

REGENTS EXAM IN U.S. HISTORY AND GOVERNMENT (FRAMEWORK)

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

**UNITED STATES HISTORY
AND GOVERNMENT (FRAMEWORK)**

Thursday, June 1, 2023 — 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 passage below and on your knowledge of social studies.

. . . Small islands not capable of protecting themselves, are the proper objects for kingdoms to take under their care; but there is something very absurd, in supposing a continent to be perpetually governed by an island. In no instance hath nature made the satellite larger than its primary planet, and as England and America, with respect to each other, reverses the common order of nature, it is evident they belong to different systems: England to Europe, America to itself. . . .

Source: Thomas Paine, *Common Sense*, 1776

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| 1 According to this passage from <i>Common Sense</i> , the author is | 2 What is the primary argument used in this passage by Thomas Paine to make his point? |
| (1) trying to convince Americans to remain English colonists | (1) There is no economic relationship between the American colonies and England. |
| (2) suggesting that the colonies join a European confederation against England | (2) England cannot effectively govern the colonies because America is so much larger. |
| (3) proposing that the colonies revise the Articles of Confederation | (3) The American colonies are already allied with France and do not need England. |
| (4) urging Americans to become independent from their mother country | (4) England has denied the colonists any form of self-government. |
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Base your answers to questions 3 and 4 on the passage below and on your knowledge of social studies.

. . . This policy of supplying, by opposite and rival interests, the defect of better motives, might be traced through the whole system of human affairs, private as well as public. We see it particularly displayed in all the subordinate [lesser] distributions of power, where the constant aim is to divide and arrange the several offices in such a manner as that each may be a check on the other—that the private interest of every individual may be a sentinel [guard] over the public rights. These inventions of prudence cannot be less requisite [essential] in the distribution of the supreme powers of the State. . . .

Source: James Madison, *Federalist No. 51*, 1788

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|---|---|
| 3 What was the primary reason James Madison wrote this and other <i>Federalist Papers</i> ? | 4 Which constitutional principle does Madison most directly describe in this passage? |
| (1) to support ratification of the Constitution | (1) reserving the power of judicial review |
| (2) to support creation of a national bank | (2) separation of powers between the branches of government |
| (3) to encourage increasing ties to Europe | (3) support for the rule of law |
| (4) to encourage the development of political parties | (4) creation of a powerful military |
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Base your answers to questions 5 and 6 on the passage below and on your knowledge of social studies.

. . . When the British and French both seized American vessels if they touched at the ports of the other, Jefferson decided to test one of his favorite doctrines—that war was both intolerable and unnecessary, and that the best weapon against both powers lay in economic sanctions. He got Congress to pass a series of five Embargo Acts, stringently forbidding U.S. trade with Britain and France not only overseas but even along the Canadian border. . . .

Source: Max Lerner, *Wounded Titans: American Presidents and the Perils of Power*, Arcade Publishing, 1996

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| 5 According to this passage, what was President Thomas Jefferson's primary objective in proposing the Embargo Acts? | 6 What was one result of the failure of the Embargo Acts? |
| (1) to raise revenue | (1) Louisiana Purchase |
| (2) to limit the slave trade | (2) War of 1812 |
| (3) to avoid war | (3) Missouri Compromise |
| (4) to increase trade | (4) <i>Gibbons v. Ogden</i> decision |
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Base your answers to questions 7 and 8 on the passage below and on your knowledge of social studies.

. . . Apprehension seems to exist among the people of the Southern States that by the accession [rise to power] of a Republican Administration their property and their peace and personal security are to be endangered. There has never been any reasonable cause for such apprehension. Indeed, the most ample evidence to the contrary has all the while existed and been open to their inspection. It is found in nearly all the published speeches of him who now addresses you. I do but quote from one of those speeches when I declare that—

I have no purpose, directly or indirectly, to interfere with the institution of slavery in the States where it exists. I believe I have no lawful right to do so, and I have no inclination to do so. . . .

Source: First Inaugural Address of Abraham Lincoln, March 4, 1861

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| <p>7 What is one reason President Abraham Lincoln included these statements in this address?</p> <ul style="list-style-type: none">(1) to reduce the fears of slave-holding states(2) to reestablish the foreign slave trade(3) to increase support of northern abolitionists(4) to encourage the expansion of slavery into the West | <p>8 Which later action by President Lincoln demonstrated a change from his 1861 position?</p> <ul style="list-style-type: none">(1) signing the Pacific Railway Act(2) appointing William Seward Secretary of State(3) issuing the Emancipation Proclamation(4) suspending habeas corpus |
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Base your answers to questions 9 and 10 on the excerpt below and on your knowledge of social studies.

