

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

Thursday, August 14, 2014 — 8:30 to 11:30 a.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.

- | | |
|---|--|
| <p>1 During the colonial period, which geographic feature presented the greatest barrier to the westward migration of American settlers?</p> <p>(1) Appalachian Mountains
(2) Ohio River
(3) Great Plains
(4) Rocky Mountains</p> <p>2 Which action by the British government was considered by American colonists to be a violation of their rights as Englishmen?</p> <p>(1) making treaties with Native American Indians
(2) protecting the colonies from foreign invasion
(3) failing to enforce the Navigation Acts
(4) taxing the colonies without representation in Parliament</p> <p>3 Which political feature of the United States developed during the colonial period?</p> <p>(1) two-party system
(2) federalism
(3) representative government
(4) universal suffrage</p> <p>4 In his pamphlet <i>Common Sense</i>, Thomas Paine urged American colonists to</p> <p>(1) establish their own nation
(2) pay their colonial taxes
(3) obey the laws of Parliament
(4) form an alliance with France</p> <p>5 What was the main reason the Federalists wanted to replace the Articles of Confederation?</p> <p>(1) The president did not have the power to veto legislation.
(2) The legislative branch enacted an unfair tax program.
(3) The Supreme Court refused to pay Revolutionary War debts.
(4) The national government was too weak to solve the nation's problems.</p> | <p>6 Antifederalists opposed ratification of the United States Constitution until they were assured that</p> <p>(1) a bill of rights would be added to the original document
(2) their supporters would receive a fair share of federal government jobs
(3) the president would be given increased powers
(4) senators would be elected directly by the people</p> <p>7 What is the most democratic feature of the original Constitution of the United States?</p> <p>(1) role given to the electoral college in presidential elections
(2) appointment of ambassadors by the president
(3) direct election of the members of the House of Representatives
(4) lifetime appointments for Supreme Court justices</p> <p>8 One immediate result of Alexander Hamilton's financial plan was the</p> <p>(1) removal of the tax on exports
(2) creation of a national bank
(3) adoption of free trade
(4) establishment of an income tax</p> <p>9 The Supreme Court case of <i>Marbury v. Madison</i> (1803) strengthened the power of the judicial branch by</p> <p>(1) denying states the right to secede from the Union
(2) providing the president the power to declare war
(3) ruling that Congress has the right to create new territories
(4) granting federal courts the power to declare laws unconstitutional</p> |
|---|--|

- 10 Which action of President Thomas Jefferson was in conflict with his belief in a strict interpretation of the Constitution?
- (1) protesting the impressment of United States sailors
 - (2) purchasing the Louisiana Territory from France
 - (3) pardoning violators of the Alien and Sedition Acts
 - (4) using the United States Navy to subdue the Barbary pirates

- 11 The decisions of the Supreme Court in *McCulloch v. Maryland* (1819) and *Gibbons v. Ogden* (1824) are important because they
- (1) clarified constitutional limits on the right to bear arms
 - (2) denied slaves the right to sue in federal courts
 - (3) increased the power of the federal government over the states
 - (4) upheld funding for the Erie Canal

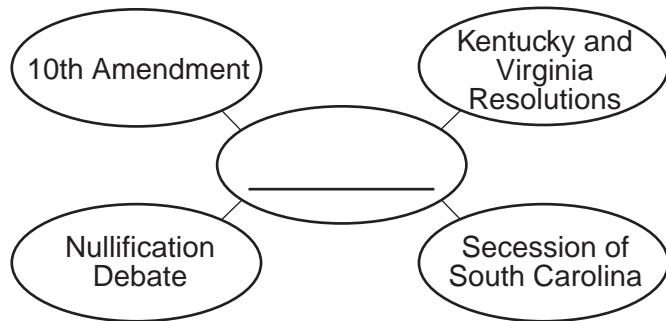
Base your answer to question 12 on the passage below and on your knowledge of social studies.

...I have no motive, my friends, to deceive you. I am sincerely desirous to promote your welfare. Listen to me, therefore, while I tell you that you cannot remain where you now are. Circumstances that cannot be controlled, and which are beyond the reach of human laws, render it impossible that you can flourish in the midst of a civilized community. You have but one remedy within your reach. And that is, to remove to the West and join your countrymen, who are already established there. And the sooner you do this the sooner you will commence your career of improvement and prosperity....

— President Andrew Jackson, 1835

- 12 Which group of people was President Jackson addressing?
- (1) African Americans
 - (2) Asian Americans
 - (3) Mexican Americans
 - (4) Native American Indians

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



- 13 Which title best completes this graphic organizer?

- (1) Equal Protection Under the Law
- (2) Freedom of Assembly
- (3) States Rights
- (4) Protection of Religious Practice

Base your answer to question 14 on the painting below and on your knowledge of social studies.



Source: John Gast, "American Progress," 1872

- 14 What is the subject of this 1872 painting?

