

## Part B: Short-Answer Questions

Time: 45 Minutes

4 Questions

## 1. Quote 1:

“A statute which implies merely a legal distinction between the white and colored races—a distinction which is founded in the color of the two races and which must always exist so long as white men are distinguished from the other race by color—has no tendency to destroy the legal equality of the two races, or reestablish a state of involuntary servitude. Indeed, we do not understand that the Thirteenth Amendment is strenuously relied upon by the plaintiff in error in this connection.”

—From *Plessy v. Ferguson* majority decision, May 18, 1896


## Quote 2:

“Segregation of white and Negro children in the public schools of a State solely on the basis of race, pursuant to state laws permitting or requiring such segregation, denies to Negro children the equal protection of the laws guaranteed by the Fourteenth Amendment—even though the physical facilities and other ‘tangible’ factors of white and Negro schools may be equal.”

—From *Brown v. Board of Education of Topeka, Kansas* decision, May 17, 1954

Using the excerpts, answer parts A, B, and C:

- (A) Briefly describe the major premise behind the case relevant to the first quote.
- (B) Briefly describe the major premise behind the case relevant to the second quote.
- (C) Briefly describe events between 1896 and 1954 that led to the dramatic change in interpretation of the law, citing at least one specific event to support your claim.

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Members of the National Women's Party outside of the White House, 1917

Use the picture to answer parts A, B, and C.

- (A) Cite and briefly describe one historical event from the 19th century that expressed similar sentiment to that in the above picture.
  - (B) Cite and briefly describe one historical event from the early 20th century that is reflected in the above picture.
  - (C) Briefly describe how the women's movement was active in the second half of the 20th century and cite one specific example to support your answer.
3. **Quote 1:**

"On September the 11th, enemies of freedom committed an act of war against our country. Americans have known wars—but for the past 136 years, they have been wars on foreign soil, except for one Sunday in 1941. Americans have known the casualties of war—but not at the center of a great city on a peaceful morning. Americans have known surprise attacks—but never before on thousands of civilians. All of this was brought upon us in a single day—and night fell on a different world where freedom itself was under attack."

—President George W. Bush, address to the nation on September 20, 2001

**Quote 2:**

"In the last decade [1990s], I have seen firsthand the consequences of armed conflict in Bosnia, Congo, Georgia, Rwanda, Sudan, and Uganda. As a professional in the field of conflict resolution, I have met with government and rebel leaders who argued eloquently, in the words of Bob Dylan's famous sixties song, that 'God was on their side.'

