

**PROTOTYPES FOR REGENTS EXAMINATION IN
UNITED STATES HISTORY AND GOVERNMENT
(FRAMEWORK)
DRAFT**

DRAFT PROTOTYPES FOR
REGENTS EXAMINATION IN
UNITED STATES HISTORY AND GOVERNMENT
(FRAMEWORK)
PART 1—STIMULUS-BASED MULTIPLE-CHOICE QUESTIONS

MCQ SET #1

Base your answers to questions 1 through 3 on the letter below and on your knowledge of social studies.

... For myself, I was escorted through Packingtown by a young lawyer who was brought up in the district, had worked as a boy in Armour's plant, and knew more or less intimately every foreman, "spotter," and watchman about the place. I saw with my own eyes hams, which had spoiled in pickle, being pumped full of chemicals to destroy the odor. I saw waste ends of smoked beef stored in barrels in a cellar, in a condition of filth which I could not describe in a letter. I saw rooms in which sausage meat was stored, with poisoned rats lying about, and the dung of rats covering them. I saw hogs which had died of cholera in shipment, being loaded into box cars to be taken to a place called Globe, in Indiana, to be rendered into lard. Finally, I found a physician, Dr. William K. Jaques, 4316 Woodland avenue, Chicago, who holds the chair of bacteriology in the Illinois State University, and was in charge of the city inspection of meat during 1902-3, who told me he had seen beef carcasses, bearing the inspectors' tags of condemnation, left upon open platforms and carted away at night, to be sold in the city. . . .

— Letter from Upton Sinclair to President Theodore Roosevelt, March 10, 1906

1. Upton Sinclair wrote this letter to President Theodore Roosevelt to inform the president about
 1. excessive federal regulation of meatpacking plants
 2. unhealthy practices in the meatpacking plants
 3. raising wages for meatpacking workers
 4. state laws regulating the meatpacking industry

Task Model	2: Students are given a stimulus and asked to identify point of view, purpose, context, bias, format of source, location of source in time and/or place, and/or intended audience of sources using background knowledge.
Framework Reference	<p>11.5: INDUSTRIALIZATION AND URBANIZATION (1870 – 1920):</p> <p>11.5b: Rapid industrialization and urbanization created significant challenges and societal problems that were addressed by a variety of reform efforts.</p> <p>➤ Students will trace reform efforts by individuals and the consequences of those efforts, including:</p> <ul style="list-style-type: none"> • Upton Sinclair's <i>The Jungle</i> and the Meat Inspection Act

- 2 What was one action taken by the federal government to deal with the issues described in this letter?
1. closing the Armour Meat Packing Plant
 2. increasing federal aid for medical research
 3. passing the Meat Inspection Act
 4. limiting freedom of expression

Task Model	12: Students are given a stimulus and asked to identify an informed action taken by an individual, group, or government connected to civic activism.
Framework Reference	<p>11.5: INDUSTRIALIZATION AND URBANIZATION (1870 – 1920):</p> <p>11.5b: Rapid industrialization and urbanization created significant challenges and societal problems that were addressed by a variety of reform efforts.</p> <ul style="list-style-type: none"> ➤ Students will trace reform efforts by individuals and the consequences of those efforts, including: <ul style="list-style-type: none"> • Upton Sinclair’s <i>The Jungle</i> and the Meat Inspection Act

- 3 Historians would most often use Sinclair’s letter to study the
1. Reconstruction Era
 2. suffrage movement
 3. Progressive movement
 4. civil rights era

Task Model	1: Students are given a stimulus and asked to evaluate and classify (identify) best use.
Framework Reference	<p>11.5: INDUSTRIALIZATION AND URBANIZATION (1870 – 1920):</p> <p>11.5b: Rapid industrialization and urbanization created significant challenges and societal problems that were addressed by a variety of reform efforts.</p> <ul style="list-style-type: none"> ➤ Students will trace reform efforts by individuals and the consequences of those efforts, including: <ul style="list-style-type: none"> • Upton Sinclair’s <i>The Jungle</i> and the Meat Inspection Act

MCQ SET #2

Base your answers to questions 4 through 6 on the passage below and on your knowledge of social studies.

. . . We admit, as all must admit, that the powers of the government are limited, and that its limits are not to be transcended. But we think the sound construction of the constitution must allow to the national legislature that discretion, with respect to the means by which the powers it confers are to be carried into execution, which will enable that body to perform the high duties assigned to it, in the manner most beneficial to the people. Let the end be legitimate, let it be within the scope of the constitution, and all means which are appropriate, which are plainly adapted to that end, which are not prohibited, but consist with the letter and spirit of the constitution, are constitutional. . . .

