

U. S. HISTORY & GOVERNMENT

TABLE OF CONTENTS

<u>EXAM</u>	<u>PAGE</u>
June 2025	1
August 2025	21
January 2026	40
June 2026	59
August 2026	80

Published by
TOPICAL REVIEW BOOK COMPANY

P. O. Box 328

Onsted, MI 49265-0328

E-mail: sales@topicalrbc.com • Website: www.topicalrbc.com

U. S. HISTORY
June 2025
Part I

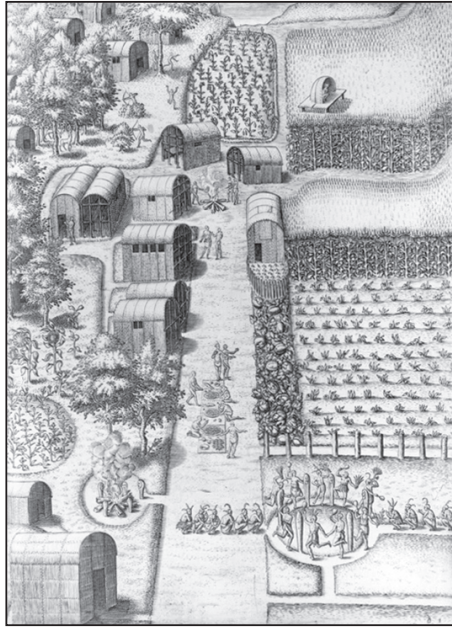
1

Answer all questions in this part.

Directions (1–28): For each statement or question, record on your separate answer sheet the *number* of the word or expression that, of those given, best completes the statement or answers the question.

Base your answers to questions 1 and 2 on the engraving below and on your knowledge of social studies.

The Town of Secota, 1590



Source: Theodor de Bry, engraver, 1590 (adapted)

1. Which statement about Native American societies can be inferred from this engraving?

- (1) The inhabitants valued entertainment over field work.
- (2) The layouts of their villages were based on European societies.
- (3) Internal conflict and disease led to their decline.
- (4) Their communities were planned and supported an organized way of life.

1 _____

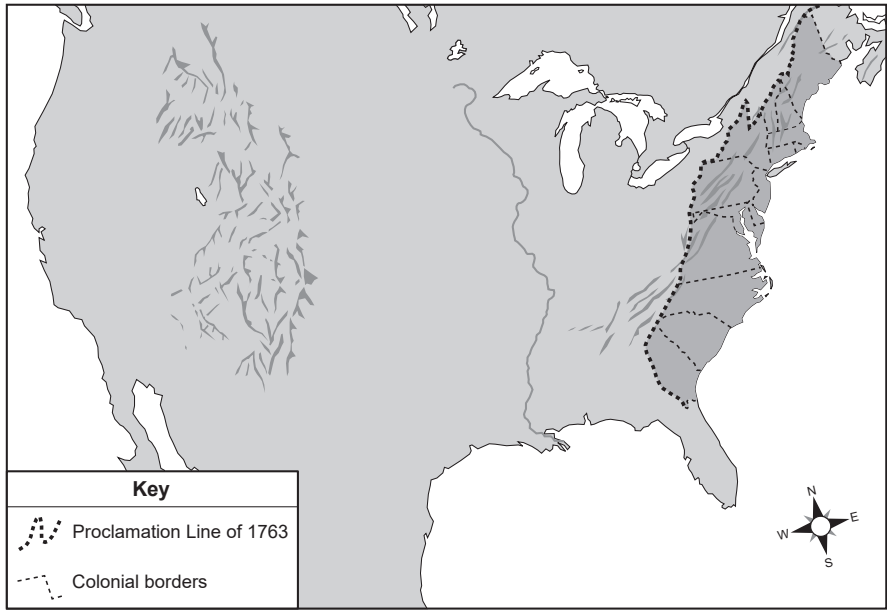
2. A historian would find this engraving most useful for

- (1) describing Native American societies prior to European colonization
- (2) examining the way Native Americans dealt with hardship
- (3) illustrating the influence colonial leaders had on Native American societies
- (4) understanding the trading patterns of Native American societies

2 _____

Base your answers to questions 3 and 4 on the map below and on your knowledge of social studies.

