

ROCHESTER CITY SCHOOL DISTRICT
SOCIAL STUDIES DEPARTMENT



**United States History and Government
15-Day Regents Review**

How to use this resource:

The first part of this packet contains information about what to expect from the New York State United States History and Government Regents examination and offers some friendly test-taking tips. Revisit this great resource from time to time and use it to familiarize yourself with the exam.

The second part of this packet is comprised of items to help you review specific course content while practicing the Regents exam format. The materials are broken down into 3 week-long sections, each with a general content focus. For each week, there is one essay question to focus on, and for each of the fifteen days, the package contains:

- **Five multiple choice questions taken from previous Regents exams:** these questions are about varied topics from the week's theme or time period.
- **One source-based constructed response question:** these documents and sources are intended to match the week's essay focus.
- **One writing prompt:** these writing prompts are all essay questions from previous Regents exams that fit with the content theme or time period being studied that week. It is not expected that you will write an entire essay every day for fifteen days! These prompts are provided so that you can practice brainstorming topics, outlining essays, or writing sample introductory or body paragraphs to increase your writing skills and review content at the same time.

You and your teacher may use these resources in a variety of ways to prepare for the Regents exam. These particular questions will not necessarily appear on the exam you take, but the topics and types of questions will be the same. Using these materials to review combined with the activities your teacher has planned for you, will set you on the path toward success.



The United States History and Government Regents examination is a comprehensive test covering everything you have learned in a course. You have up to three hours to complete the exam which gives you plenty of time to show what you have learned. Read below to recap the format of the exam and get some test-taking tips to help you do well. **YOU WILL SUCCEED!!**

TEST-TAKING TIPS

Part I: Multiple Choice Questions

Choose the best answer to each of the 50 multiple choice questions and record your answers on the provided scantron sheet. You may **ONLY** use blue or black INK on the answer sheets. If you make a mistake, draw an “X” over the incorrect answer and bubble in your new answer.

- ✓ **Mark up the test!** Read the questions carefully and circle key words, underline main ideas, and cross out wrong answer choices.
- ✓ **Don’t look at the answer choices right away!** Think about what your answer to the question would be if there weren’t any answer choices and then try to match your thinking up with one of the choices given.
- ✓ If after reading the question, you’re still not sure what the answer is, **narrow down the answer choices**. Rule out which ones are definitely wrong and take it from there. **You shouldn’t leave a multiple choice question blank**, but guessing shouldn’t be your first strategy.
- ✓ **If you feel stuck – move on!** You can go back to any part of the exam at any time; don’t get stressed – keep it moving.
- ✓ **There is no pattern to the correct answer choices.** Don’t pick an answer because you haven’t chosen that particular number in a while, and don’t rule one out because the last few answers were the same number.

Take a look at the sample multiple choice questions below for some practice...

Questions Based on Quotes, Charts, Pictures, Cartoons, etc.: Remember – the answer is in there!
Read the question first. Then examine the document carefully to figure out the answer.

“... And when this happens, when we allow freedom [to] ring, when we let it ring from every village and every hamlet, from every state and every city (Yes), we will be able to speed up that day when all of God’s children, **black** men and **white** men, **Jews** and **Gentiles**, **Protestants** and **Catholics**, will be able to join hands and sing in the words of the old Negro spiritual:
Free at last! (Yes) Free at last!
Thank God Almighty, we are free at last!”

39. The words “Free at last!” in this passage are referring to freedom from
- (1) hunger
 - (2) censorship
 - (3) racism
 - (4) taxation

These are all examples of peoples’ race, beliefs, or background.

Racism has to do with belief that people of different backgrounds are not equal. This is the only answer choice that matches the document.

Application Question: Take what you know and apply it to the question to figure out the right answer.

A primary source is created during the time being studied

Spanish speaking countries south of the U.S. in the Western hemisphere are “Latin American”

2. Which primary source would most likely provide a Latin American perspective rather than a European perspective on history?

1. an eyewitness account by a follower of Emiliano Zapata in the Mexican Revolution
2. a letter from Hernando Cortes about his conquest of the Aztecs to the King of Spain
3. a painting of the city of Rio de Janeiro done by a Portuguese merchant
4. a journal written by a Spanish missionary

All four answer choices are primary sources!

Only Mexico is part of Latin America.

Cause/Effect or Sequencing Questions

5. Which development led to the other three?

- (1) New diseases are introduced.
- (2) The African slave trade is expanded.
3. Europeans explore the Americas.
- (4) Native American Indians lose their lands.

When you see a question like this look for the answer choice that happened first!

5. Which historical events are in the correct chronological order?

1. Roman Empire → Neolithic Revolution → Crusades → Renaissance
2. Renaissance → Neolithic Revolution → Crusades → Roman Empire
3. Neolithic Revolution → Roman Empire → Crusades → Renaissance
4. Crusades → Renaissance → Neolithic Revolution → Roman Empire

Knowledge Question: Questions you just have to know. Use your knowledge to draw conclusions.

In a market (think Wegmans or Tops) people decide for themselves what they want to buy and sell.

8. Which statement is a description of a free market economy?

1. Individual decision making and supply and demand greatly influence basic economic decisions.
2. Government planning agencies make some economic decisions and private businesses make others.
3. The national government controls all resources, labor supply, and means of production.
4. Customs, religions, and traditions determine most economic decisions.

Only this answer matches with what we believe about “free markets”

Economy has to deal with money – jobs, buying, selling, etc.

TEST-TAKING TIPS

Part II & III B: Thematic and Document-Based Essay Questions

Part II: Thematic Essay Question

You are given a theme and asked to respond to an essay task based only on your knowledge of social studies. This essay must be written in the separate booklet provided to you when you sit for the exam.

Part III B: Document-Based Essay Question

You will be asked to write an essay based on a set of documents and your knowledge of social studies. This essay question is shown both before and after the documents. This DBQ essay must be written in the same separate booklet as the thematic essay and MUST include information from the documents as well as “outside information” from your own knowledge of social studies.

- ✓ **Organization counts.** Your essay must include an introduction paragraph at the beginning of the essay and a conclusion paragraph at the end. It’s impossible to get full credit without these pieces.
- ✓ There are no rules that must be followed about essay length. However, here are a few suggestions to guide you: the introduction and conclusion paragraphs should contain at least 5 sentences each; you should write at least two to three body paragraphs with a minimum of 9-10 sentences in each.
- ✓ Use specific examples from documents in your DBQ essay and **cite the documents** in parentheses at the end of the sentence [... (Doc 3)]. This isn’t required, but it helps the person grading your essay to see that you’ve used them.
- ✓ Take a few moments before you start writing to **plan your essay**. A quick bit of pre-writing will help you produce a better product. Take a look at the sample task below to get some ideas about planning out your essay...

Task:

Select two constitutional amendments that have changed American society and for **each**

- Describe the historical circumstances that led to the adoption of the amendment
- Discuss the political, social, and/or economic changes the amendment brought to American society

Constitutional Amendment	Circumstances	Political/Economic/Social Change
1.		
2.		

Plan your essay by making a quick chart to organize your thoughts and information from the documents.

Use the task to make column headings for your chart.

Don’t worry about complete sentences – just fill in the boxes with words and phrases that you want to include in your essay.

Your thematic and DBQ essays will be graded on a scale of 5.

	5	4	3	2	1	0
Addressing the Task	Thoroughly develops all aspects of the task evenly and in depth	Develops all aspects of the task but may do so somewhat unevenly	Develops all aspects of the task with little depth or develops most aspects of the task in some depth	Minimally develops all aspects of the task or develops some aspects of the task in some depth	Minimally develops some aspects of the task	Fails to develop the task or may only refer to the theme in a general way; <i>OR</i> includes no relevant facts, examples, or details; <i>OR</i> includes only the theme, task, or suggestions as copied from the test booklet; <i>OR</i> is a blank paper
Analysis v. Description	Is more analytical than descriptive (analyzes, evaluates, and/or creates* information)	Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates information)	Is more descriptive than analytical (applies, may analyze, and/or evaluate information)	Is primarily descriptive; may include faulty, weak, or isolated or analysis	Is descriptive; may lack understanding, application, or analysis	
Evidence	Richly supports the theme with many relevant facts, examples, and details	Supports the theme with relevant facts, examples, and details	Includes some relevant facts, examples, and details; may include some minor inaccuracies	Includes few relevant facts, examples, and details; may include some inaccuracies	Includes few relevant facts, examples, or details; may include inaccuracies	
Organization	Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme	Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme	Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that may be a restatement of the theme	Demonstrates a general plan of organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed; may lack an introduction and/or a conclusion	May demonstrate a weakness in organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed; may lack an introduction and/or a conclusion	
Documents and Outside Information (applies to DBQ essay only)	Incorporates relevant information from <i>at least</i> xxx documents	Incorporates relevant information from <i>at least</i> xxx documents	Incorporates some relevant information from some of the documents	Incorporates limited relevant information from the documents <i>or</i> consists primarily of relevant information copied from the documents	Makes vague, unclear references to the documents or consists primarily of relevant and irrelevant information copied from the documents	
	Incorporates substantial relevant outside information	Incorporates relevant outside information	Incorporates limited relevant outside information	Presents little or no relevant outside information	Presents no relevant outside information	

TEST-TAKING TIPS

Part III A: Short-Answer Questions

You will be presented with between six and ten documents. Each document has one or two short-answer questions after it that you must answer directly in the test booklet.

- ✓ The **answers to these questions come directly from the documents**. Remember that – the answer is in there.
- ✓ **Take these questions seriously** – getting these questions right can add ten to twenty points to your score.
- ✓ **Read the question carefully first** so you know exactly what you’re looking for in the document.
- ✓ Be sure to **read the caption and source information** about the document – they will help you answer the questions.
- ✓ When examining the documents, **refer back to the DBQ essay task** and think about how the documents relate to the main topic of the essay.
- ✓ This section is one of the only places you can receive credit even if you don’t write in a complete sentence. Write the answer and move on to save time.

Document 6

... The other major economic function of the Church was as a provider of education, health care and poor relief to the general population. A great part of its income and manpower was employed in these activities. Religious orders such as the Jesuits and the Dominicans would use profits from their haciendas to finance their schools, seminaries and colleges. A large number of orders, male and female, worked on this basis, running educational and training establishments which were fee-paying for the wealthy but free for the poor. Others operated hospitals, hospices for the mentally ill and the dying, poor houses, orphanages, shelters for homeless girls, and suchlike. The Church therefore played an important economic role as a circulator of capital, as a profit-making concern in some areas of the economy, and as a supplier of social services. . . .

Source: Edwin Williamson, *The Penguin History of Latin America*, Penguin Books

6 According to Edwin Williamson, what were **two** ways the Church provided services to the people of Latin America? [2]

(1) The Church financed schools, seminaries and colleges for the people.

Score

(2) They operated shelters for the homeless.

