

Large-Type Edition

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

**UNITED STATES HISTORY
AND GOVERNMENT**

Tuesday, June 18, 2024 — 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 answer to question 1 on the passage below and on your knowledge of social studies.

. . . Having frequent Occasions to hold public Councils, they have acquired great Order and Decency in conducting them. The old Men sit in the foremost Ranks, the Warriors in the next, and the Women and Children in the hindmost. The Business of the Women is to take exact Notice of what passes, imprint it in their Memories (for they have no Writing), and communicate it to their Children. They are the Records of the Council, and they preserve Traditions of the Stipulations in Treaties 100 Years back; which, when we compare with our Writings, we always find exact. . . .

Source: Benjamin Franklin Papers (Wampum Chronicles) before January 7, 1784

- 1 Which claim about this group of Native Americans is supported by this passage?
- (1) Acquiring their land is justified.
 - (2) Women play a significant role in their society.
 - (3) Their treaties are preserved in writing.
 - (4) Colonial missionaries need to understand their beliefs.
-

Base your answers to questions 2 and 3 on the passage below and on your knowledge of social studies.

. . . By adopting the three-fifths clause, prolonging the import slave trade, and providing a fugitive-slave clause, the constitution defended slavery. . . .

Source: Alan Taylor, *American Revolutions: A Continental History, 1750–1804*, W. W. Norton & Company, 2016

2 Why were the writers of the United States Constitution willing to compromise on these issues?

- (1) to gain Southern support for ratification
- (2) to make approval of the Bill of Rights easier
- (3) to end slavery after 1808
- (4) to give Northern states an advantage in the House of Representatives

3 What was the primary purpose of the Three-fifths Clause?

- (1) to quickly end the importation of slaves
 - (2) to help determine a state’s congressional representation
 - (3) to provide for the return of escaped slaves
 - (4) to ban slavery in the western territories
-

Base your answers to questions 4 and 5 on the passage below and on your knowledge of social studies.

. . . I have said, fellow citizens, that the income reserved had enabled us to extend our limits; but that extension may possibly pay for itself before we are called on, and in the meantime, may keep down the accruing [added] interest; in all events, it will repay the advances we have made. I know that the acquisition of Louisiana has been disapproved by some, from a candid apprehension that the enlargement of our territory would endanger its union. But who can limit the extent to which the federative principle [republic] may operate effectively? The larger our association, the less will it be shaken by local passions; and in any view, is it not better that the opposite bank of the Mississippi should be settled by our own brethren and children, than by strangers of another family? With which shall we be most likely to live in harmony and friendly intercourse? . . .

Source: President Thomas Jefferson, Second Inaugural Address, March 4, 1805

- 4 Which claim is best supported by the views of President Thomas Jefferson as stated in his second inaugural address?
- (1) The purchase of Louisiana greatly benefits the United States.
 - (2) The United States Constitution forbids buying land.
 - (3) The United States lacks the funds to purchase the Louisiana Territory.
 - (4) The Spanish would support United States westward expansion.

- 5 What is one concern about the acquisition of the Louisiana Territory raised in this passage?
- (1) The Supreme Court would declare the purchase unconstitutional.
 - (2) Farms would not succeed west of the Mississippi River.
 - (3) Such a large expanse of land would be difficult to govern.
 - (4) Attempts to explore the region would be impossible.

Base your answers to questions 6 and 7 on the excerpt below and on your knowledge of social studies.

Excerpt from President Abraham Lincoln’s Second Inaugural Address on March 4, 1865

. . . With malice toward none; with charity for all; with firmness in the right, as God gives us to see the right, let us strive on to finish the work we are in; to bind up the nation’s wounds; to care for him who shall have borne the battle, and for his widow, and his orphan;—to do all which may achieve and cherish a just, and a lasting peace, among ourselves, and with all nations.

Source: President Abraham Lincoln, Second Inaugural Address, March 4, 1865

6 This excerpt suggests that President Abraham Lincoln believed the best way to heal the nation after the Civil War was through

- (1) anger
- (2) selfishness
- (3) vengeance
- (4) forgiveness

7 What does this excerpt suggest about President Lincoln’s future Reconstruction policy?

- (1) It would be rejected by the defeated South.
- (2) Rapid reunification would be his goal.
- (3) Federal military occupation of the South would be harsh.
- (4) It would guarantee his reelection.

Base your answers to questions 8 and 9 on the trial transcript below and on your knowledge of social studies.