North America, 1775



Source: Schwartz and O'Connor, *Exploring American History*, Globe Book Company (adapted)

3. The Proclamation Line of 1763 generally followed which geographic feature?

- | | | |
|---------------------------|-----------------------|---------|
| (1) Great Lakes | (3) Rocky Mountains | |
| (2) Appalachian Mountains | (4) Mississippi River | 3 _____ |

4. How did many American colonists respond to the establishment of the Proclamation Line of 1763?

- | | |
|--|---------|
| (1) They argued it was an abuse of British authority. | |
| (2) They established a colony on the Florida peninsula. | |
| (3) They honored Native American treaties. | |
| (4) They purchased land needed to construct the National Road. | 4 _____ |

Base your answers to questions 5 and 6 on the passage below and on your knowledge of social studies.

. . . In pursuance of the plan which I have laid down for the discussion of the subject, the point next in order to be examined is the “insufficiency of the present Confederation to the preservation of the Union.” . . .

In our case, the concurrence [agreement] of thirteen distinct sovereign wills is requisite [required], under the Confederation, to the complete execution of every important measure that proceeds from the Union. It has happened as was to have been foreseen. The measures of the Union have not been executed; the delinquencies of the States have, step by step, matured themselves to an extreme, which has, at length, arrested all the wheels of the national government, and brought them to an awful stand. Congress at this time scarcely possess the means of keeping up the forms of administration, till the States can have time to agree upon a more substantial substitute for the present shadow of a federal government. Things did not come to this desperate extremity at once. . . . Each State, yielding to the persuasive voice of immediate interest or convenience, has successively withdrawn its support, till the frail and tottering edifice seems ready to fall upon our heads, and to crush us beneath its ruins.

Source: Alexander Hamilton, *The Federalist Papers*: No. 15, December 1, 1787 (adapted)

5. Based on this passage, what action would Alexander Hamilton recommend?

- (1) strengthening the national government
- (2) establishing a monarchy
- (3) increasing the power of the states
- (4) continuing to use the Articles of Confederation

5 ____

6. Based on this passage, the purpose of the *Federalist Papers* was to

- (1) discourage the creation of political parties
- (2) justify the American Revolution to the colonists
- (3) support ratification of the Constitution
- (4) argue for a bill of rights

6 ____

Base your answers to questions 7 and 8 on the excerpt below and on your knowledge of social studies.

. . . The authority, therefore, given to the supreme court, by the act establishing the judicial courts of the United States, to issue writs of mandamus to public officers, appears not to be warranted by the constitution; and it becomes necessary to inquire whether a jurisdiction, so conferred [granted], can be exercised. . . .

Certainly all those who have framed written constitutions contemplate them as forming the fundamental and paramount law of the nation, and consequently the theory of every such government must be, that an act of the legislature repugnant [disagreeable] to the constitution is void. . . .

It is emphatically the province and duty of the judicial department to say what the law is. Those who apply the rule to particular cases, must of necessity expound [explain] and interpret that rule. If two laws conflict with each other, the courts must decide on the operation of each. . . .

Source: Chief Justice John Marshall, Majority Opinion, *Marbury v. Madison*, February 24, 1803 (adapted)

7. The Supreme Court's decision in this case established the principle of

- (1) states' rights (3) judicial review
(2) nullification (4) popular sovereignty 7 _____

8. What was a direct result of the Supreme Court's decision in this case?

- (1) The power of the federal judiciary was strengthened.
(2) The court increased the number of justices.
(3) The legislative branch's power was increased.
(4) The authority of the executive branch expanded. 8 _____

Base your answers to questions 9 and 10 on the passage below and on your knowledge of social studies.

... The consequences of a speedy removal will be important to the United States, to individual States, and to the Indians [Native Americans] themselves. The pecuniary [financial] advantages which it promises to the Government are the least of its recommendations. It puts an end to all possible danger of collision between the authorities of the General [Federal] and State Governments on account of the Indians. It will place a dense and civilized population in large tracts of country now occupied by a few savage hunters. By opening the whole territory between Tennessee on the north and Louisiana on the south to the settlement of the whites it will incalculably [greatly] strengthen the SW [southwestern] frontier and render the adjacent States strong enough to repel future invasions without remote aid. It will relieve the whole State of Mississippi and the western part of Alabama of Indian occupancy, and enable those States to advance rapidly in population, wealth, and power. It will separate the Indians from immediate contact with settlements of whites; free them from the power of the States. . .

Source: President Andrew Jackson, Second Annual Message to Congress, December 6, 1830

9. What was the primary reason President Andrew Jackson supported the removal of Native Americans from their tribal lands?

