

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

**UNITED STATES HISTORY  
AND GOVERNMENT**

**Thursday, January 28, 2016 — 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 did the British government use in 1763 as a boundary to restrict the westward settlement of American colonists?

- (1) St. Lawrence River
- (2) Rocky Mountains
- (3) Appalachian Mountains
- (4) Mississippi River

2 Which heading best completes the partial outline below?

I. \_\_\_\_\_

- A. House of Burgesses
- B. Mayflower Compact
- C. New England town meetings

- (1) British System of National Government in North America
- (2) Colonial Responses to the Practice of Salutary Neglect
- (3) British Attempts to Control Colonial Governments
- (4) Colonial Efforts at Self-Government

3 During the colonial era, the British promoted the policy of mercantilism to

- (1) control the commerce of their American colonies
- (2) promote colonial trade with France and Spain
- (3) ban all trade between the British colonies in North America
- (4) restrict the importation of enslaved Africans

Base your answers to questions 4 and 5 on the passage below and on your knowledge of social studies.

...We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are life, liberty, and the pursuit of happiness. That to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed,...

4 Which document includes this passage?

- (1) Mayflower Compact
- (2) Declaration of Independence
- (3) Northwest Ordinance
- (4) Monroe Doctrine

5 This passage suggests that the authority of government

- (1) originates from the divine right of kings
- (2) is based on a social contract meant to guarantee individual rights
- (3) includes the power to seize private property for national defense
- (4) is the source of all the natural rights of citizens

6 Which issue did the Virginia Plan, the New Jersey Plan, and the Great Compromise address at the Constitutional Convention (1787)?

- (1) the power to regulate interstate commerce
- (2) the number of justices on the Supreme Court
- (3) a system for electing the president
- (4) a method of determining state representation in Congress

7 Which headline is reporting the clearest example of the United States Constitution's system of checks and balances?

- (1) **"Environmental Protection Agency Proposes Stricter Air Pollution Controls"**
- (2) **"Supreme Court Rules on Arizona Immigration Law"**
- (3) **"President Vetoes Defense Spending Bill"**
- (4) **"California Passes Strict Gun Control Law"**

8 The Three-fifths Compromise adopted in the Constitution in 1787 had the effect of

- (1) increasing the representation of southern states in Congress
- (2) providing a method for ratifying amendments
- (3) making possible the impeachment of the president
- (4) allowing the use of the elastic clause in the legislative process

9 What was the major argument of those who opposed ratification of the United States Constitution?

- (1) The states should not be forced to pay taxes to the federal government.
- (2) The new constitution did not adequately protect individual liberties against abuse by the federal government.
- (3) The judicial branch was granted more power than the legislative and executive branches.
- (4) The federal government did not have enough power to defend the nation against foreign enemies.

10 Which foreign policy toward Europe did President George Washington recommend in his Farewell Address?

- (1) military alliances
- (2) internationalism
- (3) imperialism
- (4) neutrality

11 What was a primary goal of President Thomas Jefferson's 1803 decision to purchase the Louisiana Territory?

- (1) studying Native American Indian societies
- (2) mining gold and silver in California
- (3) gaining control of the port of New Orleans
- (4) securing access to the iron ore deposits near the Great Lakes

12 The case of *Marbury v. Madison* (1803) established the principle that

- (1) the Supreme Court can declare federal laws unconstitutional
- (2) the states have power over the federal government
- (3) the president nominates federal judges
- (4) Congress can override presidential vetoes

13 Which heading best completes the partial outline below?

I. _____ A. Disputes over tariff rates B. Introduction of slavery into the territories C. Demands of abolitionists D. Disagreements over States rights
--

- (1) Reasons for the American System
- (2) Successes of Third Political Parties
- (3) Causes of Sectionalism
- (4) Justifications for Economic Reform

Base your answer to question 14 on the poster below and on your knowledge of social studies.

**COLOR'D  
MEN  
WANTED!**

**Bounty, \$602.  
Cash down, 350.**

**Besides State, and United States pay, &c.**

Recruits will be mustered into Colored Regiments.

APPLY TO

**JAMES S. HENRY;**  
At Recruiting Office, Second & Bridge Ave.  
Camden, Dec. 23d, 1863.

CURTZ, BOOK AND BUSINESS PRINTER, CAMDEN PHOENIX OFFICE, 413 FEDERAL ST.

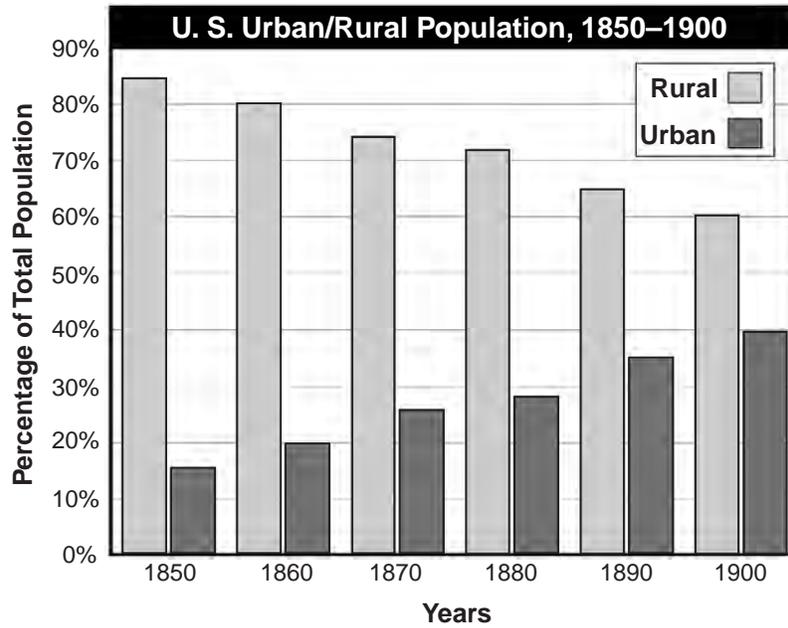
Source: Library of Congress

- 14 This 1863 poster is recruiting African Americans to help
- (1) defeat the Confederacy in the Civil War
  - (2) assist in the efforts of the Underground Railroad
  - (3) settle land in the South and in border states
  - (4) enforce the terms of the Fugitive Slave Act

