

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

**UNITED STATES HISTORY
AND GOVERNMENT**

Tuesday, June 13, 2017 — 9:15 a.m. to 12:15 p.m., only

Student Name _____

School Name _____

The possession or use of any communications device is strictly prohibited when taking this examination. If you have or use any communications device, no matter how briefly, your examination will be invalidated and no score will be calculated for you.

Print your name and the name of your school on the lines above. A separate answer sheet for Part I has been provided to you. Follow the instructions from the proctor for completing the student information on your answer sheet. Then fill in the heading of each page of your essay booklet.

This examination has three parts. You are to answer **all** questions in all parts. Use black or dark-blue ink to write your answers to Parts II, III A, and III B.

Part I contains 50 multiple-choice questions. Record your answers to these questions as directed on the answer sheet.

Part II contains one thematic essay question. Write your answer to this question in the essay booklet, beginning on page 1.

Part III is based on several documents:

Part III A contains the documents. When you reach this part of the test, enter your name and the name of your school on the first page of this section.

Each document is followed by one or more questions. Write your answer to each question in this examination booklet on the lines following that question.

Part III B contains one essay question based on the documents. Write your answer to this question in the essay booklet, beginning on page 7.

When you have completed the examination, you must sign the declaration printed at the end of the answer sheet, indicating that you had no unlawful knowledge of the questions or answers prior to the examination and that you have neither given nor received assistance in answering any of the questions during the examination. Your answer sheet cannot be accepted if you fail to sign this declaration.

DO NOT OPEN THIS EXAMINATION BOOKLET UNTIL THE SIGNAL IS GIVEN.

Part I

Answer all questions in this part.

Directions (1–50): 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.

- 1 Which geographic feature most influenced the development of large plantations in the southeastern region of the United States?
 - (1) arid land
 - (2) cool climate
 - (3) pine forests
 - (4) fertile lowlands
- 2 What was an important goal of European mercantilism during the 1600s and 1700s?
 - (1) increasing the mother country's wealth
 - (2) promoting colonial self-sufficiency
 - (3) encouraging colonial manufacturing of textiles
 - (4) improving trade between European nations
- 3 Which precedent was established as a result of the John Peter Zenger case (1735)?
 - (1) universal suffrage
 - (2) peaceable assembly
 - (3) freedom of the press
 - (4) right to privacy
- 4 Which heading best completes the partial outline below?

I. _____

A. Brought to colonies against their will

B. Endured brutal conditions

C. Provided labor for a successful agricultural economy

D. Resisted attempts to eliminate their culture

 - (1) Chinese Immigrants on the West Coast
 - (2) Enslaved Africans in the South
 - (3) Indentured Servants in New England
 - (4) Mexican Farmers in the Southwest
- 5 How did the outcome of the French and Indian War (1754–1763) affect American colonists?
 - (1) New taxes were imposed by Britain to pay its debts.
 - (2) British troops were removed from the colonies.
 - (3) Settlements were allowed west of the Appalachians.
 - (4) Colonial trade regulations were reduced.
- 6 The primary purpose of the Articles of Confederation was to
 - (1) provide tax revenues for the national government
 - (2) establish the basic framework of the national government
 - (3) give the national government the power to regulate interstate commerce
 - (4) establish the supremacy of the national government over the states
- 7 Many of the fundamental principles found in the United States Constitution (1787) were based on the
 - (1) concept of salutary neglect
 - (2) influence of British Loyalists
 - (3) rule of absolute monarchs in Europe
 - (4) writings of Enlightenment philosophers
- 8 Federalism, separation of powers, and checks and balances are constitutional principles that directly
 - (1) empower more voters
 - (2) restrict individual liberties
 - (3) involve citizens in the governing process
 - (4) reduce the concentration of governmental power

9 “. . . We should consider that we are providing a Constitution for future generations, and not merely for the peculiar circumstances of the moment. . . .”

— James Wilson, Constitutional Convention, 1787

The writers of the Constitution best applied this idea by providing for

- (1) an electoral college to select the president
 - (2) due process of law to protect individual civil rights
 - (3) a method for adopting a constitutional amendment
 - (4) the direct election of members of Congress
- 10 The United States Constitution provides that federal judges be appointed for life primarily to
- (1) protect judicial decision-making from the influence of political pressure
 - (2) provide time for a more thorough investigation of cases
 - (3) ensure that judicial decisions are based on precedent
 - (4) guarantee that different viewpoints are represented on the Supreme Court
- 11
- A bill of rights should be added.
 - The central government is too powerful.
 - The nation is too large to remain a republic.
- These statements express concerns of citizens who opposed the
- (1) colonial rule of Great Britain
 - (2) principles expressed in the Albany Plan of Union
 - (3) ratification of the Constitution
 - (4) secession of Southern states from the Union
- 12 The controversy over the establishment of the Bank of the United States and the imposition of a federal excise tax was most closely associated with
- (1) George Washington issuing his Proclamation of Neutrality
 - (2) Alexander Hamilton introducing his financial plan
 - (3) John Adams signing the Alien and Sedition Acts into law
 - (4) Thomas Jefferson supporting the Lewis and Clark expedition

Base your answer to question 13 on the passage below and on your knowledge of social studies.

. . . And now to the point. In our opinion, an opinion which has been formed from data obtained by assiduous [thorough] researches, and comparisons, from laborious investigation, logical reasoning, and earnest reflection, the causes which have impeded the progress and prosperity of the South, which have dwindled our commerce, and other similar pursuits, into the most contemptible insignificance; sunk a large majority of our people in galling poverty and ignorance, rendered a small minority conceited and tyrannical, and driven the rest away from their homes; entailed upon us a humiliating dependence on the Free States; disgrace us in the recesses of our own souls, and brought us under reproach in the eyes of all civilians and enlightened nations—may all be traced to one common source, and there find solution in the most hateful and horrible word, that was ever incorporated into the vocabulary of human economy—*Slavery!* . . .

