

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

**UNITED STATES HISTORY
AND GOVERNMENT**

Tuesday, June 20, 2006 — 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.

Part I

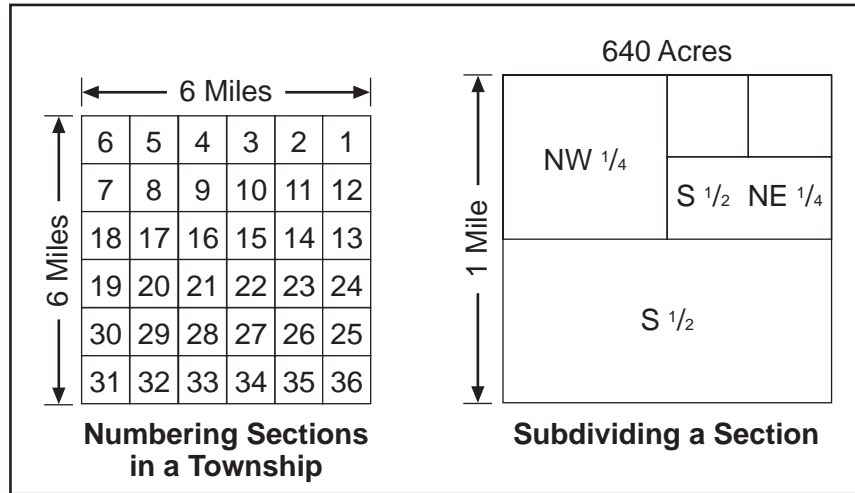
Answer all questions in this part.

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.

- 1 Acquiring New Orleans as part of the Louisiana Purchase was considered important to the development of the Mississippi and Ohio River valleys because the city
- (1) provided protection from attacks by the Spanish
 - (2) provided migrant workers for river valley farms
 - (3) served as a port for American agricultural goods
 - (4) served as the cultural center for the nation
- 2 During the colonial period, the British Parliament used the policy of mercantilism to
- (1) limit manufacturing in America
 - (2) prevent criticism of royal policies
 - (3) deny representation to the colonists
 - (4) force colonists to worship in the Anglican Church
- 3 The Mayflower Compact and the Virginia House of Burgesses are examples of
- (1) equal opportunities for women during the colonial period
 - (2) steps toward representative government
 - (3) economic agreements between the colonists and Native American Indians
 - (4) limitations placed on colonial Americans by the British government
- 4 One similarity between the Declaration of Independence and the Bill of Rights is that both documents
- (1) provide for a government with three separate branches
 - (2) discuss colonial grievances against the monarchy
 - (3) stress the importance of individual liberty
 - (4) criticize the practice of slavery
- 5 Which heading best completes the partial outline below?
- | |
|--|
| I. _____
A. Representation
B. Slave trade
C. Taxation
D. Election of the president |
|--|
- (1) Causes of the Revolutionary War
 - (2) Provisions of the Treaty of Paris, 1783
 - (3) Protections under the 10th Amendment
 - (4) Compromises at the Constitutional Convention
- 6 French Enlightenment philosopher Baron De Montesquieu praised the British political system because it divided the power of government between the monarch and the two houses of Parliament.
- Which principle included in the United States Constitution shows that the framers agreed with Montesquieu?
- (1) separation of powers
 - (2) federal supremacy
 - (3) implied powers
 - (4) due process
- 7 Which headline illustrates the use of judicial review?
- (1) **“Congress Passes a Civil Rights Bill”**
 - (2) **“Conference Committee Meets to Finalize Budget”**
 - (3) **“New York State’s Reapportionment Plan Ruled Unconstitutional”**
 - (4) **“President Signs SALT Agreement with Russia”**

Base your answer to question 8 on the diagram below and on your knowledge of social studies.

