

REGENTS IN U.S. HISTORY AND GOVERNMENT

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY AND GOVERNMENT

Tuesday, June 21, 2005 — 1:15 to 4:15 p.m., only

Student Name _____

School Name _____

Print your name and the name of your school on the lines above. Then turn to the last page of this booklet, which is the answer sheet for Part I. Fold the last page along the perforations and, slowly and carefully, tear off the answer sheet. Then fill in the heading of your answer sheet. Now print your name and the name of your school 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.

Part I contains 50 multiple-choice questions. Record your answers to these questions on the separate 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. Each document is followed by one or more questions. In the test booklet, write your answer to each question on the lines following that question. Be sure to enter your name and the name of your school on the first page of this section.

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 statement printed on the Part I 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.

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

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

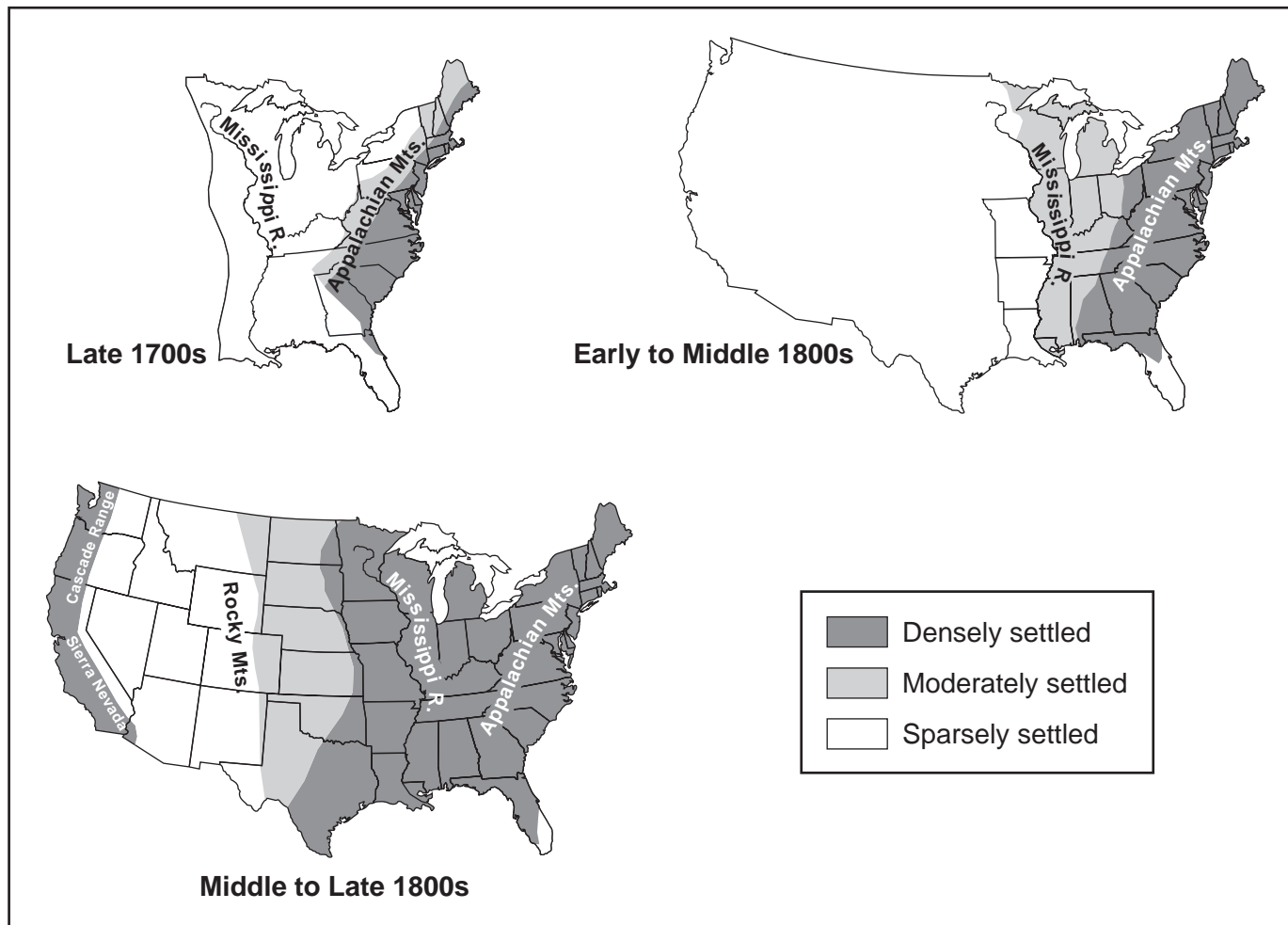
REGENTS IN U.S. HISTORY AND GOVERNMENT

Part I

Answer all questions in this part.