- (1) invention of the railroad
- (2) evolution of westward migration
- (3) religious influence of the Puritans
- (4) protection of national parks

- 15 After 1877, racial segregation became widespread in the South primarily as a result of the
- decline of the Ku Klux Klan
 - activities of the Freedmen's Bureau
 - stationing of federal troops in the South
 - passage of Jim Crow laws
- 16 Which statement best describes an attitude shared by John D. Rockefeller, Andrew Carnegie, and J. P. Morgan?
- Economic competition is inefficient and wasteful.
 - Strong labor unions are essential to the health of the economy.
 - Natural resources belong to all citizens and should not be used for private gain.
 - Concentrating economic power in the hands of a few individuals is a threat to the country.
- 17 The Granger movement and the formation of the Populist Party were similar in that each was an effort to
- end the practice of sharecropping
 - improve conditions for farmers
 - provide housing for urban dwellers
 - increase profits for railroad companies
- 18 During the late 1800s, an open immigration policy was most strongly supported by
- abolitionists
 - yellow journalists
 - conservationists
 - industrialists
- 19 Which heading best completes the partial outline below?
- I. _____
- Desire for markets and raw materials
 - Closing of the western frontier
 - Social Darwinism
 - Missionary spirit
- (1) Principles of the Fourteen Points
(2) Reasons for United States Imperialism
(3) Causes of World War I
(4) Adoption of Isolationist Ideals
- 20 The United States established the Open Door policy toward China as a way to
- promote democracy in Asia
 - secure military bases in East Asia
 - protect United States economic interests
 - end the Boxer Rebellion
- 21 Why did construction of the Panama Canal become more important to the United States after the Spanish-American War?
- Congress realized that the key threat to national security came from South America.
 - Great Britain had plans to purchase the canal zone and colonize the territory.
 - Spain had regained control of its former colonies near the canal route.
 - The navy needed a faster way to move ships between the Atlantic and Pacific Oceans.
- 22 In 1906, the Pure Food and Drug Act and the Meat Inspection Act were passed in an attempt to
- ensure the safety of American consumers
 - establish price controls on the cattle industry
 - limit the power of Congress
 - give big business greater control over the economy
- 23 Primaries, the secret ballot, and the use of referendum and recall were efforts made during the Progressive Era to
- preserve the power of political machines
 - provide equal political rights for Native American Indians
 - protect States rights against federal power
 - increase citizen participation in government
- 24 The major argument of opponents of the 1919 Treaty of Versailles was that the treaty would require the United States to
- become involved in future international conflicts
 - pay for war damages
 - adopt a policy of military alliances
 - keep troops permanently in Europe

Base your answer to question 25 on the poster below and on your knowledge of social studies.

GRANITE CITY
AMERICANIZATION SCHOOLS

**Monday
and
Thursday
Evenings
7:30 p. m.**



Underwood & Underwood

These two men are brothers, one is an American Citizen and the other has just come to this country with their old mother. See the difference in the way they dress and look. America is a great country. In America everybody has a chance. Everybody who comes to America from the old country ought to learn the American language and become an American citizen. If the people that come to America do not become Americans, this country will soon be like the old country.

**Beginning
Monday,
September
the 27th,
1920**

**HIGH SCHOOL, 20TH AND D STREETS
LINCOLN PLACE, 917 PACIFIC AVENUE**

SCHOOLS:
**LIBERTY SCHOOL, 20TH AND O STREETS
MADISON SCHOOL, 1322 MADISON AVENUE**

Keep America Great.

**Become an American
Citizen**

Learn The Language.

Press Record Publishing Co., 1834 D St., Granite City, Ill.

Source: Press Record Publishing Co., Granite City, IL (adapted)

25 The main goal of Americanization schools was to

- | | |
|--------------------------|----------------------------------|
| (1) enforce segregation | (3) reinforce stereotypes |
| (2) promote assimilation | (4) encourage cultural diversity |

26 One way in which the economic principles of Republican presidents Warren G. Harding and Calvin Coolidge were similar is that both believed that government should

- | | |
|---|---|
| (1) raise income taxes | (3) limit its regulation of business activities |
| (2) provide relief payments to unemployed workers | (4) purchase surplus farm products |

27 During the 1920s, installment buying, income inequality, and stock market speculation contributed to the

- | | |
|---|--|
| (1) introduction of supply-side economics | (3) economic weaknesses that helped bring about the Great Depression |
| (2) return of laissez-faire economic principles | (4) decision to lower tariff rates |

Base your answer to question 28 on the passage below and on your knowledge of social studies.

...The Congress of the United States notwithstanding, and the Supreme Court of the United States notwithstanding, with all deference and respect, I differ with them all, and know that I am right and that they are wrong. The Constitution of the United States as it is protects me. If I could get a practical application of the Constitution it would protect me and all women in the enjoyment of perfect equality of rights everywhere under the shadow of the American flag....

— Susan B. Anthony, Speech to the Senate Judiciary Committee, January 23, 1880

- 28 The basic problem identified in this speech was addressed in 1920 by
- (1) a constitutional amendment granting suffrage to women
 - (2) an executive order allowing women to serve in the military
 - (3) a Supreme Court decision granting women additional privacy rights
 - (4) a law allowing women to petition the government
-

- 29 Passage of the Social Security Act (1935) helped American workers by
- (1) creating jobs for the unemployed
 - (2) guaranteeing a minimum wage
 - (3) legalizing the right to join labor unions
 - (4) providing financial assistance after retirement
-

Base your answer to question 30 on the cartoon below and on your knowledge of social studies.