— Chief Justice John Marshall, *McCulloch v. Maryland*, 1819

4. Which constitutional provision was used by Chief Justice Marshall to reach this conclusion?
1. electoral college clause
 2. elastic clause
 3. due process clause
 4. equal protection clause

Task Model	4: Students are given a stimulus and asked to select a plausible claim that logically flows from evidence presented.
Framework Reference	<p>11.2: CONSTITUTIONAL FOUNDATIONS (1763 – 1824):</p> <p>11.2d: Under the new Constitution, the young nation sought to achieve national security and political stability, as the three branches of government established their relationships with each other and the states.</p> <p>➤ Students will examine Supreme Court cases, including <i>Marbury v. Madison</i>, <i>McCulloch v. Maryland</i>, and <i>Gibbons v. Ogden</i>, and analyze how these decisions strengthened the powers of the federal government.</p>

5. Critics feared that this decision would result in
 1. a stronger federal government that would limit state powers
 2. states being able to nullify federal laws
 3. elimination of the amendment process
 4. congressional actions that would limit the federal courts

Task Model	8: Students are given a stimulus and asked to identify a central effect of the described phenomenon.
Framework Reference	<p>11.2: CONSTITUTIONAL FOUNDATIONS (1763 – 1824):</p> <p>11.2d: Under the new Constitution, the young nation sought to achieve national security and political stability, as the three branches of government established their relationships with each other and the states.</p> <ul style="list-style-type: none"> ➤ Students will examine Supreme Court cases, including <i>Marbury v. Madison</i>, <i>McCulloch v. Maryland</i>, and <i>Gibbons v. Ogden</i>, and analyze how these decisions strengthened the powers of the federal government.

6. The precedent set in this case was later used by Congress to
 1. declare war against Spain in 1898
 2. reject the Treaty of Versailles following World War II
 3. establish New Deal programs during the Great Depression
 4. confirm the appointment of Earl Warren to the Supreme Court

Task Model	9: Students are given a stimulus and asked to identify the impact of time and place on an issue or event linked to that stimulus.
Framework Reference	<p>11.7: PROSPERITY AND DEPRESSION (1920 – 1939):</p> <p>11.7c: For many Americans, the 1920s was a time of prosperity. However, underlying economic problems, reflected in the stock market crash of 1929, led to the Great Depression. President Franklin D. Roosevelt’s responses to the Great Depression increased the role of the federal government.</p> <ul style="list-style-type: none"> ➤ Students will evaluate President Roosevelt’s leadership during the Depression, including key legislative initiatives of the New Deal, expansion of federal government power, and the constitutional challenge represented by his court-packing effort.

MCQ SET #3

Base your answers to questions 7 through 9 on the passage below and on your knowledge of social studies.

. . . Yet in the year after that June day in 1948—long after the postwar parades had passed, after the ticker tape had been swept away, after all the heroes had supposedly been minted—it was these unlikely men who improvised and stumbled their way into inventing a uniquely American approach to the world that married the nation’s military and moral might. . . .

Their story has powerful resonance for our own time. In confronting the Berlin blockade, America went to battle against a destructive ideology that threatened free people around the world. In a country we invaded and occupied that had never had a stable democracy, we brought freedom and turned their people’s hatred of America into love for this country, its people, and its ideals. Never before—or since—would America be so admired around the world and stand so solidly on the side of light. . . .

— Andrei Cherny, *The Candy Bombers*, G. P. Putnam’s Sons

7. What was the “destructive ideology” referred to by the author?

1. colonialism
2. nativism
3. communism
4. capitalism

Task Model	2: Students are given a stimulus and asked to identify point of view, purpose, context, bias, format of source, location of source in time and/or place, and/or intended audience of sources using background knowledge.
Framework Reference	<p>11.9: COLD WAR (1945 – 1990):</p> <p>11.9a: After World War II, ideological differences led to political tensions between the United States and the Soviet Union. In an attempt to halt the spread of Soviet influence, the United States pursued a policy of containment.</p> <p>➤ Students will trace United States containment policies, including the Truman Doctrine (1947), the Marshall Plan (1948), and the North Atlantic Treaty Organization (1949), and actions taken during the Berlin blockade, and consider how they represent a shift in American foreign policy.</p>

8. What action turned the German people’s hostility toward the United States into respect for its ideals?
1. the division of Germany by the Allied powers
 2. the trial of war criminals at Nuremberg
 3. the airlift of supplies into Berlin
 4. the construction of a wall to divide Berlin