Directions (1–50): For each statement or question, write on the separate answer sheet the *number* of the word or expression that, of those given, best completes the statement or answers the question.

Base your answer to question 1 on the series of maps below and on your knowledge of social studies.



Source: *Atlas of Our Country*, NYSTROM (adapted)

- 1 What is the best title for this series of maps?
- (1) Industrialization of the United States
 - (2) Sectional Conflicts in the United States
 - (3) Transportation Revolution in the United States
 - (4) Shifting Frontier of the United States
-

- 2 Which statement is most accurate about the movement for independence in the thirteen colonies?
- (1) The independence movement began soon after the founding of the Plymouth Colony.
 - (2) Protests against British colonial policies gradually led to demands for independence.
 - (3) The King of England required the colonists to become economically self-sufficient.
 - (4) The movement for independence was equally strong in all of the colonies.

- 3 According to the Declaration of Independence, the fundamental purpose of government is to
- (1) protect people's natural rights
 - (2) equalize opportunities for all citizens
 - (3) provide for the defense of the nation
 - (4) establish a system of free public education

- 4 To address the weaknesses of the Articles of Confederation, delegates at the Constitutional Convention agreed to
- (1) eliminate the slave trade
 - (2) increase the powers of the central government
 - (3) decrease the number of states
 - (4) allow states to set tariff rates

- 5 During the Constitutional Convention of 1787, the major disagreement between the large and small states occurred over the issue of
- (1) continuation of slavery
 - (2) guaranteeing States rights
 - (3) representation in Congress
 - (4) control of interstate commerce

- 6 “. . . it is the opinion of this committee that a national government ought to be established consisting of a Supreme Legislature, Judiciary, and Executive. . . .”

— Resolution submitted by Edmund Randolph, delegate to the Constitutional Convention, 1787

In adopting this resolution, the framers of the Constitution showed their belief in the idea of

- (1) judicial review
- (2) an elastic clause
- (3) States rights
- (4) separation of powers

- 7 The requirement to conduct a census was included in the United States Constitution to
- (1) control the numbers of immigrants
 - (2) determine income tax rates
 - (3) determine the number of members from each state in the House of Representatives
 - (4) record the birth and death rates of the population

- 8 Which role of the president is considered part of the unwritten constitution?
- (1) nominating federal judges
 - (2) signing or vetoing legislation
 - (3) acting as the leader of his political party
 - (4) serving as commander in chief of the armed forces

- 9 “. . . Now, one of the most essential branches of English liberty is the freedom of one's house. A man's house is his castle; and whilst he is quiet, he is as well guarded as a prince in his castle. . . .”
- James Otis, *Against the Writs of Assistance*, 1761

Which provision in the Bill of Rights includes this same belief?

- (1) right to a fair trial
- (2) protection against unreasonable search and seizure
- (3) guarantee against double jeopardy
- (4) prohibition of cruel and unusual punishment

- 10 Which proposal was included in Secretary of the Treasury Alexander Hamilton's financial plans in the 1790s?

- (1) incentives to encourage agricultural expansion
- (2) creation of a national bank
- (3) direct taxes on the states to support government operations
- (4) free trade with other nations

- 11 President George Washington's principal reason for issuing the Proclamation of Neutrality (1793) was to

- (1) repay France for help in the Revolutionary War
- (2) protect United States interests in the Caribbean area
- (3) safeguard the newly won independence
- (4) punish the British for failing to withdraw from American territory

- 12 The Supreme Court decision in *Marbury v. Madison* (1803) was important because it
- (1) established the principle of judicial review
 - (2) led to the reelection of President Thomas Jefferson
 - (3) showed that the states were stronger than the federal government
 - (4) proved that the legislative branch was the most powerful branch of government
- 13 During the first half of the 19th century, the construction of canals and roads led to the
- (1) expansion of trade between midwestern farmers and eastern merchants
 - (2) growth of plantation agriculture in Texas and New Mexico
 - (3) severe economic decline of the South
 - (4) bankruptcy of several railroad companies in the Mississippi Valley
- 14 Which term did Americans use in the 1840s to describe the idea that the United States should possess the entire continent?
- (1) containment
 - (2) globalization
 - (3) Manifest Destiny
 - (4) popular sovereignty
- 15 During the 1840s, abolitionists opposed annexation of new western territory because they
- (1) feared the admission of new slave states
 - (2) wanted to limit the power of the national government
 - (3) were concerned with the legal rights of Native American Indians
 - (4) supported an isolationist foreign policy
- 16 In the ten years following the Civil War, a large numbers of former slaves earned a living by becoming
- (1) conductors on the Underground Railroad
 - (2) workers in Northern factories
 - (3) sharecroppers on Southern farms
 - (4) gold miners in California

