

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

# UNITED STATES HISTORY AND GOVERNMENT

Tuesday, January 22, 2002 — 1:15 to 4:15 p.m., only

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

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

Print your name and the name of your school on the lines above. Then turn to the last page of this booklet, which is the answer sheet for Part I. Fold the last page along the perforations and, slowly and carefully, tear off the answer sheet. Then fill in the heading of your answer sheet. Now print your name and the name of your school in the heading of each page of your essay booklet.

This examination has three parts. You are to answer **all** questions in all parts. Use black or dark-blue ink to write your answers.

**Part I** contains 50 multiple-choice questions. Record your answers to these questions on the separate answer sheet.

**Part II** contains one thematic essay question. Write your answer to this question in the essay booklet, beginning on page 1.

**Part III** is based on several documents:

**Part III A** contains the documents. Each document is followed by one or more 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.

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 1990 census, which two areas of the United States include the most densely populated parts of the nation?
  - (1) the Great Plains and Texas
  - (2) the Northeast and southern California
  - (3) the South and the Rocky Mountain states
  - (4) the Appalachian states and the Midwest
  
- 2 The primary purpose of the Declaration of Independence was to
  - (1) establish a basic set of laws for the United States
  - (2) strengthen colonial ties with England
  - (3) state the reasons for the American Revolution
  - (4) demand freedom of speech and of the press
  
- 3 The Federalist Papers were a series of newspaper articles published in 1787 and 1788 to win support for the
  - (1) right of the colonies to rebel against Great Britain
  - (2) right of a state to secede from the Union
  - (3) ratification of the United States Constitution
  - (4) construction of an interstate canal system
  
- 4 Which statement from the United States Constitution is referred to as the elastic clause?
  - (1) “All legislative powers herein granted shall be vested in a Congress of the United States. . . .”
  - (2) “Congress shall make no law respecting an establishment of religion. . . .”
  - (3) “All bills for raising revenue shall originate in the House of Representatives. . . .”
  - (4) “Congress shall have power . . . to make all laws which shall be necessary and proper for carrying into execution the foregoing powers. . . .”

Base your answers to questions 5 and 6 on the statements below and on your knowledge of social studies.

*Speaker A:* We favor the Virginia Plan, in which representation is based on population. States with more people should have more representation.

*Speaker B:* Slaves should be counted because they are an important part of our state populations, and Congress should not be able to stop us from importing slaves to work on our plantations.

*Speaker C:* We delegates from the small states insist upon a legislature in which each state receives equal representation.

*Speaker D:* Congress should tax imports so that foreign goods will not be cheaper than our manufactured products.

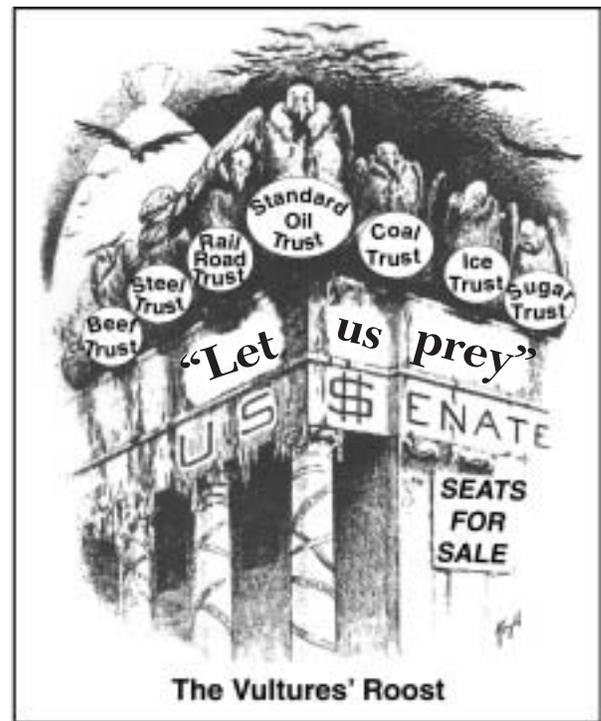
- 5 Which document addressed the concerns of all of these speakers?
  - (1) Declaration of Independence
  - (2) Articles of Confederation
  - (3) United States Constitution
  - (4) Missouri Compromise
  
- 6 The conflict between the statements of Speakers A and C was resolved by
  - (1) creating a two-house legislature
  - (2) delegating most governing power to the states
  - (3) maintaining a balance in Congress between the slave states and the free states
  - (4) passing a group of constitutional amendments to protect individual rights

