

The University of the State of New York  
REGENTS HIGH SCHOOL EXAMINATION

**UNITED STATES HISTORY  
AND  
GOVERNMENT**

**Wednesday, January 28, 2004 — 1:15 to 4:15 p.m., only**

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

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

Print your name and the name of your school on the lines above. Then turn to the last page of this booklet, which is the answer sheet for Part I. Fold the last page along the perforations and, slowly and carefully, tear off the answer sheet. Then fill in the heading of your answer sheet. Now print your name and the name of your school 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.

**Part I** contains 50 multiple-choice questions. Record your answers to these questions on the separate answer sheet.

**Part II** contains one thematic essay question. Write your answer to this question in the essay booklet, beginning on page 1.

**Part III** is based on several documents:

**Part III A** contains the documents. Each document is followed by one or more question(s). In the test booklet, write your answer to each question on the lines following that question. Be sure to enter your name and the name of your school on the first page of this section.

**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 statement printed on the Part I answer sheet, indicating that you had no unlawful knowledge of the questions or answers prior to the examination and that you have neither given nor received assistance in answering any of the questions during the examination. Your answer sheet cannot be accepted if you fail to sign this declaration.

**DO NOT OPEN THIS EXAMINATION BOOKLET UNTIL THE SIGNAL IS GIVEN.**

## Part I

### Answer all questions in this part.

*Directions* (1–50): For each statement or question, write on the separate answer sheet the *number* of the word or expression that, of those given, best completes the statement or answers the question.

- 1 Which heading best completes the partial outline below?

- |                                 |
|---------------------------------|
| I. _____                        |
| A. Committees of Correspondence |
| B. Nonimportation Agreements    |
| C. Boston Tea Party             |
| D. First Continental Congress   |

- (1) Protests Against Slavery in the American Colonies
- (2) British Parliamentary Actions to Punish Colonial Americans
- (3) Colonial Responses to British Mercantile Policies
- (4) Colonial Attempts to End the British Policy of Salutary Neglect

- 2 **“New Congress to Have Two Houses”**  
**“Slaves to Count as Three-Fifths of a Person”**  
**“President to be Chosen by Electoral Vote”**

Which conclusion about the Constitutional Convention is best supported by these headlines?

- (1) The framers of the Constitution were able to compromise on important issues.
- (2) States that were small in area would lose power in the new Constitution.
- (3) States with large populations controlled the outcome of the convention.
- (4) The president and Congress would have equal power under the new constitution.

- 3 Which power is shared by the federal government and the New York State government?
- (1) enacting immigration laws
  - (2) levying taxes
  - (3) granting patents and copyrights
  - (4) issuing passports

- 4 The unwritten constitution is best defined as the
- (1) amendments to the United States Constitution
  - (2) powers that the Constitution reserves for the states
  - (3) powers that the Constitution denies to Congress and to the states
  - (4) practices of the government that are based on custom and tradition

- 5 “The Congress shall have Power . . . To make all Laws which shall be necessary and proper for carrying into Execution the foregoing Powers, and all other Powers vested [granted] by this Constitution in the Government of the United States, or in any Department or Officer thereof. . . .”

This section of the United States Constitution was frequently used during the 20th century to

- (1) expand federal control of interstate commerce
- (2) reduce the number of federal courts
- (3) overturn decisions of the electoral college
- (4) impeach the president

- 6 New York State and the United States have republican forms of government because both have

- (1) a bill of rights
- (2) a written constitution
- (3) an elected legislature
- (4) three branches of government

- 7 In the case of *Marbury v. Madison* (1803), the Supreme Court increased its power by

- (1) establishing the practice of judicial review
- (2) upholding the presidential appointment power
- (3) expanding the meaning of individual liberties
- (4) declaring the principle of states’ rights unconstitutional

- 8 One similarity in the foreign policies of Presidents George Washington, Thomas Jefferson, and James Monroe was that they
- (1) favored France over England
  - (2) promoted colonial expansion
  - (3) came to the defense of Latin American nations
  - (4) sought to avoid involvement in European political struggles
- 9 The Declaration of Sentiments from the Seneca Falls Convention of 1848 proclaimed that
- (1) the abolition of slavery was necessary
  - (2) all men and women are created equal
  - (3) California should be admitted as a free state
  - (4) the sale of alcoholic beverages should be illegal
- 10 One way that “Bleeding Kansas,” the Dred Scott decision, and John Brown’s raid on Harper’s Ferry had a similar effect on the United States was that these events
- (1) ended conflict over slavery in the territories
  - (2) eased tensions between the North and the South
  - (3) contributed to the formation of the Whig Party
  - (4) made sectional compromise more difficult
- 11 The Homestead Act of 1862 helped the development of the West by
- (1) providing free land to settlers
  - (2) granting land for construction of trans-continental railroads
  - (3) allowing slavery to spread to the territories
  - (4) placing Native American Indians on reservations
- 12 Between 1880 and 1900, most immigrants coming to the United States settled in the cities along the east coast because
- (1) many factory jobs were available in the East
  - (2) little farmland remained to be settled in the Midwest
  - (3) most immigrants came from the cities of Europe
  - (4) city laws afforded special rights and protections for immigrants

