

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

**UNITED STATES HISTORY
AND GOVERNMENT**

Thursday, January 24, 2008 — 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.

Part III is based on several documents:

Part III A contains the documents. Each document is followed by one or more questions. In the test booklet, write your answer to each question on the lines following that question. Be sure to enter your name and the name of your school on the first page of this section.

Part III B contains one essay question based on the documents. Write your answer to this question in the essay booklet, beginning on page 7.

When you have completed the examination, you must sign the statement printed on the Part I answer sheet, indicating that you had no unlawful knowledge of the questions or answers prior to the examination and that you have neither given nor received assistance in answering any of the questions during the examination. Your answer sheet cannot be accepted if you fail to sign this declaration.

The use of any communications device is strictly prohibited when taking this examination. If you use any communications device, no matter how briefly, your examination will be invalidated and no score will be calculated for you.

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

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 The relatively flat, grassy region of the United States between the Mississippi River and the Rocky Mountains is known as the
 - (1) Great Plains
 - (2) Great Basin
 - (3) Coastal Plain
 - (4) Piedmont
- 2 Which geographic feature contributed the most to the development of commerce throughout colonial America?
 - (1) mountains
 - (2) grasslands
 - (3) natural harbors
 - (4) interior lakes
- 3 Which heading best completes the partial outline below?

I. _____

A. Villages with town meetings

B. Small farms and commercial fishing

C. First American college

 - (1) New England Colonies
 - (2) Middle Colonies
 - (3) Southern Colonies
 - (4) Spanish Colonies
- 4 In the publication *Common Sense*, Thomas Paine argued that the American colonies should
 - (1) approve the Treaty of Paris (1763)
 - (2) ratify the Constitution of the United States
 - (3) end their political relationship with Great Britain
 - (4) support the policies of King George III
- 5 The Articles of Confederation and the United States Constitution both provided for
 - (1) an executive branch
 - (2) a national legislature
 - (3) a political party system
 - (4) a presidential cabinet
- 6 During the debate over the ratification of the Constitution, Antifederalists argued that
 - (1) the new Constitution left too much political power to state governments
 - (2) a strong national government would gain respect from European nations
 - (3) checks and balances were unnecessary in a federal government
 - (4) the new Constitution would threaten the rights of individual citizens
- 7 The conflict over representation in Congress was addressed at the Constitutional Convention of 1787 by
 - (1) creating a two-house legislature
 - (2) limiting the terms of lawmakers to four years
 - (3) giving Congress implied powers
 - (4) ending the importation of enslaved persons
- 8 Which action is an example of judicial review?
 - (1) The president proposes a bill to reduce the powers of the federal courts.
 - (2) A state court finds a defendant guilty of murder.
 - (3) The Supreme Court declares a federal law unconstitutional.
 - (4) The Senate approves a president's nominee for the Supreme Court.
- 9 “. . . I know too that it is a maxim [rule] with us, and I think it a wise one, not to entangle ourselves with the affairs of Europe. . . .”

— Thomas Jefferson, December 21, 1787,
Library of Congress

Which document most clearly reflects the advice given in this statement?

 - (1) Albany Plan of Union
 - (2) Articles of Confederation
 - (3) Bill of Rights
 - (4) Washington's Farewell Address

- 10 Which presidential role resulted from practice and custom rather than from constitutional authority?
- (1) commander in chief
 - (2) chief executive
 - (3) head of his political party
 - (4) head of state
- 11 Extending the right to vote in national elections to formerly enslaved African Americans, women, and all citizens at least eighteen years old was accomplished through
- (1) constitutional amendments
 - (2) congressional laws
 - (3) presidential executive orders
 - (4) Supreme Court decisions
- 12 The foreign policies of President James Polk involving Texas, California, and the Oregon Territory were all efforts to
- (1) remain neutral toward western territories
 - (2) continue traditional American isolationism
 - (3) weaken the Monroe Doctrine
 - (4) fulfill the goal of Manifest Destiny
- 13 The Declaration of Sentiments, adopted at the Seneca Falls Convention in 1848, was significant because it
- (1) promoted the idea of equal rights for women
 - (2) demanded the immediate abolition of slavery
 - (3) called for the prohibition of alcoholic beverages
 - (4) asked government to restrict harmful business practices
- 14 The Reconstruction plans of President Abraham Lincoln and President Andrew Johnson included a provision for the
- (1) resumption of full participation in Congress by Southern States
 - (2) long-term military occupation of the Confederacy
 - (3) payment of war reparations by Southern States
 - (4) harsh punishment of former Confederate officials
- 15 Passage of the Homestead Act and of legislation supporting the construction of transcontinental railroads demonstrated the federal government's commitment to
- (1) limits on big business
 - (2) settlement of western territories
 - (3) conservation of natural resources
 - (4) equality for all immigrants
- 16 Which factor contributed the most to urbanization in the late 1800s?
- (1) assimilation
 - (2) industrialization
 - (3) imperialism
 - (4) nullification
- 17 In the late 1800s, free and unlimited coinage of silver was supported by farmers primarily because they hoped this policy would
- (1) make foreign crop prices less competitive
 - (2) allow farmers to grow a greater variety of crops
 - (3) increase crop prices and make it easier to repay loans
 - (4) bring about political equality between rural and urban residents
- 18 During the late 1800s and early 1900s, the term *robber baron* best defined a person who
- (1) controlled large tracts of western lands
 - (2) used ruthless business tactics
 - (3) stole from the rich to give to the poor
 - (4) encouraged the conservation of raw materials