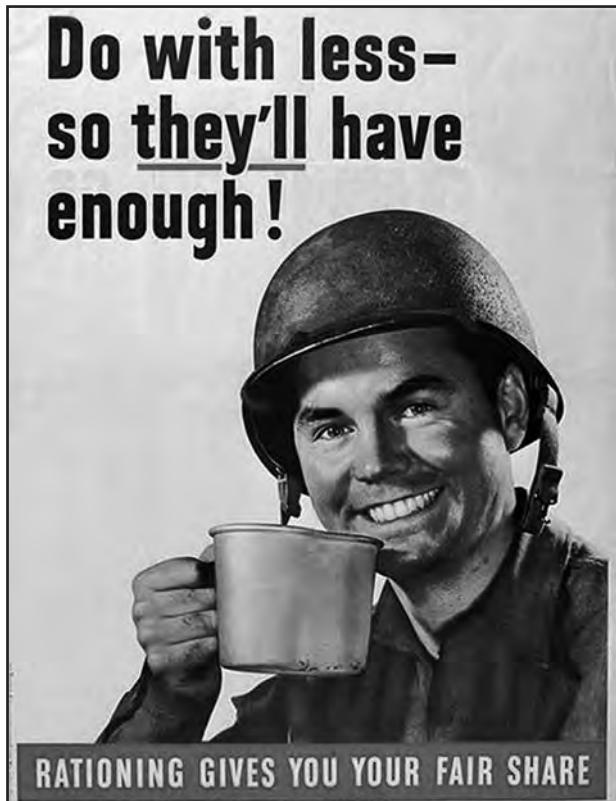
Step by Step



Source: Billy Warren, *Buffalo News*, February 11, 1937 (adapted)

- 30 Which statement most accurately expresses the main idea of the cartoon?
- (1) President Franklin D. Roosevelt should limit the powers of Congress.
 - (2) Actions by President Franklin D. Roosevelt threaten American democracy.
 - (3) President Franklin D. Roosevelt is more powerful than European dictators.
 - (4) The Supreme Court is helping President Franklin D. Roosevelt reorganize his administration.
-

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



Source: Office of War Information, 1943



Source: Office for Emergency Management, 1942

- 31 These posters were trying to convince Americans that winning World War II required
- (1) wage and price freezes
 - (2) the sale of additional war bonds
 - (3) higher levels of taxation and spending
 - (4) the conservation of scarce resources
-
- 32 The Supreme Court in *Korematsu v. United States* (1944) upheld Executive Order 9066, which had authorized the
- (1) placement of women in combat roles
 - (2) exclusion of Japanese Americans from the West Coast
 - (3) limiting of freedom of speech during wartime
 - (4) adoption of the military draft
- 33 The Manhattan Project led by Robert Oppenheimer was part of the World War II effort to
- (1) develop the atomic bomb
 - (2) supply the Allies with more fighter planes
 - (3) ban the use of chemical and biological warfare
 - (4) coordinate troop movements between New York and Europe

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

How About It, Dixie

The President's Four Freedoms
Appeal to me.
I would like to see those Freedoms
Come to be.

If you believe
In the Four Freedoms, too,
Then share 'em with me—
Don't keep 'em all for you....

Looks like by now
Folks ought to know
It's hard to beat Hitler
Protecting Jim Crow.

Freedom's not just
To be won Over There.
It means Freedom at home, too—
Now—right here!

— Langston Hughes, 1942

- 34 In this poem, what is Langston Hughes's criticism about United States foreign policy during World War II?

- (1) The Four Freedoms cannot help African Americans.
- (2) Claims of fighting for democracy abroad are inconsistent with segregation at home.
- (3) Involvement in World War II is not in the best interest of the United States.
- (4) The democratic principles of the United States are best kept at home.

-
- 35 The Nuremberg War Crimes trials established the international legal precedent that

- (1) the United States will give refugee status to all victims of war
- (2) individuals who violate human rights can be held responsible for their actions
- (3) invaders must pay to rebuild the areas they destroyed
- (4) territory lost in war cannot be regained

Base your answer to question 36 on the passage below and on your knowledge of social studies.

...Balanced against this are the facts that Russia, as opposed to the western world in general, is still by far the weaker party, that Soviet policy is highly flexible, and that Soviet society may well contain deficiencies which will eventually weaken its own total potential. This would of itself warrant the United States entering with reasonable confidence upon a policy of firm containment, designed to confront the Russians with unalterable counter-force at every point where they show signs of encroaching upon the interests of a peaceful and stable world....

— George Kennan, "The Sources of Soviet Conduct,"
Foreign Affairs, July 1947

- 36 In this passage, George Kennan is suggesting that the United States should

- (1) abandon Western Europe to Soviet control
 - (2) launch an attack on the Soviet Union
 - (3) pursue policies to limit the spread of Soviet influence
 - (4) admit that the Soviet Union posed no real threat to the United States
-

- 37 Which statement about the United Nations is an opinion rather than a fact?

- (1) The United Nations is a successful peacekeeping organization.
- (2) The United Nations is supported by contributions of member nations.
- (3) The United Nations Security Council has 15 members.
- (4) The United Nations administers health education programs.

