

Aurora Public Schools  
High School US History  
Teacher-Developed Acuity Pre-test  
SB-191 Student Growth  
Printable Version  
**TEST DOCUMENTS ONLY**

Fall 2013 - **PILOT**

**Document 1: The Thirteenth Amendment**

**Historical Background for Documents 1, 2 and 3:** After the Civil War the United States had about four million newly freed slaves. In order to protect the new freedmen's rights of citizenship, the federal government passed legislation that would ensure their rights and equality.

**Directions: Use the document below to answer questions 1-2.**

**The Thirteenth Amendment**

Section 1. Neither slavery nor involuntary servitude, except as punishment of a crime whereof the party shall have been duly convicted, shall exist in the United States, or any place subject to their jurisdiction.

Section 2. Congress shall have the power to enforce this article by appropriate legislation.

**Document 2: The Fourteenth Amendment**

**Historical Background for Documents 1, 2 and 3:** After the Civil War the United States had about four million newly freed slaves. In order to protect the new freedmen's rights of citizenship, the federal government passed legislation that would ensure their rights and equality.

**Directions: Use the document below to answer questions 3-4.**

**The Fourteenth Amendment**

Section 1. All persons born or naturalized in the United States and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty or property, without due process of law; nor deny any person within its jurisdiction the equal protection of the laws.

Section 2. Congress shall have the power to enforce this article by appropriate legislation.

**Document 3: The Fifteenth Amendment**

**Historical Background for Documents 1, 2 and 3:** After the Civil War the United States had about four million newly freed slaves. In order to protect the new freedmen's rights of citizenship, the federal government passed legislation that would ensure their rights and equality.

**Directions: Use the document below to answer questions 5-6.**

**The Fifteenth Amendment**

Section 1. The right of citizens of the United State to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude.

Section 2. The Congress shall have the power to enforce this article by appropriate legislation.

**Document 4:** US Immigration Chart (1880 – 1910)

**Historical Background for documents 4 and 5:** Following the Reconstruction era, many changes occurred in the United States including industrialization, the growth of big businesses and immigration. Many immigrants came to America with hopes of achieving the American Dream.