GO ON TO THE NEXT PAGE ⇨

Base your answers to questions 21 and 22 on the chart below and on your knowledge of social studies.

Immigration Before and After Quota Laws	From Northern and Western Europe	From Southern and Eastern Europe and Asia
Average annual number of immigrants before quotas (1907–1914)	176,983	685,531
Emergency Quota Act of 1921	198,082	158,367
Quotas in Immigration Act of 1924	140,999	21,847

Source: Thomas A. Bailey et al., *The American Pageant*, Houghton-Mifflin (adapted)

- 21 What was an effect of the immigration laws of 1921 and 1924?
- (1) reduction of immigration from southern and eastern Europe and Asia
 - (2) establishment of equality among ethnic groups seeking entrance to the United States
 - (3) increase in the total number of immigrants allowed to enter the United States
 - (4) removal of restrictions from the nations of northern and western Europe
- 22 One reason for the passage of the laws shown in this chart was to
- (1) limit economic growth
 - (2) protect the jobs of workers in the United States
 - (3) improve working conditions in American factories
 - (4) promote non-European immigration

23 In the late 19th and early 20th centuries, the United States became involved in Latin America primarily to

- (1) establish new colonies
- (2) protect economic and security interests
- (3) raise the living standards of Latin Americans
- (4) stop the flow of illegal drugs into the United States

24 The Federal Reserve Act of 1913 was intended to

- (1) create a national parks system
- (2) regulate the stock market
- (3) control the nation's money supply
- (4) establish homelands for Native American Indians

25 Which geographic feature most influenced the ability of the United States to protect its mainland from attack during World War I?

- (1) Gulf of Mexico
- (2) Great Lakes
- (3) Pacific Ocean
- (4) Atlantic Ocean

26 Which argument was used by the Supreme Court in reaching its “clear and present danger” ruling in *Schenck v. United States* (1919)?

- (1) The military is under civilian control.
- (2) Powers are separated between the federal and state governments.
- (3) Constitutional rights are not absolute.
- (4) The Constitution provides for equal protection under the laws

Base your answer to question 27 on the poem below and on your knowledge of social studies.

I, Too

I, too, sing America.

I am the darker brother.
They send me to eat in the kitchen
When company comes,
But I laugh,
And eat well,
And grow strong.

Tomorrow,
I'll be at the table
When company comes.
Nobody'll dare
Say to me,
"Eat in the kitchen,"
Then.

Besides,
They'll see how beautiful I am
And be ashamed —

I, too, am America.

— Langston Hughes, in Rampersad and Roessel, eds.,
The Collected Poems of Langston Hughes,
Alfred A. Knopf

- 27 This Langston Hughes poem illustrates a major theme of the Harlem Renaissance by
- (1) supporting the creation of colleges operated by African Americans
 - (2) stressing the need for economic reform
 - (3) expressing the pride and hope of many African Americans
 - (4) detailing mistreatment of African Americans by the music industry
-

- 28 Which statement about the stock market crash of 1929 is most accurate?
- (1) It was the single cause of the Great Depression.
 - (2) It was caused by the effects of the Great Depression.
 - (3) It continued long after the Great Depression ended.
 - (4) It helped lead to the Great Depression.
- 29 One major way President Franklin D. Roosevelt's New Deal tried to combat the effects of the Great Depression was by
- (1) keeping workers' wages low
 - (2) increasing protective tariff rates
 - (3) giving states more control over the federal budget
 - (4) funding public works relief programs
- 30 In 1937, President Franklin D. Roosevelt was criticized for his proposal to add justices to the United States Supreme Court because these appointments would have
- (1) broken earlier campaign promises
 - (2) violated the constitutional limit on the number of justices
 - (3) threatened the system of checks and balances
 - (4) established a more conservative Court
- 31 Which action by the United States best represents United States foreign policy in the 1930s?
- (1) passing the Neutrality Acts
 - (2) creating the Southeast Asia Treaty Organization (SEATO)
 - (3) deciding to create the United Nations
 - (4) joining the Allied powers

