

The University of the State of New York
REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY AND GOVERNMENT

Tuesday, June 19, 2001 — 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. 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. Be sure to read the rubric (scoring criteria) for the essay before you begin to answer the essay question.

Part III is based on several documents:

Part III A contains the documents. Each document is followed by one or more question(s). 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. Be sure to read the rubric (scoring criteria) for the essay before you begin to answer the essay question.

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.

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

Part I

Answer all questions in this part.

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

- 1 According to the Declaration of Independence, governments are established to
 - (1) protect the nation from invasion
 - (2) provide a system of checks and balances
 - (3) protect the natural rights of citizens
 - (4) guarantee voting rights for all citizens
- 2 One similarity between the Articles of Confederation and the United States Constitution is that both documents provide for
 - (1) a national legislature to make laws
 - (2) federal control of commerce between the states
 - (3) federal power to impose and collect taxes
 - (4) the abolition of slavery
- 3 The amendment process was included in the United States Constitution in order to
 - (1) remove government officials from political office
 - (2) check the power of the Supreme Court
 - (3) allow government to meet the changing needs of society
 - (4) preserve the federal system of government
- 4 Which concept from the European Enlightenment was included in the United States Constitution?
 - (1) absolutism
 - (2) despotism
 - (3) limited monarchy
 - (4) consent of the governed
- 5 Delegates to the Constitutional Convention of 1787 adopted the Great Compromise to settle differences over
 - (1) slavery
 - (2) representation in Congress
 - (3) interstate trade
 - (4) taxation
- 6 A system of checks and balances was included in the United States Constitution because the authors were concerned about
 - (1) one branch of government becoming too strong
 - (2) the states having too much power
 - (3) the people having a voice in government
 - (4) the military gaining control of the United States
- 7 The Bill of Rights was added to the United States Constitution to
 - (1) provide the president with the power to enforce the laws
 - (2) protect individuals' civil liberties
 - (3) establish a presidential cabinet
 - (4) guarantee voting privileges to all citizens
- 8 The writers of the United States Constitution created a federal form of government primarily to
 - (1) limit the powers of the Senate
 - (2) develop a criminal justice system
 - (3) provide for civilian control over the military
 - (4) divide power between levels of government
- 9 "Illegally obtained evidence cannot be used in a court of law."
This statement is based on a person's constitutional right to
 - (1) face an accuser in open court
 - (2) protection against double jeopardy
 - (3) a speedy and public trial by an impartial jury
 - (4) protection against unreasonable searches and seizures
- 10 Alexander Hamilton urged Congress to pass a protective tariff to encourage the growth of
 - (1) labor unions
 - (2) manufacturing
 - (3) agriculture
 - (4) slavery