- 15 After the Civil War, many owners of large plantations in the South responded to the loss of enslaved labor by
- (1) hiring Irish immigrants to do the work of freedmen
  - (2) selling their plantations to formerly enslaved persons
  - (3) creating tenant farms and sharecropping
  - (4) paying wages to farmworkers who had migrated from the North

- 16 The federal government responded to the railroad strikes of 1877 and the Pullman strike of 1894 by
- (1) using military force against the workers
  - (2) requiring negotiation to resolve the disputes
  - (3) maintaining a neutral position between labor and management
  - (4) providing economic aid to striking workers

Base your answer to question 17 on the graph below and on your knowledge of social studies.



Source: U.S. Bureau of the Census (adapted)

17 What was the primary cause of the trends shown on the graph?

- (1) closing of the western frontier
- (2) industrialization in the North and the Midwest
- (3) passage of the Homestead Act
- (4) completion of the transcontinental railroad

18 Few restrictions were placed on immigration to the United States in the late 19th century primarily because immigrants

- (1) would work for low wages
- (2) provided a rich source of investment capital
- (3) would add to the diversity of the population
- (4) faced little opposition from citizens

19 The “separate but equal” doctrine established by the Supreme Court in *Plessy v. Ferguson* (1896) upheld the legality of

- (1) woman’s suffrage in state elections
- (2) the activities of the Ku Klux Klan
- (3) racial segregation in public facilities
- (4) restrictions on voting rights of African Americans

Base your answer to question 20 on the photographs below and on your knowledge of social studies.



Source: Nebraska State Historical Society, 1890



Source: Smithsonian Institution, National Anthropological Archives

- 20 These photographs of 19th-century life on the Great Plains indicate that
- (1) Native American Indians and white settlers used the same building materials for protection
  - (2) Native American Indians and white settlers adapted differently to the same environment
  - (3) white settlers learned farming practices from Native American Indians
  - (4) both Native American Indians and white settlers depended on the buffalo for survival
- 

- 21 From 1870 to 1900, business leaders in the United States often attempted to increase productivity, maximize profits, and decrease costs by
- (1) reducing competition through the formation of trusts
  - (2) increasing benefits for industrial workers
  - (3) supporting the passage of strict antitrust laws
  - (4) preventing foreign investment in the United States

- 22 Which proposal was most consistent with the goals of the American Federation of Labor under the leadership of Samuel Gompers?
- (1) government ownership of the transportation and communication industries
  - (2) collective bargaining to reach agreements on wages and hours
  - (3) formation of a third political party to promote union policies
  - (4) organization of unskilled workers into one national union

Base your answers to questions 23 and 24 on the cartoon below and on your knowledge of social studies.

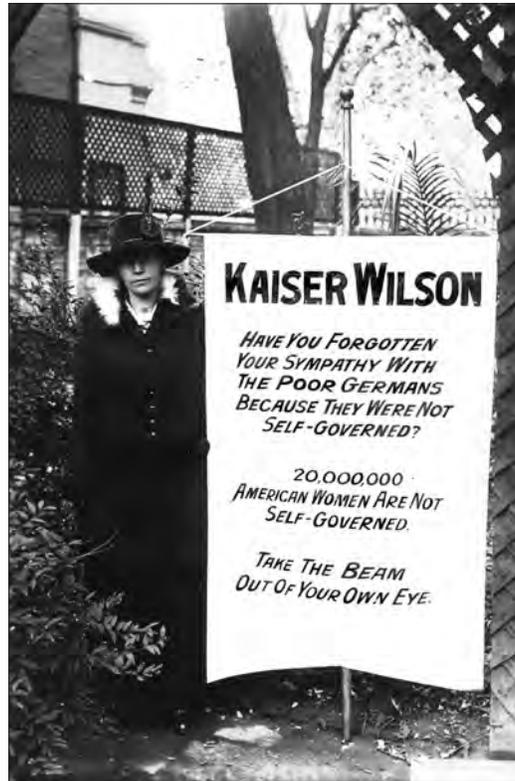
**NO LACK OF BIG GAME**  
**The President Seems to Have Scared Up Quite a Bunch of Octopi.**



Source: Charles Bartholomew, *The Minneapolis Journal*,  
April 13, 1903 (adapted)

- 23 Based on the information provided by the cartoon, President Theodore Roosevelt's goal was to
- (1) persuade businesses to accept nationalization
  - (2) assist businesses in resisting interference by investors
  - (3) establish worker safety regulations in factories
  - (4) use federal power to control monopolies
- 24 Which act of Congress gave President Roosevelt the authority that he demonstrates in this cartoon?
- (1) Meat Inspection Act
  - (2) Sherman Antitrust Act
  - (3) Underwood Tariff Act
  - (4) Pure Food and Drug Act
-

Base your answer to question 25 on the photograph below and on your knowledge of social studies.



