

REGENTS EXAM IN U.S. HISTORY AND GOVERNMENT

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

**UNITED STATES HISTORY  
AND GOVERNMENT**

**Wednesday, June 13, 2018 — 9:15 a.m. to 12:15 p.m., only**

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

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

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

Print your name and the name of your school on the lines above. A separate answer sheet for Part I has been provided to you. Follow the instructions from the proctor for completing the student information on your answer sheet. Then fill in the heading of each page of your essay booklet.

This examination has three parts. You are to answer **all** questions in all parts. Use black or dark-blue ink to write your answers to Parts II, III A, and III B.

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

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

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

**Part III A** contains the documents. When you reach this part of the test, enter your name and the name of your school on the first page of this section.

Each document is followed by one or more questions. Write your answer to each question in this examination booklet on the lines following that question.

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

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

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

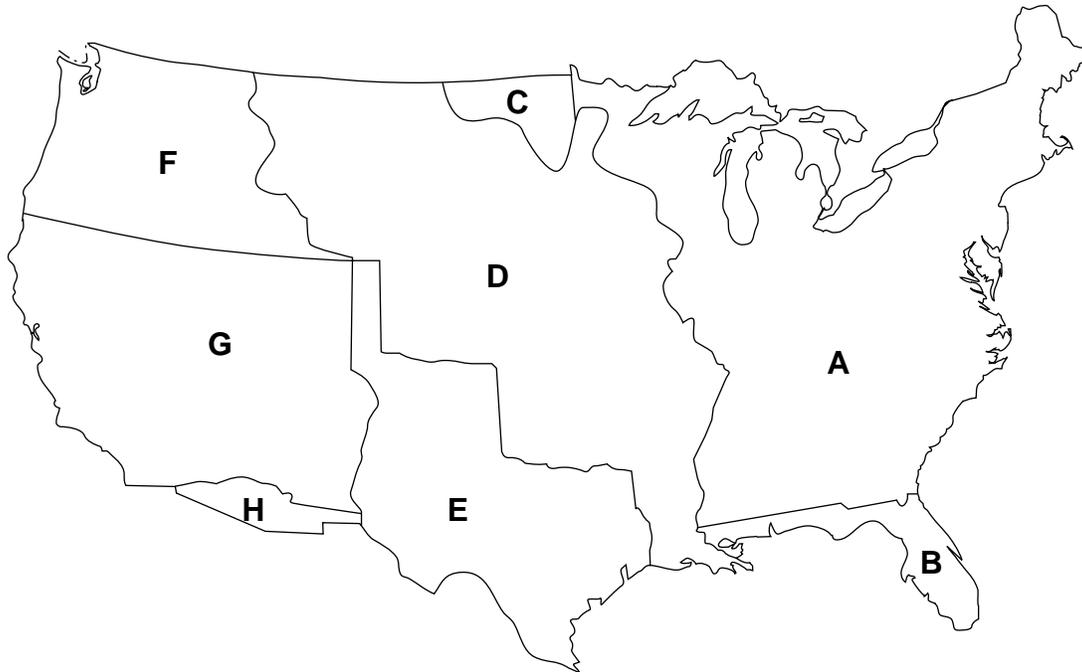
## Part I

### Answer all questions in this part.

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

- 1 What was a main reason large plantations developed in the South during the colonial period?
- (1) British laws promoted the growth of slavery in the South.
  - (2) Cotton could only be grown in wetlands.
  - (3) Southern mountains led to the development of isolated, self-sufficient farms.
  - (4) The climate in the South provided longer growing seasons.
- 2 In the 1780s, the national government under the Articles of Confederation established its authority in the Northwest Territory by
- (1) providing a system for the formation of new states
  - (2) settling the border dispute with Mexico
  - (3) extending the nation's border to the Rocky Mountains
  - (4) rejecting Native American Indian claims of sovereignty
- 3 A fundamental principle of a republican form of government is that
- (1) hereditary rulers are the legitimate possessors of political power
  - (2) legislation must be passed by the elected representatives of the people
  - (3) laws should be created directly by the citizens
  - (4) governments are not responsible for protecting individual rights
- 4 What was a major argument used by the Antifederalists to oppose ratifying the Constitution?
- (1) Congress was given the power to tax exports.
  - (2) The executive branch lacked the power to maintain order.
  - (3) The proposed Constitution contained no bill of rights.
  - (4) Only the national government could coin money.
- 5 The judicial branch of government can check the legislative branch of government by
- (1) vetoing bills passed by Congress
  - (2) declaring laws unconstitutional
  - (3) calling special sessions of Congress
  - (4) reducing congressional budgets
- 6 "... Because finally, 'the equal right of every citizen to the free exercise of his Religion according to the dictates of conscience' is held by the same tenure with all our other rights. If we recur to [go to] its origin, it is equally the gift of nature; . . ."
- James Madison
- The belief expressed in this statement was put into law by the
- (1) signing of the Mayflower Compact
  - (2) creation of the Articles of Confederation
  - (3) establishment of a federal system of government
  - (4) addition of the first amendment to the United States Constitution
- 7 "... To make all Laws which shall be necessary and proper for carrying into Execution the foregoing Powers, and all other Powers vested by this Constitution in the Government of the United States, or in any Department or Officer thereof."
- Article I, Section 8, United States Constitution
- This clause was used by Secretary of the Treasury Alexander Hamilton to justify
- (1) establishing the Bank of the United States
  - (2) creating a federal postal system
  - (3) sending troops to end the Whiskey Rebellion
  - (4) imposing an embargo on trade with Great Britain

Base your answers to questions 8 and 9 on the map below and on your knowledge of social studies.



