

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

**UNITED STATES HISTORY
AND GOVERNMENT**

Tuesday, June 16, 2009 — 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 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 Since the late 1700s, the Mississippi River has been a vital waterway because it
 - (1) divided the northern territories from the southern territories
 - (2) allowed American farmers direct access to Canadian markets
 - (3) connected the Great Lakes to the Atlantic Ocean
 - (4) provided farmers and merchants an outlet to the Gulf of Mexico
- 2 During the first half of the 1800s, geographic factors influenced the economy of New England by
 - (1) encouraging the establishment of large plantations
 - (2) promoting the growth of trade and manufacturing
 - (3) increasing the region's reliance on slave labor
 - (4) supporting rice and indigo farming
- 3 The British benefited from their mercantilist relationship with the American colonies primarily by
 - (1) supporting the growth of colonial industries
 - (2) prohibiting colonists from fishing and fur trading
 - (3) taking large amounts of gold and silver from the southern colonies
 - (4) buying raw materials from the colonies and selling them finished products
- 4 The main reason Great Britain established the Proclamation Line of 1763 was to
 - (1) avoid conflicts between American colonists and Native American Indians
 - (2) make a profit by selling the land west of the Appalachian Mountains
 - (3) prevent American industrial development in the Ohio River valley
 - (4) allow Canada to control the Great Lakes region
- 5 The Declaration of Independence (1776) has had a major influence on peoples throughout the world because it
 - (1) guarantees universal suffrage
 - (2) establishes a basic set of laws for every nation
 - (3) provides justification for revolting against unjust governments
 - (4) describes the importance of a strong central government
- 6 One accomplishment of the national government under the Articles of Confederation was the passage of legislation establishing
 - (1) a central banking system
 - (2) a process for admitting new states to the Union
 - (3) the president's right to put down rebellions
 - (4) the ability of Congress to tax the states effectively
- 7 Disagreement at the Constitutional Convention of 1787 over the Virginia and New Jersey plans was resolved by a compromise that
 - (1) guaranteed continuation of the slave trade for at least twenty more years
 - (2) limited the power of the federal government to wage war
 - (3) provided for construction of a new national capital in the south
 - (4) created a Congress made up of a Senate and a House of Representatives
- 8 **“Presidential Candidates Skip Campaigning in Low-Population States”**
“Winner Of Popular Vote Loses Election”

These headlines refer to controversial issues most directly related to

 - (1) judicial review
 - (2) the electoral college
 - (3) impeachment
 - (4) checks and balances

9 “The United States shall guarantee to every state in this Union a republican form of government, and shall protect each of them against invasion; and on application of the legislature, or of the executive (when the legislature cannot be convened), against domestic violence.”

— United States Constitution, Article IV, Section 4

According to this excerpt, a goal of the framers of the Constitution was to ensure that the United States

- (1) remained neutral during domestic conflicts involving the states
 - (2) supported the right of each state to resist presidential decisions
 - (3) provided for the common defense of every state
 - (4) approved a bill of rights to protect citizens from government tyranny
- 10 A major reason the Antifederalists opposed the ratification of the United States Constitution was because the Constitution
- (1) created a national bank
 - (2) lacked a provision for a federal court system
 - (3) failed to provide for the direct election of members of the House of Representatives
 - (4) changed the balance of power between the state and national governments
- 11 An example of the use of the unwritten constitution is the creation of the
- (1) presidential veto
 - (2) United States Navy
 - (3) federal postal system
 - (4) president’s cabinet
- 12 President George Washington pursued a foreign policy of neutrality during his administration primarily because he believed that
- (1) the United States needed time to gain economic and military strength
 - (2) treaties were prohibited by the Constitution
 - (3) the United States should not expand by force
 - (4) alliances should be established with both France and England

13 Many of the decisions made by the Supreme Court while John Marshall was Chief Justice led directly to

- (1) a reduction of federal influence in economic affairs
- (2) an increase in the power of the federal government over the states
- (3) a greater role for Congress in foreign policy
- (4) a limitation on slavery in the states