Source: Library of Congress

- 25 Which activity is illustrated in this photograph?
- (1) picketing against United States involvement in World War I
  - (2) making a statement of support for the League of Nations
  - (3) protesting the nation's denial of woman's suffrage
  - (4) supporting punishment of Germany for causing World War I

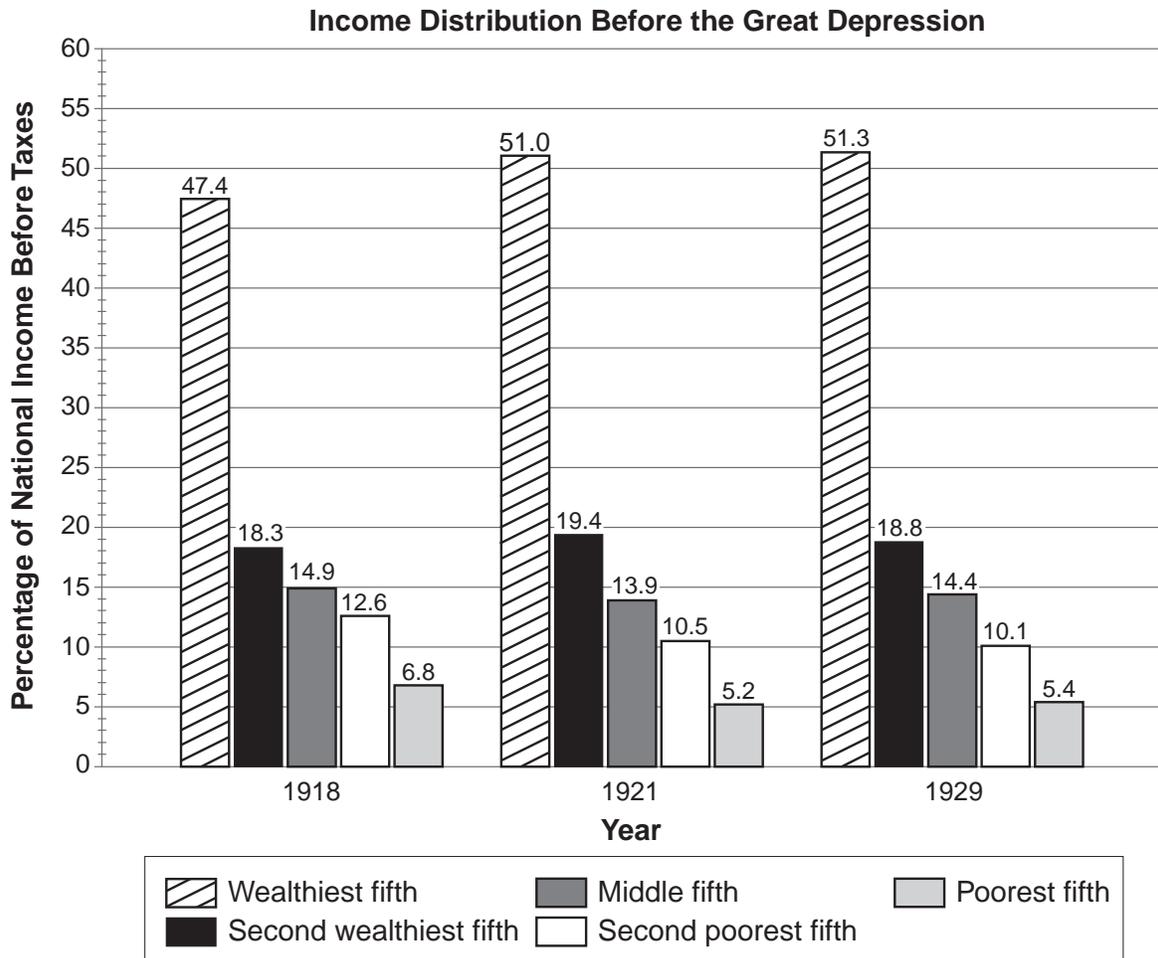
26 The Federal Reserve Act of 1913 was passed in an attempt to

- (1) increase United States exports
- (2) safeguard the health of workers
- (3) regulate the amount of money in circulation
- (4) protect national forests from destruction

27 The Great Migration of African Americans between 1915 and 1930 was mainly a movement from

- (1) cities to suburban developments
- (2) northern farms to northern cities
- (3) southern cities to free land in the West
- (4) the rural South to northern cities

Base your answer to question 28 on the graph below and on your knowledge of social studies.



Source: John M. Murrin et al., *Liberty, Equality, Power: A History of the American People*, Thomson Wadsworth, 2006 (adapted)

28 Which statement about the period from 1918 through 1929 is most clearly supported by information in the graph?

- (1) The percentage of income controlled by the wealthiest Americans declined.
- (2) The income gap between the wealthiest fifth and the rest of the population increased.
- (3) The overall per capita income in the United States declined.
- (4) The percentage of income controlled by the poor steadily increased.

29 Which New Deal agency had the creation of new jobs as its primary goal?

- (1) Agricultural Adjustment Administration (AAA)
- (2) Federal Deposit Insurance Corporation (FDIC)
- (3) Securities and Exchange Commission (SEC)
- (4) Works Progress Administration (WPA)

30 The Wagner Act (National Labor Relations Act) of 1935 helped organized labor by

- (1) mandating government control over industry
- (2) guaranteeing workers the right to collective bargaining
- (3) banning the closed shop in the workplace
- (4) requiring all workers to join unions

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

### QUALIFYING TEST FOR SUPREME COURT JOBS



Source: Edward S. Brown, *New York Herald Tribune*, February 12, 1937 (adapted)

- 31 The main idea of the cartoon is that President Franklin D. Roosevelt wanted to
- (1) impeach justices who did not support him
  - (2) control the decisions of the Supreme Court
  - (3) create higher qualifications for justices
  - (4) encourage the Supreme Court to act more efficiently

32 In the mid-1930s, which action did the federal government take in an attempt to avoid the situations that drew the United States into World War I?