. . . Thus American development has exhibited not merely advance along a single line, but a return to primitive conditions on a continually advancing frontier line, and a new development for that area. American social development has been continually beginning over again on the frontier. This perennial rebirth, this fluidity of American life, this expansion westward with its new opportunities, its continuous touch with the simplicity of primitive society, furnish the forces dominating American character. . . .

Source: Frederick Jackson Turner, "The Significance of the Frontier in American History," 1893

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| <p>9 Which geographic feature does Frederick Jackson Turner suggest as primary in the creation of the American character?</p> <ul style="list-style-type: none">(1) an irregular coastline(2) the Great Lakes(3) unsettled wilderness(4) the Mohawk Valley | <p>10 Which federal action is most consistent with the ideas expressed by Frederick Jackson Turner in this excerpt?</p> <ul style="list-style-type: none">(1) passage of the Federal Reserve Act(2) establishment of the Freedmen's Bureau(3) decision in <i>Plessy v. Ferguson</i>(4) passage of the Homestead Act |
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Base your answers to questions 11 and 12 on the passage below and on your knowledge of social studies.

. . . Private monopolies are indefensible and intolerable. They destroy competition, control the price of all material, and of the finished product, thus robbing both producer and consumer. They lessen the employment of labor, and arbitrarily fix the terms and conditions thereof; and deprive individual energy and small capital of their opportunity of betterment. . . .

Source: Democratic Party Platform of 1900

- 11 The authors of the passage would have been most critical of the activities of which two individuals?
- (1) Jacob Riis and Ida Tarbell
 - (2) John D. Rockefeller and Andrew Carnegie
 - (3) William Jennings Bryan and Eugene V. Debs
 - (4) Margaret Sanger and Jane Addams
- 12 During the late 19th and early 20th centuries, how did Congress attempt to address these practices?
- (1) They authorized a federal takeover of large industries.
 - (2) They declared that all trade was interstate commerce.
 - (3) They implemented a minimum wage.
 - (4) They passed antitrust legislation.
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Base your answers to questions 13 and 14 on the newspaper headlines below and on your knowledge of social studies.

\$50,000 REWARD—WHO DESTROYED THE MAINE?—\$50,000 REWARD

EDITION FOR GREATER NEW YORK



NEW YORK JOURNAL

AND ADVERTISER



NEW YORK, THURSDAY, FEBRUARY 17, 1898

DESTRUCTION OF THE WAR SHIP MAINE WAS THE WORK OF AN ENEMY

\$50,000!

\$50,000 REWARD!
For the Detection of the
Perpetrator of
the Maine Outrage!

The New York Journal offers a reward of \$50,000 to anyone who can identify the perpetrator of the explosion of the Maine. The reward will be paid in full to the person who first identifies the perpetrator of the explosion of the Maine. The reward will be paid in full to the person who first identifies the perpetrator of the explosion of the Maine. The reward will be paid in full to the person who first identifies the perpetrator of the explosion of the Maine.

Assistant Secretary Roosevelt
Convinced the Explosion of
the War Ship Was Not
an Accident.

The Journal Offers \$50,000
Reward for the Conviction of the
Criminals Who Sent 258
American Sailors to Their Death.
Naval Officers Unanimous That
the Ship Was Destroyed
on Purpose.

\$50,000!

\$50,000 REWARD!
For the Detection of the
Perpetrator of
the Maine Outrage!