— Hinton Helper, *The Impending Crisis of the South: How To Meet It*, 1857

- 13 This statement most clearly expresses the author’s opinion that slavery
- (1) should be extended into the western territories
 - (2) caused the North to be dependent on the South
 - (3) was the cause of economic and social problems in the South
 - (4) was the reason the South should secede from the Union
-
- 14 The passage of the Homestead Act (1862) and the completion of the first transcontinental railroad (1869) encouraged settlement in which region?
- (1) Great Plains
 - (2) Atlantic Coastal Plain
 - (3) Ohio River valley
 - (4) Gulf Coast

- 15 Which statement is a valid generalization about the experience of African Americans during the early Reconstruction period (1865–1870)?
- (1) They gained economic equality.
 - (2) Their participation in government decreased.
 - (3) They achieved legal rights through constitutional amendments.
 - (4) Their political equality was opposed by most Radical Republicans.
- 16 The system of sharecropping developed in the South after the Civil War because
- (1) most formerly enslaved persons had no farming skills
 - (2) owners of large tracts of land faced labor shortages
 - (3) much farmland was ruined by the war
 - (4) plantation owners wanted to diversify crops
- 17 The United States government’s use of laissez-faire principles during the late 19th century resulted in the
- (1) commitment of aid to small American businesses
 - (2) decline in the number of factory jobs
 - (3) opposition of American businesses to protective tariffs
 - (4) growth of trusts and monopolies
- 18 What was one result of the Supreme Court’s decision in *Plessy v. Ferguson* (1896)?
- (1) Public schools were integrated nationwide.
 - (2) The “separate but equal” doctrine was established.
 - (3) Civil rights for African Americans were strengthened.
 - (4) Northern states were forced to segregate public facilities.
- 19 In 1899, the United States proclaimed the Open Door policy in an attempt to
- (1) ensure trading opportunities in China
 - (2) keep the Philippines from attacking China
 - (3) increase trade between Russia and the United States
 - (4) prevent European countries from colonizing Africa

Base your answers to questions 20 and 21 on the speakers’ statements below and on your knowledge of social studies.

Speaker A: It is disgraceful that we allow children in this country to work long hours in unsanitary, unsafe conditions. The government must step in and protect our children.

Speaker B: We must allow businesses to compete freely without government intervention. The best will survive.

Speaker C: Monopolies and trusts make it impossible for small businesses to compete. Monopolies lower their prices to eliminate competition, and then they charge consumers even higher prices.

Speaker D: Big business is good for the country. It increases the nation’s wealth, provides jobs, and strengthens the country.

- 20 What would *Speaker B* most likely want the federal government to do?
- (1) Regulate child labor.
 - (2) Adopt a progressive income tax.
 - (3) Strengthen the immigration laws.
 - (4) Support the concept of Social Darwinism.
- 21 Which two speakers represent the beliefs of many reformers during the Progressive Era?
- | | |
|---------------------------|---------------------------|
| (1) <i>A</i> and <i>B</i> | (3) <i>B</i> and <i>C</i> |
| (2) <i>A</i> and <i>C</i> | (4) <i>B</i> and <i>D</i> |
-

Base your answer to question 22 on the newspaper headlines below and on your knowledge of social studies.

\$50,000 REWARD—WHO DESTROYED THE MAINE?—\$50,000 REWARD

EDITION FOR GREATER NEW YORK



NEW YORK JOURNAL

AND ADVERTISER



NEW YORK, THURSDAY, FEBRUARY 17, 1898

DESTRUCTION OF THE WAR SHIP MAINE WAS THE WORK OF AN ENEMY

\$50,000!

\$50,000 REWARD!
For the Detection of the
Perpetrator of
the Maine Outrage!

The New York Journal...
The S.S.B. (S.S.B.)...
PERPETRATOR OF THIS OUTRAGE HAS
ACCOMPLISHED

Assistant Secretary Roosevelt
Convinced the Explosion of
the War Ship Was Not
an Accident.

The Journal Offers \$50,000
Reward for the Conviction of the
Criminals Who Sent 258
American Sailors to Their Death.
Naval Officers Unanimous That
the Ship Was Destroyed
on Purpose.

\$50,000!

\$50,000 REWARD!
For the Detection of the
Perpetrator of
the Maine Outrage!

The New York Journal...
The S.S.B. (S.S.B.)...
PERPETRATOR OF THIS OUTRAGE HAS
ACCOMPLISHED

Source: "Crucible of Empire," PBS Online (adapted)

22 What was a major purpose of these 1898 newspaper headlines?

- (1) rallying support for a declaration of war against Spain
- (2) promoting peace between Spain and the United States
- (3) supporting humanitarian aid for the suffering Cuban people
- (4) punishing the citizens of Cuba

- 23 • Overcrowding
• High crime rate
• Poor sanitation

In the early 1900s, these problems were most directly a result of

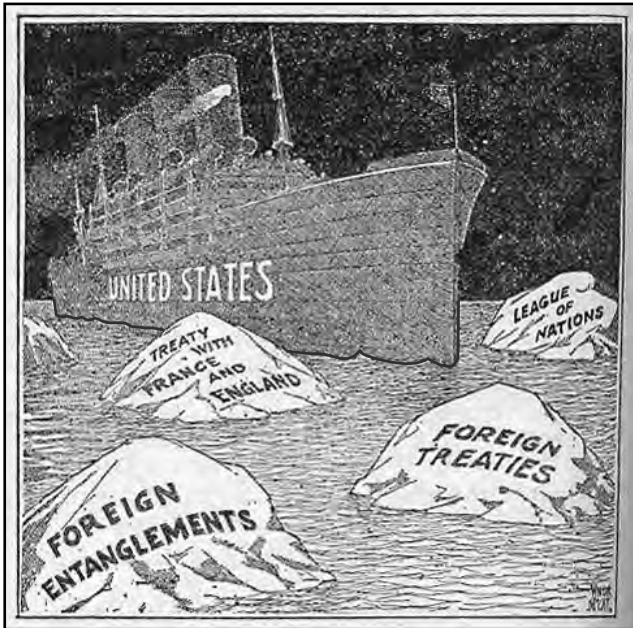
- (1) muckrakers' influence
- (2) conservation programs
- (3) westward migration
- (4) rapid urbanization

24 In the early 1900s, Congress acted to regulate the nation's money supply more effectively by

- (1) increasing the minimum wage
- (2) raising the protective tariff
- (3) creating the Federal Reserve System
- (4) adopting the Clayton Antitrust Act

Base your answers to questions 25 and 26 on the cartoon below and on your knowledge of social studies.