- (1) passing the Neutrality Acts
- (2) allowing only the United States Navy to deliver military goods overseas
- (3) investing money in nations threatened by Germany
- (4) forming a military alliance with the Soviet Union

33 The Lend-Lease Act of 1941 significantly changed United States policy toward nations involved in World War II because it

- (1) supplied war materials to Allied nations without a declaration of war
- (2) imposed a trade boycott on Germany and Japan
- (3) authorized the seizure of British assets in the United States
- (4) approved the appeasement policies of the French and British governments

Base your answer to question 34 on the public notice below and on your knowledge of social studies.



Source: Western Historical Manuscript Collection, University of Missouri-St. Louis (adapted)

- 34 The instructions referred to in this public notice resulted in the
- (1) deportation of most Japanese aliens to Japan
  - (2) protection of the homes and property of Japanese Americans
  - (3) removal of Japanese Americans to internment camps
  - (4) drafting of all young Japanese American men into the United States military

- 35 The scientists working on the Manhattan Project during World War II were responsible for
- (1) designing weapons for the D-Day invasion
  - (2) building satellites to spy on the Axis nations
  - (3) creating materials for biological and chemical warfare
  - (4) developing the atomic bomb

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

...It is hereby declared to be the policy of the President that there shall be equality of treatment and opportunity for all persons in the armed services without regard to race, color, religion or national origin. This policy shall be put into effect as rapidly as possible, having due regard to the time required to effectuate [implement] any necessary changes without impairing efficiency or morale....

— Section 1, Executive Order 9981

- 36 The purpose of Executive Order 9981, issued by President Harry Truman, was to
- (1) encourage women to join the armed services
  - (2) end racial segregation in the military
  - (3) ensure adequate manpower to fight the Korean War
  - (4) establish war crimes tribunals in Western Europe

Base your answers to questions 37 and 38 on the excerpt below and on your knowledge of social studies.

...The truth of the matter is that Europe's requirements for the next three or four years of foreign food and other essential products—principally from America—are so much greater than her present ability to pay that she must have substantial additional help, or face economic, social, and political deterioration of a very grave character...

— Secretary of State George Marshall, Remarks at Harvard University Commencement, June 5, 1947

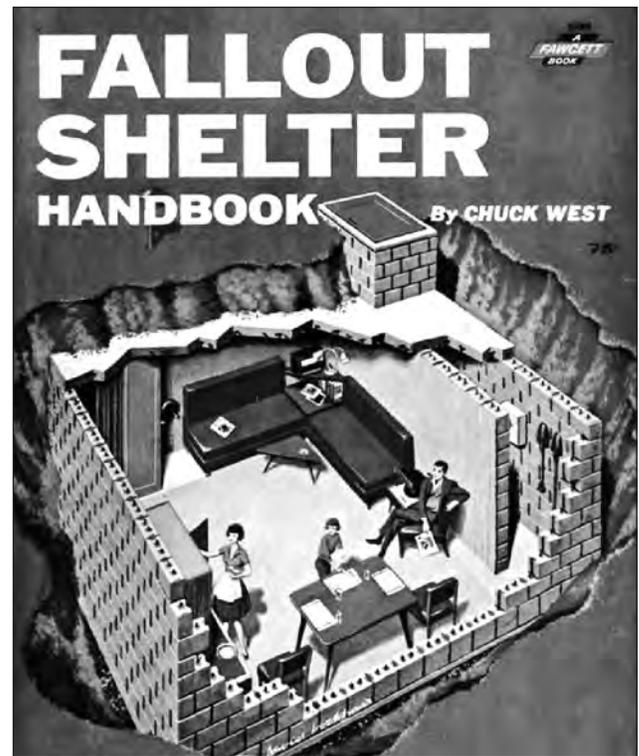
37 In this excerpt, Secretary of State George Marshall is identifying the need to

- (1) provide economic assistance to struggling European nations
- (2) allow European workers to settle in the United States
- (3) install democratic governments in the nations of Western Europe
- (4) strengthen European military defenses

38 The situation in Europe described by Secretary of State George Marshall was the result of the

- (1) failure of the United Nations to help people in need
- (2) devastation caused by fighting in World War II
- (3) construction of the Berlin Wall by the Soviet Union
- (4) takeover of Greece and Turkey by communists

Base your answer to question 39 on the picture below and on your knowledge of social studies.



Source: Fawcett Publications (adapted)

39 The shelter pictured in this handbook was designed to help Americans survive

- (1) global climate changes
- (2) pandemic diseases
- (3) natural disasters
- (4) nuclear war

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

### HARLEM

What happens to a dream deferred?

Does it dry up  
like a raisin in the sun?

Or fester like a sore—

And then run?

Does it stink like rotten meat?

Or crust and sugar over—  
like a syrupy sweet?

Maybe it just sags  
like a heavy load.