**Directions:** Use the document below to answer questions 7-10.

**Number of U.S. Immigrants from Four Countries, 1880–1910**

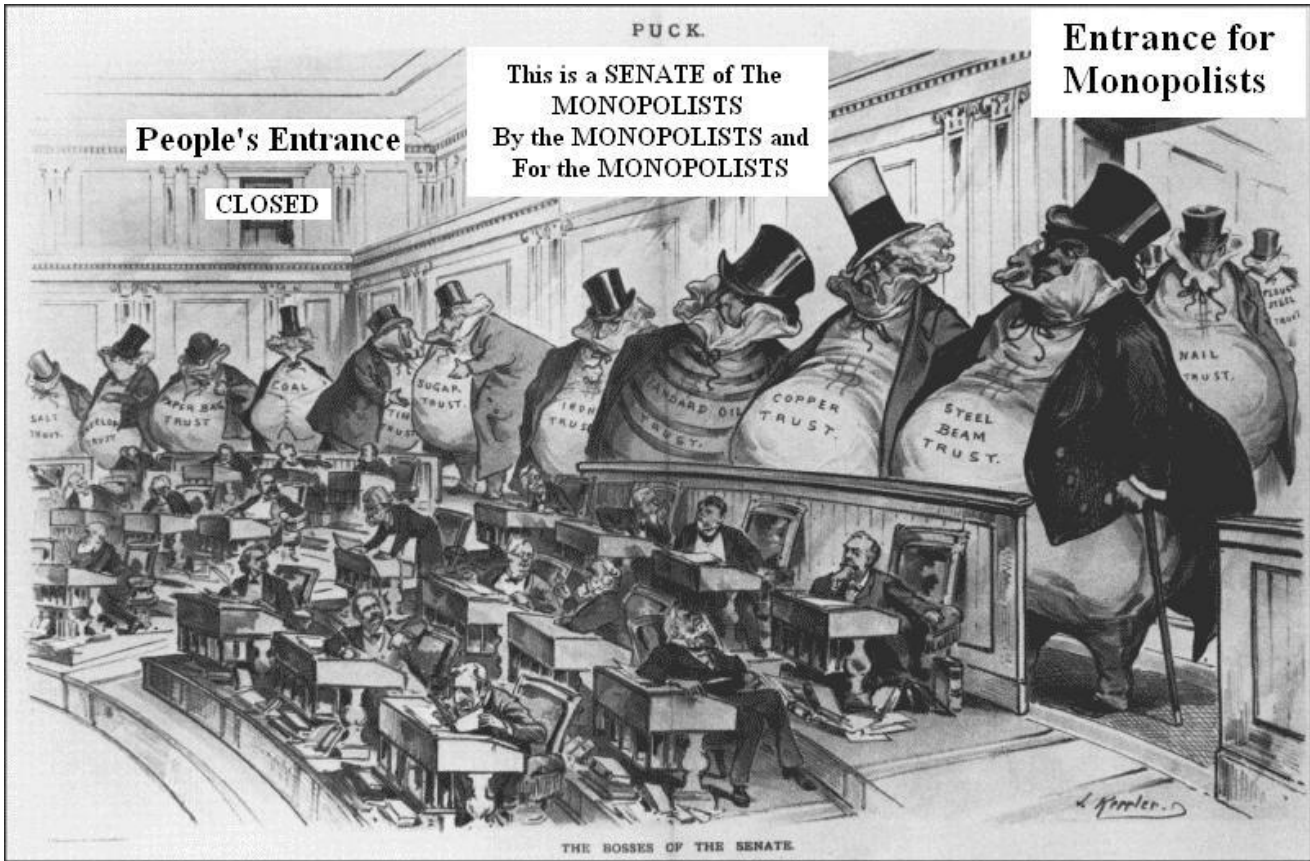
Year	China	Japan	Ireland	Italy
1880	5,802	4	71,603	12,354
1881	11,890	11	72,342	15,401
1882	39,579	5	76,432	32,159
1883	8,031	27	81,486	31,792
1884	279	20	63,344	16,510
1885	22	49	51,795	13,642
1886	40	194	49,619	21,315
1887	10	229	68,370	47,622
1888	26	404	73,513	51,558
1889	118	640	65,557	25,307
1890	1,716	691	53,024	52,003
1891	2,836	1,136	55,706	76,055
1892	*	*	51,383	61,631
1893	472	1,380	43,578	72,145
1894	1,170	1,931	30,231	42,977
1895	539	1,150	46,304	35,427
1896	1,441	1,110	40,262	68,060
1897	3,363	1,526	28,421	59,431
1898	2,071	2,230	25,128	58,613
1899	1,660	2,844	31,673	77,419
1900	1,247	12,635	35,730	100,135
1901	2,459	5,269	30,561	135,996
1902	1,649	14,270	29,138	178,375
1903	2,209	19,968	35,310	230,622
1904	4,309	14,264	36,142	193,296
1905	2,166	10,331	52,945	221,479
1906	1,544	13,835	34,995	273,120
1907	961	30,226	34,530	285,731
1908	1,397	15,803	30,556	128,503
1909	1,943	3,111	25,03	183,213
1910	1,968	2,720	29,855	215,537

\* No data available.

**Document 5: Bosses of the Senate Political Cartoon**

**Historical Background for documents 4 and 5:** Following the Reconstruction era, many changes occurred in the United States including industrialization, the growth of big businesses and immigration. Many immigrants came to America with hopes of achieving the American Dream.

