

# 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**, August 16, 2005 — 12:30 to 3:30 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.

- 1 One of the principles stated in the Declaration of Independence is that government should
  - (1) guarantee economic equality among citizens
  - (2) have unlimited power to rule the people
  - (3) be based upon the consent of the governed
  - (4) be led by educated citizens
- 2 The Great Compromise at the Constitutional Convention of 1787 was important because it
  - (1) established suffrage for all males over the age of twenty-one
  - (2) ended the controversy over slavery
  - (3) created a single-house national legislature
  - (4) balanced the interests of states with large and small populations
- 3 To provide for change, the authors of the United States Constitution included the amendment process and the
  - (1) commerce clause
  - (2) elastic clause
  - (3) supremacy clause
  - (4) naturalization clause
- 4 Filibusters were used by United States Senators from the South in the 1950s and 1960s to
  - (1) block passage of civil rights bills
  - (2) protest United States involvement in Vietnam
  - (3) override presidential vetoes of environmental bills
  - (4) gain approval of presidential appointments to the Supreme Court
- 5 Judicial review gives the United States Supreme Court the power to
  - (1) declare state laws unconstitutional
  - (2) override a congressional veto
  - (3) impeach and remove the president from office
  - (4) approve treaties with foreign nations
- 6 Thomas Jefferson opposed Alexander Hamilton's plan to create a national bank primarily because the plan would
  - (1) weaken the nation's currency
  - (2) increase the national debt
  - (3) promote the interests of farmers
  - (4) depend on a loose interpretation of the Constitution
- 7 “ 'Tis [It is] our true policy to steer clear of permanent alliances with any portion of the foreign world. . . . ”

— President George Washington, Farewell Address,  
1796

The United States was able to follow this advice from President Washington for several decades primarily because of

  - (1) industrial and agricultural self-sufficiency
  - (2) strong support from other Western Hemisphere nations
  - (3) geographic isolation from Europe
  - (4) peaceful relations between the European powers
- 8 The completion of the Erie Canal in the early 19th century aided the economic development of the United States by
  - (1) supplying water for the irrigation of western farms
  - (2) lowering the cost of shipping goods from the Midwest to the Atlantic coast
  - (3) providing a shipping route for cotton from the South to Europe
  - (4) supplying waterpower for running factories and mills
- 9 The annexation of Texas and the Mexican Cession are best described as efforts by the United States to
  - (1) remove European threats
  - (2) limit the spread of slavery
  - (3) end wars of aggression
  - (4) fulfill Manifest Destiny

Base your answer to question 10 on the table below and on your knowledge of social studies.

### CASUALTIES OF THE CIVIL WAR

	Union Troops	Confederate Troops
Total Troops	1,566,678	1,082,119
Wounded	275,175	194,000*
Died of Wounds	110,070	94,000
Died of Disease	249,458	164,000

— Garraty and McCaughey, *The American Nation*, Harper and Row, 1987;  
\*Shelby Foote, *The Civil War: A Narrative*, Vintage Books, 1986

- 10 Which statement is best supported by the data in the table?
- (1) The Confederate troops lost the Civil War as a result of their higher numbers of injuries and fatalities.
  - (2) The Union army had better generals during the Civil War.
  - (3) The Civil War had more casualties than any other war.
  - (4) More soldiers died from disease than from wounds.

11 The Seneca Falls Convention of 1848 is often viewed as the beginning of the

- (1) temperance movement
- (2) women's rights movement
- (3) antislavery movement
- (4) Native American Indian movement

12 "... Liberty *and* Union, now and forever, one and inseparable!"

— Daniel Webster, 1830

The principle expressed in this statement was also reflected in

- (1) Thomas Jefferson's call for nullification of the Alien and Sedition Acts
- (2) Federalist Party threats during the War of 1812
- (3) John Calhoun's defense of States rights
- (4) Abraham Lincoln's attitude toward Southern secession

13 From 1820 to 1865, the debates over nullification, protective tariffs, and the spread of slavery into the new territories concerned the constitutional issue of the

- (1) balance of power between the federal and state governments
- (2) balance between the rights of individuals and the need to maintain order
- (3) protection of the rights of ethnic and racial groups
- (4) separation of power between the executive and legislative branches

14 Which group's numbers increased the most as a result of the Industrial Revolution?

- (1) skilled craftsmen
- (2) landed aristocracy
- (3) urban middle class
- (4) owners of small farms

Base your answers to questions 15 and 16 on the graphs below and on your knowledge of social studies.

