

1. Base your answer on the cartoon below and on your knowledge of social studies.

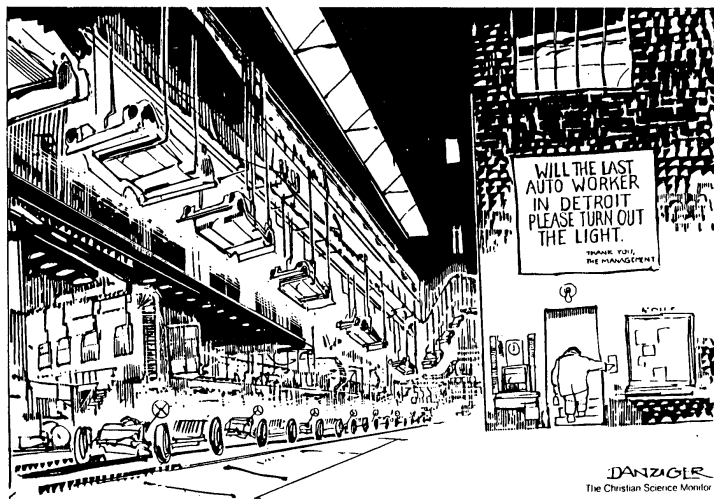


Some Day They'll Come Crawling Back to Her

Source: Joseph Parrish. *The Tribune* (Chicago), 1949.  
(adapted)

The cartoon is most critical of the United States policy of

- 1) involvement in international affairs
  - 2) reliance on the political party system
  - 3) continued isolationism
  - 4) dependency on foreign nations
2. Base your answer on the cartoon below and on your knowledge of social studies.



Friday, February 9, 1990

The main idea of the cartoon is that the United States economy is

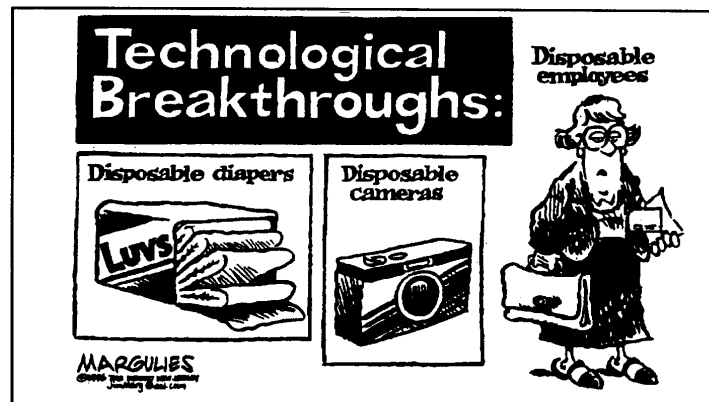
- 1) decreasing its emphasis on energy conservation
- 2) expanding its demand for blue-collar workers
- 3) providing for the retraining of unemployed auto workers
- 4) experiencing a decline in the number of industrial jobs

3. Base your answer on the cartoon below and on your knowledge of social studies.



What is the main idea of the cartoon?

- 1) Native Americans and Europeans showed a great willingness to share knowledge at their first contact.
  - 2) Spanish colonization in the Americas preceded British colonization.
  - 3) American society has failed to recognize the achievements of Native Americans.
  - 4) The pluralistic heritage of the United States began to receive approval early in the nation's history.
4. Base your answer on the cartoon below and on your knowledge of social studies.



The main idea of this cartoon is that businesses in the United States have

- 1) generated a great quantity of solid waste
- 2) eliminated the jobs of many workers through downsizing
- 3) solved most environmental problems
- 4) improved workers' lives as well as the quality of products

5. Base your answer on the cartoon below and on your knowledge of social studies.



The Uprooted — I want them... I want them not...

Source: C. Whitman

According to the cartoon, United States immigration policy has

- 1) consistently stimulated cultural pluralism
- 2) favored highly skilled immigrants from developing nations
- 3) encouraged the entrance of radical political groups
- 4) periodically varied between openness and restriction

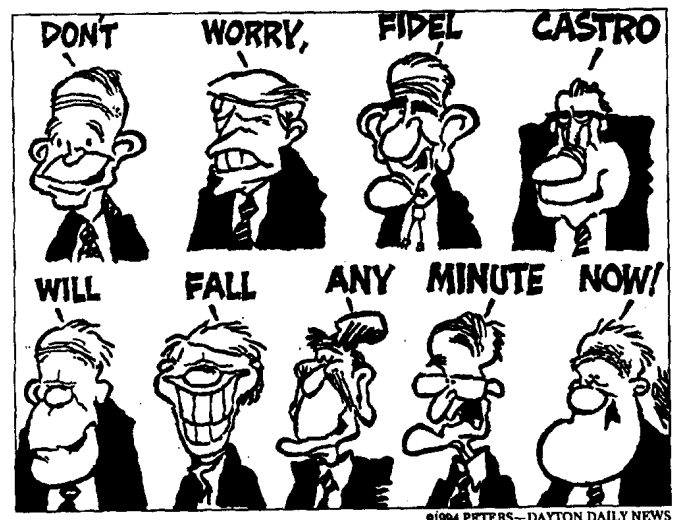
6. Base your answer on the cartoon below and on your knowledge of social studies.



The most commonly proposed solution to the problem shown in the cartoon is to

- 1) establish poll taxes
- 2) have candidates finance their own campaigns
- 3) eliminate primaries from the election system
- 4) use public funds to pay for political campaigns

7. Base your answer on the cartoon below and on your knowledge of social studies.



The main point of the cartoon is that Fidel Castro has

- 1) tried to spread communism to the United States
- 2) frustrated many Presidential administrations
- 3) allowed many Cuban refugees to come to the United States
- 4) failed to influence United States foreign policy

8. Base your answer on the cartoon below and on your knowledge of social studies.



This cartoon portrays President Franklin D. Roosevelt's attempt to

- 1) continue life terms for Supreme Court justices
  - 2) increase Presidential influence on the Supreme Court
  - 3) prevent Congress from interfering with the Federal Court system
  - 4) strengthen the independence of the Supreme Court
9. Base your answer on the cartoon below and on your knowledge of social studies.



Which action was taken in response to the problem identified in the cartoon?

- 1) The Supreme Court ruled that the Federal Government could not prevent publication of the Pentagon Papers.
- 2) Term limits were placed on the President by the ratification of the 22nd amendment.
- 3) Congress passed the War Powers Act.
- 4) The President was forced to resign as a result of the Vietnam War.

10. Base your answer on the cartoon below and on your knowledge of social studies.



**Rosie the Riveter Steps Out** (adapted)

In this cartoon, the main idea is that after World War II, many women might

- 1) insist that men be given back their pre-World War II jobs
- 2) demand the right to serve in combat in future wars
- 3) resist a return to their traditional role as homemakers
- 4) demand the right to vote and to seek public office

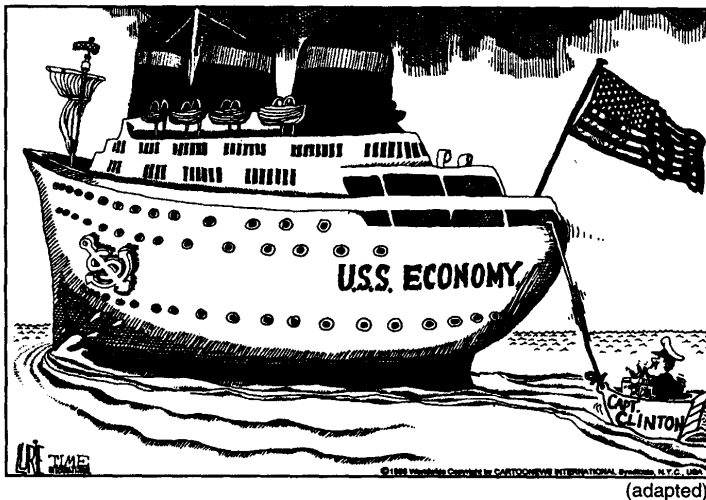
11. Base your answer on the cartoon below and on your knowledge of social studies.



The point of view expressed in this cartoon is that the 1997 increase in the minimum wage would

- 1) significantly reduce the gap between the rich and the poor
- 2) encourage the poor to appreciate the concern of politicians
- 3) help workers climb the ladder of success
- 4) be unlikely to provide any major benefit to the poor

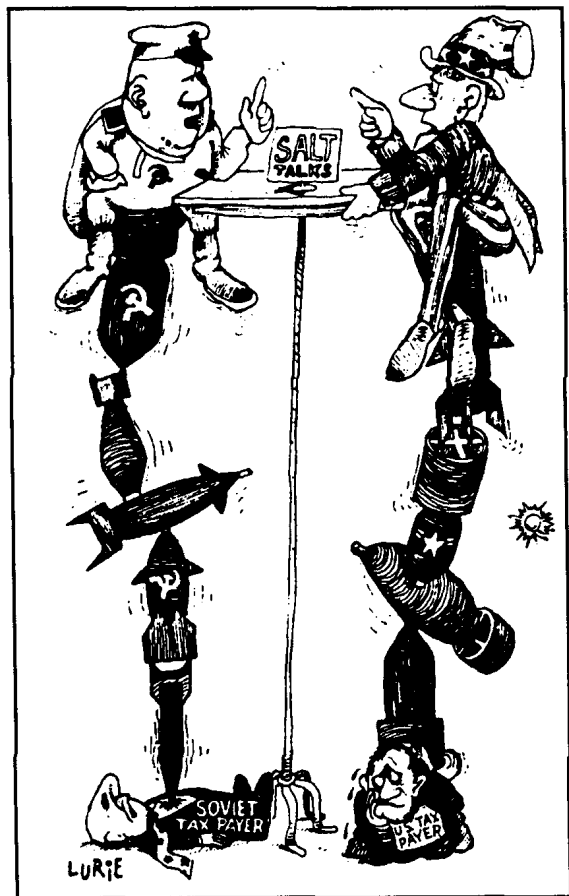
12. Base your answer to the following question on the cartoon below.



The main idea of this cartoon is that

- 1) economic considerations dictate United States foreign policy
- 2) a free-trade policy is largely responsible for the success of the American economy
- 3) a President can benefit from a strong national economy
- 4) the United States no longer has a trade deficit

13. Base your answer on the cartoon below and on your knowledge of social studies.



The main point of this 1970's cartoon is that

- 1) the SALT talks were effectively resolving the problem of nuclear weapons buildup
- 2) the buildup of nuclear weapons provided employment for the populations of both nations
- 3) the lack of progress of the talks placed a burden on the national budgets of both countries
- 4) each side was willing to compromise

14. Base your answer to the following question on the cartoon below.



The main idea of this cartoon from the late 1940's is that

- 1) Europe is slipping into chaos and revolution
- 2) American economic aid is assisting European recovery
- 3) containment is failing as a policy for stopping Soviet expansion into Western Europe
- 4) Europeans are not making serious attempts to solve their economic problems

15. Base your answer to the following question on the cartoon below.

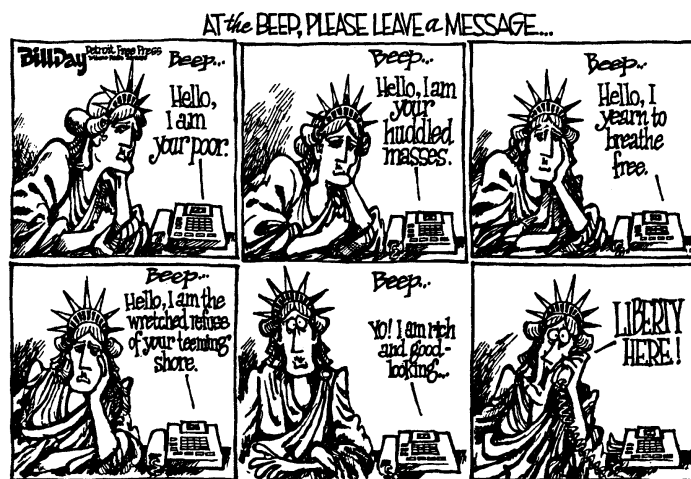


Source: Kevin Siers, *The Charlotte Observer* (adapted)

The main idea of this cartoon is that the elimination of affirmative action programs on some college campuses has

- 1) improved race relations
- 2) caused friction among white students
- 3) reduced the number of minority students
- 4) led to rapid increases in enrollment

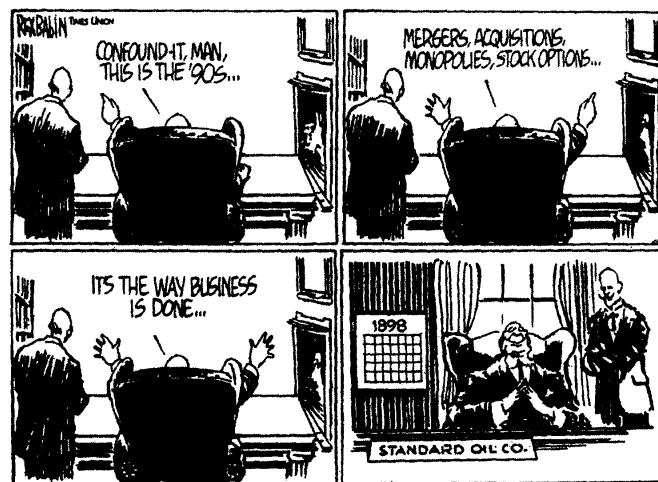
16. Base your answer to the following question on the cartoon below and on your knowledge of social studies.



Which statement best expresses the main idea of the cartoon?

- 1) The United States has returned to an open immigration policy.
- 2) Current immigration policy favors those with financial security.
- 3) Today's immigrants need to have an advanced knowledge of technology.
- 4) Current immigration policy supports the spirit of the Statue of Liberty.

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

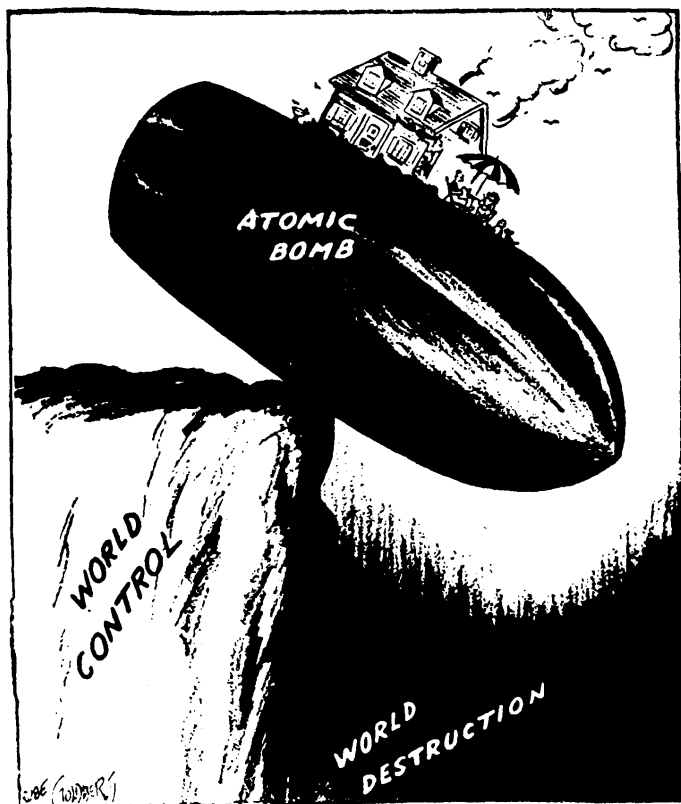


Rex Rabin, Albany Times Union

According to the cartoon, how was the United States in the 1990s similar to the United States in the 1890s?

- 1) Little need existed for government regulation.
- 2) Investment in the stock market decreased.
- 3) The price of petroleum products decreased.
- 4) Business consolidation was accepted practice.

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



Peace Today

The main idea expressed in the cartoon involves the

- 1) relationship between consumer needs and military needs
- 2) problems created by the development of nuclear weapons
- 3) need for all people to be informed about world affairs
- 4) problems associated with the shift from a wartime economy to a peacetime economy

19. Base your answer on the cartoon below and on your knowledge of social studies.

### Above Any Office



Source: Herblock, *America, the Glorious Republic*, Houghton Mifflin Co.

What is the main idea of this cartoon from the Watergate era?

- 1) The Supreme Court presides over a presidential impeachment trial.
- 2) Congress has to obey the Constitution.
- 3) The president has the final word involving constitutional issues.
- 4) No person or group is above the law.

20. Base your answer to the following question on the cartoon below.



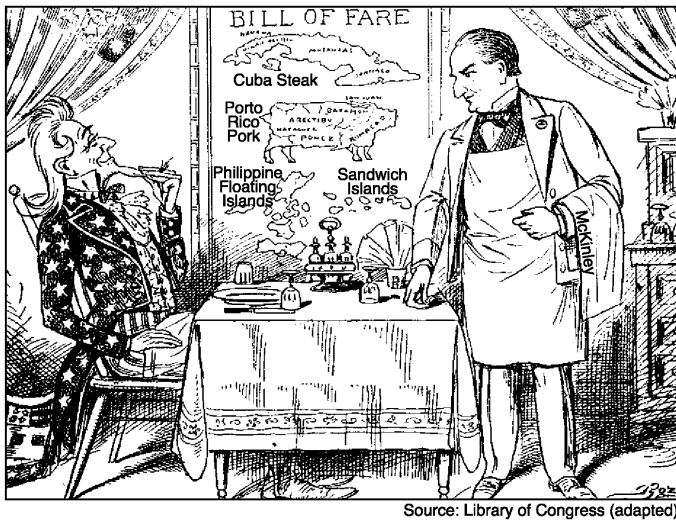
Source: Jeff Parker, *Florida Today*, 2000 (adapted)

The cartoon refers to the idea that most candidates for the presidency try to

- 1) win the majority of popular votes nationwide
- 2) campaign equally in all states
- 3) win the electoral vote in certain key states
- 4) gain the support of first-time voters



21. Base your answer on the cartoon below and your knowledge of social studies.



Which title best describes the message of this cartoon?

- 1) "Neutrality is the Best Policy"
- 2) "Isolationism: Our Old Ally"
- 3) "Temptations of the Imperialist Menu"
- 4) "The Dangers of Overeating"

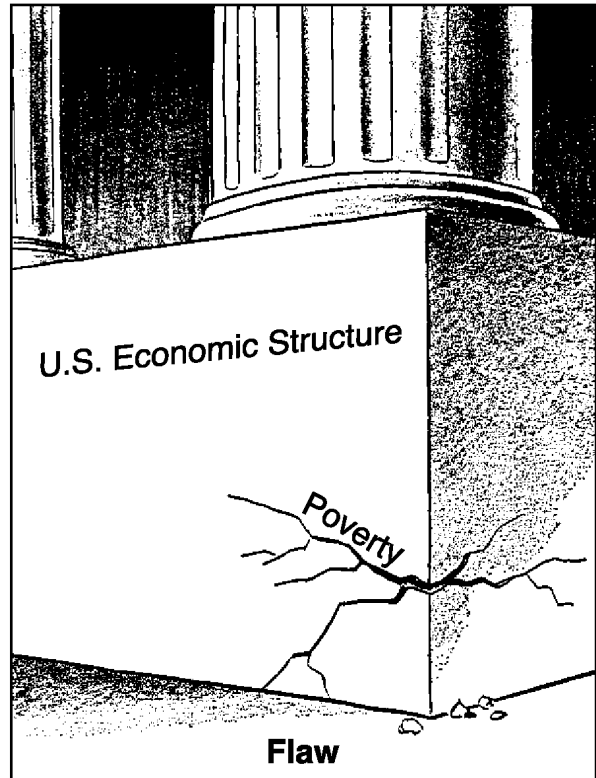
22. Base your answer on the cartoon below and on your knowledge of social studies.



Which issue is the central focus of this cartoon drawn after September 11, 2001?

- 1) Is there a need to give up some civil liberties to protect the nation?
- 2) Should the United States reduce oil imports from the Middle East?
- 3) Does the United States need fewer limits on immigration?
- 4) Should the United States abandon the Constitution?

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



Which federal government program was designed to solve the problem illustrated in this cartoon?

- 1) Great Society
- 2) Peace Corps
- 3) New Federalism
- 4) Dollar Diplomacy

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



Which statement best describes the main idea of the cartoon?

- 1) Iraq is using terrorism to end American military occupation.
- 2) Iraq is rejecting help from the United States against terrorists.
- 3) The United States and terrorists are competing to influence Iraq.
- 4) Iraq is catching up to the United States in the war on terror.

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

**“Wonder why we’re not keeping pace?”**



Source: Herblock, *The Washington Post* (adapted)

Which event of the 1950s most likely led to the publication of this cartoon?

- 1) Russia put cosmonauts on the Moon.
- 2) The Soviet Union launched the Sputnik satellite.
- 3) The United States was defeated in the Vietnam War.
- 4) American students scored low on tests in math and science.



# Constitution Clinic



## **\*Beginnings of Democracy**

- Mayflower Compact-
- Virginia House of Burgesses-
- New England Town Meetings-

<b>*Colonial Problems</b>	<b>Constitutional/Bill of Rights Solutions</b>
No Taxation Without Representation-	
Quartering-	
Search and Seizure-	
Freedom of the Press-	

## **\*Declaration of Independence**

- Enlightenment ideas
  - Natural Rights-
  - Right to rebel-
- Reasons for independence-

## **\*Articles of Confederation**

- Weak national government- Why?
- Branches?
- Examples of problems-
- One positive...

## **\*Constitutional Convention**

- Great Compromise-

Congress		
	House of Representatives	Senate
How is representation determined?		
What types of states supported?		

- 3/5<sup>th</sup> Compromise-
- Electoral College-
- Ratification- Federalists vs. Anti Federalists-

### \*Constitution

- Legislative-
  - Congress

House of Representatives	Senate
<ul style="list-style-type: none"> <li>• Lower house</li> <li>• 2 year term</li> <li>• Start revenue bills</li> <li>• Bring impeachment charges</li> <li>• Choose president if there is a tie in the Electoral College</li> <li>• <b>Why is the House of Representatives closest to the people?</b></li> </ul>	<ul style="list-style-type: none"> <li>• Upper house</li> <li>• 6 year term</li> <li>• Ratify treaties</li> <li>• Approve presidential appointments</li> <li>• Jury in impeachment trial</li> <li>• Choose vice president if there is a tie in the Electoral College</li> <li>• 17<sup>th</sup> Amendment provided for direct election of Senators</li> </ul>

- Makes laws
- Overrides vetoes-
- Impeachment (Process)-
- Also- Taxes, interstate trade, declare war, approve appointments and treaties
- Executive
  - Enforces Laws
  - Veto, appointments (ambassadors, diplomats, judges, cabinet), make treaties, grant pardons
  - Chief Diplomat, Chief Legislator, Head of State, Commander in Chief *\*For examples, see Presidential Decisions review*
  - 2 Terms- Washington's precedent, 22<sup>nd</sup> Amendment
- Judicial
  - Interprets the laws
  - Settles disputes between states, state and federal, states and foreign countries, individuals and federal government *\*For more, see Supreme Court review*
  - Marbury v. Madison- Judicial Review-
- Checks and Balances
  - Purpose-
  - Legislative-

- Executive-
- Judicial-
- Flexibility- why?
  - Elastic Clause-
  - Amendments-
  - Judicial interpretation-
- Federalism- define

Power	Examples
Delegated-	
Concurrent-	
Reserved-	
Implied-	
Denied-	

- Bill of Rights
  - 1<sup>st</sup>
  - 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>
  - 10<sup>th</sup>
- Unwritten Constitution
  - 2 term presidency-
  - Cabinet-
  - Political Parties-
  - Congressional Committees-
  - Judicial Review-

NAME \_\_\_\_\_

SCHOOL \_\_\_\_\_

### Part III

#### DOCUMENT-BASED QUESTION

This question is based on the accompanying documents (1–7). The question is designed to test your ability to work with historical documents. Some of these documents have been edited for the purposes of this question. As you analyze the documents, take into account both the source of each document and any point of view that may be presented in the document.

#### Historical Context:

The United States Constitution divides the power to govern among the executive, legislative, and judicial branches of the national government. The Constitution provides for a system of checks and balances to prevent one branch from dominating the other two.

**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:

- Describe how the system of checks and balances functions
- Show how this system has been applied in specific circumstances in United States history

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 House of Representatives . . . shall have the sole power of impeachment. . . . The Senate shall have the sole power to try all impeachments.

— United States Constitution, Article 1

1 Which branch of the United States government is responsible for the impeachment process? [2]

Score

Document 2

He shall have power, by and with the advice and consent of the Senate, to make treaties, provided two thirds of the senators present concur; and he shall nominate, and by and with the advice and consent of the Senate, shall appoint ambassadors, other public ministers and consuls, judges of the Supreme Court, and all other officers of the United States. . . .

— United States Constitution, Article 2, Section 2, Clause 2

2a To whom does “He” refer? [1]

Score

b Under Article 2, Section 2, Clause 2, what role does the Senate play in the appointment of ambassadors or the appointment of judges to the Supreme Court? [2]

Score

Document 3

Presidential Vetoes, 1901–1990

President	Regular Vetoes	Pocket Vetoes	Total Vetoes	Vetoes Overridden
T. Roosevelt	42	40	82	1
Taft	30	9	39	1
Wilson	33	11	44	6
Harding	5	1	6	—
Coolidge	20	30	50	4
Hoover	21	16	37	3
F. Roosevelt	372	263	635	9
Truman	180	70	250	12
Eisenhower	73	108	181	2
Kennedy	12	9	21	—
L. Johnson	16	14	30	—
Nixon	24	18	42	6
Ford	53	19	72	12
Carter	13	18	31	2
Reagan	39	39	78	9
G. Bush	14	6	20	0

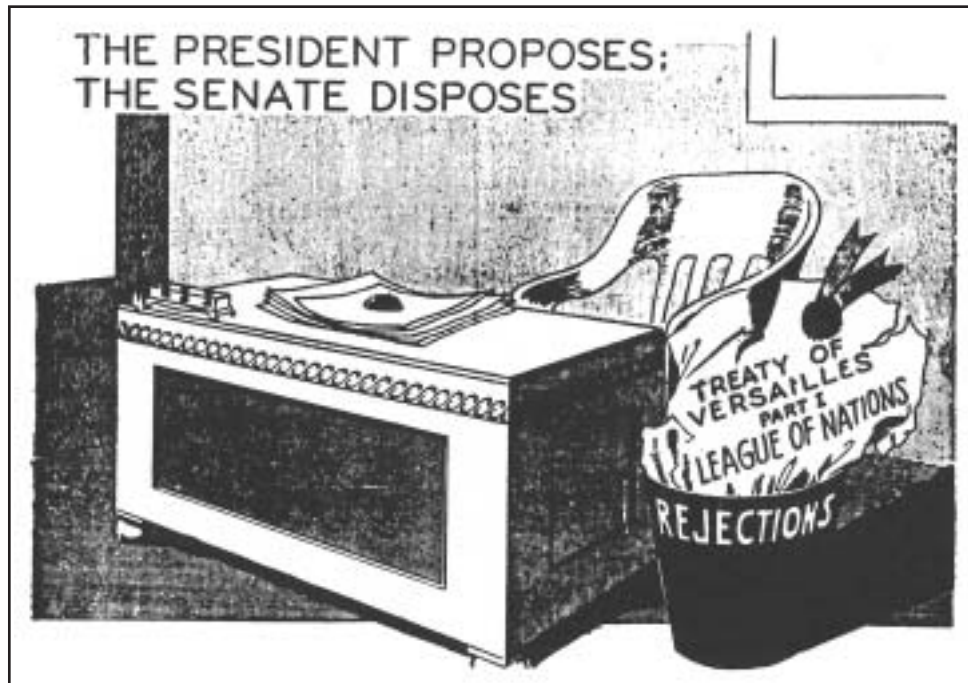
3a What does this chart indicate about how the president can check the power of Congress? [1]

Score

b What does this chart indicate about how Congress can check the power of the president? [1]

Score

Document 4



4 In this cartoon, why is the Treaty of Versailles in the wastebasket? [2]

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Score



## Document 5



(adapted)

5 In this cartoon, which branch of the government is President Franklin D. Roosevelt trying to change? [1]

Score

## Document 6

So if a law be in opposition to the Constitution, if both the law and the Constitution apply to a particular case, so that the Court must either decide that case conformably to the law, disregarding the Constitution or conformably to the Constitution, disregarding the law, the Court must determine which of these conflicting rules governs the case. This is of the very essence of judicial duty. . . .