**An Account of the Proceedings on the Trial of Susan B. Anthony on the Charge of Illegal Voting,
.. .Rochester, NY, 1874**

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: The Elizabeth Cady Stanton and Susan B. Anthony Papers Project, Rutgers.edu

8 Which type of action is Susan B. Anthony advocating in this transcript?

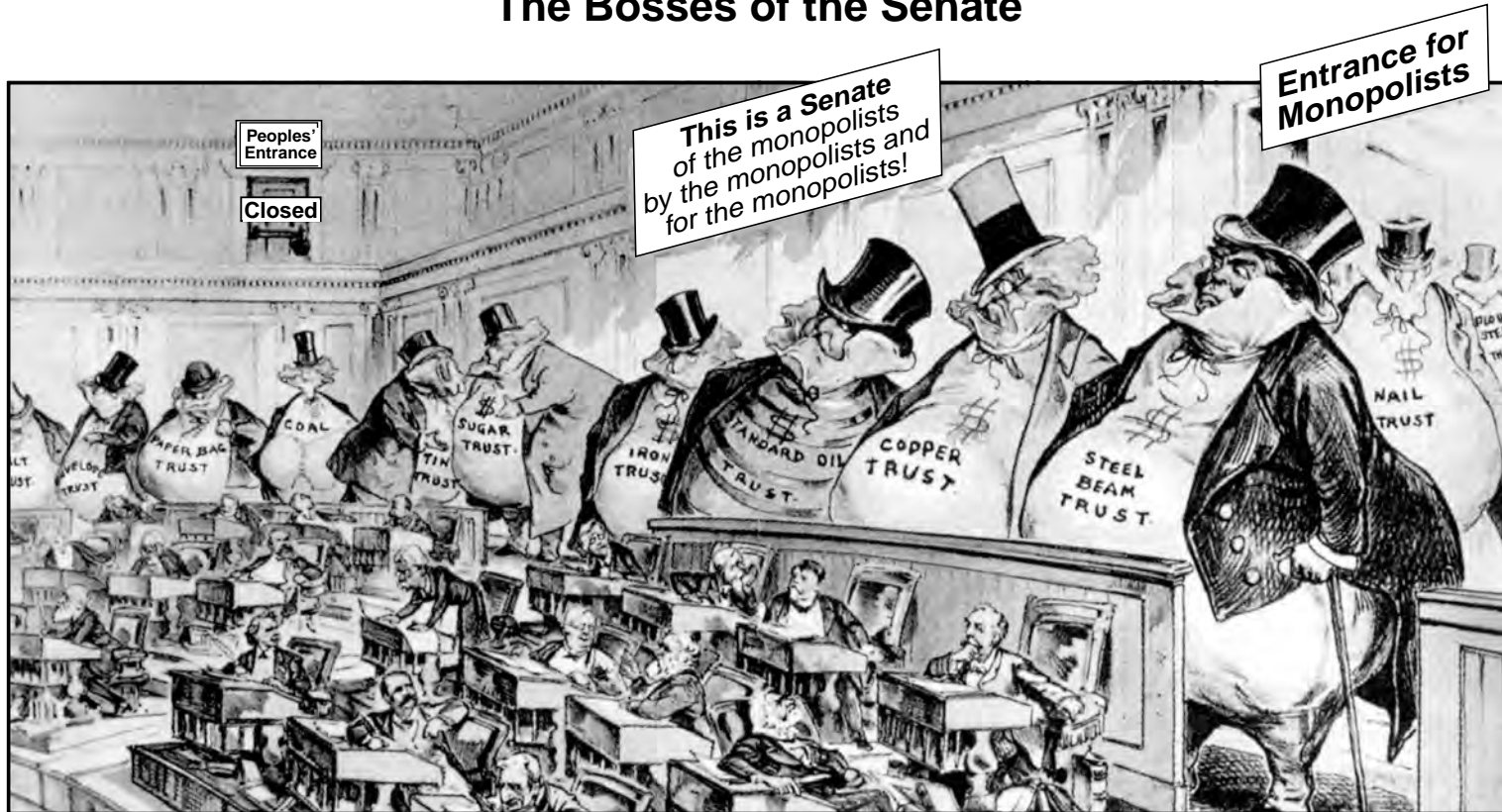
- (1) running for elected offices
- (2) civil disobedience
- (3) unionization of workers
- (4) economic boycotts

9 Anthony’s statement is part of her campaign to gain

- (1) the abolition of slavery
- (2) a progressive income tax
- (3) woman’s suffrage
- (4) consumer safety regulations

Base your answers to questions 10 and 11 on the cartoon below and on your knowledge of social studies.

The Bosses of the Senate



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

10 According to this cartoon, whose interests was the Senate serving?

- (1) big business
- (2) conservationists
- (3) labor unions
- (4) southern farmers

11 The viewpoint illustrated in this cartoon increased public support for

- (1) elimination of the electoral college
- (2) direct election of senators
- (3) creation of the Interstate Commerce Commission
- (4) reducing the number of terms a president could serve

Base your answers to questions 12 and 13 on the passage below and on your knowledge of social studies.

War Message to Congress

. . . The grounds for such intervention may be briefly summarized as follows:

First. In the cause of humanity and to put an end to the barbarities, bloodshed, starvation, and horrible miseries now existing there, and which the parties to the conflict are either unable or unwilling to stop or mitigate [lessen]. It is no answer to say this is all in another country, belonging to another nation, and is therefore none of our business. It is specially our duty, for it is right at our door.