Score

United States History and Government Regents Review Content Focus

	Time Period	Some Key Themes and Concepts to Emphasize
Week 1	<p><u>Geography & Constitution:</u> Constitutional Foundations, Constitution Tested, Reconstruction</p>	<p>Geography, historical foundations, colonial government; Purposes of Government: Declaration & “consent of the governed,” Convention & Compromises, Separation of Powers, Checks & Balances, Federalism, Judicial Review, Power of President, unwritten Constitution; Neutrality, Monroe Doctrine; Abolition & Women’s Rights, Louisiana Purchase, Manifest Destiny, Indian Removal, Slavery, Sectionalism and Civil War; Reconstruction and reaction/mixed legacy: Constitutional Amendments 13, 14, 15, Civil Rights, KKK, Jim Crow, <i>Plessy</i> case.</p>
Week 2	<p><u>Industrialization, Progressive Movement, & At Home and Abroad:</u> Rise of Business, Industry, & Labor; West, Immigration, Urbanization; Reform; Rise of American Power; War, Prosperity, Depression & New Deal</p>	<p>Entrepreneurs & <i>laissez-faire</i>, monopolies & trusts, labor unions & regulation, government support of Industry (legislation, railroads, labor disputes), Native American reservations and allotment, growth of cities, immigration theories and reaction, nativism; Progressive reaction to problems of industrialization and urbanization: muckrakers, government regulation; suffrage movement; African-American rights: Washington-DuBois-Wells-Garvey, Amendments 16, 17, 18, 19; Reasons for Imperialism, Anti-imperialism, WWI causes, wartime mobilization, constitutional issues (<i>Schenk</i>), debate over Versailles treaty; Twenties: social change, conservative reaction, business boom or false prosperity: pro-business policies, flappers, KKK, nativism, Red Scare, Ford automobile, African-American migration, Harlem Renaissance; causes of Great Depression, unemployment, Hoovervilles, Dust Bowl; Government response: Hoover vs. FDR, New Deal (Relief, Recovery, Reform), deficit spending, public works, opposition, “court-packing.”</p>
Week 3	<p><u>U.S. in Age of Global Crisis & World in Uncertain Times</u> World War Two; Peace with Problems; 1950-present</p>	<p>Isolation to Intervention; Impact of war on Home front: women, African-Americans, Japanese-Americans; Atomic bomb’s legacy; U.S. as World Power: United Nations, Cold War origins, containment, 2nd Red Scare, McCarthyism; “Baby Boom” prosperity: auto culture/highways, conformity and rebellion; Cold War milestones and effects at home: Korea, Sputnik, Berlin Wall, Cuban Missile Crisis; Civil Rights movement: origins, non-violent strategy, “popular movement,” youth involvement, legislative results, changing tactics (King and SCLC-SNCC-Malcolm X-Black Panthers); feminism and minority rights movements; Kennedy “New Frontier,” Johnson “Great Society;” Vietnam: domino theory, escalation, peace movement, divisive legacy; environmental issues; Watergate legacy; economic problems, Reaganomics, Persian Gulf War, “War on Terror.”</p>

Week 1 – Essay Focus

THEMATIC ESSAY QUESTION

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

Essay Theme: Government — Supreme Court Decisions

The United States Supreme Court has played a major role in United States history. The Court’s decisions have had a significant impact on many aspects of American society

Task:

Select *two* Supreme Court cases that have had an impact on American society and for **each**

- Describe the historical circumstances surrounding the case
- Explain the Supreme Court’s decision in the case
- Discuss an impact this decision has had on American society

You may use any appropriate Supreme Court case from your study of United States history. Some suggestions you might wish to consider include *Marbury v. Madison* (1803), *Worcester v. Georgia* (1832), *Dred Scott v. Sanford* (1857), *Korematsu v. United States* (1944), *Brown v. Board of Education of Topeka* (1954), *Tinker v. Des Moines* (1962), *Engel v. Vitale* (1962), *Miranda v. Arizona* (1966), *Roe v. Wade* (1973), and *United States v. Nixon* (1974).

You are *not* limited to these suggestions.

Guidelines:

In your essay, be sure to:

- Develop all aspects of the task
- Support the theme with relevant facts, examples, and details
- Use a logical and clear plan of organization, including an introduction and a conclusion that are beyond a simple restatement of the theme

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

- (a) describe means “to illustrate something in words or tell about it”
- (b) explain means “to make plain or understandable; to give reasons for or causes of; to show the logical development or relationships of”
- (c) discuss means “to make observations about something using facts, reasoning, and argument; to present in some detail”

(August 2009)

Day 1 – Multiple Choice

For each of the following, select the answer that best completes the statement or answers the question. Then write a complete sentence that explains why the answer you selected is correct. It is not enough to simply rewrite the question and complete it with the answer. You may

- explain *how* you know it is correct;
- define a term in order to explain the answer; or
- give an example that shows you know why it is correct

1. Climatic conditions in the southern colonies most directly influenced the development of
- (1) democratic institutions
 - (2) a canal system
 - (3) the plantation system
 - (4) the coal industry

Explanation: _____

2. Which heading best completes the partial outline below?

I. _____ A. Magna Carta B. House of Burgesses C. Town meetings D. John Locke
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- (1) Ideas of Social Darwinism
- (2) Basis of British Mercantilism
- (3) Contributions to American Literature
- (4) Influences on United States Constitutional Government

Explanation: _____

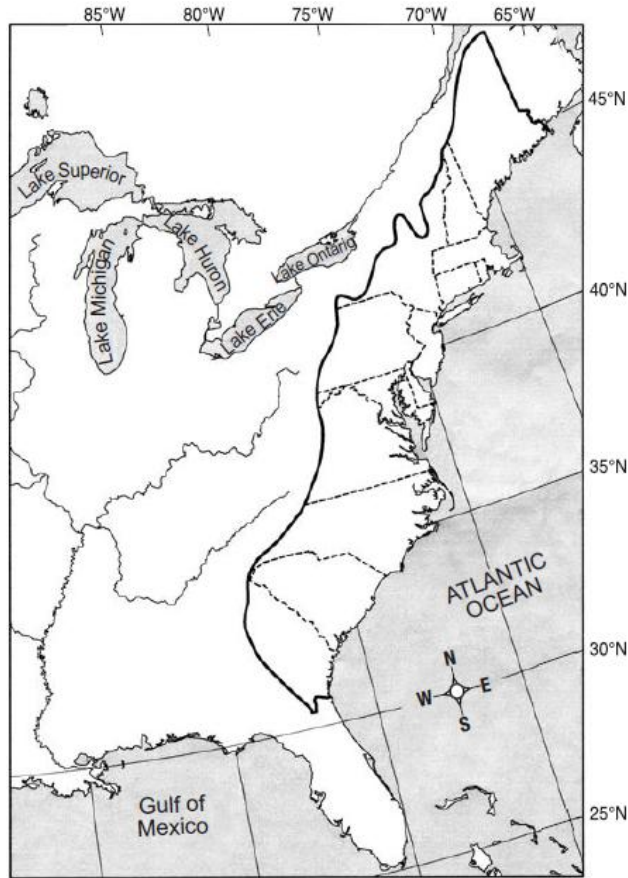
3. In the 1700s, the triangular trade led directly to the
- (1) middle colonies' role as the chief importers of agricultural products
 - (2) rapid industrialization of the southern colonies
 - (3) decline of the New England economy
 - (4) increased importation of enslaved Africans to the Western Hemisphere

Explanation: _____

4. The Mayflower Compact is considered an important step in the development of American democracy because it
- (1) established the principle of separation of church and state
 - (2) provided a basis for self-government in the Plymouth Colony
 - (3) defined relations with local Native American Indians
 - (4) outlawed slavery in the Massachusetts Bay Colony

Explanation: _____

Base your answer to question 5 on the map below and on your knowledge of social studies



Source: Education Place: <http://www.eduplace.com>,
Houghton Mifflin Co., 2002 (adapted)

5. This map shows the western limit on colonial settlement that resulted from the
- (1) founding of Jamestown
 - (2) Proclamation of 1763
 - (3) Monroe Doctrine
 - (4) Compromise of 1850

Explanation: _____

Day 1 – Constructed Response Question

The following passage is from the Supreme Court decision in the case of *Worcester v. Georgia* (1832).

The Cherokee nation, then, is a distinct community, occupying its own territory... in which the laws of Georgia have no force.... The Acts of Georgia are repugnant [disgusting] to the Constitution, laws, and treaties of the United States. They interfere forcibly with the relations established between the United States and the Cherokee Nation, the regulation of which according to the settled principles of our Constitution, are committed exclusively to the government of the Union.

Marshall, C.J., Opinion of the Court,
Supreme Court of the United States, 31 U.S. 515

1. According to the Supreme Court decision, why can't Georgia make laws for the Cherokee Nation?

2. What constitutional principle or principles are related to this Supreme Court decision?

2. Based on your knowledge of U.S. history, why were there conflicts like the one in the *Worcester v. Georgia* case between states and Native American nations?

Day 1 - Writing Prompt

Theme: Influence of Geographic Factors on Governmental Actions

Actions taken by the United States government have often been influenced by geographic factors. Some of these factors include location, climate, natural resources, and physical features.

Task:

Identify two actions taken by the United States government that have been influenced by geographic factors and for each

- State one reason the United States took the action
- Describe how a geographic factor influenced the action
- Discuss the impact of the action on the United States

(January 2007)

Choose one of the following options to complete for the writing prompt above. Use the space below to complete the task you chose.

<input type="checkbox"/> Brainstorm the Topic	<input type="checkbox"/> Outline the Essay	<input type="checkbox"/> Write the Introductory Paragraph	<input type="checkbox"/> Write a Body Paragraph
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Day 2 – Multiple Choice

For each of the following, select the answer that best completes the statement or answers the question. Then write a complete sentence that explains why the answer you selected is correct. It is not enough to simply rewrite the question and complete it with the answer. You may

- explain *how* you know it is correct;
- define a term in order to explain the answer; or
- give an example that shows you know why it is correct

1. American colonists showed their opposition to the British taxation and trade restrictions of the 1760s primarily by

- (1) supporting the French against the British
- (2) boycotting products from Great Britain
- (3) overthrowing the royal governors in most of the colonies
- (4) purchasing additional products from Native American Indian tribes

Explanation: _____

2. The main purpose for writing the Declaration of Independence was to

- (1) declare war on Great Britain
- (2) force France to support the Revolutionary War
- (3) convince Great Britain to abolish slavery
- (4) state the colonists' reasons for separating from Great Britain

Explanation: _____

3. The main reason the Articles of Confederation were replaced as the basis of the United States government was that they

- (1) lacked provision for a national congress
- (2) declared that political protests were unconstitutional
- (3) placed too many restrictions on the activities of state governments
- (4) failed to give the central government enough power to govern effectively

Explanation: _____

4. The primary purpose of the *Federalist Papers* was to
- (1) justify the American Revolution to the colonists
 - (2) promote the continuation of British rule
 - (3) encourage ratification of the United States Constitution
 - (4) support the election of George Washington as president

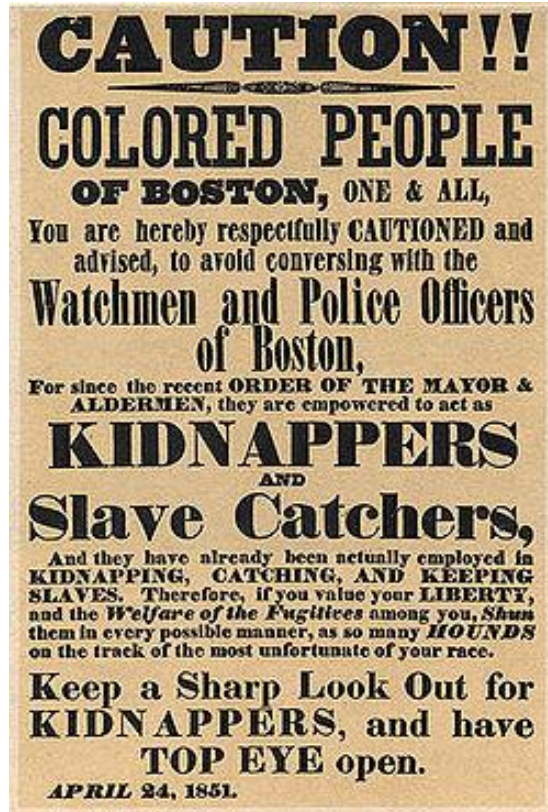
Explanation: _____

5. At the Constitutional Convention of 1787, which problem was solved by the Great Compromise?
- (1) developing the method of electing a president
 - (2) designating control of interstate commerce
 - (3) outlining the structure of the federal court system
 - (4) establishing the formula for representation in Congress

Explanation: _____

Day 2 – Constructed Response Question

The following is a poster that was distributed in Boston in 1851 following the passage of the Fugitive Slave Act of 1850.