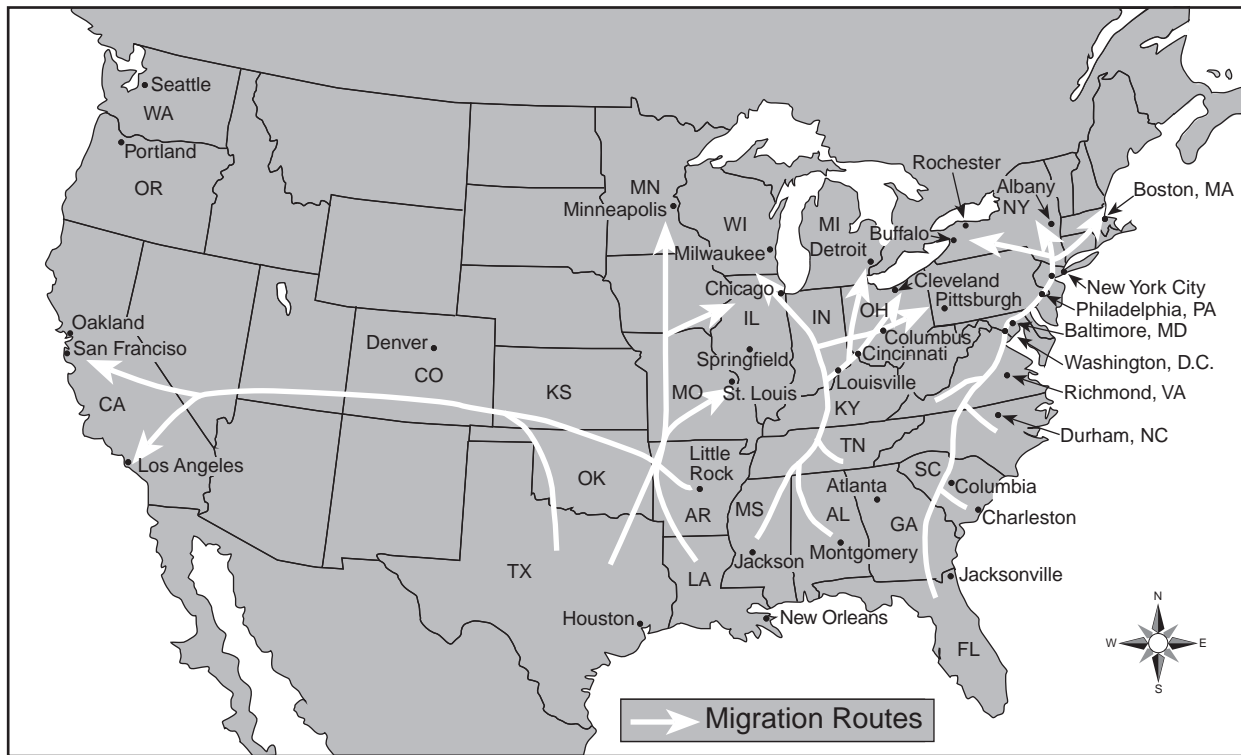
The New York Journal offers a reward of \$50,000 to anyone who can identify the perpetrator of the explosion of the Maine. The reward will be paid in full to the person who first identifies the perpetrator of the explosion of the Maine. The reward will be paid in full to the person who first identifies the perpetrator of the explosion of the Maine. The reward will be paid in full to the person who first identifies the perpetrator of the explosion of the Maine.

Source: *New York Journal*, February 17, 1898 (adapted)

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| <p>13 A historian would most likely use this document to investigate events leading up to the</p> <ol style="list-style-type: none"> (1) annexation of Alaska (2) war with Spain (3) Open Door policy (4) invasion of Mexico | <p>14 How did United States foreign policy change in the years immediately following this event?</p> <ol style="list-style-type: none"> (1) The United States entered a period of overseas expansion. (2) The United States pursued a policy of containment. (3) The United States became more isolated. (4) The United States rejected the goal of Manifest Destiny. |
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Base your answers to questions 15 and 16 on the map below and on your knowledge of social studies.

Patterns of African American Migration from the South, 1910–1970



Source: Michael Siegel, Rutgers Cartography, 2005 (adapted)

15 What was a main reason for the movement of people as shown on this map?

- (1) Foreign food imports replaced domestic production of crops.
- (2) Northern states banned all forms of racial discrimination.
- (3) Abolitionists promised a means of escape from slavery.
- (4) Industrialization provided more employment opportunities.

16 What was one result of the migration shown on the map?

- (1) The South became the new destination for most European immigrants.
- (2) The Democratic Party declined in the northern half of the country.
- (3) American culture was enriched by new forms of music and literature.
- (4) Segregated communities throughout the nation came to an end.

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

. . . I think all men recognize that in time of war the citizen must surrender some rights for the common good which he is entitled to enjoy in time of peace. *But, sir, the right to control their own government according to constitutional forms is not one of the rights that the citizens of this country are called upon to surrender in time of war. . . .*

More than all, the citizen and his representative in Congress in time of war must maintain his right of free speech. More than in times of peace it is necessary that the channels for free public discussion of governmental policies shall be open and unclogged. . . .