14 Manifest Destiny was used to justify an American desire to

- (1) limit the number of immigrants entering the country
- (2) control the area located east of the Appalachian Mountains
- (3) expand the United States to the Pacific Ocean
- (4) warn European countries against colonizing Latin America

15 In the 1850s, the phrase “Bleeding Kansas” was used to describe clashes between

- (1) proslavery and antislavery groups
- (2) Spanish landowners and new American settlers
- (3) Chinese and Irish railroad workers
- (4) Native American Indians and white settlers

16 In the 1850s, why did many runaway slaves go to Canada?

- (1) They feared being drafted into the Northern army.
- (2) The Fugitive Slave Act kept them at risk in the United States.
- (3) More factory jobs were available in Canada.
- (4) Northern abolitionists refused to help fugitive slaves.

17 The Homestead Act, the mass killing of buffalo, and the completion of the transcontinental railroad are most closely associated with the

- (1) rise of organized labor
- (2) building of the Erie Canal
- (3) northern migration of African Americans
- (4) decline of the Plains Indians

- 18 Many Southern States tried to limit the effects of Radical Reconstruction by
- (1) adopting federal laws mandating segregation
 - (2) enacting Jim Crow laws
 - (3) abolishing the Southern sharecropping system
 - (4) securing passage of new amendments to the United States Constitution
- 19 The mechanization of agriculture in the United States led directly to
- (1) an increase in production
 - (2) less dependence on railroads by farmers
 - (3) fewer agricultural exports
 - (4) the decreasing size of the average farm
- 20 News organizations were engaging in yellow journalism before the Spanish-American War when
- (1) publishers tried to prevent the war
 - (2) articles about Cuba were fair and balanced
 - (3) editors exaggerated events to build support for war
 - (4) writers ignored the situation in Cuba
- 21 The United States issued the Open Door policy (1899–1900) primarily to
- (1) bring democratic government to the Chinese people
 - (2) secure equal trade opportunities in China
 - (3) force China to change its immigration policies
 - (4) use China as a stepping stone to trade with Japan
- 22 Progressive Era authors such as Jacob Riis and Upton Sinclair are best known for
- (1) focusing attention on social conditions
 - (2) fighting for the civil rights of African Americans
 - (3) promoting the interests of the American farmer
 - (4) supporting the goal of woman’s suffrage
- 23 Which type of federal tax was authorized by the 16th amendment in 1913?
- (1) excise
 - (2) import
 - (3) income
 - (4) estate
- 24 “. . . There’s no chance of progress and reform in an administration in which war plays the principal part. . . .”
- President-elect Woodrow Wilson, 1913
- In this statement, President-elect Wilson was expressing the belief that
- (1) the United States should enter World War I immediately
 - (2) reform movements are strengthened by war
 - (3) the nation will require a change in leadership if it goes to war
 - (4) the Progressive movement would be best served by continued peace
- 25 In *Schenck v. United States* (1919), the Supreme Court decided that a “clear and present danger” to the country allowed the federal government to
- (1) establish a peacetime draft
 - (2) restrict first amendment rights
 - (3) suspend habeas corpus
 - (4) limit minority voting rights
- 26 One major reason the United States Senate refused to approve the Treaty of Versailles after World War I was that many senators
- (1) were concerned about future United States obligations in foreign affairs
 - (2) rejected United States colonial practices in Asia
 - (3) wanted immediate repayment of war debts from France
 - (4) supported increased foreign aid to Germany

- 27 National Prohibition, as authorized by the 18th amendment, stated that
- (1) Americans must be 18 years old to purchase alcoholic beverages
 - (2) only imported alcoholic beverages would be sold
 - (3) alcoholic beverages could be sold only in government-run stores
 - (4) the manufacture and sale of alcoholic beverages was banned
- 28 During the 1920s, Congress passed a series of immigration laws that were primarily designed to
- (1) increase immigration from Asia
 - (2) expand the workforce for the growing economy
 - (3) limit immigration from southern and eastern Europe
 - (4) prohibit immigration from Latin America
- 29 During the second half of the 1920s, which economic trend was a major cause of the Great Depression?
- (1) deficits in the federal budget
 - (2) reductions in tariff rates
 - (3) creation of national and state sales taxes
 - (4) overproduction and underconsumption
- 30 President Herbert Hoover's response to the Great Depression was often criticized because it
- (1) wasted money on new social programs
 - (2) caused widespread rioting and looting in major cities
 - (3) raised taxes on businesses and the wealthy
 - (4) failed to provide direct relief for the neediest persons
- 31 A major reason for creating the Tennessee Valley Authority (TVA) in 1933 was to
- (1) build and manage a turnpike in the valley
 - (2) provide health care benefits for southerners
 - (3) encourage African Americans to settle in the valley
 - (4) improve economic conditions in a poor rural region

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

All Set!



