: none"><li>(1) announcing the Monroe Doctrine</li><li>(2) ratifying the Treaty of Guadalupe Hidalgo</li><li>(3) annexing the Philippines</li><li>(4) negotiating the Camp David Accords</li></ul> |
|---|---|---|
- 

Base your answers to questions 5 and 6 on the excerpt below and on your knowledge of social studies.

. . . The result is a conviction that the States have no power, by taxation or otherwise, to retard [slow down], impede, burden, or in any manner control, the operations of the constitutional laws enacted by Congress to carry into execution the powers vested in the general government. This is, we think, the unavoidable consequence of that supremacy which the constitution has declared. We are unanimously of opinion, that the law passed by the legislature of Maryland, imposing a tax on the Bank of the United States, is unconstitutional and void. . . .

Source: *McCulloch v. Maryland*, 1819

- |  |   |  |
|--|---|--|
| <p>5 What was an important impact of the <i>McCulloch v. Maryland</i> (1819) decision?</p> <ul style="list-style-type: none"><li>(1) It established the idea that states should have the power to overturn federal laws.</li><li>(2) It determined that the creation of the National Bank was constitutional.</li><li>(3) It stated that the bicameral legislature established by the Constitution was illegal.</li><li>(4) It limited the power of Congress to add new states to the Union.</li></ul> | <br> <br> <br> <br> <br> <br> <br> <br> | <p>6 The Supreme Court decision described in this excerpt is an example of which principle?</p> <ul style="list-style-type: none"><li>(1) republican government</li><li>(2) popular sovereignty</li><li>(3) sectionalism</li><li>(4) federal supremacy</li></ul> |
|--|---|--|
-

Base your answers to questions 7 and 8 on the letter below and on your knowledge of social studies.

. . . This treaty [Louisiana Purchase] must of course be laid before both houses, because both have important functions to exercise respecting it. They I presume will see their duty to their country in ratifying & paying for it, so as to secure a good which would otherwise probably be never again in their power. But I suppose they must then appeal to *the nation* for an additional article to the constitution, approving & confirming an act which the nation had not previously authorised. The constitution has made no provision for our holding foreign territory, still less for incorporating foreign nations into our union. . . .

Source: Thomas Jefferson, letter to John Breckinridge, August 12, 1803 (adapted)

- |  |   |   |
|--|---|---|
| 7 Which claim about the Constitution is best supported by this letter?   | : | 8 One major goal for President Thomas Jefferson in purchasing the Louisiana Territory was that it would |
| (1) It does not specifically state how to incorporate foreign territory. | : | (1) promote the growth of manufacturing in the South  |
| (2) The Senate must provide the money for this purchase.                 | : | (2) establish a base to exert control over Caribbean trade  |
| (3) Adding articles to the Constitution requires presidential approval.  | : | (3) help the United States expand the slave trade   |
| (4) The Supreme Court must review treaties.                              | : | (4) give the United States full control of the Mississippi River  |
-

Base your answers to questions 9 and 10 on the letter below and on your knowledge of social studies.

. . . As to the policy I “seem to be pursuing” as you say, I have not meant to leave any one in doubt.

I would save the Union. I would save it the shortest way under the Constitution. The sooner the national authority can be restored; the nearer the Union will be “the Union as it was.” If there be those who would not save the Union, unless they could at the same time *save* slavery, I do not agree with them. If there be those who would not save the Union unless they could at the same time *destroy* slavery, I do not agree with them. My paramount object in this struggle *is* to save the Union, and is *not* either to save or to destroy slavery. If I could save the Union without freeing *any* slave I would do it, and if I could save it by freeing *all* the slaves I would do it; and if I could save it by freeing some and leaving others alone I would also do that. What I do about slavery, and the colored [African American] race, I do because I believe it helps to save the Union, and what I forbear, I forbear because I do *not* believe it would help to save the Union. . . .