**Directions:** Use the document below to answer questions 11-13.



Cartoon appearing in Puck magazine, January 23, 1889

**Document 6:** Photographs of Women Protesting for Equal Rights

**Historical Background:** At the turn of the century, many American women felt like second class citizens and protested for equal rights.

**Directions:** Use the document below to answer questions 14-15.

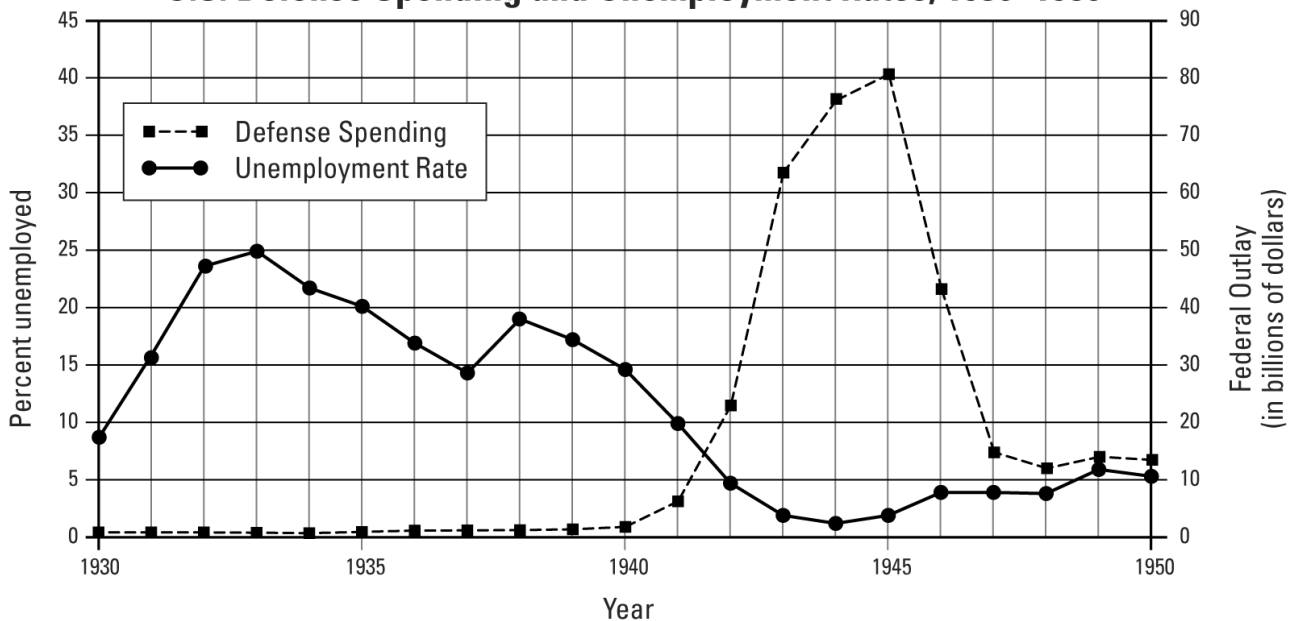


**Document 7:** Chart: U.S. Defense Spending and Unemployment Rates, 1930-1950

**Historical Background:** During the 1930s America struggled through the Great Depression. With the outbreak of World War II, there were changes in the unemployment rate and defense spending.