Source: Fred O. Seibel, *Richmond Times-Dispatch*, January 4, 1936 (adapted)

- 32 Which statement about President Franklin D. Roosevelt's plans for a second term most accurately expresses the main idea of the cartoon?
- (1) Congress will give President Roosevelt a free hand to lead the nation.
 - (2) The American people will trust Congress to control President Roosevelt.
 - (3) President Roosevelt will seek direction from the people.
 - (4) The Great Depression will no longer be a serious concern.

Base your answer to question 33 on the quotation below and on your knowledge of social studies.

. . . I also ask this Congress for authority and for funds sufficient to manufacture additional munitions and war supplies of many kinds, to be turned over to those nations which are now in actual war with aggressor nations.

Our most useful and immediate role is to act as an arsenal for them as well as for ourselves. They do not need man power, but they do need billions of dollars worth of the weapons of defense.

The time is near when they will not be able to pay for them all in ready cash. We cannot, and we will not, tell them that they must surrender, merely because of present inability to pay for the weapons which we know they must have. . . .

— President Franklin D. Roosevelt, Annual Message to Congress, January 6, 1941

33 Which program was President Franklin D. Roosevelt proposing in this speech?

- (1) Fair Deal
- (2) Great Society
- (3) Lend-Lease
- (4) Cash and Carry

Base your answer to question 34 on the cartoon below and on your knowledge of social studies.



Source: Dr. Seuss, *PM*, April 7, 1942

34 This World War II cartoon was used to encourage Americans to

- (1) buy war bonds
- (2) conserve natural resources
- (3) serve in the armed forces
- (4) work in war industries

35 A major purpose of the GI Bill (1944) was to

- (1) replace the draft near the end of World War II
- (2) prohibit racial discrimination in the armed forces
- (3) provide federal funds for veterans to attend college
- (4) increase the number of women working in defense industries