Task Model	6: Students are given a stimulus and asked to identify significance of an event, action, idea, or development as part of change or part of continuity in history.
Framework Reference	<p>11.9: COLD WAR (1945 – 1990):</p> <p>11.9a: After World War II, ideological differences led to political tensions between the United States and the Soviet Union. In an attempt to halt the spread of Soviet influence, the United States pursued a policy of containment.</p> <p>➤ Students will trace United States containment policies, including the Truman Doctrine (1947), the Marshall Plan (1948), and the North Atlantic Treaty Organization (1949), and actions taken during the Berlin blockade, and consider how they represent a shift in American foreign policy.</p>

9. This passage is most closely associated with which United States foreign policy?
1. mercantilism
 2. isolationism
 3. détente
 4. containment

Task Model	10: Students are given one stimulus or two stimuli and asked to identify a similarity in the described phenomenon (historical development, historical event, geographic setting, economic situation, individual’s action/belief) (implicit comparison).
Framework Reference	<p>11.9: COLD WAR (1945 – 1990):</p> <p>11.9a: After World War II, ideological differences led to political tensions between the United States and the Soviet Union. In an attempt to halt the spread of Soviet influence, the United States pursued a policy of containment.</p> <p>➤ Students will trace United States containment policies, including the Truman Doctrine (1947), the Marshall Plan (1948), and the North Atlantic Treaty Organization (1949), and actions taken during the Berlin blockade, and consider how they represent a shift in American foreign policy.</p>

MCQ SET #4

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

Number and Percentage of Free Blacks, by State, 1800

State	Total Number of Free Blacks	Free Blacks as a Percentage of Total Black Population
Massachusetts	7,378	100 %
Vermont	557	100 %
New Hampshire	855	99 %
Rhode Island	3,304	90 %
Pennsylvania	14,564	89 %
Connecticut	5,300	85 %
Delaware	8,268	57 %
New York	10,374	33 %
New Jersey	4,402	26 %
Maryland	19,587	16 %
Virginia	20,124	6 %
North Carolina	7,043	5 %
South Carolina	3,185	2 %
Georgia	1,019	2 %
Kentucky	741	2 %
Tennessee	309	2 %
UNITED STATES	108,395*	11 %

*Total includes figures from the District of Columbia, Mississippi Territory, and Northwest Territory. These areas are not shown on the chart.

Source: U.S. Census Bureau (adapted)

10. What is one conclusion that can be drawn from this chart?

1. No free blacks lived in the South.
2. Most Northern states had slaves.
3. Kentucky had the most free blacks in the South.
4. Vermont had the most free blacks in the North.

Task Model	13: Students are given a visual stimulus such as a map, graph, chart, time line, cartoon, or photograph and asked to extract and interpret relevant information to answer a question.
Framework Reference	11.3: EXPANSION, NATIONALISM, AND SECTIONALISM (1800 – 1865): 11.3b: Different perspectives concerning constitutional, political, economic, and social issues contributed to the growth of sectionalism.

11. What is the primary reason for the differences shown in this chart?

1. failure of an industrial economy in the North
2. fewer educational opportunities in the North
3. development of a plantation economy in the South
4. growth of railroads in the South

Task Model	7: Students are given a stimulus and asked to identify a central cause of the described phenomenon.
Framework Reference	11.3: EXPANSION, NATIONALISM, AND SECTIONALISM (1800 – 1865): 11.3b: Different perspectives concerning constitutional, political, economic, and social issues contributed to the growth of sectionalism.

MCQ SET #5

Base your answers to questions 12 through 14 on the cartoon below and on your knowledge of social studies.

QUALIFYING TEST FOR SUPREME COURT JOBS



Source: Edward S. Brown, *New York Herald Tribune*, February 12, 1937 (adapted)

12. The cartoonist suggests that President Franklin D. Roosevelt’s proposal for changing the Supreme Court would
1. strengthen the system of checks and balances
 2. threaten the independence of the justices
 3. reinforce the rule of law
 4. protect the United States Constitution

Task Model	13: Students are given a visual stimulus such as a map, graph, chart, time line, cartoon, or photograph and asked to extract and interpret relevant information to answer a question.
Framework Reference	<p>11.7: PROSPERITY AND DEPRESSION (1920 – 1939):</p> <p>11.7c: For many Americans, the 1920s was a time of prosperity. However, underlying economic problems, reflected in the stock market crash of 1929, led to the Great Depression. President Franklin D. Roosevelt’s responses to the Great Depression increased the role of the federal government.</p> <ul style="list-style-type: none"> ➤ Students will evaluate President Roosevelt’s leadership during the Depression, including key legislative initiatives of the New Deal, expansion of federal government power, and the constitutional challenge represented by his court-packing effort.

13. What action prompted President Roosevelt to suggest the plan referred to in the cartoon?
1. The Supreme Court had declared prominent New Deal programs unconstitutional.
 2. Roosevelt had lost the popular vote in the last presidential election.
 3. Congress had passed a bill reducing the size of the Supreme Court.
 4. Roosevelt had announced an end to the New Deal.