Source: Senator Robert M. La Follette, Free Speech in Wartime, October 6, 1917

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| <p>17 According to the passage, what is one argument in support of free speech during wartime?</p> <ul style="list-style-type: none">(1) Citizens must maintain their right to control the government even in times of war.(2) Citizens must support the decisions of elected officials.(3) Military leaders are bound by constitutional oath to defend the rights of the people.(4) Congress has the authority to pass laws limiting first amendment rights. | <p>18 Which Supreme Court decision addresses the issue raised by Senator La Follette in this speech?</p> <ul style="list-style-type: none">(1) <i>Wabash, St. Louis & Pacific R.R. v. Illinois</i>(2) <i>Plessy v. Ferguson</i>(3) <i>Northern Securities Co. v. United States</i>(4) <i>Schenck v. United States</i> |
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Base your answer to question 19 on the cartoon below and on your knowledge of social studies.

A WISE ECONOMIST ASKS A QUESTION



Source: John T. McCutcheon, *Chicago Tribune*, 1931 (adapted)

- 19 Why were President Herbert Hoover and the Republican Party unable to solve the problem addressed in this cartoon?
- (1) They believed in limited federal government intervention in economic activity.
 - (2) They knew the problem existed only in rural areas of the United States.
 - (3) They thought that foreign influences were the primary cause of the bank crisis.
 - (4) They believed the federal government must first pay back those who lost money due to stock speculation.
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Base your answer to question 20 on the cartoon below and on your knowledge of social studies.

TRYING TO CHANGE THE UMPIRING



Source: Ray O. Evans, *Columbus Dispatch*, February 10, 1937 (adapted)

- 20 What was the reason for President Franklin D. Roosevelt's reaction to the Supreme Court as shown in this cartoon?
- (1) Congress had failed to pass any New Deal legislation.
 - (2) Several New Deal programs had been invalidated.
 - (3) The House of Representatives had voted to impeach President Roosevelt.
 - (4) Several Supreme Court Justices had been removed from office.

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

**WESTERN DEFENSE COMMAND AND FOURTH ARMY
WARTIME CIVIL CONTROL ADMINISTRATION**

**Presidio of San Francisco, California
April 1, 1942**

**INSTRUCTIONS
TO ALL PERSONS OF
JAPANESE
ANCESTRY**

Living in the Following Area:

All that portion of the City and County of San Francisco, State of California, lying generally west of the north-south line established by Junipero Serra Boulevard, Worcester Avenue, and Nineteenth Avenue, and lying generally north of the east-west line established by California Street, to the intersection of Market Street, and thence on Market Street to San Francisco Bay.

All Japanese persons, both alien and non-alien, will be evacuated from the above designated area by 12:00 o'clock noon Tuesday, April 7, 1942.

No Japanese person will be permitted to enter or leave the above described area after 8:00 a.m., Thursday, April 2, 1942, without obtaining special permission from the Provost Marshal at the Civil Control Station located at:

1701 Van Ness Avenue
San Francisco, California

J. L. DeWITT
Lieutenant General, U. S. Army
Commanding

SEE CIVILIAN EXCLUSION ORDER NO. 5

Source: Oakland Museum of California (adapted)

- 21 Which situation led the Western Defense Command and Fourth Army Wartime Civil Control Administration to issue this order?
- (1) the Japanese attack on Pearl Harbor
 - (2) the lack of adequate housing on the West Coast
 - (3) widespread acts of espionage by Japanese Americans
 - (4) efforts to deport Japanese Americans
- 22 What Supreme Court case upheld the constitutionality of this order?
- (1) *Mapp v. Ohio*
 - (2) *Korematsu v. United States*
 - (3) *Gideon v. Wainwright*
 - (4) *Miranda v. Arizona*

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



Source: Edwin Marcus, ca. 1947, Library of Congress (adapted)

23 What was a primary purpose of the Marshall Plan?

- (1) to develop better relations with the Soviet Union
- (2) to expand United States territory
- (3) to support revolutions in the Middle East
- (4) to contain the spread of communism

24 The Soviet response to the Marshall Plan contributed to

- (1) a decline in United States-European trade
- (2) increased aid to African nations
- (3) the Cold War
- (4) the end of the North Atlantic Treaty Organization (NATO)

Base your answers to questions 25 and 26 on the excerpt below and on your knowledge of social studies.