Second. We owe it to our citizens in Cuba to afford them that protection and indemnity [security] for life and property which no government there can or will afford, and to that end to terminate the conditions that deprive them of legal protection.

Third. The right to intervene may be justified by the very serious injury to the commerce, trade, and business of our people and by the wanton [deliberate] destruction of property and devastation of the island. . . .

The issue is now with the Congress. It is a solemn responsibility. I have exhausted every effort to relieve the intolerable condition of affairs which is at our doors. Prepared to execute every obligation imposed upon me by the Constitution and the law, I await your action. . . .

Source: President William McKinley, Message to Congress, April 11, 1898

12 President William McKinley's message to Congress illustrates which constitutional principle?

- (1) judicial review
- (2) reserved powers
- (3) popular sovereignty
- (4) separation of powers

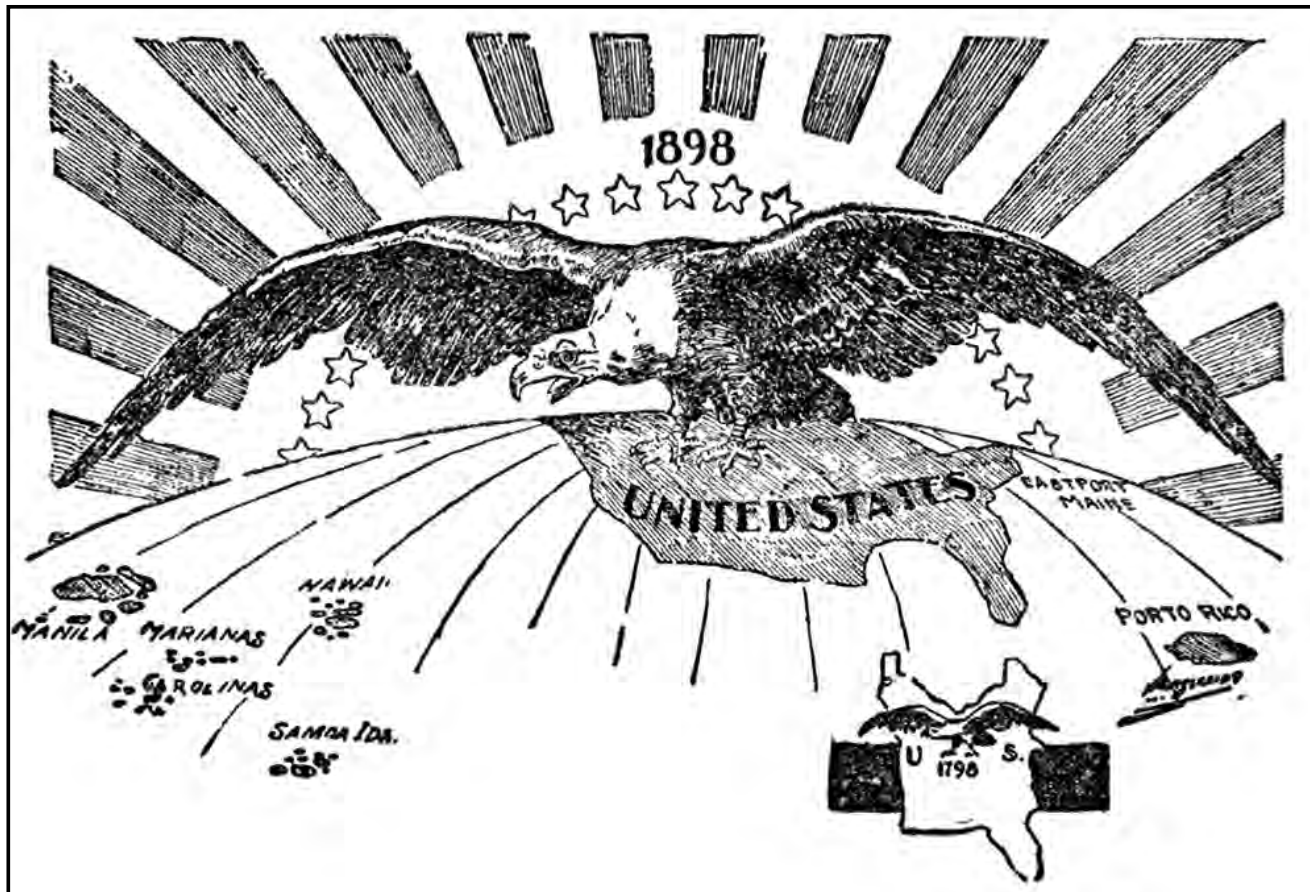
13 Which United States foreign policy was implemented during this time period?

- (1) mercantilism
- (2) isolationism
- (3) imperialism
- (4) appeasement

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Base your answers to questions 14 and 15 on the cartoon below and on your knowledge of social studies.