Base your answers to questions 13 and 14 on the speakers’ statements below and on your knowledge of social studies.

*Speaker A:* “When demand ran high, and markets were scarce, he showed little mercy, broke his contracts for delivery and raised prices.”

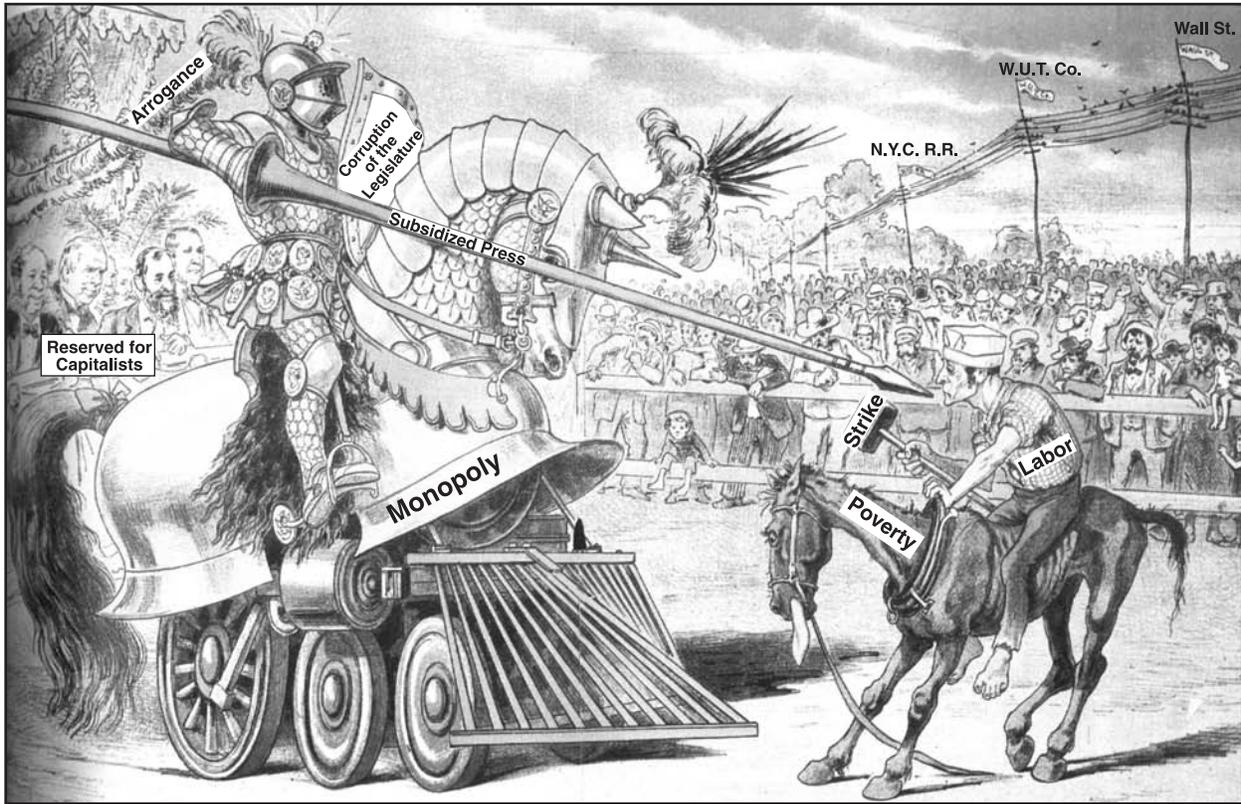
*Speaker B:* “The man of wealth must hold his fortune ‘in trust’ for the community and use it for philanthropic and charitable purposes.”

*Speaker C:* “It is cruel to slander the rich because they have been successful. They have gone into great enterprises that have enriched the nation and the nation has enriched them.”

*Speaker D:* “The fruits of the toil of millions are boldly stolen to build up colossal fortunes for the few, unprecedented in the history of mankind.”