### Corn Production and Prices, 1870–1900



Source: *Statistical Abstract of the United States*, 1900 (adapted)

15 Which trend is shown in these graphs?

- (1) When production increases, prices decrease.
- (2) When production increases, prices increase.
- (3) When production remains unchanged, prices decrease.
- (4) Prices and production are usually unrelated.

16 As a result of the trends shown in the graphs, the Populist Party wanted the federal government to increase the money supply to

- (1) raise the prices of crops
- (2) limit the exportation of corn
- (3) discourage the consumption of corn
- (4) increase agricultural imports

17 Business leaders John D. Rockefeller, J. P. Morgan, and Cornelius Vanderbilt were referred to as robber barons primarily because they

- (1) bought titles of nobility from foreign governments
- (2) were ruthless in dealing with competitors
- (3) stole money from state and local governments
- (4) gained all of their wealth by illegal means

18 During the late 1800s, what was the main reason labor unions had difficulty achieving gains for workers?

- (1) Communists had taken control of the major unions.
- (2) The government supported business efforts to limit the powers of unions.
- (3) Most unions had been organized by big business.
- (4) Most workers were satisfied with working conditions.

19 During the late 1800s, Southern voters solidly supported the Democratic Party primarily because Democrats

- (1) favored a stronger national government
- (2) led efforts to advance civil rights
- (3) opposed the Jim Crow legal system
- (4) disliked the Reconstruction programs of the Republicans

20 A goal of the Progressive movement was to

- (1) reduce the government's involvement in social issues
- (2) correct the problems caused by industrialization
- (3) promote laissez-faire policies
- (4) promote settlement of land west of the Mississippi River



24 Which heading best completes the partial outline below?

- I. \_\_\_\_\_
- A. Sea power is the key to national greatness.
  - B. United States missionaries spread Christian principles.
  - C. The Anglo-Saxon civilization is the best in the world.
  - D. Sugar plantations in Hawaii were developed by Americans.

- (1) Reasons to Declare War on Spain
- (2) Justification for American Imperialism
- (3) Theodore Roosevelt's Political Platform
- (4) Yellow Journalism in Newspapers

25 At the beginning of World War I, President Woodrow Wilson followed a traditional United States foreign policy by

- (1) refusing to permit trade with either side in the conflict
- (2) sending troops to aid Great Britain
- (3) declaring American neutrality
- (4) requesting an immediate declaration of war against the aggressors

26 The initiative, the referendum, and the recall were adopted by several states during the Progressive Era as ways to

- (1) limit immigration
- (2) promote the formation of trusts
- (3) restrict the use of presidential vetoes
- (4) make government more democratic

27 The influence of nativism during the 1920s is best illustrated by the

- (1) increase in the popularity of the automobile
- (2) emergence of the flappers
- (3) expansion of trusts and monopolies
- (4) growth of the Ku Klux Klan

28 **“Public Ignores Prohibition Restrictions”**  
**“Evolution and Creation Debated in Scopes Trial”**  
**“Women Bring Change to the Industrial Workforce”**

What do headlines such as these from the 1920s illustrate?

- (1) conflict between traditional and modern values
- (2) trend toward mass consumption of consumer goods
- (3) hostility of certain groups toward ethnic minorities
- (4) debate over the role of government in the economy

29 The Federal Deposit Insurance Corporation (FDIC) and the Securities and Exchange Commission (SEC), established during the New Deal, were important because they

- (1) increased the supply of money in the economy
- (2) guaranteed loans to failing businesses and banks
- (3) attempted to restore public confidence in financial institutions
- (4) provided grants to unemployed workers