Land Ordinance of 1785 Rectangular Land Survey System



Source: Edgar B. Wesley, *Our United States: Its History in Maps*, Denoyer-Geppert (adapted)

- 8 The system shown in the diagram was developed under the Articles of Confederation in order to
- (1) divide lands seized from the Loyalists
 - (2) provide an orderly system of development for the Northwest Territory
 - (3) remove Native American Indians to areas west of the Appalachian Mountains
 - (4) extend slavery as the nation grew

- 9 Which statement is an example of the system of federalism?
- (1) Cabinet members are appointed by the president.
 - (2) Revenue bills must begin in the House of Representatives.
 - (3) The national government coins money, but states cannot.
 - (4) The president can negotiate treaties, but the Senate has the power to ratify them.

- 10 The first amendment of the Constitution deals primarily with
- (1) states' rights
 - (2) property rights
 - (3) rights of the accused
 - (4) rights of self-expression

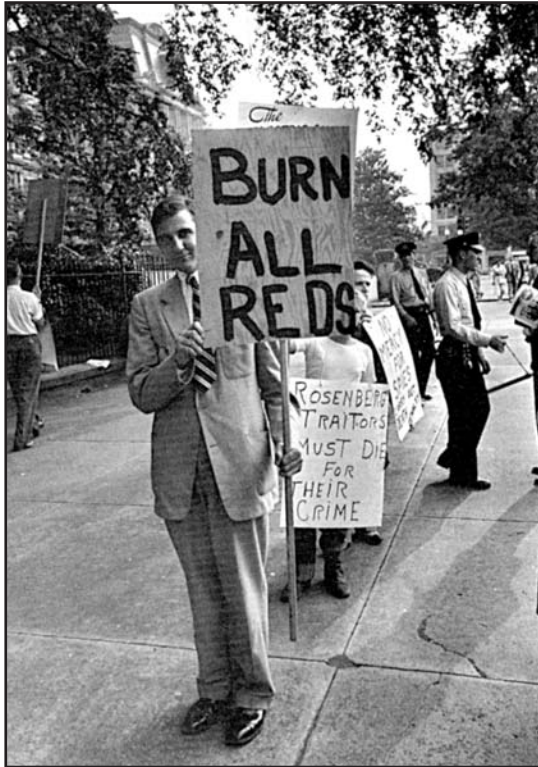
- 11 One major reason that Alexander Hamilton proposed a national bank was to
- (1) improve the economic position of the United States government
 - (2) help state governments collect taxes
 - (3) make loans available to owners of small farms
 - (4) reduce foreign investment in the United States
- 12 During the presidency of Andrew Jackson, the spoils system resulted in
- (1) federal laws being nullified by the states
 - (2) elected officials rewarding their supporters with government jobs
 - (3) all free males being given the right to vote
 - (4) the end of political corruption in the federal government