- 13 Which two speakers would most likely label late 19th-century industrialists as *robber barons*?
- (1) A and B
  - (2) A and D
  - (3) B and C
  - (4) C and D
- 14 The most valid conclusion that can be drawn from the different viewpoints of these speakers is that industrialists of the late 19th century
- (1) benefited and harmed society
  - (2) treated their workers fairly
  - (3) used illegal means to gain wealth
  - (4) generally opposed the free-enterprise economic system
- 
- 15 In *Plessy v. Ferguson* (1896), the Supreme Court ruled that
- (1) states may not secede from the Union
  - (2) racial segregation was constitutional
  - (3) slaves are property and may not be taken from their owners
  - (4) all western territories should be open to slavery

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



Source: Lewis Paul Todd and Merle Curti, *Rise of the American Nation*, Harcourt Brace Jovanovich (adapted)

- 16 What is the main idea of this cartoon from the 1880s?
- (1) Labor is gaining power over big business.
  - (2) Most Americans support the labor movement.
  - (3) Business has advantages over labor.
  - (4) Government should support the expansion of railroads.
- 17 The American Federation of Labor responded to the situation shown in the cartoon by
- (1) organizing skilled workers into unions
  - (2) encouraging open immigration
  - (3) forming worker-owned businesses
  - (4) creating a single union of workers and farmers

18 The Sherman Antitrust Act and the Clayton Antitrust Act were passed in an effort to

- (1) promote the formation of new trusts
- (2) maintain competition in business
- (3) increase business investment
- (4) limit the activities of foreign corporations

19 Between the 1890s and the start of World War I, the United States expanded its access to overseas markets and raw materials through the policy of

- (1) containment
- (2) imperialism
- (3) isolationism
- (4) neutrality

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

### Progressive Era Legislation

Date	Legislation	Purpose
1905	United States Forest Service established	Manage the nation's water and timber resources
1906	Meat Inspection Act	Regulate meat processing to ensure clean conditions
1906	Pure Food and Drug Act	Outlaw dishonest labeling of food and drugs
1913	Department of Labor established	Promote the interests of working people

- 20 The common purpose of these legislative acts was to
- (1) protect the nation's natural resources
  - (2) improve conditions for recent immigrants to the United States
  - (3) advance the growth of big business
  - (4) promote the general welfare of the American public
- 

21 The success of the Populist Party of the 1890s can best be measured by which development?

- (1) The party replaced one of the two major parties.
- (2) The party gained support among business leaders.
- (3) Two of the party's candidates were elected to the presidency.
- (4) Several of the party's proposed reforms were made into laws.

22 The Open Door policy of 1899 was originally adopted so that the United States could

- (1) restrict Chinese immigration
- (2) stop Japan from colonizing China
- (3) gain equal trading rights in China
- (4) encourage the development of democracy in China

23 During the Progressive Era, Jane Addams responded to urban conditions by working to establish

- (1) settlement houses that provided assistance to the poor
- (2) newspapers that helped to inform Americans about slum conditions
- (3) laws that restricted certain immigrant groups
- (4) free public schools located in inner-city neighborhoods

24 During World War I, many American women helped gain support for the suffrage movement by

- (1) protesting against the war
- (2) joining the military service
- (3) lobbying for child-care facilities
- (4) working in wartime industries