1. According to this poster, why should African Americans in 1851 use caution in their interactions with Boston police officers?

2. Based on the poster and your knowledge of social studies, why was the Fugitive Slave Act controversial when it was passed in 1850?

3. How did the issues related to this poster increase tensions between the North and the South?

Day 2 - Writing Prompt

Theme: The Constitution and Change

The United States Constitution not only provides a basic framework of government, but also allows for the flexibility to adapt to changes over time.

Task:

Identify two basic constitutional principles and discuss how each principle allows the government to adapt to changes in the United States

For each constitutional principle you discuss, describe a specific historical circumstance when the principle was used to meet the changing needs of American political, social, or economic

(January 2003)

Choose one of the following options to complete for the writing prompt above. Use the space below to complete the task you chose.

<input type="checkbox"/> Brainstorm the Topic	<input type="checkbox"/> Outline the Essay	<input type="checkbox"/> Write the Introductory Paragraph	<input type="checkbox"/> Write a Body Paragraph
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Day 3 – Multiple Choice

For each of the following, select the answer that best completes the statement or answers the question. Then write a complete sentence that explains why the answer you selected is correct. It is not enough to simply rewrite the question and complete it with the answer. You may

- explain *how* you know it is correct;
- define a term in order to explain the answer; or
- give an example that shows you know why it is correct

1. Which action is an example of the system of checks and balances?
- (1) An individual pays both a state and a federal income tax.
 - (2) New York State requires at least 180 school days per year.
 - (3) The House of Representatives votes to expel one of its members.
 - (4) The Senate approves a president's nominee to the Supreme Court.

Explanation: _____

2. What is one feature of the political system created by the original Constitution of the United States?
- (1) guaranteeing equal legal rights to all persons
 - (2) requiring the federal government to maintain a balanced budget
 - (3) dividing powers between the national and state governments
 - (4) granting more power to the executive branch than to the other branches of government

Explanation: _____

3. The elastic clause of the United States Constitution gives Congress the power to
- (1) “make rules for the government and regulation of the land and naval forces;...”
 - (2) “regulate commerce with foreign nations, and\ among the several states, and with the India tribes;...”
 - (3) “lay and collect taxes, duties, imports and excises,...”
 - (4) “make all laws which shall be necessary and proper for carrying into execution the foregoing powers,...”

Explanation: _____

4. What was one outcome of the Supreme Court decision in *Marbury v. Madison* (1803)?
- (1) State governments could now determine the constitutionality of federal laws.
 - (2) The principle of judicial review was established.
 - (3) Congress expanded its delegated powers.
 - (4) A method to approve treaties was developed.

Explanation: _____

5. Which governmental practice established under the “unwritten constitution” was later included in the written Constitution by an amendment
- (1) appointing members of the Cabinet
 - (2) exercising judicial review
 - (3) holding political party conventions
 - (4) limiting the President’s time in office to two terms

Explanation: _____

Day 3 – Constructed Response Question

The following passage is from the Supreme Court decision in the case of *Dred Scott v. Sanford* (1857) written by Chief Justice Rodger B. Taney.

. . . [Referring to the language in the Declaration of Independence that includes the phrase, "all men are created equal,"] it is too clear for dispute, that the enslaved African race were not intended to be included, and formed no part of the people who framed and adopted this declaration. . . . [African-Americans] had for more than a century before been regarded as beings of an inferior order, and altogether unfit to associate with the white race, either in social or political relations; and so far inferior, that they had no rights which the white man was bound to respect; and that the negro might justly and lawfully be reduced to slavery for his benefit. . . .

1. According to this passage, what reason does Taney give for denying the rights of African Americans?

2. How do you think an abolitionist would have reacted to Justice Taney’s decision in the *Dred Scott* case?

3. How did the issues related to this Supreme Court decision increase tensions between the North and the South?

Day 3 - Writing Prompt

Theme: Constitutional Principles — Individual Rights

Throughout United States history, many different groups have faced discrimination. The federal and state governments have taken actions that have either protected or limited the rights of these groups in American society.

Task:

Select *two* different groups in American society who have faced discrimination and for *each*

- Describe one specific example of discrimination faced by the group
- Describe one action taken by the federal or state governments related to this example of discrimination
- Discuss how the action taken by the federal or state governments either protected or limited the rights of the group

(June 2009)

Choose one of the following options to complete for the writing prompt above. Use the space below to complete the task you chose.

<input type="checkbox"/> Brainstorm the Topic	<input type="checkbox"/> Outline the Essay	<input type="checkbox"/> Write the Introductory Paragraph	<input type="checkbox"/> Write a Body Paragraph
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Day 4 – Multiple Choice

For each of the following, select the answer that best completes the statement or answers the question. Then write a complete sentence that explains why the answer you selected is correct. It is not enough to simply rewrite the question and complete it with the answer. You may

- explain *how* you know it is correct;
- define a term in order to explain the answer; or
- give an example that shows you know why it is correct

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



Source: Ohio Historical Center Archives (adapted)

1. Prior to the Civil War, abolitionists reacted to the situation described in the poster by
- (1) supporting the Underground Railroad
 - (2) opposing the Emancipation Proclamation
 - (3) banning freed slaves from Northern states
 - (4) proposing a stricter fugitive slave law

Explanation: _____

2. In his Farewell Address, President George Washington warned against establishing alliances with European countries because he was concerned primarily about
- (1) restrictions on trade with Latin America
 - (2) French colonization of the Caribbean
 - (3) United States involvement in foreign wars
 - (4) protection of the western frontier

Explanation: _____

3. Which 19th-century event supported the movement for women's rights?
- (1) Seneca Falls Convention
 - (2) Dred Scott decision
 - (3) formation of the Republican Party
 - (4) Lincoln-Douglas debates

Explanation: _____

4. A belief in Manifest Destiny is most closely associated with the decision to
- (1) create the Bank of the United States
 - (2) suppress the Whiskey Rebellion
 - (3) declare war on Mexico
 - (4) build the Panama Canal

Explanation: _____

5. A major reason for the issuance of the Monroe Doctrine (1823) was to
- (1) discourage United States trade with Latin America
 - (2) defend the Panama Canal from Great Britain
 - (3) prevent further European colonization in the Caribbean region
 - (4) provide economic aid to Latin American nations

Explanation: _____

Day 4 – Constructed Response Question

Mrs. Nettie Hunt, sitting on the steps of the U. S. Supreme Court Building in Washington, explains the significance of the Court’s May 17, 1954 desegregation ruling to her daughter, Nikie, in this November 19, 1954 photo.



Source: "With an Even Hand," *Brown v. Board of Education* exhibition, Library of Congress (adapted)

1. Based on this photograph and your knowledge of U.S. history, what was the significance of the Supreme Court’s *Brown v. Board of Education* decision?

2. Based on your knowledge of social studies, what earlier Supreme Court decision was overturned the decision in the *Brown v. Board of Education* case?

3. In the *Brown v Board of Education* case, why did the Supreme Court rule against segregated schools?

Day 4 - Writing Prompt

Theme: Change — Constitutional Amendments

When the Founding Fathers wrote the United States Constitution, they included the amendment process. The amendments that have been passed brought political, social, and economic changes to American society.

Task:

Select two constitutional amendments that have changed American society and for each

- Describe the historical circumstances that led to the adoption of the amendment
- Discuss the political, social, and/or economic changes the amendment brought to American society

(June 2011)

Choose one of the following options to complete for the writing prompt above. Use the space below to complete the task you chose.

<input type="checkbox"/> Brainstorm the Topic	<input type="checkbox"/> Outline the Essay	<input type="checkbox"/> Write the Introductory Paragraph	<input type="checkbox"/> Write a Body Paragraph
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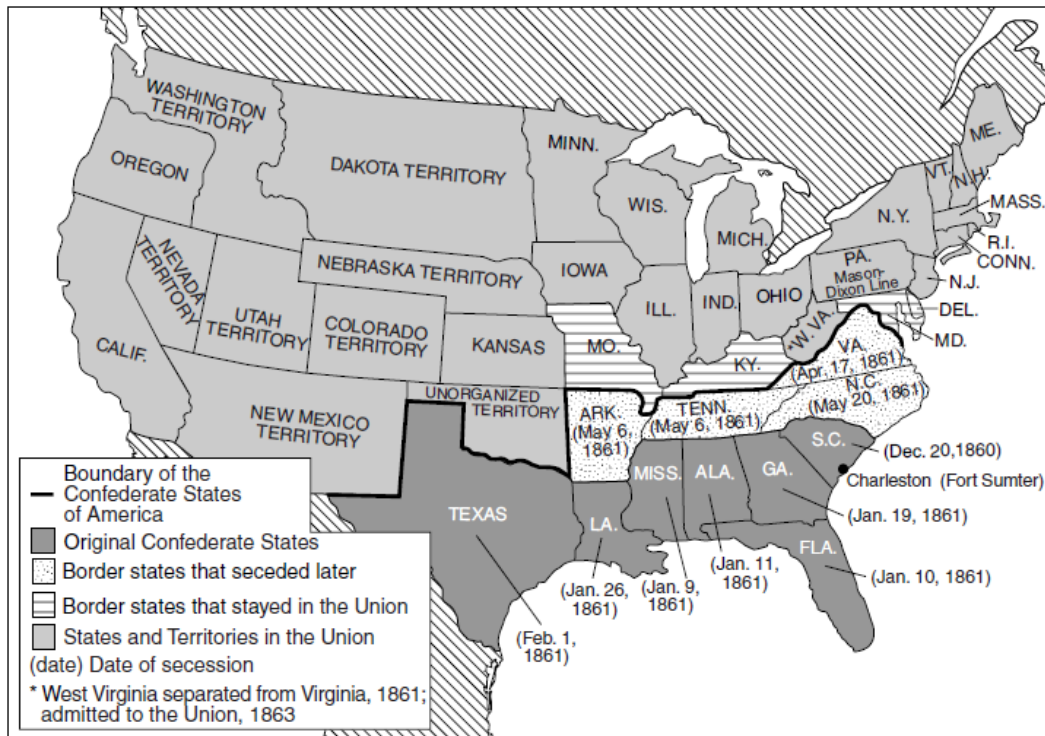
Day 5 – Multiple Choice

For each of the following, select the answer that best completes the statement or answers the question. Then write a complete sentence that explains why the answer you selected

is correct. It is not enough to simply rewrite the question and complete it with the answer. You may