10,000 Miles From Tip to Tip



Source: *Philadelphia Press*, 1899 (adapted)

14 A historian would make best use of this cartoon to study which topic?

- (1) the purchase of Alaska
- (2) the Open Door policy
- (3) the United States as a world power
- (4) United States entry into World War I

15 What was a direct response to the situation illustrated in the cartoon?

- (1) Anti-imperialist sentiment increased.
 - (2) Farmers demanded more imports of food products.
 - (3) Industrialists sought tariffs on Asian manufactured goods.
 - (4) Nativist attitudes decreased.
-

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Base your answers to questions 16 and 17 on the cartoon below and on your knowledge of social studies.

A NAUSEATING JOB, BUT IT MUST BE DONE.



Source: *Utica Saturday Globe*, 1906 (adapted)

16 Which book highlighted the problem shown in this cartoon?

- (1) *How the Other Half Lives*
- (2) *The Octopus*
- (3) *The Jungle*
- (4) *The Shame of the Cities*

17 Which federal action was taken in response to conditions similar to those illustrated in this cartoon?

- (1) the passage of the Interstate Commerce Act
- (2) the passage of the Pure Food and Drug Act
- (3) increased regulation of banks
- (4) increased efforts in the area of conservation

Base your answers to questions 18 and 19 on the passage below and on your knowledge of social studies.

. . . The world must be made safe for democracy. Its peace must be planted upon the tested foundations of political liberty. We have no selfish ends to serve. We desire no conquest, no dominion. We seek no indemnities [repayments] for ourselves, no material compensation for the sacrifices we shall freely make. We are but one of the champions of the rights of mankind. We shall be satisfied when those rights have been made as secure as the faith and the freedom of nations can make them. . . .

Source: President Woodrow Wilson's War Message to Congress, April 2, 1917

18 What is one justification President Woodrow Wilson gives for a declaration of war?

- (1) acquisition of overseas colonies
- (2) compensation for property lost at sea
- (3) increased immigration from Europe
- (4) self-government for all nations

19 What did President Wilson propose to support the ideals expressed in this message?

- (1) establishment of the Federal Reserve System
- (2) creation of the League of Nations
- (3) passage of a higher protective tariff
- (4) decreasing aid to Europe

Base your answers to questions 20 and 21 on the photograph below and on your knowledge of social studies.

Party Watchfires Burn Outside White House, January 1919



Source: Library of Congress (adapted)

20 Which section of the Bill of Rights protects the actions shown in this photograph?

- (1) “the right of the people to keep and bear arms, shall not be infringed”
- (2) “no warrants shall issue, but upon probable cause”
- (3) “nor shall any person be subject for the same offense to be twice put in jeopardy”
- (4) “the right of the people peaceably to assemble”

21 What was the primary goal of the protest shown in this photograph?

- (1) to disagree with American involvement in World War I
- (2) to promote the ratification of the Treaty of Versailles
- (3) to gain support for a national woman’s suffrage amendment
- (4) to oppose restrictive immigration legislation

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Base your answer to question 22 on the passage below and on your knowledge of social studies.

It is impossible to tell whether prohibition is a good thing or a bad thing. It has never been enforced in this country.

There may not be as much liquor in quantity consumed to-day as there was before prohibition, but there is just as much alcohol. . . .

Source: New York City Mayor Fiorello H. LaGuardia,
Statement to Congress on the subject of Prohibition, 1926

- 22 What was the primary reason for the problem described by New York City Mayor Fiorello LaGuardia?
- (1) Tax revenues increased as a result of Prohibition.
 - (2) Many Americans refused to accept that consuming alcohol was wrong.
 - (3) Americans discovered that imported alcohol was superior to domestic alcohol.
 - (4) Bootleggers drove up prices by restricting the supply of alcohol.
-

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

. . . Our greatest primary task is to put people to work. This is no unsolvable problem if we face it wisely and courageously. It can be accomplished in part by direct recruiting by the Government itself, treating the task as we would treat the emergency of a war, but at the same time, through this employment, accomplishing greatly needed projects to stimulate and reorganize the use of our natural resources. . . .

Finally, in our progress toward a resumption of work we require two safeguards against a return of the evils of the old order: there must be a strict supervision of all banking and credits and investments, so that there will be an end to speculation with other people's money; and there must be provision for an adequate but sound currency. . . .