- 13 The Seneca Falls Convention of 1848 was mainly concerned with
- (1) ending slavery in all the states
 - (2) reducing consumption of alcoholic beverages
 - (3) improving treatment of the mentally ill
 - (4) expanding women's rights
- 14 The North's rapid economic growth during the Civil War was stimulated by
- (1) the elimination of taxes on defense industries
 - (2) a reduction in the number of immigrants
 - (3) increased government demand for many products
 - (4) enslaved persons filling industrial jobs
- 15 Constitutional amendments adopted during Reconstruction were intended to
- (1) provide legal and political rights for African Americans
 - (2) end property and religious qualifications for voting
 - (3) correct problems with the electoral college system
 - (4) limit the number of terms of the president
- 16 "The growth of a large business is merely survival of the fittest. The American beauty rose can be produced in the splendor and fragrance which bring cheer to its beholder only by sacrificing the early buds which grow up around it. This is not an evil tendency in business. It is merely the working out of a law of nature and a law of God. . . ."
- John D. Rockefeller, Jr.
- Which concept is described by this passage?
- (1) communism
 - (2) Populism
 - (3) utopian socialism
 - (4) Social Darwinism
- 17 In the South, the passage of Jim Crow laws in the 1870s and 1880s led directly to the
- (1) racial integration of public schools
 - (2) decline of the Democratic party
 - (3) organization of the Ku Klux Klan
 - (4) segregation of public facilities
- 18 The growth of big business in the late 1800s resulted in
- (1) a reduction in child labor
 - (2) the elimination of the middle class
 - (3) the widening of the economic gap between rich and poor
 - (4) a shift in transportation investment from railroads to canals
- 19 In the late 19th century, Congress tried to limit the power of monopolies by
- (1) creating the Federal Trade Commission
 - (2) strengthening the Supreme Court
 - (3) adopting Granger laws
 - (4) passing the Sherman Antitrust Act
- 20 The main reason the United States implemented the Open Door policy in China was to
- (1) promote immigration
 - (2) expand democratic reforms
 - (3) encourage religious freedom
 - (4) guarantee access to markets
- 21 Which United States policy is most closely associated with the annexation of Hawaii and the Philippines?
- (1) neutrality
 - (2) isolationism
 - (3) imperialism
 - (4) international cooperation
- 22 In 1906, the publication of *The Jungle*, written by Upton Sinclair, led Congress to
- (1) enact stronger prohibition laws
 - (2) support the national conservation movement
 - (3) establish a system for meat inspection
 - (4) legalize strikes and boycotts by labor unions
- 23 The Supreme Court decision in *Schenck v. United States* (1919) stated that
- (1) immigrants have limited rights
 - (2) freedom of speech is not absolute
 - (3) rights of the accused may not be limited
 - (4) women should be granted suffrage

- 24 Progressive Era reforms such as the initiative, referendum, and recall attempted to
- (1) increase the power of citizens in state and local government
 - (2) reestablish the system of checks and balances
 - (3) provide low-interest loans to farmers
 - (4) expand voting rights to Native Americans
- 25 What were two basic causes of the Dust Bowl during the early 1930s?
- (1) strip mining and toxic waste dumping
 - (2) overfarming and severe drought
 - (3) clear-cutting of forests and construction of railroads
 - (4) overpopulation and urban sprawl
- 26 Which economic factor was a major cause of the Great Depression?
- (1) purchase of stocks on credit
 - (2) increases in taxes on business
 - (3) reduction of tariffs on imports
 - (4) failure to produce enough consumer goods
- 27 During President Franklin D. Roosevelt's administration, the Federal Deposit Insurance Corporation (FDIC) and the Securities and Exchange Commission (SEC) were created as a way to
- (1) provide jobs to those who were unemployed
 - (2) raise revenue for relief and recovery programs
 - (3) limit risks associated with savings and investments
 - (4) implement the new income tax amendment
- 28 **"Arms Sales to Warring Nations Banned"**
"Americans Forbidden to Travel on Ships of Warring Nations"
"Loans to Nations at War Forbidden"
"War Materials Sold Only on Cash-and-Carry Basis"
- These headlines from the 1930s reflect the efforts of the United States to
- (1) maintain freedom of the seas
 - (2) send military supplies to the League of Nations
 - (3) limit the spread of international communism
 - (4) avoid participation in European wars