- 7 Which action illustrates the president's power as commander in chief?
- (1) ordering American troops into a foreign country
  - (2) appointing the secretary of state
  - (3) entertaining a foreign leader at the White House
  - (4) delivering the State of the Union address
- 8 “. . . no warrants shall issue, but upon probable cause, . . . and particularly describing the place to be searched, and the persons or things to be seized.”
- This section of the 4th Amendment to the United States Constitution addresses the issue of
- (1) states' rights
  - (2) separation of powers
  - (3) implied powers
  - (4) limits on governmental power
- 9 A major objection to many lobbying groups is that they
- (1) are illegal under the federal Constitution
  - (2) have too much influence on government
  - (3) are free from all government regulations
  - (4) have been controlled by the media
- 10 Which geographic advantage did the United States gain by purchasing the Louisiana Territory from France in 1803?
- (1) warm-water ports on the Atlantic coast
  - (2) rich fishing areas in the Great Lakes
  - (3) full control of the Mississippi River
  - (4) vast coal reserves in the region west of Pennsylvania
- 11 What was the result of many of the Supreme Court decisions made under Chief Justice John Marshall between 1801 and 1835?
- (1) The system of slavery was weakened.
  - (2) The federal government was strengthened.
  - (3) The rights of workers were supported.
  - (4) Antitrust laws were upheld.
- 12 As the United States acquired more land between 1803 and 1850, controversy over these territories focused on the
- (1) need for schools and colleges
  - (2) failure to conserve natural resources
  - (3) expansion of slavery
  - (4) construction of transcontinental railroads
- 13 A major reason for the issuance of the Monroe Doctrine (1823) was to
- (1) discourage United States trade with Latin America
  - (2) defend the Panama Canal from Great Britain
  - (3) prevent further European colonization in the Caribbean region
  - (4) provide economic aid to Latin American nations
- 14 Before the Civil War, slavery expanded in the South rather than in the North because
- (1) the Constitution contained a clause that outlawed the importation of slaves into the Northern states
  - (2) Congress passed a law forbidding slavery in the North
  - (3) Northern states passed affirmative action legislation
  - (4) geographic conditions in the South encouraged the development of large plantations
- 15 Which phrase best completes the title for the partial outline shown below?
- I. Reasons for the \_\_\_\_\_

  - A. Increasing sectionalism
  - B. Disagreements over states' rights issues
  - C. Breakdown of compromise
  - D. Election of 1860
- (1) Start of the Revolutionary War
  - (2) Adoption of the Bill of Rights
  - (3) Failure of the Whiskey Rebellion
  - (4) Secession of Southern States from the Union

- 16 The Homestead Act was important in the growth of the West because it
- (1) set aside reservations for Native American Indians
  - (2) created the Department of Agriculture to aid farmers
  - (3) encouraged settlement of the Great Plains
  - (4) provided land to build a canal system
- 17 Which newspaper headline would have appeared during the Reconstruction Period after the Civil War?
- (1) "Jim Crow Laws End"
  - (2) "Former Slaves Made Citizens"
  - (3) "Supreme Court Issues Dred Scott Decision"
  - (4) "Emancipation Proclamation Issued"
- 18 Which factor most influenced the growth of the United States economy between 1865 and 1900?
- (1) development of the sharecropping system
  - (2) success of organized labor
  - (3) governmental policy of laissez faire
  - (4) restrictions on immigration
- 19 Industrialists of the late 1800s used pools and trusts to
- (1) promote fair business practices in the marketplace
  - (2) increase profits by minimizing competition
  - (3) work cooperatively with labor unions
  - (4) exclude immigrant workers from factory jobs
- 20 In the second half of the 19th century, agriculture in the United States was transformed most by the
- (1) increase in prices paid for farm products
  - (2) decline in the population growth rate of the United States
  - (3) decline in demand for agricultural products
  - (4) increase in the use of farm machinery
- 21 What was a significant impact of the Progressive movement on American life?
- (1) increased government regulation of business
  - (2) increased restrictions on presidential powers
  - (3) decreased influence of the media on public policy
  - (4) reduced government spending for social programs

Base your answer to question 22 on the cartoon below and on your knowledge of social studies.