Source: President Franklin D. Roosevelt, First Inaugural Address, March 4, 1933

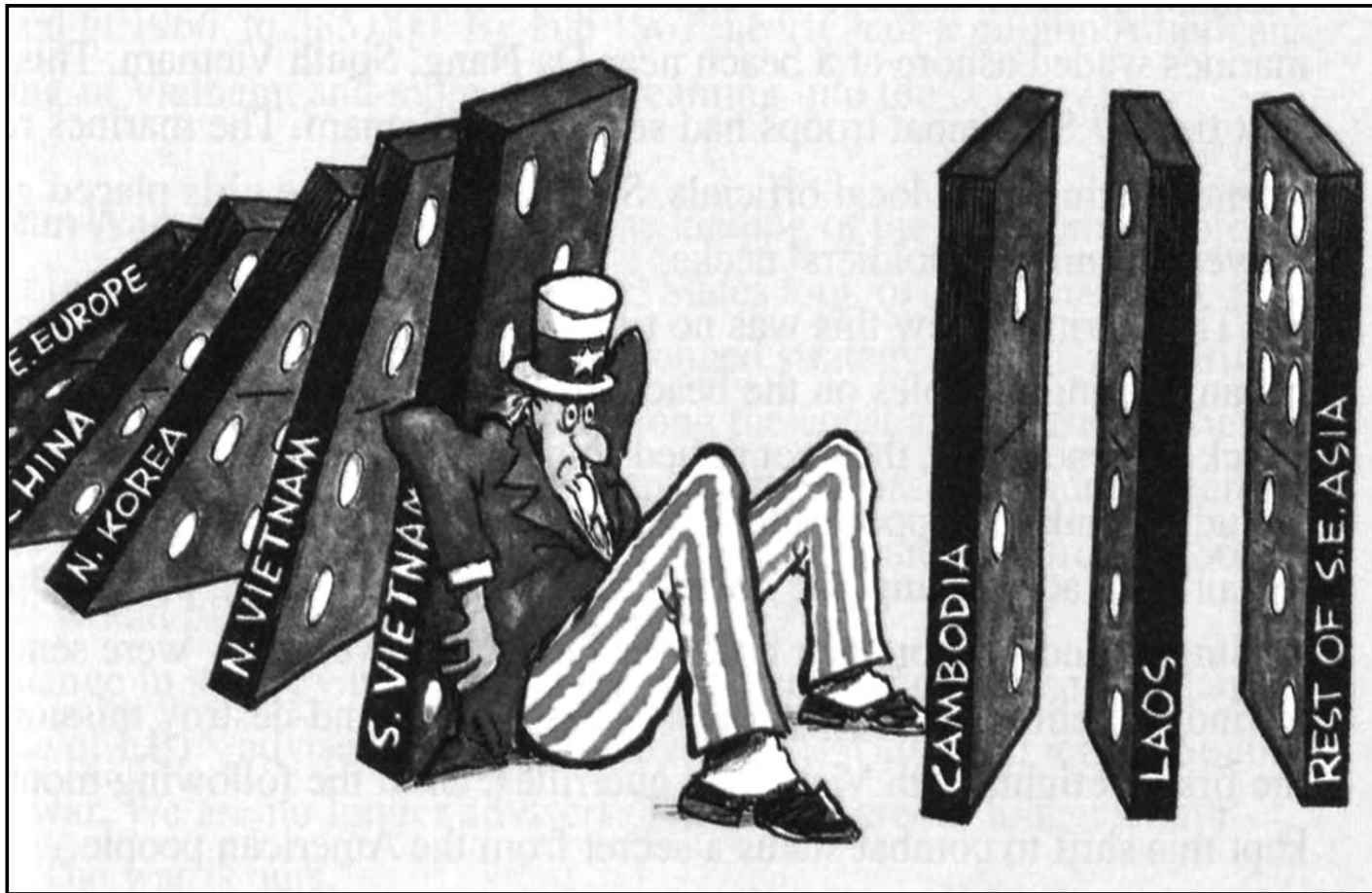
23 Which New Deal program addressed the “greatest primary task” President Franklin D. Roosevelt referred to in this passage?

- (1) Works Progress Administration
- (2) Emergency Banking Relief Act
- (3) Securities and Exchange Commission
- (4) Social Security Act

24 What was one cause of the national economic emergency referred to in this passage?

- (1) costs of social welfare programs
- (2) passage of antitrust laws and high taxes
- (3) buying on margin and excessive use of credit
- (4) a shortage of American factories making consumer goods

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



Source: Maggie Zhang

25 What conclusion can best be drawn from this cartoon?

- (1) The United States was reluctant to commit troops to Southeast Asia.
- (2) A united Vietnam was necessary for maintaining foreign alliances.
- (3) The United States was shifting its foreign policy from isolationism to imperialism.
- (4) Involvement in South Vietnam was necessary to prevent communist expansion.

Base your answers to questions 26 and 27 on the cartoon below and on your knowledge of social studies.



Source: Stuart Carlson, 2012

26 What conclusion can best be drawn from the cartoon?

- (1) Voters in a few states can decide presidential elections.
- (2) Boundary lines between states should be redrawn.
- (3) Presidential candidates only come from a few states.
- (4) Political power in Congress is held by the president's political party.

27 What change has been proposed to address the issue raised by the cartoon?

- (1) reapportionment of state legislatures
- (2) direct popular vote for the president
- (3) allowing Congress to elect the president
- (4) restricting voting rights of immigrants

Base your answer to question 28 on the passage below and on your knowledge of social studies.