- 11 The decision of the United States Supreme Court in *Marbury v. Madison* (1803) established the power of the
- (1) House of Representatives to impeach the president
 - (2) Congress to override a presidential veto
 - (3) president to veto congressional legislation
 - (4) Supreme Court to determine the constitutionality of laws
- 12 The Louisiana Purchase had great geographic significance for the United States because it
- (1) reduced British control of North America
 - (2) focused the United States on westward expansion
 - (3) extended United States control over Mexico
 - (4) decreased tensions with Native American Indians
- 13 Which statement best describes the economic differences between the North and South just prior to the Civil War?
- (1) The Northern economy was primarily agricultural, while the Southern economy was based on manufacturing.
 - (2) Jobs on plantations attracted more European immigrants to the South than to the North.
 - (3) Transportation systems were more developed in the North than in the South.
 - (4) The Southern economy was more diversified than the Northern economy.
- 14 Southern states attempted to limit the impact of constitutional amendments passed during the Reconstruction Era by
- (1) passing Jim Crow laws
 - (2) ending racial discrimination
 - (3) seceding from the Union
 - (4) fighting the Civil War
- 15 One way in which the Chinese Exclusion Act, the Gentlemen's Agreement, and the National Origins Act were similar is that all were expressions of
- (1) imperialism
 - (2) nativism
 - (3) militarism
 - (4) Manifest Destiny
- 16 The Populist Party was important in United States history because it
- (1) succeeded in electing two presidential candidates
 - (2) won control of many state governments
 - (3) proposed ideas that later became law
 - (4) achieved suffrage for African Americans
- 17 Both the Sherman Antitrust Act and the Clayton Antitrust Act were passed in response to the problem of
- (1) companies refusing to hire minority workers
 - (2) businesses choosing to hire illegal immigrants
 - (3) unsafe working conditions in factories
 - (4) business combinations limiting competition
- 18 In the late 1800s, many business practices of the railroads led to
- (1) an increase in the unemployment rate
 - (2) an increase in the demand for government regulation
 - (3) a decrease in the demand for raw materials
 - (4) a decrease in the variety of products available for consumers
- 19 Industrialists of the late 1800s contributed most to economic growth by
- (1) supporting the efforts of labor unions
 - (2) establishing large corporations
 - (3) encouraging government ownership of banks
 - (4) opposing protective tariffs
- 20 What was the experience of most of the "new immigrants" who arrived in the United States from southern and eastern Europe in the late 1800s and early 1900s?
- (1) They lived in urban areas and most held low-paying jobs.
 - (2) They obtained free land in the West and became farmers.
 - (3) They became discouraged with America and returned to their homelands.
 - (4) They were easily assimilated into mainstream American culture.

- 21 The initiative, referendum, and recall election were supported by the Progressives as ways to
- (1) limit government regulation of the press
 - (2) limit the role of the Supreme Court in constitutional issues
 - (3) increase citizen participation in the political process
 - (4) increase the influence of major political parties
- 22 Jacob Riis, in *How the Other Half Lives*, and Lincoln Steffens, in *The Shame of the Cities*, contributed to reform movements in the United States by
- (1) exposing poverty and corruption
 - (2) opposing westward expansion
 - (3) criticizing racial injustice
 - (4) supporting organized labor
- 23 A major reason that Secretary of State John Hay announced the Open Door policy in 1899 was to
- (1) secure important military bases in Europe
 - (2) encourage more immigration from Europe
 - (3) increase United States access to trade in Asia
 - (4) claim new colonial territories in Africa
- 24 An important goal of United States foreign policy in the 1920s was to
- (1) make the League of Nations successful
 - (2) build a large colonial empire
 - (3) end the policy of Dollar Diplomacy in Latin America
 - (4) avoid involvement in foreign conflicts
- 25 The intent of the United States immigration laws of the 1920s was to
- (1) increase economic opportunities for recent immigrants
 - (2) encourage cultural diversity
 - (3) restore an open-door policy toward immigration
 - (4) restrict immigration through the use of quotas
- 26 An important factor contributing to the start of the Great Depression in the United States was the
- (1) increase in military spending
 - (2) failure to maintain the gold standard
 - (3) reduction of tariff rates
 - (4) uneven distribution of wealth
- 27 The New Deal changed political thinking in the United States because it supported the idea that the
- (1) rights of workers are less important than the interests of business
 - (2) Supreme Court should have an important role to play in the economy
 - (3) government should become more involved in the social and economic life of the people
 - (4) president's foreign policy is more important than his domestic policy
- 28 The creation of the Tennessee Valley Authority is an example of
- (1) federal intervention to meet regional needs
 - (2) state-funded regional transportation
 - (3) free-market capitalism
 - (4) laissez-faire economics
- 29 The creation of the Federal Reserve System was an attempt to
- (1) introduce national health insurance
 - (2) regulate the money supply
 - (3) create a progressive tax policy
 - (4) shift more responsibilities to the states
- 30 The Dust Bowl experiences of the Oklahoma farmers during the Great Depression demonstrated the
- (1) effect of geography on people's lives
 - (2) success of government farm subsidies
 - (3) limitation of civil liberties during times of crisis
 - (4) result of the Indian Removal Act

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



31 How was the situation illustrated in the cartoon resolved?

- (1) The United States entered World War II after the attack on Pearl Harbor.
- (2) The Supreme Court used its power of judicial review.
- (3) Congress rejected the president's plan to pack the Supreme Court.
- (4) The president vetoed Congress's attempt to reform the judiciary system.