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

CLASS OF SERVICE This is a full-rate Telegram or Cablegram unless its deferred character is indicated by a suitable symbol above or preceding the address.	WESTERN UNION	1201	SYMBOLS DL = Day Letter NT = Overnight Telegram LC = Deferred Cable NLT = Cable Night Letter Ship Radiogram
A. N. WILLIAMS PRESIDENT	NEWCOMB CARLTON CHAIRMAN OF THE BOARD	J. C. WILLEVER FIRST VICE-PRESIDENT	

The filing time shown in the date line on telegrams and day letters is STANDARD TIME at point of origin. Time of receipt is STANDARD TIME at point of destination.

H8N H 37 NT 5 EXA

QR NEWYORK DEC 7 1941

HIS EXCELLENCY THE PRESIDENT OF THE U.S.
WASHDC

WE THE AMERICAN CITIZENS OF JAPANESE DESCENT OF NEWYORKCITY AND VICINITY JOIN ALL AMERICANS IN CONDEMNING JAPANESE AGGRESSION AGAINST OUR COUNTRY AND SUPPORT ALL MEASURES TAKEN FOR THE DEFENSE OF THE NATION.

X TOZAI CLUB OF NEWYORK 323 WEST 108 ST NEWYORKCITY

Source: New York State Education Department, *Consider the Source: Historical Records in the Classroom*, State Archives and Records Administration (adapted)

- 32 This telegram was sent as a response to the
- (1) start of World War II
 - (2) attack on Pearl Harbor
 - (3) passage of a law to ban Japanese immigration
 - (4) drafting of Japanese Americans into the military

- 33 A major purpose of the GI Bill was to provide World War II veterans with
- (1) educational opportunities after the war
 - (2) protection against racial discrimination
 - (3) civilian jobs in the military
 - (4) increased Social Security payments

- 34 The Truman Doctrine, the Marshall Plan, and the North Atlantic Treaty Organization (NATO) were all part of the foreign policy of
- (1) isolationism
 - (2) détente
 - (3) colonialism
 - (4) containment

Base your answers to questions 35 and 36 on the program below and on your knowledge of social studies.

MARCH ON WASHINGTON FOR JOBS AND FREEDOM

AUGUST 28, 1963

LINCOLN MEMORIAL PROGRAM

- | | |
|---|---|
| 1. The National Anthem | <i>Led by Marian Anderson.</i> |
| 2. Invocation | The Very Rev. Patrick O'Boyle, <i>Archbishop of Washington.</i> |
| 3. Opening Remarks | A. Philip Randolph, <i>Director March on Washington for Jobs and Freedom.</i> |
| 4. Remarks | Dr. Eugene Carson Blake, <i>Stated Clerk, United Presbyterian Church of the U.S.A.; Vice Chairman, Commission on Race Relations of the National Council of Churches of Christ in America.</i> |
| 5. Tribute to Negro Women
Fighters for Freedom | Mrs. Medgar Evers |
| Daisy Bates | |
| Diane Nash Bevel | |
| Mrs. Medgar Evers | |
| Mrs. Herbert Lee | |
| Rosa Parks | |
| Gloria Richardson | |
| 6. Remarks | John Lewis, <i>National Chairman, Student Nonviolent Coordinating Committee.</i> |
| 7. Remarks | Walter Reuther, <i>President, United Automobile, Aerospace and Agricultural Implement Workers of America, AFL-CIO; Chairman, Industrial Union Department, AFL-CIO.</i> |
| 8. Remarks | James Farmer, <i>National Director, Congress of Racial Equality.</i> |
| 9. Selection | <i>Eva Jessye Choir</i> |
| 10. Prayer | Rabbi Uri Miller, <i>President Synagogue Council of America.</i> |
| 11. Remarks | Whitney M. Young, Jr., <i>Executive Director, National Urban League.</i> |
| 12. Remarks | Mathew Ahmann, <i>Executive Director, National Catholic Conference for Interracial Justice.</i> |
| 13. Remarks | Roy Wilkins, <i>Executive Secretary, National Association for the Advancement of Colored People.</i> |
| 14. Selection | Miss Mahalia Jackson |
| 15. Remarks | Rabbi Joachim Prinz, <i>President American Jewish Congress.</i> |
| 16. Remarks | The Rev. Dr. Martin Luther King, Jr., <i>President, Southern Christian Leadership Conference.</i> |
| 17. The Pledge | A Philip Randolph |
| 18. Benediction | Dr. Benjamin E. Mays, <i>President, Morehouse College.</i> |