. . . One of the most significant demographic trends of the 20th century has been the steady shifting of the population west and south. . . . In 1900, the majority (62 percent) of the population lived in either the Northeast or the Midwest. This combined proportion declined each decade during the century. By 1980, the majority (52 percent) of the country's population resided in either the South or the West. This trend continued to the end of the century, with the combined South and West regional populations representing 58 percent of the total population of the United States in 2000. . . .

Source: Demographic Trends in the 20th Century, U.S. Census Bureau, November 2002

- 28 What was a direct political result of the population changes described in the passage?
- (1) Southwest states gained more electoral votes in presidential elections.
 - (2) Midwest states lost representation in the Senate.
 - (3) Northeast states gained representation in the House of Representatives.
 - (4) Overall public support for the electoral college increased.
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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.

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

. . . We consider the underlying fallacy of the plaintiff's [Homer Plessy] argument to consist in the assumption that the enforced separation of the two races stamps the colored race with a badge of inferiority. If this be so, it is not by reason of anything found in the act, but solely because the colored race chooses to put that construction upon it.

. . . The argument also assumes that social prejudice may be overcome by legislation, and that equal rights cannot be secured to the Negro [African-American] except by an enforced commingling [blending] of the two races. We cannot accept this proposition. If the two races are to meet on terms of social equality, it must be the result of natural affinities [relationships], a mutual appreciation of each other's merits and a voluntary consent of individuals. . . .

Legislation is powerless to eradicate racial instincts or to abolish distinctions based upon physical differences, and the attempt to do so can only result in accentuating the difficulties of the present situation. If the civil and political right of both races be equal, one cannot be inferior to the other civilly or politically. If one race be inferior to the other socially, the Constitution of the United States cannot put them upon the same plane.

Source: Justice Henry Billings Brown, Majority Opinion in *Plessy v. Ferguson*, 1896

Document 2

. . . To separate them from others of a similar age and qualifications solely because of their race generates a feeling of inferiority as to their status in the community that may affect their hearts and minds in a way unlikely ever to be undone. The effect of this separation on their educational opportunities was well stated by a finding in the Kansas case by a court which nevertheless felt compelled to rule against the Negro [African-American] plaintiffs:

“Segregation of white and colored children in public schools has a detrimental effect upon the colored children. The impact is greater when it has the sanction of the law; for the policy of separating the races is usually interpreted as denoting the inferiority of the Negro group. A sense of inferiority affects the motivation of a child to learn. Segregation with the sanction of law, therefore, has a tendency to retard [restrict] the educational and mental development of Negro children and to deprive them of some of the benefits they would receive in a racially integrated school system.” . . .

Source: Chief Justice Earl Warren, Majority Opinion in *Brown v. Board of Education*, 1954

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.

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

. . . It may well be that, in spite of our best efforts, the Communists may spread the war. But it would be wrong—tragically wrong—for us to take the initiative in extending the war.

The dangers are great. Make no mistake about it. Behind the North Koreans and Chinese Communists in the front lines stand additional millions of Chinese soldiers. And behind the Chinese stand the tanks, the planes, the submarines, the soldiers, and the scheming rulers of the Soviet Union.

Our aim is to avoid the spread of the conflict. . . .

I have thought long and hard about this question of extending the war in Asia. I have discussed it many times with the ablest military advisers in the country. I believe with all my heart that the course we are following is the best course.

I believe that we must try to limit the war to Korea for these vital reasons: to make sure that the precious lives of our fighting men are not wasted; to see that the security of our country and the free world is not needlessly jeopardized; and to prevent a third world war.

A number of events have made it evident that General [Douglas] MacArthur did not agree with that policy. I have therefore considered it essential to relieve General MacArthur so that there would be no doubt or confusion as to the real purpose and aim of our policy. . . .

Source: President Harry Truman, Radio Report to the American People on Korea and on U.S. Policy in the Far East, April 11, 1951

Document 2

. . . But once war is forced upon us, there is no other alternative than to apply every available means to bring it to a swift end.

War's very object is victory, not prolonged indecision.

In war there is no substitute for victory.

There are some who, for varying reasons, would appease Red China. They are blind to history's clear lesson, for history teaches with unmistakable emphasis that appeasement but begets new and bloodier war. It points to no single instance where this end has justified that means, where appeasement has led to more than a sham peace. Like blackmail, it lays the basis for new and successively greater demands until, as in blackmail, violence becomes the only other alternative.

"Why," my soldiers asked of me, "surrender military advantages to an enemy in the field?" I could not answer. . . .

Source: General Douglas MacArthur, Farewell Speech to Congress, April 19, 1951

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.

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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: Civil Liberties During World War II—Japanese American Internment

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 restriction of Japanese American civil liberties during World War II*.