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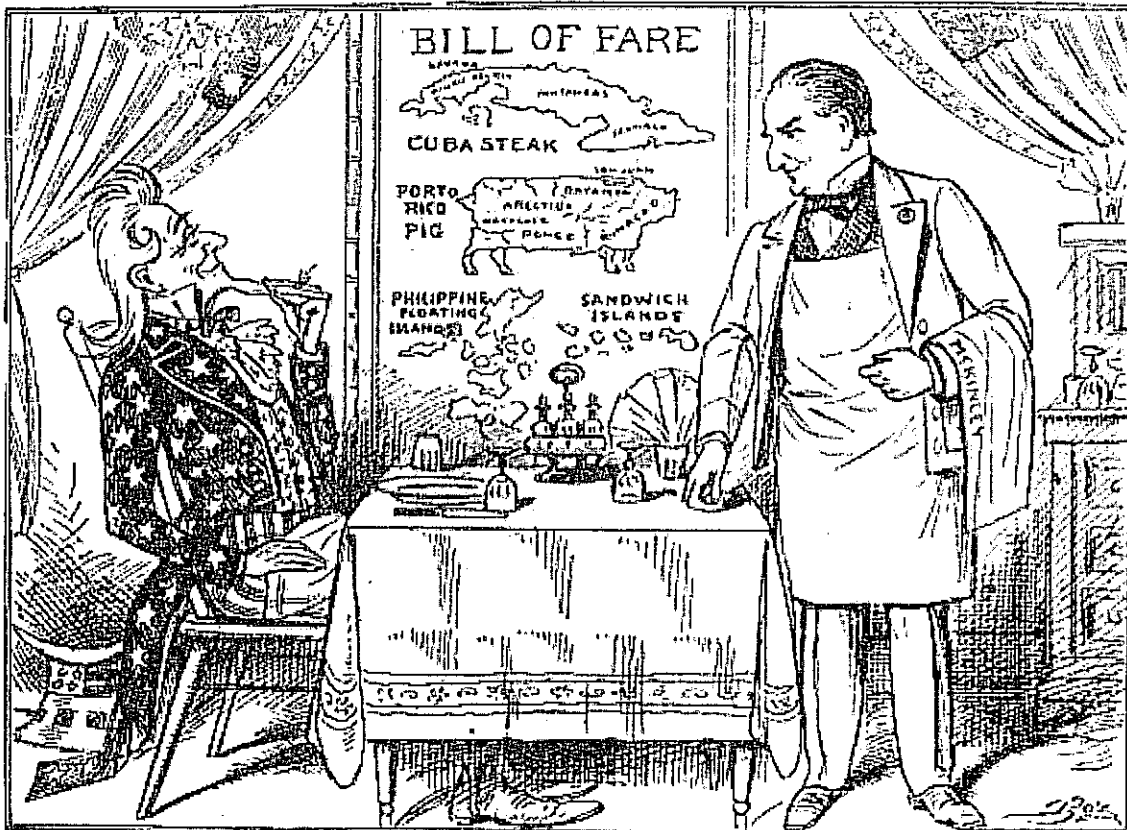
While each conflict may be different in its history and causes, each conflict is the same in causing deaths of innocents. Of the several million people who have been killed in wars in the last decade [1990s], estimates are that 80 percent to 90 percent of these are civilians. No matter how just the cause, these people did not deserve to die.”

—Joyce Neu, executive director of the Joan B. Kroc Institute for Peace and Justice on September 27, 2001

Answer parts A, B, and C:

- (A) Briefly describe the main idea behind George W. Bush’s quote.
- (B) Briefly describe the main idea behind Joyce Neu’s quote.
- (C) Briefly explain the ultimate policy adopted by the United States in dealing with the issues discussed in the two quotes. Provide one specific piece of factual evidence to support your explanation.

#### 4. Political Cartoon 1:

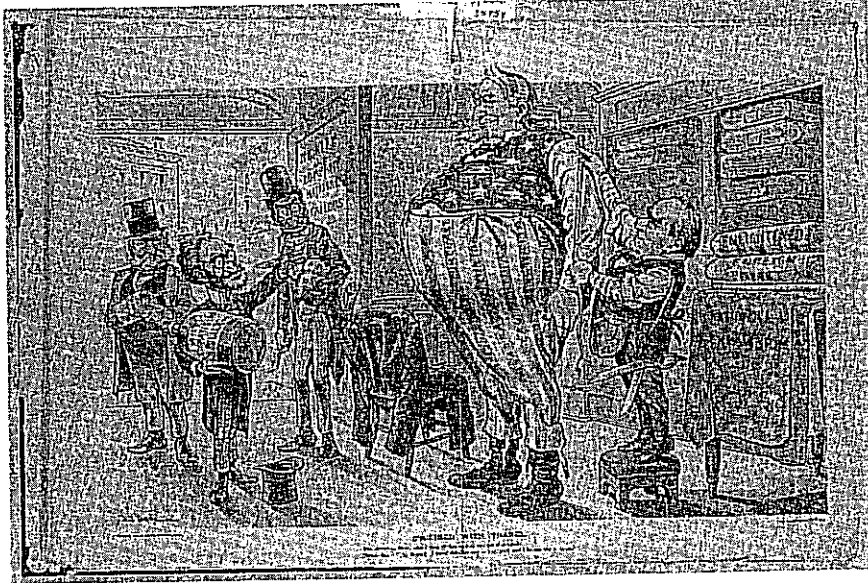


WELL, I HARDLY KNOW WHICH TO TAKE FIRST!