- 38 The Supreme Court under Chief Justice Earl Warren (1953–1969) is considered one of the most liberal in United States history because it
- (1) worked effectively with lower courts
 - (2) gained the overwhelming support of the American people
 - (3) expanded civil rights and the rights of the accused
 - (4) favored a strict interpretation of the Constitution

Base your answer to question 39 on the excerpt below from a Supreme Court decision and on your knowledge of social studies.

“We conclude that, in the field of public education, the doctrine of ‘separate but equal’ has no place. Separate educational facilities are inherently unequal. Therefore, we hold that the plaintiffs and others similarly situated for whom the actions have been brought are, by reason of the segregation complained of, deprived of the equal protection of the laws guaranteed by the Fourteenth Amendment....”

- 39 This Supreme Court decision is based on the idea that segregation in education is likely to
- (1) deny individuals equal opportunities to make social and economic progress
 - (2) interfere with the right to privacy in public schools
 - (3) create excessive burdens on school transportation systems
 - (4) result in high tax increases to support separate school systems

- 40 What was a direct result of the Bay of Pigs invasion in 1961?
- (1) Fidel Castro was removed from power.
 - (2) Cold War tensions increased.
 - (3) The United States announced its Good Neighbor policy.
 - (4) The communist government in Nicaragua was overthrown.

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

...In a land of great wealth, families must not live in hopeless poverty. In a land rich in harvest, children just must not go hungry. In a land of healing miracles, neighbors must not suffer and die unattended. In a great land of learning and scholars, young people must be taught to read and write....

— President Lyndon B. Johnson, Inaugural Address, January 20, 1965

- 41 Which program was proposed by President Lyndon B. Johnson to address the problems identified in this passage?

- | | |
|------------------|--------------------|
| (1) Square Deal | (3) Great Society |
| (2) New Frontier | (4) New Federalism |
-

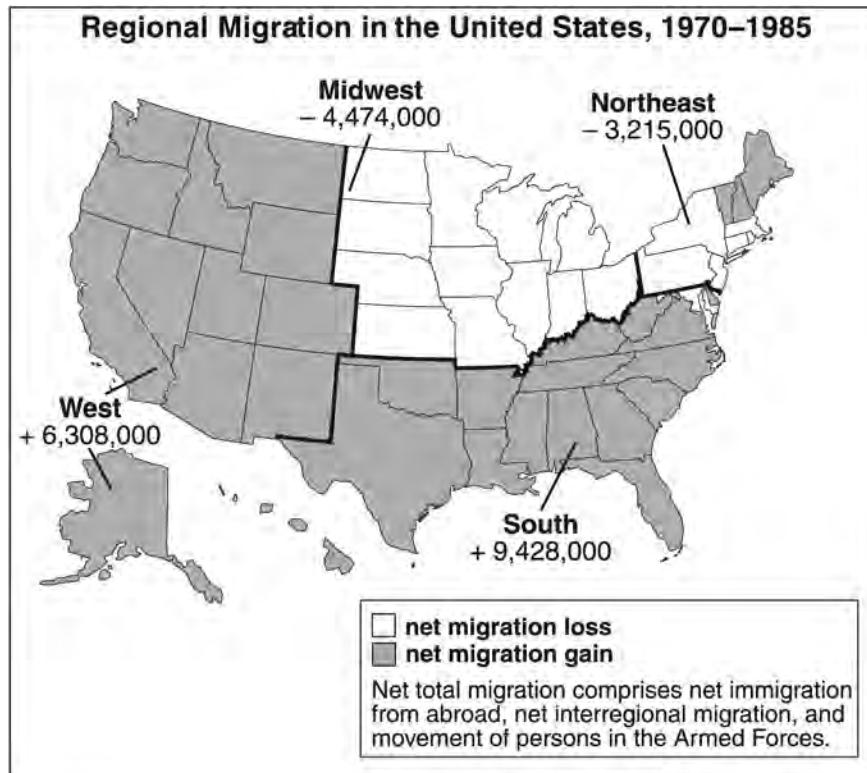
Base your answer to question 42 on the passage below and on your knowledge of social studies.

I am asked frequently how Special Olympics was born. It really began in the late 1950s and early '60s, when I traveled through the United States to visit several institutions for people with intellectual disabilities. The conditions in those days were terrible. There was no special education, no physical activity and certainly no opportunity to play sports. My visits left an indelible mark for life—I knew I had found an area of enormous need where I could focus my life's work and energy....

— Eunice Kennedy Shriver, founder of Special Olympics

- 42 Based on this passage, the Special Olympics provides people with disabilities the opportunity to
- (1) obtain job training
 - (2) receive an education
 - (3) participate in competitive athletics
 - (4) live in community institutions
-

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



Source: Dollar and Reichard, eds., *American Issues: A Documentary Reader*, Glencoe, 1994 (adapted)

- 43 One major reason for the migration shown on the map between 1970 and 1985 is the
- increased job opportunities in other parts of the country
 - return of most African Americans to the South
 - immigration of Europeans to areas with similar ethnic groups
 - desire for access to better educational opportunities
-

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



Source: Jimmy Margulies, *Houston Post*, 1985

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

Selected Presidential Vetoos

President	Total Vetoos	Vetoos Overridden
George Washington	2	0
James Madison	7	0
Andrew Jackson	12	0
John Tyler	10	1
James Polk	3	0
Abraham Lincoln	7	0
Andrew Johnson	29	15
Ulysses S. Grant	93	4
Theodore Roosevelt	82	1

— United States Senate Library (adapted)

47 Which statement is most clearly supported by the information provided in the table?

- (1) George Washington vetoed all the bills that were sent to him.
- (2) Andrew Jackson was the first president to use the veto power.
- (3) Abraham Lincoln was too occupied with the Civil War to oppose Congress.
- (4) Andrew Johnson faced the most effective opposition from Congress.