- 29 A main purpose of government-ordered rationing during World War II was to
- (1) increase foreign trade
 - (2) limit the growth of industry
 - (3) conserve raw materials for the war effort
 - (4) encourage women to enter the workforce
- 30 ". . . The Director of the War Relocation Authority is authorized and directed to formulate and effectuate [implement] a program for the removal, from the areas designated from time to time by the Secretary of War or appropriate military commander under the authority of Executive Order No. 9066 of February 19, 1942, of the persons or classes of persons designated under such Executive Order, and for their relocation, maintenance, and supervision. . . ."
- Executive Order 9102, March 18, 1942
- Shortly after this executive order was signed, federal government authorities began to
- (1) move Japanese Americans to internment camps
 - (2) deport German and Italian aliens
 - (3) detain and interrogate Chinese immigrants
 - (4) arrest the individuals who planned the attack on Pearl Harbor
- 31 In 1957, President Dwight D. Eisenhower sent federal troops to Little Rock, Arkansas, to
- (1) protect civil rights marchers
 - (2) help African Americans register to vote
 - (3) enforce a Supreme Court decision to desegregate public schools
 - (4) end race riots resulting from a bus boycott
- 32 **"Batista Driven from Power"**
"Bay of Pigs Invasion Fails"
"U-2 Planes Reveal Soviet Missiles"
- These headlines refer to the relationship between the United States and
- | | |
|------------|------------|
| (1) Canada | (3) Mexico |
| (2) Cuba | (4) Panama |

Base your answer to question 33 on the photograph below and on your knowledge of social studies.



Source: James K. Martin et al., *America and Its Peoples*, 3rd edition, Addison Wesley Longman

- 33 The protestors in the photograph are expressing their hatred for
- | | |
|----------------|---------------------|
| (1) fascists | (3) immigrants |
| (2) communists | (4) police officers |
-
- 34 One reason for the creation of the Peace Corps by President John F. Kennedy was to
- (1) stop the spread of AIDS in Africa and Asia
 - (2) gain control of territory in Latin America
 - (3) provide workers for industrial nations
 - (4) give support to developing nations
- 35 A major goal of President Lyndon Johnson's Great Society program was to
- (1) control economic inflation
 - (2) end poverty in the United States
 - (3) repeal several New Deal social programs
 - (4) return responsibility for welfare programs to the states

Base your answer to question 36 on the cartoon below and on your knowledge of social studies.



Source: Herblock, *The Washington Post*, June 18, 1963

- 36 The cartoonist is commenting on public reaction to the Supreme Court decision that
- (1) restricted attendance in churches
 - (2) mandated home-based prayer
 - (3) declared school-sponsored prayer unconstitutional
 - (4) banned public observance of religious holidays
-
- 37 In *Gideon v. Wainwright* (1963) and *Miranda v. Arizona* (1966), the Supreme Court ruled that persons convicted of crimes had been
- (1) denied due process of law
 - (2) denied a speedy and public trial
 - (3) victimized by illegal search and seizure
 - (4) sentenced to cruel and unusual punishment

38 The main goal of President Richard Nixon's foreign policy of détente was to

- (1) assure American victory in Vietnam
- (2) resolve conflicts in the Middle East
- (3) abolish the North Atlantic Treaty Organization (NATO)
- (4) improve relations with the Soviet Union

39 The Equal Pay Act, the Title IX education amendment, and the proposed Equal Rights amendment (ERA) were primarily efforts to improve the status of

- (1) African Americans
- (2) Native American Indians
- (3) migrant workers
- (4) women

40 A major policy of President Ronald Reagan's administration was to

- (1) reduce defense spending
- (2) lower federal income tax rates
- (3) end desegregation of public facilities
- (4) promote regulation of small businesses

41 The North American Free Trade Agreement (NAFTA) and the General Agreement on Trade and Tariffs (GATT) have encouraged countries to

- (1) participate in the global economy
- (2) create a uniform international currency
- (3) accept similar wage and price controls
- (4) regulate multinational corporations

42 **"Influence of Political Action Committees Continues to Rise"**

"Republicans and Democrats Spend over \$100 Million in 2000 Presidential Election"

"Senate Passes Campaign Finance Reform Act"

What is the central issue of these headlines?

- (1) Republicans and Democrats spend equal amounts of money.
- (2) American citizens pay high taxes to support presidential campaigns.
- (3) Money has a strong impact on the American political process.
- (4) Candidates spend much of their own money on political campaigns.