Task Model	7: Students are given a stimulus and asked to identify a central cause of the described phenomenon.
Framework Reference	<p>11.7: PROSPERITY AND DEPRESSION (1920 – 1939):</p> <p>11.7c: For many Americans, the 1920s was a time of prosperity. However, underlying economic problems, reflected in the stock market crash of 1929, led to the Great Depression. President Franklin D. Roosevelt’s responses to the Great Depression increased the role of the federal government.</p> <ul style="list-style-type: none"> ➤ Students will evaluate President Roosevelt’s leadership during the Depression, including key legislative initiatives of the New Deal, expansion of federal government power, and the constitutional challenge represented by his court-packing effort.

14. Which constitutional provision is intended to protect against the situation shown in the cartoon?
1. The pay of federal judges cannot be reduced during their service.
 2. The president appoints all federal judges.
 3. Nominees to the federal courts must be confirmed by the Senate.
 4. Congress must approve all funds to operate federal courts.

Task Model	2: Students are given a stimulus and asked to identify point of view, purpose, context, bias, format of source, location of source in time and/or place, and/or intended audience of sources using background knowledge.
Framework Reference	11.2: CONSTITUTIONAL FOUNDATIONS (1763 – 1824): 11.2c: Weaknesses of the Articles of Confederation led to a convention whose purpose was to revise the Articles of Confederation but instead resulted in the writing of a new Constitution. The ratification debate over the proposed Constitution led the Federalists to agree to add a bill of rights to the Constitution. ➤ Students will examine the structure, power, and function of the federal government as created by the Constitution, including key constitutional principles such as the division of power between federal and state government, the separation of powers at the federal level, the creation of checks and balances, the sovereignty of the people, and judicial independence.

DRAFT PROTOTYPES FOR
REGENTS EXAMINATION IN
UNITED STATES HISTORY AND GOVERNMENT
(FRAMEWORK)
PART 2—SHORT ESSAY QUESTIONS

SHORT ESSAY QUESTION–SET # 1

This Short Essay Question is based on the accompanying documents and is designed to test your ability to work with historical documents. Each Short Essay Question set will consist of two documents. Some of these documents have been edited for the purposes of this question. 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.

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”

Document 1

Reporter: Mr. President, would you mind commenting on the strategic importance of Indochina for the free world? I think there has been, across the country, some lack of understanding on just what it means to us.

The President: You have, of course, both the specific and the general when you talk about such things. First of all, you have the specific value of a locality in its production of materials that the world needs.

Then you have the possibility that many human beings pass under a dictatorship that is inimical [hostile] to the free world.

Finally, you have broader considerations that might follow what you would call the “falling domino” principle. You have a row of dominoes set up, you knock over the first one, and what will happen to the last one is the certainty that it will go over very quickly. So you could have a beginning of a disintegration that would have the most profound influences. . . .

Source: Press Conference with President Dwight Eisenhower, April 7, 1954

<p>Framework Reference</p>	<p>11.9: COLD WAR (1945 – 1990):</p> <p>11.9a: After World War II, ideological differences led to political tensions between the United States and the Soviet Union. In an attempt to halt the spread of Soviet influence, the United States pursued a policy of containment.</p> <p>➤ Students will trace the United States involvement in Vietnam, including President Johnson’s decision to escalate the fighting in Vietnam.</p>
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Document 2

Joint Resolution

To promote the maintenance of international peace and security in southeast Asia.

Whereas naval units of the Communist regime in Vietnam, in violation of the principles of the Charter of the United Nations and of international law, have deliberately and repeatedly attacked United States naval vessels lawfully present in international waters, and have thereby created a serious threat to international peace; and

Whereas these attackers are part of deliberate and systematic campaign of aggression that the Communist regime in North Vietnam has been waging against its neighbors and the nations joined with them in the collective defense of their freedom; and

Whereas the United States is assisting the peoples of southeast Asia to protest their freedom and has no territorial, military or political ambitions in that area, but desires only that these people should be left in peace to work out their destinies in their own way: Now, therefore be it

Resolved by the Senate and House of Representatives of the United States of America in Congress assembled, That the Congress approves and supports the determination of the President, as Commander in Chief, to take all necessary measures to repel any armed attack against the forces of the United States and to prevent further aggression. . . .