48 The Embargo Act of 1807 and the Neutrality Acts of the 1930s were both attempts by the United States to

- (1) assist struggling foreign economies
- (2) halt the flow of immigrants
- (3) avoid foreign conflicts
- (4) reduce trade deficits

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

...And then the dispossessed were drawn west —from Kansas, Oklahoma, Texas, New Mexico; from Nevada and Arkansas families, tribes, dusted out, tractored out. Carloads, caravans, homeless and hungry; twenty thousand and fifty thousand and a hundred thousand and two hundred thousand. They streamed over the mountains, hungry and restless—restless as ants, scurrying to find work to do—to lift, to push, to pull, to pick, to cut—anything, any burden to bear, for food. The kids are hungry. We got no place to live. Like ants scurrying for work, for food, and most of all for land....

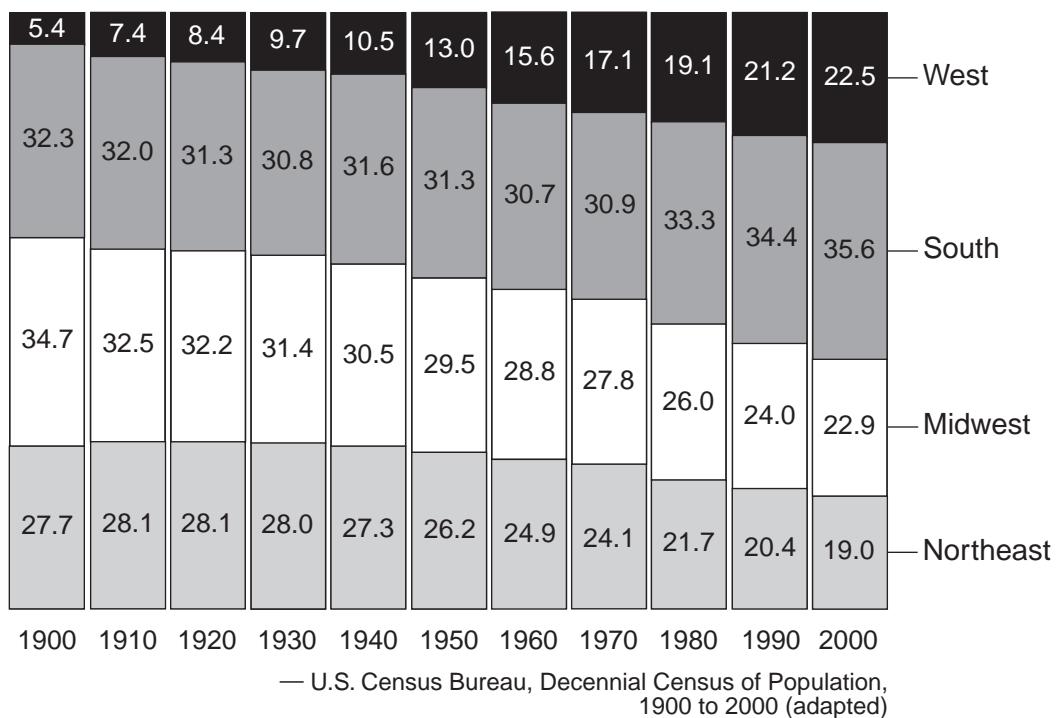
— John Steinbeck, *The Grapes of Wrath*

49 The movement of the people described in this passage was primarily the result of the

- (1) effects of severe drought conditions on the Great Plains
- (2) high cost of the machinery needed to maintain family farms
- (3) overpopulation of the Midwest caused by the Homestead Act
- (4) construction of the interstate highway system

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

United States Population Distribution by Region: 1900 to 2000
(Percent of Population)



- 50 Which statement about population distribution is best supported by the information provided in the graph?
- Since 1900, the percentage of the population located in the South has steadily declined.
 - Since 1900, the greatest percentage increase in population has occurred in the West.
 - Before 1950, the greatest percentage change in population distribution occurred in the Midwest.
 - Since 1950, the population of the Northeast as a percentage of the nation has remained constant.

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: Technology

Throughout United States history, technological developments have played an important role in transforming American society. These developments have had both positive and negative effects on the United States and on American society.

