

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 18, 2016 — 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.

- 1 A major reason the American colonists of the 1600s chose to settle along the seacoast and rivers was so that they could
  - (1) export slaves
  - (2) carry out trade
  - (3) protect themselves from Native American Indians
  - (4) use water power to run factory machinery
- 2 Under the British system of mercantilism, the American colonies served primarily as a
  - (1) self-sufficient trading partner for other European nations
  - (2) market for British manufactured goods and a source of raw materials
  - (3) source of manpower for the British army and navy
  - (4) buffer to the expansion of French and Spanish colonies
- 3 Which heading best completes the partial outline below?

I. \_\_\_\_\_

A. House of Burgesses

B. Mayflower Compact

C. New England town meetings

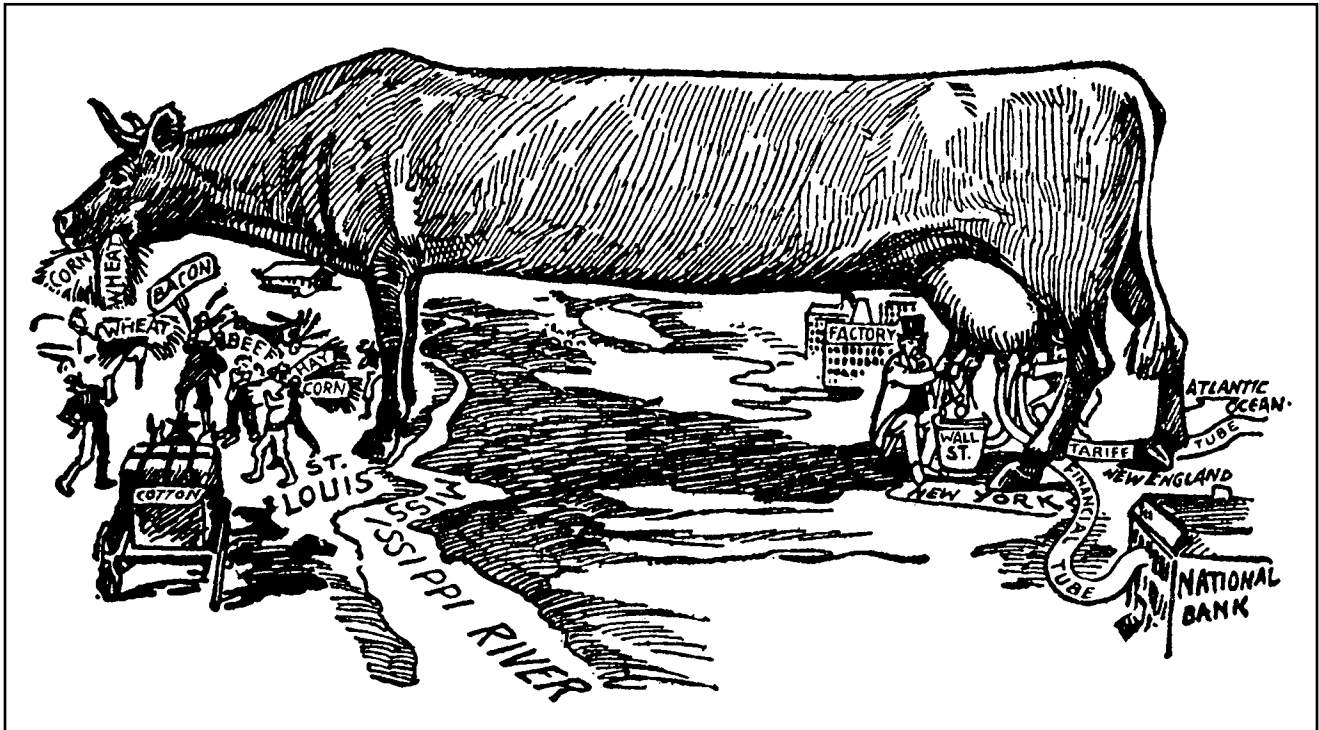
D. Albany Plan of Union

  - (1) Early Colonial Documents
  - (2) Limits on Representative Government
  - (3) Contributions of the Enlightenment
  - (4) Foundations of American Democracy
- 4 The phrase “consent of the governed” refers to the
  - (1) source of the government’s power
  - (2) need to create political parties
  - (3) commitment to use implied powers
  - (4) development of a federal system of government
- 5 One weakness of the Articles of Confederation was the inability of the central government to
  - (1) establish a postal system
  - (2) collect adequate taxes from the states
  - (3) control western lands
  - (4) admit new states to the Union
- 6 What was a result of the Great Compromise during the Constitutional Convention of 1787?
  - (1) creating a two-house legislature
  - (2) banning slavery in Southern states
  - (3) requiring that the president have a cabinet
  - (4) giving the Supreme Court the power to hear cases involving states
- 7 Based on the United States Constitution, the census helps to determine the number of
  - (1) presidential candidates
  - (2) members of congressional subcommittees
  - (3) electoral votes assigned to each state
  - (4) senators from each state
- 8 A primary reason the Antifederalists opposed ratification of the United States Constitution in 1787 was because the Constitution failed to
  - (1) include a bill of rights
  - (2) provide for a strong national defense
  - (3) restrict immigration
  - (4) extend voting rights to women
- 9 The power of judicial review was established when
  - (1) the original United States Constitution was adopted
  - (2) an amendment was added to the United States Constitution
  - (3) President Thomas Jefferson established the power in an executive order
  - (4) the Supreme Court issued its ruling in *Marbury v. Madison* (1803)

- 10 Which quotation is correctly paired with the document in which it is found?
- (1) "...the right of the people to keep and bear arms, shall not be infringed."  