Source: Letter from President Abraham Lincoln to Horace Greeley, August 22, 1862

- |   |  |
|---|--|
| 9 According to this letter, President Abraham Lincoln’s primary goal in fighting the Civil War was to | 10 What was one action President Lincoln took to achieve his primary goal? |
| (1) advance the cause of Northern abolitionists   | (1) He signed the Homestead Act.   |
| (2) save the Union  | (2) He vetoed a federal draft law.   |
| (3) extend the vote to African Americans  | (3) He issued the Emancipation Proclamation.                               |
| (4) free African Americans enslaved in Confederate territory  | (4) He supported passage of the Pacific Railway Act.                       |
-

Base your answers to questions 11 and 12 on the cartoon below and on your knowledge of social studies.

**“HIT HARDER, THEODORE!”**



Source: Charles Green Bush, August 7, 1902, Library of Congress (adapted)

11 Which statement most accurately represents the point of view of this cartoonist?

- (1) President Roosevelt supported logging in national parks.
- (2) President Roosevelt opposed regulation of big business.
- (3) President Roosevelt refused to involve the attorney general in regulating monopolies.
- (4) President Roosevelt must use the full force of the law to end the power of trusts.

12 What law is this cartoonist referring to?

- (1) Pacific Railway Act
- (2) Chinese Exclusion Act
- (3) Sherman Antitrust Act
- (4) Dawes Act

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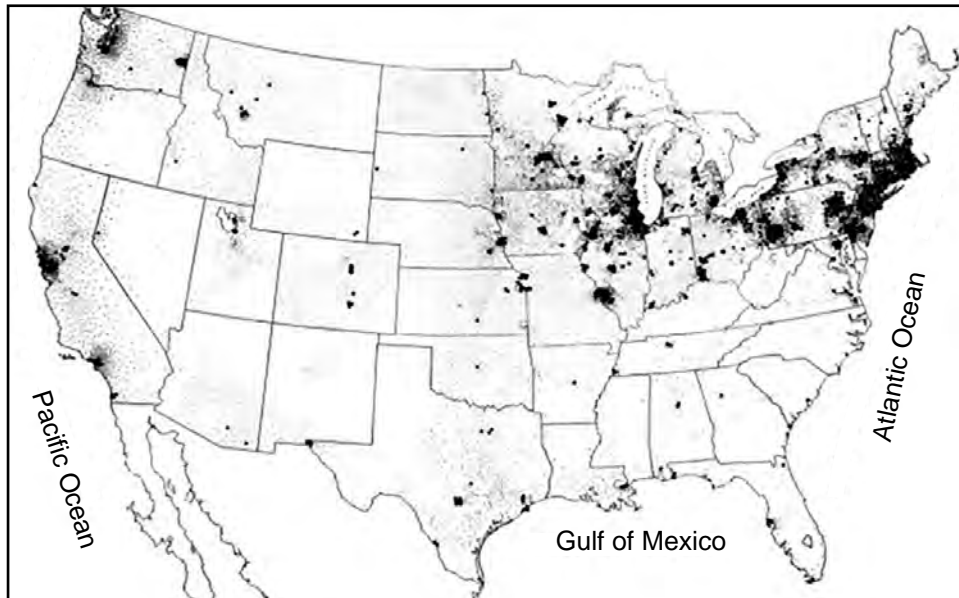
Base your answers to questions 13 and 14 on the photograph and map below and on your knowledge of social studies.

### Mulberry Street in New York City, c. 1900



Source: Library of Congress (adapted)

### Distribution of Foreign-Born Whites in the United States, 1910



Source: Edward Alsworth Ross, *The Old World in the New: The Significance of Past and Present Immigration to the American People*, 1914 (adapted)



- 13 Which conclusion is best supported by these documents?
- (1) Immigration to Texas and the Southwest outpaced other regions.
  - (2) Northeastern cities became a refuge for immigrant families in the early 20th century.
  - (3) Agriculture was the dominant occupation for most immigrants in the Midwest.
  - (4) The steel and petroleum industries grew near the Great Lakes because of rail transportation.
- 14 The situation presented in these documents was addressed in the 1920s when
- (1) legislation was passed limiting the number of immigrants
  - (2) overcrowded cities received federal housing assistance
  - (3) immigrants were relocated to less populated areas
  - (4) deportation programs were eliminated
- 

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

. . . As a people we have played a large part in the world, and we are bent upon making our future even larger than the past. In particular, the events of the last four years have definitely decided that, for woe or weal [poverty or prosperity], our place must be great among the nations. We may either fall greatly or succeed greatly; but we can not avoid the endeavor from which either great failure or great success must come. Even if we would, we can not play a small part. If we should try, all that would follow would be that we should play a large part ignobly [dishonorably] and shamefully. . . .