- 25 Following World War I, the United States Senate refused to ratify the Treaty of Versailles primarily because the treaty
- (1) failed to include most of President Wilson's Fourteen Points
  - (2) did not punish Germany for starting the war
  - (3) contained provisions that might lead the United States into foreign conflicts
  - (4) made no provision for reduction of military weapons
- 26 The migration of African Americans to the North during and following World War I was mainly a result of the
- (1) success of military desegregation
  - (2) efforts of the civil rights movement
  - (3) availability of new factory jobs
  - (4) impact of affirmative action programs
- 27 During the 1920s, controversies concerning the Scopes trial, national Prohibition, and the behavior of "flappers" were all signs of disagreement over
- (1) the return to normalcy
  - (2) traditional values and changing lifestyles
  - (3) causes of the Great Depression
  - (4) the benefits of new technology
- 28 A major goal of the immigration acts of the 1920s was to
- (1) allow unlimited immigration from Southeast Asia
  - (2) assure equal numbers of immigrants from all nations
  - (3) favor wealthy and well-educated immigrants
  - (4) use quotas to limit immigration from southern and eastern Europe
- 29 Which conditions are most characteristic of an economic depression?
- (1) high unemployment and overproduction
  - (2) large business investments and low taxes
  - (3) too much money in circulation and high stock prices
  - (4) high employment and increased real estate investments
- 30 The New Deal tried to solve many problems of the Great Depression by
- (1) providing federal aid to many sectors of the economy
  - (2) reducing taxes on big business to stimulate job creation
  - (3) lowering federal spending to maintain a balanced budget
  - (4) decreasing foreign competition by raising tariffs
- 31 President Franklin D. Roosevelt tried to pack the United States Supreme Court, but Congress did not support him. This situation is an example of
- (1) Congress undermining the separation of powers
  - (2) the president using the unwritten constitution
  - (3) the use of the system of checks and balances
  - (4) how federalism was preserved by one branch of government
- 32 In the 1930s, Congress attempted to avoid the situations that led to United States involvement in World War I by
- (1) enacting a peacetime draft law
  - (2) passing a series of neutrality acts
  - (3) authorizing the deportation of American Communist Party members
  - (4) relocating Japanese Americans to internment camps
- 33 During World War II, the federal government used rationing to
- (1) hold down prices of military weapons
  - (2) increase educational benefits for veterans
  - (3) increase imports of scarce products
  - (4) provide more resources for the military
- 34 What was the main purpose of the GI Bill passed by Congress shortly before the end of World War II?
- (1) to offer low-interest loans to the defense industry
  - (2) to provide economic aid to veterans
  - (3) to contain the spread of international communism
  - (4) to expand career opportunities in the military



- 39 The policy of *détente* was used by President Richard Nixon in an effort to
- (1) decrease tensions between the Soviet Union and the United States
  - (2) improve relations with Latin America
  - (3) promote democratic government in China
  - (4) create stronger ties with Western Europe

40 “. . . Our decision about energy will test the character of the American people and the ability of the President and the Congress to govern. This difficult effort will be the ‘moral equivalent of war’— except that we will be uniting our efforts to build and not destroy. . . .”

— President Jimmy Carter  
Address to the Nation, April 18, 1977

President Carter put these ideas into practice by

- (1) halting construction of nuclear power plants
- (2) increasing imports of foreign oil
- (3) urging the development of alternative fuel sources
- (4) imposing a price freeze on all petroleum products

Base your answer to question 41 on the cartoon below and on your knowledge of social studies.



Source: Bruce Beattie, Daytona Beach *News-Journal*, (adapted)

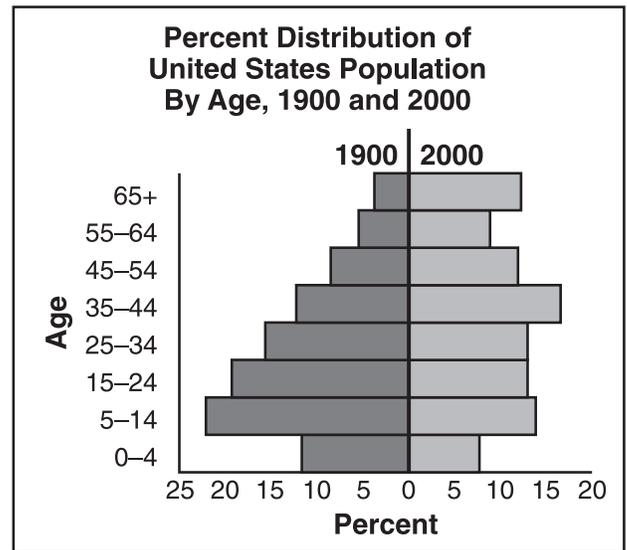
- 41 This cartoon from the disputed presidential election of 2000 suggests that the winner might
- (1) lack strong popular support for his programs
  - (2) easily win reelection in 2004
  - (3) succeed in fulfilling his campaign promises
  - (4) be unable to claim victory in the electoral college

- 42 “Clinton Offers Economic Aid to Russia”  
“U.S. Sends Peacekeeping Troops to Bosnia”  
“U.S. Airlifts Food and Medicine to Somalia”

These headlines illustrate that United States foreign policy during the 1990s stressed

- (1) containment
- (2) collective security
- (3) global involvement
- (4) neutrality