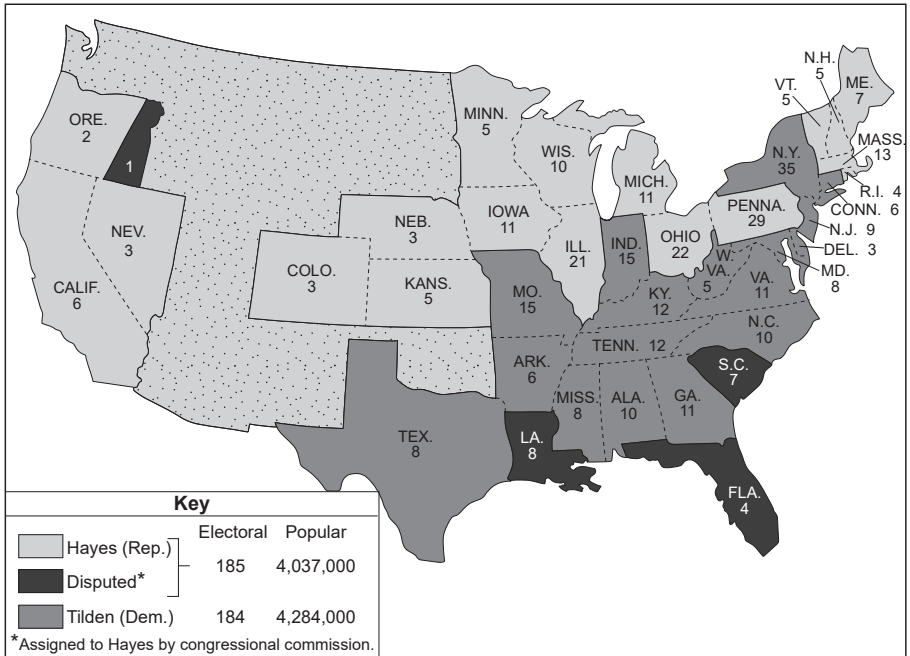
- (1) it provided fertile farmland to Native Americans
(2) it gave political support to Native Americans
(3) it opened Native American land to white settlement
(4) it granted citizenship to Native Americans 9 _____

10. Which Supreme Court case was directly related to the control of Native American land in the southeast?

- (1) *McCulloch v. Maryland* (3) *Dred Scott v. Sanford*
(2) *Worcester v. Georgia* (4) *Plessy v. Ferguson* 10 _____

Base your answers to questions 11 and 12 on the map below and on your knowledge of social studies.

Electoral Votes in the Election of 1876



Source: Blum et al., *The National Experience: A History of the United States*, Harcourt Brace Jovanovich, 1985 (adapted)

11. This map of electoral votes in the 1876 presidential election shows that
- (1) Samuel Tilden won in most western states
 - (2) the votes of several northern states were disputed
 - (3) the Democratic candidate won fewer popular votes
 - (4) Rutherford B. Hayes won the presidential election

11 ____

12. What was a major result of the negotiations that settled the election of 1876?

- (1) Confederate General Robert E. Lee surrendered to end the Civil War.
- (2) Manifest Destiny was completed with the addition of new western territory.
- (3) Slavery was abolished with the ratification of the 13th amendment.
- (4) Reconstruction ended with the removal of the Union army from the South.

12 ____

Document 2

President Richard Nixon vetoed the War Powers Resolution, but the House of Representatives and the Senate overrode his veto on November 7, 1973.

... 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. One of its provisions would automatically cut off certain authorities after sixty days unless the Congress extended them. Another would allow the Congress to eliminate certain authorities merely by the passage of a concurrent resolution—an action which does not normally have the force of law, since it denies the President his constitutional role in approving legislation.

I believe that both these provisions are unconstitutional. The only way in which the constitutional powers of a branch of the Government can be altered is by amending the Constitution—and any attempt to make such alterations by legislation alone is clearly without force.

While I firmly believe that a veto of House Joint Resolution 542 is warranted solely on constitutional grounds, I am also deeply disturbed by the practical consequences of this resolution. For it would seriously undermine this Nation's ability to act decisively and convincingly in times of international crisis. As a result, the confidence of our allies in our ability to assist them could be diminished and the respect of our adversaries for our deterrent posture could decline. A permanent and substantial element of unpredictability would be injected into the world's assessment of American behavior, further increasing the likelihood of miscalculation and war. . . .

Source: President Richard Nixon, Veto of the War Powers Resolution, October 24, 1973

SEQ Set 2 (Question 30)

Task: Read and analyze the following documents, applying your social studies knowledge and skills to write a short essay of two or three paragraphs in which you:

- Describe the historical context surrounding Documents 1 and 2
- Analyze **Document 1** and explain how *audience, or purpose, or bias, or point of view* affects this document's use as a reliable source of evidence

Guidelines:

In your essay, be sure to:

- Develop all aspects of the task
- Incorporate relevant outside information
- Support the task with relevant facts and examples

You are *not* required to include a separate introduction or conclusion in your short essay of two or three paragraphs.