36 In the Truman Doctrine, President Harry Truman pledged to

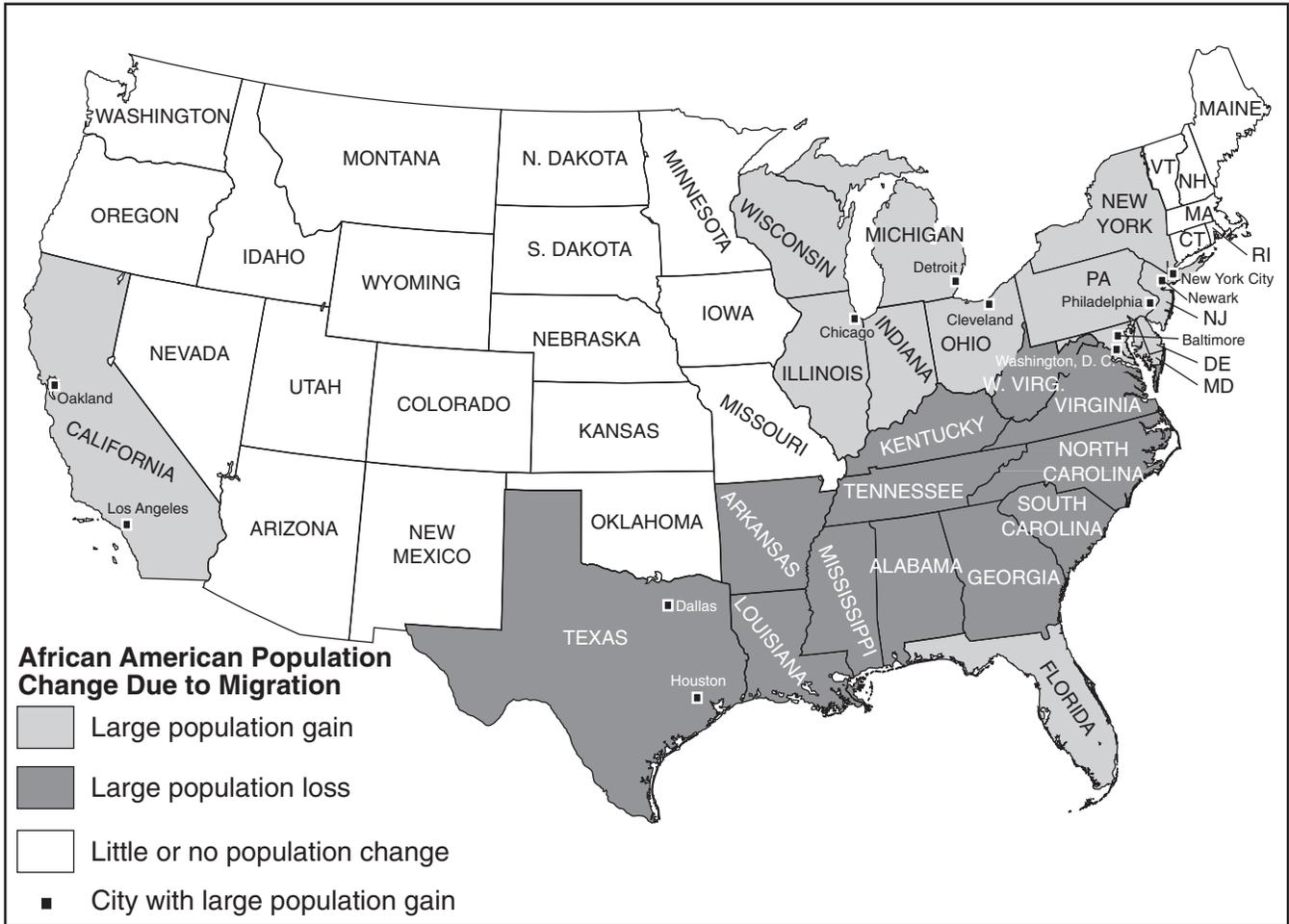
- (1) support Greece in its fight against communist aggression
- (2) fight hunger in Africa and Asia
- (3) strengthen the United States nuclear arsenal
- (4) reject a policy of containment

37 Which factor is most closely associated with McCarthyism?

- (1) buildup of Soviet missiles in Cuba
- (2) fear of communist influence in the United States
- (3) rise of the Communist Party in China
- (4) creation of the Warsaw Pact by the Soviet Union

Base your answer to question 38 on the map below and on your knowledge of social studies.

African American Migration, 1940–1970



Source: *Atlas of American History*, Rand McNally, 1999 (adapted)

38 The information on the map supports the conclusion that African American migration between 1940 and 1970 was mainly from the

- (1) urban areas to rural areas
- (2) south to the north
- (3) Mountain states to the West Coast
- (4) Sun Belt to the Great Plains

39 Which development led to the other three?

- (1) The United States government increased funding for science and math education.
- (2) The Soviet Union launched the *Sputnik* satellite.
- (3) A joint Soviet-American space mission was announced.
- (4) President John F. Kennedy set the goal of landing a man on the Moon.

40 Which development is most closely associated with the belief in the domino theory?

- (1) military involvement in Vietnam
- (2) construction of the Berlin Wall
- (3) signing of the nuclear test ban treaty
- (4) end of the Korean War

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



Source: Herblock, *Washington Post*, December 4, 1975

- 41 Which statement most accurately describes the main idea of this 1975 cartoon?
- (1) The press should not publish materials that damage the reputation of public officials.
 - (2) The government is improperly hiding information from the public.
 - (3) Government should restrict the publication of sensitive materials.
 - (4) Libraries are making too many government reports open to the public.

