

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

**UNITED STATES HISTORY  
AND GOVERNMENT**

**Thursday, June 16, 2011 — 9:15 a.m. to 12:15 p.m., only**

Student Name \_\_\_\_\_

School Name \_\_\_\_\_

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.

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, 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 Primary sources of information about the colonial era would include a
  - (1) journal entry by a member of the Second Continental Congress
  - (2) textbook passage about the settlement of Pennsylvania
  - (3) recent newspaper article commemorating the birth of Patrick Henry
  - (4) television program about the Declaration of Independence
- 2 Which geographic area was added to the United States by the Louisiana Purchase?
  - (1) Appalachian Mountains
  - (2) Columbia River valley
  - (3) Great Plains
  - (4) Piedmont Plateau
- 3 Which heading best completes the partial outline below?

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

A. Mayflower Compact

B. House of Burgesses

C. New England town meetings

  - (1) Attempts to Overthrow British Rule
  - (2) Development of Self-Government in the American Colonies
  - (3) Establishment of British Parliamentary Control Over the Colonies
  - (4) Social Reform Movements in the American Colonies
- 4 In the 1700s, the triangular trade led directly to the
  - (1) middle colonies' role as the chief importers of agricultural products
  - (2) rapid industrialization of the southern colonies
  - (3) decline of the New England economy
  - (4) increased importation of enslaved Africans to the Western Hemisphere
- 5 American colonists showed their opposition to the British taxation and trade restrictions of the 1760s primarily by
  - (1) supporting the French against the British
  - (2) boycotting products from Great Britain
  - (3) overthrowing the royal governors in most of the colonies
  - (4) purchasing additional products from Native American Indian tribes
- 6 Which idea guided the development of the Articles of Confederation?
  - (1) A strong central government would threaten the rights of the people.
  - (2) All the people should be granted the right to vote.
  - (3) Most power should rest with the judicial branch.
  - (4) Only the central government would have the power to levy taxes.
- 7 "...The accumulation of all powers, legislative, executive, and judiciary, in the same hands, whether of one, a few, or many, and whether hereditary, self-appointed, or elective, may justly be pronounced the very definition of tyranny...."

— James Madison

Which feature of the United States Constitution was included to address the concern expressed by James Madison?