Source: President Theodore Roosevelt, Second Annual Message to Congress, December 2, 1902

- 15 In his 1902 message to Congress, President Theodore Roosevelt expressed support for the
- (1) creation of a permanent United States military
  - (2) European colonization of Latin America
  - (3) traditional United States foreign policy of isolationism
  - (4) expansion of the United States as a world power
- 16 Which action was most consistent with the ideas expressed in this message?
- (1) United States construction of the Panama Canal
  - (2) opposition to the Open Door policy
  - (3) signing consumer protection legislation
  - (4) creation of the National Park Service
-

Base your answers to questions 17 and 18 on the statement below and on your knowledge of social studies.


. . . This social security measure gives at least some protection to thirty millions of our citizens who will reap direct benefits through unemployment compensation, through old-age pensions and through increased services for the protection of children and the prevention of ill health. . . .

This law, too, represents a cornerstone in a structure which is being built but is by no means complete. It is a structure intended to lessen the force of possible future depressions. It will act as a protection to future Administrations against the necessity of going deeply into debt to furnish relief to the needy. The law will flatten out the peaks and valleys of deflation and of inflation. It is, in short, a law that will take care of human needs and at the same time provide the United States an economic structure of vastly greater soundness. . . .

Source: President Franklin D. Roosevelt, statement on signing the Social Security Act, August 14, 1935

- |   |   |
|---|---|
| 17 According to President Franklin D. Roosevelt, a major purpose of the Social Security system was to | 18 By signing the Social Security Act into law, President Roosevelt was keeping his promise that the federal government would |
| (1) end years of industrial practices that had hurt workers   | (1) take a more active role in the economy to improve the well-being of citizens  |
| (2) eliminate deficits and balance the federal budget   | (2) give tax breaks to corporations to expand production and increase employment  |
| (3) improve medical care through grants to hospitals  | (3) protect the life savings of people who had trusted their banks  |
| (4) provide benefits to jobless and aged citizens   | (4) regulate the activities of the stock market in the future   |
-

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

<p><b>4</b></p> <p>570897 DA UNITED STATES OF AMERICA OFFICE OF PRICE ADMINISTRATION</p> <p><b>WAR RATION BOOK FOUR</b></p> <p>Issued to <u>Gale Anderson</u> <small>(Print first, middle, and last names)</small></p> <p>Complete address <u>R-1</u> <u>Mary Pa.</u></p> <p><b>READ BEFORE SIGNING</b></p> <p>In accepting this book, I recognize that it remains the property of the United States Government. I will use it only in the manner and for the purposes authorized by the Office of Price Administration.</p> <p>Void if Altered _____ <small>(Signature)</small></p> <p><i>It is a criminal offense to violate rationing regulations.</i></p> <p>OPA Form R-145 <small>18-35879-1</small></p>	 <p><b>NEVER BUY RATIONED GOODS WITHOUT RATION STAMPS</b></p> <p><b>NEVER PAY MORE THAN THE LEGAL PRICE</b></p> <p><i>United States Office of Price Administration</i></p> <hr/> <p><b>IMPORTANT:</b> When you have used your ration, salvage the TIN CANS and WASTE FATS. They are needed to make munitions for our fighting men. Cooperate with your local Salvage Committee.</p> <p><small>U. S. GOVERNMENT PRINTING OFFICE: 1943 18-34570-1</small></p>
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Source: Office of Price Administration

- 19 Why did the government establish a wartime rationing system?
- (1) to limit consumption of critical, scarce resources
  - (2) to avoid price controls on goods and services
  - (3) to protect the property of the United States
  - (4) to help law enforcement prosecute criminal offenses

- 20 Public acceptance of government rationing was based on the belief that it
- (1) would increase profits for small farmers
  - (2) would eliminate the influence of big businesses on political candidates
  - (3) was basically a fair and equitable system
  - (4) guaranteed women equal pay for equal work

Base your answers to questions 21 and 22 on the statement below and on your knowledge of social studies.