- 42 The primary purpose of President Richard Nixon's policy of détente was to
- (1) expand United States military involvement in Southeast Asia
 - (2) assure an adequate supply of oil from the Middle East
 - (3) ease tensions between the United States and the Soviet Union
 - (4) maintain a favorable balance of trade with China
- 43 One way in which Andrew Jackson, Abraham Lincoln, and Woodrow Wilson are similar is that each
- (1) expanded presidential powers
 - (2) reduced the size of the federal bureaucracy
 - (3) faced congressional investigations over the handling of the military
 - (4) used his power as commander in chief to send troops overseas to fight a war
- 44 Which of these trials established the principle that leaders of a nation may be tried for crimes against humanity?
- | | |
|---------------|------------------------|
| (1) Scopes | (3) Sacco and Vanzetti |
| (2) Rosenberg | (4) Nuremberg |
- 45 One similarity between the laws being challenged in the United States Supreme Court cases of *Plessy v. Ferguson* (1896) and *Korematsu v. United States* (1944) is that
- (1) specific groups of people were being targeted based on race or ethnicity
 - (2) state laws were declared unconstitutional
 - (3) immigrants were relocated to prison camps
 - (4) federal laws segregating public transportation were upheld

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

Projected Change in House Seats in 2010, By State

State	House Seats		Projected House Seats
	2000	2010	
Arizona	8	9	+1
California	53	54	+1
Florida	25	27	+2
Georgia	13	14	+1
Illinois	19	18	-1
Massachusetts	10	9	-1
Missouri	9	8	-1
Nevada	3	4	+1
New York	29	27	-2
Ohio	18	16	-2
Pennsylvania	19	18	-1
Texas	32	35	+3

Source: Population Reference Bureau, www.prb.org (adapted)

- 46 Information from the table supports the conclusion that the
- (1) population of the United States is increasing
 - (2) center of population is moving eastward
 - (3) distribution of House seats follows shifts in population
 - (4) number of senators will soon increase

47 **“Eisenhower Sends U.S. Troops to Protect Lebanon”**
“Kennedy Places Quarantine on Shipment of Soviet Missiles to Cuba”
“Johnson Increases U.S. Troop Strength in Vietnam by 125,000”

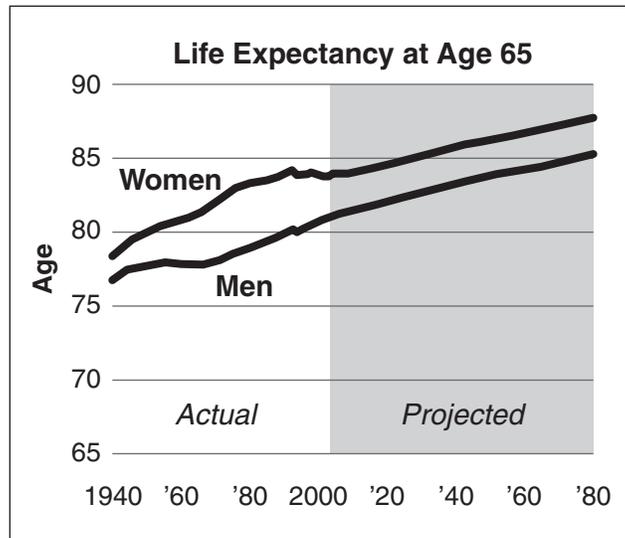
Which statement about the Cold War is illustrated by these headlines?

- (1) Rivalries between the superpowers often involved conflicts in other nations.
- (2) United States military support was most often deployed in Europe.
- (3) Communist forces were frequently victorious in Asia.
- (4) Summit talks frequently succeeded in limiting international tensions.

48 Which list of wars that involved the United States is in the correct chronological order?

- (1) Vietnam War → War on Terrorism → Korean War → World War II
- (2) Korean War → World War II → Vietnam War → War on Terrorism
- (3) World War II → Vietnam War → War on Terrorism → Korean War
- (4) World War II → Korean War → Vietnam War → War on Terrorism

Base your answers to questions 49 and 50 on the graph below and on your knowledge of social studies.