*Or does it explode?*

— Langston Hughes, 1951 (adapted)

40 The “dream deferred” in this poem refers to the hopes African Americans had for

- (1) social and political equality
  - (2) an independent African American nation
  - (3) access to affordable medical treatment
  - (4) separate public accommodations
- 

41 One of the main effects of the passage of the Interstate Highway Act of 1956 was the expansion of

- (1) ridership on long-distance passenger trains
- (2) immigrant populations
- (3) communities in the suburbs
- (4) the airline industry

42 One way in which the Supreme Court decisions in *Mapp v. Ohio* (1961), *Gideon v. Wainwright* (1963), and *Miranda v. Arizona* (1966) are similar is that each resulted in

- (1) more legal searches without warrants
- (2) fewer gun control regulations
- (3) additional limitations on religious freedom
- (4) expanded rights for people accused of crimes

43 A major impact of the 24th amendment banning poll taxes and of the 1965 Voting Rights Act was the

- (1) increase in the number of Jim Crow laws
- (2) movement to create a new political party for Hispanics
- (3) decrease in voting among African American women
- (4) elimination of discriminatory voting practices against African Americans

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



Source: Jimmy Margulies, *The Record* (Hackensack, NJ), April 14, 2009

- 44 Which statement best expresses the cartoonist's point of view?
- (1) Citizens sometimes fail to appreciate the tax-funded benefits provided by government.
  - (2) More social benefits programs are needed for older Americans.
  - (3) Older Americans reject tax-supported government assistance.
  - (4) The Tea Party movement lacks public support.

45 President George Washington's response to the Whiskey Rebellion (1794) and President Dwight Eisenhower's response to events at Little Rock High School (1957) show that the

- (1) Supreme Court has often declared presidential actions unconstitutional
- (2) federal supremacy clause of the Constitution is rarely enforced
- (3) states have been successful in defying federal law
- (4) president may use troops to enforce federal decisions

46 Which book title is accurately matched with the book's theme?

- (1) *Uncle Tom's Cabin*—political machine corruption
- (2) *The Jungle*—environmental conservation
- (3) *How the Other Half Lives*—urban poverty
- (4) *The Grapes of Wrath*—racial discrimination

47 "Attorney General Palmer Orders Raids on Reported Communists"

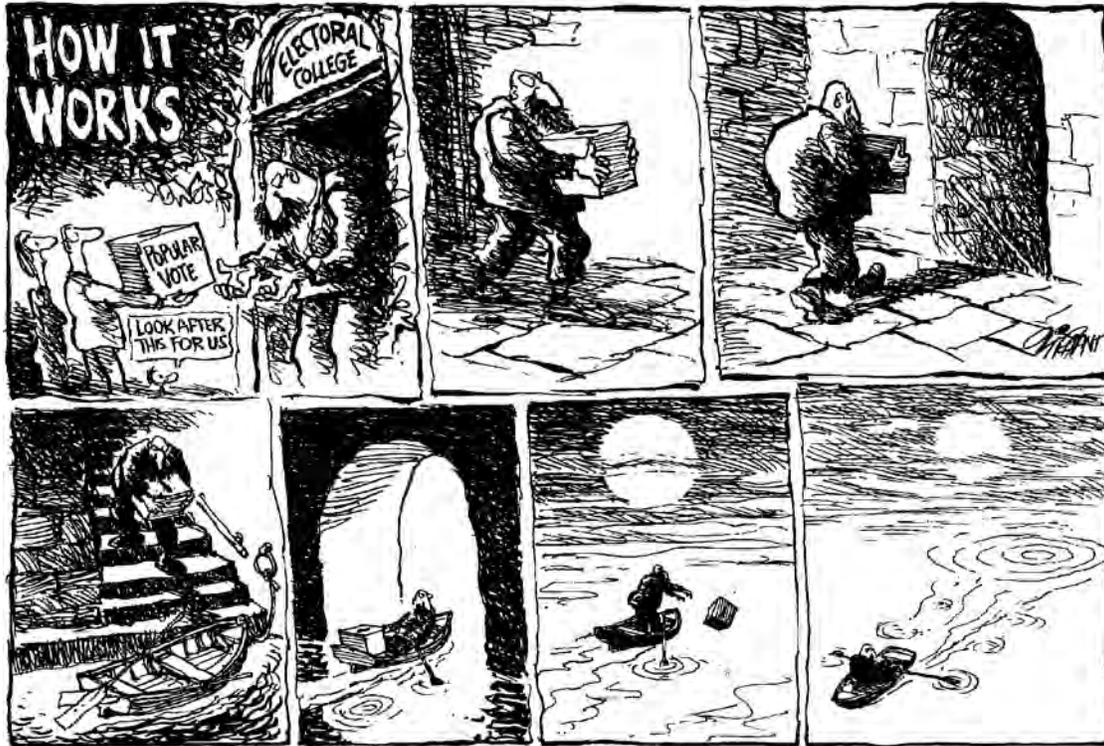
"Senator McCarthy Launches Investigation of Accused Traitors in State Department"

"Attorney General Ashcroft Authorizes Use of Wiretaps on Suspected Terrorists"

These headlines demonstrate the tension between

- (1) States rights and federal control
- (2) Democratic and Republican party platforms
- (3) national security and individual liberties
- (4) legislative authority and executive power

Base your answer to question 48 on the cartoon below and on your knowledge of social studies.



Source: Pat Oliphant, November 10, 2000

- 48 This cartoon was published in response to the
- (1) ratification of the 22nd amendment limiting presidential terms
  - (2) influence of third-party candidates in presidential elections
  - (3) decision of the Supreme Court establishing the “one man-one vote” principle
  - (4) dispute over the presidential election between George W. Bush and Al Gore
-

Base your answer to question 49 on the cartoon below and on your knowledge of social studies.

**Into the abyss**



Source: John de Rosier, *Albany Times Union*, November 26, 2009

49 The main idea of the cartoon is that President Barack Obama

- (1) is determined to end President Lyndon B. Johnson's foreign policy commitments
- (2) is better prepared than President Lyndon B. Johnson to lead the nation in war
- (3) should learn from President Lyndon B. Johnson's failure in Vietnam
- (4) should follow the advice of President Lyndon B. Johnson

50 "Hoover and Smith Campaign on Radio"

"Kennedy Passes Nixon in Polls After Televised Debate"

"Obama Raises Record Donations Using the Internet"

Which statement about the use of media in political campaigns is illustrated by these headlines?