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

The attack upon Korea makes it plain beyond all doubt that Communism has passed beyond the use of subversion to conquer independent nations and will now use armed invasion and war. It has defied the orders of the Security Council of the United Nations issued to preserve international peace and security. In these circumstances, the occupation of Formosa [Taiwan] by Communist forces would be a direct threat to the security of the Pacific area and to United States forces performing their lawful and necessary functions in that area. . . .

I know that all members of the United Nations will consider carefully the consequences of this latest aggression in Korea in defiance of the Charter of the United Nations. A return to the rule of force in international affairs would have far-reaching effects. The United States will continue to uphold the rule of law. . . .

Source: President Harry Truman, statement on the situation in Korea, June 27, 1950

- |  |   |
|--|---|
| 21 What was a major reason for President Harry Truman's June 27, 1950, statement?  | 22 What made the response to North Korea's invasion of South Korea different from past conflicts? |
| (1) the United States commitment to the Cold War policy of containment             | (1) The Soviet Union and the United States became allies.   |
| (2) an attempt to gain the support of China to halt aggression against South Korea | (2) The aggression of North Korea ended when the Soviet Union intervened.                         |
| (3) the continuing presence of Japanese forces in Korea after World War II         | (3) Members of the United Nations supplied troops to defend South Korea.                          |
| (4) the announcement of a plan to reunite North and South Korea                    | (4) Neighboring Southeast Asian nations were divided over which side to support.                  |

Base your answer to question 23 on the excerpt from the speech below and on your knowledge of social studies.

Three years ago the Supreme Court of this nation rendered in simple, eloquent and unequivocal language a decision which will long be stenciled on the mental sheets of succeeding generations. For all men of good will, this May 17 decision came as a joyous daybreak to end the long night of segregation. It came as a great beacon light of hope to millions of distinguished people throughout the world who had dared only to dream of freedom. It came as a legal and sociological deathblow to the old Plessy doctrine of "separate-but-equal." It came as a reaffirmation of the good old American doctrine of freedom and equality for all people.

Unfortunately, this noble and sublime decision has not gone without opposition. This opposition has often risen to ominous proportions. Many states have risen up in open defiance. The legislative halls of the South ring loud with such words as "interposition" and "nullification." Methods of defiance range from crippling economic reprisals to the tragic reign of violence and terror. All of these forces have conjoined to make for massive resistance.

But, even more, all types of conniving methods are still being used to prevent Negroes [African Americans] from becoming registered voters. The denial of this sacred right is a tragic betrayal of the highest mandates of our democratic traditions and it is democracy turned upside down. . . .

Source: Dr. Martin Luther King Jr., "Give Us the Ballot," May 17, 1957

23 What was one method that was used to deny African Americans the voting rights mentioned in this speech?

- (1) literacy tests and poll taxes
  - (2) deployment of federal troops
  - (3) bus boycotts and sit-ins
  - (4) student protests
-

Base your answers to questions 24 and 25 on the headline below and on your knowledge of social studies.



Source: *New York Times*, October 5, 1957

- 24 Why were Americans worried by the event described in this headline?
- (1) They feared the United States was being overtaken in the Cold War arms race.
  - (2) They believed the satellite might have a negative effect on weather patterns.
  - (3) They thought launching the satellite violated international law.
  - (4) They were concerned about the effects of satellite technology on future prosperity.
- 25 What was one direct result of the event described in this headline?
- (1) President Eisenhower mobilized the military for an attack.
  - (2) The United Nations condemned the Soviet Union's actions.
  - (3) Congress mandated that families build fallout shelters.
  - (4) Congress passed legislation to promote science education in schools.

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

... 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. . . .

Source: President Lyndon B. Johnson, Special Message to Congress, "The American Promise"

- 26 Congress responded to President Lyndon B. Johnson's message by passing the
- (1) Equal Pay Act of 1963
  - (2) Voting Rights Act of 1965
  - (3) Immigration Act of 1965
  - (4) Americans with Disabilities Act of 1990

Base your answers to questions 27 and 28 on the newspaper headlines below and on your knowledge of social studies.