"WE SHALL OVERCOME"

Source: March on Washington Program, National Archives and Records Administration (adapted)

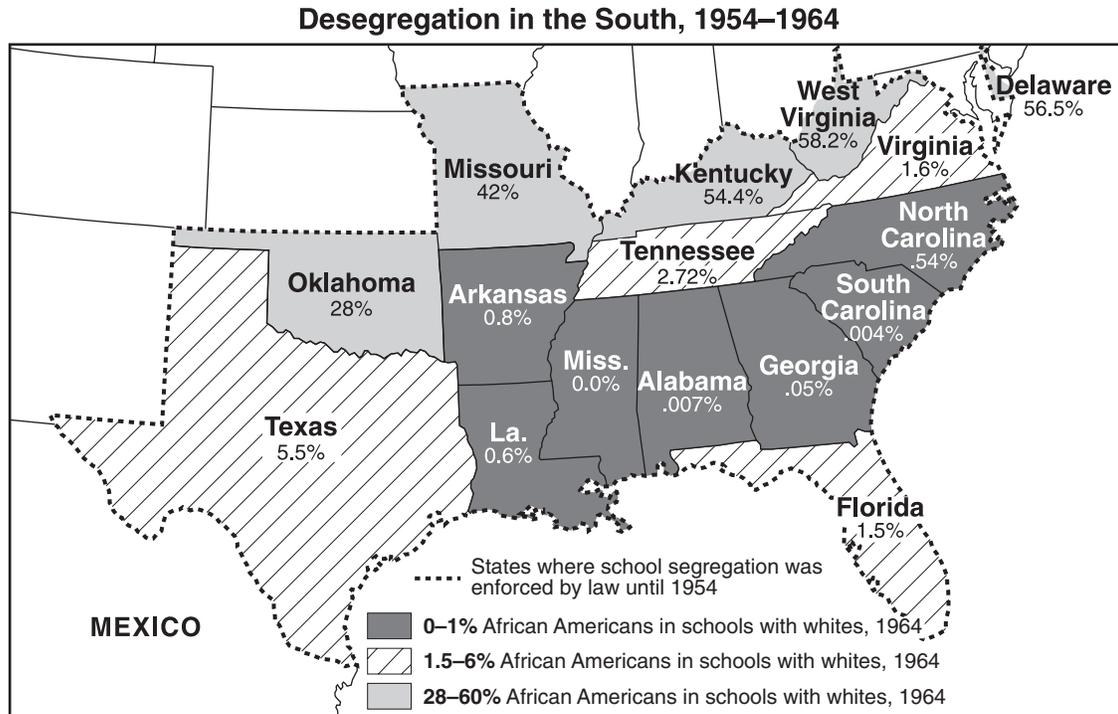
35 Which conclusion is most clearly supported by information in this program?

- (1) Opponents of racial integration were allowed equal time on the program.
- (2) Support for the March on Washington came from a variety of groups.
- (3) Freedom of religion was an important goal of the March.
- (4) The March was directed at southern state legislators.

36 Rosa Parks was honored at the March on Washington for her part in

- (1) bringing about the Montgomery bus boycott
- (2) integrating Little Rock Central High School
- (3) forming the Student Nonviolent Coordinating Committee
- (4) organizing lunch counter sit-ins in Greensboro, North Carolina

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



Source: Mary Beth Norton et al., *A People and a Nation*, Vol. II, 1986 (adapted)

37 Which conclusion about the success of efforts to end segregation in public schools in the 1950s and 1960s can be drawn from the map?

- (1) In 1964, a majority of southern states had no integrated schools.
- (2) State governments were slow to integrate public school systems.
- (3) A higher percentage of African American students attended integrated public schools in Arkansas than in Oklahoma.
- (4) Prior to 1964, a majority of African American students attended integrated schools in former Confederate States.

38 The information on the map shows how southern states responded to

- (1) demands for affirmative action programs
- (2) civil rights legislation to ban segregation in restaurants
- (3) state programs to implement school busing initiatives
- (4) the Supreme Court decision in *Brown v. Board of Education of Topeka*

39 What was the primary reason Richard Nixon resigned his presidency?

- (1) He was convicted of several serious crimes.
- (2) He was facing impeachment by the House of Representatives.
- (3) His reelection was declared invalid by the Supreme Court.
- (4) His actions in Cambodia and Laos were exposed in the *Pentagon Papers*.