Source: Graff, Henry, *The Glorious Republic*, Houghton Mifflin (adapted)

- 22 What is the main idea of this cartoon?
- (1) Big business greatly influenced the actions of the Senate.
  - (2) The Senate had to continue to pass legislation to support conservation efforts.
  - (3) The Senate needed more financial support from monopolies.
  - (4) Relations between industry and the Senate benefited the general public.
- 
- 23 **"Jane Addams Opens Hull House"**  
**"Jacob Riis Photographs Tenement Residents"**  
**"Ida Tarbell Exposes Standard Oil Company"**

These headlines represent efforts by individuals to

- (1) support business monopolies
- (2) improve depressed urban areas
- (3) solve problems of American farmers
- (4) correct abuses of the Industrial Revolution

Base your answer to question 24 on the cartoon below and on your knowledge of social studies.

**Uncle Sam: "By Gum, I Rather Like Your Looks"**



Source: *Denver Rocky Mountain News*, 1900 (adapted)

24 Which concept is expressed in this cartoon?

- (1) support for new military alliances
- (2) support for United States imperialism
- (3) opposition to the League of Nations
- (4) opposition to new immigration laws

25 What was a major reason for United States entry into World War I?

- (1) to overthrow the czarist government of Russia
- (2) to keep Latin America from being attacked by Germany
- (3) to maintain freedom of the seas
- (4) to break up the colonial empires of the Allies

26 Which action can the Federal Reserve System take to fight inflation or recession?

- (1) authorize deficit spending
- (2) alter the tariff rates
- (3) adjust the money supply
- (4) require a balanced federal budget

27 The 1925 trial of John Scopes reflects the conflict between

- (1) science and religion
- (2) isolation and international involvement
- (3) traditional roles and new roles for women
- (4) Prohibition and organized crime

28 In which area did the views of Booker T. Washington and W.E.B. DuBois differ most?

- (1) the need to stop violence against African Americans
- (2) the speed with which full equality of the races should be achieved
- (3) the need to integrate the armed forces
- (4) the idea of including white Americans in their political action organizations

29 The Big Stick policy and Dollar Diplomacy were attempts to

- (1) increase United States power in Latin America
- (2) contain the spread of communism in eastern Europe
- (3) protect free trade on the Asian continent
- (4) strengthen political ties with western Europe

- 30 “The business of America is business.”  
— President Calvin Coolidge  
By making this statement, President Coolidge was expressing his support for
- (1) higher taxes on corporations
  - (2) banking regulations
  - (3) democratic socialism
  - (4) the free-enterprise system
- 31 Which action is an example of nativism in the 1920s?
- (1) widespread violation of Prohibition laws
  - (2) efforts to improve living conditions for Native American Indians
  - (3) passage of laws restricting immigration
  - (4) provision of credit to farmers
- 32 Which economic practice became significantly more widespread during the 1920s?
- (1) governmental regulation of business
  - (2) stock market speculation
  - (3) dependence on government welfare programs
  - (4) reduction of tariff rates
- 33 In the 1930s, which geographic factor most influenced the westward migration of thousands of people from the southern Great Plains?
- (1) extended drought in farming areas
  - (2) excessive flooding of the Mississippi River
  - (3) serious earthquakes in Pacific coastal areas
  - (4) destructive hurricanes in the Gulf of Mexico
- 34 In the 1930s, President Franklin D. Roosevelt changed the federal government’s role in the economy by
- (1) reducing programs to help the unemployed
  - (2) ending efforts at trustbusting
  - (3) raising tariffs to protect domestic industries
  - (4) using deficit spending to stimulate economic growth
- 35 Which factor encouraged an American policy of neutrality during the 1930s?
- (1) disillusionment with World War I and its results
  - (2) decline in the military readiness of other nations
  - (3) repeal of Prohibition
  - (4) economic prosperity of the period

- 36 Which event is most closely associated with the end of the Great Depression?
- (1) passage of the Social Security Act
  - (2) beginning of World War II
  - (3) reelection of President Franklin D. Roosevelt in 1940
  - (4) announcement of the Marshall Plan

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

“Korematsu was not excluded from the military area because of hostility to him or his race. He was excluded because we are at war with the Japanese Empire, because the . . . authorities feared an invasion of our West Coast and felt constrained to take proper security measures.”