- 17 During the late 1800s, the defenders of Social Darwinism would most likely have supported
- (1) labor unions
 - (2) progressive income taxes
 - (3) laissez-faire capitalism
 - (4) environmental conservation

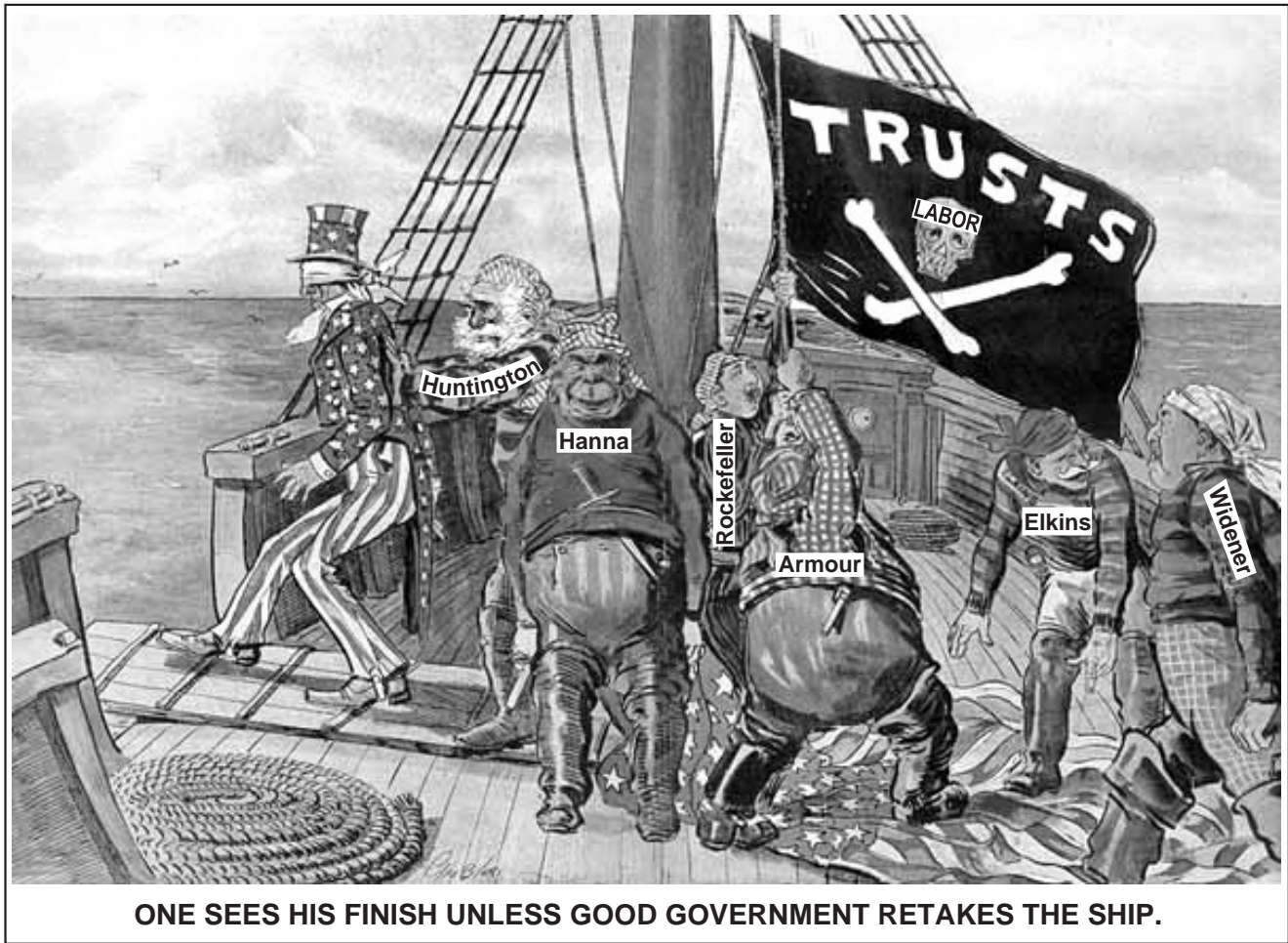
Base your answers to questions 18 and 19 on the passage below and on your knowledge of social studies.