“BETTER KEEP TO THE OLD CHANNEL”

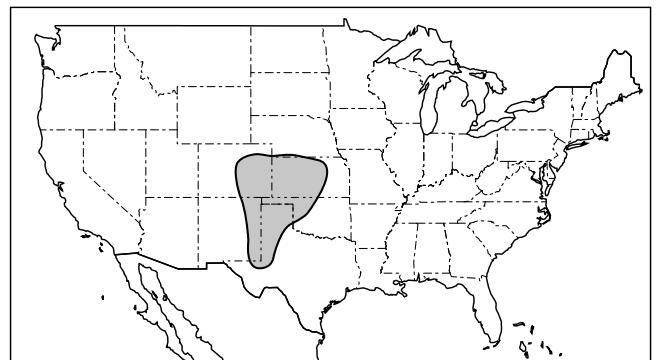


Source: Winsor McCay, *New York American*, 1919 (adapted)

- 25 What is the main idea of the cartoon?
- (1) Travel on ocean-going ships was dangerous and should be banned.
 - (2) The United States should return to an isolationist foreign policy.
 - (3) The United States should take the lead in creating an international peacekeeping organization.
 - (4) The United States Navy should make efforts to improve its fleet.
- 26 In the United States Senate, those who agreed with the opinion expressed in the cartoon were able to
- (1) end United States involvement in World War I
 - (2) change the provisions of the Treaty of Versailles to reflect American ideals
 - (3) gain public support for United States aid to war-torn European nations
 - (4) reject President Woodrow Wilson’s proposal for membership in the League of Nations

- 27 A major effect of the Harlem Renaissance was that it
- (1) exposed corruption in New York City politics
 - (2) led to the end of the Great Migration
 - (3) increased awareness of African American culture
 - (4) inspired the Progressive movement
- 28 During the 1920s, members of the Ku Klux Klan were closely associated with
- (1) favoring increased urbanization
 - (2) promoting nativist ideas and policies
 - (3) expanding educational opportunities for minorities
 - (4) opposing the deportation of political dissidents

Base your answers to questions 29 and 30 on the map below and on your knowledge of social studies.



Source: Andrew Cayton et al., *America: Pathways to the Present*, Prentice Hall, 2000 (adapted)

- 29 In the 1930s, the shaded area outlined on the map became known as the
- (1) Rust Belt
 - (2) Dust Bowl
 - (3) Continental Divide
 - (4) Mississippi Delta
- 30 In the 1930s, what was a major impact of the events that occurred in the shaded area on the region’s population?
- (1) A large number of people migrated west.
 - (2) Many people arrived seeking economic opportunity.
 - (3) Farm prosperity raised land values.
 - (4) Major dam building ended annual flooding.

Base your answer to question 31 on the cartoon below and on your knowledge of social studies.



Source: Vaughn Shoemaker, *Chicago Daily News*, January 1937 (adapted)

31 This cartoonist believes that President Franklin D. Roosevelt's actions related to the Supreme Court were

- (1) embraced by most of the American public
- (2) necessary to protect the Bill of Rights
- (3) harmful to the system of checks and balances
- (4) needed to navigate safely through the Great Depression

32 Congressional legislation passed in 1940 to create a military draft was controversial primarily because it

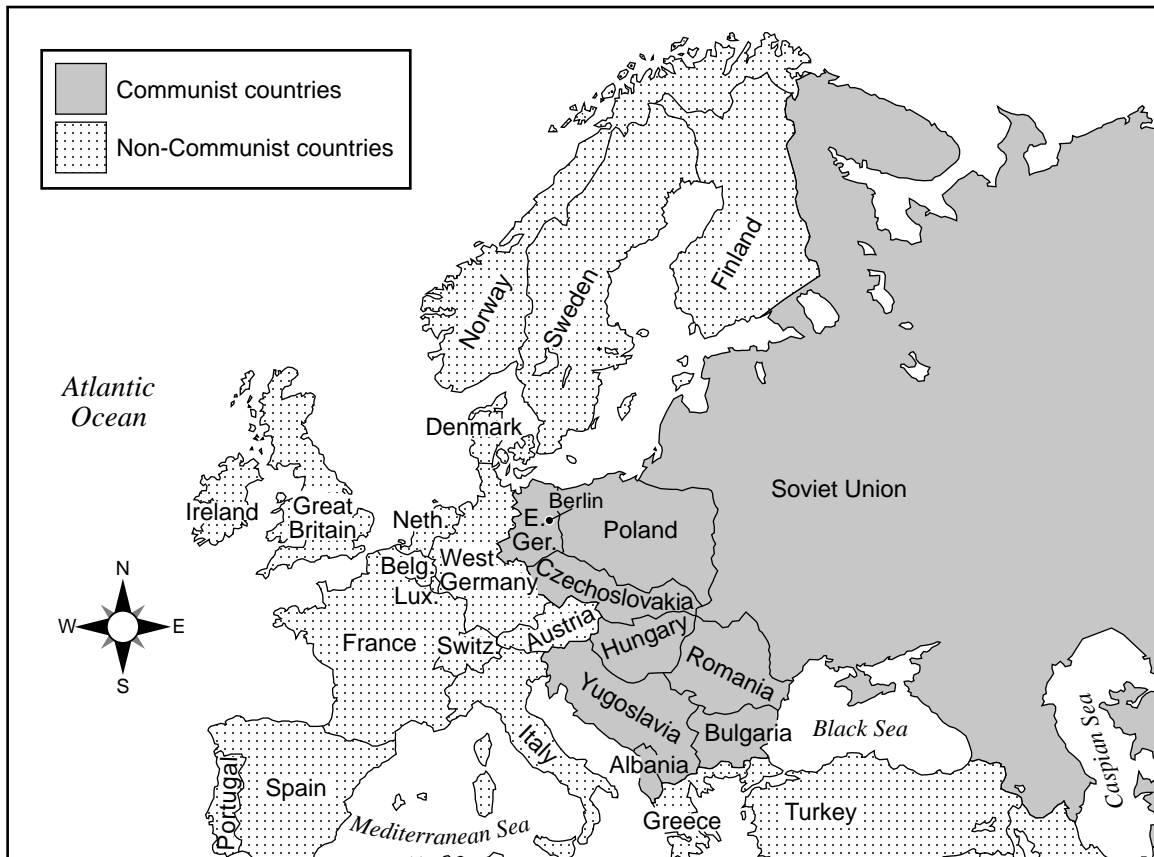
- (1) required ratification by three-fourths of the states
- (2) made women eligible for combat
- (3) overturned President Franklin D. Roosevelt's veto
- (4) raised fears that the United States would be drawn into war

33 The Lend-Lease Act was passed by Congress in 1941 primarily to

- (1) assist Great Britain in World War II
- (2) stabilize the international banking system
- (3) maintain the traditional policy of strict neutrality toward Germany
- (4) encourage trade with Japan

Base your answers to questions 34 and 35 on the map below and on your knowledge of social studies.