SECTION 1. This joint resolution may be cited as the “War Powers Resolution”.

PURPOSE AND POLICY

SEC. 2. (a) It is the purpose of this joint resolution to fulfill the intent of the framers of the Constitution of the United States and insure that the collective judgment of both the Congress and the President will apply to the introduction of United States Armed Forces into hostilities, or into situations where imminent involvement in hostilities is clearly indicated by the circumstances, and to the continued use of such forces in hostilities or in such situations. . . .

(c) The constitutional powers of the President as Commander-in-Chief to introduce United States Armed Forces into hostilities, or into situations where imminent involvement in hostilities is clearly indicated by the circumstances, are exercised only pursuant to (1) a declaration of war, (2) specific statutory authorization, or (3) a national emergency created by attack upon the United States, its territories or possessions, or its armed forces. . . .

Source: War Powers Resolution, 1973

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| 25 The purpose of this law was to | 26 What event most directly led to the passage of this act? |
| (1) limit the power of the president from involving the United States in extended wars | (1) President Nixon’s visit to China |
| (2) expand the power of the president as commander in chief | (2) President Kennedy’s response to the Cuban missile crisis |
| (3) allow the president to declare war on foreign countries | (3) involvement in the Vietnam War |
| (4) prevent the president from signing a treaty without the consent of Congress | (4) imposition of the Arab oil embargo |
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Base your answers to questions 27 and 28 on the photograph below and on your knowledge of social studies.

President Lyndon B. Johnson signs the Voting Rights Act as Martin Luther King Jr. and other civil rights leaders look on at the United States Capitol.



Source: LBJ Presidential Library, August 6, 1965 (adapted)

- 27 Which presidential role is being demonstrated in the photograph?
- (1) commander in chief of the armed forces
 - (2) granting reprieves and pardons for federal offenses
 - (3) treaty-making powers with foreign nations
 - (4) chief executive approving congressional bills

- 28 What was one way the Voting Rights Act expanded the civil rights of African Americans?
- (1) It stopped the practice of sharecropping.
 - (2) It ended discrimination in public facilities.
 - (3) It outlawed the use of literacy tests.
 - (4) It forced the integration of public schools.

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.

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

... There would be meat that had tumbled out on the floor, in the dirt and sawdust, where the workers had tramped and spit uncounted billions of consumption [tuberculosis] germs. There would be meat stored in great piles in rooms; and the water from leaky roofs would drip over it, and thousands of rats would race about on it. It was too dark in these storage places to see well, but a man could run his hand over these piles of meat and sweep off handfuls of the dried dung of rats. These rats were nuisances, and the packers would put poisoned bread out for them; they would die, and then rats, bread, and meat would go into the hoppers together. This is no fairy story and no joke; the meat would be shoveled into carts, and the man who did the shoveling would not trouble to lift out a rat even when he saw one—there were things that went into the sausage in comparison with which a poisoned rat was a tidbit. There was no place for the men to wash their hands before they ate their dinner, and so they made a practice of washing them in the water that was to be ladled into the sausage. There were the butt-ends of smoked meat, and the scraps of corned beef, and all the odds and ends of the waste of the plants, that would be dumped into old barrels in the cellar and left there. Under the system of rigid economy which the packers enforced, there were some jobs that it only paid to do once in a long time, and among these was the cleaning out of the waste barrels. Every spring they did it; and in the barrels would be dirt and rust and old nails and stale water—and cartload after cartload of it would be taken up and dumped into the hoppers with fresh meat, and sent out to the public's breakfast. Some of it they would make into "smoked" sausage—but as the smoking took time, and was therefore expensive, they would call upon their chemistry department, and preserve it with borax and color it with gelatin to make it brown. All of their sausage came out of the same bowl, but when they came to wrap it they would stamp some of it "special," and for this they would charge two cents more a pound. . . .

Source: Upton Sinclair, *The Jungle*, February 1906

Document 2

The Secretary [of Agriculture] shall cause to be made, by experts in sanitation or by other competent inspectors, such inspection of all slaughtering, meat canning, salting, packing, rendering, or similar establishments in which amenable species are slaughtered and the meat and meat food products thereof are prepared for commerce as may be necessary to inform himself concerning the sanitary conditions of the same, and to prescribe the rules and regulations of sanitation under which such establishments shall be maintained; and where the sanitary conditions of any such establishment are such that the meat or meat food products are rendered adulterated [contaminated], he shall refuse to allow said meat or meat food products to be labeled, marked, stamped or tagged as “inspected and passed.”