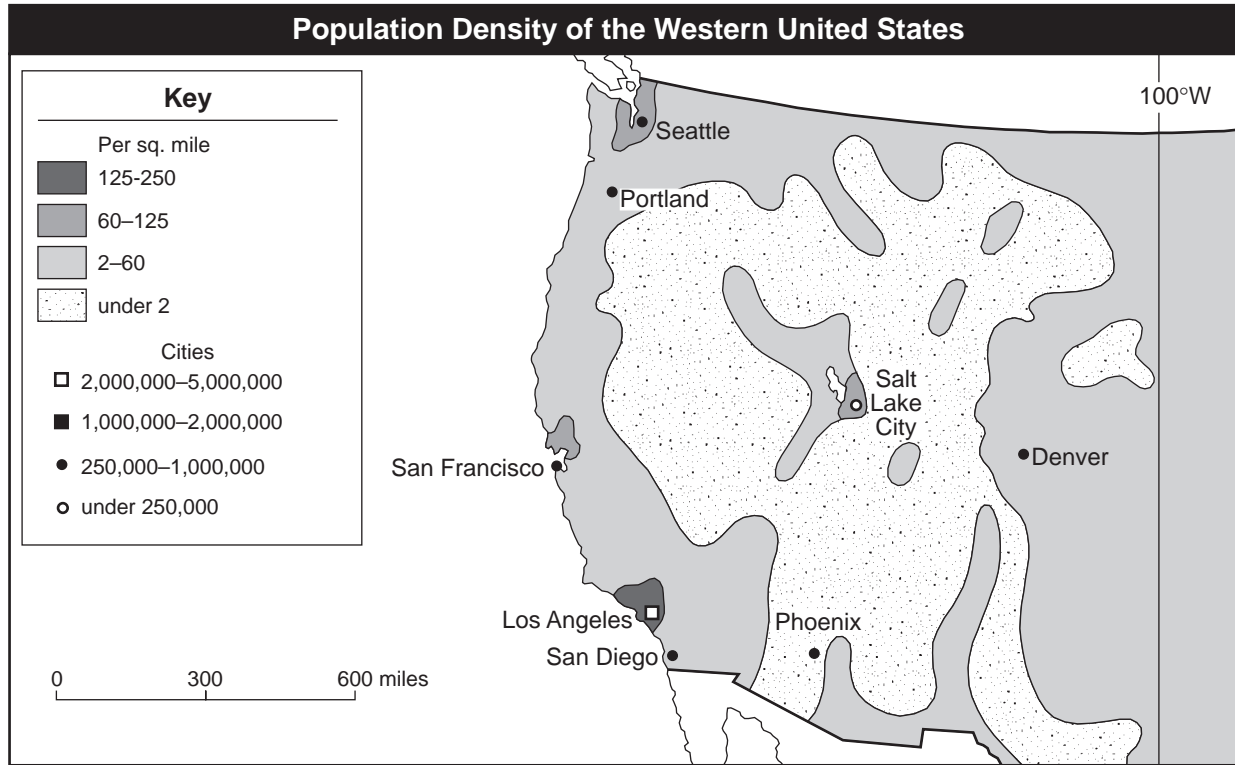
30 At the beginning of World War II, national debate focused on whether the United States should continue the policy of

- (1) coexistence
- (2) containment
- (3) imperialism
- (4) isolationism

31 Before entering World War II, the United States acted as the “arsenal of democracy” by

- (1) creating a weapons stockpile for use after the war
- (2) financing overseas radio broadcasts in support of democracy
- (3) providing workers for overseas factories
- (4) supplying war materials to the Allies

Base your answer to question 32 on the map below and on your knowledge of social studies.



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

32 Which geographic feature is primarily responsible for the lowest population density in the area shown on the map?

- (1) Columbia River
- (2) Pacific Ocean
- (3) Rocky Mountains
- (4) Mississippi River Valley

33 “The Parties to this Treaty reaffirm their faith in the purposes and principles of the Charter of the United Nations and their desire to live in peace with all peoples and all governments.

“They are determined to safeguard the freedom, common heritage and civilisation of their peoples, founded on the principles of democracy, individual liberty and the rule of law. . . .”