Source: *New York Times*, June 12, 2005 (adapted)

- 49 Which conclusion about life expectancy at age 65 is most clearly supported by the information in the graph?
- (1) Life expectancies for men and women are likely to remain the same.
 - (2) Life expectancy rates for men show a steady decline since 1980.
 - (3) By 2040, the life expectancy of men will exceed that of women.
 - (4) Current life expectancy exceeds age 80 for both men and women.
- 50 The changes shown between 1940 and 2000 are most likely the result of the
- (1) reduction in warfare
 - (2) improvements in modern medicine
 - (3) increase in the number of immigrants
 - (4) decrease in obesity rates
-

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

Part II

THEMATIC ESSAY QUESTION

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

Theme: Constitutional Principles — Individual Rights

Throughout United States history, many different groups have faced discrimination. The federal and state governments have taken actions that have either protected or limited the rights of these groups in American society.

Task:

Select **two** different groups in American society who have faced discrimination and for **each**

- Describe **one** specific example of discrimination faced by the group
- Describe **one** action taken by the federal or state governments related to this example of discrimination
- Discuss how the action taken by the federal or state governments either protected **or** limited the rights of the group

You may use any example from your study of United States history. Some groups you might wish to consider include Native American Indians, African Americans, Asian Americans, Hispanic Americans, women, the elderly, and the disabled.

You are *not* limited to these suggestions.

Guidelines:

In your essay, be sure to

- Develop all aspects of the task
- Support the theme with relevant facts, examples, and details
- Use a logical and clear plan of organization, including an introduction and a conclusion that are beyond a restatement of the theme

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

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

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

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

Part III

DOCUMENT-BASED QUESTION

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

Between the Civil War and the end of World War I, industrialization played an ever-increasing role in the economic, social, and political development of the United States.

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 economic, social, *and/or* political effects of industrialization on the United States between the Civil War (1861–1865) and the end of World War I (1918)

Part A
Short-Answer Questions

Directions: Analyze the documents and answer the short-answer questions that follow each document in the space provided.

Document 1a

Selected Statistics Related to Industrialization

	Value of Manufactured Products	Employed in Manufacturing	
		Number of Males	Number of Females
1860	\$1.9 billion	1.03 million	270,357
1870	\$4.2 billion	1.61 million	323,506
1880	\$5.3 billion	2.01 million	529,983
1890	\$9.3 billion	2.86 million	503,089
1900	\$12.9 billion	4.08 million	1.03 million
1910	\$20.8 billion	8.84 million	1.82 million

Source: Inter-University Consortium for Political and Social Research, Ann Arbor, MI, and U.S. Census Bureau

Document 1b

United States Immigration 1861–1910

Decade	Total
1861–1870	2,314,824
1871–1880	2,812,191
1881–1890	5,246,613
1891–1900	3,687,564*
1901–1910	8,795,386

*Decline in numbers of immigrants due in part to the Depression of 1893.

Source: U.S. Immigration and Naturalization Service, *Statistical Yearbook of the Immigration and Naturalization Service, 1998*, U.S. Government Printing Office

1 Based on these charts, state **two** trends related to industrialization between 1861 and 1910. [2]

(1) _____

Score

(2) _____

Score

Document 2a

Urbanization, Railroad Mileage, and Industrialization of the United States, 1860–1900

	1860	1870	1880	1890	1900
Urban Population (millions)	6.2	9.9	14.1	22.1	30.2
% Urban Population	20%	25%	28%	35%	40%
Number of Cities with Population of 10,000+	93	168	223	363	440
Railroad Mileage (thousands)	30.6	52.9	93.3	166.7	206.6
Meat Packing Output (\$ millions)	not available	62.1	303.6	564.7	790.3

Source: Gary Fields, "Communications, Innovations, and Networks: The National Beef Network of G. F. Swift" (adapted)

Document 2b

Union Membership, 1870–1920

Year	Number of workers, age 10 and over (excluding agricultural workers)	Average annual union membership	Union membership as a percentage of the total number of workers outside agriculture
1870	6,075,000	300,000*	4.9%
1880	8,807,000	200,000*	2.3%
1890	13,380,000	372,000*	2.7%
1900	18,161,000	868,000	4.8%
1910	25,779,000	2,140,000	8.3%
1920	30,985,000	5,048,000	16.3%

* Figures for 1870, 1880, and 1890 are estimates.