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



Source: Scott Stantis, *The Birmingham News*, June 27, 2002 (adapted)

43 Which issue is the central focus of this cartoon drawn after September 11, 2001?

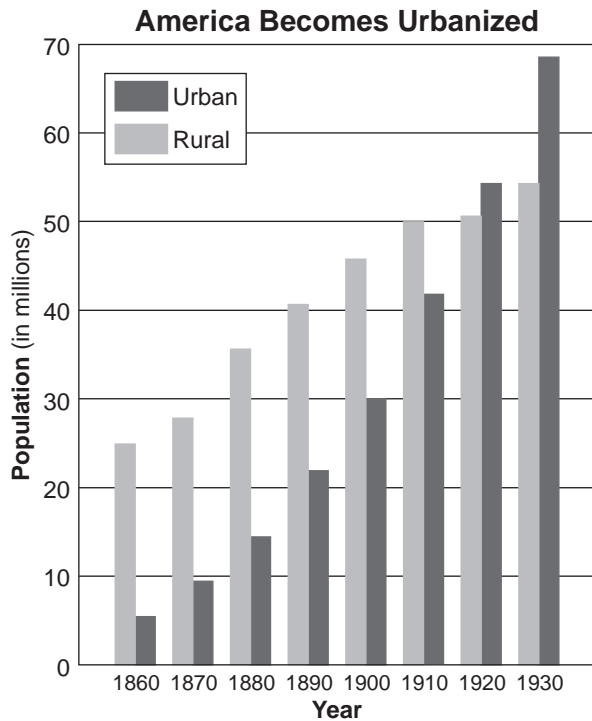
- (1) Is there a need to give up some civil liberties to protect the nation?
- (2) Should the United States reduce oil imports from the Middle East?
- (3) Does the United States need fewer limits on immigration?
- (4) Should the United States abandon the Constitution?

44 Which heading best completes the partial outline below?

- I. _____
- A. Nullification crisis
 - B. Kansas-Nebraska Act
 - C. *Dred Scott v. Sanford*
 - D. Election of Lincoln (1860)

- (1) Foreign Policies of the United States
- (2) Government Policies Toward Native American Indians
- (3) Consequences of Manifest Destiny
- (4) Causes of Sectional Conflict

Base your answers to questions 45 and 46 on the graphs below and on your knowledge of social studies.



45 According to the graph, which was the first year in which more Americans lived in urban areas than in rural areas?

- (1) 1860
- (2) 1890
- (3) 1920
- (4) 1930

46 What was a major cause of the trend shown in the chart?

- (1) availability of cheap farmland
- (2) increased industrialization
- (3) end of restrictions on immigration
- (4) completion of the interstate highway system

47 What common problem did farmers of the 1890s and farmers of the 1920s face?

- (1) failure to plant enough crops to meet local needs
- (2) government overregulation of farming
- (3) low tariffs on crops
- (4) overproduction compared to consumer demand

48 The Panamanian revolt, the Russo-Japanese war, and the creation of the national parks system occurred during the presidency of

- (1) William McKinley
- (2) Woodrow Wilson
- (3) Herbert Hoover
- (4) Theodore Roosevelt

49 • Teapot Dome Scandal
• Harlem Renaissance
• Scopes trial

During which decade did these events occur?

- (1) 1920s
- (2) 1930s
- (3) 1940s
- (4) 1950s

50 One similarity in the presidential administrations of Abraham Lincoln, Franklin D. Roosevelt, and Lyndon Johnson is that each

- (1) maintained a foreign policy of neutrality
- (2) expanded the power of the presidency
- (3) removed Supreme Court Justices from office
- (4) decreased the size of the military

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

In developing your answer, 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 — Turning Points

Major historical events are often referred to as turning points because they have led to important political, social, and economic changes.

Task:

Identify **two** major events in United States history that were important turning points and for **each**:

- Describe the historical circumstances that led to the event
- Discuss the political, social, **and/or** economic changes that resulted from the event.