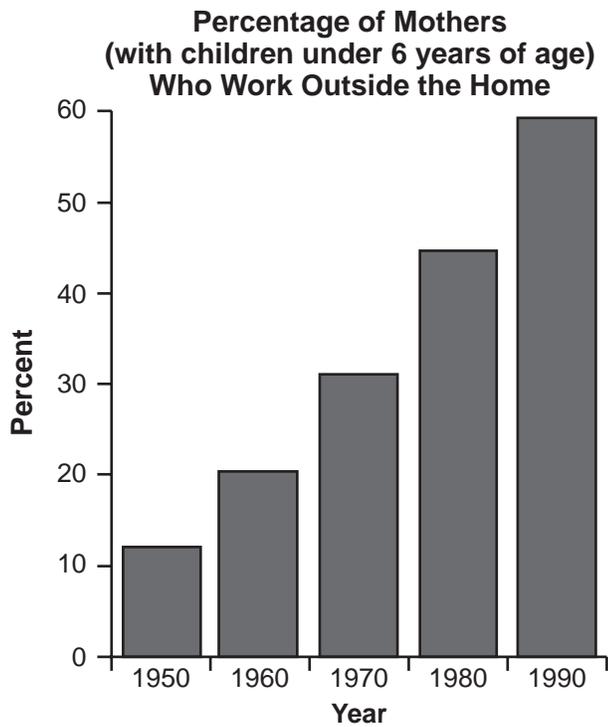
Base your answer to question 43 on the graph below and on your knowledge of social studies.



Source: United States Census Bureau (adapted)

- 43 The changes shown in the graph support the recent concerns of Americans about the
- (1) future of Social Security and Medicare
  - (2) return to an agrarian society
  - (3) surplus of health care workers
  - (4) shortage of schools and colleges
- 
- 44 The Federal Reserve System has an impact on economic conditions in the United States by
- (1) regulating the amount of money in circulation
  - (2) providing direct loans to farmers and small businesses
  - (3) enforcing strict antitrust laws
  - (4) controlling imports from other nations

Base your answers to questions 45 and 46 on the graph below and on your knowledge of social studies.



Source: 1996 *Green Book*, U.S. Department of Labor, Bureau of Labor Statistics (adapted)

- 45 Which statement is most clearly supported by the information in the graph?
- (1) More children were under age 6 in 1990 than in 1950.
  - (2) Since 1990, women have made up more than half of the workforce.
  - (3) The gap between male and female incomes has declined.
  - (4) Fewer women are staying home to raise their young children.
- 46 A candidate for public office would likely conclude from a study of this graph that the public would favor increased government support for
- (1) additional foreign aid
  - (2) health care facilities
  - (3) child day-care centers
  - (4) colleges and universities

- 47 William Lloyd Garrison, Harriet Tubman, and Harriet Beecher Stowe are best known for their efforts to
- (1) create free public schools
  - (2) begin the temperance movement
  - (3) expand the rights of women
  - (4) oppose the practice of slavery

- 48 Which heading best completes the partial outline below?

<p>I. _____</p> <p style="margin-left: 40px;">A. Open Door policy</p> <p style="margin-left: 40px;">B. Panamanian Revolt (1903)</p> <p style="margin-left: 40px;">C. Roosevelt Corollary</p> <p style="margin-left: 40px;">D. Truman Doctrine</p>
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- (1) American Domestic Programs
  - (2) Cold War Events
  - (3) United States Interventionism
  - (4) Efforts at Isolationism
- 49 Rachel Carson and Ralph Nader are similar to the muckrakers of the Progressive Era because they have
- (1) advocated a total change in the structure of government
  - (2) attempted to expose societal problems
  - (3) failed to influence public opinion
  - (4) supported anti-American activities
- 50 In which war was Manifest Destiny used to justify United States government actions?
- (1) Revolutionary War
  - (2) Mexican War
  - (3) Civil War
  - (4) Vietnam War

Answers to the essay questions are to be written in the separate essay booklet.

In developing your answer to Part II, be sure to keep this general definition in mind:

- (a) **discuss** means “to make observations about something using facts, reasoning, and argument; to present in some detail”

## Part II

### THEMATIC ESSAY QUESTION

*Directions:* Write a well-organized essay that includes an introduction, several paragraphs addressing the task below, and a conclusion.

#### Theme: Constitutional Change

Amendments to the United States Constitution have changed our government and our society.

#### Task:

Identify **two** amendments to the United States Constitution and for **each**:

- Discuss the historical circumstances that led to the adoption of the amendment
- Discuss how the amendment changed the United States government and/or American society

You may use any constitutional amendment from your study of United States history. Some suggestions you might wish to consider include the 1st Amendment — personal freedoms (1791), 15th amendment — right to vote (1870), 16th Amendment — income tax (1913), 17th Amendment — election of senators (1913), 18th Amendment — Prohibition (1919), 19th Amendment — suffrage (1920), or 22nd Amendment — term limits (1951).