Source: Irving Bartlett et al., *A New History of the United States*, Holt, Rinehart and Winston, 1975 (adapted)

2 Based on these charts, state **two** effects of industrialization on the United States after the Civil War. [2]

(1) _____

Score

(2) _____

Score

Document 3

The resolutions below were proposed at the Populist [People's] Party National Convention.

4. *Resolved*, That we condemn the fallacy [myth] of protecting American labor under the present system, which opens our ports to the pauper [poor] and criminal classes of the world, and crowds out our wage-earners; and we denounce the present ineffective laws against contract labor [day laborers], and demand the further restriction of undesirable emigration.

5. *Resolved*, That we cordially sympathize with the efforts of organized workingmen to shorten the hours of labor, and demand a rigid enforcement of the existing eight-hour law on Government work, and ask that a penalty clause be added to the said law.

9. *Resolved*, That we oppose any subsidy or national aid to any private corporation for any purpose.

Source: People's Party National Platform, July 4, 1892

3 Based on this document, identify *one* reform proposed at the Populist Party Convention related to industrialization. [1]

Score

Document 4

The excerpts below are from an Illinois state law passed in 1893.

— —
INSPECTION

§ 1. Manufacture of certain articles of clothing prohibited in apartments, tenement houses and living rooms, except by families living therein. Every such work shop shall be kept clean, free from vermin [rodents], infectious or contagious matter and to that end shall be subject to inspection as provided in this act. Such work shops shall be reported to the board of health.

§ 2. If upon inspection such work shops shall be found unhealthy or infectious such orders shall be given and action taken as the public health shall require.

§ 4. Children under 14 years of age prohibited from being employed in any manufacturing establishment, factory or work shop in the state. Register of children under 16 years shall be kept. The employment of children between ages of 14 and 16 years prohibited unless an affidavit [legal document] by the parent or guardian shall first be filed in which shall be stated the age date and place of birth. Certificates of physical health may be demanded by the inspectors.

§ 5. No female shall be employed in any factory or workshop more than eight hours in any one day or forty-eight hours in any one week.

Source: "Factories and Workshops," *Laws of the State of Illinois, Passed by the Thirty-Eighth General Assembly, 1893*

4 Based on these excerpts, identify **two** ways this 1893 Illinois state law addressed problems caused by industrialization. [2]

(1) _____

Score

(2) _____

Score

Document 5

Hamlin Garland visited Homestead, Pennsylvania, and the Carnegie steel mills to write this article for *McClure's Magazine*.

. . . The streets of the town were horrible; the buildings were poor; the sidewalks were sunken, swaying, and full of holes, and the crossings were sharp-edged stones set like rocks in a river bed. Everywhere the yellow mud of the street lay kneaded into a sticky mass, through which groups of pale, lean men slouched in faded garments, grimy with the soot and grease of the mills.

The town was as squalid [dirty] and unlovely as could well be imagined, and the people were mainly of the discouraged and sullen type to be found everywhere where labor passes into the brutalizing stage of severity. It had the disorganized and incoherent effect of a town which has feeble public spirit. Big industries at differing eras have produced squads [groups] of squalid tenement-houses far from the central portion of the town, each plant bringing its gangs of foreign laborers in raw masses to camp down like an army around its shops.

Such towns are sown thickly over the hill-lands of Pennsylvania, but this was my first descent into one of them. They are American only in the sense in which they represent the American idea of business. . . .

Source: Hamlin Garland, "Homestead and Its Perilous Trades—Impressions of a Visit,"
McClure's Magazine, June 1894

- 5 Based on Hamlin Garland's observations, what is **one** impact of industrialization on Homestead, Pennsylvania? [1]

Score

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GO ON TO THE NEXT PAGE ⇨

Document 6a

Clara Lemlich, a labor union leader, sparked the 1909 walkout of shirtwaist [blouse] makers with her call for a strike.

First let me tell you something about the way we work and what we are paid. There are two kinds of work—regular, that is salary work, and piecework. The regular work pays about \$6 a week and the girls have to be at their machines at 7 o'clock in the morning and they stay at them until 8 o'clock at night, with just one-half hour for lunch in that time.