- explain *how* you know it is correct;
- define a term in order to explain the answer; or
- give an example that shows you know why it is correct

Base your answer to question 1 on the map below and on your knowledge of social studies



Source: John M. Blum et al., *The National Experience: A History of the United States*, Harcourt Brace Jovanovich, 1981 (adapted)

1. What is the most accurate title for this map?

- (1) Closing the Frontier
- (2) Results of Reconstruction
- (3) A Nation Divided
- (4) Compromise of 1850

Explanation: _____

2. In his first inaugural address, President Abraham Lincoln stated his main goal for the nation was to
- (1) use the vote to resolve the conflict over slavery
 - (2) free all slaves in the United States
 - (3) uphold the Dred Scott decision
 - (4) preserve the Union

Explanation: _____

3. After the passage of the 13th, 14th, and 15th amendments, African Americans continued to experience political and economic oppression mainly because
- (1) the amendments were not intended to solve their problems
 - (2) many African Americans distrusted the Federal Government
 - (3) Southern legislatures enacted Jim Crow laws
 - (4) poor communications kept people from learning about their legal rights

Explanation: _____

4. Poll taxes, literacy tests, and grandfather clauses were adopted in Southern States primarily to
- (1) enforce the terms of the 15th amendment
 - (2) keep African Americans from exercising their right to vote
 - (3) stop criminals and immigrants from voting
 - (4) eliminate bribery and corruption at polling places

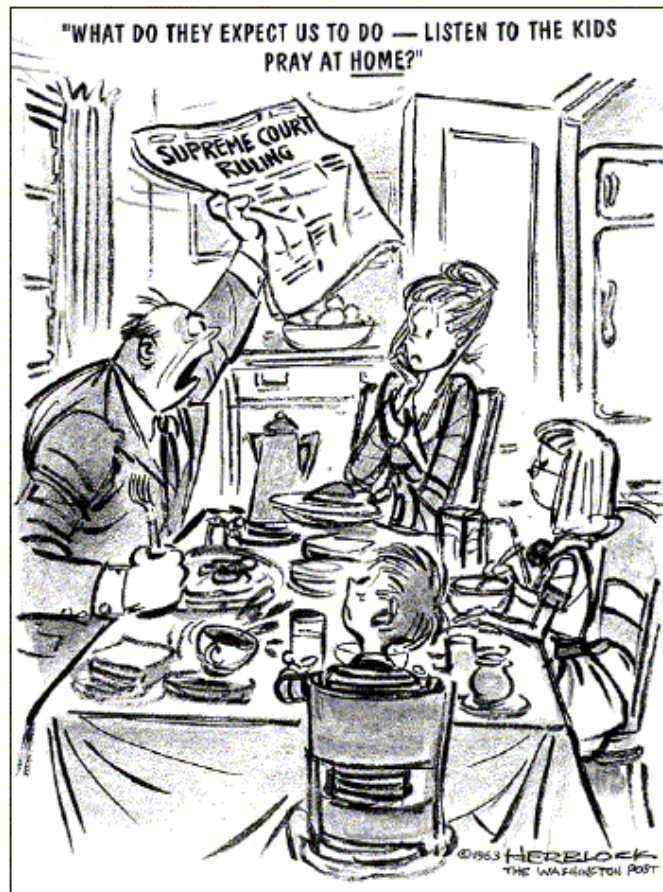
Explanation: _____

5. In *Plessy v. Ferguson* (1896), the Supreme Court ruled that
- (1) states may not secede from the Union
 - (2) racial segregation was constitutional
 - (3) slaves are property and may not be taken from their owners
 - (4) all western territories should be open to slavery

Explanation: _____

Day 5 – Constructed Response Question

This cartoon was published following the Supreme Court decision in *Engel v. Vitale* (1962)



Source: Herblock, *The Washington Post*, June 18, 1963

1. What Bill of Rights principle is being discussed in this cartoon and in the case of *Engel v. Vitale*?

2. What was one effect of the *Engel v. Vitale* decision on public schools in the United States?

3. What is the cartoonist's opinion regarding the angry reaction of some people to the *Engel v. Vitale* decision?

Day 5 - Writing Prompt

Theme: Change -- Turning Points

Major historical events are often referred to as turning points because they have led to important political, social, and economic changes..

Task:

Identify *two* major events in United States history that were important turning points and for *each*:

- Describe the historical circumstances that led to the event
- Discuss the political, social, *and*/or economic changes that resulted from the event

(June 2006)

Choose one of the following options to complete for the writing prompt above. Use the space below to complete the task you chose.

<input type="checkbox"/> Brainstorm the Topic	<input type="checkbox"/> Outline the Essay	<input type="checkbox"/> Write the Introductory Paragraph	<input type="checkbox"/> Write a Body Paragraph
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Week 2 – Essay Focus

DOCUMENT-BASED QUESTION

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

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

Historical Context:

Between the Civil War and the end of World War I, industrialization played an ever-increasing role in the economic, social, and political development of the United States.

Task: Using the information from the documents and your knowledge of U.S. history, write an essay in which you

- Discuss the economic, social, and/or political effects of industrialization on the United States between the Civil War (1861–1865) and the end of World War I (1918)

Guidelines:

In your essay, be sure to:

- Develop all aspects of the task
- Incorporate information from the documents
- Incorporate relevant outside information
- Support the theme with relevant facts, examples, and details
- Use a logical and clear plan of organization, including an introduction and a conclusion that are beyond a simple restatement of the theme

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

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

(June 2009)

Day 6 – Multiple Choice

For each of the following, select the answer that best completes the statement or answers the question. Then write a complete sentence that explains why the answer you selected is correct. It is not enough to simply rewrite the question and complete it with the answer. You may

- explain *how* you know it is correct;
- define a term in order to explain the answer; or
- give an example that shows you know why it is correct

1. During the early 1800s, which factor contributed the most to the start of the Industrial Revolution in the United States?

- (1) a restriction on European immigration
- (2) the end of the slave labor system
- (3) an abundance of natural resources
- (4) the availability of electricity

Explanation: _____

2. During the late 1800s, many North American Indian tribes were sent to reservations that were located

- (1) along the major rivers and lakes of the Midwest
- (2) near large cities in the Northwest
- (3) in sparsely populated regions of the West
- (4) east of the Mississippi River

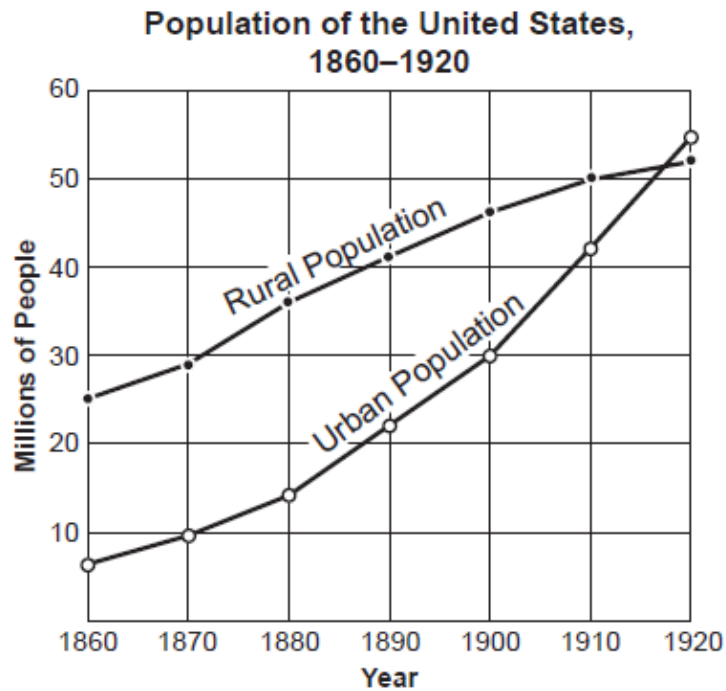
Explanation: _____

3. Until the early 20th century, few restrictions on immigration to the United States existed primarily because
- (1) industry needed an increasing supply of labor
 - (2) immigration totals had always been relatively low
 - (3) labor unions had always favored unrestricted immigration
 - (4) the Supreme Court had ruled that Congress could not restrict immigration

Explanation: _____

4. During the late 1800s, major improvements to a nationwide system of trade were made with the
- (1) construction of a network of canals
 - (2) use of steamboats on rivers
 - (3) completion of transcontinental railroads
 - (4) construction of toll roads

Explanation: _____



Source: United States Bureau of the Census (adapted)

5. Which statement about population distribution in the United States between 1860 and 1920 is best supported by the graph?
- (1) Rural population declined after 1910.
 - (2) Many Americans migrated from urban to rural areas.
 - (3) Immigration played a limited role in urban growth.
 - (4) The population of cities grew at a faster rate than that of rural areas.

Explanation: _____

Day 6 – Constructed Response Question

Selected Statistics Related to Industrialization

	Value of Manufactured Products	Employed in Manufacturing	
		Number of Males	Number of Females
1860	\$1.9 billion	1.03 million	270,357
1870	\$4.2 billion	1.61 million	323,506
1880	\$5.3 billion	2.01 million	529,983
1890	\$9.3 billion	2.86 million	503,089
1900	\$12.9 billion	4.08 million	1.03 million
1910	\$20.8 billion	8.84 million	1.82 million

Source: Inter-University Consortium for Political and Social Research, Ann Arbor, MI, and U.S. Census Bureau

United States Immigration 1861–1910

Decade	Total
1861–1870	2,314,824
1871–1880	2,812,191
1881–1890	5,246,613
1891–1900	3,687,564*
1901–1910	8,795,386

*Decline in numbers of immigrants due in part to the Depression of 1893.

Source: U.S. Immigration and Naturalization Service, *Statistical Yearbook of the Immigration and Naturalization Service, 1998*, U.S. Government Printing Office

1. Based on these charts, state two trends related to industrialization between 1861 and 1910.

(1) _____

(2) _____

2. How did these changes affect the lives of Americans between 1861 and 1910?

Day 6 - Writing Prompt

Theme: Change -- Industrialization

During the 19th century, the United States experienced tremendous industrial growth. This industrial growth resulted in many changes in American life.

Task:

Identify *two* changes in American life that resulted from industrial growth in the United States and for *each* change:

- Explain how industrialization contributed to this change
- Discuss *one* positive *or* *one* negative effect of this change on American life

(June 2007)

Choose one of the following options to complete for the writing prompt above. Use the space below to complete the task you chose.