— Chief Justice John Marshall

6 According to this quotation by Chief Justice John Marshall, what “power” does the Supreme Court have? [2]

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Score

## Document 7

Yesterday, December 7, 1941 — a date which will live in infamy — the United States of America was suddenly and deliberately attacked by naval and air forces of the empire of Japan. . . . I ask that the Congress declare that since the unprovoked and dastardly attack by Japan on Sunday, December 7, 1941, a state of war has existed between the United States and the Japanese Empire.

— President Franklin D. Roosevelt, to Congress

The Congress shall have the power . . . to declare war.

— United States Constitution, Article 1, Section 8, Clause 11

7 Why was it necessary for President Franklin D. Roosevelt to ask Congress for a declaration of war against Japan in December 1941? [2]

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Score

1. The Virginia House of Burgesses and the Mayflower Compact had a similar effect in that both
  - 1) gave settlers the power to establish colonies
  - 2) granted absolute authority to the colonial governors
  - 3) contributed to the development of representative democracy
  - 4) reinforced the English Parliament's control over the colonies
2. In the Colonial Era, developments such as the New England town meetings and the establishment of the Virginia House of Burgesses represented
  - 1) steps in the growth of representative democracy
  - 2) colonial attempts to build a strong national government
  - 3) efforts by the British to strengthen their control over the colonies
  - 4) early social reform movements
3. Which principle of government is proposed in the Declaration of Independence?
  - 1) Individual liberties must be guaranteed by a strong bill of rights.
  - 2) A system of checks and balances is the most effective way to prevent governmental abuse of power.
  - 3) Political power originates with a strong central government.
  - 4) The primary function of government is to protect natural rights.
4. The colonists' slogan, "No taxation without representation," expresses a belief in
  - 1) free trade
  - 2) economic interdependence
  - 3) the consent of the governed
  - 4) the supremacy of Parliament
5. The idea expressed in the quotation "All just government derives its authority from the consent of the governed" is most directly found in
  - 1) the Magna Carta
  - 2) the English Bill of Rights
  - 3) Washington's Farewell Address
  - 4) the United States Declaration of Independence
6. John Locke's theory of the social contract, as developed in the United States Declaration of Independence, stated that
  - 1) monarchs could rule autocratically, but they had to grant certain rights to their subjects
  - 2) government should guarantee equal economic conditions to all people
  - 3) the people should revolt against a government that did not protect their rights
  - 4) legislatures should have more power than kings
7. A major criticism directed against the Articles of Confederation was that power was allocated primarily to
  - 1) state governments
  - 2) military leaders
  - 3) the national government
  - 4) the electoral college
8. The War Powers Act of 1973 is an example of a
  - 1) congressional expansion of Presidential power
  - 2) congressional check of Presidential power
  - 3) Presidential check of congressional power
  - 4) Presidential expansion of congressional power
9. A major intention of the framers of the Articles of Confederation was to
  - 1) model the new government after Great Britain's government
  - 2) weaken the American people's primary loyalty to their individual states
  - 3) limit the central government's opportunities to infringe upon the people's liberties
  - 4) give Congress control of interstate and foreign commerce
10. One way in which the United States Constitution differed from the Articles of Confederation was that the Constitution
  - 1) created a national government having three branches
  - 2) provided for the direct election of the President by the voters
  - 3) made the amendment process more difficult
  - 4) increased the powers of the states
11. Which statement is accurate about governmental power under the Articles of Confederation?
  - 1) The executive branch of the central government was more powerful than the legislative and judicial branches.
  - 2) The states with the largest populations had the most votes in Congress.
  - 3) The central government was made stronger than state governments.
  - 4) State governments had the power to collect taxes, coin money, and control trade.
12. Which constitutional provision indicates that the authors of the original Constitution did not completely trust the common voter to make decisions?
  - 1) the electoral college
  - 2) the veto power of the President
  - 3) election to the House of Representatives
  - 4) direct election of Senators
13. At the Constitutional Convention of 1787, delegates from the small states most strongly supported the idea of
  - 1) popular election of Senators
  - 2) levying taxes on exports
  - 3) establishing a strong national executive
  - 4) equal representation for the states in the national legislature
14. At the Constitutional Convention of 1787, a major conflict between the delegates centered on the issue of
  - 1) giving women the right to vote
  - 2) structuring the Federal court system
  - 3) setting the length of the President's term of office
  - 4) determining the basis for representation in Congress

15. The purpose of the Three-fifths Compromise, which was adopted by the Constitutional Convention of 1787, was to
- 1) provide a means of deciding disputed Presidential elections
  - 2) reduce the fear of loss of representation by Southern States with large slave populations
  - 3) balance power between states with large populations and those with smaller populations
  - 4) allow Congress to override a Presidential veto of an act passed by both Houses
16. Base your answer to the following question on the discussion below and your knowledge of social studies.

*Speaker A:* States must be represented in the national government solely on the basis of population. It is indeed the only fair situation.

*Speaker B:* The national legislature must be based on equal representation of the states to protect the interests of the small states.

*Speaker C:* States must accept the supremacy of the national government on all issues; otherwise, the system will fail.

*Speaker D:* The national Congress should consist of two houses: one in which representation is based on population, and one in which states are equally represented.

Which speaker's idea about representation was actually included in the document that was written?

- 1) *A*      2) *B*      3) *C*      4) *D*

17. During the ratification debates of 1788 to 1791, the activities of the Antifederalists led to the
- 1) addition of the Bill of Rights to the Constitution
  - 2) strengthening of the Articles of Confederation
  - 3) adoption of the Northwest Ordinance
  - 4) drafting of the Declaration of Independence
18. At the Constitutional Convention of 1787, a bicameral legislature was proposed as the solution to the disagreement over
- 1) control of interstate commerce
  - 2) limits on the treaty-making power of a President
  - 3) state representation in the National Government
  - 4) taxation within each state
19. During the debates over the ratification of the United States Constitution, Federalists and Anti-Federalists disagreed most strongly over the
- 1) distribution of power between the Senate and the House of Representatives
  - 2) provision for admitting new states to the Union
  - 3) method of amending the Constitution
  - 4) division of powers between the national and state governments

20. The fact that the United States Constitution provided for federalism and a system of checks and balances suggests that
- 1) the American people of that time supported a military government
  - 2) its writers desired the national government to rule over the states
  - 3) its writers feared a concentration of political power
  - 4) the original thirteen states sought to dominate the national government
21. Presidents are prohibited from running for a third term of office by
- 1) the unwritten constitution
  - 2) an amendment to the Constitution
  - 3) a law of Congress
  - 4) an Executive order
22. "The powers not delegated to the United States by the Constitution, nor prohibited by it to the states, are reserved to the states respectively, or to the people."
- 10th amendment

This part of the Bill of Rights was intended to

- 1) give the people the right to vote on important issues
  - 2) limit the power of the states over their citizens
  - 3) limit the powers of the Federal Government
  - 4) assure the same rights to citizens of all states
23. Base your answer to the following question on the passage below and on your knowledge of social studies.
- We the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America.
- Preamble to the United States Constitution

Which two groups debated the ratification of the new Constitution?

- 1) Federalists and Antifederalists
  - 2) Democratic Party and Whig Party
  - 3) executive branch and judicial branch
  - 4) loyalists and revolutionaries
24. The executive branch of the United States Government has traditionally gained power during periods when
- 1) there has been a serious domestic or international problem facing the United States
  - 2) the Presidency has been occupied by a high ranking military officer
  - 3) the Supreme Court and Congress have been in conflict over constitutional issues
  - 4) the Republican Party was in the majority in Congress and the President was a Democrat

25. An important effect of the assumption of judicial review by the United States Supreme Court was that the Court
- 1) could better follow the wishes of the majority of the American people
  - 2) was able to exert strong influence on foreign policy
  - 3) became an active force in proposing new legislation
  - 4) became more equal in power to Congress and the President
26. Which action would be unconstitutional?
- 1) a state levying a tax on products from another state
  - 2) the Senate rejecting a treaty negotiated by the President
  - 3) the Supreme Court declaring a state law null and void
  - 4) the President vetoing a foreign aid bill
27. Which action best illustrates the system of checks and balances in the United States Government?
- 1) The House and Senate pass different versions of a bill.
  - 2) The Supreme Court reverses an earlier decision.
  - 3) The President fires a member of the Cabinet.
  - 4) Congress overrides a veto by the President.
28. The constitutional power to regulate commerce allows the Federal Government to exercise control over
- 1) international relations
  - 2) post offices and post roads
  - 3) interstate trade
  - 4) the value of money
29. The United States Constitution places no time limit on the terms of Supreme Court Justices mainly because
- 1) qualified people will not seek the job without lifetime tenure guarantees
  - 2) the framers of the Constitution could not agree on the length of a Justice's term of office
  - 3) Justices should be free from political or economic pressures that might influence their decisions
  - 4) screening and selection of candidates is too time consuming for short-term appointments
30. The writ of habeas corpus is intended to prevent
- 1) the use of force by the police
  - 2) an illegal search or seizure
  - 3) a person from being held in jail without just cause
  - 4) a conviction by secret trial
31. The expression "due process of law" refers to
- 1) the protection given citizens against unfair actions by the government
  - 2) the procedure in Congress by which a bill becomes a law
  - 3) the power of the police to arrest anyone who looks suspicious
  - 4) the right of the Supreme Court to examine the constitutionality of laws
32. Base your answer to the following question on the quotation below and on your knowledge of social studies.
- . . . The Privilege of the Writ of Habeas Corpus shall not be suspended, unless when in Cases of Rebellion or Invasion the public Safety may require it. . . .
- Article I, Section 9, Clause 2, United States Constitution
- During which war was the Writ of Habeas Corpus suspended by the president?
- 1) Revolutionary War
  - 2) Mexican War
  - 3) War of 1812
  - 4) Civil War
33. "It is not the cause of one poor printer, nor of New York alone, which you are now trying. No! It may in its consequence affect every free man that lives under a British government on the main [continent] of America. It is the best cause. It is the cause of liberty. . . . Nature and the laws of our country have given us a right to liberty of both exposing and opposing arbitrary power (in these parts of the world at least) by speaking and writing the truth."
- Andrew Hamilton, 1735
- This courtroom summation helped establish which democratic principle in colonial America?
- 1) equal voting rights
  - 2) protection of private property
  - 3) freedom of the press
  - 4) trial by jury
34. The principle of federalism as established by the United States Constitution provides for the
- 1) creation of a republican form of government
  - 2) separation of powers of the three branches of government
  - 3) division of power between the state governments and the national government
  - 4) placement of ultimate sovereignty in the hands of the state governments
35. Base your answer to the following question on these statements and on your knowledge of social studies.
- Statement A:* Each person must be able to voice his or her concerns on all issues that involve this new nation and bear the responsibility for the decisions made.
- Statement B:* The power of this new nation must rest in a strong, stable group that makes important decisions with the approval, but not the participation, of all.
- Statement C:* There must be several governments within one nation to ensure adequate voice and responsibility to all.
- Statement D:* Individuals must not allow their freedoms to be swallowed by an all-powerful government.
- Which statement best represents the ideas of federalism?
- 1) A
  - 2) B
  - 3) C
  - 4) D

36. The idea that the United States Constitution establishes a central government of limited powers is best supported by the provision that
  - 1) Congress has the power to make all laws that are "necessary and proper"
  - 2) the Supreme Court shall have both original and appellate jurisdiction
  - 3) the President shall act as commander in chief
  - 4) the powers not delegated to the United States are reserved to the states
37. The United States Presidents who have had the most success in getting their programs enacted by Congress were those who
  - 1) were politically skillful in using their popularity and powers
  - 2) served at least one full term as President before proposing their programs
  - 3) accepted a narrow view of their constitutional powers
  - 4) served in periods of peace and prosperity
38. The use of United States military forces in the Dominican Republic (1965), Vietnam (1960's and 1970's), and Grenada (1984) was legally justified by the
  - 1) President's power as Commander in Chief
  - 2) precedents established in the Nuremberg War Crimes Trial
  - 3) power of Congress to declare war
  - 4) provisions of the Monroe Doctrine
39. The framers of the Constitution gave voters the most direct participation in the selection of the
  - 1) Senate
  - 2) President
  - 3) House of Representatives
  - 4) Supreme Court
40. Which statement best explains why some United States Supreme Court decisions are reversals of earlier decisions?
  - 1) Presidents elected by a clear majority often demand that the Court implement their policies.
  - 2) Supreme Court Justices are often pressured by Congress to reflect the views of Congress.
  - 3) According to the Constitution, Justices have a specific responsibility to correct errors of past decisions.
  - 4) Court decisions reflect changing social, political, and economic conditions.
41. Which power of the President is most specifically defined in the Constitution?
  - 1) pressuring a state governor to support administration policy
  - 2) ordering United States troops into a foreign country to protect American citizens
  - 3) assembling the administration's legislative proposals
  - 4) selecting a national chairperson for the President's political party
42. Which action could legally change a ruling of the United States Supreme Court?
  - 1) ratification of a constitutional amendment
  - 2) congressional debate on the ruling
  - 3) decision by a Federal district court
  - 4) a rejection of the ruling by a majority of the state governors

43. Which action demonstrates the President's role as chief legislator?
  - 1) participating in congressional debates
  - 2) asking members of the Cabinet to serve as members of Congress
  - 3) selecting chairpersons of congressional committees
  - 4) asking executive department staff to propose and support legislation
44. In the United States, the use of implied powers, the amending process, and Supreme Court interpretations have resulted in
  - 1) the Constitution being adapted to fit changing times
  - 2) a strengthening of the principle of separation of powers
  - 3) a general loss of individual rights
  - 4) the limiting of Presidential power in domestic affairs
45. The partial outline below concerns the United States Constitution.

## Basic Principles

- I. \_\_\_\_\_
- A. The amendment Process
- B. The elastic clause
- C. Judicial review

Which entry would be most appropriate for line I?

- 1) The powers of the Executive
  - 2) The Constitution's ability to adapt to change
  - 3) The balance of power between the National Government and the States
  - 4) Constitutional rights and freedoms
46. Only a small number of amendments have been added to the United States Constitution mainly because the
    - 1) executive branch has feared a loss of power
    - 2) Constitution has been broadly interpreted and applied
    - 3) public has not objected to the Government's use of its power
    - 4) Constitution is clear in its original intent and seldom needs amending
  47. The ratification of the Bill of Rights, the institution of the President's Cabinet, and the practice of judicial review best illustrate the
    - 1) influence of political parties
    - 2) concept of strict construction
    - 3) expansion of States rights
    - 4) flexibility of the United States Constitution
  48. The writers of the United States Constitution included the requirement for a census every ten years primarily to
    - 1) determine representation in Congress
    - 2) regulate numbers of immigrants
    - 3) decide when new states were needed
    - 4) set goals for population growth

49. The change to the direct election of senators, the lowering of the voting age to eighteen, and the establishment of a two-term limit for presidents are all examples of the use of

- 1) executive privilege
- 2) checks and balances
- 3) the amendment process
- 4) judicial review

50. The ratification of the 26th amendment, which lowered the voting age to 18, was a result of the

- 1) fear of McCarthyism
  - 2) reporting of the Watergate scandal
  - 3) reaction to the launching of Sputnik by the Soviet Union
  - 4) participation of the United States in the Vietnam War
-



# SUPREME COURT CASES OVERVIEW

Court Case	Chief Justice	Constitutional Principle(s)	Why decision is important
Marbury v. Madison (1803)	John Marshall	-Separation of powers -The judiciary	-Established the Supreme Court's right of judicial review -Strengthened the judiciary in relation to other branches of government
McCulloch v. Maryland (1817)		-Federalism -National Power	-Supported the use of the elastic clause to expand federal power -Established the principle of national supremacy-National laws overrule state laws when the two conflict
Gibbons v. Ogden (1824)		-Federalism -Property rights	-Established the basis of congressional regulation of interstate commerce -Reinforced the supremacy of national law over state law when the two conflict
Worcester v. Georgia (1832)		-Federalism -National power -Separation of powers -Equality	-Stated treaties between the US government and Indian nations are the supreme law of the land -Declared that the fed. gov't, not the state, had jurisdiction over the Cherokee nation's territory -Jackson supported Georgia in defying the ruling
Scott v. Sandford (1857)	-----	-Equality -Property	-Declared slaves were property and could be taken anywhere -Ruled that African-Americans were not citizens -Declared Missouri Compromise was unconstitutional
Munn v. Illinois (1877)	-----	-Interstate Commerce -National Power -Federalism -Property Rights -Economics -Trusts -INDUSTRIAL REVOLUTION and RISE OF BIG BUSINESS	Munn -Upheld Illinois' laws regulating grain elevator and railroad rates. -According to the decision, any business that served a public interest was subject to state control. -Having maximum rates set for them did not mean they were being deprived of property without due process of law.
Wabash, St. Louis, and Pacific Railway v. Illinois (1886)			Wabash -Invalidated state law setting railroad rates on the part of an interstate trip within state borders -Strengthened Constitution's interstate commerce clause -Paved the way for creation of Interstate Commerce Commission
US v. EC Knight (1895)			EC Knight -States can regulate intrastate trade (10 <sup>th</sup> Amendment) -Sherman Anti-trust Act cannot be applied to break up monopoly because company was a manufacturing operation, not commerce

Northern Securities v. US (1904)			Northern Securities -Used Sherman Anti-trust Act -Ruled that Northern Securities was formed only to eliminate competition and ordered it to be dissolved
Lochner v. NY (1905)			Lochner -NY law limiting bakers to 10 hour workday to protect public health was unconstitutional because it “violated the right and liberty of an individual to contract”
Muller v. Oregon (1908)			Muller -Upheld Oregon law limiting woman to a 10 hour work day in laundries or factories to protect women’s health -Cited physical differences between men and women
<b>Court Case</b>	<b>Chief Justice</b>	<b>Constitutional Principle(s)</b>	<b>Why decision is important</b>
Plessy v. Ferguson (1896)	-----	-Equality -Rights of minority groups	-Gave legal justification for racial segregation -Separate but equal
Schenck v. United States (1919)	-----	-Civil Liberties	-Established limits on free speech holding that this right is not absolute -Set the “clear and present danger” standard for when free speech can be restricted
Schechter Poultry Corp. v. United States (1935)	-----	-Separation of powers -Property rights and economic policy	Schechter -Placed limits on the ability of Congress to delegate legislative powers to President -Narrowly defined interstate commerce -Declared the New Deal’s NRA unconstitutional
US v. Butler (1936)			Butler -Ruled that the Agricultural Adjustment Act (AAA) was unconstitutional on the grounds that agriculture was a local, not an interstate, matter under the provisions of the 10th Amendment.
Korematsu v. United States (1944)	-----	-Civil Liberties -Rights of minority groups	-Ruled that the forcible relocation of Japanese Americans to Wartime Relocation Agency camps during World War II legal

Court Case	Chief Justice	Constitutional Principle(s)	Why decision is important
Brown v. Board of Education (1954)	Earl Warren	-Equality -Rights of minority groups	-Ruled that segregation in education creates inequality -Overturned Plessy vs. Ferguson and nullified the concept of “separate but equal”
Mapp v. Ohio (1961)		-Civil liberties -RIGHTS OF THE ACCUSED	Mapp -Ruled that citizens are protected against unlawful search and seizure by the states as well as by the federal government (4 <sup>th</sup> and 14 <sup>th</sup> Amendments)
Gideon v. Wainwright (1963)			Gideon -Must provide legal representation for those who cannot afford it (6 <sup>th</sup> and 14 <sup>th</sup> Amendments)
Escobedo v. Illinois (1964)			Escobedo -The accused person has the right to a lawyer at the time of questioning
Miranda v. Arizona (1966)			Miranda -Must inform people accused of crimes right to remain silent, right to a lawyer, and that what they say can be used against them in court
Engel v. Vitale (1962)		-Civil liberties	-Reinforced the separation of church and state -Ruled that use of the public schools to encourage prayer or other religious practices is a direct violation of the establishment clause
Heart of Atlanta Motel v. United States (1964)		-Equality -National power	-Found racial segregation of private facilities engaged in interstate commerce unconstitutional
Tinker v. Des Moines (1969)	-----	-Civil Liberties	-Ruled that certain kinds of nonverbal communication can be protected under the First Amendment
New York Times Co. v. United States (1971)	-----	-Civil Liberties	-Gave the media more power against governmental secrecy
Roe v. Wade (1973)	-----	-Civil Liberties	-Ruled that state laws that criminalize abortion are unconstitutional
United States v. Nixon (1974)	-----	-Separation of powers	-Limited the President’s right to confidentiality -Gave federal courts the right to decide when and how that confidentiality should be limited

<b>Court Case</b>	<b>Chief Justice</b>	<b>Constitutional Principle(s)</b>	<b>Why decision is important</b>
University of California v. Bakke (1978)	-----	-Civil Rights -Equality	-Affirmative Action ruled constitutional, race could not be the only criteria used to allow applicants to attend a university.
New Jersey v. TLO (1985)	-----	-Civil Liberties -Student Rights	-4 <sup>th</sup> Amendment prohibition on unreasonable searches and seizures applied to school officials -Necessity of maintaining discipline allowed for searches when there are reasonable grounds that the law or school rules have been broken
Veronia School District v. Acton (1995)	-----	-Civil Liberties -Student rights	-A school's practice of testing athletes randomly for drug use did not violate their rights under the 4 <sup>th</sup> and 14 <sup>th</sup> Amendments -Cited schools need to maintain student safety and fulfill its educational mission

# SUPREME COURT THEMES

\*\*\*Great for essays!\*\*\*

## Separation of Powers (between the branches)

- **Marbury v. Madison (1803)**- judicial review
- **Schechter Poultry Corporation v. US (1935)**- New Deal case: checks and balances, too much power to the president
- **US v. Butler (1936)**- New Deal case: checks and balances, too much power to the president
- **US v. Nixon (1974)** -Watergate case: the president is not above the law

## Federalism (division of power between the states and national government)

- **McCulloch v. Maryland (1817)**- Ruled that the bank of the US was constitutional and could not be taxed by a state
- **Gibbons v. Odgen (1824)**- National government has the power to regulate interstate commerce
- **Worcester v. Georgia (1832)** - Ruled that Georgia could not remove Cherokee from reservation because Indians made a treaty with the national government
- **Munn v. Illinois (1877)**- Ruled that a state can regulate commerce within its borders (Railroad)
- **Wabash v. Illinois (1886)**- Ruled that a state can not regulate interstate commerce (Railroad)
- **Muller v. Oregon (1908)**- Ruled that a state can have the power to limit the working hours in cases of “medical need”- women
- **Lochner v. NY (1905)**- State cannot limit working hours (bakers)

## Supremacy of the National Government

- **McCulloch v. Maryland (1817)**- Ruled that the bank of the US was constitutional and could not be taxed by a state
- **Worcester v. Georgia (1832)**- Ruled that Georgia could not remove Cherokee from reservation because Indians made a treaty with the national government

## Equality (under the law)

- **Scott v. Sandford (1857)**- Stated that slaves were property and that African Americans were not citizens under the law
- **Plessy v. Ferguson (1896)**- Stated that segregation was legal, “separate but equal”
- **Korematsu v. US (1944)**- Stated that national security needs outweigh personal rights (internment camps)
- **Brown v. Board of Education of Topeka, Kansas (1954)**- Overruled Plessy, said that separate is “inherently unequal”, desegregation of schools
- **Heart of Atlanta Motel v. US (1964)**- Ruled that segregation of public facilities is unconstitutional
- **University of California v. Bakke (1978)**- Ruled that affirmative action is constitutional

## Civil Liberties (Constitutional rights such as freedom of speech)

- **Schenck v. US (1919)**- Ruled that the right to freedom of speech is not absolute, “clear and present danger”
- **Korematsu v. US (1944)**- Stated that national security needs outweigh personal rights (internment camps)
- **Mapp v. Ohio (1961)**- Ruled against unreasonable search and seizure
- **Gideon v. Wainwright (1963)**- Ruled that people accused of crimes (both criminal and civil) are entitled to a public defender if they cannot afford an attorney
- **Escobedo v. Illinois (1964)**- The accused person has the right to a lawyer at the time of questioning
- **Miranda v. Arizona (1966)**- Stated that defendants must be made aware of their constitutional rights at the time of arrest
- **Engel v. Vitale (1962)**- Ruled that prayer in public schools is unconstitutional, separation of church and state
- **Tinker v. Des Moines (1969)**- Ruled that some forms of symbolic speech are allowed as long as they are not disruptive or harmful
- **New York Times v. US (1971)**- Ruled that the press has the right to publish classified information
- **Roe v. Wade (1974)**- Ruled that abortion is legal under the right to privacy

## THEMATIC ESSAY QUESTION

*Directions:* Write a well- organized essay that includes an introduction, several paragraphs explaining your position, and a conclusion.

### Theme: Constitutional Principles

United States Supreme Court cases have dealt with a variety of important issues that have affected American society.

### Task:

Select **two** Supreme Court cases that have affected American society. For **each** case selected:

- Discuss the historical circumstances of the case
- Explain the Court's decision in the case
- Discuss the impact of the decision on American society

You may use any examples from your study of United States history. Some suggestions you may wish to consider include:

*McCulloch vs. Maryland* (1819)- federal supremacy

*Schenck vs. United States* (1919)- freedom of speech

*Korematsu vs. United States* (1944)- equal protection under the law

*Brown vs. Board of Education of Topeka* (1954)- equal protection under the law

*Engel vs. Vitale* (1962)- separation of church and state

*Miranda vs. Arizona* (1966)- rights of the accused

*Roe vs. Wade* (1973)- right to privacy

*Vernonia School District vs. Acton* (1995)- search and seizure

**You are not limited to these suggestions**

1. During John Marshall's years as Chief Justice (1801–1835), the Supreme Court increased its powers by
  - 1) limiting the spread of slavery in the West
  - 2) expanding the federal supremacy clause of the Constitution
  - 3) joining the president in disputes with Congress
  - 4) staying out of disputes between the two political parties
2. The United States Supreme Court has the power to
  - 1) appoint its own members
  - 2) interpret Federal law
  - 3) preside over hearings to approve a treaty
  - 4) vote to end a filibuster
3. Former Chief Justice Warren Burger has stated that on the Supreme Court a whisper can become a shout. This statement most likely refers to the idea that
  - 1) decisions of the Court have far-reaching effects
  - 2) dissenting opinions among the Justices often create deadlocks on the Court
  - 3) the great majority of cases deal with the principle of freedom of speech
  - 4) Court decisions sometimes represent reversals of previous decisions
4. In the United States, Federal judges hold office for life to
  - 1) decrease political interference in their decisions
  - 2) gain experience in their jobs
  - 3) develop a judicial philosophy which is consistent with that of other judges
  - 4) have the opportunity to view the long-term results of their decisions
5. The use of the term "judicial activism" to describe the United States Supreme Court refers to the idea that the Court
  - 1) refuses to exercise its power of judicial review
  - 2) is not able to solve major social problems
  - 3) acts as a legislature in dealing with social problems
  - 4) uses restraint in deciding cases involving civil liberties
6. The Supreme Court under Chief Justice John Marshall was similar to the Court under Chief Justice Earl Warren in that both
  - 1) strengthened the power and influence of business
  - 2) increased the President's war powers
  - 3) changed public policy through broad interpretation of the Constitution
  - 4) increased the rights of the accused under the fifth and sixth amendments
7. Which action could legally change a ruling of the United States Supreme Court?
  - 1) congressional debate on the ruling
  - 2) ratification of a constitutional amendment
  - 3) decision by a Federal district court
  - 4) a rejection of the ruling by a majority of the state governors

8. The power of judicial review allows the Supreme Court to
  - 1) repeal amendments to the Constitution
  - 2) determine the constitutionality of a law
  - 3) break tie votes in the electoral college
  - 4) impeach the president and other high-level officials
9. Base your answer to the following question on the chart below and on your knowledge of social studies.