Source: *New York Times*, December 20, 1998

- 27 Which constitutional principle is illustrated by these headlines?
- (1) federalism                      (3) judicial review  
(2) checks and balances      (4) reserved powers
- 28 Which president faced the same constitutional challenge as President Bill Clinton?
- (1) Jimmy Carter                  (3) Andrew Johnson  
(2) William McKinley          (4) George W. Bush

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Answers to the Short-Essay Questions (29 and 30) and the Civic Literacy Essay Question (37) are to be written in the separate essay booklet.

## Part II

### SHORT-ESSAY QUESTIONS (SEQs)

These Short-Essay Questions are based on the accompanying documents and are designed to test your ability to work with historical documents. Each Short-Essay Question set consists of two documents. Some of these documents have been edited for the purposes of these questions. 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.

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#### SEQ Set 1 (Question 29)

**Task:** Read and analyze the following documents, applying your social studies knowledge and skills to write a short essay of two or three paragraphs in which you:

- Describe the historical context surrounding these documents
- Identify and explain the *relationship* between the events and/or ideas found in these documents (Cause and Effect, *or* Similarity/Difference, *or* Turning Point)

In developing your short-essay answer of two or three paragraphs, be sure to keep these explanations in mind:

**Describe** means “to illustrate something in words or tell about it.”

**Historical Context** refers to “the relevant historical circumstances surrounding or connecting the events, ideas, or developments in these documents.”

**Identify** means “to put a name to or to name.”

**Explain** means “to make plain or understandable; to give reasons for or causes of; to show the logical development or relationship of.”

#### **Types of Relationships:**

**Cause** refers to “something that contributes to the occurrence of an event, the rise of an idea, or the bringing about of a development.”

**Effect** refers to “what happens as a consequence (result, impact, outcome) of an event, an idea, or a development.”

**Similarity** tells how “something is alike or the same as something else.”

**Difference** tells how “something is not alike or not the same as something else.”

**Turning Point** is “a major event, idea, or historical development that brings about significant change. It can be local, regional, national, or global.”

**SEQ Set 1 Directions (Question 29):** Read and analyze the following documents before writing your short essay in the separate essay booklet.

**Document 1**

**AMENDMENT XIV (1868)**

**Section 1.** All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.

**AMENDMENT XV (1870)**

**Section 1.** The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude.

Source: 14th and 15th amendments, United States Constitution

## Document 2

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

*Judge Hunt*—The sentence of the Court is that you pay a fine of one hundred dollars and the costs of the prosecution.

*Miss Anthony*—May it please your honor, I shall never pay a dollar of your unjust penalty. All the stock in trade I possess is a \$10,000 debt, incurred by publishing my paper—The Revolution—four years ago, the sole object of which was to educate all women to do precisely as I have done, rebel against your man-made, unjust, unconstitutional forms of law, that tax, fine, imprison and hang women, while they deny them the right of representation in the government; and I shall work on with might and main to pay every dollar of that honest debt, but not a penny shall go to this unjust claim. And I shall earnestly and persistently continue to urge all women to the practical recognition of the old revolutionary maxim, that “Resistance to tyranny is obedience to God.”

Source: *An Account of the Proceedings on the Trial of Susan B. Anthony on the Charge of Illegal Voting*, Rochester, New York, 1874

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### SEQ Set 1 (Question 29)

**Task:** Based on your reading and analysis of these documents, apply your social studies knowledge and skills to write a short essay of two or three paragraphs in which you:

- Describe the historical context surrounding these documents
- Identify and explain the **relationship** between the events and/or ideas found in these documents (Cause and Effect, **or** Similarity/Difference, **or** Turning Point)

#### Guidelines:

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

- Develop all aspects of the task
- Incorporate relevant outside information
- Support the task with relevant facts and examples

You are *not* required to include a separate introduction or conclusion in your short essay of two or three paragraphs.