Source: Meat Inspection Act, June 30, 1906, as amended in 1967 and 2005

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 1** 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

“The Bloody Massacre Perpetrated in King Street Boston on March 5th 1770 by a Party of the 29th Regiment.”



Source: Engraved and printed by Paul Revere, Library of Congress, Prints and Photographs Division

Document 2

The following is an excerpt of Captain Thomas Preston's testimony in the trial of British soldiers involved in the Boston Massacre, 1770.

. . . In my way there I saw the people in great commotion, and heard them use the most cruel and horrid threats against the troops. In a few minutes after I reached the guard, about 100 people passed it, and went towards the custom house where the King's money is lodged.

They immediately surrounded the sentry posted there, and with clubs and other weapons threatened to execute their vengeance on him. I was soon informed by a townsman their intention was to carry off the soldier from his post and probably murder him: on which I desired him to return for further intelligence, and he soon came back and assured me he heard the mob declare they would murder him. This I feared might be a prelude to their plundering the King's chest. . . .

On my asking the soldiers why they fired without orders, they said they heard the word fire and supposed it came from me. This might be the case as many of the mob called out fire, fire, but I assured the men that I gave no such order; that my words were, don't fire, stop your firing. In short, it was scarcely possible for the soldiers to know who said fire, or don't fire, or stop your firing.

On the people's assembling again to take away the dead bodies, the soldiers supposing them coming to attack them, were making ready to fire again, which I prevented by striking up their firelocks with my hand. . . .

Source: Transcript of British Captain Thomas Preston's testimony, from "The Boston Massacre, The British View, 1770," EyeWitness to History, 2009

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 1** 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: Expansion of Democracy—Woman’s Suffrage

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 *woman’s suffrage*.

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

In the years before the Civil War, American women began a campaign for the vote that lasted nearly seventy-five years. Their battle finally ended in 1920 when the Nineteenth Amendment prohibiting the denial of the right to vote “on account of sex” was adopted. Initially, suffrage was one of several reforms intended to end the significant legal, political, religious, and cultural discriminations against nineteenth-century women. In the 1840s and 1850s, activists targeted injustices ranging from child custody laws that favored fathers to prohibitions against women speaking in public, the denial of equal education, and the existence of a double sex standard. In language and vocabulary familiar to a generation whose parents had lived during the American Revolution and who remembered the Declaration of Independence, women at the 1848 Seneca Falls convention resolved, among other injustices, that “all laws which . . . place her in a position inferior to that of man are contrary to the great precept of nature and therefore of no force or authority.”

A necessary transaction in any democracy between the people and those to whom they delegate authority, suffrage emerged in the 1860s as both a powerful symbol of equality with men as well as an instrument of reform. Voting became the essential political utility by which women could achieve other improvements in their status. If women could vote, went the argument of this first generation of suffragists, they would end barriers at the state level that prevented married women from controlling their wages and attending state universities. If women could vote, given their acknowledged position as moral guardians of their homes, they would reform the corrupt practices of American politics. If women could vote, they would end unequal pay. . . .

Source: Jean H. Baker, ed., Introduction to *Votes For Women: The Struggle for Suffrage Revisited*, Oxford University Press, 2002

31 According to Jean H. Baker, what was **one** historical circumstance that led women to seek the right to vote? [1]

Score

Document 2a

Lucy Haessler learned about the suffragette movement while attending meetings with her mother in Washington, DC, in the early 1900s.

. . . The suffragettes had a big headquarters in downtown Washington, almost across from the Supreme Court Building. My mother would take me up there on Saturdays when she volunteered to help out with mailings. I remember helping out by folding letters, licking envelopes, doing all sorts of things. The backbone of the suffrage movement was composed of well-to-do, middle-class women, both Republicans and Democrats. There weren't many working-class women in the movement. Most of them were too busy working to get involved. The suffragettes organized pickets and marches and rallies. It wasn't anything comparable to the violence that the British women were going through in their fight for suffrage. Those women were being arrested and beaten and jailed. Nothing like that happened here, but there was a lot of agitation. . . .