Europe After World War II



Source: Roger B. Beck et al., *World History: Patterns of Interaction*, McDougal Littell (adapted)

- 34 As a result of the situation shown on the map, the foreign policy of the United States during the administration of President Harry Truman was dominated by the belief that
- (1) communist expansion in Europe should be contained
 - (2) cooperation with the Soviet Union should be increased
 - (3) satellite nations of the Soviet Union should not be recognized as legal states
 - (4) economic aid was not likely to help nations in Western Europe
- 35 One action taken by the United States in response to the situation shown on the map was to
- (1) return to a foreign policy of isolationism
 - (2) attack Soviet-controlled territories
 - (3) help form the North Atlantic Treaty Organization (NATO)
 - (4) sign trade agreements with nations taken over by the Soviet Union

- 36 After World War II, President Harry Truman advanced the rights of African Americans by
- (1) issuing an order to end segregation in the military
 - (2) signing legislation to ban poll taxes
 - (3) appointing a racially diverse Supreme Court
 - (4) ending discrimination in public accommodations

Base your answer to question 37 on the quotation below and on your knowledge of social studies.

... I believe in an America where the separation of church and state is absolute—where no Catholic prelate [bishop] would tell the President (should he be Catholic) how to act, and no Protestant minister would tell his parishioners for whom to vote—where no church or church school is granted any public funds or political preference—and where no man is denied public office merely because his religion differs from the President who might appoint him or the people who might elect him. . . .

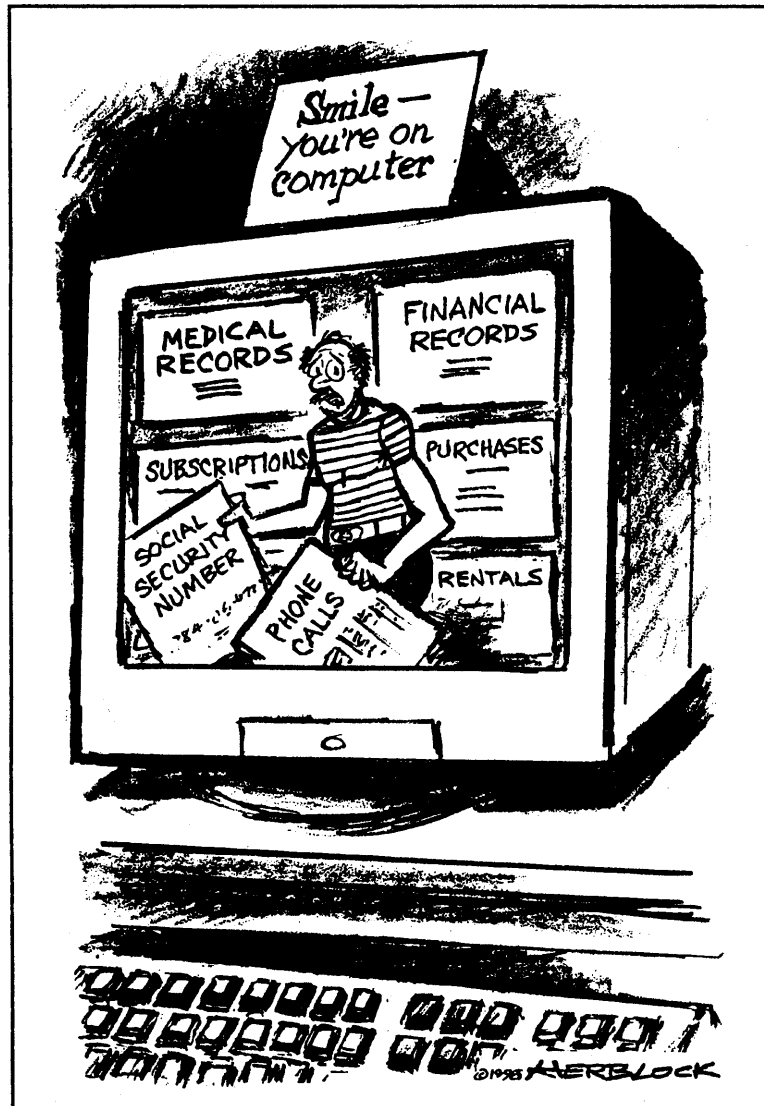
— Senator John F. Kennedy, September 12, 1960

- 37 In this statement, Senator John F. Kennedy is showing his support for
- (1) increasing federal aid to nonpublic schools
 - (2) establishing a national religion
 - (3) banning religious leaders from holding public office
 - (4) upholding the principles of the first amendment
-
- 38 What was the principal strategy used by Dr. Martin Luther King Jr. to achieve equal rights in the United States?
- (1) advocating separation of the races
 - (2) counseling African Americans to attend vocational schools
 - (3) encouraging the use of civil disobedience
 - (4) creating a new political party

- 39 What was a major result of President Lyndon B. Johnson's Great Society of the 1960s?
- (1) Government agencies like Social Security lost support.
 - (2) Military spending fell to its lowest level in 50 years.
 - (3) Programs like Medicare and the Job Corps were created to reduce poverty.
 - (4) The federal government operated on a balanced budget.

- 40 Affirmative action programs were begun in the mid-1960s primarily as a way to
- (1) reduce unemployment in the rural South
 - (2) increase economic and educational opportunities for minorities
 - (3) rebuild public housing in urban areas
 - (4) win public support for tax cuts
- 41 Which Supreme Court case is accurately matched with the constitutional issue that was raised in that case?
- (1) *Brown v. Board of Education of Topeka*—right to legal counsel
 - (2) *Tinker v. Des Moines*—protection against unreasonable search
 - (3) *Engel v. Vitale*—right to trial by jury
 - (4) *Miranda v. Arizona*—protection from self-incrimination
- 42 In 1991, President George H. W. Bush committed United States troops to fight in the Persian Gulf War in order to
- (1) remove Iraqi forces from Kuwait
 - (2) help Great Britain take control of Middle Eastern oil fields
 - (3) assist Iran in its war with Iraq
 - (4) keep the Suez Canal open to all nations

Base your answer to question 43 on the cartoon below and on your knowledge of social studies.