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”

GO RIGHT ON TO THE NEXT PAGE ⇒

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

Powerful and resourceful gangsters have banded together to make war upon the whole human race. Their challenge has now been flung at the United States of America. The Japanese have treacherously violated the long-standing peace between us. Many American soldiers and sailors have been killed by enemy action. American ships have been sunk; American airplanes have been destroyed. . . .

We are now in this war. We are all in it all the way. Every single man, woman, and child is a partner in the most tremendous undertaking of our American history. We must share together the bad news and the good news, the defeats and the victories—the changing fortunes of war.

So far, the news has been all bad. We have suffered a serious set-back in Hawaii. Our forces in the Philippines, which include the brave people of that Commonwealth, are taking punishment, but are defending themselves vigorously. The reports from Guam and Wake and Midway Islands are still confused, but we must be prepared for the announcement that all three outposts have been seized. . . .

Every citizen, in every walk of life, shares this same responsibility. The lives of our soldiers and sailors—the whole future of this nation—depend upon the manner in which each and every one of us fulfills his obligation to our country.

Source: President Franklin D. Roosevelt, Fireside Chat, December 9, 1941

31 According to President Franklin D. Roosevelt, what is **one** challenge facing the United States in December 1941? [1]

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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 of San Diego County, California:

All Japanese persons, both alien and non-alien, will be evacuated from the above designated area by 12:00 o'clock noon Wednesday, April 8, 1942 . . .

The Following Instructions Must Be Observed:

1. A responsible member of each family, preferably the head of the family, or the person in whose name most of the property is held, and each individual living alone, will report to the Civil Control Station . . .
2. Evacuees must carry with them on departure for the Reception Center, the following property:
 - (a) Bedding and linens (no mattress) for each member of the family;
 - (b) Toilet articles for each member of the family;
 - (c) Extra clothing for each member of the family;
 - (d) Sufficient knives, forks, spoons, plates, bowls and cups for each member of the family;
 - (e) Essential personal effects for each member of the family....

Go to the Civil Control Station at 1919 India Street, San Diego, California, between 8:00 a.m. and 5:00 p.m., Thursday, April 2, 1942, or between 8:00 a.m. and 5:00 p.m., Friday, April 3, 1942, to receive further instructions.

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

Document 2b

This store was located in Oakland, California. The owner was a University of California graduate of Japanese descent. On December 8, the day after the attack on Pearl Harbor, he placed the “I AM AN AMERICAN” sign on the storefront. After evacuation orders were issued, the store was closed and eventually sold despite the owner’s declaration of loyalty.



Source: Dorothea Lange, War Relocation Authority, Courtesy of the National Archives

32 What do these documents demonstrate about the treatment of Japanese Americans during World War II? [1]

Score

GO RIGHT ON TO THE NEXT PAGE ⇒

Document 3a

Fred Korematsu, an American citizen, was born of Japanese parents in Oakland, California. He studied briefly at Los Angeles City College and then became a welder. He tried to join the navy, which rejected him for medical reasons.

Korematsu refused to report for relocation, and on May 30 local police arrested him. Although some of the internees he knew advised him against contesting relocation, he decided to mount a legal fight. He explained why:

Assembly Camps were for: Dangerous Enemy Aliens and Citizens; These camps have been definitely an imprisonment under armed guard with orders shoot to kill. In order to be imprisoned, these people should have been given a fair trial in order that they may defend their loyalty at court in a democratic way, but they were placed in imprisonment without any fair trial! Many Disloyal Germans and Italians were caught, but they were not all corralled under armed guard like the Japanese—is this a racial issue? If not, the Loyal Citizens want fair trial to prove their loyalty! Also their [sic] are many loyal aliens who can prove their loyalty to America, and they must be given fair trial and treatment! Fred Korematsu's Test Case may help.

Source: Stephen Breyer, *Making Our Democracy Work*, A Judge's View, Alfred A. Knopf, New York, 2010
(adapted)

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Source: Franklin D. Roosevelt Presidential Library

Eleanor Roosevelt visited Gila River Internment Camp on April 23, 1943. She made the following remarks on April 26 to the *Los Angeles Times*:

. . . We have no common race in this country, but we have an ideal to which all of us are loyal: we cannot progress if we look down upon any group of people amongst us because of race or religion. Every citizen in this country has a right to our basic freedoms, to justice and to equality of opportunity. We retain the right to lead our individual lives as we please, but we can only do so if we grant to others the freedoms that we wish for ourselves.

Source: Introduction from Greg Robinson, Université du Québec À Montréal; Speech from: *Confinement and Ethnicity: An Overview of World War II Japanese American Relocation Sites*, by J. Burton, et al.

33 Based on these documents, what was **one** reason for opposition to the internment of Japanese Americans during World War II? [1]

Score

Document 4

The sweeping story of what happened to the American Japanese and the Caucasians who imprisoned them is not a series of isolated events, but a look into a dark side of the “American way.” The story goes back at least to the treatment of Native Americans, to the persecution of British loyalists after the American Revolution, to the enslavement of Africans in the New World, to the treatment of American Germans during World War I, to Jewish quotas and “Irish Need Not Apply,” to the excesses of official bodies such as the House Un-American Activities Committee. And, at least to me, it seems there is always the possibility of similar persecutions happening again if fear and hysteria overwhelm what Abraham Lincoln called “the better angels of our nature.” . . .