— Preamble to the North Atlantic Treaty, 1949

This statement shows the commitment of the United States to the principle of

- (1) colonialism
- (2) neutrality
- (3) militarism
- (4) collective security

34 One reason the Nuremberg trials following World War II were held was to

- (1) bring Hitler, Mussolini, and Tojo to justice
- (2) force Japan to pay for the attack on Pearl Harbor
- (3) make German leaders accountable for the Holocaust
- (4) punish the German government for bombing England

Base your answer to question 35 on excerpts from the song lyrics below and on your knowledge of social studies.

*Lyric A:* . . . Father, father  
We don't need to escalate  
You see, war is not the answer  
For only love can conquer hate  
You know we've got to find a way  
To bring some lovin' here today. . .  
— "What's Going On," Al Cleveland, Marvin Gaye,  
Renaldo Benson, 1971

*Lyric B:* . . . Yeah, my blood's so mad  
Feels like coagulatin'  
I'm sittin' here, just contemplatin'  
I can't twist the truth  
It knows no regulation  
Hand full of senators don't pass legislation  
And marches alone can't bring integration  
When human respect is disintegratin'  
This whole crazy world  
Is just too frustratin'. . .  
— "Eve of Destruction," P.F. Sloan, 1965

- 35 Which conclusion is most clearly supported by an examination of these song lyrics?
- (1) In the 1960s and early 1970s, Americans shared common views on foreign policy.
  - (2) Social conflict existed over war and civil rights in the 1960s and early 1970s.
  - (3) The music of the 1960s and early 1970s supported government policies.
  - (4) Most songwriters of the 1960s and early 1970s used their music to advocate violent revolution.

- 36 During the civil rights movement of the 1960s, activities of the Congress of Racial Equality, the National Urban League, and the National Association for the Advancement of Colored People (NAACP) illustrated that
- (1) all civil rights groups use the same tactics
  - (2) different approaches can be used to achieve a common goal
  - (3) organizational differences usually lead to failure
  - (4) violence is the best tool for achieving social change

- 37 In 1954, the Supreme Court decision in *Brown v. Board of Education of Topeka* advanced the civil rights movement by
- (1) guaranteeing equal voting rights to African Americans
  - (2) banning racial segregation in hotels and restaurants
  - (3) declaring that racial segregation in public schools violated the 14th amendment
  - (4) upholding the principle of separate but equal public facilities

Base your answers to questions 38 and 39 on the cartoon below and on your knowledge of social studies.



Source: Jeff Danziger, L. A. Times Syndicate, 2000 (adapted)

- 38 The cartoonist is expressing the opinion that
- (1) the United States should place tariffs on goods from communist nations
  - (2) most Americans favor trading with both China and Cuba
  - (3) American foreign trade policies are sometimes inconsistent
  - (4) democratic nations should receive preferential trade agreements

- 39 What is the explanation for the situation shown in the cartoon?
- (1) Strong anti-Castro sentiment existed in Congress.
  - (2) China had met all United States human rights demands.
  - (3) Castro refused to allow Cuba to trade with the United States.
  - (4) The United States was dependent on food imports from China.

- 40 President Richard Nixon's visit to the People's Republic of China in 1972 was significant because it
- (1) convinced the Chinese to abandon communism
  - (2) brought about the unification of Taiwan and Communist China
  - (3) reduced tensions between the United States and Communist China
  - (4) decreased United States dependence on Chinese exports

- 41 One similarity in the Supreme Court decisions in *Gideon v. Wainwright* and *Miranda v. Arizona* is that both decisions
- (1) expanded the rights of the accused
  - (2) improved the ability of the police to gather evidence
  - (3) lengthened sentences for violent felony offenses
  - (4) set limits on the use of the death penalty

42 **“Lincoln Suspends Writ of Habeas Corpus”**  
**“Supreme Court Rules for Government in Draft Resister Case”**  
**“Relocation of Japanese Americans Upheld by Supreme Court”**

- These headlines illustrate that during wartime
- (1) the liberties of individuals can be restricted
  - (2) the role of the government in regulating the economy increases
  - (3) most Americans support participation in wars
  - (4) new job opportunities are created by increased demand

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

. . . Unjust laws exist; shall we be content to obey them, or shall we endeavor to amend them, and obey them until we have succeeded, or shall we transgress them at once? . . .