THE UNITED STATES SUPREME COURT	
<i>Periods</i>	<i>Number of Overrulings of Previous Decisions</i>
1789–1835	3
1836–1910	25
1911–1957	62

The most accurate explanation of the information in the chart is that the Supreme Court has

- 1) generally dominated the other branches of government
  - 2) increasingly reinterpreted the Constitution to meet changing needs
  - 3) often limited the use of judicial review during economic or military crisis
  - 4) usually tried to ignore established legal precedents
10. The Supreme Court decision in *Marbury v. Madison* (1803) was important because it
    - 1) established the principle of judicial review
    - 2) led to the reelection of President Thomas Jefferson
    - 3) showed that the states were stronger than the federal government
    - 4) proved that the legislative branch was the most powerful branch of government
  11. Under both John Marshall and Earl Warren, the United States Supreme Court helped to make the United States Constitution more flexible by
    - 1) giving wise constitutional advice to Presidents
    - 2) helping Congress create legislation
    - 3) interpreting the Constitution broadly
    - 4) advocating minority rights through favorable decisions
  12. Which action is an example of judicial review?
    - 1) Congress overrides the President's veto of a court reform bill.
    - 2) The Senate refuses to ratify an appointee to the Supreme Court.
    - 3) The Supreme Court declares that a minimum-wage law is unconstitutional.
    - 4) Congress impeaches and convicts a Federal judge.



13. Which statement regarding the United States Supreme Court is valid?
  - 1) The power of the Supreme Court has lessened over the last 100 years.
  - 2) Supreme Court rulings usually reflect the attitudes of the times in which they are made.
  - 3) Presidential programs have consistently received favorable rulings from the Supreme Court.
  - 4) All bills must be approved by the Supreme Court before they become laws.
14. The "clear and present danger" doctrine established by the United States Supreme Court in *Schenck v. United States* (1919) contributed to the principle that
  - 1) racism in the United States is unconstitutional
  - 2) prayer in public schools is prohibited
  - 3) accused persons are entitled to know their legal rights
  - 4) constitutional rights are not absolute
15. Which headline illustrates the use of judicial review?
  - 1) **"Congress Passes a Civil Rights Bill"**
  - 2) **"Conference Committee Meets to Finalize Budget"**
  - 3) **"New York State's Reapportionment Plan Ruled Unconstitutional"**
  - 4) **"President Signs SALT Agreement with Russia"**
16. Judicial review, as practiced by the federal courts, resulted directly from
  - 1) the decisions of colonial governors
  - 2) the Articles of Confederation
  - 3) the Bill of Rights
  - 4) a Supreme Court decision
17. Presidents can most directly influence the future decisions of the United States Supreme Court by
  - 1) impeaching Justices with whom they disagree
  - 2) encouraging the public to write letters to the Justices
  - 3) vetoing rulings of the Justices
  - 4) appointing new Justices to the Court with Senate approval
18. President Bill Clinton nominated Ruth Bader Ginsburg to the Supreme Court. Before she could be appointed to this position, Ms. Ginsburg needed the formal approval of the
  - 1) Senate
  - 2) Cabinet
  - 3) Supreme Court
  - 4) House of Representatives
19. Constitutional amendments have been proposed to ban forced busing, forbid abortion, and prohibit burning the United States flag. These proposals indicate that
  - 1) the Constitution is an inflexible document
  - 2) amending the Constitution is a simple process
  - 3) some people disagree with certain Supreme Court decisions
  - 4) American society has been unwilling to deal with complex social issues
20. Which Supreme Court case is correctly paired with the constitutional issue it addressed?
  - 1) *Gibbons v. Ogden* — interstate commerce
  - 2) *Dred Scott v. Sanford* — executive privilege
  - 3) *Gideon v. Wainwright* — voting rights
  - 4) *Roe v. Wade* — rights of the accused
21. The "clear and present danger" test was developed by the United States Supreme Court to determine the
  - 1) limits of "search and seizure" without a warrant
  - 2) extent to which freedom of speech could be limited constitutionally
  - 3) conditions under which self-incrimination could be required
  - 4) statement of rights that police must read to suspects at the time of arrest
22. Court decisions in the trial of John Peter Zenger (1735) and the case of *New York Times Co. v. United States* (1971) strengthened
  - 1) freedom of religion
  - 2) freedom of the press
  - 3) due process rights
  - 4) the right to counsel
23. The decisions of the United States Supreme Court in *Tinker v. Des Moines* and *New York Times Co. v. United States* were based on interpretations of the
  - 1) meaning of a republican form of government
  - 2) powers delegated specifically to Congress
  - 3) president's right to executive privilege
  - 4) rights guaranteed by the 1st amendment
24. In the decisions made in *Miranda v. Arizona* and *Gideon v. Wainwright*, the United States Supreme Court has
  - 1) supported a strict interpretation of the Constitution
  - 2) allowed the states to define due process
  - 3) expanded the rights of the accused
  - 4) extended Federal protection of voting rights
25. Which United States Supreme Court decision assured accused persons the right to be informed of certain constitutional rights at the time of their arrest?
  - 1) *Engel v. Vitale*
  - 2) *Baker v. Carr*
  - 3) *Miranda v. Arizona*
  - 4) *Gideon v. Wainwright*
26. The police enter an individual's home without invitation or a warrant and seize evidence to be used against the individual.  
  
Which Supreme Court decision may be used to rule this evidence inadmissible in court?
  - 1) *Baker v. Carr*
  - 2) *Gideon v. Wainwright*
  - 3) *Mapp v. Ohio*
  - 4) *Roe v. Wade*
27. The Supreme Court decision in *Plessy v. Ferguson* (1896) had a major impact on United States history because the decision
  - 1) eliminated the power of the states in the area of civil rights
  - 2) abolished the equal protection clause of the Federal Constitution
  - 3) provided a constitutional basis for segregation laws
  - 4) extended African-American voting rights

28. "We conclude that in the field of public education the doctrine of 'separate but equal' has no place. Separate educational facilities are inherently unequal."

This quotation expresses the Supreme Court decision in the case of

- 1) *Plessy v. Ferguson*
- 2) *Engel v. Vitale*
- 3) *Tinker v. Des Moines, Iowa*
- 4) *Brown v. Board of Education of Topeka, Kansas*

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



(adapted)

The man holding the sign is objecting to Supreme Court decisions that

- 1) redefined the right to assemble peacefully
  - 2) strengthened the separation of church and state
  - 3) expanded the right to bear arms
  - 4) increased the rights of the accused
30. Since the 1950's, some of the greatest public controversies about United States Supreme Court decisions have resulted from the Court's interpretation of the
- 1) power of the House of Representatives to initiate revenue bills
  - 2) power of state governors to pardon criminals
  - 3) right of individuals to criticize public officials
  - 4) right of individuals and groups to equal protection of the law

31. The Supreme Court decisions in *New York Times Co. v. United States* (1971) and *United States v. Nixon* (1974) reinforced the principle that the president of the United States

- 1) has unlimited use of the veto power
- 2) is protected from unfair media criticism
- 3) may not be convicted of a crime
- 4) is not above the law

32. United States Supreme Court rulings in cases such as *Brown v. Board of Education* and *Roe v. Wade* indicated that the Court

- 1) reaffirmed the principle that some matters are best left for the states to decide
- 2) became involved in controversial social issues
- 3) became more conservative over the years
- 4) stressed the rights of society over individual liberties

33. Which action has the United States Supreme Court found to be a violation of the principle of separation of church and state?

- 1) election of a member of the clergy to public office
- 2) appointment of chaplains to the armed services
- 3) granting of tax-exempt status to churches
- 4) recitation of prayers in public schools

34. Which idea is illustrated by the Supreme Court cases *Schenck v. United States* and *Korematsu v. United States*?

- 1) The free speech rights of Communists have often been violated.
- 2) During wartime, limitations on civil rights have been upheld by judicial action.
- 3) The rights of protectors have been preserved even in times of national stress.
- 4) Economic interests of foreign nations are frequently upheld in United States courts.

35. Base your answer on the cartoon below and on your knowledge of social studies.



The cartoon most clearly implies that since its decision in *Roe v. Wade* the Supreme Court has

- 1) ignored public opinion on the issue
- 2) experienced serious conflict between female and male Justices over the issue
- 3) refused to deal with the issue again
- 4) struggled to accommodate conflicting viewpoints on the issue

36. In the United States Supreme Court case *Engel v. Vitale* (1962), concerning the separation of church and state, the Court banned
  - 1) state-required student prayer in public schools
  - 2) the study of religions in public schools
  - 3) released time for religious instruction for public school students
  - 4) transportation of students to parochial schools at public expense
37. The Dred Scott decision on the issue of slavery upheld the Southern viewpoint that
  - 1) the power of the Supreme Court does not extend to cases of race
  - 2) Congress could not pass a law depriving territorial residents of their property
  - 3) a national vote should be held to decide the legality of slavery
  - 4) the economic well-being of the western states depended on slave labor
38. United States Supreme Court decisions in cases involving the first amendment to the Federal Constitution generally reflect the principle that
  - 1) if an action is based on a religious belief, it must be allowed
  - 2) only demonstrations that support the beliefs of the majority may be held
  - 3) freedoms of speech and religion are absolute
  - 4) individual rights must be balanced against the needs of society at the time
39. In the case of *Brown v. Board of Education* (1954), the United States Supreme Court decided that
  - 1) separate educational facilities are inherently unequal and unconstitutional
  - 2) busing of children to overcome segregation is constitutional
  - 3) the use of civil disobedience to achieve legal rights is constitutional
  - 4) closing public schools to avoid integration is unconstitutional
40. In the mid-1930's, critics viewed Franklin D. Roosevelt's plan to pack the Supreme Court with additional Justices as
  - 1) an ineffective response to the problems of the Great Depression
  - 2) a violation of the principle of checks and balances
  - 3) a threat to representative government
  - 4) the beginning of socialism in the judicial system
41. In the Granger cases of the 1870's involving railroad regulation, Supreme Court decisions were significant because the decisions established that
  - 1) racial segregation on transportation facilities is unconstitutional
  - 2) government can regulate private business in the public interest
  - 3) the regulation of business is solely a state government power
  - 4) an end to the influence of the Populist movement was near
42. Which generalization can most accurately be drawn from a study of Supreme Court cases *Plessy v. Ferguson* and *Brown v. Board of Education*?
  - 1) The Supreme Court has issued consistent decisions in cases involving rights of the accused.
  - 2) Supreme Court decisions are accepted without public controversy.
  - 3) The Justices believe that social issues are best left for state courts to decide.
  - 4) The Supreme Court has helped to determine public policy.
43. An immediate result of the Supreme Court decisions in *Schechter Poultry Corporation v. United States* (1935) and *United States v. Butler* (1936) was that
  - 1) some aspects of the New Deal were declared unconstitutional
  - 2) State governments took over relief agencies
  - 3) Congress was forced to abandon efforts to improve the economy
  - 4) the constitutional authority of the President was greatly expanded
44. The Supreme Court decisions in *McCulloch v. Maryland*, *Gibbons v. Ogden*, and *Wabash v. Illinois* dealt with
  - 1) freedom of speech
  - 2) equal protection under the law
  - 3) the supremacy of the National Government
  - 4) the rights of labor unions.
45. The constitutionality of relocating Japanese Americans during World War II was upheld by the United States Supreme Court because the Japanese Americans were
  - 1) needed as wartime spies
  - 2) considered a threat to national security
  - 3) openly providing military aid to Japan
  - 4) critical of United States attacks on Japan
46. The Supreme Court cases of *Tinker v. Des Moines* and *New Jersey v. TLO* involved the issue of
  - 1) freedom of the press
  - 2) freedom of religion
  - 3) the rights of students in school
  - 4) the rights of prison inmates
47. The federal government enforced the antitrust laws in court cases against Northern Securities Company, AT&T, and Microsoft in an effort to
  - 1) increase business competition
  - 2) nationalize important industries
  - 3) improve public trust in corporate leaders
  - 4) generate more investment capital
48. During the 20th century, federal prosecutions of corporations such as Standard Oil, AT&T, and Microsoft were based on alleged violations of
  - 1) stock market practices
  - 2) environmental regulations
  - 3) labor union protections
  - 4) antitrust laws

49. The Supreme Court cases of *Wabash, St. Louis & Pacific R.R. v. Illinois* (1886) and *United States v. E. C. Knight Co.* (1895) were based on laws that were intended to

- 1) limit the power of big business
- 2) support farmers' efforts to increase the money supply
- 3) maintain a laissez-faire approach to the economy
- 4) improve working conditions for immigrants

50. The Supreme Court ruling in *United States v. Nixon* (1974) was significant because it directly

- 1) increased the power of the legislative branch
  - 2) showed that the Court controlled the executive branch
  - 3) limited the president's power of executive privilege
  - 4) weakened the principle of federalism
-

## Foreign Policy Clinic

### **After the Revolution (1781-1898)**

- **Neutrality** (Following Washington's Farewell Address) when a nation attempts to not become involved in the problems of a foreign nation, by not taking sides in a dispute or a war.
- Exceptions- War of 1812 (vs. British- desire to expand to Canada), Mexican-American War (1846-1848- Manifest Destiny to gain Mexican lands)
- \*Monroe Doctrine- warned European powers to not get involved in affairs in Latin America- did not become imperialist policy until Spanish American War

### **Early 1900's (1898-1914)**

- **Imperialism**-movement to control another nation either economically or politically
- Spanish American War- Causes: Yellow Journalism, sinking of the Maine  
Results: Acquisition of Philippines, Guam, Puerto Rico, control over Cuba
- Pacific Involvement: Seizure of Hawaii, Open Door Policy with China, Matthew Perry to Japan
- Roosevelt Corollary (Expansion of the Monroe Doctrine and additional threat of force) aka Big Stick Policy, example: Panama Canal
- Dollar Diplomacy- US will get involved if our nation's interests are at stake

### **World War I – in Europe (1914-1917)**

- **Neutrality**
- We do not openly choose sides

### **World War I –US involvement (1917-1919)**

- Long Term Causes- **Militarism**, **Alliances**, **Imperialism**, **Nationalism**, Short Term- Unrestricted Submarine Warfare and Zimmerman Note
- **Alliances** (UK, France, Russia and then the US)

### **Between World War I and II (1919-1940)**

- **Isolationism**- lack of involvement in world affairs, including trade
- Rejection of the Treaty of Versailles and refusal to join the League of Nations
- Other: Immigration quotas, increased tariffs

### **1941- Neutrality- Lend-Lease Act and Destroyers for Bases**

### **World War II (1941-1945)**

- **Alliances** (UK, France, USSR and US)
- World War II- fought on European and Pacific Theaters

### **Mid to Late 1900's (1945-1989)**

- **Internationalism**- Following WWII, the US did not isolate itself, instead helped to create the United Nations and NATO, as well as foster international trade and cooperation
- **Containment**- movement to stop the spread of communism
  - o Cold War, NATO, Marshall Plan, Truman Doctrine, Berlin Airlift and Berlin Wall, Arms Race, U2 Incident, Domino Theory, Eisenhower Doctrine, Korean War, Vietnam War, Space Race, Bay of Pigs, Cuban Missile Crisis, Reagan's involvement in Central America (Iran-Contra Affair), Reagan and the USSR ("Tear down this wall", Star Wars missile program)
- \* Cold War at Home- McCarthyism, Loyalty Review Boards, Alger Hiss Case, Rosenberg Case, Effects of Sputnik (education), Bomb Shelters, Fear of Nuclear War

### **1990's -Present**

- **Protectionism**- Protecting our nation's economic interests through the use of higher tariffs, quotas on trade, or military force to ensure our nation's interests are protected
- Persian Gulf War- 1991- US and UN versus Iraq---Iraq invaded Kuwait, an oil rich nation
- **War on Terrorism**- Afghanistan and Iraq

# Timeline: American Foreign Policy

*\*Underlined items are key to know for the Regents*

1781: Americans and French defeat British at Yorktown, VA; last major battle of the American Revolution

1783: Americans sign Treaty of Paris with British, officially ending the American Revolution

**1796: George Washington retires from public life, warns against entering entangling alliances in farewell address**

1801: United States Navy blockades port of Tripoli on the Barbary Coast

**1803: Thomas Jefferson convinces Congress to acquire Louisiana Purchase from Napoleon's France**

1805: US concludes peace with Tripoli

**1812: US declares war on British beginning War of 1812**

1815: General Andrew Jackson defeats British at Battle of New Orleans, inflicting nearly 1,000 casualties while sustaining only ~50, nearly two weeks after Treaty of Ghent officially ended War of 1812

**1822: With British Backing, President James Monroe warns France, Russia and Spain from making further imperial claims in the Americas**

**1846: US declares war on Mexico to enforce its Texas claim; Mexican-American War begins**

1847: Representative Abraham Lincoln (Whig-IL) demands clarification of causes of War against Mexico

**1848: Treaty of Guadalupe-Hidalgo ends Mexican-American War; US gains most of its territory west of the Great Plains, known today as the Mexican Cession**

1861: Civil War begins as Confederate troops open fire on Union-occupied Fort Sumter, Charleston, SC

1865: General Lee surrenders at Appomattox Courthouse, VA, and sealing victory for the Union North

**1898: US begins and concludes Spanish-American War, acquiring Puerto Rico, Cuba, Philippines, and Guam from Spain; Spain's imperial presence in the West ends after 406 years**

1904: President Theodore Roosevelt threatens and uses US military force to protect commerce in Latin America

1917: Communists seize Russian government, establish USSR, and pull USSR out of WWI

**1917: US enters WWI on the side of England, France, Italy, Japan, et al; Ends Washingtonian doctrine of non-intervention in European affairs**

**1918: President Woodrow Wilson outlines post-WWI policy in his Fourteen Points address**

1918: Armistice (cease-fire) declared November 11th, ending combat in WWI

**1920: Treaty of Versailles officially ends war on the Western Front, imposes strict peace on Germany and establishes Woodrow Wilson's League of Nations**

1920: US Senate fails to ratify League of Nations treaty

**1941: President Franklin Roosevelt pledges support for Allies in WWII, vows to protect freedom at home and abroad**

**1941: Japanese naval aircraft bomb and torpedo Pearl Harbor, HI; US declares war on Japan, Germany declares war on US, and US responds by joining WWII on the side of France, Russia, and England**

1945: Hostilities between Allies and Germany cease in May; US and Russia occupy Berlin

**1945: US drops atomic bombs on Hiroshima and Nagasaki, Japan; Hostilities against Japan end soon after**

**1946: United Nations established**

1946: Charge d'Affairs George Kennan wires report on Soviet Russia's goals and activities, outlines first USSR policy; Cold War begins

**1947: President Harry Truman pledges support for anti-communists in Eastern Europe**

**1950: US intervenes as part of a United Nations force on the side of South Korea against North Korean communists, aided by Soviet Russia and later the People's Republic of China; First Cold War conflict**

**1953: Cease fire declared in Korea and demilitarized zone (DMZ) established along 38 degrees N latitude; no peace treaty signed, Koreas remain divided**

1959: First US military advisers arrive to aid South Vietnamese in their war against the communist Viet Minh in the north.

**1965: President Lyndon Johnson orders increase of American troop presence in Vietnam to 500,000**

1973: Paris Peace Talks result in US pullout of Vietnam with promise from North not to invade the South

1975: North Vietnamese invade South, capture Saigon and rename Ho Chi Minh City, Vietnam reunified

**1991: US invade bomb and invade southern Iraq, expelling Saddam Hussein's Republican guard from Kuwait**

**1999: US-led NATO forces bomb Serbia to punish Slobodan Milosevic for ethnically cleansing Kosovars**

**2001: Al Qaeda operatives kill ~3,000 in terrorist attack on New York and Washington on September 11th**

**2001: US invades Afghanistan in autumn, removing Taliban-led government**

**2002: President George W. Bush outlines foreign policy, vows unilateral pre-emption against any enemy whom the US deems an imminent threat**

**2003: US invades Iraq in March**

**2011: US Troops leave Iraq in December**



## Cold War Timeline

Wilson	<p>Treaty of Brest-Litovsk (1918): After Bolsheviks took over Russia, Russia signed a separate peace treaty w/ Germany leaving Allies to fight Central Powers alone and ↓ conflict from a 2 to a 1 front war.</p> <p>US assisted anti-Bolsheviks in Russian Civil War (1918)</p> <p>Red Scare following WWI in US (1919-1920)</p>
FDR	<p>Nazi-Soviet Nonaggression Pact (1939-1941)</p> <p>USSR only enters WWII and joins allies after it is invaded by Nazi Germany</p> <p>Western Allies' delay in opening 2<sup>nd</sup> front in Europe meant that most of fighting occurred on Soviet soil and created immense suffering</p> <p>Wanting to end Soviet's vulnerability to invasions from West, Stalin insisted on a buffer zone between it and West. At Yalta Conference (Feb. 1945), FDR agreed to a Soviet sphere of influence but USSR agreed to hold elections (i.e. self-determination)</p>
Truman (1945-1963)	<p>USSR consolidated its grip on the sphere of influence. Western powers interpret this as a sign that Soviets are bent on world domination, much like fascists prior to WWII; Churchill's "iron curtain" speech</p> <p>US monopoly on atomic weapons made tensions worse</p> <p>Adopts policy of containment: halt expansion of communism</p> <ul style="list-style-type: none"> <li>- 1<sup>st</sup> proposed by George Kennan in his "Long Telegram" and in an article in <i>Foreign Affairs</i> under pseudonym "Mr. X"</li> <li>- Formally adopted with announcement of the Truman Doctrine: US will aid anyone resisting communism <ul style="list-style-type: none"> <li>○ Response to fear that communism was making gains in W. Europe</li> </ul> </li> </ul> <p>National Security Act (1947): consolidated armed forces under Department of Defense, created the National Security Council to advise president on foreign policy, and established Central Intelligence Agency to gather information and engage in covert activities to aid national security</p> <p>Marshall Plan (1947): gave aid to W. European nations to help them rebuild their economies devastated by WWII so that communism would not be appealing</p> <p>Berlin Airlift (1948-1949): USSR felt jeopardized by US, Britain, and France consolidating their zones of occupation in Germany and in response cut off all traffic to West Berlin located within Soviet zone. To keep W. Berlin, US and Britain airlifted in supplies; brink of war</p> <ul style="list-style-type: none"> <li>- Led to formation of North Atlantic Treaty Organization (NATO): collective security agreement between US, Canada, and W. European nations</li> <li>- 1949: US, Britain, and France ended occupation of West Germany; independent nation</li> <li>- USSR responds with East Germany, Warsaw Pact (alliance), and COMECOM (its Marshall Plan).</li> </ul> <p>US occupied and rebuilt Japan under leadership of General MacArthur</p>

	<p>“Loss” of China: Mao Zedong’s communist forces defeated US-backed Nationalist forces under Chiang Kai-shek forcing them to flee to Taiwan.</p> <ul style="list-style-type: none"> <li>- US refused to recognize communist government and kept it from taking China’s seat on UN Security Council; viewed Nationalists on Taiwan as real government</li> <li>- Truman blamed for “loss” of China and accused of being “soft on communism”. In response, Truman escalates Cold War.</li> </ul> <p>1949: USSR tests its 1<sup>st</sup> atomic bomb ending US monopoly</p> <p>Truman authorizes development of hydrogen bomb</p> <p>National Security Council Report 68 (NSC-68) (1950):</p> <ul style="list-style-type: none"> <li>- Due to “loss” of China and Soviet acquisition of a nuclear bomb, Truman appointed a committee to review foreign policy. It published this alarmist report claiming Soviet’s wanted to dominate world. It recommended a massive military buildup including ↑ production of nuclear weapons and covert operations to “liberate” communist countries. Blueprint for future Cold War foreign policy.</li> </ul> <p>Korean War (1950-1953):</p> <ul style="list-style-type: none"> <li>- After WWII, US and USSR divide and occupy Korea at 38<sup>th</sup> parallel</li> <li>- 1950: N. Korea invades US-backed South</li> <li>- Needing to appear tough after “loss” of China, Truman decides to fight for South</li> <li>- China warned US not to invade N. Korea, but US did causing Chinese to enter the war pushing back US forces to 38<sup>th</sup> parallel.</li> <li>- Settled into a stalemate; unpopular with American people</li> <li>- Led to implementation of NSC-68</li> </ul> <p>Red Scare:</p> <ul style="list-style-type: none"> <li>- Truman’s Loyalty Program: investigates federal workers</li> <li>- HUAC investigates Hollywood – Hollywood Ten</li> <li>- Whittaker Chambers accuses Alger Hiss of being a spy</li> <li>- “Loss” of China and USSR nuke convince Americans that communists must be at work inside US</li> <li>- McCarthy alleges that there are communists in government and conducts hearings</li> <li>- Julius and Ethel Rosenberg accused of sharing nuclear secrets</li> <li>- Red Scare spreads throughout US: state and local government, private organizations; loyalty oaths</li> <li>- Creates social conformity and consensus of opinion</li> </ul>
Eisenhower (1953-1961)	<p>Eisenhower wins election by capitalizing on Americans’ frustration with stalemate in Korean War and fear of communism</p> <p>New Look Defense Policy: ↓ conventional forces b/c expensive and rely on nuclear bombs and covert operations (CIA)</p> <p>Massive retaliation/mutually armed destruction (MAD)/brinksmanship: any USSR attack would be answered by nuclear assault on USSR</p> <ul style="list-style-type: none"> <li>- Goal: deter conflict by upping stakes</li> <li>- Escalates arms race and ↑fear of nuclear attack led to fallout shelters and duck and cover program</li> </ul>