“ . . . This, then, is held to be the duty of the man of Wealth: First, to set an example of modest, unostentatious living, shunning display or extravagance; to provide moderately for the legitimate wants of those dependent upon him; and after doing so to consider all surplus revenues which come to him simply as trust funds, which he is called upon to administer, and strictly bound as a matter of duty to administer in the manner which, in his judgment, is best calculated to produce the most beneficial results for the community— . . . ”

— Andrew Carnegie, “Wealth,” *North American Review*, June 1889

- 18 According to this passage, the responsibility of the wealthy is to
- (1) invest in future industry to increase wealth
 - (2) share their excess wealth with the community
 - (3) maintain a lifestyle consistent with their wealth
 - (4) influence government to assist all people
- 19 Andrew Carnegie carried out the ideas expressed in this statement by
- (1) funding numerous libraries and educational institutions
 - (2) serving many years in the federal government
 - (3) investing his fortune in several new industries
 - (4) promoting programs to benefit the wealthy
-
- 20 The Interstate Commerce Act and the Sherman Antitrust Act were attempts by Congress to
- (1) regulate the activities of big business
 - (2) protect consumers against unsafe products
 - (3) impose government regulations on agricultural production
 - (4) bring transportation activities under government ownership

Base your answers to questions 21 and 22 on the cartoon below and on your knowledge of social studies.



Source: George B. Luks, *The Verdict*, June 5, 1899 (adapted)

- 21 What is the main idea of the cartoon?
- (1) Government policies have created a recession.
 - (2) Americans support the activities of trusts.
 - (3) Good government has saved the country from trusts.
 - (4) Trusts are a threat to the nation.
- 22 Which group would most likely have favored government action to address the issue shown in the cartoon?
- | | |
|-------------|---------------------|
| (1) bankers | (3) industrialists |
| (2) unions | (4) railroad owners |
- 23 A goal of President Theodore Roosevelt's Big Stick policy and President William Howard Taft's Dollar Diplomacy policy toward Latin America was to
- (1) join Western Hemisphere nations in a military alliance
 - (2) protect American economic and political interests
 - (3) encourage foreign nations to establish colonies
 - (4) raise Latin America's standard of living
- 24 A major reason the United States entered World War I was to
- (1) gain additional colonial possessions
 - (2) react to the bombing of Pearl Harbor
 - (3) safeguard freedom of the seas for United States ships
 - (4) honor prewar commitments to its military allies

- 25 Which factor contributed most to the growth of nativist attitudes in the United States in the years immediately following World War I?
- (1) the establishment of national Prohibition
 - (2) a decline of organized religions
 - (3) the increase in the number of settlement houses
 - (4) the large numbers of immigrants from southern and eastern Europe
- 26 What was a principle reason for rapid economic growth in the United States during the 1920s?
- (1) prosperity of American agriculture
 - (2) increase of American imports
 - (3) development of many new consumer goods
 - (4) increased spending on defense
- 27 What was one factor that led to the Great Depression?
- (1) government limitations on the amount of money in circulation
 - (2) high wages paid by employers
 - (3) increases in the tax rate for corporations
 - (4) excessive speculation in the stock market
- 28 Much of the domestic legislation of the New Deal period was based on the idea that the federal government should
- (1) favor big business over labor and farming
 - (2) assume some responsibility for the welfare of people
 - (3) own and operate the major industries of the country
 - (4) require local communities to be responsible for social welfare programs
- 29 Which wartime policy toward Japanese Americans was upheld by the Supreme Court in its 1944 ruling in *Korematsu v. United States*?
- (1) deportation to Japan
 - (2) mandatory military service
 - (3) denial of voting rights
 - (4) confinement in internment camps

Base your answers to questions 30 and 31 on the cartoon below and on your knowledge of social studies.



