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

In developing your answers to Parts II and III, be sure to keep these general definitions in mind:

(a) **discuss** means “to make observations about something using facts, reasoning, and argument; to present in some detail”
(b) **describe** means “to illustrate something in words or tell about it”
(c) **evaluate** means “to examine and judge the significance, worth, or condition of; to determine the value of”
(d) **show** means “to point out; to set forth clearly a position or idea by stating it and giving data which support it”

**Part II**

**THEMATIC ESSAY QUESTION**

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

**Theme:** Equal Rights

| Since 1900, various groups in the United States have struggled to achieve full equality. |

**Task:**

- Identify *one* group of people in American society that has been denied equal rights.
  - Discuss a major problem this group has encountered since 1900 in its struggle for full equality
  - Discuss *two* specific actions that have been taken by an individual, an organization, or the government in an effort to help this group overcome the problem
  - Evaluate the extent to which this group has achieved equality today

Be sure to support your essay with specific names of persons, laws, amendments, and Supreme Court cases whenever possible.

You may use any group from your study of United States history. Some suggestions you might wish to consider include African Americans, Asian Americans, Latinos, Native American Indians, persons with disabilities, and women.

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

**Guidelines:**

- **In your essay, be sure to:**
  - Address all aspects of the Task
  - Support the theme with relevant facts, examples, and details
  - Use a logical and clear plan of organization
  - Introduce the theme by establishing a framework that is beyond a simple restatement of the Task and conclude with a summation of the theme
Part III

DOCUMENT-BASED QUESTION

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 The question is designed to test your ability to work with historical documents.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

Historical Context:

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

Task: Using information from the documents and your knowledge of United States history, answer the questions that follow each document in Part A. Your answers to the questions will help you write the Part B essay, in which you will be asked to:

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

Short-Answer Questions

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

Document 1

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

— United States Constitution, Article 1

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

Document 2

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

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

2a. To whom does “He” refer? [1]

b. Under Article 2, Section 2, Clause 2, what role does the Senate play in the appointment of ambassadors or the appointment of judges to the Supreme Court? [2]
### Presidential Vetoes, 1901–1990

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

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

_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________

Score [ ]

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

_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________

Score [ ]
4 In this cartoon, why is the Treaty of Versailles in the wastebasket? [2]
5 In this cartoon, which branch of the government is President Franklin D. Roosevelt trying to change? [1]
Document 6

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

— Chief Justice John Marshall

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

_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________

Document 7

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

— President Franklin D. Roosevelt, to Congress

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

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

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

_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________

Score
Part B

Essay

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

Historical Context:

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

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

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

Guidelines:

In your essay, be sure to:
- Address all aspects of the Task by accurately analyzing and interpreting at least four documents
- Incorporate information from the documents in the body of the essay
- Incorporate relevant outside information
- Support the theme with relevant facts, examples, and details
- Use a logical and clear plan of organization
- Introduce the theme by establishing a framework that is beyond a simple restatement of the Task or Historical Context and conclude with a summation of the theme