	<p>Cold War shifts to Third World</p> <ul style="list-style-type: none"> <li>- Guatemala, Cuba, overthrew govt. of Iran and installed Shah, Suez Oil crisis</li> <li>- Vietnam: US supported France's effort to reestablish control in Indochina against popular movement Vietminh led by Ho Chi Minh; French defeated at Bien Bien Phu; Geneva Accords (1954) divide Vietnam into N. and S. and require elections to unify but US installs govt. in S and refuses to hold elections; civil war results with S. govt. threatened by revolt of communist NLF/Vietcong</li> </ul> <p>Thaw in Cold War after Khrushchev replaces Stalin; visits US; summit meeting canceled when US spy plane shot down over USSR</p> <p>Sputnik: 1<sup>st</sup> satellite to orbit; led to ↑federal aid to education (National Defense Education Act/NDEA) and space race (NASA)</p> <p>Warns nation about military-industrial complex before leaving office; consequence of ↑military spending due to Cold War</p>
Kennedy (1961-1964)	<p>Flexible Response Policy: gives more options (conventional military, nukes, and covert ops w/ CIA and special forces), ↑defense spending</p> <p>Apollo program (moon); space race</p> <p>Peace Corps and Alliance for Progress (Marshall Plan for Latin America): winning hearts and minds to thwart communism</p> <p>Vietnam: sent in military advisors to prop up S. govt. b/c country in civil war; self-immolation of monks protested corrupt S. govt.; US allows coup to get rid of unpopular Diem</p> <p>Bay of Pigs Invasion (Cuba) to depose Castro fails (1961)</p> <p>Berlin Wall built (1961) to stop brain drain from E. Germany</p> <p>Cuban Missile Crisis (Oct. 1962):</p> <ul style="list-style-type: none"> <li>- US orders USSR to remove missiles from Cuba and imposes a "quarantine" to prevent further weapons deliveries</li> <li>- World on brink of nuclear war until compromise</li> <li>- Leads to thaw in relations and escalation of arms race</li> </ul>
Johnson (1964-1969)	<p>Escalates war in Vietnam due to deteriorating conditions and doesn't want to be blamed for its "loss"</p> <ul style="list-style-type: none"> <li>- Lies about Vietnamese attack on US ships in Gulf of Tonkin to obtain permission to use force (Gulf of Tonkin Resolution)</li> <li>- After 1964 Election begins Operation Rolling Thunder: bombing N. to stop them from aiding NLF/Vietcong and sent in ground troops <ul style="list-style-type: none"> <li>o Causes antiwar protests</li> </ul> </li> </ul> <p>Tet Offensive (1968): causes most Americans to oppose war, ↓ LBJ's popularity (due to "credibility gap"), and radicalized antiwar movement</p>
Nixon (1969-1974)	<p>Adopted realpolitik approach: foreign policy guided by pragmatic concerns rather than ideology (i.e. what benefits US rather than ending communism)</p> <p>Normalized relations with China: easing of US trade restrictions, "ping-pong" diplomacy, Nixon's visits</p>

	<p>Détente (easing of tensions) with USSR:</p> <ul style="list-style-type: none"> <li>- Normalized relations with China to scare USSR about possible China-American alliance so Soviets would deal with US</li> <li>- Result: Strategic Arms Limitation Treaty (SALT) I froze ICBMs and Antiballistic Missile (ABM) Treaty banned development of missile defense system to deter nuclear war by keeping stakes high; US traded grain with starving Soviets</li> </ul> <p>Vietnam:</p> <ul style="list-style-type: none"> <li>- 1968 Tet Offensive undermined public support for war</li> <li>- Nixon's promised plan to end war: <ul style="list-style-type: none"> <li>o Vietnamization: withdrawal of US soldiers and turn fighting over to S. Vietnamese soldiers</li> <li>o Continued peace negotiations: Paris Peace Talks</li> <li>o To force N. Vietnam to make concessions, renewed bombing of N. Vietnam and secret bombing of neutral countries of Cambodia and Laos through which N. Vietnam supplied NLF/Vietcong</li> </ul> </li> <li>- My Lai Massacre exposed; protests</li> <li>- Nixon's deployment of ground troops into Cambodia caused protests that resulted in Kent State and Jackson State shootings and bombings</li> <li>- NY Times published Pentagon Papers that revealed how American public had been misled about war; Nixon loses attempt to block publication in <i>Nixon v. US</i></li> <li>- Christmas bombing: attempt to get concessions out of N.</li> <li>- Paris Peace Accords end war</li> <li>- "No more Vietnams" and the Vietnam Syndrome</li> <li>- Congress attempts to reassert power to declare war in the War Powers Act (1973)</li> </ul> <p>Nixon Doctrine: US pledged to provide military assistance to anticommunist governments but <u>NOT</u> combat forces; goal: avoid Vietnams; sell weapons</p>
Carter (1977-1981)	<p>Rejected Nixon's realpolitik; main focus human rights and peace; withdrew aid from repressive regimes regardless of stance on communism</p> <p>Iranian Revolution (1979): followers of Muslim cleric Ayatollah Khomeini overthrew American-backed shah and declared Iran an Islamic republic</p> <ul style="list-style-type: none"> <li>- US felt threatened b/c Iran was a major supplier of oil and occupied a strategic location on USSR's southern border</li> </ul> <p>End of détente with USSR</p> <ul style="list-style-type: none"> <li>- USSR sent troops into Afghanistan to prop up a friendly government threatened by Islamic fundamentalists.</li> <li>- US viewed it as beginning of a Soviet thrust toward Persian Gulf</li> <li>- Carter Doctrine announced: US would use military force to protect its interests</li> <li>- Ended grain shipments to USSR, boycotted 1980 Summer Olympics to Moscow</li> <li>- ↑ defense spending, reinstated draft, and funneled aid to Muslim fighters in Afghanistan</li> </ul>
Reagan (1981-1989)	<p>Goal: restore American leadership in foreign affairs, which he believed had ↓ due to Vietnam syndrome</p> <p>Relations with USSR deteriorate during 1<sup>st</sup> term b/c Reagan was a hard-line, Cold Warrior</p> <ul style="list-style-type: none"> <li>- Rejects realpolitik and détente</li> <li>- Revived anti-Communist rhetoric: "Evil Empire"</li> <li>- Renewed arms race including Strategic Defense Initiative (SDI) or "Star Wars" a missile defense system; led to widespread fear of nuclear war at home and abroad and movement for a nuclear freeze</li> </ul>

	<p>Rejects Nixon Doctrine; Reagan Doctrine: US would intervene anywhere in the world to fight communism (e.g. Grenada, Nicaragua)</p> <p>Iran-Contra Affair:</p> <ul style="list-style-type: none"> <li>- Reagan wanted to oust leftist Sandinistas who controlled Nicaragua</li> <li>- When Congress refused to allocate funds or give authority, Reagan went ahead anyway using CIA to organize and arm a rebel group called Contras to overthrow Sandinistas</li> <li>- In response, Congress passed Boland Amendment forbidding any government agency to support operations in Nicaragua</li> <li>- Despite this, Reagan used National Security Council to raise donations to support Contras</li> <li>- Arms for hostages deal with Iran: Despite officially supporting Iraq in Iran-Iraq War, Reagan sold weapons to Iran to obtain release of hostages.</li> <li>- Money made from arms sales to Iran were illegally given to Contras</li> <li>- Became public and investigated by Congress, but Reagan's remained popular: "Teflon president"</li> </ul> <p>End of Cold War:</p> <ul style="list-style-type: none"> <li>- Popular unrest in USSR b/c it can't provide its people with consumer goods due to military spending b/c of war in Afghanistan and Reagan's escalation of arms race</li> <li>- Reform began in USSR when Mikhail Gorbachev came to power in 1985 <ul style="list-style-type: none"> <li>o Political and economic reform: glasnost ("openness") allowed for criticism of political and economic system and perestroika (economic "restructuring") made 1<sup>st</sup> steps toward capitalism</li> <li>o To improve economy, USSR needed to halt costly arms race; to do so, Gorbachev invited Reagan to cooperate. Reagan abandoned militant anti-communism and traveled to Moscow</li> </ul> </li> <li>- Reform was too late and actually helped bring about collapse of USSR <ul style="list-style-type: none"> <li>o 1989: Soviet satellite states in E. Europe revolted including fall of the Berlin Wall and USSR didn't stop it</li> </ul> </li> </ul>
George H. W. Bush (1989-1993)	1991: USSR itself collapses

## DOCUMENT-BASED ESSAY QUESTION

This question is based on the accompanying documents (1-6). 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 both the source of each document and any point of view that may be presented in the document.

### Historical Context:

Throughout its history, the United States has followed different foreign policies to promote its interests. These policies have included neutrality, imperialism, containment, and internationalism. Specific actions have been taken and specific programs have been established to carry out these policies.

**Task:** Using information from the documents and your knowledge of United States history and government, 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 *two* different United States foreign policies
- Discuss *one* specific action or program the United States has used to carry out *each* foreign policy
- Evaluate the extent to which the action or program used was successful in carrying out *each* foreign policy

**NOTE:** The rubric (scoring criteria) for this essay appears on the next page.

## Part A

### Short Answer

*Directions:* Analyze the documents and answer the questions that follow in the space provided.

#### Document 1

... The great rule of conduct for us in regard to foreign nations is, in extending our commercial relations, to have with them as little political connection as possible. So far as we have already formed engagements let them be fulfilled with perfect good faith. Here let us stop...

Our detached and distant situation invites and enables us to pursue a different course...

Why, by interweaving our destiny with that of any part of Europe, entangle our peace and prosperity in the toils of European ambition, rivalry,, interest, humor, or caprice [whim]?

It is out true policy to steer clear of permanent alliances with any portion of the foreign world...

—George Washington’s Farewell Address, 1796

1. According to this document, what United States foreign policy did President George Washington favor? [1]

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## Document 2

... the American continents... are... not to be considered as subjects for future colonization by any European powers...

In the wars of the European powers in matters relating to themselves we have never taken any part, nor does in comport [fit] with our policy so to do... We owe it, therefore,... to the amicable [friendly] relations existing between the United States and those powers to declare that we should consider any attempt on their part to extend their system to any portion of this hemisphere as dangerous to our peace and safety. With the existing colonies or dependencies of any European power we... shall not interfere...

—James Monroe’s message to Congress, 1823

2a. According to this document, what foreign policy did President James Monroe support? [1]

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2b. What did President Monroe say about wars in Europe? [1]

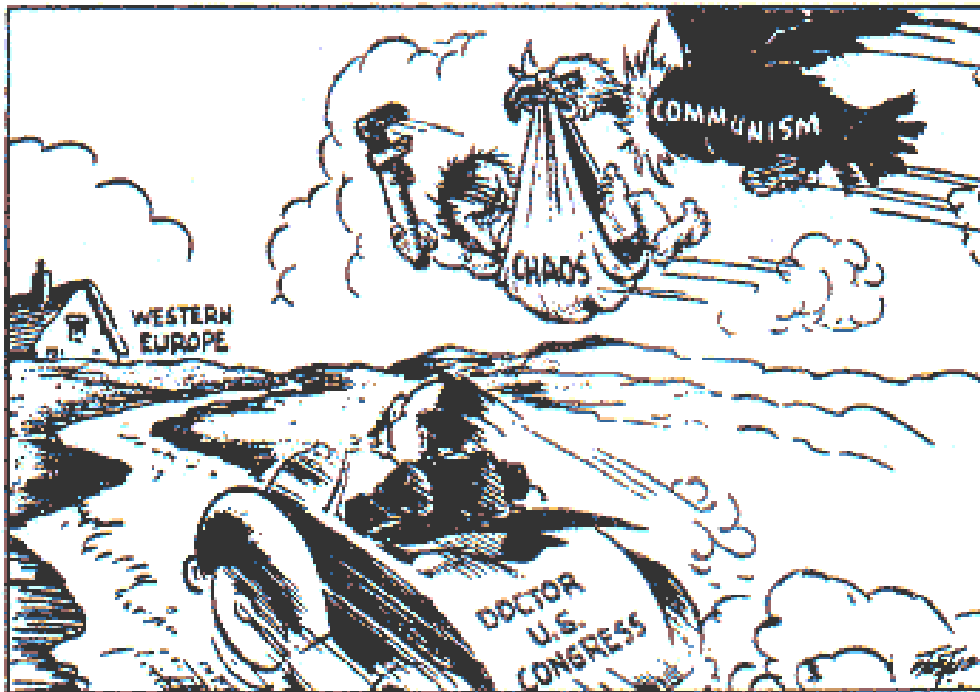
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Document 3



**“STEP ON IT, DOC!”**

3. What United States foreign policy is illustrated by this cartoon? [1]

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#### Document 4

... I believe that it must be the policy of the United States to support free peoples who are resisting attempted [control] by armed minorities or by outside pressures.

I believe that we must assist free peoples to work out their own destinies in their own way.

I believe that our help should be primarily through economic and financial aid which is essential to economic stability and orderly political processes...

–Harry Truman’s request for funds to support  
Greece and Turkey against communism,  
Message to Congress, 1947

4a. According to this document, what foreign policy did President Harry Truman support? [1]

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4b. What type of assistance did President Truman think the United States should provide to free peoples? [1]

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## Document 5

Why are we in South Vietnam? We are there because we have a promise to keep. Since 1954 every American President has offered support to the people of South Vietnam. We have helped to build, and we have helped to defend. Thus, over many years, we have made a national pledge to help South Vietnam defend its independence. And I intend to keep our promise.

To dishonor that pledge, to abandon this small and brave nation to its enemy, and to the terror that must follow, would be an unforgivable wrong...

—Lyndon B. Johnson, April 26, 1965

5a. According to this document, what are *two* reasons President Lyndon B. Johnson sent troops to Vietnam? [1,1]

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Document 6

... Our action in the [Persian] Gulf is about fighting aggression and preserving the sovereignty of nations. It is about keeping our word... and standing by old friends. It is about our own national security interests and ensuring the peace and stability of the entire world. We are also talking about maintaining access to energy resources that are key, not just to the functioning of this country but to the entire world. Our jobs, our way of life, our own freedom [and that] of friendly countries around the world would all suffer if control of the world's great oil reserves fell into the hands of that one man, Saddam Hussein.

So, we've made our stand not simply to protect resources or real estate but to protect the freedom of nations. We're making good on long-standing assurances to protect and defend our friends... We are striking a blow for the principle that might does not make right. Kuwait is small. But one conquered nation is one too many.

—George Bush, after Iraq invaded Kuwait, 1990s

6. According to this document, what *two* reasons did President George Bush give for the United States protecting Kuwait? [1,1]

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

1. Base your answer to the following question on the statements below and on your knowledge of social studies.

*Speaker A:* "We have no choice concerning whether or not we will take an active part in world affairs. Our prosperity and security are tied to those of all other nations. We are involved whether we like it or not."

*Speaker B:* "The best course of action for the United States is to have good relations with all countries, but to avoid military pacts with any. This way our trade can prosper, but we will avoid being drawn into wars that are not our business."

*Speaker C:* "The day of the sovereign nation-state has passed. We must take the lead in forming a world government that will have full power to maintain peace and establish economic justice around the world."

*Speaker D:* "Let us create a fortress America. Let us become so strong, all by ourselves, that no combination of nations can attack us. Let us become economically self-sufficient. Then let the rest of the world worry about itself."

*Speaker E:* "Other countries have taken over colonies all around the world and formed their empires. We must do the same now or we will find ourselves cut off from the markets and raw materials we need."

The policy of neutrality followed by the United States during most of the 19th century is best described by Speaker

- 1) *A*                                      2) *B*                                      3) *C*                                      4) *E*

2. A major reason for United States neutrality in the 1930's was the nation's

- 1) belief in the domino theory
- 2) disillusionment resulting from World War I
- 3) strong approval of political conditions in Europe
- 4) military and naval superiority

3. President George Washington's principal reason for issuing the Proclamation of Neutrality (1793) was to

- 1) repay France for help in the Revolutionary War
- 2) protect United States interests in the Caribbean area
- 3) safeguard the newly won independence
- 4) punish the British for failing to withdraw from American territory

4. Washington's Proclamation of Neutrality (1793), Jefferson's Embargo Act (1807), and the Monroe Doctrine (1823) were all efforts to

- 1) avoid political conflicts with European nations
- 2) directly support European revolutions
- 3) aid Great Britain in its war against France
- 4) promote military alliances

5. During the late 19th century, the growth of capitalism encouraged United States imperialism because of the desire of business to

- 1) obtain new markets for American products
- 2) compete with foreign industries
- 3) provide humanitarian aid to poor nations
- 4) industrialize underdeveloped nations

6. United States actions in the Vietnam War demonstrated that

- 1) the domino theory is an effective military tactic
- 2) military policy in a democracy is affected by popular opinion
- 3) advanced technology ensures victory
- 4) limited use of tactical nuclear weapons can be successful

7. Since World War II, relations between the Soviet Union and the United States have been marked by

- 1) conflicts where the superpowers supported opposing sides, but did not confront each other directly
- 2) refusal to negotiate on any issues
- 3) slow but steady decreases in military forces and armaments
- 4) reliance on international peace organizations to solve disputes

8. Which statement describes United States reaction after both World War I and the Vietnam conflict?

- 1) The United States turned to a policy of global intervention.
- 2) Many Americans turned inward and tried to ignore events in other parts of the world.
- 3) The United States paid large indemnities to its wartime enemies.
- 4) Congress quickly voted funds to expand the military.

9. Following the end of World War II, United States foreign policy changed significantly in that the United States

- 1) assumed a more isolationist stance
- 2) began to rely on appeasement to reduce world tensions
- 3) perceived the containment of communist expansion as a major goal
- 4) concentrated most heavily on events within the Western Hemisphere

10. After World War I, most Americans wanted the United States to follow a foreign policy of

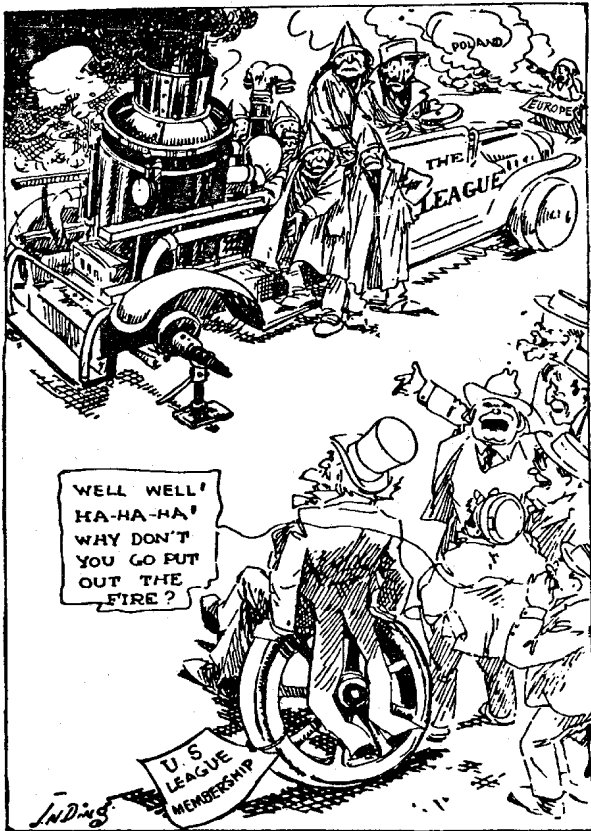
- 1) remaining involved in overseas affairs
- 2) supporting the League of Nations
- 3) isolationism in world affairs
- 4) using United States forces to maintain peace in Europe

11. The cooperation between the United States and the Soviet Union during World War II supports the idea that

- 1) alliances are built upon mutual self-interest
- 2) communism and capitalism have much in common
- 3) political leaders often disregard the wishes of their citizens
- 4) imperialism is necessary in defense of liberty

12. At the outbreak of World War I in 1914, most Americans believed that
- 1) their country should stay out of the war
  - 2) sending direct aid to Russia was necessary and desirable
  - 3) the government should immediately declare war against Germany
  - 4) the government should be more concerned with conditions in the Far East than with events in Europe
13. Base your answer to the following question on the cartoon below and on your knowledge of social studies.

**"WE TOLD YOU IT WOULDN'T WORK!"**



The situation portrayed in the cartoon helped lead the United States to adopt which policy in the period after World War II?

- 1) neutrality
  - 2) support of the formation of the United Nations
  - 3) isolationism
  - 4) military aid to Poland and other Eastern European nations
14. The "yellow journalism" of the Spanish-American War and television coverage of the Vietnam War both illustrate that
- 1) government can limit freedom of the press in times of national crisis
  - 2) the news media can be trusted to portray events accurately
  - 3) the American people, on the basis of the information they receive, can influence government policy
  - 4) public opinion is rarely affected by the news media

15. The immediate cause of United States entry into World War II was that the United States
- 1) had to fulfill its collective security agreements with Western European nations
  - 2) felt it necessary to defend the principle of freedom of the seas
  - 3) suffered a direct military attack
  - 4) was ready to use its superior military and atomic capabilities
16. The Korean War (1950-1953) marked the first time that
- 1) the United Nations used military force to oppose aggression
  - 2) American and Asian forces fought against each other
  - 3) a major disagreement arose between the United States and the Soviet Union
  - 4) an atomic bomb was used in warfare
17. The Spanish-American War brought about a major change in United States foreign policy in that the United States
- 1) gained the Panama Canal
  - 2) lost vast acreage to the Spanish
  - 3) became a colonial power
  - 4) ended its policy of intervention
18. In the period after World War II, the North Atlantic Treaty Organization (NATO) was formed to
- 1) supervise the government of West Germany
  - 2) establish a common trade market for Western European nations
  - 3) provide collective security against Communist aggression
  - 4) create a new world court
19. What was the primary focus of United States foreign policy in the decade after World War I?
- 1) to defend the principle of freedom of the seas
  - 2) to reduce United States commitments to other nations
  - 3) to contain the spread of communism in Eastern Europe
  - 4) to fulfill collective security agreements with Western European nations
20. **"Wilson Orders Controls on U.S. Industry To Fight War Against Germany"**  
**"FDR OK's Destroyer Deal with England To Fight Sub Threat"**  
**"Truman Orders Airlift of Supplies to Berlin"**

Which generalization about governmental power in the United States is supported by these headlines?

- 1) Important Presidential decisions usually follow the results of public opinion polls.
- 2) Presidential actions during international crises have increased executive power.
- 3) Foreign policy is ultimately determined by Congress' power to allocate funds.
- 4) Presidential power to act in wartime cannot be exercised without bipartisan support.

21. The Korean War and the Persian Gulf War were similar in that both
- 1) represented United Nations efforts to assist nations in repelling aggressors
  - 2) involved unilateral military action by the United States
  - 3) were military defeats for the United Nations
  - 4) brought about lasting solutions to problems in each region
22. One difference between World War II and the Vietnam War is that the Vietnam War
- 1) caused a significant amount of protest in the United States
  - 2) involved direct armed conflict with China
  - 3) was formally declared a war by Congress
  - 4) was a decisive military victory for the United States
23. After World War I, the opposition of some Members of Congress to the Versailles Treaty was based largely on the idea that the Treaty
- 1) did not punish the Central Powers harshly enough
  - 2) did not give the United States an important role in world affairs
  - 3) would require the United States to join the League of Nations and might result in a loss of United States sovereignty
  - 4) would require the United States to assume the cost of rebuilding the war-torn European economies
24. A major impact of the Vietnam War on United States foreign policy has been that the Government has
- 1) accepted Chinese dominance in Asian affairs
  - 2) returned to the isolationist policies of the 1920's and 1930's
  - 3) reassessed its role as "policeman" of the world
  - 4) withdrawn from its military alliances
25. One direct result of the Persian Gulf War was that the United States
- 1) gained control of oil resources in the Middle East
  - 2) liberated Kuwait from Iraqi control
  - 3) brought about peaceful relations between Israel and its neighbors
  - 4) obtained overseas colonies in the Middle East
26. After World War II, the United States occupied Japan, joined the North Atlantic Treaty Organization (NATO), and helped organize the United Nations. These actions show that the United States was
- 1) concerned solely with rebuilding Europe
  - 2) taking on greater global responsibility
  - 3) expanding its imperialistic empire
  - 4) returning to its policy of neutrality
27. A major long-term effect of the Vietnam War has been
- 1) an end to communist governments in Asia
  - 2) a change in United States foreign policy from containment to imperialism
  - 3) a reluctance to commit United States troops for extended military action abroad
  - 4) a continued boycott of trade with Asia
28. The main purpose of the lend-lease program enacted by the United States during World War II was to
- 1) sell weapons to both Allied and Axis nations
  - 2) rehabilitate countries devastated by war and occupation
  - 3) encourage the extension of democratic reforms in Germany
  - 4) assist countries fighting the Axis Powers
29. The main effect of the Marshall Plan, enacted after World War II, was to
- 1) force the United States and the Soviet Union to become allies
  - 2) encourage overseas colonies to seek their independence
  - 3) create increasingly restrictive immigration policies
  - 4) improve the economies of Western European nations
30. The League of Nations, the Washington Naval Conference, and the Kellogg-Briand Pact were designed to keep peace in the Northern Hemisphere. Why did these agreements fail to prevent World War II?
- 1) Independence movements in developing countries were too strong to be stopped.
  - 2) The United States was not a participant in any of the agreements.
  - 3) The agreements lacked enforcement powers.
  - 4) The United States was too involved in military rearmament.
31. Which United States foreign policy trend of the 1940's and 1950's did the Truman Doctrine, Marshall Plan, and Eisenhower Doctrine best represent?
- 1) continuous support of the United Nations health programs
  - 2) increased commitment to strengthen NATO
  - 3) provision of economic, technical, and military assistance to nations threatened by communism
  - 4) effort to increase trade with Asian and European countries
32. During the early 1960's, the United States had to deal with the building of the Berlin Wall, the Bay of Pigs invasion, and the Cuban missile crisis. Each of these events was a direct result of the
- 1) United States continued support of United Nations decisions
  - 2) continuing tensions between the United States and the Soviet Union
  - 3) United States failure to remain involved in world affairs
  - 4) concern for the safety of Americans living in foreign nations
33. What was one result of World War II?
- 1) The arms race ended.
  - 2) The Cold War ended.
  - 3) Communism was eliminated.
  - 4) Two superpowers emerged.
34. In foreign affairs, the domino theory was mainly applied to
- 1) United States involvement in Latin America
  - 2) Japanese expansion in East Asia
  - 3) the communist threat in Southeast Asia
  - 4) the movement for national independence in Africa

35. The immediate impact of the 1957 launch of *Sputnik I* was that it
- 1) forced the United States to find new sources of fuel
  - 2) focused attention on the need to regulate the uses of outer space
  - 3) heightened the space race as a form of Cold War competition
  - 4) ended the period of peaceful coexistence between the United States and the Soviet Union
36. Both the Bay of Pigs invasion of Cuba (1961) and the invasion of Panama (1989) are examples of United States attempts to
- 1) eliminate unfriendly governments geographically close to the United States
  - 2) cultivate good relations with Latin American nations
  - 3) stop the drug trade
  - 4) end the cold war
37. The Strategic Arms Limitation Treaty (SALT), signed by President Richard Nixon with the Soviet Union, was an effort to advance the foreign policy of
- 1) détente
  - 2) imperialism
  - 3) brinkmanship
  - 4) globalization
38. Which action was a major foreign policy achievement of President Jimmy Carter?
- 1) settling the Suez crisis
  - 2) withdrawing the United States from the Vietnam War
  - 3) establishing improved relations with Iran
  - 4) mediating the Camp David Accords between Egypt and Israel
39. Base your answer to the following question on the cartoon below and on your knowledge of social studies.



The author of this cartoon suggested that the United States should

- 1) attempt to overthrow foreign governments
  - 2) submit international disputes to the United Nations for binding arbitration
  - 3) provide foreign nations with military aid
  - 4) not interfere in the internal affairs of other nations
40. The Palmer Raids of 1919 and 1920 and McCarthyism of the 1950's were similar in that both were
- 1) responses to the large numbers of immigrants entering the United States
  - 2) reactions to the fear of communist influence in the United States
  - 3) direct causes of United States entry into war
  - 4) long-term results of Presidential foreign policies

41. Controversies involving Alger Hiss and Julius and Ethel Rosenberg reflected the post-World War II concern over
- 1) testing nuclear missiles
  - 2) joining the United Nations
  - 3) placing weapons in outer space
  - 4) spying by communists in the United State
42. Which event led to the other three?
- 1) United States overthrow of the Taliban in Afghanistan
  - 2) passage of the Patriot Act
  - 3) September 11, 2001, terrorist attacks against the United States
  - 4) creation of the Department of Homeland Security
43. An initial response of the United States to the terrorist attacks of September 11, 2001, was to
- 1) aid in the overthrow of Taliban rule in Afghanistan
  - 2) reduce support for Israel
  - 3) end trade with all Middle Eastern nations
  - 4) demand an end to communist rule in Iraq
44. The main reason President Bill Clinton sent United States military forces into Haiti and Bosnia was to
- 1) remove communist threats in these nations
  - 2) stop illegal immigration to the United States from these nations
  - 3) help secure peace in these nations
  - 4) establish permanent military bases in these nations
45. **"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



# Presidential Decisions Clinic

*Commander-in-Chief*

*Chief Executive*

*Special Judicial Powers*



*Chief Diplomat*

*Chief Lawmaker*

*Head of State*

*Bully Pulpit*

**Commander-in-Chief:** The President is ultimately at the head of the chain of command for the United States' armed forces. Civilian control of the military serves to balance the needs of defense and security with accountability to the democratic populace.