Source: Fred O. Seibel, *Richmond Times-Dispatch*, January 8, 1937

- 30 What is the main idea of this cartoon?
- (1) The legislative branch disagreed with the executive branch during the presidency of Franklin D. Roosevelt.
 - (2) President Franklin D. Roosevelt wanted the Supreme Court to support his programs.
 - (3) Justices of the Supreme Court were not asked for their opinion about New Deal programs.
 - (4) The three branches of government agreed on the correct response to the Great Depression.
- 31 President Roosevelt responded to the situation illustrated in the cartoon by
- (1) calling for repeal of many New Deal programs
 - (2) demanding popular election of members of the judicial branch
 - (3) asking voters to elect more Democrats to Congress
 - (4) proposing to increase the number of justices on the Supreme Court

- 32 The goal of President Harry Truman's Fair Deal was to
- (1) continue reforms begun during Franklin D. Roosevelt's presidency
 - (2) decrease government spending on social welfare programs
 - (3) reduce taxes on large corporations and wealthy individuals
 - (4) restore domestic policies that existed in the 1920s

- 33 A controversial issue that resulted from World War II was the
- (1) future role of the League of Nations
 - (2) morality of nuclear warfare
 - (3) commitment of troops without congressional approval
 - (4) civilian control of the military

- 34 McCarthyism in the early 1950s resulted from
- (1) new commitments to civil rights for African Americans
 - (2) opposition to the Marshall Plan
 - (3) charges that Communists had infiltrated the United States government
 - (4) increased public support for labor unions

- 35 What was a major outcome of the Korean War (1950–1953)?
- (1) Korea continued to be a divided nation.
 - (2) North Korea became an ally of the United States.
 - (3) South Korea became a communist nation.
 - (4) Control of Korea was turned over to the United Nations.

- 36 “. . . Let every nation know, whether it wishes us well or ill, that we shall pay any price, bear any burden, meet any hardship, support any friend, oppose any foe to assure the survival and the success of liberty. . . .”

— President John F. Kennedy, Inaugural Address, 1961

This statement by President Kennedy suggests a continued commitment to the foreign policy of

- | | |
|------------------|-----------------|
| (1) isolationism | (3) containment |
| (2) appeasement | (4) imperialism |

- 37 The Supreme Court decisions in *Gideon v. Wainwright* (1963) and *Miranda v. Arizona* (1966) have been criticized because these rulings
- (1) expanded the rights of the accused
 - (2) granted more powers to federal judges
 - (3) lengthened prison sentences for the guilty
 - (4) reinstated the use of capital punishment

Base your answer to question 38 on the table below and on your knowledge of social studies.

Federal Debt, 1970–1998
(billions of dollars)

Year	Debt
1970	\$ 380.9
1975	\$ 541.9
1980	\$ 909.0
1982	\$1,137.3
1984	\$1,564.6
1986	\$2,120.5
1988	\$2,601.1
1990	\$3,206.3
1992	\$4,001.8
1994	\$4,643.3
1996	\$5,181.5
1998	\$5,478.2

Source: *Historical Tables, Budget of the United States Government*, Fiscal Year 2005 (adapted)

- 38 Which practice of the federal government has contributed most to the situation shown in the table?
- (1) taking steps to reduce growth of the gross domestic product
 - (2) raising taxes to try to reduce inflation
 - (3) spending more money than is received in revenues
 - (4) lowering taxes during election years

- 39 The Supreme Court decision in *Roe v. Wade* (1973) was based on the constitutional principle of
- (1) protection of property rights
 - (2) freedom of speech
 - (3) right to privacy
 - (4) freedom of religion

Base your answer to question 40 on the cartoon below and on your knowledge of social studies.



Source: Walt Handelsman, *The Times-Picayune* (adapted)

- 40 The point of view expressed in this cartoon is that
- (1) President and Mrs. Clinton have made Chicago their new home
 - (2) President Clinton supports adoption over abortion
 - (3) Republican issues should not be part of the Democratic National Convention
 - (4) Democrats sometimes support traditionally Republican issues

- 41 President Richard Nixon's policy of détente is best characterized by his
- (1) decision to dismantle the nuclear weapons arsenal of the United States
 - (2) attempt to reduce tensions with the Soviet Union
 - (3) order to bomb Cambodia
 - (4) support for membership in the United Nations for communist countries
- 42 The War Powers Act of 1973 was passed by Congress as a response to the
- (1) spread of nuclear weapons during the Cold War
 - (2) invasion of Kuwait by Iraq
 - (3) threat of communism in the Middle East
 - (4) United States involvement in the Vietnam War

- 43 "I believe that our young people [18–20 years old] possess a great social conscience, are perplexed by the injustices which exist in the world and are anxious to rectify [correct] these ills."