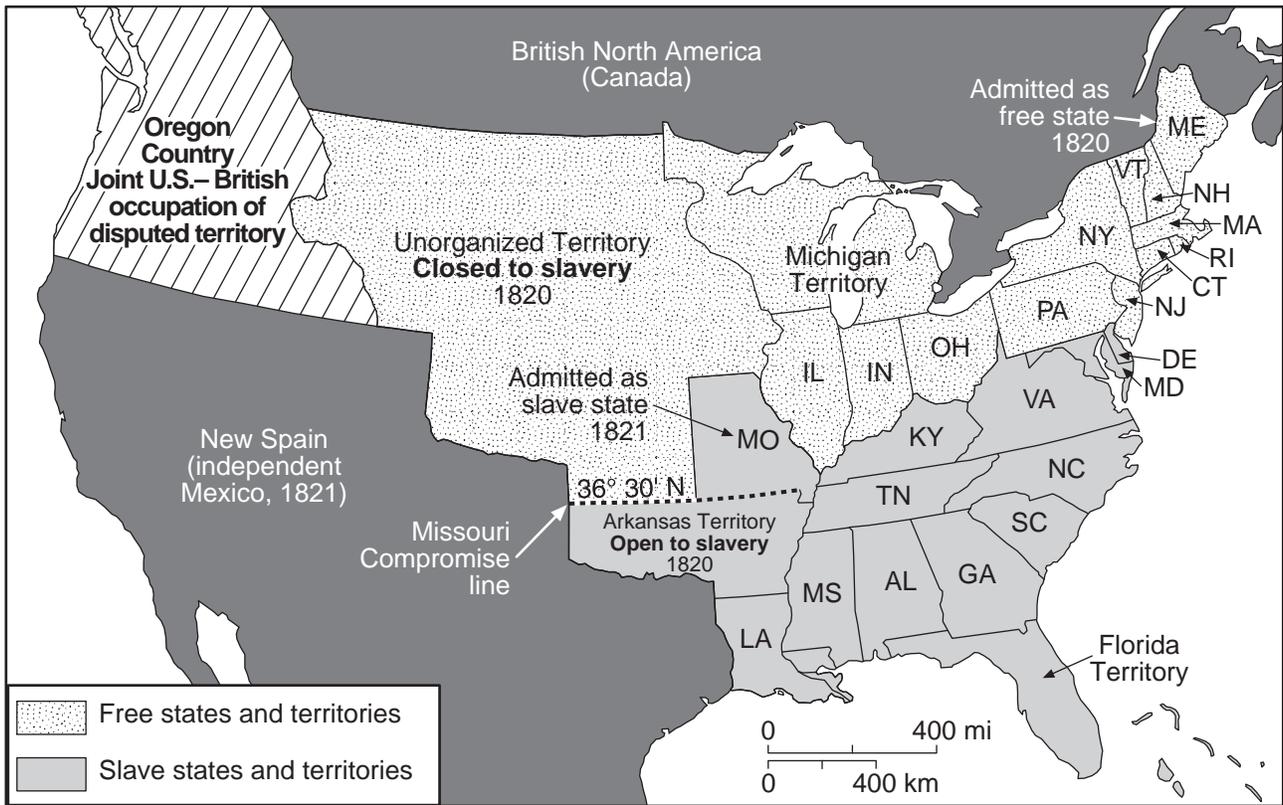
  - (1) electoral college
  - (2) checks and balances
  - (3) Bill of Rights
  - (4) amendment process

- 8 The primary purpose of the *Federalist Papers* was to
- (1) justify the American Revolution to the colonists
  - (2) promote the continuation of British rule
  - (3) encourage ratification of the United States Constitution
  - (4) support the election of George Washington as president
- 9 Which statement most accurately explains why the institution of slavery was continued under the original Constitution of the United States?
- (1) The early factory system relied on the labor of slaves.
  - (2) The majority of American families owned several slaves.
  - (3) Slave rebellions made most whites oppose freedom for African Americans.
  - (4) Southern states would not agree to a constitution that banned slavery.
- 10 The elastic clause of the United States Constitution gives Congress the power to
- (1) “make rules for the government and regulation of the land and naval forces;...”
  - (2) “regulate commerce with foreign nations, and among the several states, and with the Indian tribes;...”
  - (3) “lay and collect taxes, duties, imports and excises,...”
  - (4) “make all laws which shall be necessary and proper for carrying into execution the foregoing powers,...”
- 11 What was a significant effect of Supreme Court decisions under Chief Justice John Marshall (1801–1835)?
- (1) The powers of the federal government were increased.
  - (2) The extension of slavery was limited.
  - (3) The president’s use of the veto power was restricted.
  - (4) The states were given more control over interstate commerce.
- 12 How did completion of the Erie Canal in 1825 affect United States commerce?
- (1) New York City lost business as manufacturing centers grew in the West.
  - (2) United States exports to European countries declined.
  - (3) Western farmers gained better access to East Coast markets.
  - (4) The Midwest became the center of textile production.
- 13 During the 1830s, the development of a national two-party political system was mainly the result of
- (1) conflicts over the use of the Monroe Doctrine
  - (2) debates over the National Bank and tariffs
  - (3) disputes over the Oregon boundary
  - (4) controversy over the Indian Removal Act

**GO ON TO THE NEXT PAGE ⇨**

Base your answers to questions 14 and 15 on the map below and on your knowledge of social studies.