Part III

CIVIC LITERACY ESSAY (Questions 31–37)

This Civic Literacy Essay Question is based on the accompanying documents. The question is designed to test your ability to work with historical documents. Some of these documents have been edited for the purpose of this 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. Keep in mind that the language and images used in a document may reflect the historical context of the time in which it was created.

Historical Context: Chinese Immigration

Throughout United States history, many constitutional and civic issues have been debated by Americans. These debates have resulted in efforts by individuals, groups, and governments to address these issues. These efforts have achieved varying degrees of success. One of these constitutional and civic issues is *Chinese immigration*.

Task: Read and analyze the documents in Part A. 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 the historical circumstances surrounding this constitutional or civic issue
- Explain efforts by individuals, groups, and/or governments to address this constitutional or civic issue
- Discuss the impact of the efforts on the United States and/or on American society

In developing your answers to Part III, be sure to keep these general definitions 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”

**Civic Literacy Essay
Part A**

Short-Answer Questions (31–36)

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

Document 1

. . . A combination of push and pull factors thus triggered a wave of Chinese immigration to America. More than 20,000 Chinese arrived in the United States in 1852, quickly augmenting [increasing] the number of Chinese in California, which reached 34,933 on the eve of the Civil War. Of these Chinese, some three-fourths lived in counties where mining was the principal occupation. Most Chinese miners missed the initial rush, but they gradually took control of California placer mining [use of pans and water to sift through gravel to find gold]. Within a decade they possessed most of the claims in the original strike region and together constituted the single largest national group of miners. Their slow start and quick dominance in California's mines formed a distinctive pattern that would be repeated throughout the mining West. . . .

Source: Liping Zhu, "No Need to Rush: The Chinese, Placer Mining, and the Western Environment," *Montana*, Autumn 1999

31. Based on this document, what was *one* historical circumstance surrounding Chinese immigration? [1]

Document 2a

. . . I have said that the Chinese will come, and have given some reasons why we may expect them in very large numbers in no very distant future. Do you ask, if I favor such immigration, I answer I would. Would you have them naturalized, and have them invested with all the rights of American citizenship? I would. Would you allow them to vote? I would. Would you allow them to hold office? I would. . . .

I want a home here not only for the negro [African American], the mulatto [mixed race] and the Latin races; but I want the Asiatic to find a home here in the United States, and feel at home here, both for his sake and for ours. . . .

All great qualities are never found in any one man or in any one race. The whole of humanity, like the whole of everything else, is ever greater than a part. Men only know themselves by knowing others, and contact is essential to this knowledge. . . .

If we would reach a degree of civilization higher and grander than any yet attained, we should welcome to our ample continent all nations, kindreds [sic] tongues and peoples; and as fast as they learn our language and comprehend the duties of citizenship, we should incorporate them into the American body politic. The outspread wings of the American eagle are broad enough to shelter all who are likely to come. . . .

Source: Frederick Douglass, "Composite Nation," 1867

Document 2b

The Workingmen's Party was organized in California in the 1870s.

REGULAR TICKET WORKINGMEN'S PARTY CALIFORNIA

Source: California
Workingmen's Party

32. Based on these documents, what was **one** historical circumstance surrounding Chinese immigration? [1]

Document 3

... By 1880, the Chinese population in the country exceeded a hundred and five thousand. On February 28, 1882, Senator John Franklin Miller, a Republican from California, introduced a bill to bar Chinese laborers from entering the United States. "We ask of you to secure to us American Anglo-Saxon civilization without contamination or adulteration with any other," Miller said. "China for the Chinese! California for Americans and those who will become Americans!" Southern Democrats were united in their opposition to Chinese immigration, as were Republicans in Western states. It would fall to a band of New England Republicans, all with histories of fighting for equalrights, to defend the Chinese. A day after Miller's speech, Senator George Frisbie Hoar, of Massachusetts, accused supporters of the bill of being motivated by "the old race prejudice which has so often played its hateful and bloody part in history." Hoar, who had been active in the abolitionist movement, compared the plight of the Chinese to that of enslaved Black Americans: "What argument can be urged against the Chinese which was not heard against the negro [African American] within living memory?" Despite Hoar's entreaties, the bill passed Congress easily. On May 6, 1882, President Chester Arthur signed into law what later became known as the Chinese Exclusion Act. . . .