— Senator Jennings Randolph, 1971,
The New York Times

Those who favor this point of view would likely have supported

- (1) a constitutional amendment extending voting rights
- (2) a presidential decision to raise speed limits
- (3) a Supreme Court ruling to reverse desegregation
- (4) a law passed by Congress to increase Social Security benefits

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

United States Trends in Farming, 1910 – 1960

Table A Number of Farms	
1910	6,406,000
1920	6,518,000
1930	6,546,000*
1940	6,350,000*
1950	5,648,000*
1960	3,963,000*
*Includes Alaska and Hawaii	

Table B Number of People in Agriculture	
1910	11,770,000
1920	10,790,000
1930	10,560,000
1940	9,575,000
1950	7,870,000
1960	5,970,000

Source: United States Census Bureau (adapted)

- 44 Which situation is associated with the trends in agriculture shown in these tables?
- (1) Farm foreclosures decreased.
 - (2) Farm size was substantially reduced.
 - (3) Farm output declined.
 - (4) Farmers became a smaller percentage of the labor force.

45 The Supreme Court decisions in *New York Times Co. v. United States* (1971) and *United States v. Nixon* (1974) reinforced the principle that the president of the United States

- (1) has unlimited use of the veto power
- (2) is protected from unfair media criticism
- (3) may not be convicted of a crime
- (4) is not above the law

46 The beginning of the collapse of communism in Eastern Europe is most closely associated with the

- (1) fall of the Berlin Wall
- (2) admission of Warsaw Pact nations to the North Atlantic Treaty Organization (NATO)
- (3) intervention of the North Atlantic Treaty Organization (NATO) in Yugoslavia
- (4) formation of the European Union

47 Which development led to the other three?

- (1) growth of tenements and slums
- (2) shift from a rural to an urban lifestyle
- (3) rapid industrial growth
- (4) widespread use of child labor

48 The dispute over counting Florida voter ballots in the presidential election of 2000 was settled by

- (1) an order of the governor of Florida
- (2) an agreement between the candidates
- (3) a vote of the United States Senate
- (4) a United States Supreme Court decision

49 As the average age of the nation's population increases, there will be a need to

- (1) create more child care facilities
- (2) address the financing of Medicare
- (3) increase the number of public schools
- (4) reform immigration laws

50 Reducing interest rates to stimulate economic growth is a function of the

- (1) Department of Commerce
- (2) Federal Reserve System
- (3) Federal Deposit Insurance Corporation
- (4) Securities and Exchange Commission

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) **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”

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: Reform Movements in the United States

Reform movements are intended to improve different aspects of American life. Through the actions of individuals, organizations, or the government, the goals of these reform movements have been achieved, but with varying degrees of success.

Task:

Identify **two** reform movements that have had an impact on American life and for **each**

- Discuss **one** major goal of the movement
- Describe **one** action taken by an individual, an organization, or the government in an attempt to achieve this goal
- Evaluate the extent to which this goal was achieved

You may use any reform movement from your study of United States history. Some suggestions you might wish to consider include the abolitionist movement, woman’s suffrage movement, temperance movement, Progressive movement, civil rights movement, women’s rights movement, and environmental movement.

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

In developing your answer to Part III, be sure to keep this general definition in mind:

discuss means “to make observations about something using facts, reasoning, and argument; to present in some detail”

Part III

DOCUMENT-BASED QUESTION

This question is based on the accompanying documents. It is designed to test your ability to work with historical documents. Some of the documents have been edited for the purposes of the 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.

Historical Context:

After World War I, events in Europe caused the United States to review its foreign policy. This review led to controversies between those who supported a return to isolationism and those who wanted to see the United States take a more active role in world affairs.

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

- Discuss United States foreign policy toward Europe prior to World War II. In your discussion, include the arguments used by those who *supported* isolationism **and** those who were *opposed* to it.

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

... No people came to believe more emphatically than the Americans that the Great War [World War I] was an unalloyed [absolute] tragedy, an unpardonably costly mistake never to be repeated. More than fifty thousand American doughboys [soldiers] had perished fighting on the western front, and to what avail? So far from being redeemed by American intervention, Europe swiftly slid back into its historic vices of authoritarianism and armed rivalry, while America slid back into its historic attitude of isolationism. Isolationism may have been most pronounced in the landlocked Midwest, but Americans of both sexes, of all ages, religions, and political persuasions, from all ethnic groups and all regions, shared in the postwar years a feeling of apathy toward Europe, not to mention the rest of the wretchedly quarrelsome world, that bordered on disgust. "Let us turn our eyes inward," declared Pennsylvania's liberal Democratic governor George Earle in 1935. "If the world is to become a wilderness of waste, hatred, and bitterness, let us all the more earnestly protect and preserve our own oasis of liberty." . . .