You may use any major event from your study of United States history. Some suggestions you might wish to consider include the signing of the Declaration of Independence (1776), end of Reconstruction (1877), Henry Ford’s use of the assembly line (1913), United States entry into World War I (1917), *Brown v. Board of Education of Topeka* (1954), passage of the Gulf of Tonkin Resolution (1964), and the fall of the Berlin Wall (1989).

You are *not* limited to these suggestions.

Guidelines

In your essay, be sure to

- Develop all aspects of the task
- Support the theme with many 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, 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. The question 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:

Since 1900, the mass media (newspapers, books, magazines, posters, photographs, newsreels, radio, films, and television) have had a significant influence on United States history and on American society.

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 the role that the mass media has played in influencing United States history *and/or* American society since 1900. Use historical examples to support your discussion.

Part A

Short-Answer Questions

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

Document 1A

. . . Meanwhile, radio network officials had agreed that the announcer of the presidential broadcast would be Robert Trout of the Columbia Broadcasting System's Washington station, whose manager was Harry C. Butcher. Two introductions were prepared; a formal one by Trout; a folksy one by Butcher. Both were submitted for review in the White House, whence word came promptly back that Roosevelt much preferred the folksy one. So it was that, at ten o'clock in the evening of March 12, Bob Trout's mellow voice told some 60 million people, seated before nearly 20 million radios, that "the President wants to come into your home and sit at your fireside for a little fireside chat."

And Roosevelt did so.

Riding his richly resonant tenor voice, he came as a smiling and reassuringly confident visitor into nearly 20 million homes to tell his friends there—a Buffalo shipping clerk, an elderly widow in Des Moines, a wheat farmer on the High Plains, a gas station operator in Birmingham, a secretary-typist in Memphis, an Oregon lumberman, a Chicago factory worker, a Kansas college professor, each in his or her own dwelling place—that they need have no fear. Everything that had gone wrong was being fixed up, and in a way that would keep things from going wrong again. . . .

Source: Kenneth S. Davis, *FDR: The New Deal Years, 1933–1937*, Random House, 1986 (adapted)

1a According to this document, how did President Franklin Delano Roosevelt use the fireside chats on the radio to influence the American people during the Depression? [1]

Score

Document 1B

. . . As a result we start tomorrow, Monday, with the opening of banks in the twelve Federal Reserve Bank cities — those banks which on first examination by the Treasury have already been found to be all right. This will be followed on Tuesday by the resumption of all their functions by banks already found to be sound in cities where there are recognized clearinghouses. That means about 250 cities of the United States. . . .

Source: Franklin D. Roosevelt, Fireside Chat, March 12, 1933

1b According to this document, what did the people learn about the banks during this fireside chat? [1]

Score

Document 2

Veteran radio reporter, Robert Trout, speaking about radio news programs in the 1930s:

. . . It was a standard evening ritual in houses: people would gather round these rather large radio sets when the news came on, and nobody would talk very much until it was over. They listened to H. V. Kaltenborn bringing them coverage of the Spanish Civil War with the crackle of the rifles in the distance, and certainly nobody had ever heard real gunfire on the air before. Radio was bringing things right into people's homes, and it was beginning to affect the way people felt about what was going on in the world. So when something important happened in Europe, the country was prepared to listen. Americans had always been somewhat interested in Europe's affairs, but they just didn't feel that they were intimately affected by them. Now they were fascinated.

When Hitler annexed Austria, we did a full half hour of reports from Europe, with correspondents in Paris, Berlin, Washington, and London, and me in New York, acting as what would now be called an anchorman. Then in 1939 came the Czech crisis, which was a major radio event, and the country was enthralled by it all. They listened as much as they possibly could. We just took over the radio, doing minute-by-minute coverage, monopolizing the attention of the country. It was a great novelty then to be able to hear somebody like Hitler speaking, or to hear Neville Chamberlain coming back from Munich and waving the paper and saying, "This means peace in our time." To hear his actual words was amazing.