Boz, Boston Globe, May 28, 1898

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Political Cartoon 2:



Source: J.S. Pugh, Puck, September 5, 1900 (adapted)

Answer all three parts of the question.

- (A) Briefly describe the main point of political cartoon 1 in relation to American overseas expansion at the turn of the 20th century.
- (B) Briefly describe the main point of political cartoon 2 in relation to American overseas expansion at the turn of the 20th century.
- (C) Briefly explain the action of the United States between the years 1890 and 1914 in reference to expansion policy of the government. Give one specific example to support your answer.

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THIS SECTION ONLY. DO NOT TURN TO ANY OTHER SECTION IN THE TEST.

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## 1. Excerpt 1:

The dense undergrowth of the Indians' recent history [laid] violent hazards in the way of the "plan of civilization," and the most vital and stubborn of the strands took the form of prophetic nativism. Between 1795 and 1815, individual prophets and groups of Indian claiming supernatural inspiration posed direct challenges to those leaders who advocated political and even cultural accommodation to the power of the United States. Insurgent nativists drew upon their histories of intertribal cooperation. They looked to their shared beliefs in the ritual demands of power. Turning to the spirits as well as to their intertribal comrades, they attempted to rally support against those tribal leaders who cede land to the Americans. Prophetic parties . . . broke with their accommodating countrymen to prepare an intertribal, Indian union against the expansion of the United States . . .

—Gregory Evans Dowd, *A Spirited Resistance: The North American Indian Struggle for Unity, 1745–1815*. Johns Hopkins University Press (1993)

## Excerpt 2:

Some Cherokees believed that "civilization" was their best protection against forced removal. Consequently, they spoke English, sent their children to school, and converted to Christianity. They established a Cherokee republic with written laws, a court system, and a national police force. They also tried to conform to Anglo-American notions about appropriate behavior for men and women . . .

The Cherokees who are most visible in the historical record succeeded in this transformation. They reacted to the crisis of the late eighteenth and early nineteenth centuries by trying to re-create Cherokee culture and society in ways that accommodated "civilization."

—Theda Perdue, *Cherokee Women: Gender and Culture Change, 1700–1835*. University of Nebraska Press (1998)

Using the excerpts, answer parts A, B, and C.

- (A) Briefly explain ONE major difference between Dowd's and Perdue's interpretations of how Indians responded to westward movement.
- (B) Briefly explain how ONE development from the early 1800s not directly mentioned in the excerpts supports Dowd's argument.
- (C) Briefly explain how ONE development from the early 1800s not directly mentioned in the excerpts supports Perdue's argument.

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2. Answer parts A, B, and C.
- (A), (B) Identify TWO aspects of expansionism in the late 19th century and early 20th century.
- (C) Briefly explain ONE way this led to domestic debates about U.S. expansionism.
3. Debates about the use of natural resources and the protection of the natural environment were particularly frequent during the period 1901–1910 and again during the period 1962–1972.

Answer parts A, B, and C.

- (A) Briefly explain ONE of the major controversies about the use of natural resources or the protection of the natural environment that occurred between 1901 and 1910.
- (B) Briefly explain ONE of the major controversies about the use of natural resources or the protection of the natural environment that occurred between 1962 and 1972.
- (C) Briefly explain ONE important reason for the continuity or change between the controversy that occurred during the period 1901–1910 and the one that occurred during the period 1962–1972.
4. Question 4 is based on the following photograph, taken at the Geneva summit meeting in November 1985.



Credit: Courtesy Ronald Reagan Library

Using the photograph, answer parts A, B, and C.

- (A) Briefly explain the point of view expressed in the photograph toward ONE of the following:
- Relations between the United States and the Soviet Union during Reagan's presidency
  - President Reagan's foreign policy
  - The value of summit meetings as a method of resolving important differences
- (B) Briefly explain ONE development from the period 1981–1985 that led to the point of view expressed in the photograph.
- (C) Briefly explain ONE way in which developments in the years 1985–1989 challenged or supported the point of view expressed in the photograph.

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