8 Which two areas of the map made up the United States in 1803 as a result of the Louisiana Purchase?

- (1) A and B
- (2) A and D
- (3) B and D
- (4) E and G

9 Which of these areas was acquired as a result of the Mexican-American War?

- (1) A
- (2) B
- (3) F
- (4) G

---

Base your answer to question 10 on the quotation below and on your knowledge of social studies.

“. . . As a bond of union between the Atlantic and the western states, it may prevent the dismemberment of the American empire. As an organ of communication between the Hudson, the Mississippi, the St. Lawrence, the great lakes of the north and west, and their tributary rivers, it will create the greatest inland trade ever witnessed. . . .”

— New York Governor DeWitt Clinton, April 26, 1824

10 Which development in transportation is Governor Clinton describing?

- (1) National Road
- (2) Erie Canal
- (3) steamboats
- (4) railroads

11 An example of the use of the unwritten constitution is the

- (1) president’s cabinet
- (2) amendment process
- (3) bicameral legislature
- (4) electoral college

Base your answer to question 12 on the chart below and on your knowledge of social studies.

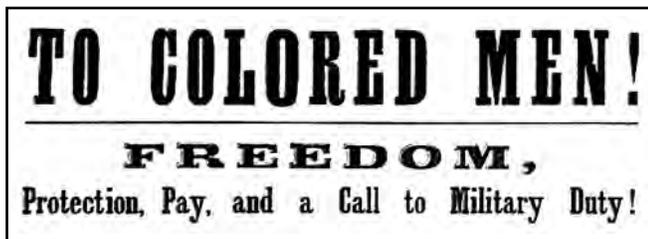
**Resources of the North and South, 1861**

Resources	North		South	
	Number (approximate)	Percent of National Total	Number (approximate)	Percent of National Total
Farmland	105,817,694 acres	65%	56,832,154 acres	35%
Railroad Track	21,847 miles	71%	8,947 miles	29%
Value of Manufactured Goods	\$1,794,417,000	92%	\$155,531,281	8%
Factories	119,500	85%	20,631	15%
Workers in Industry	1,198,000	92%	110,721	8%
Population	22,340,000 (includes 432,720 enslaved persons)	63%	9,103,332 (includes 3,521,043 enslaved persons)	37%

Source: James West Davidson et al., *The American Nation*, Prentice Hall, 2000; 1860 Census, U.S. Census Bureau (adapted)

- 12 Which generalization is supported by the information in the chart?
- (1) The South exported more manufactured goods than the North.
  - (2) The North would have more difficulty supplying an army than the South.
  - (3) The North had greater economic strength than the South.
  - (4) The South would be better able to transport an army than the North.

Base your answer to question 13 on the poster below and on your knowledge of social studies.



Source: National Archives

- 13 Which government action most directly prompted the publication of this poster?
- (1) issuance of the Emancipation Proclamation
  - (2) passage of the Kansas-Nebraska Act
  - (3) rejection of the Wilmot Proviso
  - (4) adoption of the Missouri Compromise

14 At the start of the Civil War, President Abraham Lincoln stated that the major reason for fighting the war was to

- (1) break the South's economic ties to Great Britain
  - (2) uphold the Constitution by preserving the Union
  - (3) enforce the terms of the Compromise of 1850
  - (4) punish the Confederate states for leaving the Union
- 15 Passage of the Homestead Act in 1862 encouraged settlement of the Great Plains by
- (1) providing free land to farmers
  - (2) removing barriers to Asian immigration
  - (3) supplying land to build transcontinental railroads
  - (4) placing Native American Indians on reservations

16 Which heading best completes the partial outline below?

- |   |
|---|
| I. _____<br>A. Freedmen's Bureau<br>B. Passage of the 14th amendment<br>C. Military occupation of the South |
|---|

- (1) Development of States Rights
- (2) Results of Manifest Destiny
- (3) Elements of Reconstruction
- (4) Limits on Civil Rights

17 Between 1865 and 1900, how did the growth of industry affect American society?

- (1) Trade with other nations declined.
- (2) Business leaders called for lower tariffs.
- (3) The urban population increased.
- (4) Corporations supported the growth of labor unions.

18 The federal government reacted to the Supreme Court's ruling in *Wabash, St. Louis & Pacific Railway Co. v. Illinois* (1886) by

- (1) passing the Interstate Commerce Act
- (2) weakening the influence of banks over big business
- (3) abandoning the government's attempts to break up monopolies
- (4) encouraging railroad employees to form unions

19 In the late 1800s, the corporation became an important form of business organization primarily because it

- (1) had closer ties with its employees
- (2) could raise large amounts of investment capital
- (3) made better quality products
- (4) called for conservation of natural resources

Base your answer to question 20 on the passage below and on your knowledge of social studies.

... The object of the amendment was undoubtedly to enforce the absolute equality of the two races before the law, but, in the nature of things, it could not have been intended to abolish distinctions based upon color, or to enforce social, as distinguished from political, equality, or a commingling of the two races upon terms unsatisfactory to either. Laws permitting, and even requiring, their separation in places where they are liable to be brought into contact do not necessarily imply the inferiority of either race to the other, and have been generally, if not universally, recognized as within the competency of the state legislatures in the exercise of their police power. The most common instance of this is connected with the establishment of separate schools for white and colored [African American] children, which has been held to be a valid exercise of the legislative power even by courts of States where the political rights of the colored race have been longest and most earnestly enforced. . . .

— United States Supreme Court, 1896

20 In this 1896 decision, the Supreme Court upheld the constitutionality of

- (1) the Three-fifths Compromise
  - (2) Jim Crow laws
  - (3) affirmative action programs
  - (4) racial integration
-

Base your answer to question 21 on the cartoon below and on your knowledge of social studies.