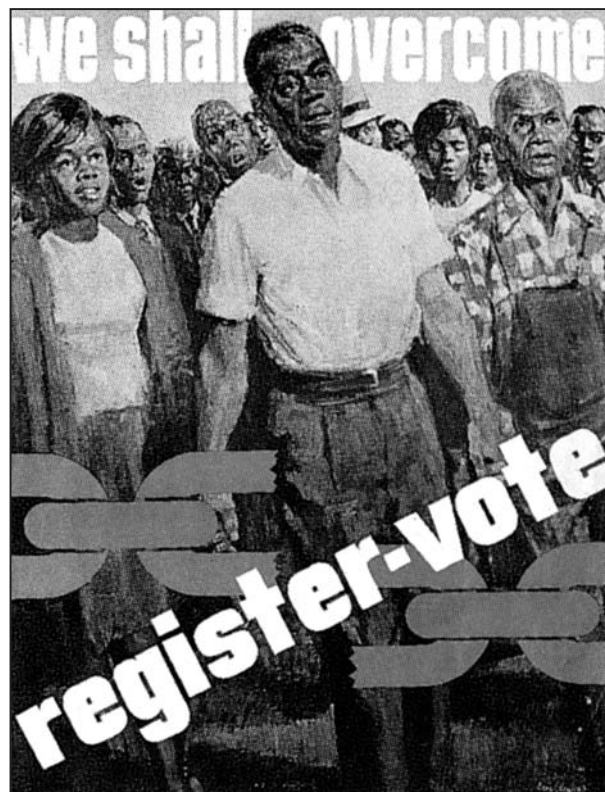
— Henry David Thoreau, 1849

. . . But the great glory of American democracy is the right to protest for right. My friends, don't let anybody make us feel that we [are] to be compared in our actions with the Ku Klux Klan or with the White Citizens Council. There will be no crosses burned at any bus stops in Montgomery. There will be no white persons pulled out of their homes and taken out on some distant road and lynched for not cooperating. There will be nobody amid, among us who will stand up and defy the Constitution of this nation. We only assemble here because of our desire to see right exist. . . .

— Martin Luther King, Jr., December 1955

- 43 Which statement most accurately summarizes the main idea of these quotations?
- (1) Revolution is inevitable in a democratic society.
  - (2) Government consistently protects the freedom and dignity of all its citizens.
  - (3) Violence is the most effective form of protest.
  - (4) Civil disobedience is sometimes necessary to bring about change.
- 

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



Source: Andrew Cayton, et al., *America: Pathways to the Present*, Prentice Hall, 1995 (adapted)

- 44 This poster was used during the
- (1) abolitionist movement
  - (2) woman's suffrage movement
  - (3) civil rights movement
  - (4) environmental movement
- 
- 45 What is the most likely result of the United States raising tariff rates on imported steel?
- (1) The price of consumer goods made with American steel is lowered.
  - (2) American steel companies are protected from foreign competition.
  - (3) The quality of consumer goods made with steel is improved.
  - (4) Foreign steel companies are encouraged to buy American steel companies.

Base your answers to questions 46 and 47 on the table below and on your knowledge of social studies.

**FINAL ELECTION RETURNS**

<b>ELECTION OF 1876</b>	<b>Popular Vote</b>		<b>Electoral College Vote</b>
	<b>Total</b>	<b>Percentage</b>	
Hayes*	4,033,497	47.95	185
Tilden	4,288,191	50.98	184
Cooper	78,501	0.90	—

<b>ELECTION OF 1888</b>	<b>Popular Vote</b>		<b>Electoral College Vote</b>
	<b>Total</b>	<b>Percentage</b>	
Harrison*	5,449,825	47.82	233
Cleveland	5,539,118	48.61	168
Fisk	249,492	2.19	—
Streeter	146,602	1.29	—

<b>ELECTION OF 2000</b>	<b>Popular Vote</b>		<b>Electoral College Vote</b>
	<b>Total</b>	<b>Percentage</b>	
George W. Bush*	50,456,062	47.89	271
Albert Gore	50,996,582	48.40	266
Ralph Nader	2,858,843	2.71	—

\*elected by electoral college

Source: 1876 and 1888, *Presidential Elections, 1789–2000*, CQ Press, 2002; 2000, "Historical Election Results," U.S. Electoral College, National Archives (adapted)

46 Which criticism of the electoral college system is illustrated by the information in the table?

- (1) Presidential electors frequently do not vote for the person they were pledged to support.
- (2) A person can win the presidency without winning the most popular votes.
- (3) The vote of the people in each state has little relationship to the election outcome.
- (4) Minor-party candidates often receive too many electoral votes.