40 In the late 1990s, increasing public concern about the role of money in politics led to

- (1) all candidates receiving an equal amount of money
- (2) a ban on all private campaign contributions
- (3) attempts to reform campaign financing
- (4) the widespread defeat of incumbent congressional candidates

Base your answer to question 41 on the cartoon below and on your knowledge of social studies.



Source: Jeff Parker, *Florida Today*, 2000 (adapted)

- 41 The cartoon refers to the idea that most candidates for the presidency try to
- (1) win the majority of popular votes nationwide
 - (2) campaign equally in all states
 - (3) win the electoral vote in certain key states
 - (4) gain the support of first-time voters

Base your answer to question 42 on the quotation below and on your knowledge of social studies.

. . . There may come a time when we elect a president at age 45 or 50, and then 20 years later the country comes up with the same sort of problems that the president faced before and the people would like to bring that man or woman back, and they'd have no ability to do so. I'd kind of like to see it changed. I don't have terribly strong feelings about it. . . .

— President Bill Clinton, *A Conversation with Former President Bill Clinton*, John F. Kennedy Library and Foundation, May 28, 2003

- 42 In this statement, President Clinton is commenting on the
- (1) presidential primaries
 - (2) presidential two-term limit
 - (3) two-party political system
 - (4) electoral college system

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



Source: Walt Handelsman, *Newsday*, 2003 (adapted)

- 43 According to this cartoonist, the problem faced by these college graduates was mainly the result of
- (1) slow economic growth
 - (2) Prohibition
 - (3) the Great Depression
 - (4) high rates of inflation

- 44 The federal government responded to the 2001 attacks on the World Trade Center and the Pentagon by
- (1) creating a cabinet-level agency for homeland security
 - (2) deporting most illegal aliens
 - (3) decreasing defense spending
 - (4) expanding the civil liberties of American citizens

- 45 Cultural pluralism in American society is best characterized by the
- (1) existence of ethnic diversity within the population
 - (2) failure of many immigrants to vote in elections
 - (3) rejection of United States citizenship by most immigrants
 - (4) flow of illegal immigrants into California

- 46 The actions of President Abraham Lincoln during the Civil War and of President Franklin D. Roosevelt during World War II demonstrate that, during times of war, presidents sometimes have
- (1) given up control of the military
 - (2) failed to gain enough public support to win reelection
 - (3) granted greater independence to state governments
 - (4) restricted individual freedoms

- 47 **“President Jackson Signs Force Bill Against South Carolina”**
“Congress Declares Southern States Must Accept 14th Amendment”
“President Eisenhower Sends Federal Troops to Little Rock, Arkansas”

Which principle is illustrated by these headlines?

- (1) executive privilege
- (2) popular sovereignty
- (3) limited government
- (4) federal supremacy

- 48 **“Muhammad Ali Refuses Military Draft Induction”**
“Tet Offensive Forces Troops to Defend Saigon”
“President Johnson Decides Not to Seek Reelection”

Which war is associated with the events mentioned in these headlines?

- (1) World War II
- (2) Korean War
- (3) Vietnam War
- (4) Persian Gulf War

- 49 Frederick Douglass, Malcolm X, and Jesse Jackson are each well known for
- (1) helping to end slavery
 - (2) working for African American rights
 - (3) organizing the Underground Railroad
 - (4) supporting Jim Crow laws

- 50 Which group was the main target of the Palmer Raids of 1919–1920 and the McCarthy hearings of the 1950s?
- (1) nativists
 - (2) industrialists
 - (3) communists
 - (4) African Americans

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

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

- (a) **describe** means “to illustrate something in words or tell about it”
- (b) **discuss** means “to make observations about something using facts, reasoning, and argument; to present in some detail”

Part II

THEMATIC ESSAY QUESTION

Directions: Write a well-organized essay that includes an introduction, several paragraphs addressing the task below, and a conclusion.

Theme: Change — War

United States participation in wars has resulted in political, social, and economic changes for various groups of Americans. These changes have had varying impacts on American society both during and after each war.

Task:

Identify *two* different groups of Americans that were affected by United States participation in a war and for *each*

- Describe a social, political, *or* economic change the group experienced because of the war
- Discuss the extent to which that change affected American society

You may use any appropriate group from your study of United States history. Some suggestions you might wish to consider include enslaved persons during the Civil War, Native American Indians during the Indian Wars, women during World War I *or* World War II, Japanese Americans during World War II, and American college students *or* army draftees during the Vietnam War.

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

NAME _____ SCHOOL _____

In developing your answer 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. It is designed to test your ability to work with historical documents. Some of the documents have been edited for the purposes of the question. As you analyze the documents, take into account the source of each document and any point of view that may be presented in the document.