—Justice Hugo Black  
*Korematsu v. United States*, 1944

- 37 Which generalization is supported by this quotation?
- (1) Individual rights need to be maintained in national emergencies.
  - (2) The Supreme Court lacks the power to block presidential actions taken during wartime.
  - (3) Individual rights can be restricted under certain circumstances.
  - (4) Only the Supreme Court can alter the constitutional rights of American citizens.
- 
- 38 In the period following World War II, the United States established a long-term military presence in West Germany in an effort to
- (1) support the unification of Europe, by force if necessary
  - (2) stop communist expansion in Europe
  - (3) prevent the renewal of German aggression in Europe
  - (4) allow the United Nations to resolve international disputes

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

“It is necessary only to glance at a map to realize that the survival . . . of the Greek nation [is] of grave importance in a much wider situation. If Greece should fall under the control of an armed minority, the effect upon its neighbor, Turkey, would be immediate and serious. Confusion and disorder might well spread throughout the entire [region]. . . .”

— President Harry Truman, 1947

39 The United States government responded to the situation described in this quotation by

- (1) reaffirming its commitment to isolationism
- (2) offering economic aid to many European nations
- (3) threatening a nuclear attack
- (4) supporting the efforts of the Warsaw Pact

40 What was a cause for the investigations of the House Un-American Activities Committee in the late 1940s and the investigations of a Senate committee headed by Joseph McCarthy in the early 1950s?

- (1) the belief that there were Communist agents in the federal government
- (2) excessive spending by the United States military
- (3) the corruption and bribery of members of Congress
- (4) actions of President Harry Truman that might have led to his impeachment

41 **“Sputnik Launch Propels Soviets Ahead in Space Race”**

In 1957, the United States government responded to the event described in this headline by

- (1) reducing military spending
- (2) building a joint space station with the Soviet Union
- (3) constructing President Ronald Reagan’s “Star Wars” defense system
- (4) providing funds to improve the educational system in the United States

42 President Lyndon B. Johnson’s Great Society is similar to President Franklin D. Roosevelt’s New Deal in that both programs

- (1) sought ratification of the Equal Rights Amendment to guarantee equality for women
- (2) advocated passage of civil rights laws to help African Americans
- (3) supported federal funding of programs for the poor
- (4) approved efforts by states to reduce taxes for the middle class

43 Which conclusion can best be drawn from the United States involvement in the Korean War and the Vietnam War?

- (1) The Cold War extended beyond direct conflict with the Soviet Union.
- (2) Popular wars have assured the reelection of incumbent presidents.
- (3) War is the best way to support developing nations.
- (4) The threat of nuclear war is necessary to settle a military conflict.

44 Which presidential action best represents the policy of détente?

- (1) John F. Kennedy’s order for the Bay of Pigs invasion against Cuba
- (2) Lyndon B. Johnson’s escalation of the Vietnam War
- (3) Richard Nixon’s Strategic Arms Limitations Talks (SALT) with the Soviet Union
- (4) George Bush’s military action to remove Iraqi forces from Kuwait

45 A primary reason for the increase in federal debt between 1980 and 1996 was

- (1) the cost of sending United States troops to Bosnia
- (2) instability of the stock market
- (3) lower sales tax revenues collected by state governments
- (4) high levels of spending by the federal government

Base your answer to question 46 on the cartoon below and on your knowledge of social studies.



- 46 What is the main idea of this cartoon?
- (1) Senators spend too much time talking and not enough time passing new laws.
  - (2) Additional limits on campaign spending are needed.
  - (3) The salaries of United States senators are too high.
  - (4) Only a wealthy individual can campaign for a seat in Congress.

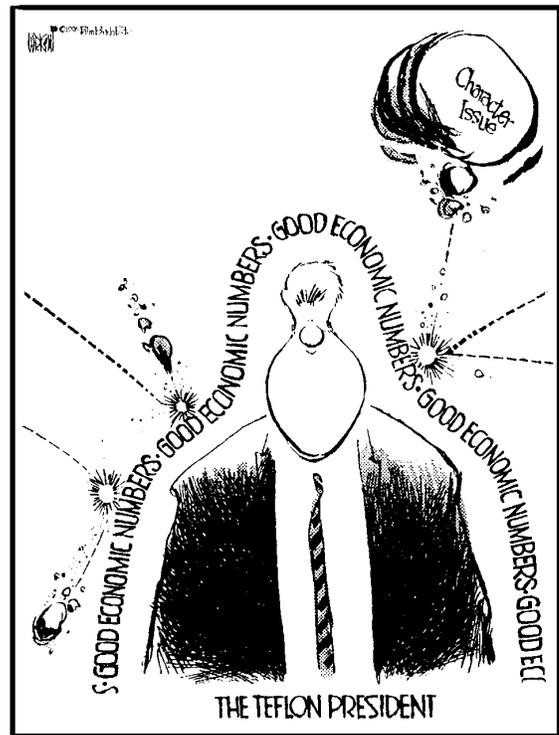
47 The development of nuclear weapons by India and Pakistan has been criticized by the United States government because