**You are *not* limited to these suggestions.**

#### Guidelines:

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

- Address all aspects of the *Task*.
- Support the theme with relevant facts, examples, and details.
- Use a logical and clear plan of organization.
- Include an introduction and a conclusion that are beyond a simple restatement of the *Theme*.

In developing your answer to Part III, be sure to keep these general definitions in mind:

- (a) **discuss** means “to make observations about something using facts, reasoning, and argument; to present in some detail”
- (b) **evaluate** means “to examine and judge the significance, worth, or condition of; to determine the value of”

### Part III

#### DOCUMENT-BASED QUESTION

This question is based on the accompanying documents (1–8). The question is designed to test your ability to work with historical documents. Some of the documents have been edited for the purposes of the 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.

#### Historical Context:

Although Americans place a high value on education, access to formal education has not always been available to all. Since colonial times, educational opportunities have been extended to more and more people in the United States.

**Task:** 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:

- Discuss the efforts made by individuals and the government (federal, state, or local) to extend educational opportunities in American society
- Evaluate the extent to which these efforts were successful

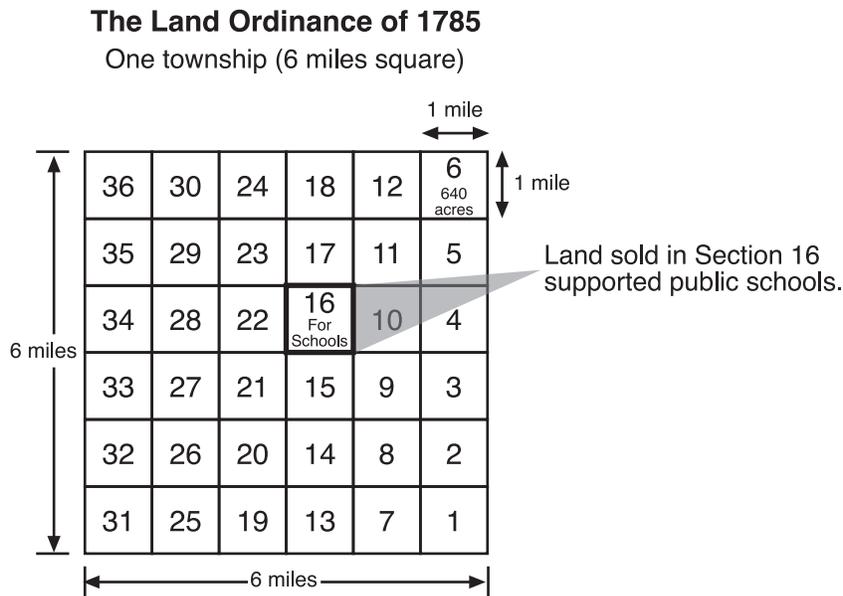
## Part A

### Short-Answer Questions

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

#### Document 1

The Land Ordinance of 1785 provided for the orderly survey and sale of public lands in the Northwest Territory. The grid below shows the numbering of sections of land for sale in a township.



Source: Thomas A. Bailey et al.,  
*The American Pageant*, Houghton Muffin  
(adapted)

- 1 According to this grid, how did the Land Ordinance of 1785 encourage education in the Northwest Territory? [1]

Score

## Document 2

. . . The inquiry to which these remarks have conducted us is this: what is offered by the plan of female education here proposed, which may teach or preserve among females of wealthy families that purity of manners which is allowed to be so essential to national prosperity, and so necessary to the existence of a republican government?

- [1] Females, by having their understandings cultivated, their reasoning powers developed and strengthened, may be expected to act more from the dictates of reason and less from those of fashion and caprice [unpredictability].
- [2] With minds thus strengthened they would be taught systems of morality, enforced by the sanctions of religion; and they might be expected to acquire juster and more enlarged views of their duty, and stronger and higher motives to its performance.
- [3] This plan of education offers all that can be done to preserve female youth from a contempt of useful labor. The pupils would become accustomed to it in conjunction with the high objects of literature and the elegant pursuits of the fine arts; and it is to be hoped that, both from habit and association, they might in future life regard it as respectable. . . .