Source: David M. Kennedy, *Freedom from Fear*, Oxford University Press, 1999

- 1 Based on this document, state **one** reason many Americans wanted to return to a policy of isolationism after World War I. [1]

Score

Document 2

. . . It seems to be unfortunately true that the epidemic of world lawlessness is spreading.

When an epidemic of physical disease starts to spread, the community approves and joins in a quarantine of the patients in order to protect the health of the community against the spread of the disease.

It is my determination to pursue a policy of peace. It is my determination to adopt every practicable measure to avoid involvement in war. It ought to be inconceivable that in this modern era, and in the face of experience, any nation could be so foolish and ruthless as to run the risk of plunging the whole world into war by invading and violating, in contravention [violation] of solemn treaties, the territory of other nations that have done them no real harm and are too weak to protect themselves adequately. Yet the peace of the world and the welfare and security of every nation, including our own, is today being threatened by that very thing. . . .

War is a contagion [virus], whether it be declared or undeclared. It can engulf states and peoples remote from the original scene of hostilities. We are determined to keep out of war, yet we cannot insure ourselves against the disastrous effects of war and the dangers of involvement. We are adopting such measures as will minimize our risk of involvement, but we cannot have complete protection in a world of disorder in which confidence and security have broken down. . . .

Source: President Franklin D. Roosevelt, Quarantine Speech, October 5, 1937

- 2 According to this document, what was President Franklin D. Roosevelt's viewpoint about United States involvement in war? [1]

Score

Document 3

In this speech, Senator Robert A. Taft agrees with President Franklin D. Roosevelt's policy concerning the war in Europe.

. . . Secondly, it has been widely argued that we should enter the war to defend democracy against dictatorship. The President himself, less than a year ago, suggested that it was our duty to defend religion, democracy, and good faith throughout the world, although he proposed methods short of war. I question the whole theory that our entrance into war will preserve democracy. The purpose of the World War [I] was to save democracy, but the actual result destroyed more democracies and set up more dictatorships than the world had seen for many days. We might go in to save England and France and find that, when the war ended, their governments were Communist and Fascist. Nothing is so destructive of forms of government as war. . . .

The arguments for war are unsound and will almost certainly remain so. The horrors of modern war are so great, its futility is so evident, its effect on democracy and prosperity and happiness so destructive, that almost any alternative is to be desired. . . .

Source: Senator Robert A. Taft, speech in Minneapolis, September 6, 1939

- 3 Based on this document, state **one** reason Senator Taft was opposed to the United States entering the war in Europe. [1]

Score

Document 4

This cartoon is a view of United States foreign policy from the perspective of a British cartoonist in 1940.



“So this is isolationism.”

Source: David Low, *Evening Standard*, July 4, 1940

4 According to this cartoon, what is threatening the United States policy of isolationism? [1]

Score

Document 5

In the spring of 1940 opinion polls indicated, as they had for some time, that two thirds of the American public believed it was more important to keep out of war than to aid Britain; by September less than half of the American public held this view; and by January 1941 70 per cent were prepared to aid Britain at the risk of war. The German victory in the West, climaxed by the fall of France in June 1940, brought about a change in American public opinion and in public policy which the nation's most influential political leader of the twentieth century [President Franklin D. Roosevelt] had tried but failed to bring about since at least 1937. By every index [opinion poll], a substantial majority of Americans came at last to the view that the avoidance of British defeat was sufficiently in the American interest to justify the risk of war. On the basis of that shift in public opinion the presidential campaign of 1940 was fought and the groundwork laid for Lend-Lease and accelerated rearmament. . . .

Source: W. W. Rostow, *The United States in the World Arena*, Harper & Brothers, 1960

5a According to this document, how did public opinion change between the spring of 1940 and January 1941? [1]

Score

b Based on this document, identify **one** event that caused public opinion to change during this time period. [1]

Score

Document 6

. . . The lend-lease-give program is the New Deal's triple A foreign policy; it will plow under every fourth American boy.