- (1) India and Pakistan are allies of Russia
- (2) India and Pakistan have threatened to use these weapons against the United States
- (3) the United States insists on maintaining its nuclear capability
- (4) the spread of nuclear weapons threatens all humankind

48 Which factor contributed most to inflation in the United States during the 1970s?

- (1) high tariffs
- (2) oil embargoes
- (3) tax increases
- (4) high unemployment

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



49 What is the main idea of this cartoon about President Bill Clinton?

- (1) Positive economic conditions helped maintain his high approval ratings.
- (2) Voter approval of the president declined due to flaws in his character.
- (3) He did not deserve credit for the economic prosperity of the nation.
- (4) The American public considered personal character the most important trait of a president in the 1990s.

50 Which heading best completes the partial outline below?

<p>I. _____</p> <p>A. Secret ballot</p> <p>B. Direct election of senators</p> <p>C. Recall</p> <p>D. Referendum</p>
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- (1) Checks and Balances
- (2) Unwritten Constitution
- (3) Progressive Reforms
- (4) Universal Suffrage

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”
- (d) **show** means “to point out; to set forth clearly a position or idea by stating it and giving data which support it”

## 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: Equal Rights**

Since 1900, various groups in the United States have struggled to achieve full equality.

**Task:**

Identify *one* group of people in American society that has been denied equal rights.

- Discuss a major problem this group has encountered since 1900 in its struggle for full equality
- Discuss *two* specific actions that have been taken by an individual, an organization, or the government in an effort to help this group overcome the problem
- Evaluate the extent to which this group has achieved equality today

Be sure to support your essay with specific names of persons, laws, amendments, and Supreme Court cases whenever possible

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

**You are *not* limited to these suggestions.**

**Guidelines:**

**In your essay, be sure to:**

- Address all aspects of the *Task*
- Support the theme with relevant facts, examples, and details
- Use a logical and clear plan of organization
- Introduce the theme by establishing a framework that is beyond a simple restatement of the *Task* and conclude with a summation of the theme

NAME \_\_\_\_\_

SCHOOL \_\_\_\_\_

### Part III

#### DOCUMENT-BASED QUESTION

This question is based on the accompanying documents (1–7). The question is designed to test your ability to work with historical documents. Some of these documents have been edited for the purposes of this question. As you analyze the documents, take into account both the source of each document and any point of view that may be presented in the document.

#### Historical Context:

The United States Constitution divides the power to govern among the executive, legislative, and judicial branches of the national government. The Constitution provides for a system of checks and balances to prevent one branch from dominating the other two.

**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 how the system of checks and balances functions
- Show how this system has been applied in specific circumstances in United States history

## 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 House of Representatives . . . shall have the sole power of impeachment. . . . The Senate shall have the sole power to try all impeachments.

— United States Constitution, Article 1

1 Which branch of the United States government is responsible for the impeachment process? [2]

Score

#### Document 2

He shall have power, by and with the advice and consent of the Senate, to make treaties, provided two thirds of the senators present concur; and he shall nominate, and by and with the advice and consent of the Senate, shall appoint ambassadors, other public ministers and consuls, judges of the Supreme Court, and all other officers of the United States. . . .

— United States Constitution, Article 2, Section 2, Clause 2

2a To whom does “He” refer? [1]

Score

b Under Article 2, Section 2, Clause 2, what role does the Senate play in the appointment of ambassadors or the appointment of judges to the Supreme Court? [2]

Score

Document 3

Presidential Vetoes, 1901–1990

President	Regular Vetoes	Pocket Vetoes	Total Vetoes	Vetoes Overridden
T. Roosevelt	42	40	82	1
Taft	30	9	39	1
Wilson	33	11	44	6
Harding	5	1	6	—
Coolidge	20	30	50	4
Hoover	21	16	37	3
F. Roosevelt	372	263	635	9
Truman	180	70	250	12
Eisenhower	73	108	181	2
Kennedy	12	9	21	—
L. Johnson	16	14	30	—
Nixon	24	18	42	6
Ford	53	19	72	12
Carter	13	18	31	2
Reagan	39	39	78	9
G. Bush	14	6	20	0

3a What does this chart indicate about how the president can check the power of Congress? [1]

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Score

b What does this chart indicate about how Congress can check the power of the president? [1]

