

2.



THE ONLY ONE BARRED OUT.
ENLIGHTENED AMERICAN STATESMAN.—“We must draw the line *somewhere*, you know.”

Use the image above and your knowledge of United States history to answer parts A, B, and C.

- (A) Explain the point of view of the political cartoon.
- (B) Explain how the point of view identified in part A helped to shape ONE specific United States government action between 1865 and 1898.
- (C) Explain how the point of view identified in Part A helped to shape ONE OTHER specific United States government action between 1865 and 1898.

Short-Answer Questions

1. Passage 1:

“The more economical methods of production did not begin all at once . . . (p. 78)

A Ford car contains about five thousand parts—that is counting screws, nuts, and all . . . (p. 79)

The first step forward in assembly came when we began to taking the work to the men instead of the men to the work. . . .(p. 80)

. . . The idea came in a general way from the overhead trolley that the Chicago packers use in dressing beef . . . the result is this: by aid of scientific study one man is now able to do somewhat more than four did only a comparatively few years ago . . . (p. 81)

The idea is that a man must not be hurried in his work—he must have every second necessary but not a single unnecessary second . . . (p. 82)

—*My Life and Work* by Henry Ford, 1922, pp. 78–82

Passage 2:

“January 23, 1914

My Dear Mr. Ford-

. . . I am the wife of one of the final assemblers in your institution and neither one of us want to be agitators and thus do not want to say anything to make anyone else more aggravated but Mr. Ford you do not know the conditions in your factory . . . or you would not allow it.

. . . The chain system you have is a slave driver! . . . My husband has come home and thrown himself down and can't eat his supper—so done out! . . . Couldn't there be a man ready to step in and relieve a man when nature calls . . . That \$5 a day is a blessing—a far bigger one than you know but ok they earn it . . . Please investigate . . . ”

—Letter to Henry Ford from wife of assembly line worker, 1914

Based on the two sources dealing with American business practices at the turn of the 20th century, complete the following three tasks:

- (A) Briefly explain the main point made by Passage 1.
- (B) Briefly explain the main point made by Passage 2.
- (C) Provide ONE piece of evidence dealing with American business practices at the turn of the 20th century, and explain how it supports the interpretation in either passage.

Short-Answer Questions

1. Passage 1:

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

Whereas naval units of the communist regime in Vietnam . . . have deliberately and repeatedly attacked United States naval vessels lawfully present in international waters, and . . . created a serious threat to international peace; and . . .

Whereas the United States is assisting the peoples of Southeast Asia to protect their freedom and has no territorial, military or political ambitions in that area, but desires only that these peoples should be left in peace to work out their own destinies in their own way . . .

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

Sec. 3. This resolution shall expire when the President shall determine . . . or . . . it may be terminated earlier by concurrent resolution of the Congress.”

—Text of Joint Resolution of Congress, August 7, 1964

Passage 2:

“To the House of Representatives:

I hereby return without my approval House Joint Resolution 542—the War Powers Resolution. While I am in accord with the desire of the Congress to assert its proper role in the conduct of our foreign affairs, the restrictions which this resolution would impose upon the authority of the President are both unconstitutional and dangerous to the best interests of our Nation . . .

House Joint Resolution 542 would attempt to take away, by a mere legislative act, authorities which the President has properly exercised under the Constitution for almost 200 years . . .

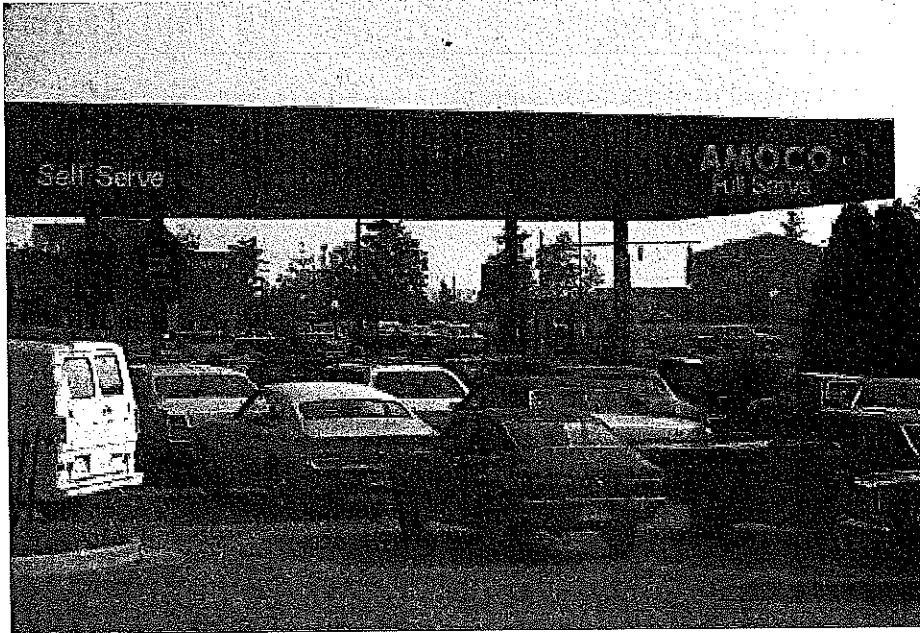
We may well have been unable to respond . . . [as] we did during the Berlin crisis of 1961, the Cuban missile crisis of 1962 . . . —to mention just a few examples . . .”