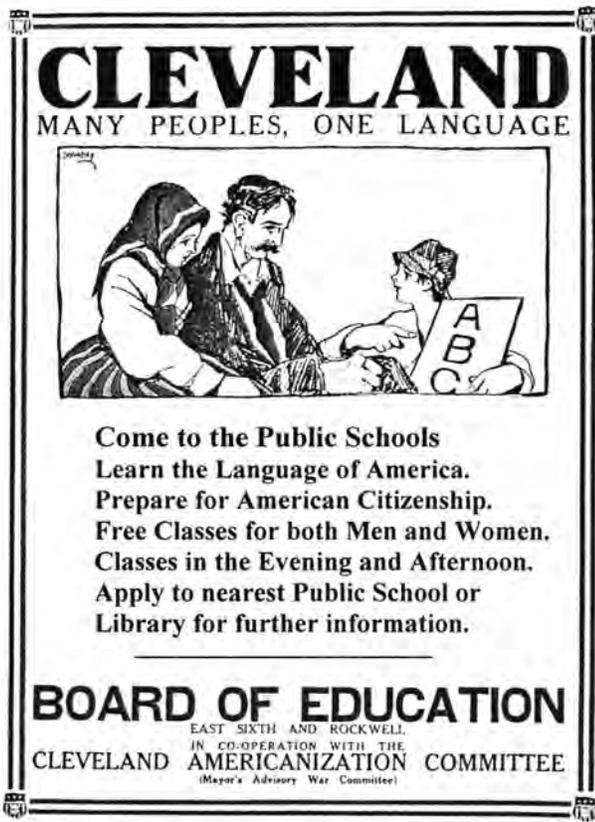
### The News Reaches Bogota



Source: W. A. Rogers, *New York Herald*, December 1903

- 21 The foreign policy illustrated in this cartoon was used by the United States to
- (1) punish Mexico for siding with Germany in World War I
  - (2) enforce the Monroe Doctrine against Great Britain
  - (3) secure control of land for the Panama Canal Zone
  - (4) announce the Open Door policy
-

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



Source: J. H. Donahey, Smithsonian National Museum of American History, 1917 (adapted)

- 22 This 1917 poster indicates that one important educational goal for new immigrants during this time period was
- (1) teaching them to read and write in their native language
  - (2) promoting religious tolerance
  - (3) ensuring the preservation of their native cultures
  - (4) promoting the English language as a method of assimilation
- 23 The United States became directly involved in World War I as a result of Germany's
- (1) negotiation of an alliance with Russia
  - (2) threat to spread the war to the Middle East
  - (3) resumption of unrestricted submarine warfare
  - (4) acquisition of new African colonies

- 24 Progressivism was an early 20th-century movement that promoted
- (1) limited war to spread social justice to other countries
  - (2) increased immigration to diversify the nation's population
  - (3) colonialism to increase United States power throughout the world
  - (4) government actions to correct political, economic, and social problems
- 25 Which government action is directly related to the "clear and present danger" doctrine established in *Schenck v. United States* (1919)?
- (1) limiting the first amendment rights of antiwar protesters
  - (2) rejecting membership in the League of Nations
  - (3) banning immigration from western Europe
  - (4) passage of the Prohibition amendment
- 26 Hosting the Washington Naval Disarmament Conference (1921) and signing the Kellogg-Briand Pact (1928) were efforts by the United States to
- (1) form new military alliances
  - (2) increase its military preparedness
  - (3) avoid future wars
  - (4) collect payment for war debts
- 27 The Harlem Renaissance of the 1920s is best known for
- (1) ending racial segregation in public facilities
  - (2) promoting the cultural creativity of African Americans
  - (3) encouraging passage of new voting rights legislation
  - (4) supporting legislation to eliminate the Ku Klux Klan
- 28 Which factor best accounts for the affordability of Ford Model T automobiles in the 1920s?
- (1) the efficiencies created by the assembly line
  - (2) the expertise of individual craftsmanship
  - (3) strong support from labor unions
  - (4) low taxes and government subsidies

Base your answers to questions 29 and 30 on the statements below and on your knowledge of social studies.

. . . The ever-growing complexity of modern life, with its train of evermore perplexing and difficult problems, is a challenge to our individual characters and to our devotion to our ideals. The resourcefulness of America when challenged has never failed. Success is not gained by leaning upon government to solve all the problems before us. That way leads to enervation [lessening] of will and destruction of character. Victory over this depression and over our other difficulties will be won by the resolution of our people to fight their own battles in their own communities, by stimulating their ingenuity to solve their own problems, by taking new courage to be masters of their own destiny in the struggle of life. . . .

— President Herbert Hoover, February 12, 1931

. . . I am prepared under my constitutional duty to recommend the measures that a stricken Nation in the midst of a stricken world may require. These measures, or such other measures as the Congress may build out of its experience and wisdom, I shall seek, within my constitutional authority, to bring to speedy adoption. . . .

— President Franklin D. Roosevelt, March 4, 1933

29 Which idea would best be supported by President Hoover's statement?

- (1) rugged individualism
- (2) unemployment insurance
- (3) deficit spending
- (4) collective bargaining

30 These statements illustrate a difference in opinion between the two presidents over

- (1) granting subsidies to big business
- (2) promoting free-trade policies in the Western Hemisphere
- (3) regulating supply and demand
- (4) expanding the federal government's role in the economy

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31 Which problem did Franklin D. Roosevelt address *first* in his presidency?

- (1) ending the Red Scare
- (2) standing up to dictators in Europe
- (3) bringing stability to the banking system
- (4) approving bonus payments to World War I veterans

32 **“National Defense at Any Expense, but Keep Our Boys at Home.”**

This 1941 slogan of the America First Committee promoted

- (1) globalism
- (2) protective tariffs
- (3) isolationism
- (4) reduced military spending

Base your answers to questions 33 and 34 on the cartoon below and on your knowledge of social studies.