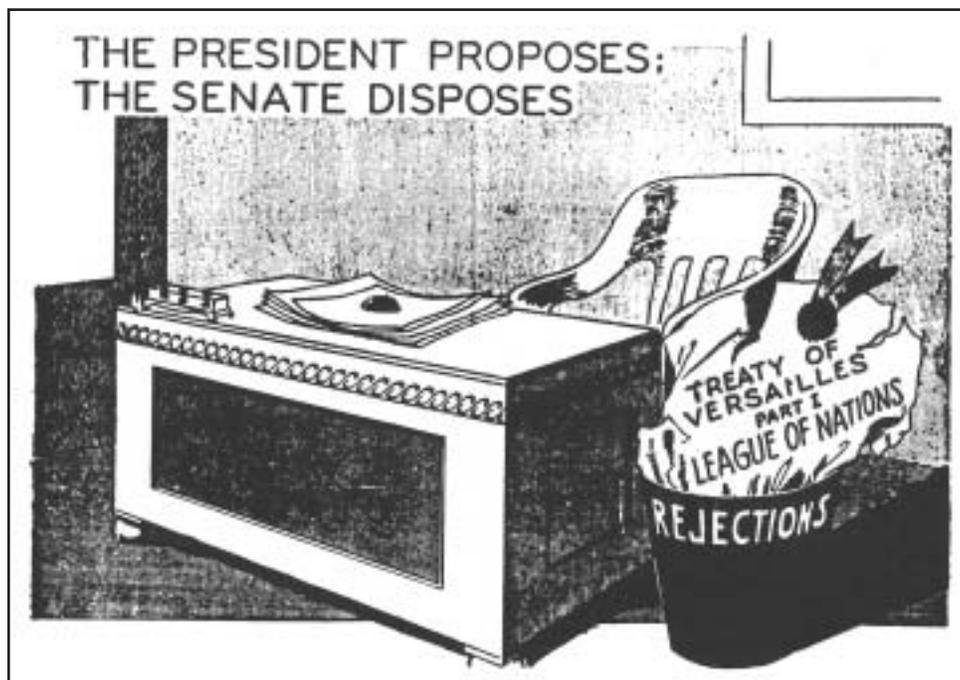
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Score

Document 4



4 In this cartoon, why is the Treaty of Versailles in the wastebasket? [2]

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Score

Document 5



The Ingenious Quarterback

(adapted)

5 In this cartoon, which branch of the government is President Franklin D. Roosevelt trying to change? [1]

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Score

**Document 6**

So if a law be in opposition to the Constitution, if both the law and the Constitution apply to a particular case, so that the Court must either decide that case conformably to the law, disregarding the Constitution or conformably to the Constitution, disregarding the law, the Court must determine which of these conflicting rules governs the case. This is of the very essence of judicial duty. . . .

— Chief Justice John Marshall

6 According to this quotation by Chief Justice John Marshall, what “power” does the Supreme Court have? [2]

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Score

**Document 7**

Yesterday, December 7, 1941 — a date which will live in infamy — the United States of America was suddenly and deliberately attacked by naval and air forces of the empire of Japan. . . . I ask that the Congress declare that since the unprovoked and dastardly attack by Japan on Sunday, December 7, 1941, a state of war has existed between the United States and the Japanese Empire.

— President Franklin D. Roosevelt, to Congress

The Congress shall have the power . . . to declare war.

— United States Constitution, Article 1, Section 8, Clause 11

7 Why was it necessary for President Franklin D. Roosevelt to ask Congress for a declaration of war against Japan in December 1941? [2]

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

#### Historical Context:

The United States Constitution divides the power to govern among the executive, legislative, and judicial branches of the national government. The Constitution provides for a system of checks and balances to prevent one branch from dominating the other two.

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

- Describe how the system of checks and balances functions
- Show how this system has been applied in specific circumstances in United States history

#### Guidelines:

**In your essay, be sure to:**

- Address all aspects of the *Task* by accurately analyzing and interpreting at least **four** documents
- Incorporate information from the documents in the body of the essay
- Incorporate relevant outside information
- Support the theme with relevant facts, examples, and details
- Use a logical and clear plan of organization
- Introduce the theme by establishing a framework that is beyond a simple restatement of the *Task* or *Historical Context* and conclude with a summation of the theme

The University of the State of New York

Part I

REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY AND GOVERNMENT

Tuesday, January 22, 2002 – 1:15 to 4:15 p.m., only

ANSWER SHEET

Male

Female

Student . . . . . Sex:

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.....
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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