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## SEQ Set 2 (Question 30)

**Task:** Read and analyze the following documents, applying your social studies knowledge and skills to write a short essay of two or three paragraphs in which you:

- Describe the historical context surrounding documents 1 and 2
- Analyze **Document 2** and explain how *audience*, **or** *purpose*, **or** *bias*, **or** *point of view* affects this document’s use as a reliable source of evidence

In developing your short-essay answer of two or three paragraphs, be sure to keep these explanations in mind:

**Describe** means “to illustrate something in words or tell about it.”

**Historical Context** refers to “the relevant historical circumstances surrounding or connecting the events, ideas, or developments in these documents.”

**Analyze** means “to examine a document and determine its elements and its relationships.”

**Explain** means “to make plain or understandable; to give reasons for or causes of; to show the logical development or relationship of.”

**Reliability** is determined by how accurate and useful the information found in a source is for a specific purpose.

**SEQ Set 2 Directions (Question 30):** Read and analyze the following documents before writing your short essay in the separate essay booklet.

### Document 1

Thomas Whately served as Great Britain's Secretary to the Treasury from 1763–1765 under Prime Minister George Grenville and was the primary author of the Stamp Act.

. . . The Revenue that may be raised by the Duties which have been already, or by these if they should be hereafter imposed, are all equally applied by Parliament, *towards defraying* [paying] *the necessary Expenses of defending, protecting, and securing, the British Colonies and Plantations in America.* . . . They have indeed their own civil Governments besides to support; but *Great Britain* has her civil Government too; she has also a large Peace Establishment to maintain; and the national Debt, tho' so great a Part, and that the heaviest Part of it has been incurred [assumed] by a War undertaken for the Protection of the Colonies, lies solely still upon her. . . .

Source: Thomas Whately, *The Regulations Lately Made Concerning the Colonies, and the Taxes Imposed Upon Them, Considered*, January 1765 (adapted)

## Document 2

The Stamp Act Congress met to discuss colonists' concerns about British taxation.

. . . I. That his Majesty's Subjects in these Colonies, owe the same Allegiance to the Crown of *Great-Britain*, that is owing from his Subjects born within the Realm, and all due Subordination to that August [noble] Body the Parliament of *Great-Britain*.

II. That his Majesty's Liege [obligated] Subjects in these Colonies, are entitled to all the inherent Rights and Liberties of his Natural born Subjects, within the Kingdom of *Great-Britain*.

III. That it is inseparably essential to the Freedom of a People, and the undoubted Right of *Englishmen*, that no Taxes be imposed on them, but with their own Consent, given personally, or by their Representatives.

IV. That the People of these Colonies are not, and from their local Circumstances cannot be, Represented in the House of Commons in *Great-Britain*.

V. That the only Representatives of the People of these Colonies, are Persons chosen therein by themselves, and that no Taxes ever have been, or can be Constitutionally imposed on them, but by their respective Legislature. . . .

XIII. That it is the Right of the *British* Subjects in these Colonies, to Petition the King, or either House of Parliament. . . .

Source: Declaration of Rights and Grievances, Stamp Act Congress, October 19, 1765 (adapted)

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### SEQ Set 2 (Question 30)

**Task:** Based on your reading and analysis of these documents, apply your social studies knowledge and skills to write a short essay of two or three paragraphs in which you:

- Describe the historical context surrounding documents 1 and 2
- Analyze **Document 2** and explain how *audience*, **or** *purpose*, **or** *bias*, **or** *point of view* affects this document's use as a reliable source of evidence

### Guidelines:

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

- Develop all aspects of the task
- Incorporate relevant outside information
- Support the task with relevant facts and examples

You are *not* required to include a separate introduction or conclusion in your short essay of two or three paragraphs.

**Part III****CIVIC LITERACY ESSAY (Questions 31–37)**

This Civic Literacy Essay 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 purpose 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: Debate Over Ratification of the Treaty of Versailles**

Throughout United States history, many constitutional and civic issues have been debated by Americans. These debates have resulted in efforts by individuals, groups, and governments to address these issues. These efforts have achieved varying degrees of success. One of these constitutional and civic issues is *the debate over ratification of the Treaty of Versailles*.