### The United States in 1821



Source: Robert A. Divine et al., *America: Past and Present*, Addison Wesley Longman, 1999 (adapted)

- 14 The map illustrates the impact on the United States of the
- (1) Great Compromise
  - (2) Missouri Compromise
  - (3) *Dred Scott* decision
  - (4) Emancipation Proclamation
- 15 Information on the map supports the conclusion that congressional leaders in 1820 and 1821 wanted to
- (1) maintain an equal number of free and slave states
  - (2) ban slavery west of the Mississippi River
  - (3) bring slavery to the Oregon Country
  - (4) open territories in the North to slavery

Base your answer to question 16 on the chart below and on your knowledge of social studies.

### American Manufacturing by Region, 1860

Region	Number of Manufacturing Establishments	Average Number of Workers	Annual Value of Products
New England states	20,671	391,836	\$468,599,287
Middle states	53,387	546,243	\$802,338,392
Southern states	20,631	110,721	\$155,531,281
Western states	36,785	209,909	\$384,606,530

Source: Bailey and Kennedy, *The American Pageant: A History of the Republic*, D.C. Heath and Company, 1987 (adapted)

16 Which conclusion can best be drawn from the information in this chart?

- (1) The Southern states led the nation in manufacturing.
- (2) Manufacturing production in the Western states exceeded that of the New England states.
- (3) The Middle states led the nation in all categories related to manufacturing.
- (4) The New England states depended more on agriculture than on manufacturing.

17 Which argument was used by President Abraham Lincoln to explain his policy of leniency toward the South after the Civil War?

- (1) Most Southerners have remained loyal to the Union during the war.
- (2) Most Southerners are willing to grant equality to formerly enslaved persons.
- (3) The federal government has no authority to punish states for secession.
- (4) Healing the nation's wounds quickly is essential.

18 In the Compromise of 1877 that ended Reconstruction, Republicans agreed to

- (1) withdraw federal troops from the South
- (2) support the Black Codes
- (3) award the presidency to Democrat Samuel Tilden
- (4) accept the Supreme Court decision in *Dred Scott v. Sanford*

19 In the late 1800s, rapid industrial development resulted in

- (1) a decrease in tariff rates
- (2) a decrease in population growth
- (3) an increase in the rate of urbanization
- (4) an increase in the price of farm products

20 Which geographic feature connected the iron ore fields of the upper Midwest to major steel centers?

- (1) Great Lakes
- (2) Gulf of Mexico
- (3) Hudson River
- (4) Tennessee River valley

21 The formation of national labor unions in the late 1800s was mainly a response to

- (1) passage of federal laws that favored workers
- (2) laws restricting immigration and naturalization
- (3) poor working conditions and low wages in many industries
- (4) economic depressions that had led to high unemployment

22 Many of the business trusts created in the late 1800s were eventually declared illegal primarily because they

- (1) eliminated competition by forming monopolies
- (2) combined companies that manufactured different products
- (3) donated large sums of money to political candidates
- (4) allowed children to work under unsafe conditions

23 Literacy tests and grandfather clauses were enacted in the South after the Reconstruction Era primarily to

- (1) increase the number of women voters
- (2) limit the number of African American voters
- (3) guarantee that voters could read and write
- (4) ensure that formerly enslaved persons met property requirements

24 Upton Sinclair, Frank Norris, and Ida Tarbell made their greatest contributions to the Progressive movement by

- (1) working to end political corruption in cities
- (2) speaking out for the equal rights of Hispanic Americans
- (3) supporting legislation to improve tenement housing
- (4) publishing books and articles to expose the problems of society

25 Which action was a result of the other three?

- (1) Germany's policy of unrestricted submarine warfare
- (2) United States entry into World War I
- (3) interception of the Zimmermann Note
- (4) United States loans to Allied nations

26 The vote by the United States Senate on the Treaty of Versailles (1919) demonstrated

- (1) an unwillingness to join the League of Nations
- (2) a commitment to collective security
- (3) a belief that the nation required a stronger military
- (4) a rejection of colonialism

27 Which development most clearly illustrates the nativist attitudes that existed in the United States in the 1920s?

- (1) limits on immigration established by the Quota Acts
- (2) pro-business policies of the federal government
- (3) artistic and literary achievements of the Harlem Renaissance
- (4) conflicts between religion and science as shown in the Scopes Trial

28 Which movement's primary goal was the ratification of a constitutional amendment authorizing Prohibition?

- (1) abolitionist
- (2) Populist
- (3) temperance
- (4) settlement house

Base your answer to question 29 on the cartoon below and on your knowledge of social studies.