Historical Context:

Throughout the 1800s and the early 1900s, reformers sought to solve the social, political, and economic problems of the period. Various methods were used by reformers to address these problems.

Task: Using information from the documents and your knowledge of United States history, answer the questions that follow each document in Part A. Your answers to the questions will help you write the Part B essay, in which you will be asked to

- Discuss the social, political, *and/or* economic problems addressed by reformers in the 1800s and early 1900s. In your discussion, include the methods used by reformers to expose these problems.

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



. . . I am aware, that many object to the severity of my language; but is there not cause for severity? I *will be* as harsh as truth, and as uncompromising as justice. On this subject [abolition of slavery] I do not wish to think, or speak, or write, with moderation. No! no! Tell a man whose house is on fire, to give a moderate alarm; tell him to moderately rescue his wife from the hands of the ravisher; tell the mother to gradually extricate her babe from the fire into which it has fallen; —but urge me not to use moderation in a cause like the present. I am in earnest—I will not equivocate—I will not excuse—I will not retreat a single inch—AND I WILL BE HEARD. The apathy of the people is enough to make every statue leap from its pedestal, and to hasten the resurrection of the dead. . . .

Source: William Lloyd Garrison, *The Liberator*, January 1, 1831, Vol. 1, No. 1

1 Based on this newspaper article, what was **one** goal that William Lloyd Garrison was trying to achieve? [1]

Score

Document 2

“UNCLE TOM’S CABIN.” This heart-melting and thrilling work continues to find a demand that can hardly be met by the utmost activity of the press and the bookbinders. We are informed by the publishers, that the eightieth thousand edition [copy] will be published to-morrow, making 160,000 volumes [total copies] in the brief period of eleven weeks!—a sale unprecedented in the country, in any instance, if not in the whole world. English editions of it are rapidly selling—one being printed in London in a cheap form, at the low rate of 2s. 6d., or about 60 cents. It should never be forgotten, that Mrs. H. B. Stowe, its gifted author, was moved to take up the subject of slavery, in the manner, by the passage of the Fugitive Slave Law. So does a just God overrule evil for good.

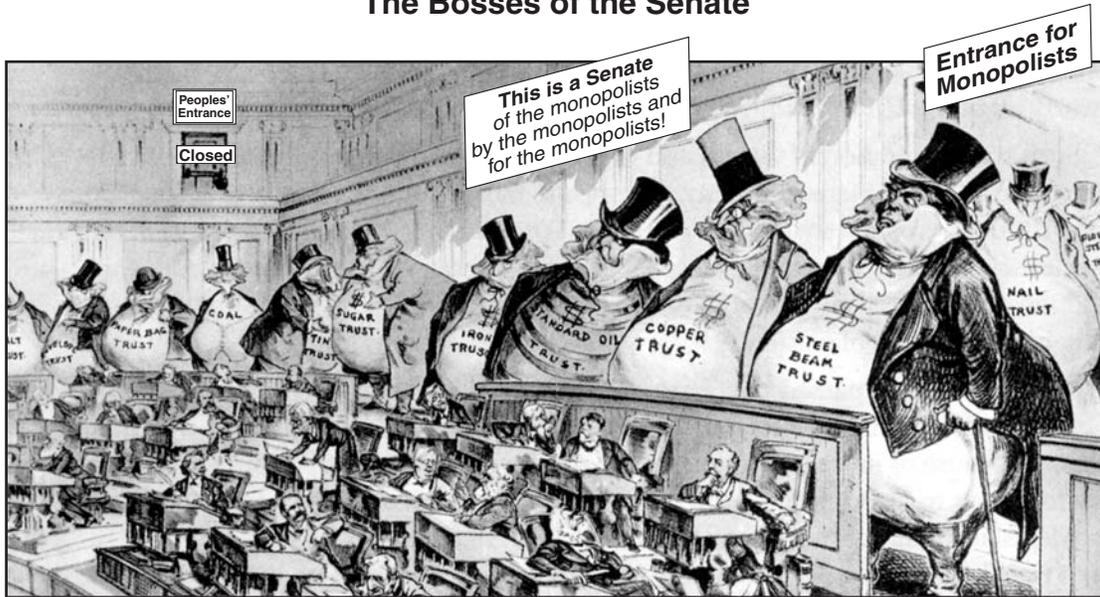
Source: *The Liberator*, June 11, 1852

- 2 According to *The Liberator*, how did the public react to the publication of Harriet Beecher Stowe’s *Uncle Tom’s Cabin*? [1]

Score

Document 3a

The Bosses of the Senate



Source: Joseph J. Keppler, *Puck*, 1889 (adapted)

3a What is **one** political problem identified by Joseph J. Keppler in this cartoon? [1]