- (1) Media bias does not affect the ability of political leaders to communicate with voters.
- (2) Political leaders adapt to new forms of media to communicate with voters.
- (3) Electronic media are an ineffective way for political leaders to communicate with voters.
- (4) Endorsements by the media have the greatest influence on voters.

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: Foreign Policy—Latin America and the Caribbean

During the 19th and 20th centuries, the foreign policy goals of the United States led to many diplomatic *and/or* military actions involving nations in Latin America and the Caribbean.

#### Task:

Select *two* United States diplomatic *and/or* military actions involving nations in Latin America and the Caribbean and for *each*

- Describe the historical circumstances that led to the United States action
- Describe a goal the United States had in pursuing this action
- Discuss the success *and/or* failure of the United States in achieving this goal

You may use any United States diplomatic and/or military action involving nations in Latin America and the Caribbean. Some suggestions you might wish to consider include issuance of the Monroe Doctrine in 1823, declaration of war against Mexico in 1846, declaration of war against Spain in 1898, acquisition of the Panama Canal Zone in 1903, Roosevelt Corollary to the Monroe Doctrine in 1904, announcement of the Good Neighbor Policy in 1933, naval blockade of Cuba in 1962, and adoption of the North American Free Trade Agreement (NAFTA) in 1994.

**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

## 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:**

In United States history, there have been conflicts between the three branches of government. Three issues that have led to conflict include **President Andrew Jackson's refusal to enforce a Supreme Court decision, the Senate's debate over the Treaty of Versailles negotiated by President Woodrow Wilson, and the investigation by Congress of President Richard Nixon's role in the Watergate affair.**

**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

Choose *two* of the issues mentioned in the historical context and for *each*

- Describe the historical circumstances that led to the conflict between two branches of government
- Discuss how the outcome of the conflict affected the United States *and/or* 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) **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**

...The Cherokees of Georgia, one of the most progressive tribes, attempted to consolidate their position there by setting up a state within a state. They were encouraged to do this by a series of treaties with the United States that recognized them as a nation capable of making peace and war, owning the land within its boundaries and “punishing its own citizens by its own laws.” Georgia was bound, like any other state, to observe the treaties concluded by the federal government, but was obdurate [uncompromising] where the Cherokee treaties were concerned. It [Georgia] refused to recognize the Cherokees as an independent nation, and pressed them to sell their lands. They [the Cherokees] turned a deaf ear to this demand and asked for federal protection. In two major cases [*Cherokee Nation v. State of Georgia* (1831) and *Worcester v. Georgia* (1832)], the United States Supreme Court upheld the “rights” of the Cherokees against Georgia, only to have the state flout [ignore] each decision.

[President Andrew] Jackson supported Georgia. Whether or not he made the famous comment, “John Marshall has made his opinion, now let him enforce it,” the Jacksonian policy was in full accord with the spirit of the remark. His first annual message [December 1829] asked Congress to set aside a region in the Far West to which the Indians might remove. Congress did so by a strict party vote, and the forced migration began, to continue through the decade of the eighteen-thirties....

Source: Glyndon G. Van Deusen, *The Jacksonian Era: 1828–1848*, Harper & Row, 1959

1a According to Glyndon G. Van Deusen, what was **one** reason the Cherokees asked for federal protection from the state of Georgia? [1]

---

---

Score

b According to Glyndon G. Van Deusen, what was **one** action taken by President Andrew Jackson that supported Georgia? [1]