Task:

Choose **two** technological developments that have transformed American society and for **each**

- Describe the change brought about by the technological development
- Discuss the positive **and/or** negative effects this technological development has had on the United States and/or on American society

You may use any technological development that has transformed American life. Some suggestions you might wish to consider include:

Cotton gin—plantation economy (1793–1860)
Railroads—local and national markets (1830–1900)
Steel plow—farming on the Great Plains (1860–1940)
Elevators—urbanization (1890–present)
Automobile—population distribution (1920–1980)
Nuclear energy—practical or military applications (1940–present)
Television—political campaigns (1960–present)

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 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 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 the latter half of the 20th century, protecting United States national interests was a major goal of United States foreign policy. This goal led the United States to fight wars in **Korea (1950–1953)**, **Vietnam (1955–1973)**, and the **Persian Gulf (1990–1991)**. These wars had a significant impact on the United States and on other countries.

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** wars mentioned in the historical context and for **each**

- Describe the historical circumstances that led to United States involvement in that war
- Discuss the impact of the war on the United States and/or on another country or region

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

President Harry Truman was in Independence, MO, when he learned that North Korea had invaded South Korea. He flew back to Washington, D.C.

...The plane left the Kansas City Municipal Airport at two o'clock, and it took just a little over three hours to make the trip to Washington. I had time to think aboard the plane. In my generation, this was not the first occasion when the strong had attacked the weak. I recalled some earlier instances: Manchuria, Ethiopia, Austria. I remembered how each time that the democracies failed to act it had encouraged the aggressors to keep going ahead. Communism was acting in Korea just as Hitler, Mussolini, and the Japanese had acted ten, fifteen, and twenty years earlier. I felt certain that if South Korea was allowed to fall Communist leaders would be emboldened [encouraged] to override nations closer to our own shores. If the Communists were permitted to force their way into the Republic of Korea without opposition from the free world, no small nation would have the courage to resist threats and aggression by stronger Communist neighbors. If this was allowed to go unchallenged it would mean a third world war, just as similar incidents had brought on the second world war. It was also clear to me that the foundations and the principles of the United Nations were at stake unless this unprovoked attack on Korea could be stopped....

Source: President Harry Truman, *Memoirs, Volume Two: Years of Trial and Hope*, Doubleday & Company, 1956

- 1a According to President Harry Truman, how would United States national interests be threatened if South Korea were allowed to fall to the communists? [1]

Score

Document 1b

President Harry Truman met with congressional leaders on Tuesday, June 27, 1950, to discuss possible United States actions regarding the crisis in Korea. Secretary of State Dean Acheson gave a briefing at the meeting.

...On Monday [June 26, 1950], Mr. Acheson continued, it became apparent in Washington that the United States should adopt a very firm stand in the Far East, for two reasons: (a) the Korean forces appeared to be weakening fast and their leadership was weak and indecisive; (b) the governments of many Western European nations appeared to be in a state of near-panic, as they watched to see whether the United States would act or not. Therefore, Mr. Acheson concluded, the President had called another meeting at Blair House on Monday evening at which he decided, after consultation with his State and Defense advisers, to take additional steps which the President would now describe....

Sen. [Senator Thomas] Connally [Democrat, Texas] said that it was quite apparent that this was the clearest test case that the United Nations has ever faced. If the United Nations is ever going to do anything, this is the time, and if the United Nations cannot bring the crisis in Korea to an end, then we might just as well wash up the United Nations and forget it. There was general agreement around the table that this was the case and the President once again stated that he was going to make absolutely certain that everything we did in Korea would be in support of, and in conformity with, the decision by the Security Council of the United Nations....

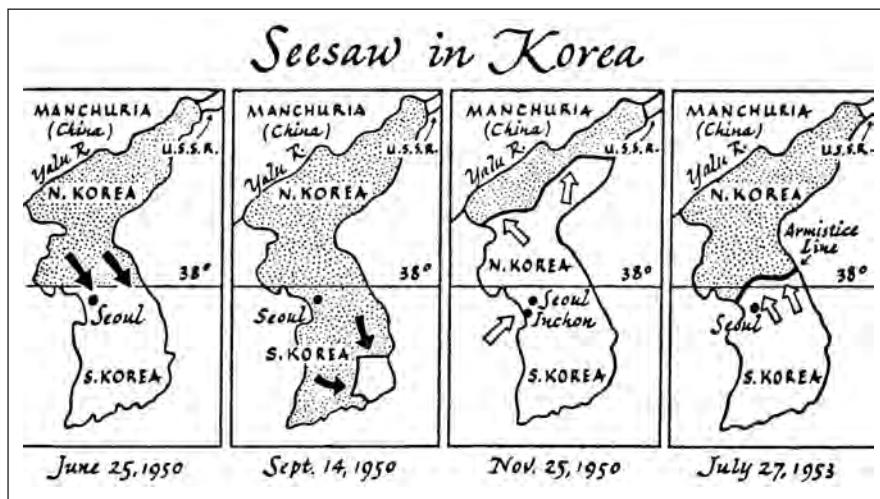
Source: President Harry S. Truman Library & Museum

- 1b Based on this document, why was it important for the United States to aid South Korea? [1]

Score

Document 2a

A changing front in Korea reflected military victories and losses until an armistice line near the 38th parallel was established.



Source: Thomas A. Bailey, *A Diplomatic History of the American People*, Prentice Hall, 1980

Document 2b

During the “talking war” to reach an armistice, the fighting continued and casualties (dead and wounded) increased.