Then, partly because of the black civil rights and anti-Vietnam War protest movements in the 1960s and 1970s, young Japanese Americans began questioning their parents and grandparents about what happened to them in the 1940s. Soon enough, books and memoirs by American Japanese held in camps began to appear; many of them were striking works of literature, many privately published, many never published, and, significantly, a large number of them were books for children and young adults. Japanese American organizations were energized by the questions asked by the new generations; oral history projects were created, letters became public, small museums were opened, and activists lobbied for official apologies, financial redress [compensation], and the designation of some of the camp sites, like Manzanar, as national historical monuments. Government records of the evacuation began to be discovered or declassified. Soon academic tracts and legal texts were written focusing on the constitutionality (or unconstitutionality) of what happened during the war.

Source: Richard Reeves, *The Shocking Story of Japanese American Internment in World War II*, Holt and Company, New York, 2015

34 According to Richard Reeves, what is *one* effort by Japanese Americans to bring public attention to the history of their internment? [1]

Score

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Document 5a

The Commission on Wartime Relocation and Internment of Civilians was established by Congress in 1980 to review the facts and circumstances surrounding President Franklin D. Roosevelt's Executive Order 9066, issued on February 19, 1942. This statement is part of the Commission's report.

. . . The promulgation [issuance] of Executive Order 9066 was not justified by military necessity, and the decisions which followed from it—detention, ending detention and ending exclusion—were not driven by analysis of military conditions. The broad historical causes which shaped these decisions were race prejudice, war hysteria and a failure of political leadership. Widespread ignorance of Japanese Americans contributed to a policy conceived in haste and executed in an atmosphere of fear and anger at Japan. A grave injustice was done to American citizens and resident aliens of Japanese ancestry who, without individual review or any probative [provable] evidence against them, were excluded, removed and detained by the United States during World War II.

Source: *Personal Justice Denied: Report of the Commission on Wartime Relocation and Internment of Civilians*, 1982

Document 5b

The Members of Congress and distinguished guests, my fellow Americans, we gather here today to right a grave wrong. More than 40 years ago, shortly after the bombing of Pearl Harbor, 120,000 persons of Japanese ancestry living in the United States were forcibly removed from their homes and placed in makeshift internment camps. This action was taken without trial, without jury. It was based solely on race, for these 120,000 were Americans of Japanese descent. . . .

The legislation that I am about to sign provides for a restitution payment to each of the 60,000 surviving Japanese-Americans of the 120,000 who were relocated or detained. Yet no payment can make up for those lost years. So, what is most important in this bill has less to do with property than with honor. For here we admit a wrong; here we reaffirm our commitment as a nation to equal justice under the law.

Source: President Ronald Reagan, Remarks on Signing the Bill Providing Restitution for the Wartime Internment of Japanese-American Civilians, August 10, 1988

35 Based on these documents, what is **one** result of the efforts to address the restriction of Japanese American civil liberties during World War II? [1]

Score

Document 6

The following is an excerpt from Fred Korematsu's daughter, Karen Korematsu, in response to the United States Supreme Court decision to uphold an executive order banning travel to the United States from predominantly Muslim countries.

In writing the decision, Chief Justice John G. Roberts Jr. mentioned the 1944 Korematsu ruling, which he believed to be wrong. Karen Korematsu believed that Roberts' opinion officially overruled the *Korematsu v. United States* decision.

On Tuesday, the Supreme Court got it partly right. After nearly 75 years, the court officially overruled *Korematsu v. United States*. In the majority decision, Chief Justice John G. Roberts Jr., citing language used in a dissent to the 1944 ruling, wrote that the court was taking “the opportunity to make express what is already obvious: Korematsu was gravely wrong the day it was decided, has been overruled in the court of history, and—to be clear—has no place in law under the Constitution.” . . .

My father spent his life fighting for justice and educating people about the inhumanity of the Japanese-American incarceration, so that we would learn from our mistakes. Although he would be somewhat glad his case was finally overruled, he would be upset that it was cited while upholding discrimination against another marginalized group. The court's decision replaced one injustice with another nearly 75 years later.

My father would still say, “Stand up for what is right.”

Source: Karen Korematsu, “How the Supreme Court Replaced One Injustice With Another,”
New York Times, June 27, 2018

36 According to Karen Korematsu, what is **one** impact of Fred Korematsu's decision to challenge Japanese American internment? [1]

Score

GO RIGHT ON TO THE NEXT PAGE ➡

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: Civil Liberties During World War II—Japanese American Internment

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 restriction of Japanese American civil liberties during World War II*.

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