**Task:** Read and analyze the documents in Part A. Using 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

- Describe the historical circumstances surrounding this constitutional or civic issue
- Explain efforts by individuals, groups, and/or governments to address this constitutional or civic issue
- Discuss the impact of the efforts on the United States and/or on 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) **explain** means “to make plain or understandable; to give reasons for or causes of; to show the logical development or relationships of”
- (c) **discuss** means “to make observations about something using facts, reasoning, and argument; to present in some detail”



**Civic Literacy Essay**

**Part A**

**Short-Answer Questions (31–36)**

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

**Document 1**

During World War I, President Woodrow Wilson announced his 14 Points, which he hoped would be included in the Treaty of Versailles.

*“I [Woodrow Wilson] can predict with absolute certainty that within another generation there will be another world war if the nations of the world do not concert the method [agree to a plan] by which to prevent it.”*

Once Wilson knew that the U.S. would be unable to avoid entering the war, he worked to find a way to stop such a war from happening again. In January 1918 he announced the 14 Points, a set of principles designed to remove the causes of another great war. The 14 Points included an international organization to keep the peace, by providing a place where disputes could be discussed and mediated. The 14 Points inspired the peoples of the Allied Nations and gave them hope that another great war could be prevented. When Wilson traveled to Europe in late 1918 to attend the Paris Peace Conference, he was met by crowds numbering in the millions in Britain, France and Italy.

At the Peace Conference in 1919, Wilson moved the seat of the presidency to Paris for six months while he commanded the attention of the world. He was faced with the leaders of the Allied Nations determined to win as many concessions and as much territory as they could for their countries. Wilson argued and fought with them through June of 1919 to make as fair a treaty as possible under the circumstances. Wilson drew up terms of peace including his design for a League of Nations, a world body to settle future conflicts among nations. . . .

Source: “League of Nations,” The President Woodrow Wilson House (adapted)

31 Based on this document, what is **one** historical circumstance surrounding the ratification of the Treaty of Versailles? [1]

Score

## Document 2

After discussing the proposed treaty provisions relating to the League of Nations with President Woodrow Wilson, Senator Henry Cabot Lodge gave an address to the United States Senate on February 28, 1919.

. . . Animated by the conviction that he would “follow no man and vote for no measures which, however well intended, seem in my best judgement to lead to dissensions [disagreements] rather than to harmony among the nations or to injury, peril, or injustice to my country,” and his insistence that the Senate, “which is charged with responsibility. . . should investigate every proposal with the utmost thoroughness,” Lodge’s address was a painstaking critique of the League’s constitution. He began with the impassioned argument that the document repudiated [contradicted] George Washington’s September 17, 1796, Farewell Address and the Monroe Doctrine, two sacred canons [principles] of American foreign policy. “I ask the press and the public and, of course, the Senate to consider well the gravity of this proposition,” Lodge pleaded, “before it takes the heavy responsibility of finally casting aside these policies which we have adhered to for a century and more and under which we have greatly served the cause of peace both at home and abroad.”

Turning to the specific provisions of the proposed draft, Lodge argued that the provision guaranteeing the independence and territorial integrity of all members was particularly troubling. He warned that, to insure that guarantee, the United States “must be in possession of fleets and armies capable of enforcing them at a moment’s notice.” . . .

Source: “Henry Cabot Lodge: Constitution of the League of Nations,” *Classic Senate Speeches*, U.S. Senate

- 32 Based on this document, what is **one** historical circumstance surrounding the debate over ratification of the Treaty of Versailles? [1]

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Score

### Document 3

Again and again, my fellow citizens, mothers who lost their sons in France have come to me and, taking my hand, have shed tears upon it not only, but they have added, “God bless you, Mr. President!” Why, my fellow citizens, should they pray God to bless me? I advised the Congress of the United States to create the situation that led to the death of their sons. I ordered their sons oversea. . . . They believe, and they rightly believe, that their sons saved the liberty of the world. They believe that wrapped up with the liberty of the world is the continuous protection of that liberty by the concerted [united] powers of all civilized people. They believe that this sacrifice was made in order that other sons should not be called upon for a similar gift—the gift of life, the gift of all that died. . . .