47 Which change is most often proposed to correct the problem shown by the table?

- (1) adopt a constitutional amendment to elect the president by popular vote
- (2) pass a law requiring state electors to vote for the candidate with the most popular votes
- (3) place limits on the number of political parties allowed in presidential elections
- (4) allow the elected members of Congress to select the president

48 What was a direct result of the census of 2000?

- (1) Personal income tax rates were changed.
- (2) New United States District Courts were created.
- (3) Seats in the House of Representatives were reapportioned.
- (4) The number of United States Senators was increased.

49 During the 20th century, federal prosecutions of corporations such as Standard Oil, AT&T, and Microsoft were based on alleged violations of

- (1) stock market practices
- (2) environmental regulations
- (3) labor union protections
- (4) antitrust laws

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



Source: Matson, *Car and Travel*, 2001 (adapted)

50 What is the main idea of the cartoon?

- (1) Airline technology has resulted in more efficient service.
  - (2) Reduced competition in the airline industry has hurt the consumer.
  - (3) A growing economy has led to the start-up of new airlines.
  - (4) An increase in the number of airlines has led to computer malfunctions.
-

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

- (a) **explain** means “to make plain or understandable; to give reasons for or causes of; to show the logical development or relationships of”
- (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: Cold War

Following World War II, the United States and the Soviet Union were engaged in a conflict that became known as the Cold War. The Cold War created problems that the United States addressed with specific actions. These actions had varying degrees of success.

#### Task:

Identify **two** problems faced by the United States during the Cold War and for **each**

- Explain how the problem led to conflict between the United States and the Soviet Union
- Describe **one** action taken by the United States in response to the problem
- Evaluate the extent to which the action taken was successful in solving the problem

You may use any Cold War problems from your study of United States history. Some suggestions you might wish to consider include the postwar economic upheaval in Western Europe (1945–1947), Soviet takeover of Eastern Europe (1945–1948), threat of Communist takeover in Greece (1947), Soviet blockade of Berlin (1948), nuclear arms race (1950s–1970s), and placement of Soviet missiles in Cuba (1962).

**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 these general definitions in mind:

- (a) **discuss** means “to make observations about something using facts, reasoning, and argument; to present in some detail”
- (b) **explain** means “to make plain or understandable; to give reasons for or causes of; to show the logical development or relationships of”

### 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 both the source of each document and any point of view that may be presented in the document.

#### Historical Context:

After the crash of the stock market in 1929, the Great Depression began. The Depression brought devastation to the economy of the United States and resulted in severe problems for the American people. Throughout the 1930s, the American people and the government dealt with the Depression in various ways.

**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 problems faced by the American people during the Great Depression of the 1930s
- Explain how the American people *and* the government dealt with the problems of the Depression

## 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

. . . This is not an issue as to whether the people are going hungry or cold in the United States. It is solely a question of the best method by which hunger and cold can be prevented. It is a question as to whether the American people on the one hand will maintain the spirit of charity and of mutual self-help through voluntary giving and the responsibility of local government as distinguished on the other hand from appropriations out of the Federal Treasury for such purposes. My own conviction is strongly that if we break down this sense of responsibility, of individual generosity to individual, and mutual self-help in the country in times of national difficulty and if we start appropriations of this character we have not only impaired something infinitely valuable in the life of the American people but have struck at the roots of self-government. Once this has happened it is not the cost of a few score millions, but we are faced with the abyss of reliance [trap of relying] in [the] future upon Government charity in some form or other. The money involved is indeed the least of the costs to American ideals and American institutions. . . .