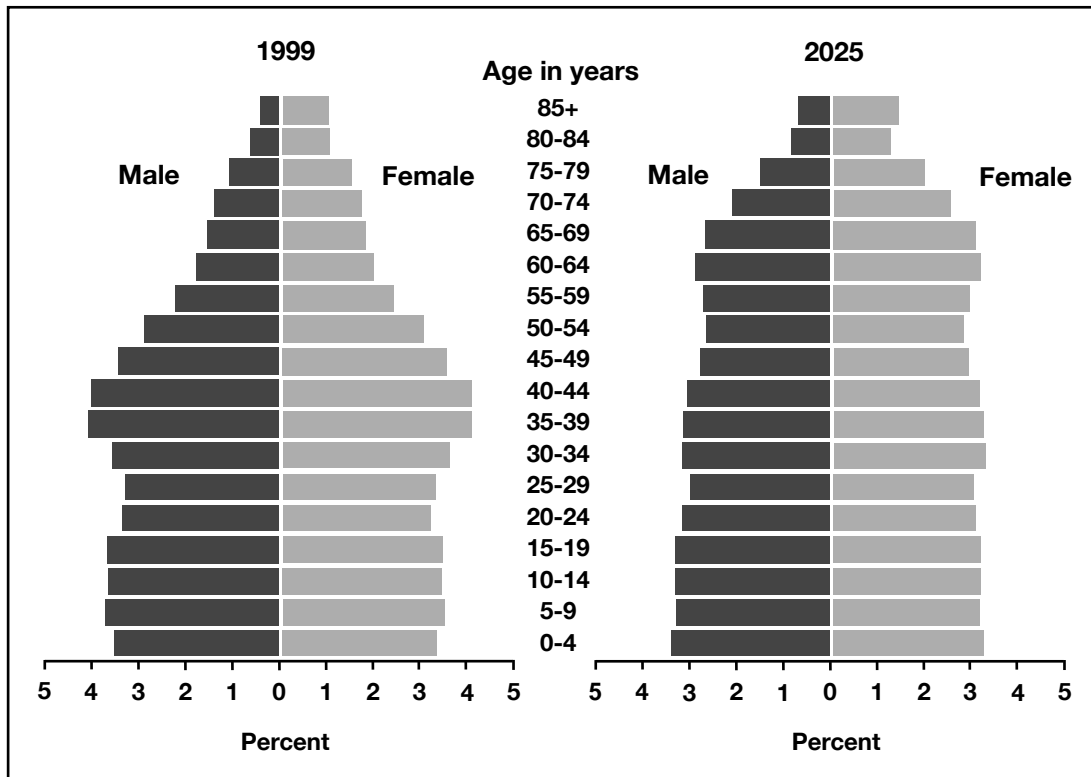


Source: Herblock, *Washington Post*, 1998

- 43 Which statement most accurately reflects the point of view of the cartoonist?
- (1) New technology has made modern life less convenient.
 - (2) Computers have made medical records more secure.
 - (3) Use of computers might compromise personal privacy.
 - (4) Government records should be stored on computers.
-

Base your answer to question 44 on the graphs below and on your knowledge of social studies.

Age and Gender Distribution of the U.S. Population, 1999 and 2025



Source: Population Reference Bureau (adapted)

44 Which conclusion about the estimated United States population in 2025 compared to 1999 is most clearly supported by information in the graphs?

- (1) More people will live longer in 2025.
- (2) The size of the population will have doubled by 2025.
- (3) Death rates will have increased by 2025.
- (4) More men than women will be over age 85 in 2025.

45 Andrew Carnegie’s financial support for public libraries and Bill Gates’s funding of medical care in Africa best illustrate

- (1) the benefits of popular sovereignty
- (2) a dedication to socialist principles
- (3) the need to limit corporate growth
- (4) a commitment to using personal wealth to help others

46 One similarity between the popular culture of the 1920s and the popular culture of the 1950s is that many Americans in both periods had

- (1) a welcoming attitude toward immigrants
- (2) a strong desire to own consumer goods
- (3) an increased interest in rural lifestyles
- (4) an exaggerated distrust of new technology

Base your answer to question 47 on the cartoon below and on your knowledge of social studies.



Source: Mike Peters, *Dayton Daily News*, 1994

47 Which statement concerning these United States presidents from 1953 to 1994 most accurately expresses the main idea of this cartoon?

- (1) Each of these presidents increased foreign aid to Cuba.
- (2) The United States policy toward Cuba was not effective.
- (3) Fidel Castro was eventually removed from power in Cuba.
- (4) Several presidents have attempted to cooperate with Fidel Castro.

- 48 • Freedom of expression was limited under John Adams.
• Japanese Americans were interned during World War II.
• The George W. Bush and Barack Obama administrations held suspected terrorists in military prisons without trial.