- **Lincoln**

- Increased funding and military size
  - Called up many of the state militias in the northern states and increased the size of the Union armed forces. Also allocated increased funding to the armed services, despite lacking Congressional approval.
- Blockade of Southern Ports
  - The naval blockade of Southern ports proved to be one of the most successful tactics of the war. The success of the blockade kept Southern exports low, robbing the CSA of much needed funding, as well as limiting imports of military supplies, as well as food and basic necessities.
- Declaration of martial law and suspension of habeas corpus
  - Martial law is a state of military authority, imposed on civilians in time of war. This resulted in a suspension of many rights normally protected by the Constitution. The writ of habeas corpus was suspended during martial law, meaning that an accused person's right to be charged with a crime before a judge prior to detention was not given. As a result, thousands of people were arrested and detained for long periods without having been even accused of a crime.

- **Truman**

- Atomic Bomb

Arguments For Use	Arguments Against
<ul style="list-style-type: none"> <li>• It was widely believed that the Japanese military leadership did not consider surrender an option in the conflict</li> <li>• A protracted war estimated to last an additional 18 months to 2 years.</li> <li>• Estimates of casualties from a full-scale invasion of the Japanese mainland ranged from an additional 1/2 to 1 1/2 million allied casualties or injuries</li> <li>• Japanese leadership was informed of the scope and nature of the nuclear attack and offered a period to surrender, and declining</li> </ul>	<ul style="list-style-type: none"> <li>• The bombs that were dropped on Hiroshima and Nagasaki and were untested in combat and the ultimate scope of the bombings were unknown.</li> <li>• Neither targeted city was a major military target and the vast majority of those would be killed in the attacks were Japanese civilians.</li> <li>• Radiation poisoning, the resulting fallout, as well as long-term birth defects and contamination would have negative effects on the population for years to come.</li> <li>• The use of nuclear weapons would set a new precedent about the acceptability of weapons of mass destruction as allowable in war.</li> </ul>

- Desegregation

- Decided to ban segregation in the armed forces. Using his power as commander-in-chief, Truman issued an executive order to the military integrating white and black units and creating a precedent that would give momentum to a growing civil rights movement into the 1950's.

- Decision to fire General Douglas MacArthur

- MacArthur and Truman disagreed about the scope and aim of the Korean War. MacArthur envisioned a wider conflict that sought to oust Chinese communism as well as that in Korea, as well as calling for the possible use of atomic bombs to achieve these ends. Truman focused on the containment of communism at the 38th parallel in Korea (the dividing line at which the war had started), and ordered MacArthur to cease his calls in the press for a wider conflict. MacArthur refused and Truman relieved him of command in Korea.

- **Eisenhower**

- Decision to integrate Central High in Little Rock, AK

- Following the landmark Supreme Court decision in Brown v. Board of Education (1954) all US schools were to end racial segregation with "all deliberate speed".

- In 1957 a standoff over the issue occurred in Little Rock Arkansas, as the Arkansas Governor refused to allow 9 black students to attend Central High School. He called out Arkansas National Guard troops to block the students from attending the school on opening day.
- President Eisenhower decided to place the Arkansas National Guard under his federal authority. The result was Eisenhower using the National Guard to enforce the order, accompanying the 9 black students into a now integrated Central High

**Chief Executive:** As Chief Executive the president is technically the head of all Federal agencies, departments and bureaucracy within the executive branch. The president issues executive orders to these agencies and directs the enforcement of the laws as passed by Congress and interpreted by the Supreme Court.

- **FDR**

- Declared a “bank holiday”
  - As a result of the Great Depression, people panicked and withdrew all their money from the nation's banks and many banks began to fail and were forced to close their doors.
  - To stop these runs on the banks, FDR declared a bank holiday which temporarily closed all US banks while the government addressed the problems. Congress passed FDR's Emergency Banking Relief Bill and stable banks were allowed to reopen. Unstable banks were either given government assistance to insure their stability or were closed down and absorbed by larger banks.
  - Although drastic, the bank holiday did address the issues surrounding the bank failures and restored America's confidence in its financial institutions.
- Ordered relocation of Japanese-Americans during WWII
  - Fears following the bombing of Pearl Harbor led to the policy of relocation of Japanese-Americans from the major population centers of the west coast (California, Washington, Oregon and Arizona). The relocation was ordered by FDR in 1942 by executive order 9066.
  - A total of 120,000+ Japanese-Americans were relocated to internment camps. The camps were located inland, in the Arizona desert, Arkansas swamps and Oklahoma prairie.
  - The order was challenged in the Supreme Court in the case *Korematsu v. United States* in 1944. The court upheld the relocation order as Constitutional, given the security needs associated with a wartime environment, despite the fact that not one Japanese-American had been convicted of sabotage, spying or treason.

- **Truman**

- Ordered a Loyalty Review Board
  - As a result of the Cold War the Loyalty Review Board was created and investigated over 3 million employees of the Federal Government, delving into their past and present affiliations and actions in order to weed out those suspected of being communists or communist sympathizers. Over 200 were fired and thousands of others resigned, many in protest over the investigation and the secrecy surrounding the evidence being collected about them.
  - Highly publicized cases like those of Julius and Ethel Rosenberg and Alger Hiss as well as the ongoing investigations by HUAC (House Committee on Un-American Activities) and Wisconsin Senator Joe McCarthy kept the fires of the red scare burning into the early 1950's.

- **Nixon**

- Created several new federal agencies
  - Amid growing concerns about the environment (fueled in part by books such as Rachael Carson's 1962 *Silent Spring*) Nixon ordered the creation of the Environmental Protection Agency (EPA) to oversee the nation's environment and regulate pollution.
  - Nixon also reacted to the growing problem of illegal drug use in America by ordering the creation of the Drug Enforcement Agency (DEA), which also focused on targeting the overseas production of illegal drugs and the illegal trafficking of drugs into the United States.

- **George W. Bush**

- Created the Office of Homeland Security
  - As a result of the September 11th terrorist attacks, the President Bush responded to calls for increased security by issuing an executive order creating the Office of Homeland Security. The Office of Homeland security is targeted at coordinating national strategy to strengthen protections against terrorist threats or attacks in the United States.

**Chief Diplomat:** As Chief Diplomat the president represents the United States in negotiations with foreign countries. As head diplomat the president sets US foreign policy, to be carried out by the Department of State, via the Secretary of State, US Ambassadors and US envoys around the globe.

- **Jefferson**

- Louisiana Purchase
  - Since the Constitution made no provisions for the president purchasing territory, Jefferson decided to push through the \$15 million dollar sale as treaty with France. Even though treaty making was a power of the presidency, this action was seen as a loose interpretation of the Constitution, clearly in opposition to Jefferson's own strict views on the document. Regardless of the Constitutional debate, the sale was completed and later ratified by the Senate and the size of the United States' territory doubled overnight.

- **Wilson**
  - 14 Points
    - Following World War I, Wilson created a 14 point framework for lasting world peace.
    - His 14th point calling for the creation of League of Nations survived the negotiations in Versailles. The League of Nations was intended as an international peace keeping body that would mediate international disputes in order to prevent the eruption of another wide-ranging conflict.
    - The Treaty of Versailles (with Wilson's provision for a League of Nations included) was then sent to the US Senate for ratification (as required by the Constitutional process). The Senators feared that the League would threaten US autonomy and security by requiring the US to follow direction from an international body. The Senate rejected the Treaty of Versailles and along with it membership in the League of Nations.
- **Carter**
  - Camp David Accords
    - Carter brought Israeli Prime Minister Menachem Begin and Egyptian President Anwar Sadat together at the presidential retreat of Camp David. The Camp David Peace Accord resulted in a lasting peace between Israel and Egypt, stationed US troops as observers in the Sinai Peninsula that separates the two nations and started a framework for talks on the status of the Palestinian refugees.

**Chief Lawmaker:** As Chief Lawmaker the president's main responsibility is proposing the federal budget. By directing the spending of the federal government the president effectively determines what programs and policy areas are to receive funding priority. The president also proposes legislation to be considered by Congress. Finally, the president has the power of the veto.

- **FDR**
  - New Deal during the First 100 Days
    - From after his inauguration in March 1933 until June Congress passed a flurry of FDR's proposals, a period that became known as the first 100 days. Never before or since has the Congress passed so many new, sweeping reforms in such a short period of time, the severity of the problem and FDR's mandate from the people spurring Congress into action.
- **LBJ**
  - Civil Rights Act of 1964
    - After nearly half a year of efforts, LBJ managed to push through the act, which banned discrimination and segregation in all areas of American society. The Civil Rights Act of 1964 also created Equal Employment Opportunity Commission (EEOC) which works to ensure fair treatment and hiring for minorities and women. The act proved to be one of the single greatest steps forward in the struggle for civil rights and equality in the 20th century and was a major victory for the civil rights activists of the 1960's, as well as Johnson's administration.
- **Clinton**
  - Sent Congress a balanced budget
    - Following his re-election in 1996, President Bill Clinton delivered to Congress a balanced budget, the first of four such budgets in his final term in office. This marked the first time since 1968 that the government had spent less money than it took in and did not require further borrowing to cover spending programs. While many credit the economic expansion and rising revenues of the 1990's for the balanced budgets, many credit the Clinton administration's actions for the eventual results.

**Special Judicial Powers:** The president has the ability to pardon anyone convicted of a crime, effectively nullifying their conviction and freeing them from their sentence. Also given the president is the power to grant amnesty from a type or class of crime. In the case of amnesty, a general forgiveness for all persons convicted of a particular crime is granted, not to a specific individual.

- **Ford**
  - Pardoned Richard M. Nixon
    - Ford used his presidential powers to grant Nixon a "full and absolute" pardon for "crimes he committed or may have committed as president". Despite huge criticism of the action as unfair and failing to enforce the law equally, many were pleased to have the scandal finally ended, feeling Nixon's disgrace and resignation were punishment enough.
  - Offered amnesty to Vietnam War draft dodgers
    - Years after the US ended its involvement in the Vietnam conflict, many men who had dodged the draft were still wanted criminals, perused for their refusal to abide the conscription (draft). Ford offered these men a blanket amnesty, which would in exchange for volunteer service forgive them of their crime and allow them to re-enter US society. Ford's amnesty plan sparked bitter debate among the American people, exemplifying the fact that the sharp divisions within America created by the war had yet to fully heal.

**Head of State:** As the Head of State, the office of the presidency serves as the symbolic or ceremonial representation of the United States. In this capacity the president may attend ceremonies or funerals for the heads of foreign governments, or toss the first pitch on baseball's opening day.

- **JFK**
  - Speech at the Berlin Wall

- Following the construction of the Berlin Wall, President John F. Kennedy decided to travel there and declare US support for the people of West Berlin. In his famous speech at the Berlin Wall Kennedy declared that all free peoples were "citizens of West Berlin" and reaffirmed the support of the western democracies. Kennedy's presence was a symbolic gesture, as US head of state, to symbolize the struggle against communism and America's commitment to supporting democratic governments.

- **Nixon**

- Visit to China

- 1972 visit by Nixon to China which served as a symbolic recognition of the communist Chinese and paved the way for trade and commerce between the two. This opening of trade has now widened to a huge degree, as many US companies have opened production facilities in China, and further penetrate the lucrative Chinese market of 1.2 billion people.

**Bully Pulpit:** The concept of the Bully Pulpit is not found in the Constitution or any actual law, it instead developed as an extension of the president's position and meaning in American society. Coined by President Teddy Roosevelt, the bully pulpit is the use of the prestige and public authority of the president to advocate for a particular agenda or idea, not by legislation but by persuasion of the American people. Public speeches in which the president may ask the American people to undertake a specific request, not because of a government action, but because of a presidential appeal, is an example of the bully pulpit.

- **TR**

- Coined the term "Bully Pulpit"

- Theodore Roosevelt urged the American people to aid the progressive reform movement by action and volunteerism within their own communities and cities, in an effort to alleviate the problems exposed by the muckraking writers of the day. He used the presidency as a forum for demanding businesses to increase wages and improve safety, as well as appealing for conservation of natural resources and wild lands. Many of these initiatives were translated into formal legislation, but many others remained as simple appeals to the hearts and minds of Americans, and it is this precedent that all modern presidents have used to spur the nation into action, simply by asking.

- **Carter**

- Asked the US to conserve resources

- During the heart of the energy crisis in the late 1970's, as oil and energy prices soared, Carter appealed to the American people to conserve energy resources. He asked the American people to voluntarily reduce their driving speeds and turn down their thermostats, thereby saving gas and energy, thereby reducing the US's dependency on Middle Eastern oil imports.

- **Reagan**

- Asked America to "just say no" to drugs

- Reagan declared a war on drugs, creating a drug czar to oversee US policy and increasing funding for interdiction efforts. To attempt to curb demand for illegal drugs a call to "just say no" was launched, featuring appeals by both the president and first lady Reagan, directed at the American public. This "just say no" campaign was coupled with a push for the D.A.R.E. (Drug Awareness Resistance Education) program, a drug education plan which became a fixture in most US elementary schools.

## **Theme: Presidential Decisions**

During the last 100 years, United States Presidents have made important decisions in an effort to solve crucial problems.

### **Task:**

From your study of United States history, identify two important Presidential decisions made during the last 100 years.

For each decision identified:

- State one goal the President hoped to accomplish by making the decision
- Discuss the historical circumstances surrounding the Presidential decision
- Describe the extent to which the decision achieved the President's original goal
- Discuss one immediate or one long-term effect of the decision on United States history

### **You may use any important Presidential decision from your study of 20th-century United States history.**

Some suggestions you might wish to consider include: Woodrow Wilson seeks ratification of the Versailles Treaty (1918); Franklin D. Roosevelt institutes the New Deal program (1933); Harry Truman decides to drop atomic bombs on Japan (1945); Dwight D. Eisenhower sends Federal troops to Little Rock, Arkansas (1957); John F. Kennedy places a naval blockade around Cuba (1962); Lyndon Johnson proposes the Great Society program (1965); Richard Nixon visits China (1972); and Jimmy Carter meets with Anwar Sadat and Menachem Begin at Camp David (1978).

1. **"Wilson Orders Controls on U.S. Industry To Fight War Against Germany"**  
**"FDR OK's Destroyer Deal with England To Fight Sub Threat"**  
**"Truman Orders Airlift of Supplies to Berlin"**

Which generalization about governmental power in the United States is supported by these headlines?

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  - 2) Presidential actions during international crises have increased executive power.
  - 3) Foreign policy is ultimately determined by Congress' power to allocate funds.
  - 4) Presidential power to act in wartime cannot be exercised without bipartisan support.
2. How did the power of government change during the Civil War and the Great Depression?
    - 1) Presidential powers were expanded.
    - 2) Congress exerted greater leadership.
    - 3) The Supreme Court expanded civil liberties.
    - 4) Power shifted from the federal government to the states.
  3. Which presidential role resulted from practice and custom rather than from constitutional authority?
    - 1) commander in chief
    - 2) chief executive
    - 3) head of his political party
    - 4) head of state
  4. Which statement best explains why Presidential power has increased since World War II?
    - 1) Supreme Court rulings have increased judicial authority in both domestic and foreign affairs
    - 2) Amendments to the Constitution have resulted in increased power for the executive branch.
    - 3) Both national and international events often require the personal diplomacy of the President's office.
    - 4) Congress has legally turned over much of its constitutional power to the President.
  5. When President Dwight D. Eisenhower sent troops into Little Rock, Arkansas, in 1957, he was fulfilling his presidential role as
    - 1) chief executive
    - 2) chief diplomat
    - 3) head of state
    - 4) head of his political party
  6. "... 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

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

#### INTERRUPTING THE CEREMONY



The main purpose of the cartoon is to express opposition to which Presidential action?

- 1) Woodrow Wilson's support of the Treaty of Versailles
  - 2) Franklin Roosevelt's announcement of the Good Neighbor Policy
  - 3) Harry Truman's decision to send aid to Europe after World War II
  - 4) Ronald Reagan's 1985 summit meeting with Chairman Gorbachev of the Soviet Union
8. **"President Wilson Represents the United States at Versailles"**  
**"President Reagan Meets with Soviet President Gorbachev"**  
**"President Carter Negotiates Camp David Accords"**

Each headline illustrates a time when the president of the United States acted as

- 1) chief diplomat
  - 2) chief legislator
  - 3) commander in chief
  - 4) head of a political party
9. Which action did President Gerald Ford take in an attempt to end the national controversy over the Watergate affair?
    - 1) pardoning Richard Nixon
    - 2) declaring a war on poverty
    - 3) declining to run for reelection
    - 4) asking Congress to impeach Richard Nixon
  10. When President Dwight D. Eisenhower sent Federal troops to Little Rock, Arkansas, during the 1957 school integration crisis, he was exercising his constitutional power as
    - 1) Chief Legislator
    - 2) Commander in Chief
    - 3) Chief Diplomat
    - 4) Head of State

11. Base your answer to the following question on I. Actions Taken by President Abraham Lincoln During the Civil War
- A. Increasing the size of the army without congressional authorization
  - B. Arrest and jailed anti-Unionists without giving reason
  - C. Censored some anti-Union newspapers and had some editors and publishers arrested

Which statement is most clearly supported by these actions of President Lincoln?

- 1) Wartime emergencies led President Lincoln to expand his presidential powers.
  - 2) President Lincoln was impeached for violating the Constitution.
  - 3) Checks and balances effectively limited President Lincoln's actions.
  - 4) President Lincoln wanted to abolish the Bill of Rights.
12. President Richard Nixon's visit to the Peoples Republic of China in 1972 was significant because it
- 1) convinced the Chinese to abandon communism
  - 2) brought about the unification of Taiwan and Communist China
  - 3) reduced tensions between the United States and Communist China
  - 4) decreased United States dependence on Chinese exports
13. **"Jackie Robinson Breaks Color Barrier in Major League Baseball"**  
**"President Truman Issues Executive Order Desegregating Armed Forces"**  
**"NAACP Challenges School Segregation"**
- These headlines are most closely associated with
- 1) a decline in African American participation in political activities
  - 2) the beginning of the modern civil rights movement
  - 3) Southern resistance to the Civil Rights Act of 1964
  - 4) the effects of affirmative action programs
14. President Theodore Roosevelt's Treaty at Portsmouth, President Woodrow Wilson's Fourteen Points, and President Jimmy Carter's Camp David accords were United States actions that contributed to
- 1) international trade
  - 2) world peace
  - 3) improved environmental standards
  - 4) effective communication networks

15. Which action demonstrates the President's role as chief legislator?

- 1) asking members of the Cabinet to serve as members of Congress
- 2) asking executive department staff to propose and support legislation
- 3) selecting chairpersons of congressional committees
- 4) participating in congressional debates

16. The president acted as commander in chief in response to which event of the civil rights movement?

- 1) refusal of the governor of Arkansas to obey a federal court order to integrate public schools in Little Rock
- 2) desegregation of the city bus system in Montgomery, Alabama
- 3) arrest of Martin Luther King Jr. during protests in Birmingham, Alabama
- 4) assassination of Medgar Evers in Mississippi

17. *"Resolved. . . , 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 . . ."*  
– Gulf of Tonkin Resolution

This congressional resolution provided justification for

- 1) William Howard Taft's Dollar Diplomacy
- 2) Woodrow Wilson's Fourteen Points
- 3) Lyndon Johnson's involvement in Vietnam
- 4) Ronald Reagan's invasion of Grenada

18. An effect of the War Powers Act of 1973 was that

- 1) the authority of the president as commander in chief was limited
- 2) the North Atlantic Treaty Organization (NATO) became more involved in world conflicts
- 3) congressional approval was not needed when appropriating funds for the military
- 4) women were prevented from serving in combat roles during wartime

19. • In the 1940s, President Franklin D. Roosevelt made winning World War II a priority over extending the New Deal.  
• In the 1950s, President Harry Truman's focus shifted from the Fair Deal to the Korean War.  
• In the 1960s, President Lyndon B. Johnson's attention to the Great Society gave way to preoccupation with the Vietnam War.

These presidential actions best support the conclusion that

- 1) presidents prefer their role as commander in chief to that of chief legislator
- 2) domestic programs are often undermined by the outbreak of war
- 3) Presidents Roosevelt, Truman, and Johnson were not committed to their domestic initiatives
- 4) large domestic reform programs tend to lead nations toward involvement in foreign wars

- 
20. "I suppose that history will remember my term of office as the years when the 'cold war' began to overshadow our lives. I have hardly had a day in office that has not been dominated by this all-embracing struggle. . . and always in the background there has been the atomic bomb."

This quotation best reflects the Presidential administration of

- |                          |                 |
|--------------------------|-----------------|
| 1) Franklin D. Roosevelt | 2) Harry Truman |
| 3) Richard Nixon         | 4) George Bush  |

# Territorial Expansion and Manifest Destiny

**Manifest Destiny-** a belief held in the first half of the 1800's that the United States had a mission to expand its borders to incorporate all land between the Atlantic and Pacific oceans

## U.S. EXPANSION IN NORTH AMERICA



### Lands Acquired

#### Louisiana Purchase (1803)

- Purchased from France by Jefferson for \$15 million
- Jefferson sent Lewis and Clark to explore this land in 1803, they brought back information and maps that contributed to expansion into this territory

#### Florida (1819)

- Gained from a treaty with Spain
- In return, the US had to give up claims to Texas

#### Texas (1845)

- Southern Slaveholders and other Americans moved to Texas (which was part of Mexico)
- 1836- settlers declared independence from Mexico and formed their own nation: The Republic of Texas
- Texas requested to be admitted into the United States
- 1845- the US annexed Texas (what is today Texas and parts of New Mexico, Oklahoma, Colorado, Wyoming, and Kansas)

**\*Annex-** to attach new territory to an existing area, such as a country

#### Oregon Territory (1846)

- What is today Oregon, Washington, Idaho and parts of Montana and Wyoming was gained from Great Britain in a treaty



### Mexican Cession (1848)

- Mexico was upset about annexation of Texas and US President James K. Polk wanted to expand into Mexican territory
- War broke out between US and Mexico---Americans' opinions were divided. North was against the war and said it was only to expand slavery. South was for the war to gain more land.
- US won and gained what is now California, Nevada, Utah, Arizona, and parts of New Mexico, Colorado, and Wyoming
- Gold discovered in California in 1849

### Gadsden Purchase (1853)

- Southern Arizona and New Mexico purchased from Mexico

### Alaska (1857)

- Purchased from Russia, called Seward's Folly because it was originally seen as a waste land
- Klondike Gold Rush- 1899

### Hawaii (1898)

- American businessmen overthrew Hawaiian Queen in 1893 (sugar)
- Officially became a US territory in 1900

### Spanish American War (1898)

- Puerto Rico, Guam, and the Philippines were ceded by Spain after the Spanish-American War
- Cuba became a US protectorate- Platt Amendment, gained Guantánamo Bay as a naval base

### Panama Canal Zone (1903)

- Allowed the US to build and maintain the Panama Canal connecting the Atlantic and Pacific Oceans
  - Panama gained full control over canal in 1999
- 

## Thematic Essay

### **Theme: Territorial Expansion (1800-1900)**

Various events of developments have influenced the territorial expansion of the United States. In 1800, the United States was a new nation of approximately 895,000 square miles of territory. By 1900, the nation had grown to about 3,000,000 square miles of territory.

### **Task:**

Identify two events or developments that had a significant impact on United States territorial expansion between 1800 and 1900 and for each event or development identified:

- Discuss the historical circumstances surrounding the event or development
- Evaluate the importance of the event or development on the growth of the United States

You may use any example from your study of United States History. Some suggestions you might wish to consider include Louisiana Purchase (1803), completing of the Erie Canal (1825), War with Mexico (1846-1848), Homestead Act (1862), completing of the first transcontinental railroad (1869), and Native American Indian policies (1800-1900).

# Territorial Expansion

1. During the 1840s, supporters of Manifest Destiny favored
  - 1) closing the frontier to settlement
  - 2) ending the American System
  - 3) acquiring Texas and California
  - 4) ceding the Oregon territory to Russia
2. Which title best completes the partial outline below?
  - I. \_\_\_\_\_
    - A. California Gold Rush (1849)
    - B. Homestead Act (1862)
    - C. Completion of transcontinental railroad (1869)
  - 1) Factors Encouraging Westward Settlement
  - 2) Government-Sponsored Transportation Programs
  - 3) Recognition of Native American Indian Land Rights
  - 4) Actions Promoting the Conservation of Natural Resources
3. One result of the purchase of the Louisiana Territory (1803) was that the United States
  - 1) acquired California from Spain
  - 2) gained control of the port of New Orleans
  - 3) ended border conflicts with British Canada
  - 4) annexed Florida
4. In the 1840s, President James K. Polk's belief in Manifest Destiny led to
  - 1) a war with Mexico
  - 2) an alliance with several South American nations
  - 3) the establishment of new colonies in the Caribbean
  - 4) a ban on the activities of northern abolitionists
5. Which geographic area was added to the United States by the Louisiana Purchase?
  - 1) Appalachian Mountains      2) Columbia River valley
  - 3) Great Plains                  4) Piedmont Plateau
6. The Louisiana Purchase (1803) was a foreign policy success for the United States primarily because it
  - 1) secured full control of Florida from Spain
  - 2) ended French control of the Mississippi River
  - 3) ended British occupation of forts on American soil
  - 4) eliminated Russian influence in North America
7. Farmers in the Ohio River valley gained the greatest economic benefit when the United States acquired the
  - 1) Oregon Territory              2) Gadsden Purchase
  - 3) Louisiana Territory          4) Mexican Cession
8. The foreign policies of President James Polk involving Texas, California, and the Oregon Territory were all efforts to
  - 1) remain neutral toward western territories
  - 2) continue traditional American isolationism
  - 3) weaken the Monroe Doctrine
  - 4) fulfill the goal of Manifest Destiny
9. Which two geographic features most influenced United States foreign policy throughout the 19th century?
  - 1) Atlantic Ocean and Pacific Ocean
  - 2) Gulf of Mexico and Missouri River
  - 3) Great Lakes and Hudson River
  - 4) Appalachian Mountains and Rocky Mountains
10. Why did abolitionists oppose annexation of new western territory during the 1840?
  - 1) feared the admission of new slave states
  - 2) wanted to limit the power of the national government
  - 3) were concerned with the legal rights of Native American Indians
  - 4) supported an isolationist foreign policy
11. What did The Missouri Compromise (1820), the Compromise of 1850, and the Kansas-Nebraska Act (1854) attempt to do?
  - 1) end fighting between midwestern farmers and Native American Indians
  - 2) encourage manufacturing in the West
  - 3) increase the number of people who voted in presidential elections
  - 4) settle disputes over the spread of slavery to the western territories
12. The phrase "by military conquest, treaty, and purchase" best describes the
  - 1) steps in the growth of American industry
  - 2) methods used to expand the territory of the United States
  - 3) major parts of President Woodrow Wilson's Fourteen Points
  - 4) causes of the United States entry into the Korean War
13. **"Hawaiian Planters Urge American Annexation"**  
**"U.S. and Germany Negotiate for Control of the Samoan Islands"**  
**"US. Gains Control of Wake Island and Guam"**

Which conclusion can best be drawn from these headlines?