Source: Michael Luo, "The Forgotten History of the Purging of Chinese from America," *The New Yorker*, April 22, 2021

33. Based on this document, what was **one** effort to address Chinese immigration? [1]

Document 4

. . . The Chinese in the United States referred to the Chinese exclusion laws as a “hundred kinds of oppressive laws.” They affected every aspect of Chinese immigration to the United States. They determined who would be able to immigrate and cast a shadow on Chinese immigrant lives in the United States. They also inspired the Chinese in America to protest. The fact that Chinese immigrants had been singled out for discriminatory treatment was clear. “Why do they not legislate against Swedes, Germans, Italians, Turks and others?” Yung Hen, a Chinese poultry dealer in San Francisco asked a newspaper in 1892. “There are no strings on those people. . . . For some reason, you people persist in pestering the Chinamen [Chinese].” They engaged in fierce battles to challenge the legality of the laws and the ways they were enforced. When the constitutionality of Chinese exclusion was upheld, Chinese immigrants and their organizations turned their attention to opening up additional immigration categories within the confines of the exclusion laws. . . .

Source: Erika Lee, *The Making of Asian America*, Simon and Schuster, 2015

34. Based on this document, what was *one* effort to address Chinese immigration? [1]

Document 5

. . . Despite the fraught racial implications, the Chinese Exclusion Act proved to be extremely effective at achieving what Denis Kearney [an organizer of the Workingmen’s Party] had demanded during his barnstorming across the eastern states four years earlier. In 1882, forty thousand people from China arrived in the US. By 1885, it declined to only twenty-three people. In cities across the West, white people banded together to drive the Chinese out of their cities in a fit of ethnic cleansing before the term even existed. The Chinese Exclusion Act continued to be renewed every ten years with fewer and fewer dissenting voices and with additional restrictions added to the limits on the Chinese and other Asian migrants. From 1880 to 1920, the US population as a whole doubled from 50 million to 106 million, but the Chinese population declined from over 100,000 in 1880 to only 62,000 in 1920. Chinese immigration stopped, and many people already in the United States opted to leave, returning to China or moving to Mexico or Canada in search of a more welcoming home. The Chinese Exclusion Act was not repealed until 1943, and even then it was not for moral reasons but rather geopolitical. . . .

Source: Reece Jones, *White Borders*, Beacon Press, 2021

35. Based on this document, what was *one* impact of the efforts to address Chinese immigration? [1]

Document 6

In 2011, the United States Senate passed a resolution expressing regret for the passage of the Chinese Exclusion Act, saying the act was a violation of the principles of the Declaration of Independence.

Our nation was founded on the fundamental idea that we are created equal and deserve to be treated equally. But for 61 years, the Chinese Exclusion Act failed to live up to that promise. It weaponized our immigration system to discriminate against an entire ethnic group and was followed by further discrimination against many in Europe and all of Asia. The Act, along with racism and xenophobia in other parts of American life, was part of the anti-Chinese “Driving Out” era which included the Rock Springs and Hells Canyon massacres. In 1943, the Chinese Exclusion Act was repealed and it was followed by laws that led to an immigration system that better reflected our values as a nation of immigrants. . . .

For generations, people of Chinese heritage have enriched our country—from Chinese laborers who did backbreaking work to build the trans-continental railroad in the 1800s to the Chinese Americans who serve in our military, to the authors, artists, scientists, entrepreneurs, and scholars of today. We honor them, and all immigrants, who continue to make extraordinary contributions to our nation.

Source: President Joe Biden, Statement on the 80th Anniversary of the Repeal of the Chinese Exclusion Act, December 17, 2023

36. According to President Joe Biden, what was *one* impact of the efforts to address Chinese immigration? [1]

Part B

Civic Literacy Essay Question (37)

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: Chinese Immigration

Throughout United States history, many constitutional and civic issues have been debated by Americans. These debates have resulted in efforts by individuals, groups, and governments to address these issues. These efforts have achieved varying degrees of success. One of these constitutional and civic issues is *Chinese immigration*.

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

- Describe the historical circumstances surrounding this constitutional or civic issue
- Explain efforts by individuals, groups, and/or governments to address this constitutional or civic issue
- Discuss the impact of the efforts on the United States and/or on American society

Guidelines:**In your essay, be sure to**

- Develop all aspects of the task
- Explain *at least two* efforts to address the issue
- Incorporate information from *at least four* 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 restatement of the theme