Source: Emma Willard,  
"An Address to the Public, Particularly the Members of the Legislature of New York,  
Proposing a Plan for Improving Female Education," 1819

- 2 Based on this passage, state **one** reason Emma Willard believed females would benefit from education. [1]

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Score

### Document 3

. . . Education, then, beyond all other devices of human origin, is the great equalizer of the conditions of men—the balance-wheel of the social machinery. I do not here mean that it so elevates the moral nature as to make men disdain and abhor the oppression of their fellowmen. This idea pertains to another of its attributes. But I mean that it gives each man the independence and the means, by which he can resist the selfishness of other men. It does better than to disarm the poor of their hostility towards the rich; it prevents being poor. Agrarianism [movement to improve the economic status of farmers] is the revenge of poverty against wealth. The wanton destruction of the property of others, — the burning of hay-ricks and corn-ricks, the demolition of machinery, because it supersedes hand-labor, the sprinkling of vitriol [caustic substances] on rich dresses, — is only agrarianism run mad. Education prevents both the revenge and the madness. On the other hand, a fellow-feeling for one's class or caste is the common instinct of hearts not wholly sunk in selfish regards for person, or for family. The spread of education, by enlarging the cultivated class or caste, will open a wider area over which the social feelings will expand; and, if this education should be universal and complete, it would do more than all things else to obliterate factitious distinctions in society. . . .

— Horace Mann, *12th Annual Report of the Secretary of the Massachusetts Board of Education*, 1848  
Source: Lawrence Cremin, ed., *The Republic and the School: Horace Mann on the Education of Free Men*,  
Columbia University

- 3 Based on this passage, identify **two** reasons Horace Mann believed public education benefits American society. [2]

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

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

Document 4



Source: Andrew Cayton et al., *America: Pathways to the Present*, Prentice Hall (adapted)

4a According to this photograph, what action did the federal government take to encourage educational opportunities for African Americans in the period after the Civil War? [1]

Score

Our school begun—in spite of threatenings from the whites and the consequent fear of the blacks—with twenty-seven pupils, four only of whom could read, even the simplest words. At the end of six weeks, we have enrolled eighty-five names, with but fifteen unable to read. In seven years teaching at the North, I have not seen a parallel to their appetite for learning, and their active progress. Whether this zeal will abate with time, is yet a question. I have little fear that it may. Meanwhile it is well to “work while the day lasts.” Their spirit now may be estimated somewhat, when I tell you that three walk a distance of four miles, each morning, to return after the five-hours session. Several come three miles, and quite a number from two and two-and-a-half miles. . . .

— Mary S. Battey, schoolteacher, Andersonville, Georgia, 1866

Source: Gerda Lerner, *The Female Experience: An American Documentary*, Bobbs-Merrill Company

b According to this passage, how were African-American students in the South affected by educational opportunities in 1866? [1]

Score

## Document 5

India Harris Simmons came to Kansas from Ohio to join her homesteading parents and was soon appointed as the first schoolteacher of the Prairie Range district of northwest Kearny County.

. . . The nondescript supply of books which each pupil had brought from whatever state was 'back home' to him was placed on the bench by his side. Slates, which had to take the place of both blackboard and tablets, were of all sizes and descriptions, from Jimmy's tiny one with the red felt covered frame and pencil tied to it with a string, to Mary's big double one with the wide home-made frames fastened together with strong hinges and cut deep with initials and hearts. She had found it packed away among grandfather's books which he had used away back in Ohio. There were histories from Illinois, spellers and writing books from Iowa, readers from St. Louis city schools, and even some old blue-backed spellers, with their five-syllabled puzzlers.

From this motley array the teacher made the assignments and arranged the classifications, depending entirely upon her own judgment. The pupils had been without school privileges long enough to be glad to have an opportunity to study, and their rapid progress showed they came, for the most part, from intelligent families. True, there was not a suspension globe for explaining mathematical geography, but an apple and a ball did very well. There was no case of the latest wall maps on rollers, but the large ones in the books answered the purpose when care was taken to hold them correctly. . . .

— India Harris Simmons (1888)

Source: Joanna Stratton, *Pioneer Women: Voices from the Kansas Frontier*, Simon and Schuster

- 5 Based on this document, state **two** ways that India Harris Simmons used the materials available to her to teach the children in her school. [2]

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

Score

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

Score

**GRANITE CITY**  
**AMERICANIZATION SCHOOLS**

Monday  
and  
Thursday  
Evenings  
7:30 p. m.



Underwood & Underwood

These two men are brothers, one is an American Citizen and the other has just come to this country with their old mother. See the difference in the way they dress and look. America is a great country. In America everybody has a chance. Everybody who comes to America from the old country ought to learn the American language and become an American citizen. If the people that come to America do not become Americans, this country will soon be like the old country.