  - 1) The Anti-Imperialist League strongly influenced Congress.
  - 2) Respect for native cultures motivated United States foreign policy.
  - 3) United States territorial expansion increased in the Pacific Ocean.
  - 4) Construction of a railroad to Alaska was a major policy goal.
14. Why was there increased interest in building a canal across Central America in the late 1800s?
  - 1) The United States had acquired colonies in the Pacific region.
  - 2) Tariffs on Chinese and Japanese products had ended.
  - 3) The main source of immigration had shifted from northern Europe to southern Europe.
  - 4) Transcontinental railroads had not yet been completed.

15. Base your answer to this question on the quotation below and on your knowledge of U.S. History.

"... Whether they will or no, Americans must now begin to look outward. The growing production of the country demands it. An increasing volume of public sentiment demands it..."

Alfred T. Mahan, *The Atlantic Monthly*, December, 1890

Supporters of Mahan's ideas *most likely* favored which foreign policy?

- 1) abandon the Monroe Doctrine
  - 2) acquire foreign markets
  - 3) establish an international peace organization
  - 4) limit the military arms race
16. Based on the information in the partial outline below, which is the most appropriate entry for line *D*?

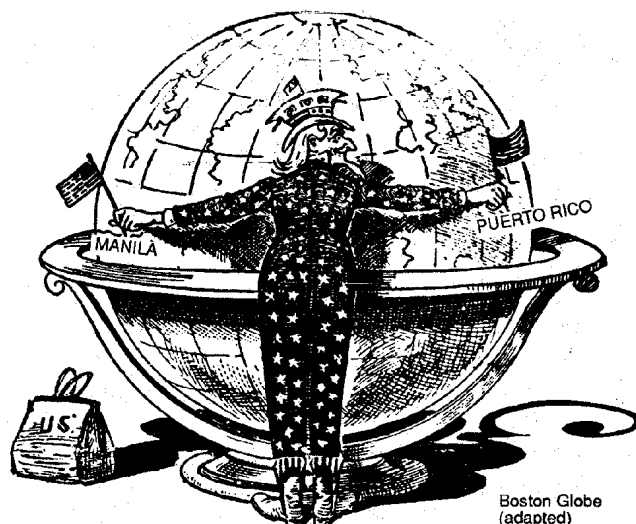
### *Frontier Closed* (1890)

#### I. What were the effects of the closing of the frontier on the United States?

- A. United States sought new markets and resources.
- B. United States cities increased in population.
- C. United States built a larger Navy.
- D. \_\_\_\_\_

- 1) United States engaged in civil war.
  - 2) United States became more involved in imperialism.
  - 3) United States built the transcontinental railroad.
  - 4) United States experienced agricultural revolution.
17. Why did construction of the Panama Canal become more important to the United States after the Spanish-American War?
- 1) Congress realized that the key threat to national security came from South America.
  - 2) Great Britain had plans to purchase the canal zone and colonize the territory.
  - 3) Spain had regained control of its former colonies near the canal route.
  - 4) The navy needed a faster way to move ships between the Atlantic and Pacific Oceans.
18. The Platt Amendment, the Roosevelt Corollary, and dollar diplomacy are evidence of a United States policy of
- 1) reducing the number of immigrants from Latin America to the United States
  - 2) cooperating with Great Britain to solve problems in Latin America
  - 3) expanding its interests in Latin America
  - 4) encouraging the independence and sovereignty of Latin American nations

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



This cartoon reflects foreign policy ideas commonly held by Americans during

- 1) the Spanish-American War
  - 2) World War I
  - 3) World War II
  - 4) the Korean War
20. Base your answer to the following question on the cartoon below and on your knowledge of social studies.

### Uncle Sam: "By Gum, I Rather Like Your Looks"



What does the cartoon, which reflects the period from 1898 to 1900, suggest the United States was primarily interested in?

- 1) increasing its empire
- 2) improving living standards in poor areas of the world
- 3) establishing democracies in other countries
- 4) forming a world peace organization

## **Immigration and Migration Clinic**

\*\*\*Immigration has served as the foundation of American growth since before the establishment of an American government. All Americans (with the exception of Native groups) are either themselves or descendants of immigrants, who came to America in search of opportunity or freedom. Regarded around the world as “the land of opportunity”, America has at times lived up to and at other times shunned that title.\*\*\*

### **Manifest Destiny**

1. Define the term manifest destiny.
2. What were the effects of America’s purchase of the Louisiana Territory?
3. Why was the Missouri Compromise necessary?
4. How did the US gain the Mexican Cession?
5. What was the purpose of the Compromise of 1850?
6. After Manifest Destiny was accomplished, what foreign policy did America begin to acquire new territory?

### **Urbanization**

7. Define the term urbanization.
8. List the negative effects of urbanization in the late 1800’s.
9. List the positive effects of urbanization in the late 1800’s.
10. Define the term suburb.
11. What led to the increase of suburbanization following World War II?

### **Theories**

12. Define the terms melting pot and salad bowl.
13. Define the term assimilation.

### **Old Immigration**

14. Where did people from the “old immigration” come from?
15. Why did these people come to America?

### **New Immigration**

16. Where did people from the “new immigration” come from?
17. Why did these people come to America?
18. Define the term nativism.
19. What laws were passed in the late 1800’s and early 1900’s dealing with immigration to the US?

### **Modern Immigration**

20. Where did people from the “modern immigration” come from?
21. Why did these people come to America?
22. What do many people feel should be done about the rising numbers of illegal immigrants coming to the US?

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## **THEMATIC ESSAY QUESTION**

### **Theme: Movements of People—Migration (January 2009)**

The movement of people *into* and *within* the United States has had a significant impact on the nation. These movements have been both voluntary and involuntary.

#### **Task:**

Select *two* periods of migration that had an impact on the United States and for *each*

- Describe the historical circumstances that led to the migration
- Discuss the impact of the migration on the United States

You may use any period of migration from your study of United States history. Some suggestions you might wish to consider include colonial settlement (1600s–1700s), westward expansion (1800s), rural to urban migration (1870s–1920s), European immigration (1880–1910), the Dust Bowl (1930s), suburbanization (1950s–1960s), and illegal immigration (1990 to the present).

# Immigration and Migration

1. Which statement about immigration to the United States is most accurate?

- 1) Industrial growth led to a decreased demand for cheap immigrant labor.
- 2) The diversity of the immigrant population helped to create a pluralistic society.
- 3) Organized labor generally favored unrestricted immigration.
- 4) Most 19th-century immigration acts were designed to prevent discrimination in immigration.

2. Which statement about immigration to the United States is most accurate?

- 1) Immigration has had little effect on American culture.
- 2) Immigration has been a result of circumstances abroad as well as in the United States.
- 3) Immigrants from northern and western Europe have had the most problems in being assimilated into United States society.
- 4) Most immigration to the United States was completed by 1900.

3. During most of the 19th century, the United States had an open immigration policy mainly because

- 1) there was no organized opposition to immigration
- 2) there was a great demand for labor in the United States
- 3) the natural population growth of the United States was small
- 4) very few people were interested in coming to live in the United States

4. Which statement *best* describes American immigration patterns from 1880 to 1920?

- 1) Increasing proportions of immigrants came from western and northern Europe.
- 2) American industries recruited skilled immigrants from industrialized European cities.
- 3) Decreasing European immigration caused the United States to relax restrictions on immigrants.
- 4) Relatively poor, rural Europeans immigrated to industrial cities of the United States.

5. One motivation for the passage of the immigration quota acts of 1921 and 1924 was

- 1) congressional support for free, unlimited immigration
- 2) the industrialists' need for workers from southern and eastern Europe
- 3) the prevailing mood of welcome to new foreign ideas
- 4) a recurrence of nativist attitudes following World War I

6. In the late 1800's and early 1900's, most nativists feared continued immigration to the United States because they believed that immigrants would

- 1) become the dominant groups in colleges and universities
- 2) lead antigovernment protests
- 3) obtain the best farmland
- 4) work for cheaper wages

7. Which event was most influenced by the principle of Manifest Destiny?

- 1) the acquisition of the Mexican Cession
- 2) the defeat of Britain in the Revolutionary War
- 3) the founding of Jamestown
- 4) the purchase of Florida

8. "America's strength lies in its diversity. Many immigrant groups have joined the mainstream of American life, while maintaining their languages, religions, and traditions. This has made the United States a strong nation."

The author of this statement could best be described as a supporter of

- 1) nativism
- 2) ethnocentrism
- 3) cultural pluralism
- 4) limited social mobility

9. A belief in manifest destiny, the passage of the Dawes Act, and the completion of the transcontinental railroad are most closely associated with the

- 1) rise of big business
- 2) growth of the labor movement
- 3) abolitionist movement
- 4) expansion and settlement of the West

10. In United States history, a similarity between the "old" and "new" immigrant groups was that both were

- 1) financially helped by state and Federal Government programs
- 2) readily assimilated into American society
- 3) primarily drawn to the United States by economic motives
- 4) mainly attracted to the Middle West

11. The primary goal of manifest destiny was the

- 1) abolition of slavery in territories held by the United States
- 2) removal of European influence from South America
- 3) expansion of the United States westward to the Pacific Ocean
- 4) secession of the Southern States from the Union

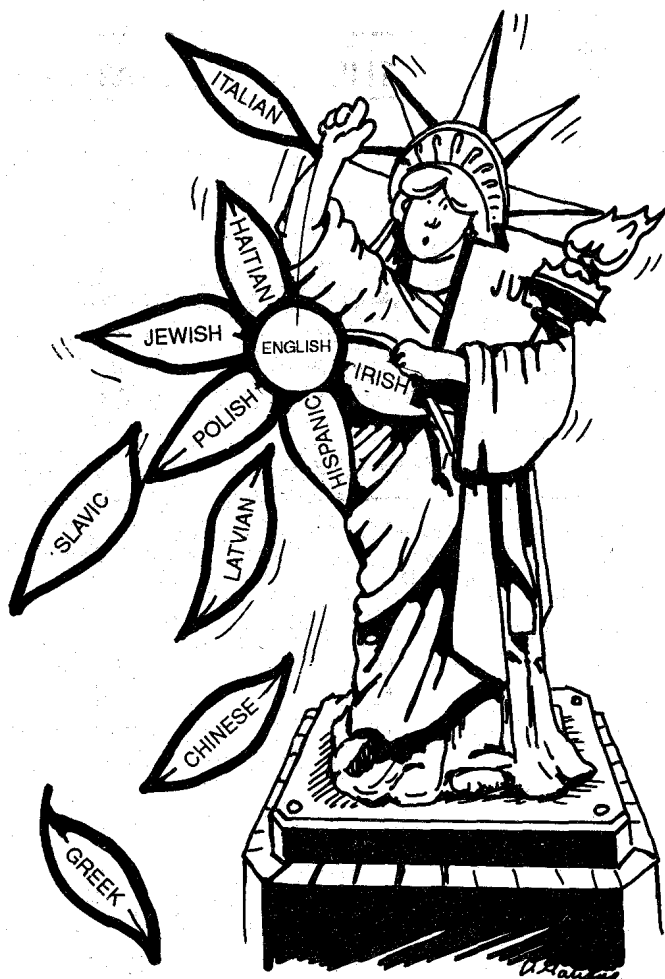
12. During the period from 1880 to 1920, the majority of immigrants to the United States settled in urban areas in the North mainly because

- 1) the Populist Party was successful in preventing immigrants from buying farmland
- 2) rapid industrialization had created many job opportunities
- 3) labor unions gave financial help to immigrants willing to work in the factories
- 4) most immigrants had lived in cities in their native countries

13. Which event was most influenced by the principle of Manifest Destiny?

- 1) founding of Jamestown
- 2) defeat of Britain in the Revolutionary War
- 3) purchase of Florida
- 4) acquisition of the Mexican Cession

14. Base your answer on the cartoon below and on your knowledge of social studies.



**The Uprooted — I want them... I want them not...**

Source: C. Whitman

According to the cartoon, United States immigration policy has

- 1) consistently stimulated cultural pluralism
  - 2) favored highly skilled immigrants from developing nations
  - 3) encouraged the entrance of radical political groups
  - 4) periodically varied between openness and restriction
15. Europeans who came to the United States between 1880 and 1920 have been described as new immigrants mainly because they
- 1) were considered physically and mentally superior to earlier immigrants
  - 2) arrived before the closing of the frontier and settled farms in the West
  - 3) came generally from different countries than most earlier immigrants
  - 4) came chiefly from northern and western Europe
16. Which development resulted from the construction of the interstate highway system?
- 1) increased suburbanization
  - 2) reduced air pollution
  - 3) decreased fuel consumption
  - 4) growth of long-distance passenger train service

17. Which statement best expresses the melting pot theory as it relates to American society?

- 1) Only European immigrants will be allowed into the United States.
  - 2) All immigrant groups will maintain their separate cultures.
  - 3) Different cultures will blend to form a uniquely American culture.
  - 4) Immigrant ghettos will develop in urban areas.
18. Nativism in the late 19th century was motivated primarily by
- 1) hostility toward immigrant workers
  - 2) the need to reduce overcrowding in western states
  - 3) cultural conflicts with Native American Indians
  - 4) the migration of African Americans to northern cities
19. Over the past twenty years, an objective of United States immigration policy has been to
- 1) reduce the number of illegal immigrants
  - 2) keep out immigrants from former communist nations
  - 3) return to an open immigration policy
  - 4) encourage emigration from Western Europe
20. In the United States during the late 19th century, much of the prejudice expressed toward immigrants was based on the belief that they would
- 1) cause overcrowding in farm areas
  - 2) refuse to become citizens
  - 3) support the enemies of the United States in wartime
  - 4) fail to assimilate into American society

## Reform Clinic

### Abolition- movement to end slavery

- **William Lloyd Garrison, Fredrick Douglas, Harriet Beecher Stowe, Harriet Tubman, Sojourner Truth**
- Radical- **John Brown** (Bleeding Kansas and Harper's Ferry)
- Civil War- Emancipation Proclamation
- Reconstruction- 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> amendments
- After reconstruction- KKK, literacy tests, grandfather clause, poll tax, Jim Crow

### Suffrage- movement to extend the right to vote

- African Americans- Early- only men with property could vote
  - 1820's-1830's voting extended to all white men
  - 15<sup>th</sup> Amendment granted black men the right to vote (disenfranchised by literacy tests, grandfather clause, and poll tax)
  - Civil Rights Movement- 24<sup>th</sup> Amendment ended Poll Tax, Voting Rights Act of 1965 banned the use of literacy tests
- Women
  - **Lucretia Mott, Elizabeth Cady Stanton, Susan B. Anthony** fought for women's suffrage
  - **Seneca Falls Convention** (1848)- Declaration of Rights and Sentiments
  - 19<sup>th</sup> Amendment- granted women the right to vote
- 26<sup>th</sup> Amendment extended the voting age to 18

### Temperance- movement to ban the sale of alcohol

- Movement started in the 1820's
- Women's Christian Temperance Union (WCTU) founded in the 1870's
- **Prohibition**- 18<sup>th</sup> Amendment passed in 1919 to prevent production, sale and transportation of alcohol (rise in crime, bootlegging, speakeasies)
- 21<sup>st</sup> Amendment ended Prohibition

### Civil Service- movement to end the **Spoils System**

- Spoils system began by Andrew Jackson- give government positions to your supporters
- Assassination of President Garfield (1881) because he did not give a job to a supporter
- Passage of the Pendleton Act- civil service exams are required

### Industrial- movement to end the abuses of big business in the later 1800's

- Conglomerate, trust, pool, holding company= **MONOPOLY**
- Government- laissez faire --- Businesses: Social Darwinism (seen by the people as Robber Barons)
- Government involvement- Sherman Anti-trust Act, Interstate Commerce Commission
- **Populism**- farmers organizing politically for change
  - Secret Ballot, Initiative, Referendum, Recall, Direct Primary, Direct Election of Senators (all were later accomplished during the progressive era)

### Progressive- movement in response to political and business abuses of the 1800's

- Reformers- **Theodore Roosevelt, William Taft, Woodrow Wilson, Jane Addams, Margaret Sanger, WEB Du Bois, Booker T. Washington**
- Muckrakers: **Thomas Nast, Lincoln Steffens, Upton Sinclair, Jacob Riis, Ida B. Wells, Frank Norris, Ida Tarbell**
- State Reforms- Secret Ballot, Initiative, Referendum, Recall, Direct Primary
- Federal Reforms- consumer, environment, trust busting
- Amendments- 16<sup>th</sup> (income tax), 17<sup>th</sup> (direct election of senators), 18<sup>th</sup> (prohibition of alcohol), and 19<sup>th</sup> (Women's suffrage)

### Welfare State- movement to meet the needs of society

- **New Deal**- Relief, Recovery, Reform, Social Security, Tennessee Valley Authority, FDIC
- **Great Society**- war on poverty in the 1960's by LBJ, Head Start, Medicare, Medicaid
- **New Federalism**- Movements during Eisenhower's, Nixon's and Regan's presidencies to limit welfare
- **Welfare Reform**- under Clinton- decrease the total number of people and time that welfare is available

### Civil Rights

- African Americans- slavery, Dred Scott v. Sandford, 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> amendments
  - **Brown v. Board of Education**, Montgomery Bus Boycott, Little Rock Crisis, University of Alabama, March on Washington
  - Civil Disobedience- **Martin Luther King Jr.** **Malcolm X**- Any means necessary
  - Civil Rights Act of 1964, 24<sup>th</sup> Amendment, Voting Rights act of 1965

- Hispanic Americans- working toward labor protection, political representation
  - **Cesar Chavez** helped to organize mostly Hispanic migrant farm workers using non-violent methods into the **United Farm Workers** union which later merged with the AFL-CIO. This attention to the plight of migrant farmers has led to safer working conditions and more stringent government regulations
- Native Americans- Trail of Tears, Indian Wars, Dawes Act
  - **American Indian Movement (AIM)** was founded as a response to the government's Termination Policy which was aimed at limiting or eliminating the financial assistance provided to native groups. AIM used militaristic action to focus attention on native problems in order to gain publicity
- Feminism- women's rights movement
  - **Betty Friedan** wrote *The Female Mystique* in 1963 which questioned the traditional domestic female role in the United States. Friedan also went on to establish the **National Organization for Women (NOW)** in 1966 in order to obtain legislation guaranteeing equality for all women.
  - **Equal Rights Amendment**- (NEVER PASSED!) Congress approved this proposal to guarantee that "equality of rights under the law shall not be denied or abridged by the United States or any state on account of sex." However, the states failed to ratify it.
  - **Equal Employment Opportunity Act**- (1972) Required employers to pay equally qualified women the same as their male counterparts.
  - **Title IX of Educational Amendments Act**- (1972) Gave female athletes the same right to financial support for individual and team sports as male athletes
  - **Roe v. Wade**- legalized abortion
- Disabled Americans
  - **Education of All Handicapped Children Act**- (1972) Required states to mandate education for all students regardless of mental and/or physical disability.
  - **Americans With Disabilities Act**- (1990) Mandated construction codes, public access, and employment opportunities for the disabled.
- Affirmative Action- methods used to guarantee that women, minorities, and the disabled have equal opportunities in education and employment
  - **University of California Board of Regents v. Bakke** found that while affirmative action was constitutional, race could not be the only criteria used to allow applicants to attend a university. So while race could be a criteria for selection, it could not be the only criteria
- Rights of the Accused- 1960's under the Warren Court
  - **Mapp v. Ohio**- (1961) Upheld the Fourth Amendment guarantee against unreasonable search and seizure.
  - **Gideon v. Wainwright**- (1963) Required that the accused be provided with an attorney by the government even if they cannot afford one.
  - **Escobedo v. Illinois**- (1964) Required that the accused be provided with an opportunity to meet with an attorney.
  - **Miranda v. Arizona**- (1966) Required that the accused be informed of their rights and that they understand them before being questioned.

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### Theme: Reform Movements

Throughout United States history, reform movements have attempted to change American society. These reform movements have met with varying degrees of success.

#### Task:

Identify **two** reform movements in United States history and for **each**

- Discuss *one* condition the reform movement tried to change
- Describe *one* action the reform movement took to bring about this change
- Discuss the extent to which the reform movement was successful in bringing about this change

You may use any reform movement from your study of United States history. Some suggestions you might wish to consider include the abolitionist movement (1820-1865), temperance movement (1840s-1993), populist movement (1880-1900), progressivism (1890-1920), women's rights movement (1925-present), New Deal (1933-1941), civil rights movement (1950s-present).



1. "... I desire you would Remember the Ladies, and be more generous and favorable to them than your ancestors. Do not put such unlimited power into the hands of the Husbands. . . . If particular care and attention is not paid to the Ladies, we . . . will not hold ourselves bound by any Laws in which we have no voice, or Representation."  
—Abigail Adams, 1776  
This statement was an early expression of women's support for
  - 1) abolition
  - 2) affirmative action
  - 3) suffrage rights
  - 4) divorce rights
2. What did the Declaration of Sentiments from the Seneca Falls Convention of 1848 proclaim?
  - 1) that the abolition of slavery was necessary
  - 2) that all men and women are created equal
  - 3) that California should be admitted as a free state
  - 4) that the sale of alcoholic beverages should be illegal
3. A comparison study of the abolition movement, the settlement-house movement, the temperance movement, and the civil rights movement would most likely show that
  - 1) urban problems have been a priority of the United States Government
  - 2) reform movements have had little impact on American society
  - 3) the United States has experienced periods of social and political reform
  - 4) most reform movements have concentrated on solving economic problems
4. **"Rosa Parks Arrested"**  
**"Supreme Court Rules Against School Segregation"**  
**"Martin Luther King, Jr., Speaks at March on Washington"**  
Which movement is best represented by these newspaper headlines?
  - 1) abolitionist
  - 2) Populist
  - 3) Progressive
  - 4) civil rights
5. Which person's action was most closely associated with the abolitionist movement?
  - 1) William Lloyd Garrison's publication of *The Liberator*
  - 2) Booker T. Washington's commitment to African American education
  - 3) Thurgood Marshall's legal argument in *Brown v. Board of Education of Topeka*
  - 4) Martin Luther King, Jr.'s leadership of the Birmingham march
6. The abolitionist movement, the women's suffrage movement, and the 1960's civil rights movement are all examples of reform efforts that
  - 1) succeeded without causing major controversy
  - 2) developed significant popular support
  - 3) achieved their goals without government action
  - 4) failed to affect the nation as a whole
7. During which period in United States history were the amendments concerning the income tax, direct election of Senators, Prohibition, and women's suffrage enacted?
  - 1) Reconstruction
  - 2) The Gilded Age
  - 3) Progressive Era
  - 4) New Deal
8. 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
9. During the 20th century, which factor most directly led to large increases in women workers in the United States labor force?
  - 1) universal suffrage
  - 2) wartime demand
  - 3) constitutional amendments
  - 4) strict divorce laws
10. Which government action is most closely associated with the efforts of muckrakers?
  - 1) ratification of the woman's suffrage amendment
  - 2) approval of the graduated income tax
  - 3) creation of the National Forest Service
  - 4) passage of the Meat Inspection Act
11. What was a major reason most western states granted women suffrage prior to the adoption of the 19th amendment?
  - 1) Western states had more college-educated women than the eastern states.
  - 2) Women outnumbered men in states west of the Mississippi River.
  - 3) A majority of western states had legislatures controlled by women.
  - 4) The important roles played by frontier women promoted equality.
12. Public disregard for Prohibition and for laws prohibiting gambling indicates that
  - 1) the American film industry has great influence on public opinion
  - 2) the system of checks and balances does not work
  - 3) attempts to legislate public morality may be met with strong resistance
  - 4) American citizens have little, if any, respect for laws
13. One recent accomplishment in the struggle for equal rights for all Americans has been the
  - 1) prohibition of discrimination against Americans with disabilities
  - 2) passage of "English-only" laws in the workplace by many states
  - 3) guarantee of the right to vote for all women
  - 4) establishment of drug and alcohol testing by employers
14. What was a major result of Prohibition in the United States during the 1920s?
  - 1) restriction of immigration
  - 2) growth of communism
  - 3) destruction of family values
  - 4) increase in organized crime

15. National Prohibition, as authorized by the 18th amendment, stated that
- 1) Americans must be 18 years old to purchase alcoholic beverages
  - 2) only imported alcoholic beverages would be sold
  - 3) alcoholic beverages could be sold only in government-run stores
  - 4) the manufacture and sale of alcoholic beverages was banned
16. Laws requiring individuals to pass civil service examinations to obtain government jobs were enacted to
- 1) eliminate patronage and corruption in government hiring
  - 2) allow the government to compete with private industry for employees
  - 3) support the development of public employee labor unions
  - 4) encourage the growth of local political parties
17. Support for civil service reform in the 1880's was a reaction to the
- 1) abuses in the electoral college system
  - 2) principle of separation of powers
  - 3) spoils system
  - 4) gold standard
18. Populism and Progressivism were similar because supporters of both movements
- 1) called for the government to address political and economic problems
  - 2) favored an imperialistic foreign policy
  - 3) appealed to business leaders who wanted to increase profits at any cost
  - 4) encouraged increased immigration
19. A major aim of both the Granger and Populist movements in the United States was
- 1) the establishment of a gold standard for currency
  - 2) mandatory government policies to curb inflation
  - 3) passage of laws increasing Federal regulation of monopolies
  - 4) unlimited immigration of Asians
20. The Populist Party can be considered a successful third party because
- 1) its Presidential candidate won the election of 1892
  - 2) it maintained control of Congress for several years during the 1890's
  - 3) workers and business owners united to support reductions in the tariff
  - 4) laws were eventually passed that attained some of its goals
21. How would the Populist Movement of the 1890's *best* be described?
- 1) political coalition of farming interests directed against banking and railroad interests
  - 2) trade union movement located in major eastern cities
  - 3) reform movement seeking to eliminate urban poverty and slums
  - 4) political interest group desiring a war with Spain to protect United States interests in Cuba
22. In his book, *How the Other Half Lives*, muckraker Jacob Riis exposed the
- 1) ruthlessness of the Standard Oil Company
  - 2) social ills of life in New York City's tenements
  - 3) unsanitary conditions in the meatpacking industry
  - 4) abuses of the railroad industry
23. Dorothea Dix, Jane Addams, and Jacob Riis were all known as
- 1) muckrakers
  - 2) suffragettes
  - 3) political leaders
  - 4) social reformers
24. The writings of muckrakers of the late 19th-century had the most direct impact on
- 1) efforts to increase public education in the South
  - 2) the struggle for women's rights
  - 3) reform in the area of factory working conditions
  - 4) elimination of segregation in the South
25. The writers Lincoln Steffens and Upton Sinclair were referred to as "muckrakers" because they
- 1) supported the growth of large corporations
  - 2) aroused citizens to seek social changes
  - 3) wrote articles supporting the imperialistic ambitions of the United States
  - 4) led national movements to protect women's rights
26. With which statement would the muckrakers most likely have agreed?
- 1) Government has a responsibility to protect corporations from foreign competition.
  - 2) The results of governmental decision-making are more important than how those results were achieved.
  - 3) The media has no business prying into the private life of a Presidential candidate.
  - 4) Honesty and ethics in government must be demanded by the people.
27. The initiative, referendum, recall, and direct primary are all intended to
- 1) make the President more responsive to the wishes of Congress
  - 2) reduce the influence of the media on elections
  - 3) give political parties more control of the electoral process
  - 4) increase participation in government by citizens
28. Which action was necessary to change from the indirect to the direct election of United States Senators?
- 1) ratification of a constitutional amendment
  - 2) passage of a Federal law
  - 3) a Supreme Court decision
  - 4) a national referendum
29. One major result of President Franklin D. Roosevelt's New Deal policy was that it
- 1) weakened the power of the chief executive
  - 2) strengthened the policy of laissez-faire
  - 3) increased the power of the Federal Government
  - 4) expanded the importance of States rights