It's no exaggeration to say that radio brought the whole country together, all at the same instant, everyone listening to the same things. And the country liked being tied together that way. In the morning people would say, "Did you hear that last night? Did you hear Hitler speaking again? What was he talking about? Did you hear them all cheering, 'sieg heil'? What did you think?" It was on the tip of everybody's tongue. People didn't quite see, just yet, exactly how all these things overseas were ever going to intimately affect their daily lives. But it was the greatest show they'd ever been offered. . . .

Source: Peter Jennings and Todd Brewster, *The Century*, Doubleday, 1998

2 Based on this description by Robert Trout, state **two** impacts that radio had on Americans in the 1930s. [2]

(1) _____

Score

(2) _____

Score

Document 3



Source: U. S. Army, Adolph Treidler, artist, 1943

3 What was *one* purpose of this World War II poster? [1]

Score

Document 4

Neal Shine, a reporter for *The Detroit Free Press*, writing of the newsreels shown in theaters during World War II:

. . . We watched the newsreels, the Hollywood version of World War II, with scenes from the battlefields where we were always winning. There was a lot of censorship, as we found out in later years, because nobody wanted anybody to know how bad it really was. If there were any dead bodies, they were Japanese bodies. But Hollywood's version of the war suited us kids just fine. We fought that war in the East End Theater, the Plaza Theater, and the Lakewood Theater. We were on Guadalcanal, we were in *Thirty Seconds Over Tokyo*, we were carried away to these places. I remember something called *The Boy from Stalingrad*, an absolutely hyped propaganda film about a kid who stopped the entire German army by himself. We identified with him because he was a kid and we were kids, and we damned well would do what he did if we had to. If the Germans ever ended up on the east side of Detroit, we would draw the line somewhere around Market Street and defend our territory, just like the boy from Stalingrad. . . .

Source: Peter Jennings and Todd Brewster, *The Century*, Doubleday, 1998

4 According to Neal Shine, what impact did newsreels and movies have on children during World War II? [1]

Score

Document 5

. . . Senator Joseph R. McCarthy, of Wisconsin, could not play upon the human emotions with the same skill as his friend, Richard Nixon. The trail that he [McCarthy] left on the face of my country will not soon fade, and there may be others who will try to follow in his footsteps. His weapon was fear. He was a politically unsophisticated man with a flair for publicity; and he was powerfully aided by the silence of timid men who feared to be the subject of his unfounded accusations. He polluted the channels of communication, and every radio and television network, every newspaper and magazine publisher who did not speak out against him, contributed to his evil work and must share part of the responsibility for what he did, not only to our fellow citizens but to our self-respect. He was in a real sense the creature of the mass media. They made him. They gave nation-wide circulation to his mouthings [opinions]. They defended their actions on the grounds that what he said was news, when they knew he lied. His initial appearances on television were in the role of a man whose sole desire was to oust communists from government and all responsible positions. That was his announced objective. The overwhelming majority of people undoubtedly sympathized with him. It has been said repeatedly that television caused his downfall. This is not precisely true. His prolonged exposure [on television] during the so-called Army-McCarthy Hearings, certainly did something to diminish [reduce] his stature. He became something of a bore. But his downfall really stemmed from the fact that he broke the rules of the club, the United States Senate, when he began attacking the integrity, the loyalty of fellow Senators, he was censured by that body, and was finished. The timidity of television in dealing with this man when he was spreading fear throughout the land, is not something to which this art of communication can ever point with pride, nor should it be allowed to forget it. . . .