### And He Doesn't Mean Maybe!



Source: Jim Berryman, *Washington Evening Star*, January 1943 (adapted)

- 33 What is the main idea of the cartoon?
- (1) United States factories will not be able to manufacture military supplies in sufficient quantities.
  - (2) The federal government will most likely need to seize ownership of manufacturing plants.
  - (3) President Franklin D. Roosevelt expects other nations to supply the same amount of armaments as the United States.
  - (4) President Franklin D. Roosevelt is determined to supply the United States military and its allies with whatever it takes to defeat the Axis powers.
- 34 One major result of the production efforts described in the cartoon was that
- (1) the high unemployment of the Great Depression was greatly reduced
  - (2) most companies that produced military supplies went out of business after the war
  - (3) critics claimed that President Franklin D. Roosevelt was abusing his treaty-making power
  - (4) the military had difficulty enlisting soldiers because the men were working in the munitions factories
-

Base your answer to question 35 on the newspaper headlines below and on your knowledge of social studies.

**In His Big League Debut**  
**JACKIE SCORES WINNING RUN**

**Robbie's Bunt Turns Tide**

**Police Halt Flareup at Chapel Hill**

**Big Day for Dodgers**

**Robinson Mobbed by Cameramen and Fans At Historic Opener**

**Jackie Romps Home From Second Base As 26,000 Cheer**

Source: *Pittsburgh Courier*, April 19, 1947 (adapted)

35 Which conclusion can be drawn from an examination of these 1947 newspaper headlines concerning Jackie Robinson?

- (1) Robinson's integration of major league baseball was an important event in the history of civil rights.
- (2) Robinson went on to organize the civil rights movement.
- (3) Sports fans overwhelmingly encouraged the desegregation of public accommodations.
- (4) Robinson's major league debut had no impact on race relations in the United States.

36 "... From Stettin in the Baltic to Trieste in the Adriatic, an iron curtain has descended across the Continent. . . ."

— Winston Churchill, March 5, 1946

With this observation, Winston Churchill warned the United States that Europe was threatened by

- (1) an embargo of its Middle East oil supplies
- (2) the growth of fascism in Great Britain
- (3) the expansion of communism in Eastern Europe
- (4) a nuclear attack by the Soviet Union

37 The North Atlantic Treaty Organization (NATO) and the Warsaw Pact are examples of

- (1) dollar diplomacy
- (2) Lend-Lease
- (3) mutual defense
- (4) Manifest Destiny

- 38 Belief in the domino theory by presidents Dwight D. Eisenhower, John F. Kennedy, and Lyndon B. Johnson directly influenced their decisions to
- (1) reject the policy of collective security
  - (2) support a return to neutrality
  - (3) end the Berlin airlift
  - (4) increase United States military involvement in Vietnam
- 39 The War on Poverty was an attempt by President Lyndon B. Johnson to
- (1) send medical aid to African nations
  - (2) strengthen the Peace Corps
  - (3) decrease the number of immigrants from Latin America
  - (4) raise the standard of living for many Americans

Base your answer to question 40 on the passage below and on your knowledge of social studies.

. . . You express a great deal of anxiety over our willingness to break laws. This is certainly a legitimate concern. Since we so diligently urge people to obey the Supreme Court's decision of 1954 outlawing segregation in the public schools, it is rather strange and paradoxical to find us consciously breaking laws. One may well ask, "how can you advocate breaking some laws and obeying others?" The answer is found in the fact that there are two types of laws: There are *just* and there are *unjust* laws. I would agree with Saint Augustine that "An unjust law is no law at all." . . .

— Martin Luther King Jr., "Letter from Birmingham Jail,"  
April 16, 1963

- 40 Which approach best represents the argument made in the passage?
- |                        |                 |
|------------------------|-----------------|
| (1) civil disobedience | (3) Black Power |
| (2) armed resistance   | (4) containment |
- 

- 41 A main goal of President Richard Nixon's policy of détente was to
- (1) sponsor free elections in North Korea
  - (2) negotiate an end to the Arab-Israeli conflict
  - (3) end diplomatic relations with China
  - (4) reduce tensions between the United States and the Soviet Union
- 42 Which charges led to President Bill Clinton's impeachment?
- (1) excessive use of the pardon power
  - (2) perjury and obstruction of justice
  - (3) illegal use of campaign funds
  - (4) misuse of war powers and deficit spending
- 43 One way in which Social Security, Medicare, and Medicaid are similar is that they are all
- (1) programs that provide aid to education
  - (2) examples of social welfare programs
  - (3) attempts to balance the federal budget
  - (4) aspects of public works projects

Base your answer to question 44 on the cartoon below and on your knowledge of social studies.



Source: Jim Morin, *Miami Herald*, July 21, 2006

- 44 This cartoonist is critical of the leadership of President George W. Bush and Vice President Richard B. Cheney for
- (1) supporting the clear-cutting of forests
  - (2) overusing the presidential veto power
  - (3) weakening the system of checks and balances
  - (4) waging the war in Iraq

45 Which presidential action was most consistent with the ideas presented by President George Washington in his Farewell Address?

- (1) President James Monroe's proclamation of the Monroe Doctrine in 1823
- (2) President James Polk's policy toward Mexico in 1846
- (3) President William McKinley's request for a declaration of war against Spain in 1898
- (4) President George H. W. Bush's decision to engage in the Persian Gulf War in 1990

46 The Populist movement of the 1890s and the civil rights movement of the 1950s and 1960s are similar in that both movements were attempts to

- (1) restrict the power of the executive branch
- (2) solve the problems brought about by industrialization
- (3) improve the lives of groups who were oppressed
- (4) require state governments to promote racial equality

Base your answer to question 47 on the cartoon below and on your knowledge of social studies.