Source: Tonkin Gulf Resolution in Congress, August 7, 1964

Framework Reference	<p>11.9: COLD WAR (1945 – 1990):</p> <p>11.9a: After World War II, ideological differences led to political tensions between the United States and the Soviet Union. In an attempt to halt the spread of Soviet influence, the United States pursued a policy of containment.</p> <p>➤ Students will trace the United States involvement in Vietnam, including President Johnson’s decision to escalate the fighting in Vietnam.</p>
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SHORT ESSAY QUESTION–SET # 2

This Short Essay Question is based on the accompanying documents and is designed to test your ability to work with historical documents. Each Short Essay Question set will consist of two documents. Some of these documents have been edited for the purposes of this question. 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.

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

Document 1

The following is an excerpt from the Fugitive Slave Act of 1850, passed as part of the Compromise of 1850.

Section 7

And be it further enacted, That any person who shall knowingly and willingly obstruct, hinder, or prevent such claimant, his agent or attorney, or any person or persons lawfully assisting him, her, or them, from arresting such a fugitive from service or labor, either with or without process as aforesaid, or shall rescue, or attempt to rescue, such fugitive from service or labor, from the custody of such claimant, his or her agent or attorney, or other person or persons lawfully assisting as aforesaid, when so arrested, pursuant to [in accordance with] the authority herein given and declared; or shall aid, abet, or assist such person so owing service or labor as aforesaid, directly or indirectly, to escape from such claimant, his agent or attorney, or other person or persons legally authorized as aforesaid; or shall harbor or conceal such fugitive, so as to prevent the discovery and arrest of such person, after notice or knowledge of the fact that such person was a fugitive from service or labor as aforesaid, shall, for either of said offences, be subject to a fine not exceeding one thousand dollars, and imprisonment not exceeding six months. . . .

Section 8

And be it further enacted, . . . and in all cases where the proceedings are before a commissioner, he shall be entitled to a fee of ten dollars in full for his services in each case, upon the delivery of the said certificate to the claimant, his agent or attorney; or a fee of five dollars in cases where the proof shall not, in the opinion of such commissioner, warrant such certificate and delivery, . . .

Source: Fugitive Slave Act, 1850

<p>Framework Reference</p>	<p>11.3: EXPANSION, NATIONALISM, AND SECTIONALISM (1800 – 1865):</p> <p>11.3b: Different perspectives concerning constitutional, political, economic, and social issues contributed to the growth of sectionalism.</p> <ul style="list-style-type: none"> ➤ Students will examine the issues surrounding the expansion of slavery into new territories, by exploring the Missouri Compromise, Manifest Destiny, Texas and the Mexican-American War, the Compromise of 1850, the Kansas-Nebraska Act, the <i>Dred Scott</i> decision, and John Brown’s raid.
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Document 2

CAUTION!!

**COLORED PEOPLE
OF BOSTON, ONE & ALL,**
You are hereby respectfully **CAUTIONED** and
advised, to avoid conversing with the
**Watchmen and Police Officers
of Boston,**
**For since the recent ORDER OF THE MAYOR &
ALDERMEN, they are empowered to act as**
KIDNAPPERS
AND
Slave Catchers,
And they have already been actually employed in
**KIDNAPPING, CATCHING, AND KEEPING
SLAVES.** Therefore, if you value your **LIBERTY,**
and the *Welfare of the Fugitives* among you, *Shun*
them in every possible manner, as so many **HOUNDS**
on the track of the most unfortunate of your race.
**Keep a Sharp Look Out for
KIDNAPPERS, and have
TOP EYE open.**
APRIL 24, 1851.

Source: Boston Public Library

<p>Framework Reference</p>	<p>11.3: EXPANSION, NATIONALISM, AND SECTIONALISM (1800 – 1865):</p> <p>11.3b: Different perspectives concerning constitutional, political, economic, and social issues contributed to the growth of sectionalism.</p> <ul style="list-style-type: none"> ➤ Students will examine the issues surrounding the expansion of slavery into new territories, by exploring the Missouri Compromise, Manifest Destiny, Texas and the Mexican-American War, the Compromise of 1850, the Kansas-Nebraska Act, the <i>Dred Scott</i> decision, and John Brown’s raid.
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DRAFT PROTOTYPES FOR
REGENTS EXAMINATION IN
UNITED STATES HISTORY AND GOVERNMENT
(FRAMEWORK)
PART 3—CIVIC LITERACY ESSAY

PART 3—CIVIC LITERACY ESSAY

This Civic Literacy essay 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: African American Civil Rights

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 African American civil rights.