— Washington's Farewell Address
  - (2) "We hold these truths to be self-evident, that all men are created equal..."  
— Monroe Doctrine
  - (3) "Four score and seven years ago our fathers brought forth, upon this continent, a new nation..."  
— Lincoln's Gettysburg Address
  - (4) "We the people of the United States, in order to form a more perfect union..."  
— Declaration of Independence
- 11 During the 1790s, the primary goal of United States foreign policy was to
- (1) preserve the nation's neutrality during European conflicts
  - (2) increase the nation's trade with Asia
  - (3) expand westward by signing new military alliances
  - (4) make the nation into a major colonial power
- 12 In *Gibbons v. Ogden* (1824), the Supreme Court strengthened the federal government's role in the national economy by
- (1) outlawing the triangular trade
  - (2) banning states from issuing money
  - (3) upholding the power of Congress to regulate interstate commerce
  - (4) limiting the growth of corporations
- 13 One way in which Frederick Douglass, William Lloyd Garrison, and Sojourner Truth are similar is that they all supported the
- (1) abolitionist movement
  - (2) passage of Black Codes
  - (3) nullification theory of States rights
  - (4) plantation system in the South
- 14 Abraham Lincoln's 1858 warning that "a house divided against itself cannot stand" referred to sectional differences over the
- (1) treatment of Native American Indians
  - (2) issue of slavery
  - (3) funding for internal improvements
  - (4) treaties with European nations
- 15 What was a common goal of the 13th, 14th, and 15th amendments to the United States Constitution?
- (1) punishing the South for seceding from the Union
  - (2) granting basic rights to formerly enslaved persons
  - (3) allowing the states to veto federal laws
  - (4) creating a "separate but equal" society
- 16 In the latter half of the 1800s, a large labor supply, an abundance of natural resources, and the construction of new railroads contributed most directly to the
- (1) growth of American industry
  - (2) dependence on imported goods
  - (3) demand for limits on immigration
  - (4) rejection of high tariffs by the United States
- 17 In the late 1800s, many employers used black-listing to
- (1) end the use of sweatshops
  - (2) discourage workers from joining labor unions
  - (3) restrict the use of open shops
  - (4) promote child labor reform

Base your answer to question 18 on the cartoon below and on your knowledge of social studies.

### The Great American Cow



Source: Bailey and Kennedy, *The American Pageant*, D. C. Heath and Company (adapted)

18 Which statement most accurately describes the meaning of this 1896 cartoon?

- (1) Western farmers have no market for their products.
- (2) Grazing and water rights cause conflict in western states.
- (3) Eastern businesses profit from western farming.
- (4) Cattle and grain add little to the wealth of the United States.