“You Read Books, Eh?”



Source: Herblock, *Washington Post* (adapted)

- 47 The tactics illustrated in the cartoon were most closely associated with
- (1) isolationists supporting neutrality policies during the 1930s
  - (2) government leaders investigating communist activities after World War II
  - (3) increased federal spending for education during the 1960s
  - (4) Congress promoting increased security after the September 11, 2001 attacks

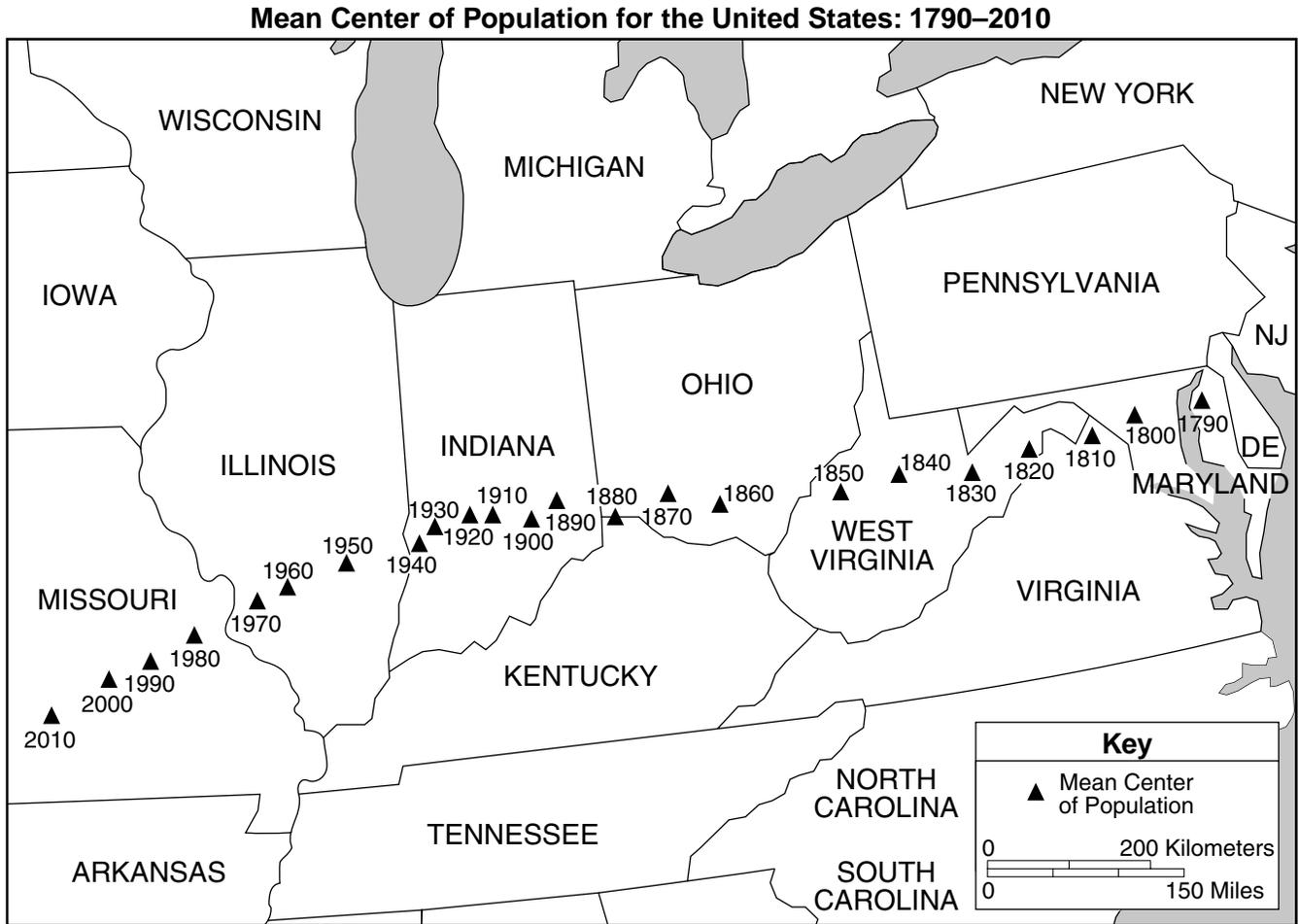
48 “Flappers” in the 1920s, “beatniks” in the 1950s, and “hippies” in the 1960s are all examples of

- (1) political groups who wanted to limit individual civil rights
- (2) citizens who wanted to return to simpler lifestyles
- (3) writers who supported United States foreign policy goals
- (4) individuals who disagreed with traditional societal values

49 The Great Depression and the economic crisis known as the Great Recession (December 2007–June 2009) were similar in that both led to

- (1) a surplus in the federal budget
- (2) a decrease in federal support for unemployment insurance
- (3) a limit on the power of the Federal Reserve System
- (4) an expansion of the federal government’s role in stabilizing the economy

Base your answer to question 50 on the map below and on your knowledge of social studies.



Source: U.S. Department of Commerce, Economics and Statistics Administration, U.S. Census Bureau (adapted)

50 What has been the principal cause of the population changes shown on the map?

- (1) employment opportunities in northeastern states
- (2) continued westward migration
- (3) enactment of immigration quotas
- (4) movement from farms to cities

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: Geography—Territorial Acquisition

Throughout the nation’s history, the United States has expanded through the acquisition of new territories. These acquisitions have had both positive and negative effects on the United States.