Score

Document 3b

**People's Party [Populist] Platform
(Omaha Platform)
July 4, 1892**

. . . The conditions which surround us best justify our co-operation; we meet in the midst of a nation brought to the verge of moral, political, and material ruin. Corruption dominates the ballot-box, the Legislatures, the Congress, and touches even the ermine [robes] of the bench. The people are demoralized; most of the States have been compelled to isolate the voters at the polling places to prevent universal intimidation and bribery. The newspapers are largely subsidized or muzzled, public opinion silenced, business prostrated [crushed], homes covered with mortgages, labor impoverished, and the land concentrating in the hands of the capitalists. The urban workmen are denied the right to organize for self-protection, imported pauperized labor beats down their wages, a hireling standing army, unrecognized by our laws, is established to shoot them down, and they are rapidly degenerating into European conditions. The fruits of the toil of millions are boldly stolen to build up the fortunes for a few, unprecedented in the history of mankind; and the possessors of these, in turn, despise the Republic and endanger liberty. From the same prolific womb of governmental injustice we breed the two great classes—tramps and millionaires. . . .

Source: *National Economist*, Washington, D.C., 1892

3b According to this political party platform, what were **two** specific problems that led to the formation of the Populist Party? [2]

(1) _____

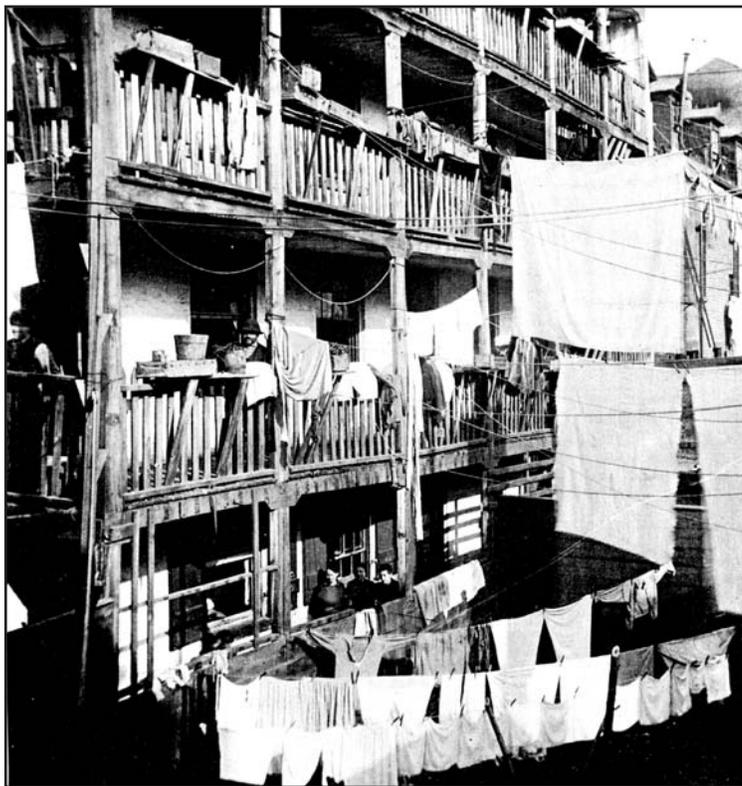
Score

(2) _____

Score

Document 4a

An Old Rear-Tenement In Roosevelt Street



Source: Jacob Riis, 1890

Document 4b

. . . It is ten years and over, now, since that line [between rich and poor] divided New York's population evenly. To-day three-fourths of its people live in the tenements, and the nineteenth century drift of the population to the cities is sending ever-increasing multitudes to crowd them. The fifteen thousand tenant houses that were the despair of the sanitarian in the past generation have swelled into thirty-seven thousand, and more than twelve hundred thousand persons call them home. The one way out he saw—rapid transit to the suburbs—has brought no relief. We know now that there is no way out; that the "system" that was the evil offspring of public neglect and private greed has come to stay, a storm-centre forever of our civilization. Nothing is left but to make the best of a bad bargain. . . .

Source: Jacob Riis, *How the Other Half Lives*, Charles Scribner's Sons, 1890

4 Based on these documents, state **two** problems faced by cities in the United States in the late 1800s. [2]

(1) _____

Score

(2) _____

Score

Document 5a

In this Frank Beard cartoon, a saloon owner is wrapped in the protection of the law from the accusations of Themis, the Greek goddess of justice.