30. Which heading best completes the partial outline below?

I. \_\_\_\_\_

- A. Secret ballot
- B. Direct election of senators
- C. Recall
- D. Referendum

- 1) Checks and Balances      2) Unwritten Constitution
- 3) Progressive Reforms      4) Universal Suffrage

31. A major result of the New Deal was that it

- 1) eliminated poverty in the United States
- 2) extended the merit system in the civil service
- 3) destroyed the private enterprise system
- 4) greatly increased the size and power of the Federal Government

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



The main idea of the cartoon is that

- 1) the New Deal was threat to constitutional government in the United States
- 2) American citizens strongly supported President Franklin D. Roosevelt's programs
- 3) the Constitution was strengthened by New Deal legislation
- 4) President Franklin D. Roosevelt established programs without the knowledge of Congress

33. Many opponents of New Deal programs claimed that these programs violated the American tradition of

- 1) welfare capitalism
- 2) governmental regulation of business
- 3) collective bargaining
- 4) individual responsibility

34. Most conservatives who opposed President Franklin D. Roosevelt's policies believed that the New Deal was

- 1) endangering the free enterprise system
- 2) threatening national security
- 3) ignoring problems faced by rural Americans
- 4) failing to enact needed social welfare reforms

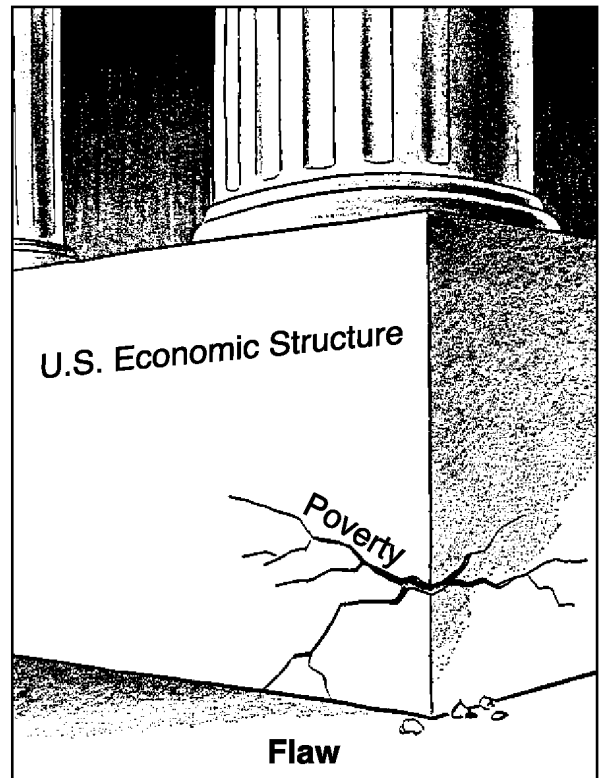
35. A major goal of President Lyndon Johnson's Great Society was to

- 1) make the states rather than the Federal Government responsible for supporting social programs
- 2) reduce ethnic tensions in society by severely limiting immigration
- 3) reform society through expanded government social welfare programs
- 4) give priority to an increase in benefits for Vietnam War veterans

36. President Theodore Roosevelt's Square Deal and President Lyndon Johnson's Great Society were similar in that both

- 1) returned control of social welfare programs to the states
- 2) relied on individual initiative to improve the economy
- 3) were supported by Congress over the objections of the majority of state governments
- 4) increased the role of the Federal Government in dealing with social and economic problems

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

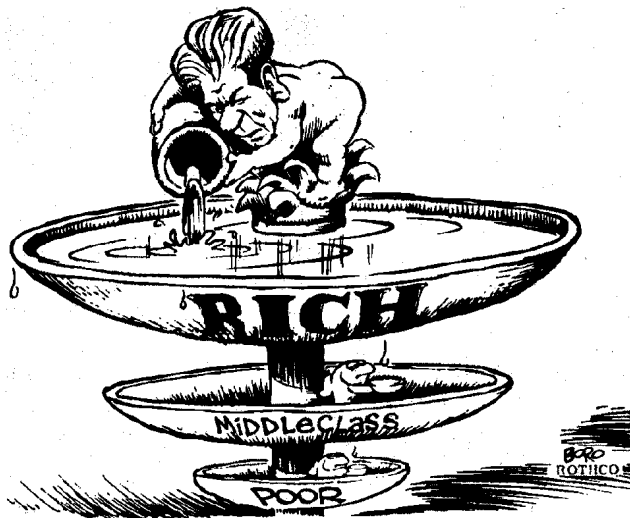


Source: Palmer, *The Springfield (Mo.) Leader & Press* (adapted)

Which federal government program was designed to solve the problem illustrated in this cartoon?

- 1) Great Society      2) Peace Corps
- 3) New Federalism      4) Dollar Diplomacy

38. The history of Woodrow Wilson's New Freedom, Franklin D. Roosevelt's New Deal, and Lyndon Johnson's Great Society illustrates that
- 1) domestic reform programs can be reduced by involvement in war
  - 2) proposed reforms can be blocked by a Congress controlled by the opposition party
  - 3) United States citizens are generally hostile to reform programs
  - 4) Presidents are rarely interested in domestic reform movements
39. President Lyndon B. Johnson's Great Society is similar to President Franklin D. Roosevelt's New Deal in that both programs
- 1) sought ratification of the Equal Rights Amendment to guarantee equality for women
  - 2) advocated passage of civil rights laws to help African Americans
  - 3) supported federal funding of programs for the poor
  - 4) approved efforts by states to reduce taxes for the middle class
40. The "supply side" economics of President Ronald Reagan and President George Bush favored
- 1) raising tariffs to increase the number of imports
  - 2) increasing Federal taxes to support social welfare programs
  - 3) providing incentives to stimulate business growth
  - 4) establishing government programs to provide jobs for the unemployed
41. Base your answer to the following question on the cartoon below and on your knowledge of social studies.



Which economic approach, popular during the administration of President Ronald Reagan (1981-1989), is illustrated in this cartoon?

- 1) laissez-faire
  - 2) pump priming
  - 3) trickle down
  - 4) war on poverty
42. The Supreme Court decision in *Plessy v. Ferguson* (1896) had a major impact on United States history because the decision
- 1) eliminated the power of the states in the area of civil rights
  - 2) abolished the equal protection clause of the Federal Constitution
  - 3) provided a constitutional basis for segregation laws
  - 4) extended African-American voting rights

43. The most long-lasting victory for civil rights achieved during Reconstruction was the
- 1) ratification of the 13th, 14th, and 15th amendments to the United States Constitution
  - 2) establishment of a strong two-party political system in the South
  - 3) increased prominence given to the Office of the President
  - 4) passage of Black Codes throughout the South
44. The major goal of the civil rights movement of the 1960's was to
- 1) establish a separate political state for African Americans
  - 2) gain passage of an equal rights amendment to the Constitution
  - 3) end segregation based on race
  - 4) permit unlimited immigration to the United States
45. Martin Luther King, Jr. first emerged as a leader of the civil rights movement when he
- 1) led the bus boycott in Montgomery, Alabama
  - 2) refused to give up his seat on a bus to a white man
  - 3) challenged the authority of the Supreme Court
  - 4) was elected as the first black congressman from the South
46. The Civil Rights Act of 1964 was passed in an effort to correct
- 1) racial and gender discrimination
  - 2) limitations on freedom of speech
  - 3) unfair immigration quotas
  - 4) segregation in the armed forces
47. Base your answer to the following question on the table below and on your knowledge of social studies.

**Participation in High School Sports**

School Year	Boys	Girls
1971-72	3,666,917	294,015
2003-04	4,038,253	2,865,299

Source: National Federation of State High School Associations (adapted)

Which development contributed most to the changes shown in the table?

- 1) passage of the Civil Rights Act of 1964
  - 2) inclusion of Title IX in the Education Amendments of 1972
  - 3) the beginning of Head Start programs in the 1960s
  - 4) increase in the number of nonpublic schools since the 1970s
48. During the civil rights movement of the 1960s, activities of the Congress of Racial Equality, the National Urban League, and the National Association for the Advancement of Colored People (NAACP) illustrated that
- 1) all civil rights groups use the same tactics
  - 2) different approaches can be used to achieve a common goal
  - 3) organizational differences usually lead to failure
  - 4) violence is the best tool for achieving social change

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49. Which development was a result of the other three?

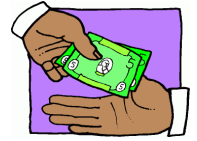
- 1) The civil rights and voting rights acts of the 1960's were passed.
- 2) Blacks were barred from voting in several states.
- 3) State laws supported racial segregation.
- 4) Several civil rights movements were formed.

50. The Civil Rights Act of 1964, the Fair Housing Act, and the Americans with Disabilities Act were government efforts to

- 1) eliminate restrictions on immigration
  - 2) end discrimination against various groups
  - 3) provide federal aid for children
  - 4) require equal treatment of men and woman
-



# ECONOMICS CLINIC



## Introduction

### Economic systems

- **Traditional** - rely on **farming** and very **simple barter trading**
- **Market** - controlled by the forces of **supply and demand**
- **Command** is run by a strong centralized government and tends to focus on industrial goods.
- **Mixed economies**- combination of **market and command**. The United States operates under this system today.
- All of these systems attempt to answer the same questions. What should be produced? How much? How should goods be produced? And, for whom?

## Early United States

### Early Republic

The American Revolution started in response to England trying to enforce **mercantilist** policies.

- Mercantilism states that colonies exist to provide the mother country with **raw materials** and **new markets** for finished goods.
- The United States had a **large debt** due to the Revolutionary War
- President Washington appointed **Alexander Hamilton** as the first **Secretary of the Treasury**
- Hamilton quickly devised a number of plans to make the United States financially sound.
  - **Assumption of Revolutionary War debt**- this would give the new country financial stability.
  - **Creation of a National Bank**- Hamilton believed that a National Bank would support the business community
  - **Protective Tariff**- Hamilton wanted to protect U.S. industry from overseas competition to allow it a chance to grow.
  - **Excise Tax**- To get revenue, Hamilton proposed a tax on whiskey. Led to the Whiskey Rebellion.

## Industrial Revolution

### Background

The Industrial Revolution spread to the United States which had many advantages **such as capital** for investment, **natural resources**, a **large labor force**, and **technological innovations**.

- Mostly in the **northern states**- industrialized quickly
- Southern states continued to rely on agriculture, profitable due to slave labor – after slavery ended used sharecropping (where a farmer would lease land for others to work in exchange for crops)
- **Transcontinental railroad** opened commerce across the country

### Industrial Revolution

As the Industrial Revolution grew, new business practices developed.

- **Corporation**- A business with many share holders.
- **Monopoly/Trust**- A monopoly is when a company or corporation controls an entire market. This allows them to raise prices to any level.
- **Laissez-Faire Economics**- belief that business and the economy would run best with no interference from the gov.

### Government Reform

U.S. moved away from laissez-faire toward a mixed economy, free market and the government shared power over the economy.

- **Munn v. Illinois**- Stated that states had the ability to regulate private property if it affected public interest.
- **Interstate Commerce Commission**- Setup the ICC. This act states the federal government has the ability to regulate all aspects of interstate commerce.
- **Sherman Antitrust Act**- In 1890, Congress passed this act which prohibited monopolies or any business that prevented fair competition.
- **Tariffs**- Created a tariff policy as a way of promoting domestic business.

### The Progressive Era

The Progressive Era was a time of reform across the country.

- Congress to impose an income tax
- Regulation of business
- Government involvement in the economy.

The three progressive presidents were:

**Theodore Roosevelt**

- Ended many **trusts**
- Strengthening of the **Interstate Commerce Commission**

**William Howard Taft**

- Busted more trusts than Roosevelt
- Passed the **16th Amendment** allowing Congress to levy an **income tax**.

**Woodrow Wilson**

- Created a **graduated income tax**.
- Established a **national banking system**.
- Passed the **Federal Trade Commission Act** which was meant to prevent unfair business
- Passed the **Clayton Antitrust Act of 1914** allowing the government to regulate business

**New Deal**

**Great Depression**

The **Stock Market Crash of 1929** is considered the beginning of the Great Depression.

- Caused by buying **stock on the margin** and other factors

**Early Response to the Great Depression**

President **Herbert Hoover** was the first to have to respond to the depression.

- Bail out railroads, mortgage companies, and banks about to go bankrupt.
- Building projects to get people back to work.
- Most of his programs **failed**

**New Deal** Started by Franklin Delano Roosevelt

- Relief: Provide immediate help to people (Ex. Bank Holiday, FERA, CWA, CCC)
- Recovery: Help people out of the depression (Ex. NRA, AAA, WPA, TVA)
- Reform: Prevent a depression from reoccurring (Ex. SEC, FDIC, SSA, NLRB)

**World War II**

- Brought us out of Great Depression
- Introduced women into workforce

**Modern**

**Great Society**

- Lyndon Johnson's economic/social program was called the **Great Society**.
- Improve and build **schools**
- Created programs the **Head Start Upward Bound Job Corps, Medicare, Medicaid**

**New Federalism**

- **supply side economics**, or **Reaganomics: cut taxes** for businesses and high income individuals with the idea that the money would trickle down to the middle class
- Attempted to do this through deep cuts in social welfare programs.
- **Increased spending** in the area of **national defense** actually caused a **bigger budget deficit**.

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**THEMATIC ESSAY QUESTION**

**Theme: Government Role in the Economy**

Throughout United States history government has taken various actions to address problems with the nation's economy.

**Task:** Choose *two* actions that addressed a problem with the nation's economy and for *each*

- Discuss the historical circumstance that led to the action
- Discuss the impact of this action on the economy of the United States

You may use any important person from your study of United States history. Some suggestions you might wish to consider include assumption of Revolutionary War debts, building the transcontinental railroad, passage of tariff laws, passage of Interstate Commerce Act, creation of the Federal Deposit Insurance Corporation, adoption of the Social Security system, passage of federal minimum wage laws, Reagan Era tax cuts, and ratification of the North American Free Trade Agreement (NAFTA).

1. The principal reason Congress raised tariff rates in the late 1800s and early 1900s was to
  - 1) increase personal income taxes
  - 2) lower prices for American consumers
  - 3) guarantee high wages to American workers
  - 4) protect United States businesses from foreign competition
2. Alexander Hamilton urged Congress to pass a protective tariff to encourage the growth of what area?
  - 1) labor unions
  - 2) manufacturing
  - 3) agriculture
  - 4) slavery
3. According to the theory of laissez-faire capitalism, prices of products are determined by the
  - 1) interaction of supply and demand
  - 2) cost of producing the products
  - 3) government
  - 4) bankers
4. The "supply side" economics of President Ronald Reagan and President George Bush favored
  - 1) raising tariffs to increase the number of imports
  - 2) increasing Federal taxes to support social welfare programs
  - 3) providing incentives to stimulate business growth
  - 4) establishing government programs to provide jobs for the unemployed
5. The British benefited from their mercantilist relationship with the American colonies primarily by
  - 1) supporting the growth of colonial industries
  - 2) prohibiting colonists from fishing and fur trading
  - 3) taking large amounts of gold and silver from the southern colonies
  - 4) buying raw materials from the colonies and selling them finished products
6. Which action can the Federal Reserve System take to fight inflation or recession?
  - 1) authorize deficit spending
  - 2) alter the tariff rates
  - 3) adjust the money supply
  - 4) require a balanced federal budget
7. Which term best describes United States economic policy during the era of the rise of big business (1865-1900)?
  - 1) laissez-faire capitalism
  - 2) mercantilism
  - 3) Marxism
  - 4) welfare-state capitalism
8. One major reason that Alexander Hamilton proposed a national bank was to
  - 1) improve the economic position of the United States government
  - 2) help state governments collect taxes
  - 3) make loans available to owners of small farms
  - 4) reduce foreign investment in the United States
9. The completion of the Erie Canal in the early 19th century aided the economic development of the United States by
  - 1) supplying water for the irrigation of western farms
  - 2) lowering the cost of shipping goods from the Midwest to the Atlantic coast
  - 3) providing a shipping route for cotton from the South to Europe
  - 4) supplying water power for running factories and mills
10. During the 19th century, the completion of the Erie Canal and the transcontinental railroads contributed to the industrial growth of the United States by
  - 1) making the movement of goods easier and cheaper
  - 2) protecting the United States from low-priced foreign imports
  - 3) encouraging subsistence farming
  - 4) connecting the United States to markets in Mexico and Canada
11. Which situation helped cause the stock market crash of 1929?
  - 1) excessive speculation and buying on margin
  - 2) unwillingness of people to invest in new industries
  - 3) increased government spending
  - 4) too much government regulation of business
12. A major characteristic of the United States economy during the 1920's was the
  - 1) slowdown in the use of technology in industry
  - 2) general prosperity of farmers
  - 3) uneven distribution of income among Americans
  - 4) increase in the strength of organized labor
13. Which economic practice has been most consistently followed by government throughout United States history?
  - 1) use of protective tariffs to support industry
  - 2) strict regulation of business
  - 3) payment of subsidies to farmers
  - 4) Federal protection of consumer interests
14. Prior to 1880, the number of immigrants to the United States was *not* restricted mainly because
  - 1) industry owners wanted cheap labor
  - 2) the nations of Europe discouraged emigration
  - 3) the United States birthrate was increasing
  - 4) Congress lacked the power to limit immigration
15. In the United States, one result of World War II was that
  - 1) Americans became increasingly isolated from the rest of the world
  - 2) minorities were granted full civil rights
  - 3) industrial wages decreased
  - 4) the number of women in the work force increased
16. The New Deal was a major change in United States history because
  - 1) previous administrations had not had to deal with depressions
  - 2) it established the precedent of balanced Federal budgets
  - 3) the government became more heavily involved in important aspects of the economy
  - 4) it led to a clash between the branches of government



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| <p>17. A major difference between the New Deal and the policies followed by earlier administrations was that the New Deal</p> <ol style="list-style-type: none"><li>1) emphasized and encouraged rugged individualism</li><li>2) advocated socialism as a solution to the problems of the times</li><li>3) provided the government with a more active role in the economy</li><li>4) was able to eliminate discrimination in employment</li></ol> <p>18. Which statement most accurately describes the relief, recovery, and reform measures of President Franklin D. Roosevelt's New Deal?</p> <ol style="list-style-type: none"><li>1) They were implemented with little controversy.</li><li>2) They represented a major change in the role of government.</li><li>3) They lasted only until the Depression was over.</li><li>4) They relied on rugged individualism rather than government programs.</li></ol> <p>19. A major feature of a graduated income tax is that it</p> <ol style="list-style-type: none"><li>1) bases taxation on the ability to pay</li><li>2) eliminates the need for taxes on exports</li><li>3) creates a stable flow of currency</li><li>4) guarantees a balanced Federal budget</li></ol> <p>20. Which goal of the New Deal resulted in the establishment of the Federal Deposit Insurance Corporation (FDIC) and the Securities and Exchange Commission (SEC)?</p> <ol style="list-style-type: none"><li>1) preventing the recurrence of conditions that contributed to the Great Depression</li><li>2) helping low-income citizens by redistributing wealth</li><li>3) stimulating consumer demand by creating jobs</li><li>4) aiding business recovery with government subsidies</li></ol> <p>21. One advantage of a corporation over an individually owned business is that the corporation has</p> <ol style="list-style-type: none"><li>1) a closer relationship between labor and management</li><li>2) easier access to investment capital</li><li>3) unlimited legal liability for damages</li><li>4) exemption from prosecution under antitrust laws</li></ol> | <p>22. During the late 1800s and early 1900s, the term <i>robber baron</i> best defined a person who</p> <ol style="list-style-type: none"><li>1) controlled large tracts of western lands</li><li>2) used ruthless business tactics</li><li>3) stole from the rich to give to the poor</li><li>4) encouraged the conservation of raw materials</li></ol> <p>23. In the United States, the main purpose of antitrust legislation is to</p> <ol style="list-style-type: none"><li>1) protect the environment</li><li>2) increase competition in business</li><li>3) encourage the growth of monopolies</li><li>4) strengthen the rights of workers</li></ol> <p>24. During World War II, the need of the United States for more war materials resulted in the</p> <ol style="list-style-type: none"><li>1) easing of government controls on the economy</li><li>2) use of lengthy strikes by labor unions</li><li>3) rationing of some consumer goods</li><li>4) reduction in profits for defense industries</li></ol> <p>25. President Theodore Roosevelt's Square Deal and President Lyndon Johnson's Great Society were similar in that both</p> <ol style="list-style-type: none"><li>1) returned control of social welfare programs to the states</li><li>2) relied on individual initiative to improve the economy</li><li>3) were supported by Congress over the objections of the majority of state governments</li><li>4) increased the role of the Federal Government in dealing with social and economic problems</li></ol> |
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## **SCIENCE and TECHNOLOGY Clinic**

### **Early US:**

Science and technology in early America primarily concerned farming, war, and transportation. While there were advances in other areas, and some objects were invented to improve the human condition, most new technologies focused on commerce in one form or another.

<b>Important American Inventions</b>					
1752	Benjamin Franklin	Lightning Rod	1807	Robert Fulton	Improved steamboat
1776	David Bushnell	Submarine	1835	Samuel Colt	Revolver pistol
1780	Benjamin Franklin	Bifocal lenses	1837	Samuel Finley Breese Morse	Telegraph
1786	John Fitch	Steamboat	1838	Samuel Finley Breese Morse	Morse Code
1793	Eli Whitney	Cotton gin			

### **Transportation**

**Roads:** The first big transportation project was the National Road which ran from Cumberland, Maryland to Wheeling, Virginia.

**Rivers and Canals:** Improved steamboats built by Robert Fulton allowed river transportation to be accomplished much cheaper than using the toll roads. Canals were developed to enhance transportation already on the vast river system. The first major canal, the Erie Canal, was built from Albany, NY to Buffalo, NY and provided a much cheaper way to transport goods.

**Railroads:** The building of railroads became a major focus of the United States during the 1840's and 1850's. This had a negative effect on canals as freight could be moved cheaper on the railroads, plus the railroads reached more places. The building of railroads also contributed to the rise of the Industrial Revolution.

<b>Transportation Technologies</b>	
Roads	National Road from Cumberland, MD to Wheeling, VA (1818)
Rivers & Canals	Steamboat improvements by Robert Fulton (1807) Erie Canal (1825)
Railroads	By 1850 more than 9000 miles of railroad service

### **Industrial Revolution:**

The Industrial Revolution began in Great Britain for a variety of reasons including, **capital** for investment, **natural resources**, a **large labor force**, and **technological innovations**. This revolution quickly spread to the United States which had many of the same advantages. The Industrial Revolution in the U.S. was primarily centered in the **northern states**, as the southern states continued to rely on agriculture, which was extremely profitable using slave labor under the plantation system.

The Civil War increased industrialization as both North and South required weapons. Factories for **guns, ammo, clothing**, and various other supplies quickly grew. Also, **mechanization in agriculture** became a primary concern as many farmers were away fighting the war.

<b>Inventors and Inventions</b>					
1852	Elisha Otis	elevator	1876	Alexander Graham Bell	telephone
1864	George Pullman	sleeping car for trains	1878	Thomas Edison	phonograph
1865	Thaddeus Lowe	ice machine	1879	Thomas Edison	practical use light bulb
1871	Andrew S. Hallide	cable streetcar	1888	King C. Gillette	razor with disposable blades
1874	Stephen D. Field	electric streetcar	1893	Charles & J. Frank Duryea	gasoline powered car

### **Post Civil War**

After the war, the **transcontinental railroad** opened commerce across the country, and further stimulated technological growth. Technology began to change American life with the introduction of inventions such as the **electric streetcar** (1874), the **telephone** (1876), the **phonograph** (1878), and the **gasoline powered car** (1893). Innovative businessmen like Henry Ford introduced new methods of production such as the **assembly line** to further spur technological growth. The result of Ford's innovation was a lowering in prices of these goods which made them readily available to all but the poorest classes in society.

### **Turn of the Century**

Automobiles transformed culture by allowing people to live farther and farther away from the workplace. This created suburban life. Cities were transformed by the ever growing **skyscrapers** which were made possible due to better methods of production of steel and the increasing use of energy sources such as **electricity** and coal. Electricity changed life as people began to use **electric lights** and appliances in their homes. For entertainment, new technologies such as the radio and moving pictures became popular.

### **Cold War:**

#### **World War II**

The most significant scientific achievement of this time period is the invention of the **atomic bomb**, and the subsequent developments

in nuclear power usage. The **Manhattan Project** was a top secret endeavor of scientist from the United States and Europe to create a weapon to stop Germany and Japan during World War II. Two atomic weapons were used on Japan. One was dropped on the city of **Hiroshima** on August 6, 1945, and another was dropped on the city of **Nagasaki** three days later. Over the next several decades research into nuclear energy and its use became one of America's top scientific priorities.

### Space Race

In 1957, the Soviet Union launched **Sputnik**, a satellite, into orbit around the earth. Soon after, the United States Congress created the **National Aeronautical and Space Administration**, or **NASA** to develop American space technology. This created the **Space Race** during the Cold War. The Soviets put the **first man** into space in 1961, and the U.S. put the **first man on the moon** in 1969. Both countries also developed military applications for space, such as spy satellites.

Inventions from Space Age Research
Teflon, Tang, Bar Codes, TV, Satellite Dish, Ear thermometer, Fire Fighting equipment, Smoke Detectors, Edible Toothpaste, Joysticks, Cordless Tools, Invisible Braces (made from clear ceramics), Tons of consumer plastic goods

### Strategic Defense Initiative

The Strategic Defense Initiative, or **SDI**, is an **antiballistic missile weapon** first proposed by the Reagan Administration. Nicknamed "**Star Wars**", the proposed system would shoot down incoming nuclear ballistic missiles before they could strike their targets.

## Modern:

**Computer Revolution:** Computers have allowed people to **obtain, process, and disseminate information** very quickly. Businesses rely almost completely on computers for a variety of tasks, and they are becoming more prominent in homes and school. The great increase in use of the computer is called the **Computer Revolution**.

### Impact of Technology on the Environment

#### Fossil Fuels

Fossil fuels are any **carbon based** fuel derived from the decomposed remains of prehistoric plants and animals. The burning of fossil fuels, such as **oil, coal, peat, petroleum, and natural gas** have allowed for the development of many different technologies to improve life. The Industrial Revolution marked the beginning of the widespread use of these fuels in the United States. Today, fossil fuels power our cars, heat our homes, and run the factories that manufacture everything we use in our lives. However, recent science has suggested that the use of fossil fuels has **damaged the environment**, and many groups are pushing for cleaner forms of energy. The Middle East is a major producer of fossil fuels, with the United States as its biggest customer.

#### Nuclear Power

Nuclear power is supposed to be cleaner to produce than the energy created by the burning of fossil fuels. Whereas fossil fuels will someday run out, the ability to produce nuclear power should not. However, nuclear power does have dangerous side effects. **Radioactive waste** products must be stored somewhere, and the threat of nuclear accidents, like the incident at the **Three Mile Island Nuclear Power Plant** in the late 1970's. Besides the threat of accident, the other problem with nuclear power is the waste products produced. Storage of this material and the potential for accidents with it are the concern of the many.

#### Pollution

Pollution is the contamination of the environment by **human acts**. Pollution is harmful to all living things and can take many forms including, **air pollution** from the burning of fossil fuels, and water and soil pollution from the **dumping** of waste products, industrial accidents, and the use of **chemical fertilizers** and **pesticides**. In 1989, the **Exxon Valdez** ran aground in Prince William Sound, Alaska which caused the ship to dump **10.9 million gallons** of **oil** into the ocean. Pollution has also caused health problems in humans including respiratory disease and different forms of cancer. Pollution is also responsible for destroying various animals, plants, and insects as it destroys their natural habitat.