**OH, SO THAT'S THE KIND OF A SAILOR HE IS!**



Source: J. N. "Ding" Darling, *Des Moines Register*, March 29, 1937 (adapted)

29 The cartoon illustrates President Franklin D. Roosevelt's dissatisfaction with

- (1) Congress leading the nation into World War II
- (2) Congress resisting proposals to strengthen the navy
- (3) New Deal programs being declared unconstitutional
- (4) being unable to appoint minorities to the Supreme Court

- 30 The Neutrality Acts of the 1930s reflect the efforts of Congress to
- (1) reject the terms of the Kellogg-Briand Pact
  - (2) avoid foreign policy mistakes that led the country into World War I
  - (3) form military alliances with other democratic nations
  - (4) strengthen the American military against European dictators
- 31 During World War II, the Manhattan Project was the name of the plan to
- (1) open a second front in Europe
  - (2) capture Pacific islands held by the Japanese
  - (3) develop the atomic bomb
  - (4) liberate German concentration camps
- 32 Women played a major role on the domestic front during World War II by
- (1) becoming candidates for public office
  - (2) campaigning for woman's suffrage
  - (3) demonstrating against involvement in the war
  - (4) taking jobs in the defense industry
- 33 Which statement about the Marshall Plan is most accurate?
- (1) It was used to finance rearmament after World War II.
  - (2) It was denied to all former World War II enemies.
  - (3) It was used to rebuild European nations after World War II.
  - (4) It was given to all African and Asian allies during the Cold War.
- 34 The Hungarian uprising of 1956, the U-2 incident, and the Cuban missile crisis led to
- (1) military actions by the Southeast Asia Treaty Organization (SEATO)
  - (2) increased tensions between the United States and the Soviet Union
  - (3) international efforts to control communist China
  - (4) creation of the Warsaw Pact

- 35 The United States Supreme Court under Chief Justice Earl Warren (1953–1969) made several landmark decisions that
- (1) drew criticism for supporting States rights
  - (2) weakened the power of the federal government
  - (3) strengthened the authority of the police
  - (4) increased the rights of individuals
- 36 The baby boom after World War II led directly to
- (1) a decrease in spending for public education
  - (2) a return to a rural lifestyle
  - (3) an increased demand for housing
  - (4) a decrease in consumer spending

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

#### Great Society Legislation

Legislation	Purpose
Economic Opportunity Act	Created programs such as Job Corps and Project Head Start
Voting Rights Act	Ended race-based restrictions on voting
Medicare/Medicaid Act	Provided medical coverage for elderly and poor Americans

- 37 The legislation identified in this chart was an effort to solve problems related to
- (1) illegal immigration and terrorism
  - (2) poverty and discrimination
  - (3) illiteracy and domestic abuse
  - (4) budget deficits and famine
-



- 42 Which action has come to symbolize the end of the Cold War?
- (1) establishing the Peace Corps
  - (2) achieving a truce in the Korean War
  - (3) tearing down the Berlin Wall
  - (4) improving United States relations with China

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



Source: Mike Lane, *Baltimore Sun*, June 30, 2005

- 43 The main idea of this cartoon about the Iraq War is that
- (1) the American public should no longer support the president's goals
  - (2) President George W. Bush claimed victory too soon
  - (3) American troops should be coming home soon
  - (4) creating a democratic government is no longer the goal of the war
- 
- 44 Which war is most closely associated with the emergence of the United States as a world power?
- (1) War of 1812
  - (2) Mexican War
  - (3) Civil War
  - (4) Spanish-American War