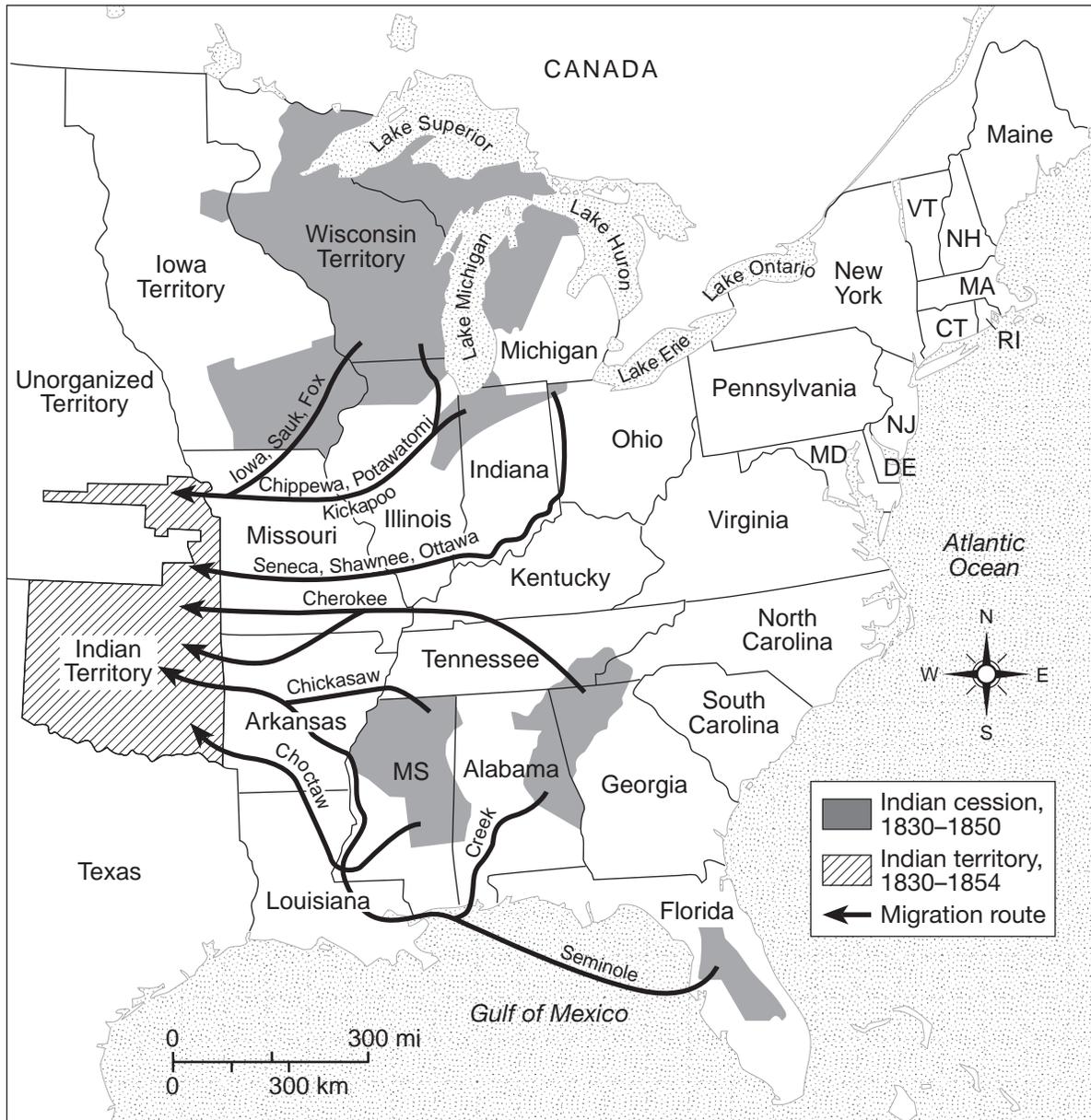
---

---

Score

Document 2a

Effect of Policies Toward Native American Indians, 1830–1850



Source: Irving F. Ahlquist et al., *United States History*, Addison-Wesley, 1984 (adapted)

Document 2b



Source: Robert Lindneux, *Trail of Tears*

2 Based on these documents, what was **one** effect of President Andrew Jackson's policies toward Native American Indians? [1]

---

---

Score

### Document 3

...In the Indian Territory problems quickly developed among the new arrivals and Cherokees who had already settled, especially as reprisals were taken against the contingent [group] who had signed the Treaty of New Echota [1835 treaty with the Cherokees]. As these problems were resolved, the Cherokees proceeded to adapt to their new homeland, and they reestablished their own system of government, which was modeled on that of the United States....

This autonomy remained reasonably strong until the Civil War, when a faction of the Cherokees sided with the Confederacy. During Reconstruction they suffered a loss of self-government and, more importantly, their land base. Government annuities [payments] were reduced, and lands were sold to newly arrived tribes. Cessions of land continued during the later 19th century, and the federal government emerged as the major force for land cession under the Dawes Act of 1887, which divided up tribal lands. The establishment of the state of Oklahoma in 1907 increased pressure for land cessions. Many people of questionable Cherokee ancestry managed to get on the tribal rolls and participate in the allotment of these lands to individuals. By the early 1970s the western Cherokees had lost title to over 19 million acres of land....

Source: Trail of Tears Association

3 Based on this document, what is **one** impact of the federal government's policies toward the Cherokees? [1]

---

---

Score

## Document 4

...When, in 1919, President [Woodrow] Wilson sailed back home after his triumphant progress throughout Europe, he was the virtual author of the peace treaty. When the three government leaders — Lloyd George, Signor Orlando, Georges Clemenceau — saw him off they mimicked the joy and grief of disciples parting from an holy man.

By the way — and it's important to the developing plot — none of them liked him. But they all knew that the success of the infant League of Nations would depend a great deal on its care and feeding by the United States. They were confident, as Wilson was, that the Treaty would pass the United States Senate.

A little detail to which Europeans didn't pay much attention at the time, namely a firm clause in the constitution of the United States, ratified in 1787.\* It laid down in article two, which is about the powers of the president — “He shall have power by and with the advice and consent of the Senate to make treaties, provided two thirds of the Senate present concur.”...

Much worse for him and for the fate of the League of Nations, President Wilson was openly detested by the man who, in this cause, carried most weight in the Congress — the chairman of the Senate foreign relations committee — who would have and has today really the last word about whether to provide the necessary Senate consent to any foreign treaty....

Source: “A Plea to the Senate,” *BBC News*, October 15, 1999 (adapted)

\* The United States Constitution was actually ratified in 1788.

- 4 According to this *BBC News* article, what was **one** problem faced by President Woodrow Wilson in his efforts to gain Senate approval of the Treaty of Versailles? [1]

---

---

Score

## Interrupting the Ceremony



Source: Carey Orr, *Chicago Daily Tribune*, December 27, 1918 (adapted)

By United Press

WASHINGTON, March 20. — The Peace Treaty is now up to President Wilson.

The Senate washed its hands of the pact last night when by a vote of 49 to 35 it refused to ratify it, and by a vote of 47 to 37 voted to send it back to President Wilson with word that it could not be ratified. The question today was: "What will President Wilson do about it."

He can send it back to the Senate. In that case Senator Lodge and other Republicans, as well as some Democrats, declared that no action would be taken on it until after the issue of the treaty or no treaty is fought out in the coming campaign.

He can go to the American people in a "solemn referendum," as he said he would do in a letter to the Jackson Day dinner on the question of ratification of the pact as it is as nn [an] issue in the national campaign of 1920.

He can drop the treaty and begin negotiations with Germany for resuming the state of peace.