#### Global Warming

Global Warming is the rising of the average temperature worldwide. Global warming, if it continues, will reach a point where the arctic glaciers begin to melt, causing **worldwide floods**. Scientists believe global warming is caused by the **greenhouse effect**, which is a buildup of warm air in the lower atmosphere. The United States has been accused of doing less than needed due to its refusal to sign the **Kyoto Accords** which called for a 5% reduction below the 1990 levels of greenhouse gas emissions. Currently, the United States releases more of these gases than any other country,

#### Acid Rain

Acid rain happens when rain is polluted by airborne contaminants such as those left by the burning of **fossil fuels, automobile exhaust**, and the use of **CFCs**. Acid rain is damaging to **farmland, bodies of water**, and can travel large distances due to strong winds. Like other environmental problems, steps are being taken in the United States and the international community to stop the production of these pollutants.

(Source: Regentsprep.org)

Thematic Essay

### **Theme: Technology**

Technological developments have had both positive and negative effects on the United States economy and on American society.

### **Task:**

Identify **two** different technological developments and for **each**

- Discuss the positive **and/or** negative effects of the technological development on the United States economy **or** on American society
- Some suggestions you might wish to consider include the cotton gin, steam-powered engines, the assembly line, nuclear power, the automobile, television, and computers.

1. The completion of the Erie Canal in the early 19th century aided the economic development of the United States by
  - 1) supplying water for the irrigation of western farms
  - 2) lowering the cost of shipping goods from the Midwest to the Atlantic coast
  - 3) providing a shipping route for cotton from the South to Europe
  - 4) supplying water power for running factories and mills
2. During the late 19th century, the Federal Government helped the transcontinental railroad companies by
  - 1) breaking up railroad monopolies
  - 2) providing free land for railroad construction
  - 3) setting safety standards for railroad operations
  - 4) establishing uniform shipping rates
3. What did the invention of the steel plow, the passage of the Homestead Act, and the completion of the transcontinental railroad all contribute to?
  - 1) development of the Great Plains
  - 2) growth of the plantation system of agriculture
  - 3) extension of slavery into the western territories
  - 4) gold rushes in California and Nevada
4. The Civil War affected the northern economy by
  - 1) causing a severe depression
  - 2) increasing unemployment rates
  - 3) decreasing demand for agricultural products
  - 4) stimulating industrialization
5. What was the North's rapid economic growth during the Civil War stimulated by?
  - 1) the elimination of taxes on defense industries
  - 2) a reduction in the number of immigrants
  - 3) increased government demand for many products
  - 4) enslaved persons filling industrial jobs
6. Which factor contributed most directly to the settlement and development of the Great Plains after the Civil War?
  - 1) freeing of slaves in the Southern States
  - 2) construction of railroads west of the Mississippi River
  - 3) influx of immigrants from eastern and southern Europe
  - 4) hospitality of the Indian tribes inhabiting the region
7. Which statement best describes the role of railroads in the industrialization of the United States?
  - 1) They were the earliest form of commercial transportation.
  - 2) They are more important to industry today than they were 100 years ago.
  - 3) They provided an efficient means of transportation during the Age of Big Business.
  - 4) They were unable to compete in areas that had good water transportation.
8. In which pair of events did the first event most directly influence the second?
  - 1) discovery of gold in California → Louisiana Purchase
  - 2) building of the transcontinental railroad → disappearance of the frontier
  - 3) settling of the Oregon Territory → passage of the Homestead Act
  - 4) assimilation of Native American Indians into American society → passage of the Dawes Act
9. The "boom" years of the 1920's were characterized by
  - 1) decreases in both agricultural surpluses and farm foreclosures
  - 2) limited investment capital and declining numbers of workers in the labor force
  - 3) widespread use of the automobile and an increase in buying
  - 4) increased regulation of the marketplace by both Federal and state governments
10. Automobiles, radio, motion pictures, and television are technological advances of the 20th century. These inventions affect American life because they
  - 1) are less popular than had been anticipated
  - 2) tend to standardize American culture
  - 3) have little impact on traditional lifestyles and values
  - 4) are generally too expensive for ordinary working people
11. Which is a valid generalization about United States foreign policy during the 20th century?
  - 1) Theodore Roosevelt's "big stick" policy ultimately led to a friendly, trusting relationship between North and South America.
  - 2) Most foreign policy decisions have been based on a philosophy of isolationism.
  - 3) The development and use of atomic weapons altered the course of United States diplomacy and foreign policy.
  - 4) Developing nations have had little impact on United States foreign policy decisions.
12. The United States justification for dropping atomic bombs on the Japanese cities of Hiroshima and Nagasaki was that
  - 1) the bombs' destructive power might end the war quickly
  - 2) Japan's military power was centered in these two cities
  - 3) Japan had attacked major cities in other nations
  - 4) Japan was on the verge of developing its own atomic weapons
13. The successful launching of Sputnik by the Soviet Union in 1957 signaled the beginning of
  - 1) American fears that the Soviets had achieved technological superiority
  - 2) the Cold War with the United States
  - 3) Soviet aggression in Afghanistan and China
  - 4) disarmament discussions between the superpowers

14. President Harry Truman's decision to use atomic bombs against Japan was primarily based on his belief that
  - 1) an invasion of Japan would result in excessive casualties
  - 2) Germany would refuse to surrender in Europe
  - 3) an alliance was developing between Japan and the Soviet Union
  - 4) Japan was in the process of developing its own atomic weapons
15. During the Cold War era, the United States and the Soviet Union were hesitant to become involved in direct military conflict mainly because of
  - 1) the threat of China to both nations
  - 2) pressure from nonaligned nations
  - 3) the potential for global nuclear destruction
  - 4) mutual dependence on Middle East petroleum
16. The relationship between the automobile and the development of suburbs is most similar to the relationship between
  - 1) television and increased uniformity of United States culture
  - 2) skyscrapers and the decline of commuter railroads
  - 3) political parties and the growth of big business
  - 4) nuclear power plants and rising oil prices
17. Issues related to living wills, legal definitions of death, and death-with-dignity have increased in recent years because
  - 1) population control has become a critical necessity in the United States
  - 2) advancing medical technology has created new ethical problems
  - 3) demand for health care has outstripped society's ability to provide it
  - 4) increasing numbers of people are dying without providing for the legal transfer of their estates
18. A major concern regarding recent technological developments in United States industry is that they have led to
  - 1) the elimination of many well-paid factory jobs
  - 2) a decline in the number of service jobs
  - 3) a decrease in the number of multinational corporations
  - 4) a decrease in the acceptance of high technology by consumers
19. A major effect of the rapid technological changes since 1945 has been
  - 1) decreased economic competition between producer nations
  - 2) a growing degree of isolationism
  - 3) greater interdependence in the international marketplace
  - 4) a reduction of the influence of democratic nations in world affairs
20. A major cause of the growth of state and Federal highway systems after World War II was the
  - 1) increased use of mass transit systems
  - 2) growing prosperity of inner-city areas
  - 3) rapid development of suburbs
  - 4) return of city dwellers to farm areas
21. President John F. Kennedy's New Frontier program was most successful in
  - 1) establishing social welfare programs to end poverty
  - 2) passing civil rights legislation assuring fair housing and equal employment opportunities
  - 3) removing restrictions on the number of immigrants entering the United States
  - 4) expanding the United States space program
22. The immediate impact of the 1957 launch of *Sputnik I* was that it
  - 1) forced the United States to find new sources of fuel
  - 2) focused attention on the need to regulate the uses of outer space
  - 3) heightened the space race as a form of Cold War competition
  - 4) ended the period of peaceful coexistence between the United States and the Soviet Union
23. **"Sputnik Launch Propels Soviets Ahead in Space Race"**

In 1957, the United States government responded to the event described in this headline by

  - 1) reducing military spending
  - 2) building a joint space station with the Soviet Union
  - 3) constructing President Ronald Reagan's "Star Wars" defense system
  - 4) providing funds to improve the educational system in the United States
24. The growth of modern technology has resulted in
  - 1) a decrease in the population of the world
  - 2) increasing interdependence among nations
  - 3) growing need for unskilled labor
  - 4) a sharp decline in the need for oil and coal
25. In the last 20 years, the use of automation in United States industry has led to
  - 1) a shortage of consumer goods
  - 2) increased union membership
  - 3) the lowering of the legal minimum wage
  - 4) increased unemployment among unskilled workers

# Culture and INTELLECTUAL Life

## Literature

Famous Work	Author(s)	Area Addressed	Impact on History
<i>Common Sense</i> (1776)	Thomas Paine	<ul style="list-style-type: none"> <li>Expressed colonial discontent with English rule</li> <li><b>Encouraged revolution</b></li> <li>Claimed King George III had broken the 'Social Contract'</li> </ul>	<ul style="list-style-type: none"> <li>Increased support for the <b>American Revolution</b></li> </ul>
<i>Federalist Papers</i> (1787-1789)	Alexander Hamilton, James Madison, John Jay	<ul style="list-style-type: none"> <li>Printed in NY papers during ratification debates</li> <li>Encouraged <b>ratification of the Constitution</b></li> </ul>	<ul style="list-style-type: none"> <li>Constitution ratified with Bill of Rights added</li> <li>Clarify founding fathers "intent" in Constitution (especially used in Supreme Court interpretations)</li> </ul>
<i>Uncle Tom's Cabin</i> (1852)	Harriet Beecher Stowe	<ul style="list-style-type: none"> <li><b>Abolition</b> novel encouraging the end of slavery</li> <li>Depicted the harsh and cruel treatment of southern slaves</li> </ul>	<ul style="list-style-type: none"> <li>Increased support for abolitionists' calls for the end of slavery</li> <li>Enraged southern leaders</li> <li>Widely read 'bestseller' of the era</li> </ul>
<i>How the Other Half Lives</i> (1890)	Jacob Riis	<ul style="list-style-type: none"> <li>Photographs and essays on the squalid, unsanitary conditions of <b>NY City tenement</b> housing</li> <li>Exposed the exploitation of recent immigrants</li> </ul>	<ul style="list-style-type: none"> <li>Passage of <b>building codes</b> (such as maximum occupancy rules, fire escapes, ventilation shafts, etc..)</li> <li>Increased <b>municipal services</b> (such as garbage removal, sewage, water and housing inspections)</li> </ul>
<i>Up From Slavery: An Autobiography</i> (1901)	Booker T. Washington	<ul style="list-style-type: none"> <li>Focused on the ability of African-Americans to increase their social status</li> <li>Called for the practical education of African-Americans in trades such as farming</li> </ul>	<ul style="list-style-type: none"> <li>Served to highlight the capability of African-Americans to succeed despite discrimination and lack of opportunities</li> <li>Sparked debate over the best ways to achieve racial equality</li> </ul>
<i>The Souls of Black Folk</i> (1903)	W.E.B. DuBois	<ul style="list-style-type: none"> <li>Argued for black access to higher education</li> <li>Criticism of Booker T. Washington's "accommodation" policies</li> <li>Black Equality</li> </ul>	<ul style="list-style-type: none"> <li>Formed the <b>NAACP (National Association for the Advancement of Colored People)</b> in 1909</li> <li>Sparked debate over the best ways to achieve racial equality and educate the African-American community</li> </ul>
<i>The Octopus</i> (1901)	Frank Norris	<ul style="list-style-type: none"> <li>Criticism of the railroad monopolies in the West</li> </ul>	<ul style="list-style-type: none"> <li>Encouraged the strengthening of the <b>ICC (Interstate Commerce Commission)</b> via the <b>Hepburn Act</b> of 1906, further regulating RR</li> <li>Increased support for regulation or break-up of monopolies</li> </ul>
<i>The History of the Standard Oil Company</i> (1903)	Ida Tarbell	<ul style="list-style-type: none"> <li>Expose on the monopolistic business practices of the <b>Standard Oil Co.</b> and its president <b>John D. Rockefeller</b> (such as <b>price-cutting</b> and <b>RR rebates</b>)</li> </ul>	<ul style="list-style-type: none"> <li>Encouraged the "trust-busting" case against Standard Oil (<i>United States v. Standard Oil Co. of NJ</i>)</li> <li>Standard Oil broken into 23 smaller companies in 1911</li> <li>Increased antitrust legislation passed in the <b>Clayton Antitrust Act (1911)</b></li> </ul>
<i>The Shame of the Cities</i> (1904)	Lincoln Steffens	<ul style="list-style-type: none"> <li>Focused on <b>political corruption</b> and <b>graft</b> in major US cities</li> <li>Exposed the corrupt workings of <b>political machines</b></li> </ul>	<ul style="list-style-type: none"> <li>Encouraged creation of independent, professional <b>city commissioners</b> and un-elected <b>city managers</b> to handle city affairs and finances</li> </ul>

Famous Work	Author(s)	Area Addressed	Impact on History
<i>The Jungle</i> (1906)	Upton Sinclair	<ul style="list-style-type: none"> <li>Exposed <b>unsanitary conditions in meat packing plants</b></li> <li>Exposed <b>poor working conditions</b> of many recent immigrants</li> </ul>	<ul style="list-style-type: none"> <li>Passage of the <b>1906 Meat Inspection Act</b>, requiring government inspection of food processing facilities</li> <li>Passage of the <b>1906 Pure Food and Drug Act</b>, requiring labeling of food products and limiting some ingredients</li> </ul>
<i>The Great Gatsby</i> (1925)	F. Scott Fitzgerald	<ul style="list-style-type: none"> <li>Expressed disillusion and discontent of the "<b>Lost Generation</b>" returning from World War I</li> <li>Displayed the futility of <b>prohibition</b> in limiting alcohol</li> </ul>	<ul style="list-style-type: none"> <li>Prohibition (18th Amendment - 1919) repealed by the 21st Amendment in 1933</li> </ul>
<i>The Grapes of Wrath</i> (1939)	John Steinbeck	<ul style="list-style-type: none"> <li>Detailed conditions of mid-western farmers in the "<b>Dust Bowl</b>" drought and the <b>Great Depression</b></li> </ul>	<ul style="list-style-type: none"> <li>Highlighted the need for government intervention in economic problems and agricultural policy</li> </ul>
<i>Silent Spring</i> (1962)	Rachel Carson	<ul style="list-style-type: none"> <li><b>Environmental issues</b> such as industrial <b>pollution</b>, pesticide use and water management</li> </ul>	<ul style="list-style-type: none"> <li>Creation of the <b>EPA (Environmental Protection Agency)</b> in 1971</li> <li>Banning of pesticides such as <b>DDT</b></li> <li>Increased environmental legislation such as the <b>Clean Air Act</b> and the <b>Clean Water Act</b></li> </ul>
<i>Feminine Mystique</i> (1963)	Betty Friedan	<ul style="list-style-type: none"> <li>Expressed suburban women's discontent with being simply wives and mothers</li> <li>Encouraged women to achieve via meaningful work and education</li> </ul>	<ul style="list-style-type: none"> <li>Formation of the <b>National Organization of Women (NOW)</b></li> <li>Proposal of the failed <b>Equal Rights Amendment (ERA)</b> to the Constitution detailing women's rights</li> </ul>
<i>Unsafe At Any Speed</i> (1965)	Ralph Nader	<ul style="list-style-type: none"> <li>Exposed lack of safety engineered into US automobiles</li> </ul>	<ul style="list-style-type: none"> <li>Passage of the <b>National Traffic and Motor Vehicle Safety Act (1966)</b> establishing government regulation of automobile safety</li> <li>Examples such as: <b>seatbelts</b>, padded dash, collapsible steering columns, etc..</li> </ul>
<i>All the President's Men</i> (1974)	Robert Woodward, Carl Bernstein	<ul style="list-style-type: none"> <li>Washington Post investigative reporting on the <b>Watergate scandal</b> surrounding <b>President Nixon</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Nixon resigns</b> presidency amid impeachment trials in 1974</li> <li><b>Campaign finance reform</b> legislation</li> <li>Creation of the <b>special prosecutor's</b> office to investigate Executive actions</li> </ul>

## Entertainment

### Phonograph, Radio, Film and Television

- Phonograph: Record player invented in the late 1800's by Thomas Edison, helped to unite American culture because people could be listening to the same music in any part of the nation.
- Radio: First example of mass media, became a household item in the 1920's, first commercials, first broadcasting companies (ex. NBC and CBS)
- Film: Before television, Americans went to the movies once a week! This helped to unite Americans culturally as well. Later, a rating system was put into place (ex. PG, PG 13, R) which continues to illustrate changes in American society.
- Television: Became a "dominant force" in American society, movie theater attendance dropped greatly as more people had televisions. Major impacts in politics and policy---1960 Presidential Election (JFK vs. Nixon) and the Vietnam War.

## Sports

- Baseball: Jackie Robinson “broke the color barrier” by becoming the first African American to play on the Major Leagues.

## Music

- Jazz: Created from several styles of music that is uniquely American, came to national popularity during the Harlem Renaissance. People associated with Jazz- Duke Ellington, Louis Armstrong, Bessie Smith, Cab Calloway, and the Cotton Club in NYC.

## **Philosophy**

### Ancient Greek and Roman

- Greek: Direct Democracy----New England Town Meetings
- Roman: Republic (Representative Democracy)----Virginia House of Burgesses---eventually Congress

### Enlightenment

- John Locke: Natural Rights, Consent of the Governed, Right to Rebel----Declaration of Independence
- Montesquieu: Separation of Powers, Checks and Balances----Constitution
- Rousseau: Social Contract---Revolutionary War

### Manifest Destiny

\*This expression was popular in the 1840s. Many people believed that the U.S. was destined to secure territory from "sea to sea," from the Atlantic to the Pacific Ocean. This rationale drove the acquisition of territory.

- Reasoning behind Manifest Destiny:
  - Americans had constantly desired more land, constantly expanding the bounds of the colonies in an effort to grow, mainly for increased or better farmland as well as to accommodate a steady flow of immigrants.
  - Businesses saw westward expansion as opening new demand for products, as well as opening up new sources of raw materials and goods.
  - As the US economic and manufacturing power grew, the desire for new markets, particularly in Eastern Asia, drove the desire for a ports and access via the west coast.
  - Americans believed that it was a duty of America to spread its government, religions and ideals to all reaches of the western territories.
- Key developments in Manifest Destiny:
  - 1803 – The Louisiana Purchase
  - 1845 – The Annexation of Texas
  - 1846 – The Oregon Territory
  - 1848 – The Mexican Cession
  - 1853 – The Gadsden Purchase

### Laissez Faire

\*What is Laissez Faire? A term that may be defined as noninterference (“hands off”) and has been used in government and economics during the late 19th and early 20th centuries to mean a minimum amount of government regulation of business.

\*Associated with Adam Smith who wrote *The Wealth of Nations*.

<b>Laissez-Faire Era Abuse(s)</b>	<b>Government Action or Regulation</b>
<b>Railroad monopoly abuse of farmers:</b> ex. "short-haul" rates - charging farmers more to ship goods shorter distances	<b>The Granger movement</b> of the late 1800's helped enact passage of the <b>Interstate Commerce Act</b> , which created the <b>ICC (Interstate Commerce Commission)</b> to regulate railroad rates.
<b>Monopolies, Pools, Trusts:</b> ex. The <b>Standard Oil Company of NJ</b> , headed by <b>John D. Rockefeller</b> used its monopoly over 90% of refined oil to manipulate prices, drive smaller competitors out of business.	<ul style="list-style-type: none"><li>• 1890- <b>Sherman Anti-Trust Act</b></li><li>• 1911- <b>Clayton Antitrust Act</b></li><li>• <b>Northern Securities v. US</b> and <b>Standard Oil v US</b> (broke up monopolies)</li></ul>
<b>Abuse of workers:</b> ex. working conditions of this era included long <b>hours</b> , poor <b>pay</b> , use of <b>child labor</b> , <b>dangerous workplaces</b> and little to no <b>job security</b>	<ul style="list-style-type: none"><li>• <b>Unions- Knights of Labor</b> and the <b>AFL (American Federation of Labor)</b></li><li>• <b>Disability insurance</b></li><li>• Individual states such as New York and Oregon passed laws limiting working hours.</li><li>• <b>1902 Anthracite Coal Strike--President Theodore Roosevelt</b> backed the striking miners in the dispute.</li></ul>



<p><b>Lack of Consumer Protection:</b> ex. medicines that contained nothing more than alcohol or worse, dangerous and addictive drugs such as cocaine or morphine, were not uncommon.</p>	<ul style="list-style-type: none"> <li>• 1906- <b>Meat Inspection Act</b></li> <li>• 1906- <b>Pure Food and Drug Act</b></li> </ul>
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### Social Darwinism

\*A belief that individuals or ethnic groups achieve success because of inherited genetic superiority. Darwin's theory of survival of the fittest was applied to the business and social structure of society.

- Provided a justification for Laissez Faire policies
- Embraced by society because of idea of “American Dream” that anyone can be successful if they work hard enough

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DBQ June 2006 Regents Exam

### **Historical Context:**

Since 1900, the mass media (newspapers, books, magazines, posters, photographs, newsreels, radio, films, and television) have had a significant influence on United States history and on American society.

### **Task:**

- Discuss the role that the mass media has played in influencing United States history and/or American society since 1900. Use historical examples to support your discussion.

1. During the Revolutionary War period, Thomas Paine's *Common Sense* was important because it
  - 1) described a military plan for the defeat of England
  - 2) convinced many Americans who had been undecided to support independence
  - 3) contained a detailed outline for a new form of government
  - 4) argued for the addition of a bill of rights to the Constitution
2. *The Federalist Papers* were published in 1787 and 1788 to help gain support for
  - 1) a bill of rights
  - 2) the ratification of the Constitution
  - 3) a weaker central government
  - 4) the abolition of slavery and the slave trade
3. Books such as *Uncle Tom's Cabin*, *How the Other Half Lives*, and *The Feminine Mystique* all show that literature can sometimes
  - 1) expose government corruption
  - 2) cause violent revolution
  - 3) begin military conflict
  - 4) encourage social reform
4. The works of Upton Sinclair, Frank Norris, and Lincoln Steffens popularized the idea that
  - 1) government should not interfere in the lives of individual citizens
  - 2) newspapers should not try to change public policy
  - 3) women needed equal political rights to become full citizens
  - 4) problems in government and industry needed to be corrected
5. *The Jungle* by Upton Sinclair and *Unsafe at Any Speed* by Ralph Nader were both intended to
  - 1) publicize the growing violence in American society
  - 2) suggest that a poor person could get rich with hard work
  - 3) encourage immigration reform
  - 4) make the public aware of the poor quality of certain products
6. Which event of the early 1900's is evidence that Upton Sinclair's novel *The Jungle* had an important impact on the United States?
  - 1) adoption of reforms in public education
  - 2) passage of legislation limiting immigration
  - 3) adoption of the 18th amendment establishing Prohibition
  - 4) passage of legislation requiring Federal inspection of meat
7. One common theme in many of the writings of Ernest Hemingway, F. Scott Fitzgerald, and Langston Hughes was
  - 1) the need to regulate business
  - 2) the benefits of mass production
  - 3) optimism for reforms promised by the Great Society
  - 4) dissatisfaction with the American culture of the 1920
8. Langston Hughes, Bessie Smith, and Duke Ellington are most closely associated with the
  - 1) Gilded Age
  - 2) Populist movement
  - 3) Harlem Renaissance
  - 4) Cold War
9. The "dust bowls" described by John Steinbeck in *The Grapes of Wrath* had the greatest impact on
  - 1) residents of urban slums
  - 2) workers in factory sweatshops
  - 3) plantation owners in the rural south
  - 4) farmers on the Great Plains
10. 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
11. *The Feminine Mystique* by Betty Friedan was an influential book in the 1960s because it
  - 1) helped strengthen family values
  - 2) led directly to the defeat of the Equal Rights Amendment
  - 3) energized a new women's rights movement
  - 4) reinforced the importance of women's traditional roles
12. Automobiles, radio, motion pictures, and television are technological advances of the 20th century. These inventions affect American life because they
  - 1) are less popular than had been anticipated
  - 2) tend to standardize American culture
  - 3) have little impact on traditional lifestyles and values
  - 4) are generally too expensive for ordinary working people
13. The relationship between the automobile and the development of suburbs is most similar to the relationship between
  - 1) television and increased uniformity of United States culture
  - 2) skyscrapers and the decline of commuter railroads
  - 3) political parties and the growth of big business
  - 4) nuclear power plants and rising oil prices
14. The "yellow journalism" of the Spanish-American War and television coverage of the Vietnam War both illustrate that
  - 1) government can limit freedom of the press in times of national crisis
  - 2) the news media can be trusted to portray events accurately
  - 3) the American people, on the basis of the information they receive, can influence government policy
  - 4) public opinion is rarely affected by the news media
15. Which statement is accurate concerning the origin of representative democracy in the United States?
  - 1) It is based solely on the experiences of the Colonial Era.
  - 2) It was created at the Constitutional Convention by the authors of the United States Constitution.
  - 3) It represents a blending of European and American experiences and ideas.
  - 4) It originated in decisions of the United States Supreme Court.

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16. Which feature must a nation have to be considered a democracy?
- 1) a strong president
  - 2) citizen participation in government
  - 3) elected judges to conduct trials
  - 4) a set of laws
17. Which aspect of United States government was most influenced by 18th-century Enlightenment philosophy?
- 1) Three-fifths Compromise
  - 2) the Federal court system
  - 3) the original provision for selection of Senators
  - 4) separation of powers
18. Which concept found in the United States Constitution was a belief held by the social contract philosophers of the Enlightenment period?
- 1) presidential cabinet
  - 2) judicial review
  - 3) limited monarchy
  - 4) sovereignty of the people
19. In the 1840s, the term Manifest Destiny was used by many Americans to justify
- 1) the extension of slavery into the territories
  - 2) war with Russia over the Oregon territory
  - 3) the acquisition of colonies in Latin America
  - 4) westward expansion into lands claimed by other nations
20. Which event was most influenced by the principle of Manifest Destiny?
- 1) founding of Jamestown
  - 2) defeat of Britain in the Revolutionary War
  - 3) purchase of Florida
  - 4) acquisition of the Mexican Cession
21. Which term best describes United States economic policy during the era of the rise of big business (1865-1900)?
- 1) laissez-faire capitalism
  - 2) mercantilism
  - 3) Marxism
  - 4) welfare-state capitalism
22. Which situation resulted from the laissez-faire economic policies followed by the Federal Government between the Civil War and 1900?
- 1) Government regulation of prices in the oil and steel industries benefited consumers.
  - 2) Employers used their financial gains to improve wages and working conditions for their Employees.
  - 3) Trusts and monopolies were created by entrepreneurs to maintain control of the market.
  - 4) Lower tariffs stimulated foreign trade and promoted the sale of United States goods abroad.
23. Which two philosophies dominated the thinking of most political and business leaders during the late 19th century in the United States?
- 1) social Darwinism and laissez-faire
  - 2) utopian socialism and the social gospel
  - 3) populism and pragmatism
  - 4) communism and anarchism
24. The creation of the Interstate Commerce Commission (1887) and the passage of the Sherman Antitrust Act (1890) showed that
- 1) laissez-faire capitalism would be upheld by the Federal Government
  - 2) the Federal Government could not challenge state regulation of business
  - 3) Federal civil servants would be hired based on merit rather than political patronage
  - 4) the Federal Government could regulate business practices
25. Social Darwinism promoted the idea that
- 1) new immigrants were equal to native-born Americans
  - 2) stronger businesses would succeed at the expense of weaker businesses
  - 3) the poor should be protected by government action
  - 4) natural selection is contrary to democratic principles
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