All of these actions taken by the federal government show that

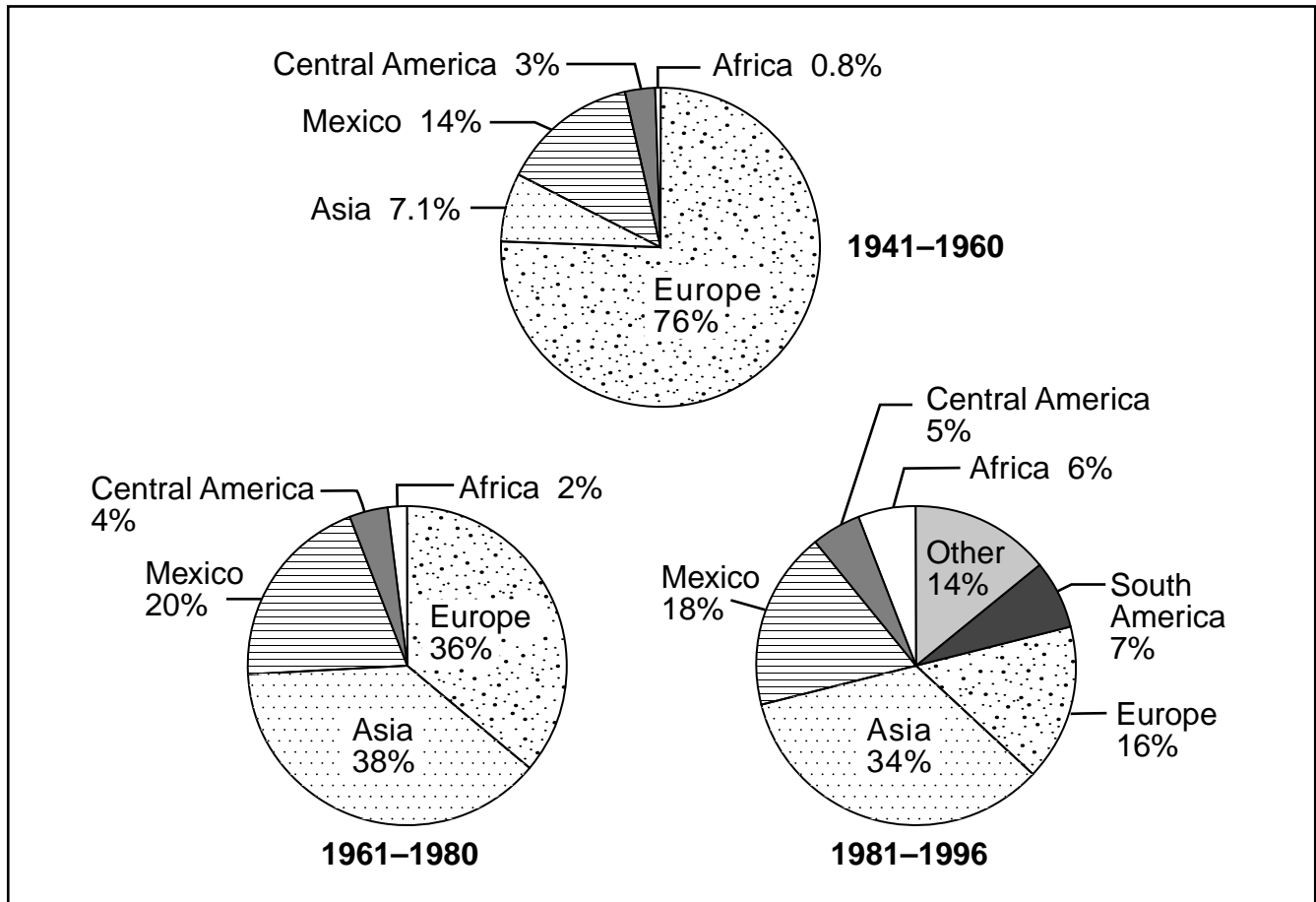
- (1) rights guaranteed by the Constitution have seldom changed
- (2) discrimination against minority groups usually decreases during periods of war
- (3) civil liberties are often restricted in time of war or national crisis
- (4) human rights violations have often been the cause of United States wars

49 One way in which Upton Sinclair's *The Jungle* and Ralph Nader's *Unsafe at Any Speed* are similar is that both resulted in legislation that

- (1) expanded the federal government's role in protecting consumers
- (2) guaranteed free speech rights for students
- (3) raised safety standards for interstate highways
- (4) restricted voting rights of minorities

Base your answer to question 50 on the graphs below and on your knowledge of social studies.

Composition of U.S. Immigration, 1941–1996



Source: Wilson and Dilulio Jr., *American Government: Institutions and Policies*, Houghton Mifflin, 2004 (adapted)

50 Which statement about the population of the United States from 1941 through 1996 is most clearly supported by the information provided in the graphs?

- (1) The average age of the United States population increased.
- (2) The number of immigrants who applied for naturalized citizenship decreased.
- (3) The number of foreign-born residents of the United States fell after 1960.
- (4) The diversity of American society increased in the second half of the 20th century.

This page left blank intentionally.

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

In developing your answer to Part II, be sure to keep these general definitions in mind:

- (a) **describe** means “to illustrate something in words or tell about it”
- (b) **discuss** means “to make observations about something using facts, reasoning, and argument; to present in some detail”

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: Change — Post–World War II United States

Since the late 1940s, significant political, social, and economic developments have had positive and negative effects on the United States and on American society. Many of these developments continue to affect American society.

Task:

Select **two** significant developments that occurred since the late 1940s and for **each**

- Describe the historical circumstances surrounding the development
- Discuss *positive and/or negative* effects of this development on the United States or on American society

You may use any significant development that occurred since the late 1940s from your study of United States history. Some suggestions you might wish to consider include the baby boom, McCarthyism, the nuclear arms race, desegregation of schools, suburbanization, migration to the Sun Belt, the feminist movement, and increased consumerism.

You are *not* limited to these suggestions.

Guidelines:

In your essay, be sure to

- Develop all aspects of the task
- 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

This page left blank intentionally.

Part III

DOCUMENT-BASED QUESTION

This 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 purposes 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 used in a document may reflect the historical context of the time in which it was written.

Historical Context:

Throughout United States history, during times of crisis or change, presidents have communicated their ideas to the American people to influence public opinion and to gain their support. These written addresses and speeches have had a significant impact on the United States and on American society. Three such addresses are **George Washington’s Farewell Address (1796)**, **Abraham Lincoln’s Gettysburg Address (1863)**, and **Franklin D. Roosevelt’s First Inaugural Address (1933)**.

Task: Using the 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

Select **two** addresses mentioned in the historical context and for **each**

- Describe the historical circumstances surrounding the address
- Explain a major idea in the address
- Discuss the impact of the address 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”

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

. . . But there was something else to Washington’s thinking [about retirement]. He had achieved everything that he had set out to accomplish. Indeed, no other president has been more successful. With him to rally around, the Union had survived eight years of incredible stress and strain. The economic torments that had persisted for nearly fifteen years in war and peace had been vanquished. As never before, American manufacturing faced a promising future, offering hope that the new nation would shortly overcome its dependence on foreign goods and be capable of equipping itself in time of war. Worries that the West might break away had been laid to rest. Peace with the European powers prevailed, and had throughout Washington’s presidency. In truth, he said in his final State of the Union address, the survival of the new national government, an open question at the outset of his presidency, had been positively resolved. Most Americans believed the United States would endure. . . .

Source: John Ferling, *The Ascent of George Washington: The Hidden Political Genius of an American Icon*, Bloomsbury Press, 2009 (adapted)

1. According to John Ferling, state **two** accomplishments George Washington achieved during his administration. [2]

(1) _____

Score

(2) _____

Score

Document 2a

... The great rule of conduct for us in regard to foreign nations is, in extending our commercial relations to have with them as little political connection as possible. So far as we have already formed engagements let them be fulfilled with perfect good faith. Here let us stop.