Task: Read and analyze the documents. 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 to address this constitutional or civic issue by individuals, groups, and/or governments
- Discuss the extent to which these efforts were successful

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

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

Discuss means “to make observations about something using facts, reasoning, and argument; to present in some detail”

PART 3—ESSAY

DOCUMENT 1a

. . . Before the Civil War, blacks could vote in only a handful of northern states, and black officeholding was virtually unheard of. (The first African American to hold elective office appears to have been John M. Langston, chosen as township clerk in Brownhelm, Ohio, in 1855.) But during Reconstruction perhaps two thousand African Americans held public office, from justice of the peace to governor and United States senator. Thousands more headed Union Leagues and local branches of the Republican Party, edited newspapers, and in other ways influenced the political process. African Americans did not “control” Reconstruction politics, as their opponents frequently charged. But the advent of black suffrage and officeholding after the war represented a fundamental shift in power in southern life. It marked the culmination of both the constitutional revolution embodied in the Fourteenth and Fifteenth amendments, and the broad grassroots mobilization of the black community. . . .

Source: Eric Foner, *Forever Free: The Story of Emancipation and Reconstruction*, Alfred A. Knopf, 2005

Framework Reference	<p>11.4: POST-CIVIL WAR ERA (1865 – 1900):</p> <p>11.4a: Between 1865 and 1900, constitutional rights were extended to African Americans. However, their ability to exercise these rights was undermined by individuals, groups, and government institutions.</p> <ul style="list-style-type: none"> ➤ Students will examine the 13th, 14th, and 15th amendments and consider the role of Radical Republicans in Reconstruction.
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DOCUMENT 1b

. . . Although 1890 to 2000 is a relatively short span of time, these eleven decades comprise a critical period in American history. The collapse of Reconstruction after the Civil War led to the establishment of white supremacy in the Southern states, a system of domination and exploitation that most whites, in the North as well as the South, expected to last indefinitely. In 1900, despite the nation’s formal commitment to racial equality as expressed in the Fourteenth and Fifteenth Amendments, racial discrimination remained a basic organizing principle of American society. In the South, racial discrimination, reinforced by racial segregation, became official state policy. In the North discrimination and segregation also became widely sanctioned customs that amounted to, in effect, semiofficial policy. The federal government practiced racial segregation in the armed services, discriminated against blacks in the civil service, and generally condoned, by its actions if not its words, white supremacy. . . .

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

- 1 Based on these documents, state **one** way the end of Reconstruction affected African Americans. [1]

Framework Reference	<p>11.4: POST-CIVIL WAR ERA (1865 – 1900):</p> <p>11.4a: Between 1865 and 1900, constitutional rights were extended to African Americans. However, their ability to exercise these rights was undermined by individuals, groups, and government institutions.</p> <ul style="list-style-type: none"> ➤ Students will examine the 13th, 14th, and 15th amendments and consider the role of Radical Republicans in Reconstruction.
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Framework Reference	<p>11.10: SOCIAL AND ECONOMIC CHANGE/DOMESTIC ISSUES (1945 – present):</p> <p>11.10a: After World War II, long-term demands for equality by African Americans led to the civil rights movement. The efforts of individuals, groups, and institutions helped to redefine African American civil rights, though numerous issues remain unresolved.</p> <ul style="list-style-type: none"> ➤ Students will examine judicial actions and legislative achievements during the movement, such as <i>Brown v. Board of Education of Topeka</i> (1954), the Civil Rights Act of 1964, <i>Heart of Atlanta Motel, Inc. v. United States</i> (1964) and the Voting Rights Act of 1965.
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DOCUMENT 2

... By 1905 those African Americans who stayed in the former Confederacy found themselves virtually banished from local elections, but that didn't mean that they weren't political actors. In his famous 1895 Atlanta Exposition speech, Tuskegee College president Booker T. Washington recommended vocational training rather than classical education for African Americans. The former slave implied that black southerners would not seek social integration, but he did demand that southern factories hire black people: "The opportunity to earn a dollar in a factory just now is worth infinitely more than the opportunity to spend a dollar in an opera-house." He looked forward to the near future when the African American third of the southern population would produce and share in one-third of its industrial bounty. . . .

The northern-born black sociologist W. E. B. Du Bois positioned himself as Washington's nemesis [opponent]. A graduate of Tennessee's Fisk University, Du Bois was the first African American to earn a Harvard Ph.D. He believed that Washington had conceded too much and said so in his 1903 book *The Souls of Black Folk*. Any man, he insisted, should be able to have a classical education. Moreover, accepting segregation meant abdicating all civil rights by acknowledging that black people were not equal to whites. "The problem of the Twentieth Century is the problem of the color line." Du Bois warned. In 1905 he founded the Niagara Movement, the forerunner of the National Association for the Advancement of Colored People (NAACP), which was begun in 1909 to fight for political and civil rights. . . .