<input type="checkbox"/> Brainstorm the Topic	<input type="checkbox"/> Outline the Essay	<input type="checkbox"/> Write the Introductory Paragraph	<input type="checkbox"/> Write a Body Paragraph
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Day 7 – Multiple Choice

For each of the following, select the answer that best completes the statement or answers the question. Then write a complete sentence that explains why the answer you selected is correct. It is not enough to simply rewrite the question and complete it with the answer. You may

- explain *how* you know it is correct;
- define a term in order to explain the answer; or
- give an example that shows you know why it is correct

1. Most nativists of the late 1800s would most likely have supported the
- (1) creation of settlement houses to aid new immigrants
 - (2) passage of the Chinese Exclusion Act
 - (3) continuation of the contract labor system
 - (4) assimilation of Native American Indians into mainstream culture

Explanation: _____

2. The American Federation of Labor’s support for “bread and butter” unionism was intended to
- (1) gain control of state and federal legislatures
 - (2) change the economic system to socialism
 - (3) combine all skilled and unskilled workers into one large organization
 - (4) improve wages, hours, and working conditions

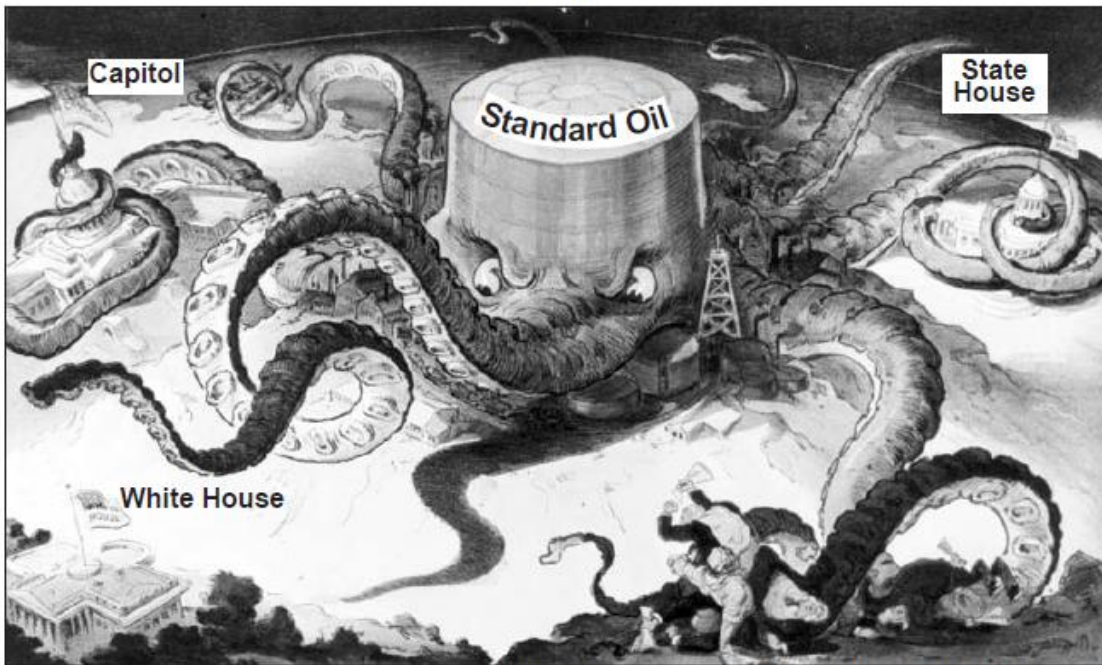
Explanation: _____

3. During the late 1800s, the idea of Social Darwinism was used to explain the
- (1) development of the Granger movement
 - (2) need for settlement homes
 - (3) creation of a national parks system
 - (4) success or failure of businesses

Explanation: _____

Base your answer to question 4 on the cartoon below and on your knowledge of social studies.

Next!



Source: Udo J. Keppler, *Puck*, September 7, 1904 (adapted)

4. The principal message of the cartoon is that the Standard Oil Company
- (1) used its size to lower the prices of its products
 - (2) protected the nation from foreign competition
 - (3) used its economic power to influence government decisions
 - (4) employed violence to gain an unfair advantage for its workers

Explanation: _____

5. The Interstate Commerce Act (1887), the Sherman Antitrust Act (1890), and the Clayton Antitrust Act (1914) are similar in that they were intended to
- (1) reaffirm the federal government’s laissez-faire attitude toward big business
 - (2) increase the federal government’s power to regulate business practices
 - (3) authorize the breakup of labor unions
 - (4) reject the use of trustbusting

Explanation: _____

Day 7 – Constructed Response Question

The following is an excerpt from the essay, “The Gospel of Wealth” by Andrew Carnegie (1908)

. . . . This, then, is held to be the duty of the man of Wealth: First, to set an example of modest, unostentatious living, shunning display or extravagance; to provide moderately for the legitimate wants of those dependent upon him; and after doing so to consider all surplus revenues which come to him simply as trust funds, which he is called upon to administer, and strictly bound as a matter of duty to administer in the manner which, in his judgment, is best calculated to produce the most beneficial result for the community—the man of wealth thus becoming the sole agent and trustee for his poorer brethren, bringing to their service his superior wisdom, experience, and ability to administer—doing for them better than they would or could do for themselves. . . .

1. According to Andrew Carnegie, what should be the responsibility of wealthy people?

2. What does this passage suggest about Carnegie’s attitude toward poor Americans?

3. What might critics of Carnegie’s ideas say about his “Gospel of Wealth?”

Day 7 - Writing Prompt

Theme: Migration of Peoples

The movement of people *into* and *within* the United States has had a significant impact on the nation..

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

(January 2009)

Choose one of the following options to complete for the writing prompt above. Use the space below to complete the task you chose.

<input type="checkbox"/> Brainstorm the Topic	<input type="checkbox"/> Outline the Essay	<input type="checkbox"/> Write the Introductory Paragraph	<input type="checkbox"/> Write a Body Paragraph
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Day 8 – Multiple Choice

For each of the following, select the answer that best completes the statement or answers the question. Then write a complete sentence that explains why the answer you selected is correct. It is not enough to simply rewrite the question and complete it with the answer. You may

- explain *how* you know it is correct;
- define a term in order to explain the answer; or
- give an example that shows you know why it is correct

1. Yellow journalism contributed to the start of the Spanish-American War (1898) by
- (1) portraying William McKinley as a pro-war president
 - (2) inciting public outrage over conditions in Cuba
 - (3) showing the need to acquire colonies in the Pacific
 - (4) demanding the repeal of the Gentlemen’s Agreement

Explanation: _____

2. Which heading best completes the partial outline below?

I. _____ A. Desire for new markets B. Creation of a modern navy C. Belief in Anglo-Saxon superiority

- (1) Consequences of World War I
- (2) Results of the Gentlemen’s Agreement
- (3) Events Leading to Neutrality
- (4) Factors Supporting United States Imperialism

Explanation: _____

3. Which event most influenced President Woodrow Wilson’s decision to enter World War I?
- (1) defeat of Russia by Germany
 - (2) assassination of Archduke Franz Ferdinand
 - (3) raids by Mexico on the southwestern United States
 - (4) renewal of unrestricted submarine warfare by Germany

Explanation: _____

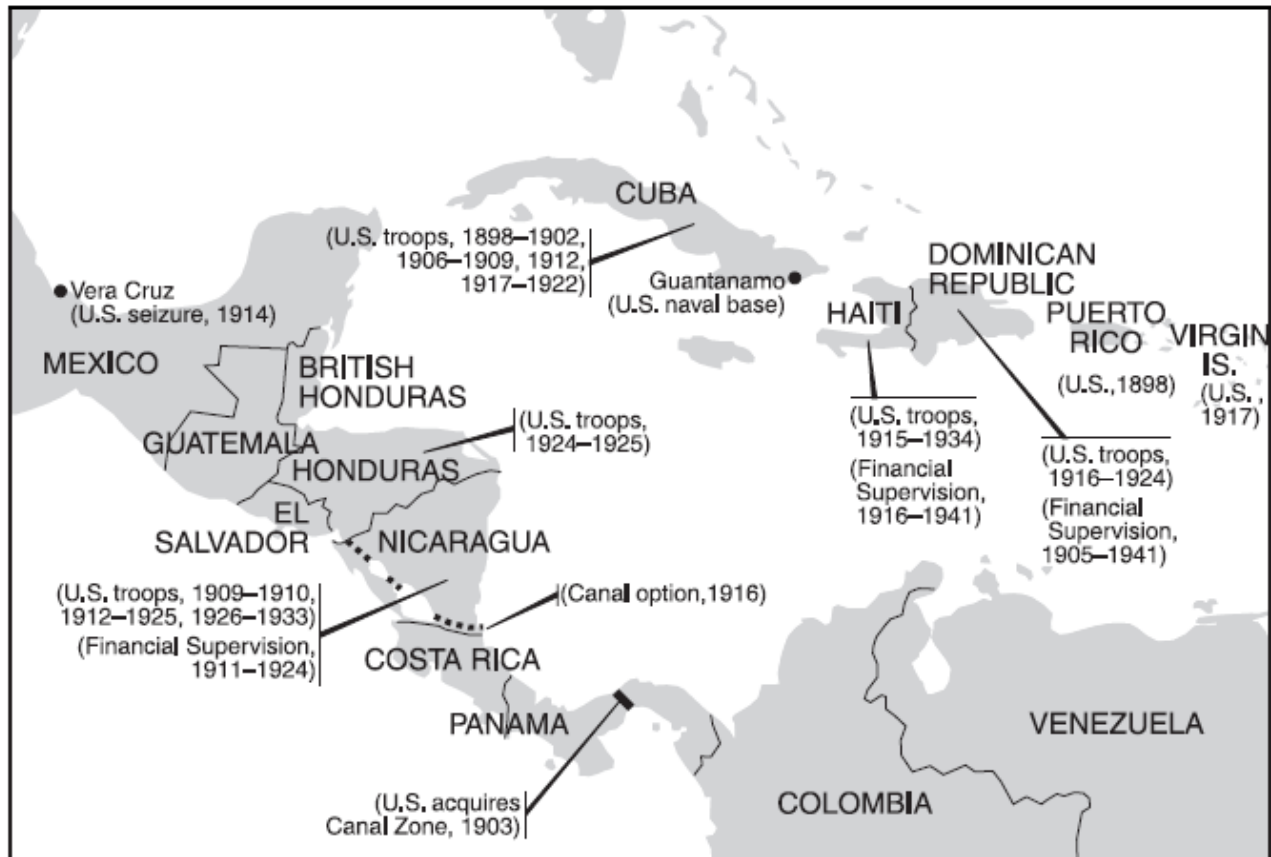
4. Many United States senators refused to support membership in the League of Nations because they believed that it would
- (1) endanger United States economic growth
 - (2) force the United States to give up its colonies
 - (3) grant the president the power to annex new territory
 - (4) involve the United States in future foreign conflicts

Explanation: _____

5. The “clear and present danger” doctrine established in *Schenck v. United States* (1919) concerned the issue of
- (1) freedom of speech
 - (2) the right to bear arms
 - (3) the right to an attorney
 - (4) separation of church and state

Explanation: _____

Day 8 – Constructed Response Question



Source: Thomas G. Paterson et al., *American Foreign Policy: A History 1900 to Present*, D. C. Heath, 1991 (adapted)

1. How would you describe the U.S. foreign policy illustrated by this map?

2. Based on your knowledge of social studies, how did industrialization encourage United States intervention as shown on the map?

3. Based on your knowledge of social studies, what is one other reason for the actions shown on this map?

Day 8 - Writing Prompt

Theme: Presidential Actions

United States presidents have taken actions that have had a significant effect on United States foreign or domestic policies.

Task:

Identify *two* presidential actions that have had significant effects on United States history and for *each*

- Describe the historical circumstances surrounding the action
- Discuss the impact of the presidential action on United States foreign policy or on American society

(August 2010)

Choose one of the following options to complete for the writing prompt above. Use the space below to complete the task you chose.