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

Document 2b

The First Picket Line: College Day in the picket line, Feb. 1917



Source: Library of Congress (adapted)

32 Based on these documents, what was **one** effort made by suffragettes to gain support for woman's suffrage? [1]

Score

Document 3a

Many men showed interest in the arguments of the anti-suffragists.



Source: Library of Congress, ca. 1911

Go on to Document 3b ➡

Document 3b

From the inception of the woman suffrage movement through the ratification of the Nineteenth Amendment in 1920, there were women and men who vigorously opposed it. Antisuffrage individuals and groups obstructed the enfranchisement of women for a multitude of reasons. Early antisuffragists of the late 1860s and 1870s were primarily concerned that the ballot would disrupt women's domestic and maternal roles and create disharmony in the family. Horace Greeley, one of the most influential antisuffragists of this era, asserted that the vast majority of women had no interest in voting or in politics. In 1871, conservative domestic authority Catharine Beecher and the wives of General William Sherman and Admiral John Dahlgren delivered to Congress a petition containing 1,000 women's signatures pleading with Congress to desist [refrain] from enacting a law enfranchising women. Beecher, in her book *Woman Suffrage and Woman's Profession*, proclaimed that if women were given the vote, most would consider it an overwhelming burden that would cause them to shortchange their domestic duties. . . .

Other early arguments that persisted throughout the woman suffrage movement included the following:

- Women have all the rights they need already;
- The ballot will degrade women by causing them to mingle in the "dirty," corrupt world of politics;
- Women don't need the vote because their husbands already vote for what is in women's best interests; and
- Women don't vote when they have the right to do so (an argument based on the occasional low voter turnouts in some municipal elections in states where women already had the vote). . . .

Source: Judith E. Harper, *Susan B. Anthony: A Biographical Companion*, ABC-CLIO Biographical Companion (adapted)

33 Based on documents 3a and 3b, state **one** reason for opposition to the efforts to gain woman's suffrage. [1]

Score

Document 4

. . . But it should not deceive us; this struggle was waged every bit as seriously as any struggle for equality, and we would do well to consider how women were able to do what men have rarely even tried, changing society in a positive and lasting way without violence and death. . . .

Like the now-celebrated civil rights movement, women suffrage records the recent and useful experiences of ordinary citizens forced to fight for their own rights against tremendous odds and social inequities.

Here are models of political leadership, of women organizers and administrators, activists and lobbyists. Here are the first women lawyers and doctors and ministers, the first women candidates, the first office-holders. Here are stories of achievement, of ingenious strategies and outrageous tactics used to outwit the opponents and make the most of limited resources. Here are new definitions and images of women in our national life which give a more accurate picture of the past and which help explain the way American women are treated today. . . .

The suffrage movement offers a unique window onto the emergence of women into American political life. This is where many of the intelligent, active, politically oriented women of the time, denied the right to participate directly in national politics, went. They put their energy into attacking social problems directly and organizing among themselves, locally and nationally, for their own rights. . . .

Source: Robert Cooney, "Taking a New Look at the Woman Suffrage Movement," in *The Feminist Movement*, Nick Treanor, ed., Greenhaven Press, 2002

34 According to Robert Cooney, what is **one** impact of the efforts to gain woman's suffrage? [1]

Score

Document 5

. . . The lessons of the woman suffrage struggle deeply influenced later American social justice and advocacy [public interest] movements. The lobbying, public relations, and grassroots organizing techniques developed by the suffragists, as well as their use of nonviolent protests and civil disobedience, stood as a model for midcentury African American civil rights campaigners, anti-Vietnam War protest groups, and gay rights activists. No doubt the future will bring more causes, more necessary repairs to American democracy, and more need for passionate civic activism. . . .