The shops. Well, there is just one row of machines that the daylight ever gets to—that is the front row, nearest the window. The girls at all the other rows of machines back in the shops have to work by gaslight, by day as well as by night. Oh, yes, the shops keep the work going at night, too. . . .

Source: Clara Lemlich, "Life in the Shop," *New York Evening Journal*, November 28, 1909

Document 6b



Source: *Bain News Service*, New York, February 1910, Library of Congress

6 Based on these documents, state **two** ways industrialization affected workers. [2]

(1) _____

Score

(2) _____

Score

Document 7a

THE TRUST GIANT'S POINT OF VIEW,
"What a Funny Little Government"



Source: Horace Taylor, *The Verdict*, January 22, 1900 (adapted)

7a What is the cartoonist's point of view concerning the relationship between government and industrialists such as John D. Rockefeller? [1]

Score

Document 7b



Source: Clifford K. Berryman, *Washington Evening Star*, October 11, 1907
(adapted)

7b According to the cartoonist, what was President Theodore Roosevelt's policy toward trusts? [1]

Score

Document 8

Although they sometimes used controversial methods to accumulate wealth, many industrialists, such as Andrew Carnegie, John D. Rockefeller, and J. P. Morgan, also gave away millions of dollars. This excerpt describes some of the charitable work of Andrew Carnegie.

. . . But despite his wealth-getting, his wage-cutting, and his responsibility for a bloody labor dispute at his Homestead plant in 1892, Carnegie had not forgotten his heritage of concern for social justice. In his 1889 article "Wealth," he gloried in the cheap steel his leadership had given the American consumer but also proclaimed the moral duty of all possessors of great wealth to plow back their money into philanthropy [charity] with the same judgment, zeal, and leadership they had devoted to getting rich. And he lived up to that precept [principle], paying for thousands of library buildings, setting up trusts and foundations, endowing universities, building Carnegie Hall in New York and the Peace Palace at The Hague, and much more. He once wrote that the man who dies rich dies disgraced. He had some sins to answer for, and it took him a while, but in 1919 at eighty-three Andrew Carnegie died in a state of grace by his own agnostic [non-religious] definition. . . .

Source: Foner and Garraty, eds., "Andrew Carnegie," *The Reader's Companion to American History*, Houghton Mifflin, 1991

8 According to this document, how did Andrew Carnegie show his concern for social justice? [1]

Score

Document 9

. . . The significance of the American entry into the conflict [World War I] was not at all a military one, at least for twelve to fifteen months after April 1917, since its army was even less prepared for modern campaigning than any of the European forces had been in 1914. But its productive strength, boosted by the billions of dollars of Allied war orders, was unequaled. Its total industrial potential and its share of world manufacturing output was two and a half times that of Germany's now overstrained economy. It could launch merchant ships in their hundreds, a vital requirement in a year when the U-boats were sinking over 500,000 tons a month of British and Allied vessels. It could build destroyers in the astonishing time of three months. It produced half of the world's food exports, which could now be sent to France and Italy as well as to its traditional British market.

In terms of economic power, therefore, the entry of the United States into the war quite transformed the balances, and more than compensated for the collapse of Russia at this same time. . . . the productive resources now arranged against the Central Powers were enormous. . . .

Source: Paul Kennedy, *The Rise and Fall of the Great Powers*, Random House, 1987

9 According to Paul Kennedy, what was **one** effect of United States industrialization on World War I? [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 your essay. Support your response with relevant facts, examples, and details. Include additional outside information.

Historical Context:

Between the Civil War and the end of World War I, industrialization played an ever-increasing role in the economic, social, and political development of the United States.

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

- Discuss the economic, social, *and/or* political effects of industrialization on the United States between the Civil War (1861–1865) and the end of World War I (1918)

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 conclusion that are beyond a restatement of the theme

The University of the State of New York

Part I

REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY AND GOVERNMENT

Tuesday, June 16, 2009 — 1:15 to 4:15 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

REGENTS EXAM IN U.S. HISTORY AND GOVERNMENT

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