...It had been a long and terrible war, the cost of which could never be accurately reckoned. The Pentagon estimated that military casualties on both sides came close to 2.4 million. Other sources estimated that North and South Korean civilian casualties were about 2 million. If these figures are approximately accurate, then about 4.4 million men, women, and children were killed, murdered, wounded, or otherwise incapacitated [injured] in the war. Both North Korea and South Korea were utterly ravaged. It would take decades for each nation to rise from the rubble.

Americans paid a high price for President Truman's decision to “draw the line” in South Korea: 54,246 dead (33,629 killed on the battlefield; 20,617 military dead from other causes) and 103,284 wounded. The cost of the last two years of the talking war, in order to fix the DMZ [Demilitarized Zone] at Line Kansas [armistice line], to guarantee former enemies freedom of choice in repatriation [returning home], and to effect the release of 12,773 surviving UN POW's [prisoners of war] (including 3,597 Americans), was especially dear: 63,200 American casualties alone, 12,300 of whom were killed on the battlefield....

Source: Clay Blair, *The Forgotten War: America in Korea 1950–1953*, Times Books, 1987 (adapted)

- 2 Based on these documents, what were **two** results of the conflict in Korea? [2]

(1) _____

Score

(2) _____

Score

Document 3

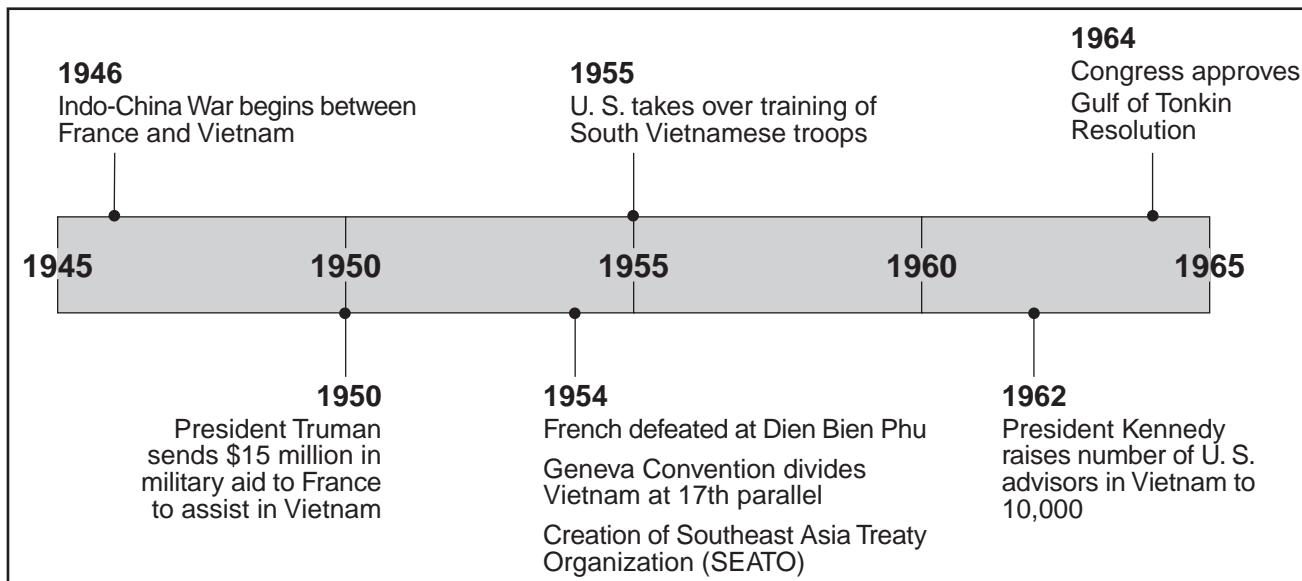
ALTHOUGH the armistice has remained in effect since July 1953, in the absence of a formal peace treaty a state of war technically continues to exist between North and South Korea. Glaring at each other across the demilitarized zone, the two regimes have as yet not even made any progress toward mutual recognition, let alone toward cooperation. They have no diplomatic or economic relations whatsoever, not even postal or telephone links. Thus, although some 10 million of South Korea's 42 million people have close relatives living in the north, they are unable to communicate with them except, in a very limited number of cases, by means of an occasional supervised visit of an hour or two along the border. Fears of a new Communist attack remain so intense that on the fifteenth of every month the wail of sirens sends the entire population of Seoul scurrying for shelter in a full-dress air-raid drill....

Source: Richard Whelan, *Drawing the Line: The Korean War, 1950–1953*, Little, Brown and Company, 1990

- 3 According to Richard Whelan, what was **one** result of the Korean War? [1]

Score

Document 4



- 4 Based on this time line, state **one** way the United States was involved in Vietnam between 1946 and 1964. [1]

Score

Document 5

This is an excerpt from a speech by Secretary of Defense Robert S. McNamara in which he argues that supporting South Vietnam is in the national interest of the United States.

...We do so in their interest; and we do so in our own clear self-interest. For basic to the principles of freedom and self-determination which have sustained our country for almost two centuries is the right of peoples everywhere to live and develop in peace.

Our own security is strengthened by the determination of others to remain free, and by our commitment to assist them. We will not let this member of our family down, regardless of its distance from our shores....