<input type="checkbox"/> Brainstorm the Topic	<input type="checkbox"/> Outline the Essay	<input type="checkbox"/> Write the Introductory Paragraph	<input type="checkbox"/> Write a Body Paragraph
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Day 9 – Multiple Choice

For each of the following, select the answer that best completes the statement or answers the question. Then write a complete sentence that explains why the answer you selected is correct. It is not enough to simply rewrite the question and complete it with the answer. You may

- explain *how* you know it is correct;
- define a term in order to explain the answer; or
- give an example that shows you know why it is correct

1. A major purpose of the Progressive movement (1900–1917) was to
 - (1) stimulate the economy
 - (2) support government control of factory production
 - (3) encourage immigration from southern and eastern Europe
 - (4) correct the economic and social abuses of industrial society

Explanation: _____

2. One idea that both Booker T. Washington and W. E. B. Du Bois supported is that
 - (1) African Americans should have increased civil rights
 - (2) vocational training was the best approach to education
 - (3) immigration was responsible for racial segregation
 - (4) Jim Crow laws were needed to help African-Americans

Explanation: _____

Base your answers to question 3 on the chart below and on your knowledge of social studies.

Immigration Before and After Quota Laws	From Northern and Western Europe	From Southern and Eastern Europe and Asia
Average annual number of immigrants before quotas (1907–1914)	176,983	685,531
Emergency Quota Act of 1921	198,082	158,367
Quotas in Immigration Act of 1924	140,999	21,847

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

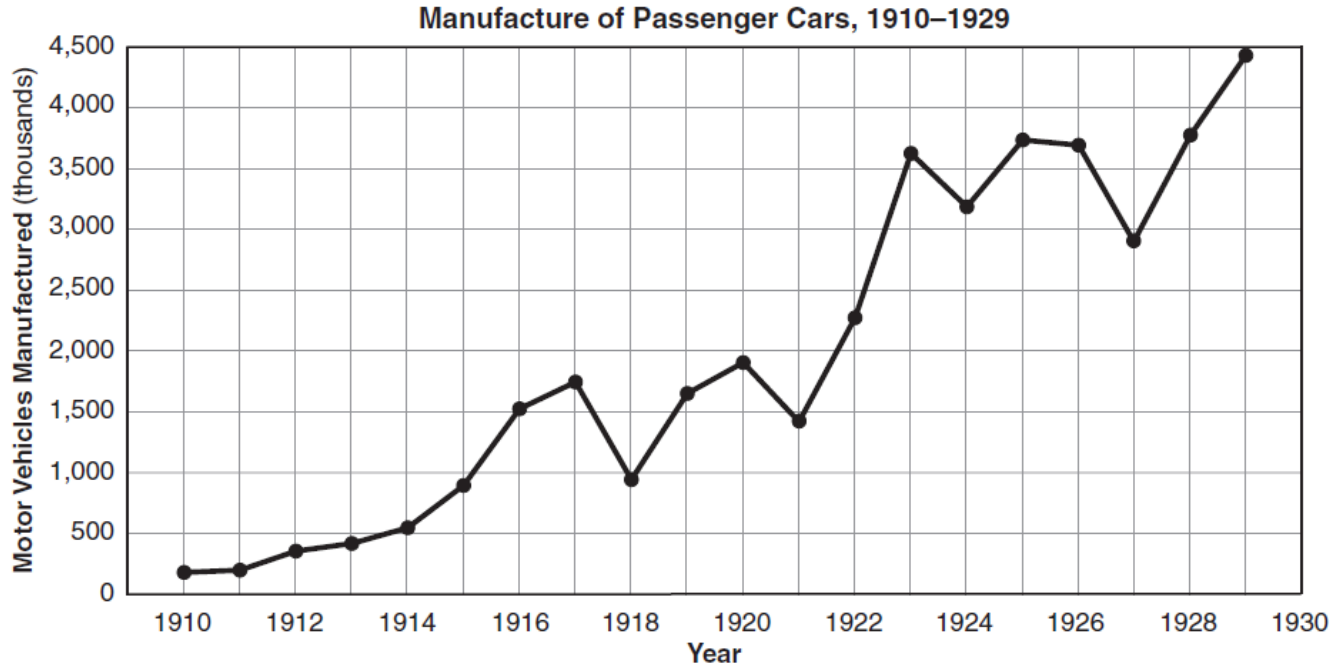
3. What was an effect of the immigration laws of 1921 and 1924?
- (1) reduction of immigration from southern and eastern Europe and Asia
 - (2) establishment of equality among ethnic groups seeking entrance to the United States
 - (3) increase in the total number of immigrants allowed to enter the United States
 - (4) removal of restrictions from the nations of northern and western Europe

Explanation: _____

4. The Harlem Renaissance promoted African American culture by
- (1) increasing factory employment opportunities for minorities
 - (2) encouraging immigration from Africa
 - (3) focusing attention on artistic contributions
 - (4) bringing an end to legalized racial segregation

Explanation: _____

Base your answer to question 5 on the graph below and on your knowledge of social studies.



Source: *Historical Statistics of the United States, Colonial Times to 1970, Part 2*, U. S. Department of Commerce (adapted)

5. The overall trend shown on the graph was primarily the result of
- (1) a decline in the economy
 - (2) the increased use of the assembly line
 - (3) a shift of the population from urban areas to farms
 - (4) an increase in the price of automobiles

Explanation: _____

Day 9 – Constructed Response Question



Source: Bain News Service, New York, February 1910, Library of Congress

Union Membership, 1870–1920

Year	Number of workers, age 10 and over (excluding agricultural workers)	Average annual union membership	Union membership as a percentage of the total number of workers outside agriculture
1870	6,075,000	300,000*	4.9%
1880	8,807,000	200,000*	2.3%
1890	13,380,000	372,000*	2.7%
1900	18,161,000	868,000	4.8%
1910	25,779,000	2,140,000	8.3%
1920	30,985,000	5,048,000	16.3%

* Figures for 1870, 1880, and 1890 are estimates.

Source: Irving Bartlett et al., *A New History of the United States*, Holt, Rinehart and Winston, 1975 (adapted)

1. What was the trend in union membership shown in the chart above?

2. What are two conditions related to industrialization that helped lead to the actions and trends shown in the above documents?

(1) _____

(2) _____

Day 9 - Writing Prompt

Theme: Reform Movements in the United States

Reform movements are intended to improve different aspects of American life. Through the actions of individuals, organizations, or the government, the goals of these reform movements have been achieved, but with varying degrees of success.

Task:

Identify *two* reform movements that have had an impact on American life and for *each*

- Discuss *one* major goal of the movement
- Describe *one* action taken by an individual, an organization, or the government in an attempt to achieve this goal
- Evaluate the extent to which this goal was achieved

(June 2005)

Choose one of the following options to complete for the writing prompt above. Use the space below to complete the task you chose.

<input type="checkbox"/> Brainstorm the Topic	<input type="checkbox"/> Outline the Essay	<input type="checkbox"/> Write the Introductory Paragraph	<input type="checkbox"/> Write a Body Paragraph
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Day 10 – Multiple Choice

For each of the following, select the answer that best completes the statement or answers the question. Then write a complete sentence that explains why the answer you selected is correct. It is not enough to simply rewrite the question and complete it with the answer. You may

- explain *how* you know it is correct;
- define a term in order to explain the answer; or
- give an example that shows you know why it is correct

1. During the second half of the 1920s, which economic trend was a major cause of the Great Depression?

- (1) deficits in the federal budget
- (2) reductions in tariff rates
- (3) creation of national and state sales taxes
- (4) overproduction and underconsumption

Explanation: _____

2. President Herbert Hoover's response to the Great Depression was often criticized because it

- (1) wasted money on new social programs
- (2) caused widespread rioting and looting in major cities
- (3) raised taxes on businesses and the wealthy
- (4) failed to provide direct relief for the neediest persons

Explanation: _____

3. During the Great Depression, one way New Deal programs tried to stimulate economic recovery was by

- (1) raising tariff rates
- (2) increasing interest rates
- (3) creating public works jobs
- (4) lowering the minimum wage

Explanation: _____

4. Which event led to the other three?
- (1) migration of 300,000 people to California to find work
 - (2) development of Dust Bowl conditions on the Great Plains
 - (3) passage of New Deal legislation to conserve soil
 - (4) publication of John Steinbeck's novel *The Grapes of Wrath*

Explanation: _____

5. The New Deal changed American political thinking because it was based on the principle that the
- (1) economy will fix itself if left alone
 - (2) federal government should attempt to solve social and economic problems
 - (3) political parties must work together to deal with national problems
 - (4) states should take a leadership position in solving social issues

Explanation: _____

Day 10 – Constructed Response Question

This letter was written to President Franklin D. Roosevelt following his first “Fireside Chat” (a speech delivered over the radio).

March 12, 1933

Dear President;

I would like to tell you that I enjoyed the speech which you have just finished giving. I have regained faith in the banks due to your earnest beliefs. I had decided that, as soon as the banks in Minneapolis reopened, I would withdraw my money. When you said that people’s money would be safer in banks than under their mattresses I decided I’d leave my money just where it is.

Although I’m only a high school student I take a great interest in the country’s problems. I firmly believe that the country is on the upward grade and I believe that if people will remain calm and composed that the government will pull the United States out of this terrible depression.

If you could possibly find a moment’s time during your busy days would you please write a note back to me and acknowledge my letter?

“God be with you and bless you,” dear President.

Very respectfully yours,
Viola Hazelberger
Minneapolis, Minnesota

1. Based on the letter, what was the purpose of President Roosevelt’s first “fireside chat?”

2. Based on your knowledge of social studies, what were the solutions that President Roosevelt proposed to solve the problem referred to in the letter?

3. What does the letter suggest about President Franklin D. Roosevelt’s ability to communicate his programs to the American people?

Day 10 - Writing Prompt

Theme: Government Role in the Economy

Throughout history, the United States 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

(August 2008)

Choose one of the following options to complete for the writing prompt above. Use the space below to complete the task you chose.

<input type="checkbox"/> Brainstorm the Topic	<input type="checkbox"/> Outline the Essay	<input type="checkbox"/> Write the Introductory Paragraph	<input type="checkbox"/> Write a Body Paragraph
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Week 3 – Essay Focus

THEMATIC ESSAY QUESTION

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

Theme: Foreign Policy

Since 1900, United States foreign policy actions have often been based on national self-interest. These actions have had immediate and long-term results.

Task:

Identify *two* important United States foreign policy actions since 1900 and for *each*

- Discuss the historical circumstances surrounding the action
- Discuss one immediate or one long-term result of the action
- Evaluate the extent to which the action promoted the nation’s self-interest

You may use any important foreign policy action since 1900 from your study of United States history. Some suggestions you might wish to consider include Theodore Roosevelt’s Corollary to the Monroe Doctrine (1904), Woodrow Wilson’s Fourteen Points (1918), the Lend-Lease Act (1941), the Marshall Plan (1947), the blockade of Cuba (1962), the Strategic Arms Limitation Talks (SALT) agreements (1972), and the Persian Gulf War (1991).

You are *not* limited to these suggestions.

Guidelines:

In your essay, be sure to:

- Develop all aspects of the task
- Support the theme with relevant facts, examples, and details
- Use a logical and clear plan of organization, including an introduction and a conclusion that are beyond a simple restatement of the theme

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

- (a) describe means “to illustrate something in words or tell about it”
- (b) explain means “to make plain or understandable; to give reasons for or causes of; to show the logical development or relationships of”
- (c) discuss means “to make observations about something using facts, reasoning, and argument; to present in some detail”

(January 2005)

Day 11 – Multiple Choice

For each of the following, select the answer that best completes the statement or answers the question. Then write a complete sentence that explains why the answer you selected is correct. It is not enough to simply rewrite the question and complete it with the answer. You may

- explain *how* you know it is correct;
- define a term in order to explain the answer; or
- give an example that shows you know why it is correct

1. Why was the United States called the “arsenal of democracy” in 1940?

- (1) The leaders in the democratic nations of Europe were educated in the United States
- (2) Most of the battles to defend worldwide democracy took place on American soil.
- (3) The United States supervised elections in European nations before the war.
- (4) The United States provided much of the weaponry needed to fight the Axis powers.