**Directions:** Use the document below to answer questions 16-19.

**U.S. Defense Spending and Unemployment Rates, 1930–1950**

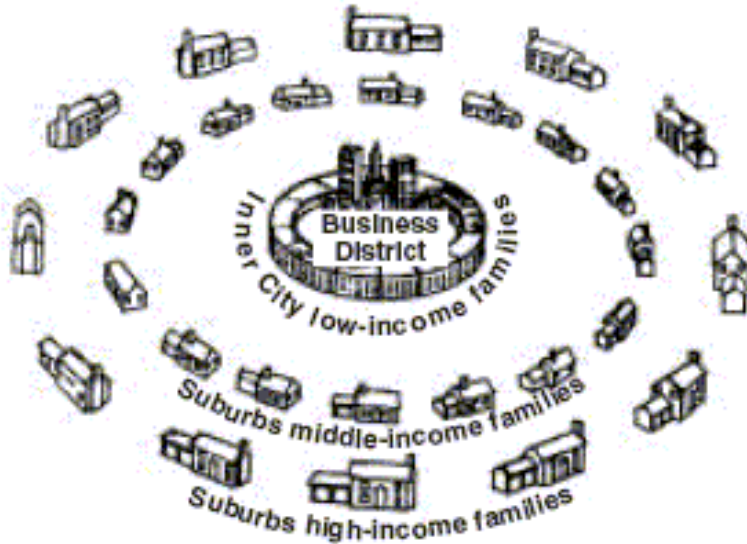


**Document 8:** Diagram of Urbanization

**Historical Background:** After World War II, the United States saw a boom in production of American cars and at the same time, a rise in suburban living.

**Directions:** Use the document below to answer questions 20-21.

**Urban-Suburban Pattern of American Life**



**Document 9:** Two quotes portraying different reactions to the *Brown v. Board* decision

**Historical Background for documents 9 and 10:** Many African-American soldiers returned home from World War II determined to fight for their own equality now that they had helped defeat foreign governments that denied their citizens' democratic freedoms. One of the goals was the desegregation of American schools.

**Directions:** Use the document below to answer questions 22-24.

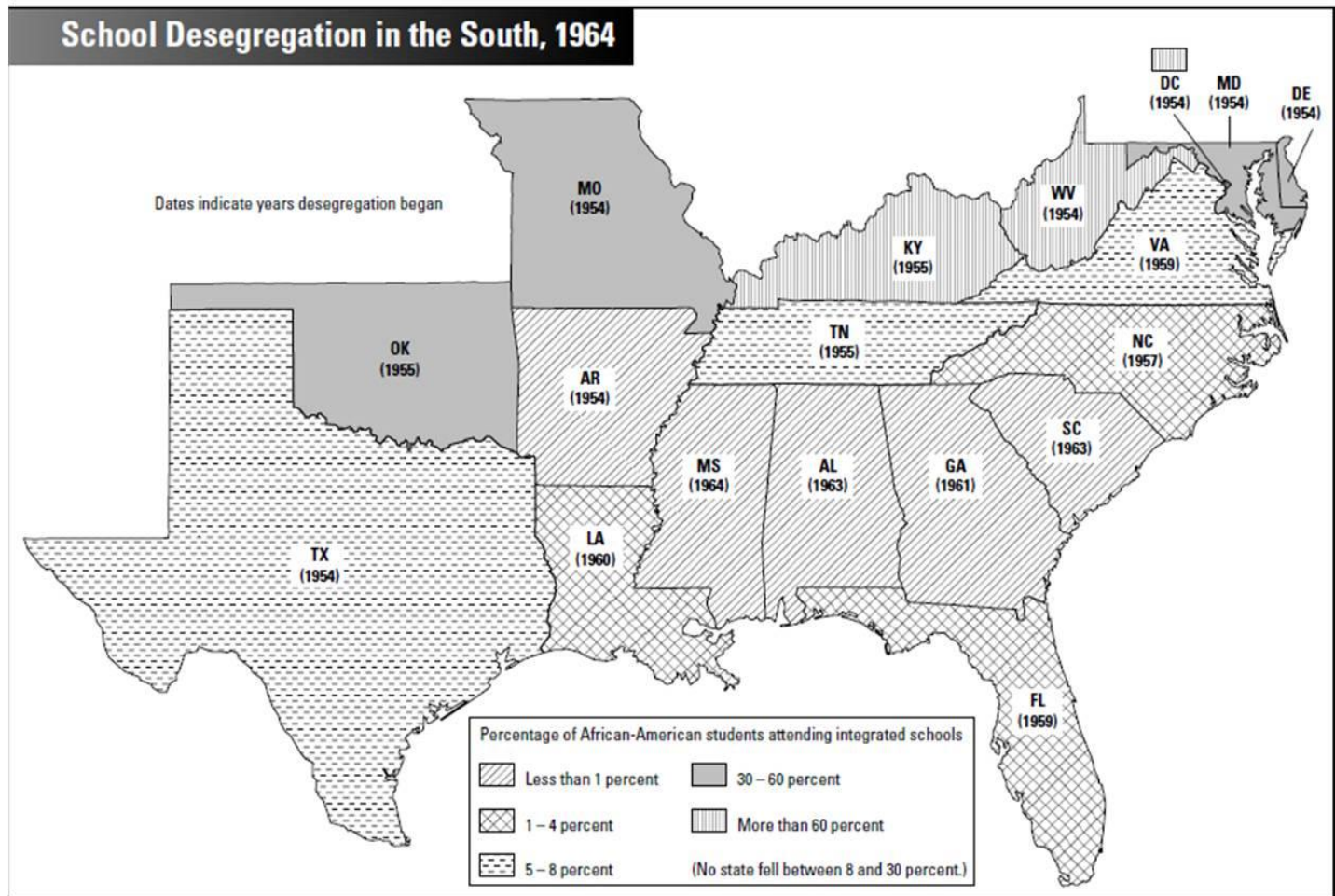
Quote 1: "To all men of good will, this decision came as a joyous daybreak to end the long night of human captivity. It came as a great beacon light of hope to millions of colored people throughout the world who had a dim vision of the promised land of freedom and justice ... this decision came as a legal and sociological deathblow to an evil that had occupied the throne of American life for several decades."