Europe has a set of primary interests which to us have none or a very remote relation. Hence she must be engaged in frequent controversies, the causes of which are essentially foreign to our concerns. Hence, therefore, it must be unwise in us to implicate ourselves by artificial ties in the ordinary vicissitudes [shifts] of her politics or the ordinary combinations and collisions of her friendships or enmities.

Our detached and distant situation invites and enables us to pursue a different course. If we remain one people, under an efficient government, the period is not far off when we may defy material injury from external annoyance; when we may take such an attitude as will cause the neutrality we may at any time resolve upon to be scrupulously [completely] respected; when belligerent nations, under the impossibility of making acquisitions upon us, will not lightly hazard the giving us provocation; when we may choose peace or war, as our interest, guided by justice, shall counsel. . . .

Source: President George Washington, Farewell Address, September 19, 1796

2a Based on this document, what is President George Washington’s advice about the conduct of United States foreign policy? [1]

Score

Document 2b

... I venture, therefore, my fellow countrymen, to speak a solemn word of warning to you against that deepest, most subtle, most essential breach [break] of neutrality which may spring out of partisanship, out of passionately taking sides. The United States must be neutral in fact as well as in name during these days that are to try men’s souls. We must be impartial in thought as well as in action, must put a curb upon our sentiments as well as upon every transaction that might be construed as a preference of one party to the struggle before another. . . .

Source: President Woodrow Wilson, Message to the United States Senate, August 19, 1914

2b Based on this document, what policy does President Woodrow Wilson recommend that the United States follow in response to war breaking out in Europe in 1914? [1]

Score

Document 3a

European War Narrows the Atlantic



Source: Bailey, Kennedy, and Cohen, *The American Pageant*, Houghton Mifflin, 1998 (adapted)

Document 3b

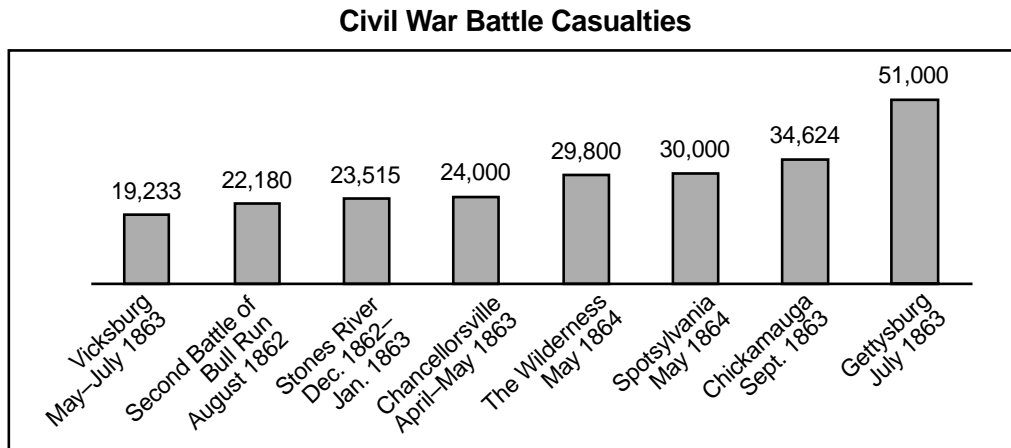
... Isolationism likewise has gone the way of the horse and buggy. The policy of no-entangling alliances has been spectacularly reversed, in response to outside dangers, to the point where the United States is involved in more than forty entangling alliances. Nonintervention has become wholesale intervention, whether in World War I, World War II, the Korean War, or the Cold War. The United States is no longer content to drift at the mercy of events; it is determined to use its enormous power to control those events in the interests of its own peace and security. Noninvolvement has become involvement in the affairs of several score of nations, whether through economic or military programs. The United States cannot leave the world alone because the world will not leave it alone. . . .

Source: Thomas A. Bailey, *A Diplomatic History of the American People*, Appleton-Century-Crofts, 1964

3 Based on these documents, why did it become more difficult for the United States to follow President George Washington's foreign policy advice in the 20th century? [1]

Score

Document 4a



Source: Civil War Trust at www.civilwar.org (adapted)

Document 4b

... The country needed some sort of ceremony at Gettysburg. The shock of this battle had gone into the bones and sinews of people all the way from Minnesota to Maine. Thousands of men had died, thousands more had been maimed, and many other thousands had lived through three days of the most agonizing experience.

After the battle the armies had gone down into Virginia, and all through the summer and fall they had been moving back and forth, colliding now and then, striking sparks with skirmishes of cavalry and infantry outposts, fighting small battles, moving and shooting and wasting men. The war seemed to be going on and on, and nobody could see the end of it. It was clear enough that in some mysterious way the fight at Gettysburg had symbolized everything that the nation was trying to do—everything for which it had given its sons, for which homes in every city and town and country hamlet had known the grief of loss and final separation—and to dedicate this cemetery in Pennsylvania was somehow to pay a tribute to the young men who had been killed and to the families that had lost them. ...

Source: Bruce Catton, *The Battle of Gettysburg*, American Heritage Publishing, 1963

4 Based on these documents, why was it important for President Abraham Lincoln to speak to the nation after the Battle of Gettysburg? [1]

Score

Document 5

Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battle-field of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense, we can not dedicate—we can not consecrate—we can not hallow—this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us—that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion—that we here highly resolve that these dead shall not have died in vain—that this nation, under God, shall have a new birth of freedom—and that government of the people, by the people, for the people, shall not perish from the earth.

Source: President Abraham Lincoln, Gettysburg Address, November 19, 1863 (adapted)

5 According to President Abraham Lincoln, what is the “great task” that remains for the living? [1]

Score

Document 6

Martin Luther King Jr. was the keynote speaker at the March on Washington on August 28, 1963.