#### Task:

- Select **two** territories acquired by the United States and for **each**
- Describe the historical circumstances that led the United States to acquire the territory
  - Discuss *positive and/or negative* effects of the acquisition of the territory on the United States

You may use any territory acquired by the United States since 1776 from your study of United States history. Some suggestions you might wish to consider include the Ohio River valley (1783), the Louisiana Territory (1803), Florida (1819), Texas (1845), the Oregon Territory (1846), California (1848), Alaska (1867), Hawaii (1898), Puerto Rico (1899), and the Philippines (1899).

**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

## Part III

## DOCUMENT-BASED QUESTION

This question is based on the accompanying documents. The question is designed to test your ability to work with historical documents. Some of these documents have been edited for the purposes of this 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. Keep in mind that the language used in a document may reflect the historical context of the time in which it was written.

**Historical Context:**

Throughout United States history, individuals have used written works as a way to focus attention on issues facing American society. These written works have had a significant influence on the United States and American society. These written works include *Common Sense* by Thomas Paine, *Uncle Tom's Cabin* by Harriet Beecher Stowe, and *The Jungle* by Upton Sinclair.

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

Choose **two** written works mentioned in the historical context and for **each**

- Describe the historical circumstances surrounding the issue addressed by the author
- Discuss the influence of the written work on the United States and/or on American society

In developing your answers to Part III, 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 A**  
**Short-Answer Questions**

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

**Document 1**

In 1768 John Dickinson of Pennsylvania argued for a new colonial theory which limited the power of Parliament over the colonies.

. . . Then events in due course pushed the colonial theory [of limited Parliamentary power] to a final stage. Thomas Paine’s *Common Sense*, appearing in January 1776, tore every shred of authority from both King and Parliament. The two years or so preceding had piled crisis upon crisis. The Bostonians had sunk the tea; Parliament had retorted with the Intolerable Acts; the First Continental Congress had instituted a program of intercolonial economic resistance; war had erupted on Lexington Green; and an American army under the Second Congress had shut up [surrounded] General Gage and his regulars in Boston. In stirring and violent rhetoric the English-born Paine, who had recently settled in Philadelphia with a heart full of rancor for his native land, addressed the emotions as well as the minds of his readers. The “period of debate is closed,” he concluded, “TIS TIME TO PART.” Although a half year was to elapse before Congress complied, Paine’s trumpet call was a mighty factor in influencing the public as well as the delegates themselves to adopt the fateful step. No other work written in America, save perhaps *Uncle Tom’s Cabin*, has ever had such crucial repercussions. . . .

Source: Arthur M. Schlesinger, *The Birth of the Nation*, Houghton Mifflin, 1968

1 According to Arthur M. Schlesinger, what were **two** events that motivated Thomas Paine to write *Common Sense*? [2]

(1) \_\_\_\_\_

\_\_\_\_\_  
Score

(2) \_\_\_\_\_

\_\_\_\_\_  
Score

## Document 2

. . . Paine published *Common Sense* in Philadelphia, and his Forester essays\* first appeared in that city's newspapers. His friends also chose Philadelphia newspapers, and so did his political enemies. But since the controversy involved the "continent," *Common Sense* was reprinted in all the major American cities and the minor ones as well. Of course the debate spread, drawing in big men, John Adams, for example, and small ones as well. Within a few months over 100,000 copies of *Common Sense* had appeared, and the debates between independence and reconciliation dominated the newspapers.

A part of the common sense offered by Thomas Paine was the observation that Britain's old enemies in Europe would be more likely to provide support to the colonies if they declared their independence. No European power wanted to meddle in an internal dispute which might be settled by Britain and her colonies joining forces, as they had in the past, against an external enemy. Declaring independence would reassure Europe, reassure in particular France, the nation that some in Congress looked to for money and arms. . . .

Source: Robert Middlekauff, *The Glorious Cause: The American Revolution, 1763–1789*, Oxford University Press, 2005 (adapted)

\* Paine's letters that expanded his arguments made in *Common Sense*

2 According to Robert Middlekauff, what is **one** way Thomas Paine's *Common Sense* promoted support for independence? [1]

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Score

### Document 3

. . . There is an exaltation, an excitement, about *Common Sense* that conveys the very uncommon sense of adventure Americans felt as they moved toward independence. With it would come new perils, but also new opportunities, new freedoms. They knew they were on the threshold of a great experience not only for themselves but perhaps for the whole world. “The cause of America,” Paine told them, “is in a great measure the cause of all mankind.” And they believed him.

On May 15, 1776, the Virginia House of Burgesses voted to instruct its delegates in Congress to propose independence, and on the same day the Congress adopted a resolution sponsored by John Adams, advising the various colonies to assume complete powers of government within themselves. On June 7 Richard Henry Lee, following the instructions of his Virginia constituents, moved a resolution formally declaring the colonies independent. On July 2 this resolution was adopted and two days later the famous declaration to the world, drafted by Thomas Jefferson. . . .

Source: Edmund S. Morgan, *The Birth of the Republic, 1763–89*, Fourth Edition, The University of Chicago Press, 2013

3 According to Edmund S. Morgan, what was **one** effect of Thomas Paine’s *Common Sense*? [1]

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Score

## Document 4

. . . Among the provisions of the Compromise of 1850 were the end of the slave trade, but not slavery, in Washington D.C., and the creation of a new, stricter, Fugitive Slave Law. Helping runaways had been illegal since 1793, but the 1850 law required that everyone, law enforcers and ordinary citizens, help catch fugitives. Those who refused to assist slave-catchers, or aided fugitives, could be fined up to \$1,000 and jailed for six months.

It also eliminated what little legal protection fugitives once had. Before 1850, some northern states had required slave-catchers to appear before an elected judge and be tried by a jury which would determine the validity of a claim. After the 1850 Fugitive Slave Law, anyone could be taken from the street, accused of being a fugitive from slavery, and taken before a federally appointed commissioner who received \$5 for every fugitive released and \$10 for every one sent south. Free blacks and anti-slavery groups argued the system bribed commissioners to send kidnapped people into slavery, and obliged citizens to participate in the slavery system.