Explanation: _____

2. Women played a major role on the domestic front during World War II by

- (1) becoming candidates for public office
- (2) campaigning for woman’s suffrage
- (3) demonstrating against involvement in the war
- (4) taking jobs in the defense industry

Explanation: _____

3. A major cause of the internment of Japanese Americans during World War II war

- (1) national segregation policies
- (2) immigration quotas
- (3) racial prejudice
- (4) economic depression

Explanation: _____

4. The baby boom after World War II led directly to
- (1) a decrease in spending for public education
 - (2) a return to a rural lifestyle
 - (3) an increased demand for housing
 - (4) a decrease in consumer spending

Explanation: _____

5. During World War II, the need of the United States for more war materials resulted in the
- (1) easing of government controls on the economy
 - (2) use of lengthy strikes by labor unions
 - (3) rationing of some consumer goods
 - (4) reduction in profits for defense in

Explanation: _____

Day 11 – Constructed Response Question

The following excerpt is taken from a **Charles Lindbergh** speech at a rally of the **America First Committee** on **April 23, 1941**.

. . . War is not inevitable for this country. Such a claim is defeatism in the true sense. No one can make us fight abroad unless we ourselves are willing to do so. No one will attempt to fight us here if we arm ourselves as a great nation should be armed. Over a hundred million people in this nation are opposed to entering the war. If the principles of democracy mean anything at all, that is reason enough for us to stay out. If we are forced into a war against the wishes of an overwhelming majority of our people, we will have proved democracy such a failure at home that there will be little use fighting for it abroad. . . .

1. Based on this document, state *two* reasons Charles Lindbergh believed that the United States should stay out of World War Two.

(1) _____

(2) _____

2. Based on your knowledge of social studies, what is *one* reason that someone in 1941 might disagree with Charles Lindbergh?

Day 11 - Writing Prompt

Theme: Change -- War

United States participation in wars has resulted in political, social, and economic changes for various groups of Americans. These changes have had varying impacts on American society both during and after each war.

Task:

Identify *two* different groups of Americans that were affected by United States participation in a war and for *each*

- Describe a social, political, or economic change the group experienced because of the war
- Discuss the extent to which that change affected American society

(January 2008)

Choose one of the following options to complete for the writing prompt above. Use the space below to complete the task you chose.

<input type="checkbox"/> Brainstorm the Topic	<input type="checkbox"/> Outline the Essay	<input type="checkbox"/> Write the Introductory Paragraph	<input type="checkbox"/> Write a Body Paragraph
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Day 12 – Multiple Choice

For each of the following, select the answer that best completes the statement or answers the question. Then write a complete sentence that explains why the answer you selected is correct. It is not enough to simply rewrite the question and complete it with the answer. You may

- explain *how* you know it is correct;
- define a term in order to explain the answer; or
- give an example that shows you know why it is correct

1. The primary purpose for the creation of the United Nations was to
 - (1) maintain an international army
 - (2) promote peace through international agreements
 - (3) free Eastern European countries from communism
 - (4) supply food to all member countries

Explanation: _____

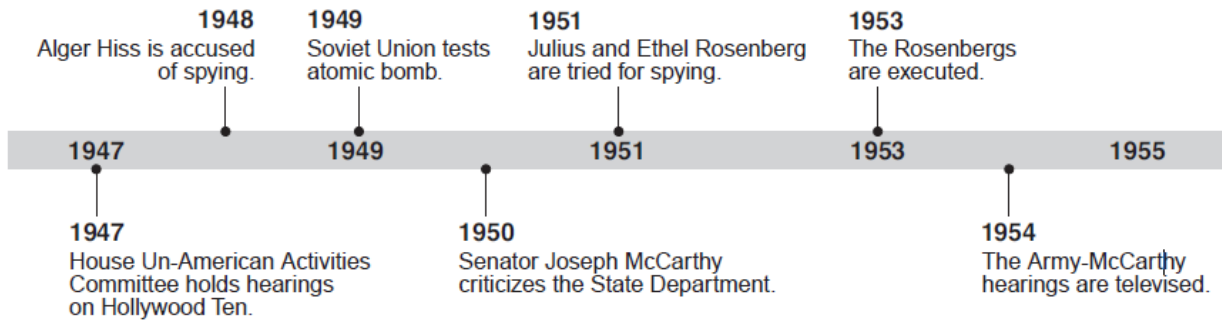
2. The war crimes trials in Nuremberg and Tokyo following World War II established the concept that
 - (1) nations could be made to pay for wartime damages
 - (2) pardons should be granted to all accused war criminals
 - (3) those convicted should be given shorter sentences than ordinary criminals
 - (4) individuals could be held accountable for their actions in a war

Explanation: _____

3. Which statement about the Marshall Plan is most accurate?
 - (1) It was used to finance rearmament after World War II.
 - (2) It was denied to all former World War II enemies.
 - (3) It was used to rebuild European nations after World War II.
 - (4) It was given to all African and Asian allies during the Cold War.

Explanation: _____

Base your answers to questions 4 and 5 on the time line below and on your knowledge of social studies



Source: *The American Journey: Time Line Activities*, Glencoe/McGraw-Hill (adapted)

4. The events shown on the time line occurred as a result of

- (1) the bombing of Pearl Harbor
- (2) the launching of Sputnik
- (3) a need for collective security
- (4) a fear of communism

Explanation: _____

5. Which civil liberty was most seriously threatened during the period shown on the time line?

- (1) freedom of speech
- (2) freedom of religion
- (3) the right to bear arms
- (4) the right to petition the government

Explanation: _____

Day 12 – Constructed Response Question

United States Lend-Lease Program (1943)



1. According to this graph, what was the United States sending to the listed countries?

2. According to this graph, which country received the most U.S. goods?

3. Based on your knowledge of social studies, what was the purpose of the Lend Lease program?

Day 12 - Writing Prompt

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

(August 2010)

Choose one of the following options to complete for the writing prompt above. Use the space below to complete the task you chose.

<input type="checkbox"/> Brainstorm the Topic	<input type="checkbox"/> Outline the Essay	<input type="checkbox"/> Write the Introductory Paragraph	<input type="checkbox"/> Write a Body Paragraph
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Day 13 – Multiple Choice

For each of the following, select the answer that best completes the statement or answers the question. Then write a complete sentence that explains why the answer you selected is correct. It is not enough to simply rewrite the question and complete it with the answer. You may

- explain *how* you know it is correct;
- define a term in order to explain the answer; or
- give an example that shows you know why it is correct

1. Lunch counter sit-ins and the actions of freedom riders are examples of
- (1) steps taken in support of the Americans with Disabilities Act
 - (2) programs dealing with affirmative action
 - (3) violent acts by the Black Panthers
 - (4) nonviolent attempts to oppose segregation

Explanation: _____

Base your answer to question 2 on the chart below and on your knowledge of social studies

Great Society Legislation

Legislation	Purpose
Economic Opportunity Act	Created programs such as Job Corps and Project Head Start
Voting Rights Act	Ended race-based restrictions on voting
Medicare/Medicaid Act	Provided medical coverage for elderly and poor Americans

2. The legislation identified in this chart was an effort to solve problems related to
- (1) illegal immigration and terrorism
 - (2) poverty and discrimination
 - (3) illiteracy and domestic abuse
 - (4) budget deficits and famine

Explanation: _____

3. During the 1950s, the main goal of the civil rights movement was to
- (1) create separate African American economic and social institutions
 - (2) eliminate legal segregation from American life
 - (3) establish affirmative action programs to compensate for past wrongs
 - (4) form a new nation for African Americans

Explanation: _____

4. When necessary to achieve justice, which method did Martin Luther King, Jr., urge his followers to employ?
- (1) using violence to bring about political change
 - (2) engaging in civil disobedience
 - (3) leaving any community in which racism is practiced
 - (4) demanding that Congress pay reparations to African Americans

Explanation: _____

5. 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

Explanation: _____

Day 13 – Constructed Response Question

The following excerpt was from a letter to the editor of *Time* Magazine during the Cuban Missile Crisis.

Blockade of Cuba (1962)

Sir:

Essentially, President Kennedy's action with respect to Cuba is a declaration of war, yet a declaration in which the opportunity to make the surprise move, to take the initiative, is ineptly left to the enemy. It is a prime example of the half measures that are so disastrous in the field of international affairs. By calling for a limited blockade, the President is in no manner harming the Castro regime or effectively eliminating its offensive capabilities. Yet once again, he is handing the Russians a huge advantage—the opportunity to take the initiative, to choose the time, place and form of a new crisis. The U.S.S.R. has been given ample time to calmly consider the present situation and chose that course of action which will maximize Soviet gain at our expense. The U.S., by contrast, has no such advantage. The U.S. has been placed in an extremely dangerous position; yet no conclusive action has been taken, no advantage gained. This pathetic situation would not exist today had the president acted courageously, and staged a rapid, forceful and decisive invasion of Cuba, presenting Russia with a *fait accompli*.

E. G. E. Embircos
Warren G. Heller
Tom Emerson
George A. Gratsos
Massachusetts Institute of Technology
Cambridge, Mass.

1. *fait accompli* : a thing that has already happened or been decided

1. According to the authors, what action should President Kennedy have taken?

2. Based on your knowledge of U.S. History, how did President Kennedy actually respond to Castro's threats?

3. Why do you think that President Kennedy did not choose the strategy suggested in this letter?

Day 13 - Writing Prompt

Theme: Change

Throughout United States history, individuals other than presidents have played significant roles that led to changes in the nation's economy, government, or society.

Task:

Select two important individuals, other than presidents, and the area in which they tried to bring about change, and for **each**

- Discuss one action taken by the individual that led to changes in the nation's economy, government, or society
- Discuss changes that came about as a result of the individual's action

(June 2011)

Choose one of the following options to complete for the writing prompt above. Use the space below to complete the task you chose.