32 What was a key challenge faced by the United States during World War II?

- (1) lack of public support for the war effort
- (2) fighting the war on several fronts
- (3) difficulty gaining congressional support
- (4) total reliance on naval power

33 How did the post-World War II baby boom affect American society between 1945 and 1960?

- (1) It decreased the demand for housing.
- (2) It bankrupted the Social Security System.
- (3) It increased the need for educational resources.
- (4) It encouraged people to migrate to the Sun Belt.

34 World War I and World War II brought about changes for minorities and women because these conflicts led to

- (1) the creation of new job opportunities
- (2) the passage of the Equal Rights Amendment
- (3) a greater number of high-level management positions
- (4) greater integration in housing and schools throughout the nation

35 The United States Supreme Court decision in *Korematsu v. United States* (1944) concerned

- (1) restricting freedom of the press
- (2) the president's right to use atomic weapons
- (3) limiting civil liberties during wartime
- (4) the right of women to serve in military combat

36 The growth of McCarthyism in the early 1950s was based on

- (1) public fear concerning the spread of communism
- (2) outrage over government corruption
- (3) dissatisfaction with the results of World War II
- (4) opposition to the policy of containment

37 "We conclude that in the field of public education the doctrine of 'separate but equal' has no place. Separate educational facilities are inherently unequal."

—*Brown v. Board of Education* (1954)

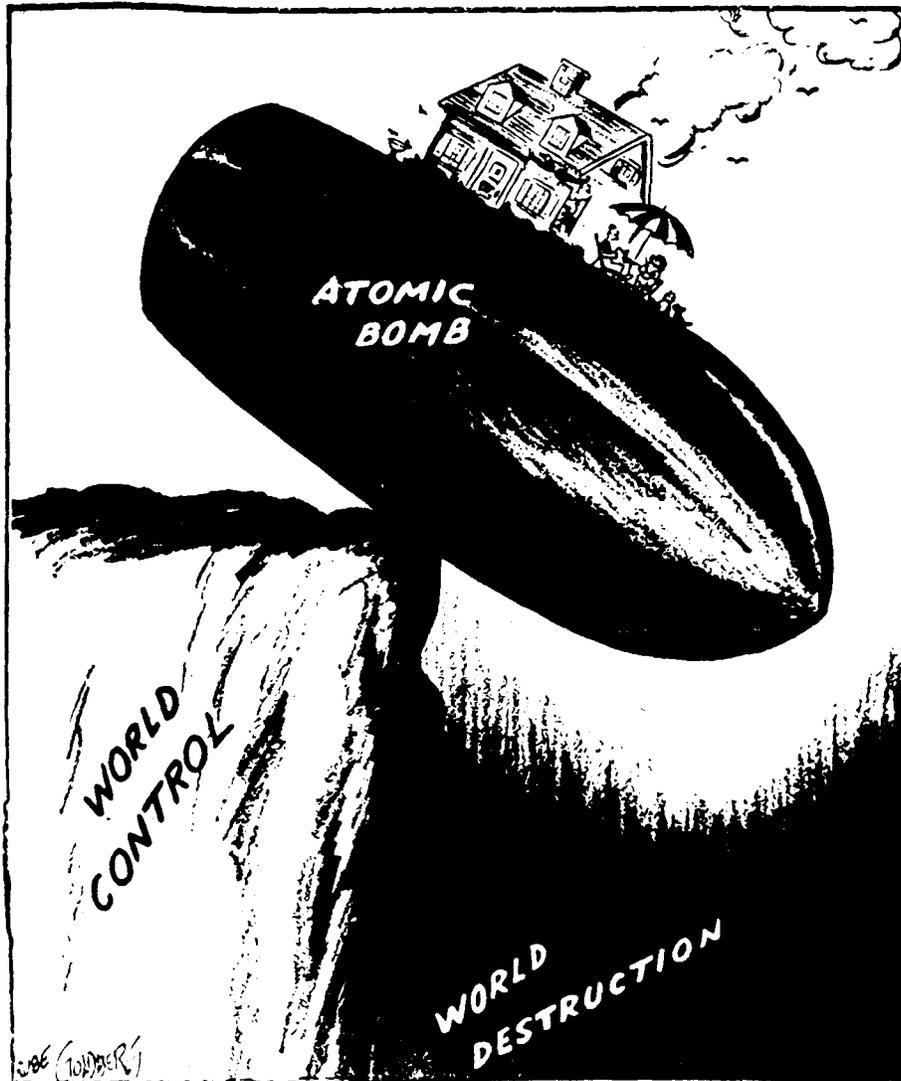
Which constitutional idea was the basis for this Supreme Court decision?