Source: President Herbert Hoover, Press Statement, February 3, 1931

- 1 According to this document, how did President Hoover hope the American people would respond to the problems of the Depression? [1]

---

---

Score

**Document 2**

. . . Kentucky coal miners suffered perhaps the most. In Harlan County there were whole towns whose people had not a cent of income. They lived on dandelions and blackberries. The women washed clothes in soapweed suds. Dysentery bloated the stomachs of starving babies. Children were reported so famished they were chewing up their own hands. Miners tried to plant vegetables, but they were often so hungry that they ate them before they were ripe. On her first trip to the mountains, Eleanor Roosevelt saw a little boy trying to hide his pet rabbit. “He thinks we are not going to eat it,” his sister told her, “but we are.” In West Virginia, miners mobbed company stores demanding food. Mountain people, with no means to leave their homes, sometimes had to burn their last chairs and tables to keep warm. Local charity could not help in a place where everyone was destitute. . . .

“No one has starved,” Hoover boasted. To prove it, he announced a decline in the death rate. It was heartening, but puzzling, too. Even the social workers could not see how the unemployed kept body and soul together, and the more they studied, the more the wonder grew. Savings, if any, went first. Then insurance was cashed. Then people borrowed from family and friends. They stopped paying rent. When evicted, they moved in with relatives. They ran up bills. It was surprising how much credit could be wangled. In 1932, about 400 families on relief in Philadelphia had managed to contract an average debt of \$160, a tribute to the hearts if not the business heads of landlords and merchants. But in the end they had to eat “tight.” . . .

A teacher in a mountain school told a little girl who looked sick but said she was hungry to go home and eat something. “I can’t,” the youngster said. “It’s my sister’s turn to eat.” In Chicago, teachers were ordered to ask what a child had had to eat before punishing him. Many of them were getting nothing but potatoes, a diet that kept their weight up, but left them listless, crotchety [cranky], and sleepy. . . .

Source: Caroline Bird, *The Invisible Scar*, David McKay Company

2 State **two** ways the families described in this passage dealt with the problems of the Depression. [2]

(1) \_\_\_\_\_

\_\_\_\_\_  
Score

(2) \_\_\_\_\_

\_\_\_\_\_  
Score

Document 3



Source: H. W. Felchner, New York City, February, 1932

3 Based on the photograph, state **one** effect the Great Depression had on many Americans. [1]

---

---

Score

**Document 4**

. . . Brigades of Bonus Marchers converged on Washington [in 1932]. Congress had voted the bonus money, but for later. Some of these men might have been hustlers and perhaps there were a few Communists among them, but most were ex-soldiers who had served the nation [in World War I], frightened men with hungry families. The ragged hordes blocked traffic, clung like swarming bees to the steps of the Capitol. They needed their money now. They built a shantytown on the edge of Washington. Many had brought their wives and children. Contemporary reports mention the orderliness and discipline of these soldiers of misfortune. . . .

Source: John Steinbeck, "Living With Hard Times," *Esquire*

4 Based on this document, state the reason the Bonus Marchers went to Washington. [1]

---

---

Score

**Document 5**

. . . Working women at first lost their jobs at a faster rate than men — then reentered the workforce more rapidly. In the early years of the Depression, many employers, including the federal government, tried to spread what employment they had to heads of households. That meant firing any married woman identified as a family's "secondary" wage-earner. But the gender segregation in employment patterns that was already well established before the Depression also worked to women's advantage. Heavy industry suffered the worst unemployment, but relatively few women stoked blast furnaces in the steel mills or drilled rivets on assembly lines or swung hammers in the building trades. The teaching profession, however, in which women were highly concentrated and indeed constituted a hefty majority of employees, suffered pay cuts but only minimal job losses. And the underlying trends of the economy meant that what new jobs did become available in the 1930s, such as telephone switchboard operation and clerical work, were peculiarly suited to women. . . .

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

5 Based on this document, state **two** ways women in the labor force were affected by the Great Depression. [2]

(1) \_\_\_\_\_

---

Score

(2) \_\_\_\_\_

---

Score

**Document 6**

. . . For black people, the New Deal was psychologically encouraging (Mrs. Roosevelt was sympathetic; some blacks got posts in the administration), but most blacks were ignored by the New Deal programs. As tenant farmers, as farm laborers, as migrants, as domestic workers, they didn't qualify for unemployment insurance, minimum wages, social security, or farm subsidies. Roosevelt, careful not to offend southern white politicians whose political support he needed, did not push a bill against lynching. Blacks and whites were segregated in the armed forces. And black workers were discriminated against in getting jobs. They were the last hired, the first fired. Only when A. Philip Randolph, head of the Sleeping-Car Porters Union, threatened a massive march on Washington in 1941 would Roosevelt agree to sign an executive order establishing a Fair Employment Practices Committee. But the FEPC had no enforcement powers and changed little. . . .