<input type="checkbox"/> Brainstorm the Topic	<input type="checkbox"/> Outline the Essay	<input type="checkbox"/> Write the Introductory Paragraph	<input type="checkbox"/> Write a Body Paragraph
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Day 14 – Multiple Choice

For each of the following, select the answer that best completes the statement or answers the question. Then write a complete sentence that explains why the answer you selected is correct. It is not enough to simply rewrite the question and complete it with the answer. You may

- explain *how* you know it is correct;
- define a term in order to explain the answer; or
- give an example that shows you know why it is correct

- **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.**

1. 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

Explanation: _____

2. One way in which President John F. Kennedy’s Peace Corps and President Lyndon Johnson’s Volunteers in Service to America (VISTA) are similar is that both programs attempted to
- (1) increase domestic security
 - (2) support United States troops fighting overseas
 - (3) improve the quality of people’s lives
 - (4) provide aid to immigrants coming to the United States

Explanation: _____

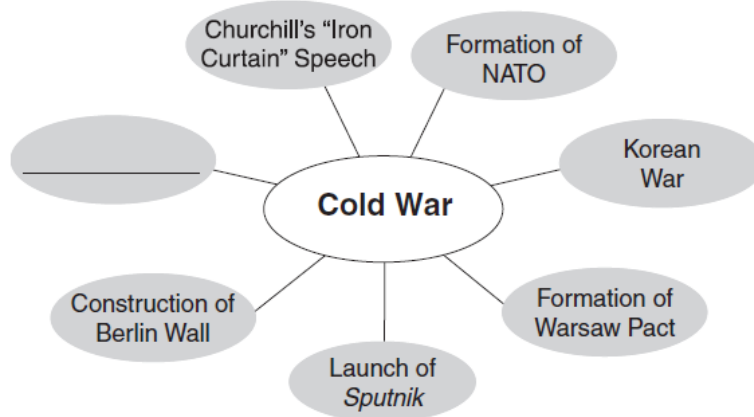
3. The policy of *détente* pursued by President Richard Nixon was an effort to
- (1) increase foreign aid to African nations
 - (2) maintain access to East Asian markets
 - (3) reduce conflict with the Soviet Union
 - (4) end trade barriers among Western Hemisphere nations

Explanation: _____

4. Which development is most closely associated with the belief in the domino theory?
- (1) military involvement in Vietnam
 - (2) construction of the Berlin Wall
 - (3) signing of the nuclear test ban treaty
 - (4) end of the Korean War

Explanation: _____

Base your answer to question 5 on the graphic organizer below and on your knowledge of social studies.

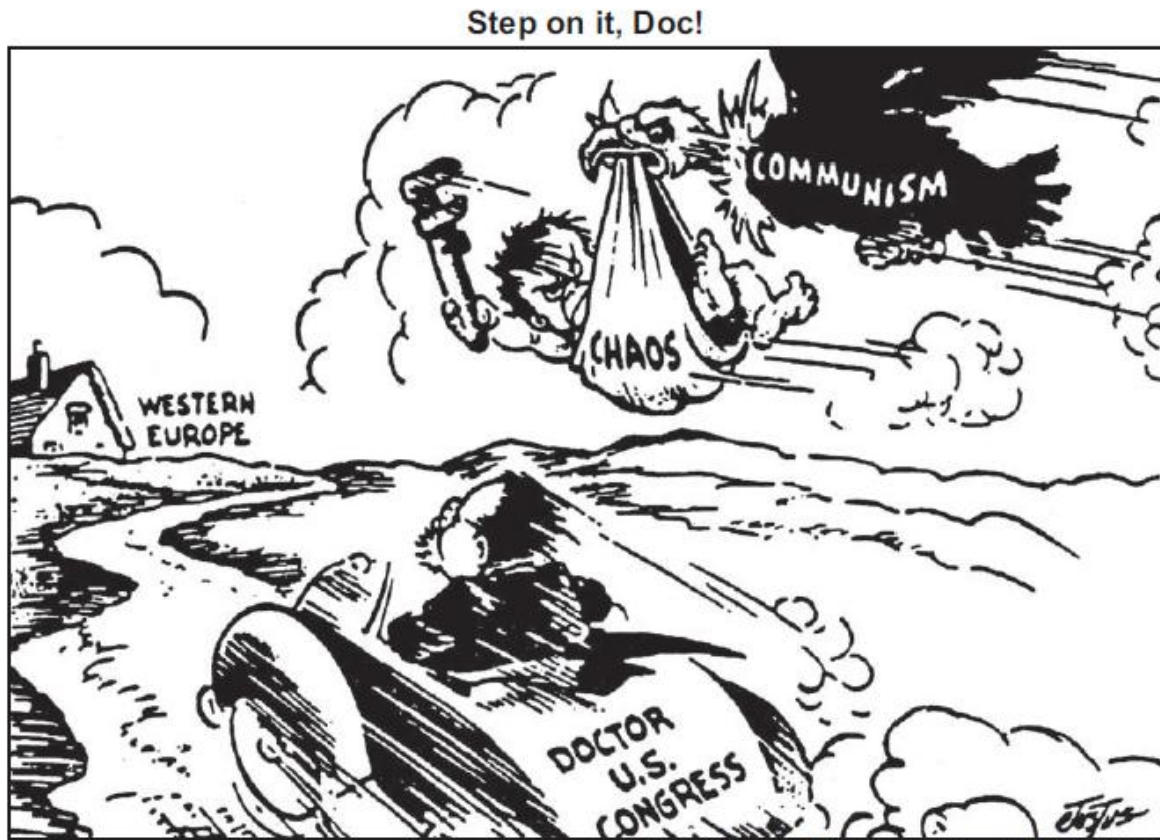


5. Which event best completes this graphic organizer?
- (1) Vietnam War
 - (2) Holocaust
 - (3) Persian Gulf War
 - (4) D-Day invasion

Explanation: _____

Day 14 – Constructed Response Question

This political cartoon was published in the Minneapolis *Star* Newspaper in 1947.



Source: Justus, *Minneapolis Star*, 1947 (adapted)

1. According to this cartoonist, what was the threat to Western Europe in 1947?

2. Based on your knowledge of social studies, what are two ways that the United States tried to address the issues in this cartoon after World War Two?

(1) _____

(2) _____

Day 14 - Writing Prompt

Theme: Cold War

Following World War II, the United States and the Soviet Union were engaged in a conflict that became known as the Cold War. The Cold War created problems that the United States addressed with specific actions. These actions had varying degrees of success.

Task:

Identify *two* problems faced by the United States during the Cold War and for *each*

- Explain how the problem led to conflict between the United States and the Soviet Union
- Describe one action taken by the United States in response to the problem
- Evaluate the extent to which the action taken was successful in solving the problem

(August 2005)

Choose one of the following options to complete for the writing prompt above. Use the space below to complete the task you chose.

<input type="checkbox"/> Brainstorm the Topic	<input type="checkbox"/> Outline the Essay	<input type="checkbox"/> Write the Introductory Paragraph	<input type="checkbox"/> Write a Body Paragraph
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Day 15 – Multiple Choice

For each of the following, select the answer that best completes the statement or answers the question. Then write a complete sentence that explains why the answer you selected is correct. It is not enough to simply rewrite the question and complete it with the answer. You may

- explain *how* you know it is correct;
- define a term in order to explain the answer; or
- give an example that shows you know why it is correct

“No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance”

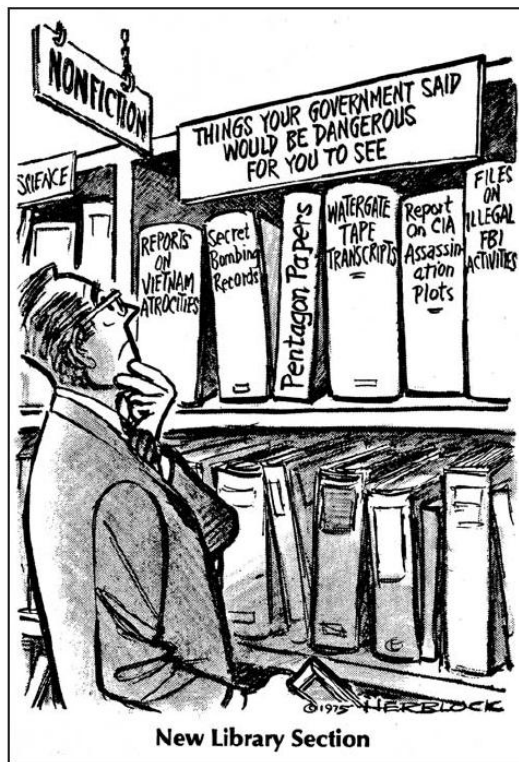
Title IX, 1972

1. The passage of this law affected women across the nation by
 - (1) granting them the right to own property
 - (2) guaranteeing them the same wages as male workers
 - (3) increasing their opportunities to participate in school sports
 - (4) allowing them the right to seek elective offices

Explanation: _____

2. A major policy of President Ronald Reagan’s administration was to
 - (1) reduce defense spending
 - (2) lower federal income tax rates
 - (3) end desegregation of public facilities
 - (4) promote regulation of small businesses

Explanation: _____



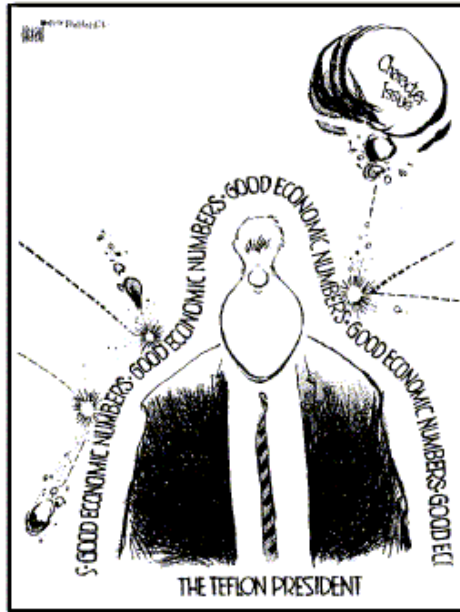
Source: Herblock, *Washington Post*, December 4, 1975

3. Which statement most accurately describes the main idea of this 1975 cartoon?
- (1) The press should not publish materials that damage the reputation of public officials.
 - (2) The government is improperly hiding information from the public.
 - (3) Government should restrict the publication of sensitive materials.
 - (4) Libraries are making too many government reports open to the public

Explanation: _____

4. In the United States in the 1990's, cuts in defense spending have been proposed because
- (1) Japan has assumed the peacekeeping responsibilities of the United Nations
 - (2) military technology has become less expensive
 - (3) the United States has returned to an isolationist foreign policy
 - (4) communist governments in Eastern Europe and the former Soviet Union have collapsed

Explanation: _____



5. What is the main idea of this cartoon about President Bill Clinton?
- (1) Positive economic conditions helped maintain his high approval ratings.
 - (2) Voter approval of the president declined due to flaws in his character.
 - (3) He did not deserve credit for the economic prosperity of the nation.
 - (4) The American public considered personal character the most important trait of a president in the 1990s

Explanation: _____

Day 15 – Constructed Response Question

This political cartoon was published in the Chicago Sun Times in 1966.

U.S. - Vietnam Policy (1966)



Bill Mauldin. *The Sun-Times* (Chicago), 1966.
Copyright 1966—Chicago Sun Times. Reproduced by courtesy of
Wil-Jo Associates, Inc., and Bill Mauldin.

1. What U.S. strategy for the Vietnam War does the blindfolded soldier on the stairs represent?

2. What U.S. strategy for the Vietnam War does the man sticking his head in the sand represent?

3. According to the cartoonist, what are the challenges for the United States in choosing a foreign policy toward Vietnam?

Day 15 - Writing Prompt

Theme: Individuals, Groups, and Institutions — Controversial Issues

Many controversial domestic issues have divided the American people.
The United States government has taken actions to address these issues.

Task:

Identify one controversial domestic issue that has divided the American people and

- Discuss the historical background of the controversy
- Explain the point of view of those who supported this issue
- Explain the point of view of those who opposed this issue
- Discuss one United States government action that was taken to address this issue

(January 2006)

Choose one of the following options to complete for the writing prompt above. Use the space below to complete the task you chose.

<input type="checkbox"/> Brainstorm the Topic	<input type="checkbox"/> Outline the Essay	<input type="checkbox"/> Write the Introductory Paragraph	<input type="checkbox"/> Write a Body Paragraph
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