- (1) protection against double jeopardy
- (2) equal protection of the law
- (3) freedom of speech
- (4) right of assembly

38 In the 1960s, Supreme Court decisions in the cases *Miranda v. Arizona* and *Gideon v. Wainwright* specifically protected the rights of

- (1) the accused
- (2) women
- (3) military veterans
- (4) persons with disabilities

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



Peace Today

- 39 The main idea expressed in the cartoon involves the
- (1) relationship between consumer needs and military needs
 - (2) problems created by the development of nuclear weapons
 - (3) need for all people to be informed about world affairs
 - (4) problems associated with the shift from a wartime economy to a peacetime economy
-

40 “I have a dream that one day this nation will rise up and live out the true meaning of its creed: ‘We hold these truths to be self-evident; that all men are created equal.’”

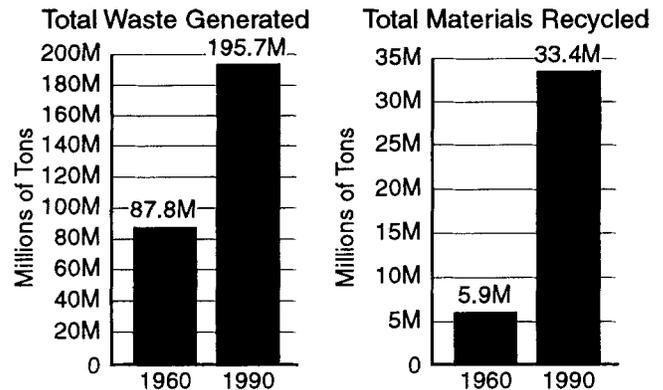
—Martin Luther King, Jr.
Washington, D.C., 1963

Which step was taken following this speech to advance the dream of Martin Luther King, Jr.?

- (1) desegregation of the Armed Forces
 - (2) ruling in *Plessy v. Ferguson*
 - (3) elimination of the Ku Klux Klan
 - (4) passage of new civil rights acts
- 41 Since the 1950s, no United States president has run for a third term as president because
- (1) vice presidents are usually eager to succeed presidents
 - (2) the public has not wanted a president to serve more than two terms
 - (3) opposition within each president’s political party has discouraged long tenure in office
 - (4) a constitutional amendment was passed denying a president a third term in office
- 42 The United States experience in the Vietnam War supports the idea that the outcome of a war
- (1) is determined mainly by technological superiority
 - (2) is dependent on using the greatest number of soldiers
 - (3) is assured to countries dedicated to democratic ideals
 - (4) can be strongly affected by public opinion
- 43 Why are fewer farms needed in the United States economy today than were needed in 1900?
- (1) Most foods are now imported.
 - (2) Most farmland has been turned into suburbs.
 - (3) The use of technology has raised agricultural productivity.
 - (4) The total population is declining.
- 44 Which event led directly to the end of the cold war?
- (1) reunification of Germany
 - (2) formation of the European Union
 - (3) breakup of the Soviet Union
 - (4) creation of the North Atlantic Treaty Organization (NATO)

Base your answer to question 45 on the graphs below and on your knowledge of social studies.