Source: Edward R. Murrow, Guildhall Speech, London, 1959; Edward R. Murrow Papers

5 According to Edward R. Murrow, why was Joseph McCarthy a “creature of the mass media”? [1]

Score

Document 6

. . . To keep things moving, Hewitt asked Kennedy: “Do you want makeup?” Kennedy had been campaigning in California and looked tanned, incredibly vigorous, and in full bloom. He promptly said, “No!” Nixon looked pale. He had made a vow to campaign in all fifty states and had been trying to carry it out. Besides, he had had a brief illness and has lost a few pounds; his collar looked loose around his neck. But after Kennedy’s “no” he replied with an equally firm “no.” Later his advisors, worried about his appearance, applied some Lazy-Shave, a product recommended for “five-o’clock shadow.”

The first debate was disastrous for Nixon. This had little to do with what was said, which on both sides consisted of almost ritualized [typical] campaign ploys and slogans. What television audiences noted chiefly was the air of confidence, the nimbleness of mind that exuded [came] from the young Kennedy. It emerged not only from crisp statements emphasized by sparse gestures, but also from glimpses of Kennedy not talking. Don Hewitt used occasional “reaction shots” showing each candidate listening to the other. A glimpse of the listening Kennedy showed him attentive, alert, with a suggestion of a smile on his lips. A Nixon glimpse showed him haggard; the lines on his face seemed like gashes and gave a fearful look. Toward the end, perspiration streaked the Lazy-Shave.

Edward A. (“Ted”) Rogers, principal television adviser to Nixon, protested the reaction shots. But Hewitt said they were a normal television technique and that viewers would feel cheated without them. Such elements may have played a decisive part in the Nixon catastrophe. Among those who heard the first debate on radio, Nixon apparently held his own. Only on television had he seemed to lose. . . .

Source: Erik Barnouw, *Tube of Plenty*, Oxford University Press, 1975

- 6 According to this document, how did John F. Kennedy benefit from his first televised campaign debate with Richard Nixon in 1960? [1]

Score

Document 7

Martin Luther King, Jr., went to Birmingham in January 1963 to lead a campaign against segregation in public facilities, but his efforts there soon became a struggle against Jim Crow in all its insidious guises [subtle appearances]. In April King was arrested and jailed; on his release he and his aides began training children in techniques of nonviolent protest and sending them forth in orderly groups to be arrested. The strategy filled the city's jails with young blacks and provoked the city's pugnacious [combative] police commissioner, Bull Connor, into bringing police dogs and fire hoses into the fray. Charles Moore was there taking pictures for *Life* [magazine], and his unforgettable images of jets of water blasting demonstrators and of police dogs tearing into crowds helped put public opinion solidly behind the civil rights movement. Seldom, if ever, has a set of photographs had such an immediate impact on the course of history.

Source: Michael S. Durham, *Powerful Days: The Civil Rights Photography of Charles Moore, Stewart, Tabori, and Chang*

7 According to Michael S. Durham, how did photographs influence attitudes about the civil rights movement? [1]

Score

Document 8

. . . A decade later, Vietnam was a different story. As journalist Arthur Lubow reminds us, "it was not a declared war and therefore the president could not impose military censorship." Also, it was the first war fought on television. In his book about American war correspondents, *Under Fire*, M. L. Stein sums up what that meant: "Television reporters and photographers brought the war in Vietnam home. . . . Night after night, in the comfort of their living rooms, Americans witnessed the agony of the wounded and dying, the physical destruction, and the unremitting brutality of war. There were complaints, some from the Pentagon, . . . [of] a distorted picture of the conflict. . . ."

Source: Ted Gottfried, *The American Media*, Grolier Publishing, 1997 (adapted)

8 According to this passage, how did television influence public opinion during the Vietnam War? [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 the body of the essay. Support your response with relevant facts, examples, and details. Include additional outside information.

Historical Context:

Since 1900, the mass media (newspapers, books, magazines, posters, photographs, newsreels, radio, films, and television) have had a significant influence on United States history and on American society.

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

- Discuss the role that the mass media has played in influencing United States history *and/or* American society since 1900. Use historical examples to support your discussion.

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 20, 2006 — 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

Tear Here

Tear Here