Beginning  
Monday,  
September  
the 27th,  
1920

**SCHOOLS:**

**HIGH SCHOOL, 20TH AND D STREETS**  
**LINCOLN PLACE, 917 PACIFIC AVENUE**

**LIBERTY SCHOOL, 20TH AND O STREETS**  
**MADISON SCHOOL, 1322 MADISON AVENUE**

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**Keep America Great.      Become an American Citizen      Learn The Language.**

Press Record Publishing Co. 1834 D St., Granite City, Ill

—file 27671/44, Americanization files, Records of the Immigration and Naturalization Service, Record Group 85  
Source: *Teaching With Documents: Using Primary Sources From the National Archives*,  
National Archives Trust Fund Board (adapted)

6 According to this poster, what advantage would immigrants gain by attending an Americanization school? [1]

Score

**Document 7**

**STATE OF EDUCATION  
BLACK AND WHITE**

. . . On average, Southern states spent half as much educating a black child as they spent educating a white. Investment in white school plants [buildings] was four times higher, white teachers' salaries 30 percent higher.

Seventeen segregating states spent \$42 million busing white children — less than \$1 million on blacks.

Median years of schooling in segregating states and Washington, D.C.: whites — 8.4; blacks — 5.1. The percent of whites finishing school was four times that of blacks.

Segregating states spent \$86 million on white colleges, \$5 million on black ones. There was 1 accredited medical school for blacks, 29 for whites; 1 accredited black school for pharmacology, 40 for whites; 1 law school for blacks, 40 for whites. There was no engineering school for blacks, 36 for whites.

In 1946, an estimated one quarter of the entire black population was functionally illiterate. . . .

Source: Harold Evans et al., *The American Century*, Alfred A. Knopf (adapted)

- 7 Based on this document, state **two** ways that “separate but equal” was not equal when it came to education in the segregated states before 1954. [2]

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

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

## Document 8

. . . 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] the educational and mental development of negro children and to deprive them of some of the benefits they would receive in a racial[ly] integrated school system.

Whatever may have been the extent of psychological knowledge at the time of *Plessy v. Ferguson*, this finding is amply supported by modern authority. Any language in *Plessy v. Ferguson* contrary to this finding is rejected.

We conclude that, in the field of public education, the doctrine of “separate but equal” has no place. Separate educational facilities are inherently unequal. Therefore, we hold that the plaintiffs and others similarly situated for whom the actions have been brought are, by reason of the segregation complained of, deprived of the equal protection of the laws guaranteed by the Fourteenth Amendment. This disposition makes unnecessary any discussion whether such segregation also violates the Due Process Clause of the Fourteenth Amendment . . . .

— Chief Justice Earl Warren, Opinion of the Court, *Brown v. Board of Education of Topeka* (1954)

- 8 According to this document, what was the Supreme Court’s ruling regarding the “separate but equal” doctrine as it applied to public schools? [1]

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Score

## Part B

### Essay

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

#### Historical Context:

Although Americans place a high value on education, access to formal education has not always been available to all. Since colonial times, educational opportunities have been extended to more and more people in the United States.

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

- Discuss the efforts made by individuals and the government (federal, state, or local) to extend educational opportunities in American society
- Evaluate the extent to which these efforts were successful

#### Guidelines:

**In your essay, be sure to**

- Address all aspects of the *Task* by accurately analyzing and interpreting at least **five** documents
- Incorporate information from the documents in the body of the essay
- Incorporate relevant outside information
- Support the theme with relevant facts, examples, and details
- Use a logical and clear plan of organization
- Include an introduction and a conclusion that are beyond a simple restatement of the *Historical Context*





# UNITED STATES HISTORY AND GOVERNMENT

Wednesday, January 28, 2004 — 1:15 to 4:15 p.m., only

## ANSWER SHEET

Student ..... Sex:  Male  
 Female

Teacher .....

School .....

Write your answers for Part I on this answer sheet, write your answers to Part III A in the test booklet, and write your answers for Parts II and III B in the separate essay booklet.

1.....	26.....
2.....	27.....
3.....	28.....
4.....	29.....
5.....	30.....
6.....	31.....
7.....	32.....
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23.....	48.....
24.....	49.....
25.....	50.....

**FOR TEACHER USE ONLY**

Part I Score \_\_\_\_\_

Part III A Score \_\_\_\_\_

Total Part I and III A Score

Part II Essay Score \_\_\_\_\_

Part III B Essay Score \_\_\_\_\_

Total Essay Score

Final Score  
(obtained from conversion chart)

No. Right

The declaration below should be signed when you have completed the examination.

I do hereby affirm, at the close of this examination, that I had no unlawful knowledge of the questions or answers prior to the examination and that I have neither given nor received assistance in answering any of the questions during the examination.

Signature \_\_\_\_\_

Tear Here

Tear Here

Tear Here

Tear Here