19 Which heading best completes the partial outline below?

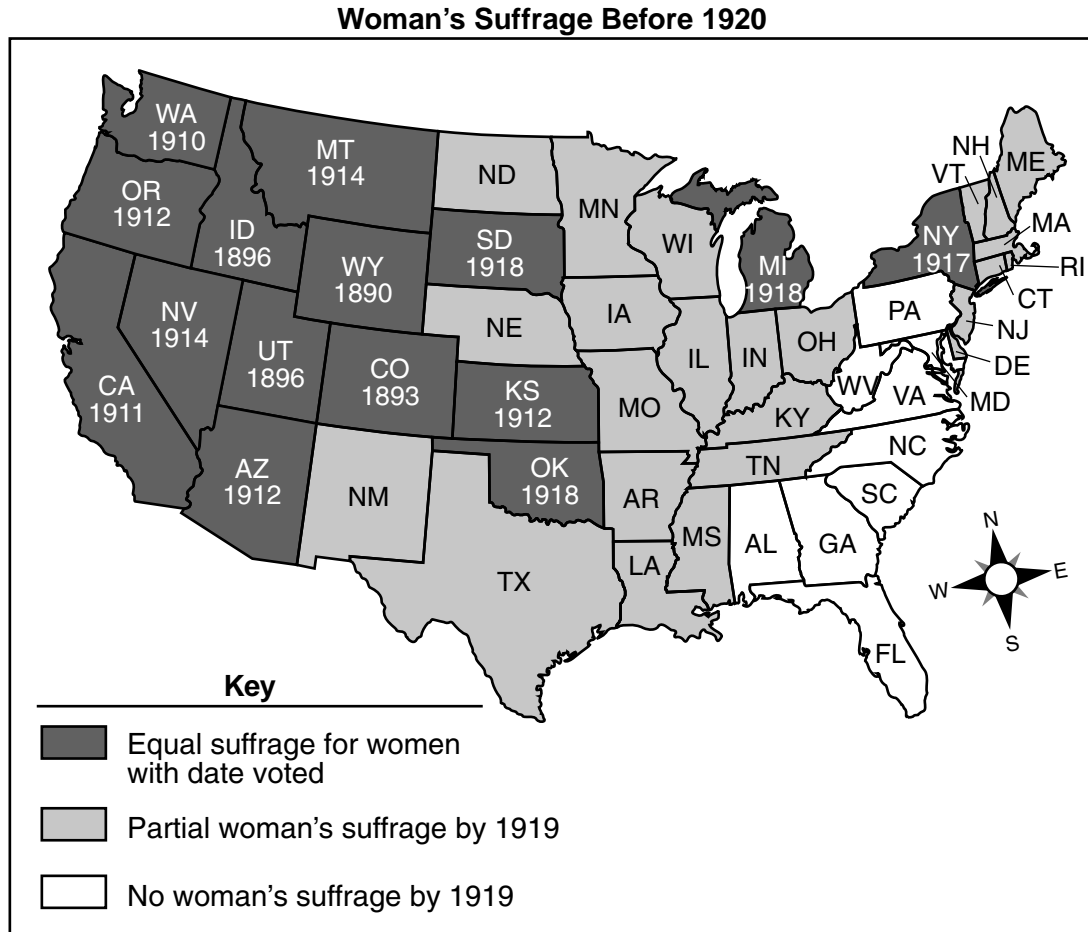
- I. \_\_\_\_\_
- A. The United States claims the Hawaiian Islands.
  - B. Puerto Rico becomes a United States territory.
  - C. The United States fights an insurrection in the Philippine Islands.
  - D. The United States Senate ratifies the Panama Canal treaty.

- (1) Rise of American Imperialism
- (2) Causes of World War I
- (3) Enforcement of the Monroe Doctrine
- (4) Trade Expansion in East Asia

20 Which statement best expresses President Theodore Roosevelt's philosophy on regulating big business?

- (1) Regulation of big business should be left to the states.
- (2) Any regulation of big business is undesirable.
- (3) Abusive trusts should be broken up by a vigilant federal government.
- (4) Government ownership of key industries will benefit consumers.