Under the Cloak of the Law



● WORK OF THE SALOON

The Manufacture and Sale of Liquor Is Responsible For

70 per cent of our criminals

50 per cent of the inmates of insane asylums

80 per cent of the inmates of our poor houses

100 per cent of our troubles

The destruction of homes

The corruption of voters

Source: Frank Beard, *Fifty Great Cartoons*, The Ram's Horn Press, 1899

5a According to Frank Beard, what was **one** reason people supported the temperance movement? [1]

Score

Document 5b

... the manufacture, sale, or transportation of intoxicating liquors within, the importation thereof into, or the exportation thereof from the United States and all territory subject to the jurisdiction thereof for beverage purposes is hereby prohibited.

Source: United States Constitution, 18th Amendment, Section 1, 1919

5b Based on this document, state **one** way reformers tried to stop the sale of intoxicating liquors in the United States. [1]

Score

BEEF TRUST BEATEN, BUT ESCAPES EXPOSURE

**President's Remarkable Promise
Put Inspection Bill Through.**

DAMAGING REPORT SHELVED

The President's Agents Described to
Him Packing House Conditions
Worse Than Those Told of
in Sinclair's Story.

Special to The New York Times.

. . .The President Was Indignant.

The President [Theodore Roosevelt] did not send Neill and Reynolds [federal officials] forth merely on the statements made by Upton Sinclair in his novel, "The Jungle." After he had been convinced of the truth of Sinclair's statements he manifested such an interest in the question that other people brought statements to him. He read the proofs of articles on the subject, and everything he read increased his anger. He then asked his two friends to look into the matter, and let him know if the stories told to him were true. They did look into it, and told him that everything he had learned was correct. Immediately upon this, filled with indignation, the President had Senator Beveridge introduce the Meat Inspection bill, and then served a notice that unless it was passed in jig time [very quickly] the report would be made public. . . .

Source: *New York Times*, May 27, 1906

6 According to the *New York Times*, how did *The Jungle* and other reports influence President Theodore Roosevelt's actions? [1]

Score

Document 7

PREFACE

Salary—A periodical [regular] allowance made as compensation to a person for his official or professional services or for his regular work. —*Funk and Wagnalls*.

Notice the words, “a person.” Here is no differentiation between male persons and female persons.

Yet the City of New York pays a “male” person for certain “professional services” \$900, while paying a “female” person only \$600 for the same “professional services.” Stranger still, it pays for certain experience of a “male” person \$105, while paying a “female” person only \$40 for the identical experience. These are but samples of the “glaring inequalities” in the teachers’ salary schedules. . . .

Source: Grace C. Strachan, *Equal Pay for Equal Work*, B. F. Buck & Company, 1910

7 What is **one** problem addressed by Grace C. Strachan? [1]

Score

Document 8

**CHILD LABOR
IS A
NATIONAL MENACE**

THE CHILD LABOR CHAIN

**SHALL WE LET INDUSTRY
SHACKLE THE NATION**

Source: Library of Congress (adapted)

8 Based on the information on this poster, why is child labor considered a national problem? [1]

Score

Part B

Essay

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

Historical Context:

Throughout the 1800s and the early 1900s, reformers sought to solve the social, political, and economic problems of the period. Various methods were used by reformers to address these problems.

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

- Discuss the social, political, *and/or* economic problems addressed by reformers in the 1800s and early 1900s. In your discussion, include the methods used by reformers to expose these problems.

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

UNITED STATES HISTORY AND GOVERNMENT

Thursday, January 24, 2008 — 9:15 a.m. to 12:15 p.m., only

ANSWER SHEET

Male

Female

Student

Teacher

School

Write your answers for Part I on this answer sheet, write your answers to Part III A in the test booklet, and write your answers for Parts II and III B in the separate essay booklet.

FOR TEACHER USE ONLY

Part I Score _____

Part III A Score _____

Total Part I and III A Score

Part II Essay Score _____

Part III B Essay Score _____

Total Essay Score

Final Score
(obtained from conversion chart)

1.....	26.....
2.....	27.....
3.....	28.....
4.....	29.....
5.....	30.....
6.....	31.....
7.....	32.....
8.....	33.....
9.....	34.....
10.....	35.....
11.....	36.....
12.....	37.....
13.....	38.....
14.....	39.....
15.....	40.....
16.....	41.....
17.....	42.....
18.....	43.....
19.....	44.....
20.....	45.....
21.....	46.....
22.....	47.....
23.....	48.....
24.....	49.....
25.....	50.....

No. Right

The declaration below should be signed when you have completed the examination.

I do hereby affirm, at the close of this examination, that I had no unlawful knowledge of the questions or answers prior to the examination and that I have neither given nor received assistance in answering any of the questions during the examination.

Signature

Tear Here

Tear Here

REGENTS EXAM IN U.S. HISTORY AND GOVERNMENT

Tear Here

Tear Here