- 45 President Abraham Lincoln's suspension of habeas corpus and President Franklin D. Roosevelt's executive order forcing Japanese Americans into internment camps both demonstrate that
- (1) constitutional rights can be limited during times of war
  - (2) Congress can pass laws limiting the power of a strong president
  - (3) immigrants are protected by the same constitutional rights as United States citizens
  - (4) presidential actions must be submitted to the Supreme Court for approval
- 46 The policy of assimilating Native American Indians under the Dawes Act (1887) was reversed by 20th-century legislation that
- (1) gave Native American Indians greater control over their own reservations
  - (2) helped relocate Native American Indians to large cities
  - (3) broke up Native American Indian tribes by giving each family its own land
  - (4) forced Native American Indian children to be educated away from their families

- 47 **"Attorney General Palmer Deports 249 Foreigners" (1919)**  
**"Nixon Accuses Alger Hiss of Espionage" (1948)**  
**"Rosenbergs Executed for Treason" (1953)**

Each of these headlines demonstrates that during the 20th century

- (1) the rights of the accused were expanded
- (2) membership rose dramatically in groups considered to be subversive
- (3) censorship was a primary policy of the government
- (4) fear of communist activities prompted government actions

- 48 Which issue was involved in both the firing of General Douglas MacArthur in 1951 and the passage of the War Powers Act of 1973?
- (1) judicial limits on free speech
  - (2) media influence on budget policies
  - (3) the president's authority as commander in chief
  - (4) expansion of the military-industrial complex
- 49 How is the presidential election of 2000 similar to the presidential elections of 1824 and 1876?
- (1) The electoral vote count ended in a tie.
  - (2) The third-party candidate won several electoral votes.
  - (3) The winner of the popular vote did not become president.
  - (4) The United States Senate selected the winner.
- 50 A major way in which the Civil Rights Act (1964) and the Americans with Disabilities Act (1990) are similar is that both laws
- (1) were intended to lift Americans out of poverty
  - (2) failed to pass constitutional review by the Supreme Court
  - (3) gave a minority group the right to vote after years of protest
  - (4) provided equal protection to groups that had experienced discrimination
-

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

## **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 — Constitutional Amendments**

When the Founding Fathers wrote the United States Constitution, they included the amendment process. The amendments that have been passed brought political, social, and economic changes to American society.

#### **Task:**

Select **two** constitutional amendments that have changed American society and for **each**

- Describe the historical circumstances that led to the adoption of the amendment
- Discuss the political, social, **and/or** economic changes the amendment brought to American society

You may use any constitutional amendments that have changed American society. Some suggestions you might wish to consider include the 13th amendment (abolition of slavery, 1865), 17th amendment (direct election of senators, 1913), 18th amendment (Prohibition, 1919), 19th amendment (woman's suffrage, 1920), 22nd amendment (presidential term limits, 1951), 24th amendment (elimination of the poll tax, 1964), and 26th amendment (suffrage for 18-year-old citizens, 1971).

**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 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”

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

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

### Part III

#### DOCUMENT-BASED QUESTION

This question is based on the accompanying documents. The question is designed to test your ability to work with historical documents. Some of these 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:

For many Americans, the 1920s was a decade of prosperity and confidence. However, by the end of the decade, political, social, and economic changes were starting that would create a far different America in the 1930s.

**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

- Discuss the differences *and/or* similarities in American society between the 1920s and the 1930s

**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**

**Yes, Sir, He's My Baby!**



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



Source: Daniel R. Fitzpatrick, *St. Louis Post-Dispatch*, September 21, 1924

1 Based on these cartoons, what is the relationship between President Calvin Coolidge's administration and big business in the 1920s? [1]