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



Source: Sandra Opdycke, *The Routledge Historical Atlas of Women in America*, Routledge (adapted)

21 Based on the map, which region of the United States demonstrated the most support for complete voting rights for women before 1919?

- (1) New England
- (2) Midwest
- (3) South
- (4) West

22 Upton Sinclair, Ida M. Tarbell, and Lincoln Steffens were considered muckrakers because they

- (1) opposed railroad monopolies
- (2) criticized the growing power of labor unions
- (3) raised concerns about the negative effects of industrialization
- (4) supported the need for reforms in education

23 In the 1920s, the passage of the Quota Acts and the trial of Sacco and Vanzetti illustrate that many Americans were

- (1) intolerant of ethnic minorities
- (2) committed to racial integration
- (3) worried about foreign wars
- (4) determined to increase immigration

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



Source: Jacob Riis, *How the Other Half Lives*, 1890

- 24 One reason Jacob Riis published many photographs similar to this was to
- (1) disprove claims of yellow journalists
  - (2) encourage government assistance for poor farmers
  - (3) promote the use of child labor
  - (4) increase public concern over tenement conditions
- 

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

...I pledge you, I pledge myself, to a new deal for the American people. Let us all here assembled constitute ourselves prophets of a new order of competence and of courage. This is more than a political campaign; it is a call to arms. Give me your help, not to win votes alone, but to win in this crusade to restore America to its own people.

—Franklin D. Roosevelt, Acceptance Speech, Democratic National Convention, 1932

- 25 In this statement, Franklin D. Roosevelt promised to
- (1) build up the military
  - (2) reduce government interference in business
  - (3) end an isolationist foreign policy
  - (4) provide government assistance to combat the Great Depression
- 

Base your answer to question 26 on the photograph below and on your knowledge of social studies.



Source: *Detroit News*, 1930 (adapted)

- 26 Which New Deal agency was created to provide employment for individuals such as the man in the photograph?
- (1) Agricultural Adjustment Administration (AAA)
  - (2) Social Security Administration (SSA)
  - (3) Works Progress Administration (WPA)
  - (4) Federal Deposit Insurance Corporation (FDIC)
-

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

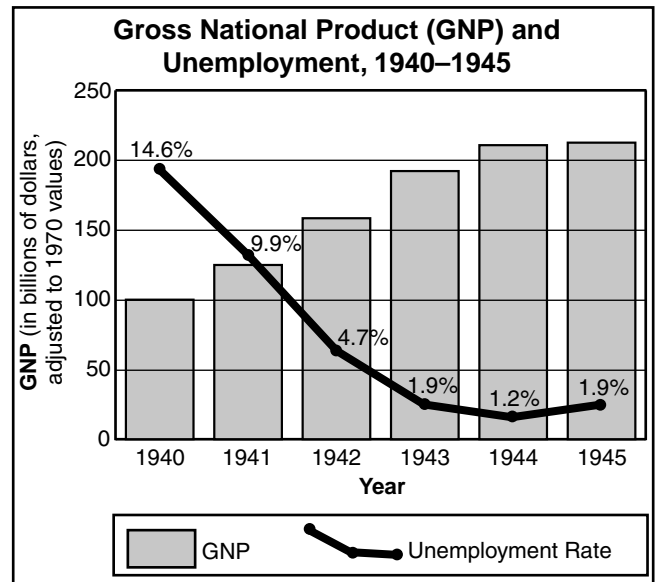
**The Spirit of '37**



Source: Fred O. Seibel, *Richmond Times Dispatch*, January 8, 1937

- 27 What is the main idea of this cartoon?
- (1) President Franklin D. Roosevelt wanted to end Supreme Court opposition to the New Deal.
  - (2) Congress refused to pass New Deal legislation.
  - (3) President Franklin D. Roosevelt had not faced any opposition to his New Deal.
  - (4) Congress voted to increase the size of the Supreme Court.
- 

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



Source: *Historical Statistics of the United States*, U.S. Bureau of the Census

- 28 Which conclusion about the United States economy during World War II is most clearly supported by the information in the graph?
- (1) Organized labor conducted frequent strikes during the war years.
  - (2) The war led to improved economic conditions.
  - (3) The Gross National Product (GNP) steadily declined during the war years.
  - (4) Unemployment increased throughout the war.
- 
- 29 One purpose of the GI Bill (Servicemen's Readjustment Act of 1944) was to
- (1) end racial segregation in the military
  - (2) replace the draft with an all-volunteer military
  - (3) maintain troop strength at World War II levels
  - (4) give educational aid to returning veterans

Base your answers to questions 30 and 31 on the photograph below and on your knowledge of social studies.