[Harriet Beecher] Stowe was furious. She believed the country was requiring her complicity in a system she thought was unjust and immoral. Living in Brunswick, ME [Maine] while Calvin Stowe taught at Bowdoin College, Stowe disobeyed the law by hiding runaways. When she shared her frustrations and feelings of powerlessness with her family, her sister-in-law Isabella Porter Beecher suggested she do more: “. . . if I could use a pen as you can, Hatty, I would write something that would make this whole nation feel what an accursed thing slavery is.”

Moved by the letter, Stowe swore she would “if [she] lived.” . . .

Source: Harriet Beecher Stowe Center, 2011

4 Based on this document, why was Harriet Beecher Stowe concerned about the new Fugitive Slave Law? [1]

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Score

**Document 5a**

This poster was an advertisement for Harriet Beecher Stowe's *Uncle Tom's Cabin*.

135,000 SETS, 270,000 VOLUMES SOLD.

# UNCLE TOM'S CABIN

**FOR SALE HERE.**

AN EDITION FOR THE MILLION, COMPLETE IN 1 Vol. PRICE 37 1/2 CENTS.  
" " IN GERMAN, IN 1 Vol. PRICE 50 CENTS.  
" " IN 2 Vols. CLOTH, 6 PLATES, PRICE \$1.50.  
SUPERB ILLUSTRATED EDITION, IN 1 Vol. WITH 133 ENGRAVINGS,  
PRICES FROM \$2.50 TO \$5.00.

## The Greatest Book of the Age.

Source: The Authentic History Center

**Document 5b**

. . . Stowe is often credited with influencing the country to think differently about slavery. But what do we know about how Stowe influenced Lincoln?

A decade earlier, *Uncle Tom's Cabin* (1852) had been a publishing and propaganda phenomenon. Using stories to illustrate the human impact of slavery, Stowe's blistering pen lit the world on fire. The statistics remain record-breaking: 10,000 copies sold in the first week; a million and a half British copies in a year. The book was so successful it was immediately dramatized for the stage, where it became a theatrical icon. Massachusetts Senator Charles Sumner, leader of the radical Republicans, said, "Had there been no *Uncle Tom's Cabin*, there would have been no Lincoln in the White House." . . .

But pro-slavery critics charged that Stowe had made it all up and that slavery was a humane system. So Stowe wrote a nonfiction retort, *The Key to Uncle Tom's Cabin* (1853), compiling the real-life evidence that had informed her fictional stories. . . .

Source: Katherine Kane, "Lincoln and *The Key to Uncle Tom's Cabin*," *Connecticut Explored*, Winter 2012/2013

5 Based on these documents, what is **one** reason Southern slave owners were concerned about the publication of *Uncle Tom's Cabin*? [1]

Score

## Document 6

. . . It is not possible to measure precisely the political influence of *Uncle Tom's Cabin*. One can quantify its sales but cannot point to votes that it changed or laws that it inspired. Yet few contemporaries doubted its power. "Never was there such a literary *coup-de-main* [sudden attack] as this," said Henry Wadsworth Longfellow. In England, Lord Palmerston, who as prime minister a decade later would face a decision whether to intervene on behalf of the South in the Civil War, read *Uncle Tom's Cabin* three times and admired it not so much for the story as "for the statesmanship of it." As Abraham Lincoln was grappling with the problem of slavery in the summer of 1862, he borrowed from the Library of Congress *A Key to Uncle Tom's Cabin*, a subsequent volume by Stowe containing documentation on which she had based the novel. When Lincoln met the author later that year, he reportedly greeted her with the words: "So you're the little woman who wrote the book that made this great war."

*Uncle Tom's Cabin* struck a raw nerve in the South. Despite efforts to ban it, copies sold so fast in Charleston and elsewhere that booksellers could not keep up with the demand. The vehemence of southern denunciations of Mrs. Stowe's "falsehoods" and "distortions" was perhaps the best gauge of how close they hit home. "There never before was anything so detestable or so monstrous among women as this," declared the *New Orleans Crescent*. The editor of the *Southern Literary Messenger* instructed his book reviewer: "I would have the review as hot as hellfire, blasting and searing the reputation of the vile wretch in petticoats who could write such a volume." Within two years proslavery writers had answered *Uncle Tom's Cabin* with at least fifteen novels whose thesis that slaves were better off than free workers in the North was capsulized by the title of one of them: *Uncle Robin in His Cabin in Virginia and Tom Without One in Boston*. A decade later during the Civil War a South Carolina diarist with doubts of her own about slavery reflected the obsession of southerners with *Uncle Tom's Cabin* by using it as a constant benchmark to measure the realities of life in the South. . . .

Source: James M. McPherson, *Battle Cry of Freedom: The Civil War Era*, Oxford University Press, 1988 (adapted)

6 According to James M. McPherson, what were **two** effects of the publication of *Uncle Tom's Cabin*? [2]

(1) \_\_\_\_\_

Score

(2) \_\_\_\_\_

Score

**Document 7**

. . . The freedom of big business seemed limitless. Drug companies sold patent medicines containing heroin, morphine, and cocaine that promised to cure all sorts of diseases, but actually cured none of them. Food companies sold children's candy colored with toxic heavy metals. Cheap margarine was routinely marketed as butter. Crude mixtures of apple scraps, glucose, timothy seeds, and food coloring made from coal tar were sold as strawberry jam. In the age of the great trusts, the gulf between the wealthy and the poor became enormous. Robber barons built their homes in imitation of European palaces, while millions of American workers lived in urban slums.