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Score

## Document 2

...And what were these “own lives” of theirs [women] to be like? Well, for one thing, they could take jobs. Up to this time girls of the middle classes who had wanted to “do something” had been largely restricted to school-teaching, social-service work, nursing, stenography, and clerical work in business houses. But now they poured out of the schools and colleges into all manner of new occupations. They besieged the offices of publishers and advertisers; they went into tea-room management until there threatened to be more purveyors [sellers] than consumers of chicken patties and cinnamon toast; they sold antiques, sold real estate, opened smart little shops, and finally invaded the department stores. In 1920 the department store was in the mind of the average college girl a rather bourgeois [middle class] institution which employed “poor shop girls”; by the end of the decade college girls were standing in line for openings in the misses’ sports-wear department and even selling behind the counter in the hope that some day fortune might smile upon them and make them buyers or stylists. Small-town girls who once would have been contented to stay in Sauk Center [Minnesota] all their days were now borrowing from father to go to New York or Chicago to seek their fortunes — in Best’s or Macy’s or Marshall Field’s. Married women who were encumbered [burdened] with children and could not seek jobs consoled themselves with the thought that home-making and child-rearing were really “professions,” after all. No topic was so furiously discussed at luncheon tables from one end of the country to the other as the question whether the married woman should take a job, and whether the mother had a right to. And as for the unmarried woman, she no longer had to explain why she worked in a shop or an office; it was idleness, nowadays, that had to be defended....

Source: Frederick Lewis Allen, *Only Yesterday: An Informal History of the 1920s*, Harper & Row, 1931

2 According to Frederick Lewis Allen, what is **one** way middle-class women’s lives changed in the 1920s? [1]

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Score

### Document 3

Howard Johnson was an African American newspaper editor.

...The time was ripe for a renaissance back then. After the defeat of the kaiser in Germany [in World War I], a spirit of optimism and positive expectation swept across Harlem. The Allies won the war for democracy, so now it was time for something to happen in America to change the system of segregation and lynching that was going on. In Europe, the black [African American] troops were welcomed as liberators; so when they came back to America, they were determined to create a situation that would approximate the slogans they had been fighting for. They wanted democracy at home in the United States. And this general idea helped feed the concept of "The Renaissance."...

A lot of people wonder how there could be joy and optimism in a community under the conditions of segregation and discrimination. But the black community had two very important forces that enabled it to survive and grow. One was the church, where you had the gospel and the spiritual, which were inspirational in their basic content. And the other was the entertainment world, where you had the music of the secular side, expressed in jazz...

Source: Howard Johnson, interviewed in Jennings and Brewster, *The Century*, Doubleday, 1998

3a According to Howard Johnson, what was **one** effect of World War I on the black community? [1]

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Score

b According to Howard Johnson, what was **one** factor that helped the black community during the 1920s? [1]

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Score



4 State **one** criticism that this cartoonist is making about the 1920s generation. [1]

Score

## Document 5a

I. W. Burnham was a Wall Street stockbroker.

...People were making a lot of money in the stock market—you could sort of feel it when you visited customers or made deliveries. Everybody was really, really busy and they were feeling pretty good about themselves. It was around this time that the public got more interested in the market than they had been. Stock prices had been going up pretty steadily, and even though it was still mainly rich people investing, the average guy was starting to hear about friends making \$20,000 or \$30,000 overnight. There was rampant [widespread] speculation, and if you wanted to take part all you had to do was put up 10 percent of the money and a broker would cover the rest....

Source: I. W. Burnham, interviewed in Jennings and Brewster, *The Century*, Doubleday, 1998 (adapted)

5a According to I. W. Burnham, what was **one** reason the public became more interested in the stock market in the 1920s? [1]