U.S. Municipal Solid Waste, 1960 vs. 1990



Source: U.S. Environmental Protection Agency

- 45 Data from the graphs support the conclusion that between 1960 and 1990
- (1) the government failed in its efforts at recycling
 - (2) the amount of waste that was recycled increased
 - (3) most people favor mandatory recycling efforts
 - (4) efforts to recycle waste decreased steadily
-
- 46 The phrase “by military conquest, treaty, and purchase” best describes the
- (1) steps in the growth of American industry
 - (2) methods used to expand the territory of the United States
 - (3) major parts of President Woodrow Wilson’s Fourteen Points
 - (4) causes of the United States entry into the Korean War
- 47 One way in which the Teapot Dome scandal, the Watergate affair, and the Iran-Contra affair are similar is that each of these political scandals resulted in
- (1) a loss of faith in elected government leaders
 - (2) an attempt to abolish the electoral college
 - (3) a movement to impeach the president
 - (4) an effort to regulate the banking industry

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



48 According to the cartoon, how was the United States in the 1990s similar to the United States in the 1890s?

- (1) Little need existed for government regulation.
- (2) Investment in the stock market decreased.
- (3) The price of petroleum products decreased.
- (4) Business consolidation was accepted practice.

49 One way in which the Korean War, the Vietnam War, and the Persian Gulf War are similar is that in all three wars

- (1) the goal was to defeat the Soviet Union
- (2) the United States was primarily interested in protecting oil supplies
- (3) the United States was fighting without allies
- (4) no formal declaration of war was made by Congress

50 Statistics such as the gross domestic product, consumer price index, and unemployment rate are used to measure the

- (1) condition of the economy
- (2) amount of the federal budget deficit
- (3) balance of international trade
- (4) productivity of industry

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

In developing your answers to Parts II and 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) **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: Equality

In United States history, the rights of “life, liberty, and the pursuit of happiness,” as stated in the Declaration of Independence, have often been denied to certain groups of Americans.

Task:

Identify *one* group from your study of United States history.

- Use *two* historical examples to show how the group has been denied the rights of “life, liberty, and the pursuit of happiness”
- Identify and discuss *two* efforts that have been made to help the group attain “life, liberty, and the pursuit of happiness”
- Evaluate the extent to which the group has achieved equality today

You may use any group from your study of United States history. Some suggestions you might wish to consider include: African Americans, Asian Americans, Native American Indians, women, and persons with disabilities.

You are *not* limited to these suggestions.

Note: The rubric (scoring criteria) for this essay appears on the next page.

THEMATIC ESSAY GENERIC SCORING RUBRIC

Score of 5:

- Shows a thorough understanding of the theme or problem
- Addresses all aspects of the task
- Shows an ability to analyze, evaluate, compare and/or contrast issues and events
- Richly supports the theme or problem with relevant facts, examples, and details
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization
- Introduces the theme or problem by establishing a framework that is beyond a simple restatement of the task and concludes with a summation of the theme or problem

Score of 4:

- Shows a good understanding of the theme or problem
- Addresses all aspects of the task
- Shows an ability to analyze, evaluate, compare and/or contrast issues and events
- Includes relevant facts, examples, and details, but may not support all aspects of the theme or problem evenly
- Is a well-developed essay, demonstrating a logical and clear plan of organization
- Introduces the theme or problem by establishing a framework that is beyond a simple restatement of the task and concludes with a summation of the theme or problem

Score of 3:

- Shows a satisfactory understanding of the theme or problem
- Addresses most aspects of the task or addresses all aspects in a limited way
- Shows an ability to analyze or evaluate issues and events, but not in any depth
- Includes some facts, examples, and details
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme or problem by repeating the task and concludes by repeating the theme or problem

Score of 2:

- Shows limited understanding of the theme or problem
- Attempts to address the task
- Develops a faulty analysis or evaluation of issues and events
- Includes few facts, examples, and details, and may include information that contains inaccuracies
- Is a poorly organized essay, lacking focus
- Fails to introduce or summarize the theme or problem

Score of 1:

- Shows very limited understanding of the theme or problem
- Lacks an analysis or evaluation of the issues and events
- Includes little or no accurate or relevant facts, examples, or details
- Attempts to complete the task, but demonstrates a major weakness in organization
- Fails to introduce or summarize the theme or problem

Score of 0: Fails to address the task, is illegible, or is a blank paper

NAME _____

SCHOOL _____

Part III

DOCUMENT-BASED QUESTION

This question is based on the accompanying documents (1–6). This 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 both the source of each document and any point of view that may be presented in the document.

Historical Context:

Throughout its history, the United States has followed different foreign policies to promote its interests. These policies have included neutrality, imperialism, containment, and internationalism. Specific actions have been taken and specific programs have been established to carry out these policies.

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:

- Describe *two* different United States foreign policies
- Discuss *one* specific action or program the United States has used to carry out *each* foreign policy
- Evaluate the extent to which the action or program used was successful in carrying out *each* foreign policy

Note: The rubric (scoring criteria) for this essay appears on the next page.

DOCUMENT-BASED QUESTION GENERIC SCORING RUBRIC

Score of 5:

- Thoroughly addresses all aspects of the *Task* by accurately analyzing and interpreting at least **four** documents
- Incorporates information from the documents in the body of the essay
- Incorporates relevant outside information
- Richly supports the theme or problem with relevant facts, examples, and details
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization
- Introduces the theme or problem by establishing a framework that is beyond a simple restatement of the *Task* or *Historical Context* and concludes with a summation of the theme or problem

Score of 4:

- Addresses all aspects of the *Task* by accurately analyzing and interpreting at least **four** documents
- Incorporates information from the documents in the body of the essay
- Incorporates relevant outside information
- Includes relevant facts, examples, and details, but discussion may be more descriptive than analytical
- Is a well-developed essay, demonstrating a logical and clear plan of organization
- Introduces the theme or problem by establishing a framework that is beyond a simple restatement of the *Task* or *Historical Context* and concludes with a summation of the theme or problem

Score of 3:

- Addresses most aspects of the *Task* or addresses all aspects of the *Task* in a limited way, using some of the documents
- Incorporates some information from the documents in the body of the essay
- Incorporates limited or no relevant outside information
- Includes some facts, examples, and details, but discussion is more descriptive than analytical
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme or problem by repeating the *Task* or *Historical Context* and concludes by simply repeating the theme or problem

Score of 2:

- Attempts to address some aspects of the *Task*, making limited use of the documents
- Presents no relevant outside information
- Includes few facts, examples, and details; discussion restates contents of the documents
- Is a poorly organized essay, lacking focus
- Fails to introduce or summarize the theme or problem

Score of 1:

- Shows limited understanding of the *Task* with vague, unclear references to the documents
- Presents no relevant outside information
- Includes little or no accurate or relevant facts, details, or examples
- Attempts to complete the *Task*, but demonstrates a major weakness in organization
- Fails to introduce or summarize the theme or problem

Score of 0: Fails to address the *Task*, is illegible, or is a blank paper

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 great rule of conduct for us in regard to foreign nations is, in extending our commercial relations, to have with them as little political connection as possible. So far as we have already formed engagements let them be fulfilled with perfect good faith. Here let us stop. . . .

Our detached and distant situation invites and enables us to pursue a different course. . . .

Why, by interweaving our destiny with that of any part of Europe, entangle our peace and prosperity in the toils of European ambition, rivalry, interest, humor, or caprice [whim]?

