

**U.S. HISTORY AND GOVERNMENT  
HOMEWORK ASSIGNMENTS  
DUE FRIDAY, MAY 22, 2009**

**I. Regent's Review Questions**

Answer these questions *on a separate sheet of paper*, using your reading, your class notes, and the Internet as resources. Make sure you get the answers correct, because you will not get credit for incorrect answers. **DON'T GUESS!**

1. The major goal of the civil rights movement of the 1960's was to
  1. establish a separate political state for African Americans
  2. gain passage of an equal rights amendment to the Constitution
  3. end segregation based on race
  4. permit unlimited immigration to the United States
  
2. President Harry Truman advanced the cause of civil rights for African Americans by
  1. ordering the desegregation of the Armed Forces
  2. appointing the first African American to the Supreme Court
  3. supporting the ratification of the 14th and 15th amendments
  4. establishing affirmative action policies for industry
  
3. The Civil Rights Act of 1964 was passed in an effort to correct
  1. racial and gender discrimination
  2. limitations on freedom of speech
  3. unfair immigration quotas
  4. segregation in the armed forces
  
4. During the 1950s and 1960s, which civil rights leader advocated black separatism?
  1. Medgar Evers
  2. James Meredith
  3. Rosa Parks
  4. Malcolm X
  
5. "The civil rights movement would have been vastly different without the shield and spear of the first amendment." Based on this quotation, which is a valid conclusion?
  1. The civil rights movement used the right to assemble peaceably to its advantage.
  2. Armed violence was responsible for the gains made by the civil rights movement.
  3. Congress ignored the Constitution in its efforts to speed civil rights gains.
  4. The executive branch lacked the power to enforce equal rights legislation.

**6.** Martin Luther King, Jr. first emerged as a leader of the civil rights movement when he

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| <b>1.</b> led the bus boycott in Montgomery, Alabama          | <b>3.</b> challenged the authority of the Supreme Court             |
| <b>2.</b> refused to give up his seat on a bus to a white man | <b>4.</b> was elected as the first black congressman from the South |

**7.** The Civil Rights Act of 1964, the Fair Housing Act, and the Americans with Disabilities Act were government efforts to

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| <b>1.</b> eliminate restrictions on immigration     | <b>3.</b> provide federal aid for children         |
| <b>2.</b> end discrimination against various groups | <b>4.</b> require equal treatment of men and woman |

**8.** During the civil rights movement of the 1960s, activities of the Congress of Racial Equality, the National Urban League, and the National Association for the Advancement of Colored People (NAACP) illustrated that

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| <b>1.</b> all civil rights groups use the same tactics              | <b>3.</b> organizational differences usually lead to failure    |
| <b>2.</b> different approaches can be used to achieve a common goal | <b>4.</b> violence is the best tool for achieving social change |

**9.** In 1954, the Supreme Court decision in *Brown v. Board of Education of Topeka* advanced the civil rights movement by

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| <b>1.</b> guaranteeing equal voting rights to African Americans | <b>3.</b> declaring that racial segregation in public schools violated the 14th amendment |
| <b>2.</b> banning racial segregation in hotels and restaurants  | <b>4.</b> upholding the principle of separate but equal public facilities                 |

**10.** Base your answer on the speakers' statements below and on your knowledge of social studies.

*Speaker A:*

It is more important now to focus on vocational training and economic opportunities than on removing obstacles to social equality for African Americans.

*Speaker B:*

The Constitution is color-blind and recognizes no superior class in this country. All citizens are equal before the law.

*Speaker C:*

The American Negro [African American] must focus on the achievement of three goals: higher education, full political participation, and continued support for civil rights.

*Speaker D:*

African Americans should return home to Africa to establish their own independent nation free from white control

During the early 1900s, reform leaders tried to advance the goals of *Speaker C* by

1. supporting passage of Jim Crow laws
2. forming the Tuskegee Institute in Alabama
3. avoiding attempts to overturn racial segregation in the courts
4. creating the National Association for the Advancement of Colored People (NAACP)

11. The Civil Rights Act of 1964 was intended to end

1. loyalty oaths for federal employees
2. affirmative action programs in education
3. unfair treatment of the elderly
4. discrimination based on race or sex

12. "Martin Luther King Jr. Delivers 'I Have a Dream' Speech to Civil Rights Demonstrators in D.C."

"Rachel Carson Awakens Conservationists with Her Book, *Silent Spring*"

"Cesar Chavez Organizes Migrant Farm Workers"

A valid conclusion based on these headlines is that

1. individuals have a great impact on movements for change
2. social reforms progress faster with support from big business
3. the press discouraged efforts at reform in the 1960s
4. mass movements often continue without strong leaders

## II. Study!

Study for the Regents Exam and your final exam. Make sure that you have a plan for whatever thematic or documents based question essays that might be assigned. You have plenty of time to prepare, and so, get busy! [Regentsprep.org](http://Regentsprep.org) and [castlelearning.com](http://castlelearning.com) are very good resources for review.

## III. U.S. History Regents Monday Review Sessions

I have reserved one hour on Mondays to use exclusively to review for the United States History and Government Regents Exam. You can earn extra points for this marking period's grade, if you attend and actively participate in the review sessions.