Score

## Document 5b

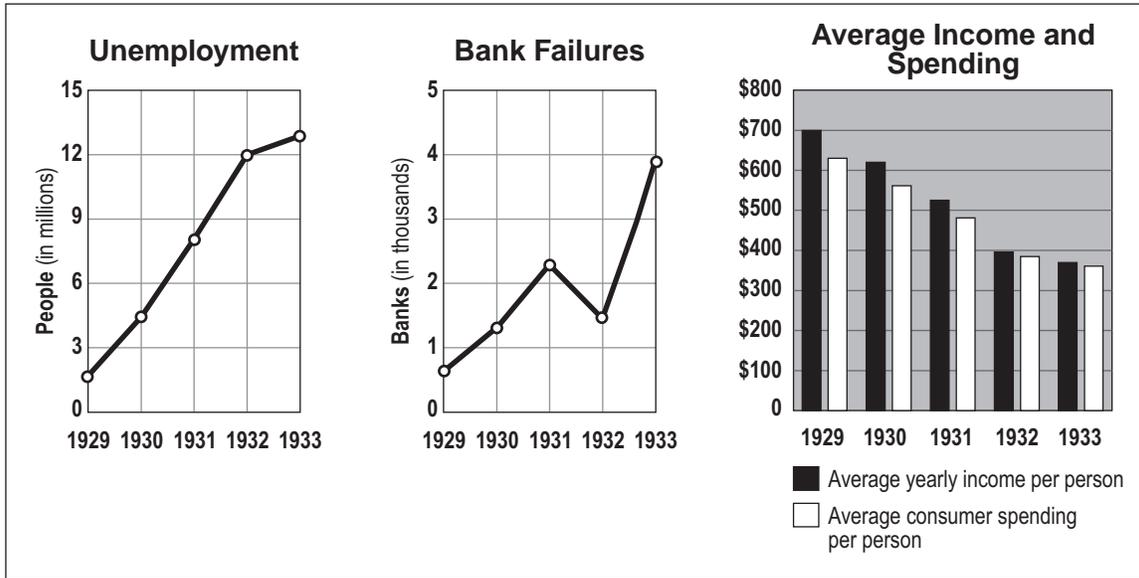
...Critics of big business in the 1920s emphasized not only the increase in concentration, but also the fact that the benefits of technological innovation were by no means evenly distributed. Corporate profits and dividends far outpaced the rise in wages, and despite the high productivity of the period, there was a disturbing amount of unemployment. At any given moment in the “golden twenties,” from 7 to 12 percent were jobless. Factory workers in “sick” [weak] industries such as coal, leather, and textiles saw little of flush [prosperous] times. Nor did blacks [African Americans] in ghetto tenements, or Hispanics in the foul barrios of Los Angeles or El Paso, or Native Americans abandoned on desolate reservations. The Loray Mill in Gastonia, North Carolina, site of a bloody strike in 1929, paid its workers that year a weekly wage of \$18 to men and \$9 to women for a 70-hour week. At the height of Coolidge prosperity, the secretary of the Gastonia Chamber of Commerce boasted that children of fourteen were permitted to work only 11 hours a day. Perhaps as many as two million boys and girls under fifteen continued to toil in textile mills, cranberry bogs, and beet fields. In 1929, 71 percent of American families had incomes under \$2,500, generally thought to be the minimum standard for a decent living. The 36,000 wealthiest families received as much income as the 12,000,000 families—42 percent of all those in America—who received under \$1,500 a year, below the poverty line....

Source: William E. Leuchtenburg, *The Perils of Prosperity, 1914–1932*, University of Chicago Press (adapted)

5b According to William Leuchtenburg, what was **one** economic problem of the 1920s? [1]

Score

Document 6



Source: *Historical Statistics of the United States* (adapted)

6 Based on the information in these charts, state **one** economic trend of the early 1930s. [1]

Score

## Document 7a

Bruce Craven is responding to one of President Franklin D. Roosevelt's fireside chats.

**JULY 25, 1933**

Dear Mr. President;

...The forgotten man has been forgotten, if he was ever really remembered. I happen to be an approved attorney for the Federal Land Bank, and on publication of the information about the new loan legislation, the little man came to see me vainly hoping that at last he had been remembered. He is representative of thousands of farmers in North Carolina, owning maybe 50 acres of land and doing all of his own work, and about to lose his farm under a mortgage. But to get the loan he is obliged to pay \$20 in advance for appraisals, and another \$10 for a survey, and he no more has that much cash than he has the moon. I have written to everyone from Mr. [Treasury Secretary Henry] Morgenthau on down about this, and no one is interested. The prevailing idea seems to be that if a man is that poor, he should stay poor.