—Message to the House of Representatives from President Nixon, October 24, 1973

Based on the two sources dealing with American foreign policy in the second half of the 20th century, complete the following three tasks:

- (A) Briefly explain the main point made by Passage 1.
- (B) Briefly explain the main point made by Passage 2.
- (C) Provide ONE piece of evidence dealing with American foreign policy in the second half of the 20th century, and explain how it furthers the understanding of either passage.

2.



October, 1973

Use the image shown and your knowledge of United States history to answer parts A, B, and C.

(A) Explain the situation reflected in the image regarding ONE of the following:

- Technology
- Domestic politics
- Foreign policy

(B) Explain how the situation you identified in part A helped to shape ONE specific United States government action during the 1970s.

(C) Explain how the situation you identified in Part A helped to shape ONE OTHER specific United States government action during the 1970s.

Short-Answer Questions

1. Passage 1

“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; . . . and, after doing so, to consider all surplus revenues which come to him simply as trust funds, which he is called upon to administer . . . to produce the most beneficial results for the community—the man of wealth thus becoming the mere trustee and agent 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.”

—From “Wealth,” by Andrew Carnegie, *North American Review*, 1889

Passage 2

“In an age of free struggle and fierce competition for power, this old buccaneer, who was almost a septuagenarian at the break of the Civil war, was admired most of all for his unflagging aggressiveness. One incident . . .

Gentlemen:

You have undertaken to cheat me. I will not sue you; the law takes too long. I will ruin you.

Sincerely yours,

Cornelius Van Derbilt

And he did.

A characteristic expression of his, in another emergency, also became celebrated. “What do I care about the law?” he had exclaimed. “Hain’t I got the power?”

—Matthew Josephson, *The Robber Barons*, 1934

Based on the two passages referring to the industrial capitalists of the mid to late 19th century, complete the following three tasks:

- (A) Briefly explain the main point made by Passage 1.
- (B) Briefly explain the main point made by Passage 2.
- (C) Provide ONE piece of evidence that is from the mid to late 19th century that is not included in the passages, and explain how it supports the interpretation of either passage.

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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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.’

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.

Section I, Part B: Short-Answer Questions*Time: 40 Minutes • 3 Questions*

Directions: The following section consists of four short-answer questions—you must answer both Question 1 and Question 2. You will then choose to answer either Question 3 or Question 4. Use the answer sheet provided to respond to the questions.

1. Since the late nineteenth century, mass news media has continually grown in scope and mode. Answer all parts of the following question.
 - A. Give ONE reason why any two of the following were SIMILAR in their effect on politics:
 - Mass-circulation newspapers
 - Film
 - Radio
 - Broadcast television
 - Cable television
 - Social media
 - B. Give ONE reason why the two you picked in part A were DIFFERENT in their effect on politics.
 - C. Give ONE reason why any two in the above list (other than the two you picked in part A) EITHER were similar OR were not similar in their effect on politics.

Short-Answer Questions

“You come to us and tell us that the great cities are in favor of the gold standard. I tell you that the great cities rest upon these broad and fertile prairies. Burn down your cities and leave our farms, and your cities will spring up again as if by magic. But destroy our farms and the grass will grow in the streets of every city in this country. . . .

“Having behind us the commercial interests and the laboring interests and all the toiling masses, we shall answer their demands for a gold standard by saying to them, you shall not press down upon the brow of labor this crown of thorns. You shall not crucify mankind upon a cross of gold.”

William Jennings Bryan, Cross of Gold Speech, July 8, 1896

1. Using the excerpt above, answer a, b, and c.
 - a) Identify and explain why a specific group of people would have supported the ideas of William Jennings Bryan.
 - b) Identify and explain why a specific group of people would have opposed the ideas of William Jennings Bryan.
 - c) Explain why William Jennings Bryan received support from Populists when he was a Democratic candidate for president in 1896.

GO ON TO THE NEXT PAGE.