Source: Glenda Elizabeth Gilmore & Thomas J. Sugrue, *These United States: A Nation in the Making 1890 to the Present*, W. W. Norton & Company, 2015

- 2 According to this document, what is **one** way Booker T. Washington and W. E. B. Du Bois disagreed about how African Americans should achieve equality? [1]

Framework Reference	<p>11.5: INDUSTRIALIZATION AND URBANIZATION (1870 – 1920):</p> <p>11.5b: Rapid industrialization and urbanization created significant challenges and societal problems that were addressed by a variety of reform efforts.</p> <ul style="list-style-type: none"> • Booker T. Washington's contributions to education, including the creation of Tuskegee Institute • W. E. B. Du Bois and the founding of the National Association for the Advancement of Colored People (NAACP), the publication of <i>The Crisis</i>, and the Silent Protest (1917)
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DOCUMENT 3

. . . In 1950 Reverend Oliver Brown of Topeka, Kansas, was incensed that his young daughters could not attend the Sumner Elementary School, an all-white public school close to their home. Instead, they had to walk nearly a mile through a dangerous railroad switchyard to reach a bus that would take them to an inferior all-black school.

In the early 1950s, this sort of school segregation was commonplace in the South and certain border states. By law, all-black schools (and other segregated public facilities) were supposed to be as well-funded as whites’—but they rarely were. States typically spent twice as much money per student in white schools. Classrooms in black schools were overcrowded and dilapidated.

In 1951 NAACP lead counsel Thurgood Marshall filed suit on behalf of Oliver Brown. By fall 1952, the Brown case and four other school desegregation cases had made their way to the U.S. Supreme Court, all under the case name *Brown v. Board of Education of Topeka*. Marshall argued that the Supreme Court should overturn the “separate but equal” ruling of *Plessy v. Ferguson* (1896), which had legitimized segregation. Marshall believed that even if states spent an equal amount of money on black schools, the segregated system would still be unfair because the stigma of segregation damaged black students psychologically. . . .

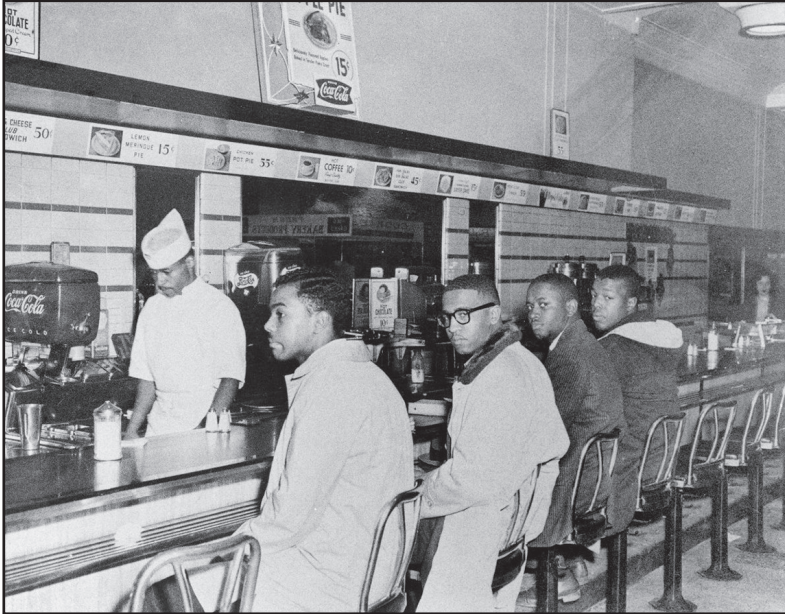
Source: Beth Bailey, et al, *The Fifties Chronicles*, Legacy, 2008

- 3 According to this document, what is *one* reason Thurgood Marshall argued that the “separate but equal” ruling of *Plessy v. Ferguson* should be overturned? [1]

Framework Reference	11.10: SOCIAL AND ECONOMIC CHANGE/DOMESTIC ISSUES (1945 – present):
	<p>11.10a: After World War II, long-term demands for equality by African Americans led to the civil rights movement. The efforts of individuals, groups, and institutions helped to redefine African American civil rights, though numerous issues remain unresolved.</p> <p>➤ Students will examine the roles and impact of individuals such as Rev. Martin Luther King Jr., Stokely Carmichael, Fannie Lou Hamer, and Malcolm X on the movement and their perspectives on change.</p>

DOCUMENT 4a

Sit-in at Woolworth’s lunch counter in Greensboro, North Carolina



Source: *Greensboro News & Record*, February 2, 1960

<p>Framework Reference</p>	<p>11.10: SOCIAL AND ECONOMIC CHANGE/DOMESTIC ISSUES (1945 – present):</p> <p>11.10a: After World War II, long-term demands for equality by African Americans led to the civil rights movement. The efforts of individuals, groups, and institutions helped to redefine African American civil rights, though numerous issues remain unresolved.</p> <ul style="list-style-type: none">➤ Students will examine the roles and impact of individuals such as Rev. Martin Luther King Jr., Stokely Carmichael, Fannie Lou Hamer, and Malcolm X on the movement and their perspectives on change.
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DOCUMENT 4b

. . . At lunch counters in other cities, protesters encountered hostile reactions from outraged white patrons. Sit-in demonstrators were assaulted with verbal abuse, hot coffee, lit cigarettes, and worse. Invariably, it was the young protesters who ended up arrested for “creating a disturbance.” Nevertheless, by fall 1961 the movement could claim substantial victories among many targeted cities. . . .