. . . For the other speakers, the Lincoln Memorial seemed nothing more than a stage setting. But King began by acknowledging the hero in the pantheon [memorial] behind him. “Fivescore years ago, a great American, in whose symbolic shadow we stand today, signed the Emancipation Proclamation [January 1, 1863]. This momentous decree came as a great beacon of hope to millions of Negro slaves who had been scarred in the flame of withering injustice. It came as a joyous daybreak to end the long night of their captivity.” Sadly, one hundred years later the Negro still was not free. The oration became King’s own Second Emancipation Proclamation. It rose to the lilting crescendo of “I have a Dream.”: “I have a Dream that one day this nation will rise up and live out the true meaning of its creed: We hold these truths to be self-evident that all men are created equal.” Thus did King, like Lincoln at Gettysburg, dedicate the country to a new birth of freedom in pursuit of the old dream. “This speech [by Martin Luther King Jr.], more than any other single event,” it has been said, “legitimized the ongoing black revolution in the eyes of most Americans and came to symbolize a historic national turning point, lifting King into the pantheon of great American heroes.” . . .

Source: Merrill D. Peterson, *Lincoln in American Memory*, Oxford University Press, 1994 (adapted)

6 According to Merrill D. Peterson, how did President Abraham Lincoln’s Gettysburg Address of 1863 continue to influence the United States in the 20th century? [1]

Score

Document 7a

Advertising for a job in
Detroit in the 1930s



Source: Detroit News

Document 7b

Chicago soup kitchen, 1931



Source: National Archives

A WISE ECONOMIST ASKS A QUESTION



Source: John McCutcheon, *Chicago Tribune*, 1931 (adapted)

7 Based on the photographs and the political cartoon, what were **two** problems faced by many Americans in the early 1930s? [2]

(1) _____

Score

(2) _____

Score

Document 8

. . . Our greatest primary task is to put people to work. This is no unsolvable problem if we face it wisely and courageously. It can be accomplished in part by direct recruiting by the Government itself, treating the task as we would treat the emergency of a war, but at the same time, through this employment, accomplishing greatly needed projects to stimulate and reorganize the use of our natural resources. . . .

Finally, in our progress toward a resumption of work we require two safeguards against a return of the evils of the old order: there must be a strict supervision of all banking and credits and investments, so that there will be an end to speculation with other people's money; and there must be provision for an adequate but sound currency. . . .

I am prepared under my constitutional duty to recommend the measures that a stricken Nation in the midst of a stricken world may require. These measures, or such other measures as the Congress may build out of its experience and wisdom, I shall seek, within my constitutional authority, to bring to speedy adoption.

But in the event that the Congress shall fail to take one of these two courses, and in the event that the national emergency is still critical, I shall not evade the clear course of duty that will then confront me. I shall ask the Congress for the one remaining instrument to meet the crisis—broad Executive power to wage a war against the emergency, as great as the power that would be given to me if we were in fact invaded by a foreign foe. . . .

We do not distrust the future of essential democracy. The people of the United States have not failed. In their need they have registered a mandate that they want direct, vigorous action. They have asked for discipline and direction under leadership. They have made me the present instrument of their wishes. In the spirit of the gift I take it. . . .

Source: President Franklin D. Roosevelt, First Inaugural Address, March 4, 1933

- 8 According to President Franklin D. Roosevelt, what is **one** action the government should take to deal with the national economic emergency? [1]

Score

Document 9a

. . . The tide turned with [President Franklin D.] Roosevelt's swift and decisive action as he took office. Despair turned into hope, and faith and confidence reached a peak as the Hundred Days came to an end. The Depression wasn't over, but the fear of it was. That knot in the belly that came from dread of what another day might bring was gone. Things were looking up all over. If you had a job, you now felt reasonably certain of holding on to it. If you didn't have a job, the prospects of getting one were looking better. There were still apple sellers on the streets, and the Chicago schoolteachers still rioted to get their back pay, and the Unemployed Councils still marched on City Halls. But stories in the papers also showed a brighter side: new CCC camps were being opened up; the Civil Works Administration was hiring men to repair the streets and tidy up the parks; and the farmers in Iowa and Wisconsin were bringing their milk to market instead of dumping it on the highways. It was possible to have a good steak for dinner now and then, and you didn't feel extravagant if you spent a quarter to see a movie. Some families even ventured to plan a summer vacation. *The New York Times* for Sunday, July 1, carried three full pages of cruise advertisements. . . .

Source: Cabell Phillips, *From the Crash to the Blitz: 1929–1939*, The New York Times Company, 1969

9a According to Cabell Phillips, how was the nation affected by President Franklin D. Roosevelt's Hundred Days? [1]

Score

Document 9b

. . . Despite these challenges [to undo the New Deal], the fundamental elements of the New Deal proved resilient [long-lasting]. Bush [President George W.] began his second term with an energetic campaign to privatize Social Security. He had to back down, however, in the face of strong bipartisan opposition. He went on to sign a Medicare prescription drug law, sponsored by congressional Republicans, which significantly expanded the scope of the welfare state. The political discussion quickly moved on to health insurance, with a majority of Americans telling poll takers that they supported universal access to health care. Even with the ebbing and flowing of the federal regulatory regime, which varied depending on the administration in power, the idea that government had a duty to protect the public from dishonest stock offerings, unsafe food and drugs, and failed banks, which was revolutionary in 1933, had ceased to be controversial. In the fall of 2008, when a Republican president and a Democratic Congress united to enact a \$700 billion bailout of the financial industry, it was clear that the whole country had accepted the fundamental principles of the New Deal. . . .

Source: Adam Cohen, *Nothing to Fear: FDR's Inner Circle and the Hundred Days that Created Modern America*, Penguin Press, 2009

9b According to Adam Cohen, state **one** way New Deal ideas continue to influence actions taken by the government. [1]

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 your essay. Support your response with relevant facts, examples, and details. Include additional outside information.

Historical Context:

Throughout United States history, during times of crisis or change, presidents have communicated their ideas to the American people to influence public opinion and to gain their support. These written addresses and speeches have had a significant impact on the United States and on American society. Three such addresses are **George Washington’s Farewell Address (1796)**, **Abraham Lincoln’s Gettysburg Address (1863)**, and **Franklin D. Roosevelt’s First Inaugural Address (1933)**.

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

Select *two* addresses mentioned in the historical context and for *each*

- Describe the historical circumstances surrounding the address
- Explain a major idea in the address
- Discuss the impact of the address on the United States and/or on American society

Guidelines:

In your essay, be sure to

- Develop all aspects of the task
- 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

REGENTS EXAM IN U.S. HISTORY AND GOVERNMENT

Printed on Recycled Paper

REGENTS EXAM IN U.S. HISTORY AND GOVERNMENT