Before any of this loan and public works legislation was enacted, I wrote you that you ought to put at least one human being in each supervising body, and by that I meant a man who actually knows there is a "little man" in this nation and that he never has had a fair chance, and that he deserves one. I hope yet that somehow you may remember this forgotten little man, who has no one in high places to befriend him.

Respectfully yours,

Bruce Craven  
Trinity, North Carolina

Source: Levine and Levine, *The People and the President: America's Conversation with FDR*, Beacon Press, 2002

7a According to Bruce Craven, why does "the forgotten man" need help? [1]

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Score

Document 7b



Source: C. D. Batchelor, *New York Daily News*, October 11, 1936

7b Based on this cartoon, what is the relationship between “the forgotten man” and President Franklin D. Roosevelt? [1]

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Score

## Document 8a

...Working women at first lost their jobs at a faster rate than men—then reentered the work force 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: The American People in Depression and War, 1929–1945*, Oxford University Press

8a According to David M. Kennedy, what was **one** economic effect of the Depression on women? [1]

Score

## Document 8b

...Although obviously severely limited, the improvements for blacks [African Americans] during the Depression were discernible [noticeable]. In May 1935, as the “Second New Deal” was getting under way, President [Franklin D.] Roosevelt issued Executive Order 7046, banning discrimination on projects of the new Works Progress Administration. Discrimination continued, but the WPA proved to be a godsend for many blacks. In the later thirties [1930s], between 15 and 20 percent of the people working for the agency were black, although blacks constituted less than 10 percent of the national population. This, of course, was a reflection of how much worse off blacks were than whites, but the WPA did enable many blacks to survive. More than that, even minimum WPA wages of \$12 a week were *twice* what many blacks had been earning previously.

Harold Ickes’s Public Works Administration provided to black tenants a more than fair share of the public housing it built. The PWA went so far as to construct several integrated housing projects. PWA construction payrolls also treated blacks fairly. Some 31 percent of PWA wages in 1936 went to black workers. Ickes first made use of a quota system requiring the hiring of blacks in proportion to their numbers in the local work force. This precedent was followed again (at least in theory) by the wartime Fair Employment Practices Commission and in the civil rights legislation and court decisions of the 1960s and 1970s....

Source: Robert McElvaine, *The Great Depression: America, 1929–1941*, Three Rivers Press

8b According to Robert McElvaine, what was **one** way the New Deal affected African Americans economically? [1]

Score

## Document 9

...In an attempt to stimulate the economy, [President Franklin D.] Roosevelt announced a massive Federal programme of 'spending and lending'. Under the Emergency Relief Appropriations Act [of 1938] \$3.75 billion was allocated by Congress to public works and industrial expansion. Two industries, textiles and steel, took immediate advantage of this 'pump-priming' (as Roosevelt called it), and saw a rise in production. The boot and shoe industry followed, as did the building industry. By the end of the year [1938] the construction of residential homes was breaking all recent records. Even the much-troubled railway companies were able to take advantage of the Federal injection of cash, with the result that they were able to abandon a 15 per cent wage cut already announced, that could only have added to hardship....

Source: Martin Gilbert, *A History of the Twentieth Century: Volume Two: 1933–1951*, HarperCollins, London

9 According to Martin Gilbert, what was **one** effect of President Franklin D. Roosevelt's policies on industry? [1]

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Score

## Part B

### Essay

*Directions:* Write a well-organized essay that includes an introduction, several paragraphs, and a conclusion. Use evidence from *at least five* documents in your essay. Support your response with relevant facts, examples, and details. Include additional outside information.

#### Historical Context:

For many Americans, the 1920s was a decade of prosperity and confidence. However, by the end of the decade, political, social, and economic changes were starting that would create a far different America in the 1930s.

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

- Discuss the differences *and/or* similarities in American society between the 1920s and the 1930s

#### 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

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