Upton Sinclair was moved by these injustices. During the fall of 1904 he left his home in New Jersey and traveled to Chicago, intending to write a novel about the plight of the city's meatpacking workers. The beef trust controlled the industry with an iron fist. It had recently crushed a strike by union members who were seeking a pay raise of less than three cents an hour. The meatpacking industry seemed to embody everything that was wrong with American society, operating largely in secret, wielding unchecked power, threatening the health of workers and consumers. As Sinclair later argued in *The Jungle*, the beef trust was "the incarnation [representation] of blind and insensate [insensitive] greed. . . the Great Butcher. . . the spirit of capitalism made flesh." . . .

Source: Eric Schlosser, Foreword to Upton Sinclair's *The Jungle*, Penguin Books, 2006

7 According to Eric Schlosser, what were **two** issues that concerned Upton Sinclair? [2]

(1) \_\_\_\_\_

Score

(2) \_\_\_\_\_

Score

## Document 8a

. . . Upton Sinclair wrote “The Jungle” as a labor exposé. He hoped that the book, which was billed as “the ‘Uncle Tom’s Cabin’ of wage slavery,” would lead to improvements for the people to whom he dedicated it, “the workingmen of America.” But readers of “The Jungle” were less appalled by Sinclair’s accounts of horrific working conditions than by what they learned about their food. “I aimed at the public’s heart,” he famously declared, “and by accident I hit it in the stomach.”. . .

When “The Jungle” was published, the public reaction was instantaneous. Outraged readers deluged President Theodore Roosevelt with letters. Roosevelt was ambivalent, but he invited Sinclair to the White House for lunch, and promised to send his labor commissioner and assistant Treasury secretary to Chicago to investigate. . . .

Source: Adam Cohen, “100 Years Later, the Food Industry Is Still ‘The Jungle,’” *New York Times*, January 2, 2007

## Document 8b

. . . By the spring of 1906, both meat inspection and pure food and drugs legislation had many supporters. This was not a simple, black-and-white fight between the public on one side and big business on the other. But the pure food and drugs issue encouraged a broad range of Americans to think of their identities as consumers, as people who were imperiled by rotten meat or adulterated drugs. Physicians, federal experts, and women’s groups supported legislation. State officials, assiduously [persistently] courted by Harvey Wiley [a pioneer consumer activist], agreed that federal supervision was necessary. So did Westerners, angry at the “foreign” corporations from the East and Midwest. So, too, did more than a few of those corporations. Pabst, H. J. Heinz, and other producers, setting individualism aside, recognized the benefits of federal regulation: Washington’s supervision could bring order and stability to the business; it could protect the big companies from state supervision; it could make the business too expensive for potential competitors. At the least, regulation could rescue the corporations from their public predicament in 1906. Roosevelt’s investigators had largely confirmed the essentials of *The Jungle*; the meatpackers were unable to discredit Sinclair’s account. Under the circumstances, a crucial group of food and drug producers accepted the inevitability of regulation and tried to shape the legislation to protect their interests as much as possible. . . .

Source: Michael McGerr, *A Fierce Discontent: The Rise and Fall of the Progressive Movement in America, 1870–1920*, Oxford University Press, 2005

8 Based on these documents, what were **two** effects of the publication of *The Jungle*? [2]

(1) \_\_\_\_\_

Score

(2) \_\_\_\_\_

Score

## Document 9

Upton Sinclair was present when President Lyndon B. Johnson signed legislation amending the Meat Inspection Act.

. . . “A man was wrapping pork shoulders. He dropped one in the sawdust, picked it up and wiped it off with a dirty, sour rag. . . Beef was being broken on an open dock, by a dirt road, in 95-degree weather. There were flies in the meat. Drums of bones and meat scraps were covered with maggots.”

What I just read to you was not from “The Jungle.” It did not happen 60 years ago when Upton Sinclair was writing his book. It happened in July 1967. It was written by a United States Federal Government inspector after a visit to one of our great, modern packing plants. . . .

This is an intolerable condition in the 20th century in a modern nation that prides itself on reputed leadership of the world. I have been urging and I have been asking for a strong meat inspection bill since 1964.

The Wholesome Meat Act of 1967—which has been brought to me by the good work of the Congress—will give something priceless, I think, to American housewives. It will give them assurance that the meat that they put on the dinner table for their husbands and their children is pure; that it has been packed and it has been processed in a sanitary plant. . . .

This Wholesome Meat Act is a landmark, we think, in consumer protection. It helps every American—by assuring him that the meat his family consumes has been inspected with their health and their safety in mind. . . .

Mr. Sinclair, we are so glad to have you here in the East Room with many of the distinguished Members of the Congress and people who are interested in this wholesome meat legislation.

This bill really crowns the crusade that you, yourself, began some 60 years ago.

We salute you, sir, and we thank you. . . .

Source: President Lyndon B. Johnson, Remarks Upon Signing Bill Amending the Meat Inspection Act, December 15, 1967

9 According to President Lyndon B. Johnson, what is the continuing influence of Upton Sinclair’s *The Jungle*?  
[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 four* documents in your essay. Support your response with relevant facts, examples, and details. Include additional outside information.

#### Historical Context:

Throughout United States history, individuals have used written works as a way to focus attention on issues facing American society. These written works have had a significant influence on the United States and American society. These written works include ***Common Sense* by Thomas Paine, *Uncle Tom's Cabin* by Harriet Beecher Stowe, and *The Jungle* by Upton Sinclair.**

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

- Choose ***two*** written works mentioned in the historical context and for ***each***
- Describe the historical circumstances surrounding the issue addressed by the author
  - Discuss the influence of the written work on the United States and/or on American society

#### Guidelines:

**In your essay, be sure to**

- Develop all aspects of the task
- Incorporate information from *at least four* 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



REGENTS EXAM IN U.S. HISTORY AND GOVERNMENT