Never before have the American people been asked or compelled to give so bounteously [much] and so completely of their tax dollars to any foreign nation. Never before has the Congress of the United States been asked by any President to violate international law. Never before has this Nation resorted to duplicity [deception] in the conduct of its foreign affairs. Never before has the United States given to one man the power to strip this Nation of its defenses. Never before has a Congress coldly and flatly been asked to abdicate.

If the American people want a dictatorship—if they want a totalitarian form of government and if they want war—this bill should be steam-rolled through Congress, as is the wont [desire] of President Roosevelt.

Approval of this legislation [Lend-Lease bill] means war, open and complete warfare. I, therefore, ask the American people before they supinely [passively] accept it, Was the last World War worth while? . . .

Source: Senator Burton K. Wheeler, speech in Congress, January 21, 1941

- 6 Based on this document, state **one** reason Senator Wheeler was opposed to the Lend-Lease bill. [1]

Score

Document 7

. . . War is not inevitable for this country. Such a claim is defeatism in the true sense. No one can make us fight abroad unless we ourselves are willing to do so. No one will attempt to fight us here if we arm ourselves as a great nation should be armed. Over a hundred million people in this nation are opposed to entering the war. If the principles of democracy mean anything at all, that is reason enough for us to stay out. If we are forced into a war against the wishes of an overwhelming majority of our people, we will have proved democracy such a failure at home that there will be little use fighting for it abroad. . . .

Source: Charles Lindbergh, speech at a rally of the America First Committee, April 23, 1941

- 7 Based on this document, state **one** reason Charles Lindbergh believed that the United States should stay out of the war. [1]

Score

Document 8

. . . It has been said, times without number, that if Hitler cannot cross the English Channel he cannot cross three thousand miles of sea. But there is only one reason why he has not crossed the English Channel. That is because forty-five million determined Britons in a heroic resistance have converted their island into an armed base from which proceeds a steady stream of sea and air power. As Secretary Hull has said: "It is not the water that bars the way. It is the resolute determination of British arms. Were the control of the seas by Britain lost, the Atlantic would no longer be an obstacle — rather, it would become a broad highway for a conqueror moving westward."

That conqueror does not need to attempt at once an invasion of continental United States in order to place this country in deadly danger. We shall be in deadly danger the moment British sea power fails; the moment the eastern gates of the Atlantic are open to the aggressor; the moment we are compelled to divide our one-ocean Navy between two oceans simultaneously. . . .

Source: *The New York Times*, "Let Us Face the Truth," editorial, April 30, 1941

- 8 According to this editorial excerpt, what is **one** reason Americans should oppose the United States policy of isolationism? [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 five* documents in your essay. Support your response with relevant facts, examples, and details. Include additional outside information.

Historical Context:

After World War I, events in Europe caused the United States to review its foreign policy. This review led to controversies between those who supported a return to isolationism and those who wanted to see the United States take a more active role in world affairs.

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

- Discuss United States foreign policy toward Europe prior to World War II. In your discussion, include the arguments used by those who *supported* isolationism **and** those who were *opposed* to it.

Guidelines:

In your essay, be sure to:

- Develop all aspects of the task
- Incorporate information from *at least five* 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

The University of the State of New York

Part I

REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY AND GOVERNMENT

Tuesday, June 21, 2005 — 1:15 to 4:15 p.m., only

ANSWER SHEET

Male

Female

Student
Teacher
School

Write your answers for Part I on this answer sheet, write your answers to Part III A in the test booklet, and write your answers for Parts II and III B in the separate essay booklet.

FOR TEACHER USE ONLY

Part I Score
Part III A Score
Total Part I and III A Score
Part II Essay Score
Part III B Essay Score
Total Essay Score
Final Score (obtained from conversion chart)

1..... 26.....
2..... 27.....
3..... 28.....
4..... 29.....
5..... 30.....
6..... 31.....
7..... 32.....
8..... 33.....
9..... 34.....
10..... 35.....
11..... 36.....
12..... 37.....
13..... 38.....
14..... 39.....
15..... 40.....
16..... 41.....
17..... 42.....
18..... 43.....
19..... 44.....
20..... 45.....
21..... 46.....
22..... 47.....
23..... 48.....
24..... 49.....
25..... 50.....

No. Right

The declaration below should be signed when you have completed the examination.

I do hereby affirm, at the close of this examination, that I had no unlawful knowledge of the questions or answers prior to the examination and that I have neither given nor received assistance in answering any of the questions during the examination.

Signature

REGENTS IN U.S. HISTORY AND GOVERNMENT

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