The general expectation among senators is that he will take the second course and ask the Democratic party to make the treaty the paramount issue in the campaign....

Source: *Columbia Evening Missourian*, March 20, 1920 (adapted)

5 Based on these documents, what was **one** outcome of the Senate debate over the Treaty of Versailles? [1]

Score

## Document 6

...The last chance of reversing that decision [the Senate's final vote on the Treaty of Versailles] lay in the election of the Democratic candidate, James Cox, to succeed [President Woodrow] Wilson in the White House. But in the November election, Cox was defeated, and Warren Harding, the Republican, became President. Before he was elected, some believed that Harding, too, wanted to see America in the League of Nations, but as soon as he took office he made clear he intended to keep the United States free of any such involvement with the rest of the world's troubles. Thus started the twenty years during which America isolated itself, twenty years for which the whole world, including, eventually, the Americans themselves, were to pay such a terrible price....

Source: George Scott, *The Rise and Fall of the League of Nations*, Macmillan Publishing Co., 1973

- 6 According to George Scott, what was **one** impact of the Senate's final vote on the Treaty of Versailles on United States foreign policy? [1]

---

---

Score

## Document 7a

...By now, of course, Watergate has become part of our folklore: Five men wearing business suits and surgical gloves arrested in the middle of the night with illegal bugging devices at the Democratic Party headquarters in the Watergate building in Washington, D.C. The burglars turned out to be part of a wide-ranging political espionage and sabotage operation run by President [Richard] Nixon's top aides, one that triggered a massive White House cover-up directed by the president himself. After that cover-up unraveled, more than 70 people, including cabinet members and White House assistants, were convicted of criminal abuses of power; only a pardon by his presidential successor spared Nixon himself from becoming the first chief executive in history to be indicted for felonies committed in the Oval Office. In the words of Stanley Kutler, the scandal's leading historian, Watergate "consumed and convulsed the nation and tested the constitutional and political system as it had not been tested since the Civil War."...

Source: Mark Feldstein, "Watergate Revisited," *American Journalism Review*, August/September 2004

7a Based on this document, identify **one** event that led to the Watergate investigation. [1]

---

---

Score

## Document 7b

### **Trials and Tribulations > Overview**

When Congress reconvened in January 1974, following its Christmas break, the House of Representatives compounded Nixon's legal troubles. On February 6, it authorized the Judiciary Committee to investigate grounds for the impeachment of President Nixon. This added to investigations already underway by Judge [John] Sirica and the grand jury, Special Prosecutor [Leon] Jaworski and the Justice Department, and the work done by the Senate select committee on Watergate....

### **The Aftermath > Overview**

By May 9, 1974, the House Judiciary Committee began hearings on articles of impeachment. Judge Sirica turned over to the committee evidence gleaned against Nixon by the grand jury. Meanwhile, Jaworski appealed to the Supreme Court to force Nixon to surrender more tapes. On July 24, the Court handed down an 8-0 decision, laying bare the president's last line of defense.

In late July, the House committee drafted three articles of impeachment against Nixon:

- Obstructing the Watergate investigation
- Misuse of power and violating his oath of office
- Failure to comply with House subpoenas...

Source: "The Watergate Files," Gerald R. Ford Presidential Library & Museum

7b Based on this document, identify **one** action the legislative branch took during the Watergate investigation. [1]

---

---

Score

## Document 8

...The central issue raised by Watergate, finally, was not resolved. This was how to make American government, especially the President, more accountable to the people. A raft of legislation in 1973–74, including the War Powers Act of 1973, a law to regulate campaign financing and spending (1974), a Freedom of Information Act (1974), and a Congressional Budget and Impoundment Act (1974), tried to promote such accountability, but these laws for the most part failed to accomplish what they set out to do, largely because Presidents and other politicians figured out ways of evading them. As acts by subsequent Presidents made clear, White House high-handedness could and did happen again in the future....

Source: James T. Patterson, *Grand Expectations: The United States, 1945–1974*, Oxford University Press, 1996 (adapted)

8 According to James T. Patterson, what is **one** impact of the Watergate investigation? [1]

---

---

Score

## Document 9

...The founders of this nation would have been stunned by the revelations of Watergate. But they would have been especially proud of the judiciary they had created. There was a trial judge who did not accept distortions of the truth. There was an appellate court that acted with decisiveness and dispatch to meet the first challenge by President Nixon opposing the release of the tapes. The same trial court and the same appellate court, without delay, decided that a crucial grand jury report should be transmitted to the House Judiciary Committee. And that trial court overruled the President's claim of executive privilege in response to a subpoena *duces tecum* [to produce evidence] in a situation involving criminal wrongdoing. The Supreme Court, in the interest of expediting [hastening] justice, bypassed the Court of Appeals and then boldly and with a minimum of delay laid to rest the troublesome problems that beset the nation....

From Watergate we learned what generations before us have known: our Constitution works. And during the Watergate years it was interpreted again so as to reaffirm that no one—absolutely no one—is above the law...

Source: Leon Jaworski, *The Right and the Power: The Prosecution of Watergate*, Pocket Books, 1977

9 According to Leon Jaworski, what is **one** impact of the Watergate investigation on the United States? [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:

In United States history, there have been conflicts between the three branches of government. Three issues that have led to conflict include **President Andrew Jackson's refusal to enforce a Supreme Court decision, the Senate's debate over the Treaty of Versailles negotiated by President Woodrow Wilson, and the investigation by Congress of President Richard Nixon's role in the Watergate affair.**

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

- Choose *two* of the issues mentioned in the historical context and for *each*
- Describe the historical circumstances that led to the conflict between two branches of government
  - Discuss how the outcome of the conflict affected the United States *and/or* 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