Source: Elaine Weiss, *The Woman’s Hour: The Great Fight to Win the Vote*, Viking, 2018

35 According to Elaine Weiss, what is **one** impact of the efforts to achieve woman’s suffrage? [1]

Score

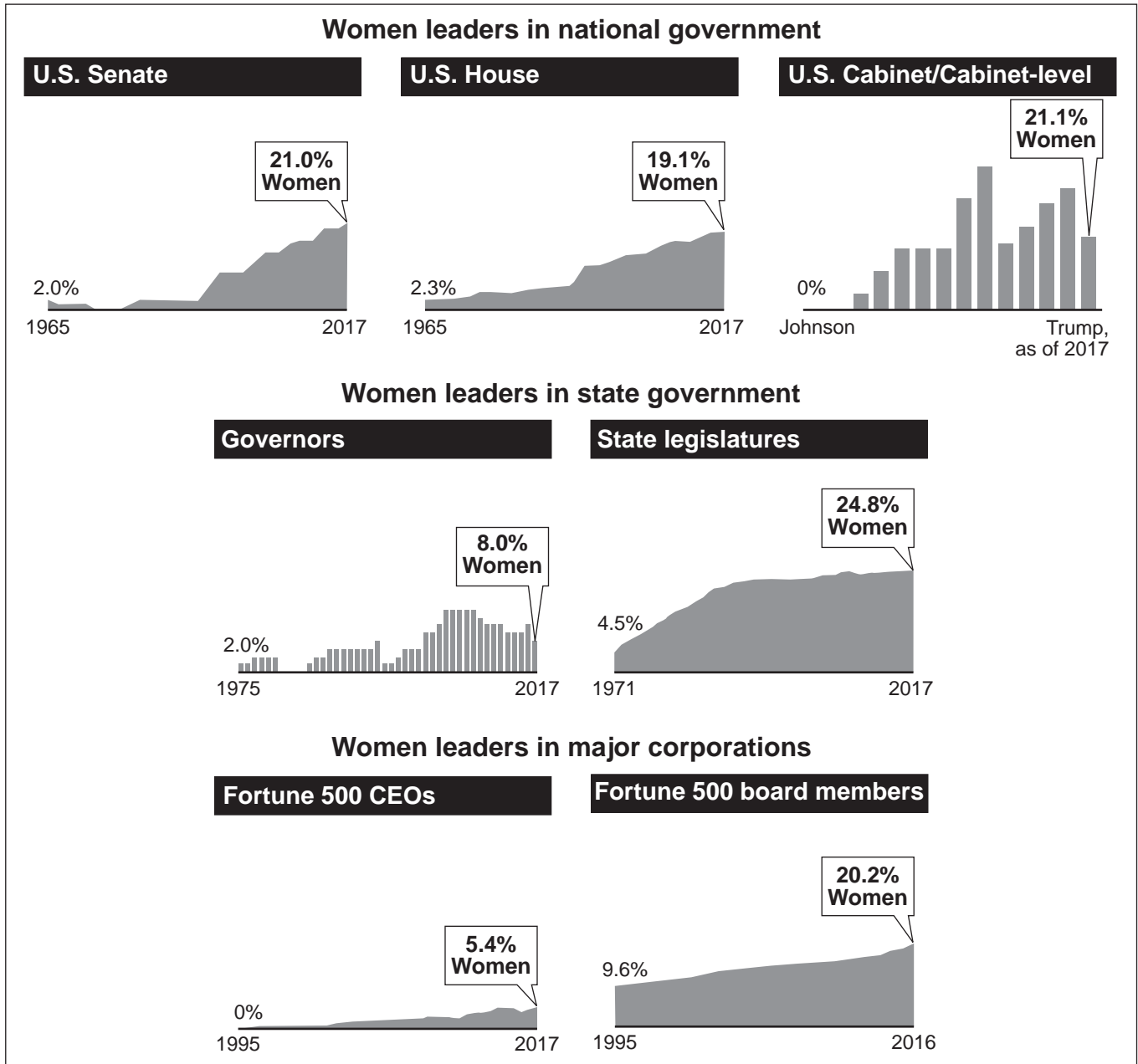
Document 6a

Jeannette Rankin made history 100 years ago this year [1917] when she took office as the first female member of Congress. “I may be the first woman member of Congress, but I won’t be the last,” the Montana Republican predicted after winning election to the U.S. House of Representatives the year before.

Rankin was right: In the century since she began her service as a member of Congress, hundreds of women have followed in her footsteps. But women remain underrepresented in all major political offices and top business leadership positions in the United States. . . .

Source: Anna Brown, “Despite gains, women remain underrepresented among U.S. political and business leaders,” Pew Research Center, March 20, 2017 (adapted)

Document 6b



Source: Pew Research Center (adapted)

36 Based on documents 6a and 6b, what is *one* impact of achieving woman’s suffrage? [1]

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: Expansion of Democracy—Woman’s Suffrage

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 *woman’s suffrage*.

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 (FRAMEWORK)