It is our true policy to steer clear of permanent alliances with any portion of the foreign world. . . .

— George Washington's Farewell Address, 1796

- 1 According to this document, what United States foreign policy did President George Washington favor? [1]

Score

Document 2

... the American continents ... are ... not to be considered as subjects for future colonization by any European powers. ...

In the wars of the European powers in matters relating to themselves we have never taken any part, nor does it comport [fit] with our policy so to do. ... We owe it, therefore, ... to the amicable [friendly] relations existing between the United States and those powers to declare that we should consider any attempt on their part to extend their system to any portion of this hemisphere as dangerous to our peace and safety. With the existing colonies or dependencies of any European power we ... shall not interfere. ...

— James Monroe’s message to Congress, 1823

2a According to this document, what foreign policy did President James Monroe support? [1]

Score

b What did President Monroe say about wars in Europe? [2]

Score

Document 3



“STEP ON IT, DOC!”

3 What United States foreign policy is illustrated by this cartoon? [1]

Score

Document 4

. . . I believe that it must be the policy of the United States to support free peoples who are resisting attempted [control] by armed minorities or by outside pressures.
I believe that we must assist free peoples to work out their own destinies in their own way.
I believe that our help should be primarily through economic and financial aid which is essential to economic stability and orderly political processes. . . .

—Harry Truman’s request for funds to support Greece and Turkey against communism, Message to Congress, 1947

4a According to this document, what foreign policy did President Harry Truman support? [1]

Score

b What type of assistance did President Truman think the United States should provide to free peoples? [1]

Score

Document 5

Why are we in South Vietnam? We are there because we have a promise to keep. Since 1954 every American President has offered support to the people of South Vietnam. We have helped to build, and we have helped to defend. Thus, over many years, we have made a national pledge to help South Vietnam defend its independence. And I intend to keep our promise.

To dishonor that pledge, to abandon this small and brave nation to its enemy, and to the terror that must follow, would be an unforgivable wrong. . . .

— Lyndon B. Johnson, April 26, 1965

5 According to this document, what are *two* reasons President Lyndon B. Johnson sent troops to Vietnam? [1,1]

(1) _____

Score

(2) _____

Score

Document 6

. . . Our action in the [Persian] Gulf is about fighting aggression and preserving the sovereignty of nations. It is about keeping our word . . . and standing by old friends. It is about our own national security interests and ensuring the peace and stability of the entire world. We are also talking about maintaining access to energy resources that are key, not just to the functioning of this country but to the entire world. Our jobs, our way of life, our own freedom [and that] of friendly countries around the world would all suffer if control of the world's great oil reserves fell into the hands of that one man, Saddam Hussein.

So, we've made our stand not simply to protect resources or real estate but to protect the freedom of nations. We're making good on long-standing assurances to protect and defend our friends. . . . We are striking a blow for the principle that might does not make right. Kuwait is small. But one conquered nation is one too many.

— George Bush, after Iraq invaded Kuwait, 1990s

6 According to this document, what *two* reasons did President George Bush give for the United States protecting Kuwait? [1,1]

(1) _____

Score

(2) _____

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 the body of the essay. Support your response with relevant facts, examples, and details. Include additional outside information.

Historical Context:

Throughout its history, the United States has followed different foreign policies to promote its interests. These policies have included neutrality, imperialism, containment, and internationalism. Specific actions have been taken and specific programs have been established to carry out these policies.

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

- Describe *two* different United States foreign policies
- Discuss *one* specific action or program the United States has used to carry out *each* foreign policy
- Evaluate the extent to which the action or program used was successful in carrying out *each* foreign policy

UNITED STATES HISTORY AND GOVERNMENT

Tuesday, June 19, 2001 — 9:15 a.m. to 12:15 p.m., only

ANSWER SHEET

Male

Student Sex: Female

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.

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

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)

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

Tear Here

Tear Here