Second, Southeast Asia has great strategic significance in the forward defense of the United States. Its location across east-west air and sea lanes flanks the Indian subcontinent on one side and Australia, New Zealand and the Philippines on the other, and dominates the gateway between the Pacific and Indian Oceans.

In Communist hands this area would pose a most serious threat to the security of the United States and to the family of free world nations to which we belong. To defend Southeast Asia we must meet the challenge in South Vietnam....

Source: *New York Times*, March 27, 1964

- 5 According to Robert McNamara, what are **two** reasons Vietnam was important to the national interest of the United States? [2]

(1) _____

Score _____

(2) _____

Score _____

Document 6a

...Under five Presidents and 12 Congresses, the United States was engaged in Indochina. Millions of Americans served, thousands died, and many more were wounded, imprisoned, or lost. Over \$150 billion have been appropriated for that war by the Congress of the United States. And after years of effort, we negotiated, under the most difficult circumstances, a settlement which made it possible for us to remove our military forces and bring home with pride our American prisoners. This settlement, if its terms had been adhered to [followed], would have permitted our South Vietnamese ally, with our material and moral support, to maintain its security and rebuild after two decades of war....

Source: President Gerald R. Ford, Address to Joint Session of Congress, April 10, 1975

Document 6b

Vietnam, 1965



Source: *The History Place* (adapted)

Document 6c

Vietnam, 1975



Source: CIA *The World Factbook* (adapted)

6 Based on these documents, what were **two** results of United States involvement in Vietnam? [2]

(1) _____

Score

(2) _____

Score

Document 7

...Less than a week ago, in the early morning hours of August 2d [1990], Iraqi Armed Forces, without provocation or warning, invaded a peaceful Kuwait. Facing negligible resistance from its much smaller neighbor, Iraq's tanks stormed in blitzkrieg fashion through Kuwait in a few short hours. With more than 100,000 troops, along with tanks, artillery, and surface-to-surface missiles, Iraq now occupies Kuwait. This aggression came just hours after Saddam Hussein specifically assured numerous countries in the area that there would be no invasion. There is no justification whatsoever for this outrageous and brutal act of aggression.

A puppet regime imposed from the outside is unacceptable. The acquisition of territory by force is unacceptable. No one, friend or foe, should doubt our desire for peace; and no one should underestimate our determination to confront aggression.

Four simple principles guide our policy. First, we seek the immediate, unconditional, and complete withdrawal of all Iraqi forces from Kuwait. Second, Kuwait's legitimate government must be restored to replace the puppet regime. And third, my administration, as has been the case with every President from President [Franklin D.] Roosevelt to President [Ronald] Reagan, is committed to the security and stability of the Persian Gulf. And fourth, I am determined to protect the lives of American citizens abroad....



President George H.W. Bush gives a press conference regarding Iraq's invasion of Kuwait, August 8, 1990.
Source: George Bush Presidential Library and Museum

Source: President George H. W. Bush, Address to the Nation, August 8, 1990

- 7 According to President George H. W. Bush, what were **two** reasons for United States involvement in the Persian Gulf region? [2]

(1) _____

Score _____

(2) _____

Score _____

Document 8

"They set out to confront an enemy abroad," President [George H. W.] Bush declared last week as he praised the men and women who won the most decisive American military victory since World War II. "And in the process, they transformed a nation at home."

To a president triumphant, to a nation relieved and to a military that almost seemed to be born anew, the victory over Iraq was only half the story: Desert Storm was also a victory over two decades of American self-doubt. On the wall of the briefing room at the Riyadh [Saudi Arabia] Hyatt Regency Hotel, a hand-drawn cartoon appeared: a rock in the empty Iraqi desert, bearing the epitaph "Here Lies Vietnam."...

Source: Stephen Budiansky, "A force reborn," *U.S. News & World Report*, March 18, 1991

- 8 According to Stephen Budiansky, what was **one** result of the 1991 Persian Gulf War? [1]
-
-

Score

Document 9

...The military campaign had been successful in forcing Saddam Hussein's withdrawal from Kuwait, but the Iraqi leader remained in power.

A UN mandate for weapons inspections was established in a resolution passed in April 1991. The first operation by the inspections body, Unscom [United Nations Special Commission], was carried out in June, setting in train [starting] seven years of monitoring.

Economic sanctions imposed after Iraq invaded Kuwait remained in place, with Iraq banned from importing or exporting anything but food and medicines.

These continued for 12 years, although Iraq agreed in 1996 to a UN offer to allow it to export a limited amount of oil to raise funds for humanitarian supplies.

Source: "Flashback: 1991 Gulf War," *BBC NEWS*, March 20, 2003

- 9 According to this article, what was **one** result of the 1991 Persian Gulf War? [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 the latter half of the 20th century, protecting United States national interests was a major goal of United States foreign policy. This goal led the United States to fight wars in **Korea (1950–1953)**, **Vietnam (1955–1973)**, and the **Persian Gulf (1990–1991)**. These wars had a significant impact on the United States and on other countries.

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

Choose **two** wars mentioned in the historical context and for **each**

- Describe the historical circumstances that led to United States involvement in that war
- Discuss the impact of the war on the United States and/or on another country or region

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

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