Source: Howard Zinn, *A People's History of the United States*, HarperCollins Publishers

6a Based on this document, state **one** reason many African Americans did not benefit from New Deal programs. [1]

---

---

Score

b According to this document, how did the government respond to the threat from the Sleeping-Car Porters Union? [1]

---

---

Score

## Document 7

. . . Suddenly the papers were filled with accounts of highway picketing by farmers around Sioux City. A Farmers' Holiday Association had been organized by one Milo Reno, and the farmers were to refuse to bring food to market for thirty days or "until the cost of production had been obtained." . . .

The strike around Sioux City soon ceased to be a local matter. It jumped the Missouri River and crossed the Big Sioux. Roads were picketed in South Dakota and Nebraska as well as in Iowa. Soon Minnesota followed suit, and her farmers picketed her roads. North Dakota organized. Down in Georgia farmers dumped milk on the highway. For a few days the milk supply of New York City was menaced. Farmers in Bucks County, Pennsylvania, organized, and potato farmers in Long Island raised the price of potatoes by a "holiday." This banding together of farmers for mutual protection is going on everywhere, but the center of this disturbance is still Iowa and the neighboring States.

The Milk Producers' Association joined forces with the Farmers' Holiday. All the roads leading to Sioux City were picketed. Trucks by hundreds were turned back. Farmers by hundreds lined the roads. They blockaded the roads with spiked telegraph poles and logs. They took away a sheriff's badge and his gun and threw them in a cornfield. Gallons of milk ran down roadway ditches. Gallons of confiscated milk were distributed free on the streets of Sioux City. . . .

Source: Mary Heaton Vorse, "Rebellion in the Cornbelt," *Harper's Magazine*, December 1932

- 7 Based on this document, state **two** actions taken by farmers to deal with their economic situation during the Great Depression. [2]

(1) \_\_\_\_\_

Score

(2) \_\_\_\_\_

Score

## Document 8

Lorena Hickok, a former Associated Press reporter, was hired by Harry Hopkins (head of the Federal Emergency Relief Administration) to travel throughout the United States and send Hopkins private reports on the state of the nation and effects of the New Deal programs. This is an excerpt from one of those reports, dated January 1, 1935.

. . . Only among the young is there evidence of revolt, apparently. These young people are growing restive [restless]. Out of some 15 weekly reports from industrial centers all over the country, hardly one omitted a paragraph pointing out that these young people may not tolerate much longer a condition that prevents them from starting normal, active, self-respecting lives, that will not let them marry and raise families, that condemns them to idleness and want. At present there is no leadership among them. College men are shoveling sand, checking freight cars, working in filling stations. High school graduates are offering themselves to industry “for nothing, just experience”—and are being accepted. Boys who normally would be apprentices in the trades are tramping [wandering] the pavements, riding the freights back and forth across the country, hanging about on street corners. One day in November a 21-year-old boy in Baltimore walked 20 miles, looking for work. “I just stopped at every place,” he said, “but mostly they wouldn’t even talk to me.” . . .

Source: Lowitt and Beasley, eds., *One Third of a Nation*, University of Illinois Press, 1981

8 Based on this document, state **one** way the Great Depression affected young people. [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:

After the crash of the stock market in 1929, the Great Depression began. The Depression brought devastation to the economy of the United States and resulted in severe problems for the American people. Throughout the 1930s, the American people and the government dealt with the Depression in various ways.

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

- Discuss problems faced by the American people during the Great Depression of the 1930s
- Explain how the American people *and* the government dealt with the problems of the Depression

#### 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, August 16, 2005 — 12:30 to 3:30 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

Tear Here

Tear Here

# REGENTS IN U.S. HISTORY AND GOVERNMENT

Tear Here

Tear Here