You will say, “Is the League an absolute guaranty against war?” No; I do not know any absolute guaranty against the errors of human judgment or the violence of human passion, but . . . I ask you this: If it is not an absolute insurance against war, do you want no insurance at all? Do you want nothing? Do you want not only no probability that war will not recur, but the probability that it will recur? The arrangements of justice do not stand of themselves, my fellow citizens. The arrangements of this treaty are just, but they need the support of the combined power of the great nations of the world. . . .

Source: President Woodrow Wilson, The Pueblo Speech, September 25, 1919

33 According to President Woodrow Wilson, why should the Senate approve the Treaty of Versailles? [1]

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Score

## Document 4

. . . Opposition in the Senate to the Covenant of the League of Nations, led by Republican Henry Cabot Lodge of Massachusetts, was directed in particular at Article X, which stated that members would “undertake to respect and preserve as against external aggression the territorial integrity and existing political independence of all Members of the League” and that “the Council shall advise upon the means.” Many Americans believed with Lodge that through the treaty the United States would be committed to an “entangling alliance” and that other nations could determine its foreign policy by obliging it to participate in action against aggressors.

Deciding that an appeal to the country would force the Senate into line for the necessary two-thirds vote, President Wilson traveled over 8,000 miles by train and spoke forty times in twenty-two days. He became ill, and was forced to abandon his appeal. Wilson never succeeded in mustering enough votes to have the treaty passed as he had originally proposed it. Yet his belief in the original proposal was so intense that he used his influence to keep his supporters from agreeing to the changes which could have brought passage. . . .

Source: Leonard F. James, *American Foreign Policy*, Scott, Foresman and Company, 1967

34 According to Leonard F. James, what is **one** reason Senator Henry Cabot Lodge opposed the League of Nations? [1]

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Score

Document 5a

ALL MERCHANDISE ADVERTISED IN THE TRIBUNE IS GUARANTEED

# New York Tribune

First to Last - the Truth: News-Editorials-Advertisements

THE WEATHER  
Show or rain to-day; probably fair and slightly warmer to-morrow; increasing strong winds. Full Report on Last Page

Vol. LXXIX No. 26,788

SATURDAY, MARCH 20, 1920

## Senate Kills Treaty; Returns It to Wilson; Vote Is 49 to 35; 24 Democrats Oppose It

Source: *New York Tribune*, March 20, 1920

Document 5b

### The Gap in the Bridge



Source: Leonard Raven-Hill, *Punch* (adapted)

35 Based on these documents, what is **one** impact of the efforts to ratify the Treaty of Versailles? [1]

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Score

## Document 6

. . . In the end Wilson failed largely because the country had never really abandoned its isolationist predilections [preferences], particularly the assumption that the United States unaided could maintain its national security. During the war, these convictions were driven underground. It is astonishing that despite the tradition of isolation, despite Wilson's collapse, despite partisan bitterness and the animosity of ethnic groups, 85 per cent of the senators voting on November 19 were willing to accept the League in some form. Yet even if the country had entered the League, it is doubtful that Americans would have been willing to assume their full obligations. The United States had not been prepared by a threat to its own security for the kind of enterprise [action] it was later to undertake in Korea. It had insufficient incentive for abandoning either isolation or absolute national sovereignty. It would take the chastening experience of World War II, Hiroshima, and the Cold War to provide that incentive. . . .

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

- 36 According to William E. Leuchtenburg, what is **one** reason President Woodrow Wilson was not successful in gaining support for the Treaty of Versailles? [1]

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Score

## Part B

### Civic Literacy Essay Question (37)

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

#### Historical Context: Debate Over Ratification of the Treaty of Versailles

Throughout United States history, many constitutional and civic issues have been debated by Americans. These debates have resulted in efforts by individuals, groups, and governments to address these issues. These efforts have achieved varying degrees of success. One of these constitutional and civic issues is *the debate over ratification of the Treaty of Versailles*.

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

- Describe the historical circumstances surrounding this constitutional or civic issue
- Explain efforts by individuals, groups, and/or governments to address this constitutional or civic issue
- Discuss the impact of the efforts on the United States and/or on American society

#### Guidelines:

**In your essay, be sure to**

- Develop all aspects of the task
- Explain *at least two* efforts to address the issue
- 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

REGENTS EXAM IN U.S. HISTORY AND GOVERNMENT