Source: David Farber, et al, *The Sixties Chronicles*, Legacy, 2004

4 Based on these documents, state **one** result of the sit-in at the Greensboro Woolworth. [1]

Framework Reference	<p>11.10: SOCIAL AND ECONOMIC CHANGE/DOMESTIC ISSUES (1945 – present):</p> <p>11.10a: After World War II, long-term demands for equality by African Americans led to the civil rights movement. The efforts of individuals, groups, and institutions helped to redefine African American civil rights, though numerous issues remain unresolved.</p> <ul style="list-style-type: none"> ➤ Students will examine the roles and impact of individuals such as Rev. Martin Luther King Jr., Stokely Carmichael, Fannie Lou Hamer, and Malcolm X on the movement and their perspectives on change.
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DOCUMENT 5

. . . The direct action protests of the 1960s paid dividends. In 1964 and 1965, the Johnson administration orchestrated the passing of the two most significant civil rights bills since Reconstruction. The Birmingham protests and the March on Washington had convinced President Kennedy to forge ahead with a civil rights bill in 1963. But his assassination on November 22, 1963, left the passage of the bill in question. President Johnson, who to that point had an unfavorable record concerning civil rights, had come to believe in the importance of federal protection for African Americans and deftly tied the civil rights bill to the memory of Kennedy. . . .

Despite passage of this far-reaching bill, African Americans still faced barriers to their right to vote. While the Civil Rights Act of 1964 addressed voting rights, it did not eliminate many of the tactics recalcitrant [stubborn] southerners used to keep blacks from the polls, such as violence, economic intimidation, and literacy tests. But the Freedom Summer protests in Mississippi and the Selma-to-Montgomery march the following year led to the passage of the Voting Rights Act of 1965. Johnson had already begun work on a bill before the Selma march, and he again urged Congress to pass it. On March 15, 1965, he addressed both houses of Congress. . . .

Source: Henry Louis Gates Jr., *Life Upon These Shores: Looking at African American History 1513–2008*, Alfred A. Knopf, 2011

- 5 According to Henry Louis Gates Jr., what was *one* result of the 1960s civil rights protests?
[1]

Framework Reference	11.10: SOCIAL AND ECONOMIC CHANGE/DOMESTIC ISSUES (1945 – present):
	<p>11.10a: After World War II, long-term demands for equality by African Americans led to the civil rights movement. The efforts of individuals, groups, and institutions helped to redefine African American civil rights, though numerous issues remain unresolved.</p> <p>➤ Students will examine the roles and impact of individuals such as Rev. Martin Luther King Jr., Stokely Carmichael, Fannie Lou Hamer, and Malcolm X on the movement and their perspectives on change.</p>

DOCUMENT 6

. . . When the clock ticked off the last minute of 1969 and African Americans took stock of the last few years, they thought not only about the changes they had witnessed but also about the ones they still hoped to see. They knew they were the caretakers of King’s dream of living in a nation where character was more important than color. And they knew they had to take charge of their community. After all, the civil rights and Black Power eras had forged change through community action. Although many blacks may have sensed that all progress was tempered by the social, economic, and political realities of a government and a white public often resistant to change, they could not ignore the power of their own past actions. America in 1969 was not the America of 1960 or 1965. At the end of the decade, a chorus could be heard rising from the black community proclaiming, “We changed the world.”. . .

Source: Robin D. G. Kelley and Earl Lewis, eds., *To Make our World Anew: Vol. Two: A History of African Americans Since 1880*, Oxford University Press, 2000

6 Based on this document, state **one** impact of the civil rights movement of the 1960s. [1]

Framework Reference	<p>11.10: SOCIAL AND ECONOMIC CHANGE/DOMESTIC ISSUES (1945 – present):</p> <p>11.10a: After World War II, long-term demands for equality by African Americans led to the civil rights movement. The efforts of individuals, groups, and institutions helped to redefine African American civil rights, though numerous issues remain unresolved.</p> <ul style="list-style-type: none"> ➤ Students will examine the roles and impact of individuals such as Rev Martin Luther King Jr., Stokely Carmichael, Fannie Lou Hamer, and Malcolm X on the movement and their perspectives on change.
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