Quote 2: "The whole matter revolves around the self-respect of my people. How much satisfaction can I get from a court order for somebody to associate with me who does not wish me near them? .... For this reason, I regard the ruling of the U.S. Supreme Court as insulting rather than honoring my race."

**Document 10:** Map of School Desegregation, 1964

**Historical Background for documents 9 and 10:** Many African-American soldiers returned home from World War II determined to fight for their own equality now that they had helped defeat foreign governments that denied their citizens' democratic freedoms. One of the goals was the desegregation of American schools.

**Directions:** Use the document below to answer questions 25-26.



**Document 11:** Quote from Dr. Martin Luther King Jr. about Vietnam

**Historical Background:** During the 1960s, Martin Luther King Jr. expressed his feelings about Civil Rights and voiced his opinions on the Vietnam War.

**Directions:** Use the document below to answer questions 27-28.

There is at the outset a very obvious and almost facile connection between the war in Vietnam and the struggle I and others have been waging in America. A few years ago there was a shining moment in that struggle. It seemed as if there was a real promise of hope for the poor, both black and white, through the poverty program. There were experiments, hopes, new beginnings. Then came the buildup in Vietnam, and I watched this program broken and eviscerated as if it were some idle political plaything of a society gone mad on war. And I knew that America would never invest the necessary funds or energies in rehabilitation of its poor so long as adventures like Vietnam continued to draw men and skills and money like some demonic, destructive suction tube. So I was increasingly compelled to see the war as an enemy of the poor and to attack it as such.....Now, it should be incandescently clear that no one who has any concern for the integrity and life of America today can ignore the present war. If America's soul becomes totally poisoned, part of the autopsy must read "Vietnam." It can never be saved so long as it destroys the deepest hopes of men the world over. So it is that those of us who are yet determined that "America will be" are led down the path of protest and dissent, working for the health of our land.

*Excerpts from the "Beyond Vietnam" speech  
Dr. Martin Luther King, Jr.  
Riverside Church, New York City  
April 4 1967*

**Document 12:** Civil Rights Political Cartoon

**Directions:** Use the document below to answer questions 29-30. On the left is Rosa Parks; on the right is President Obama.