**Members of the Mochida family await an evacuation bus in Hayward, California, May 8, 1942.**

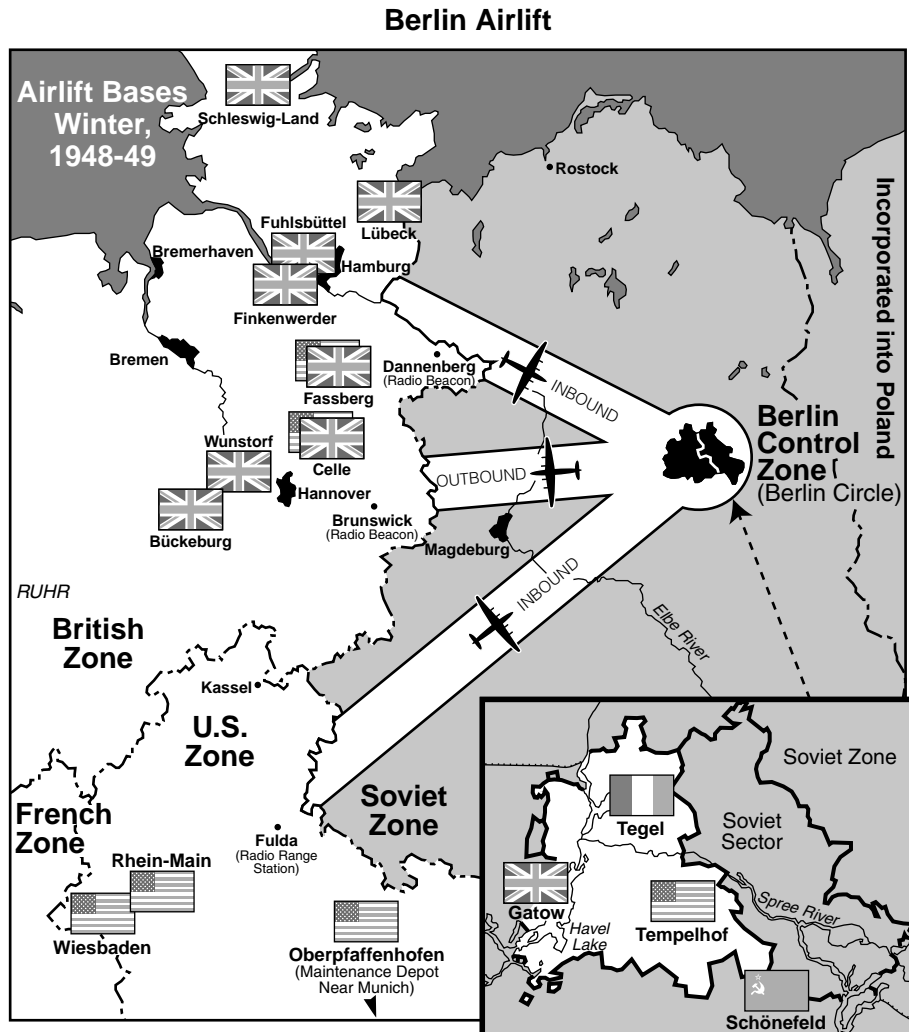


Source: U.S. National Archives & Records Administration

- 30 This photograph taken during World War II shows the
- (1) deportation of Japanese Americans to Japan
  - (2) arrival of new Japanese immigrants in California
  - (3) migration of Japanese American families to the East Coast
  - (4) relocation of Japanese Americans to internment camps
- 31 The situation shown in this photograph was most directly the result of
- (1) legislation in California
  - (2) a presidential executive order during World War II
  - (3) a Supreme Court decision
  - (4) a constitutional amendment
-



Base your answers to questions 32 and 33 on the map below and on your knowledge of social studies.



Source: Giangreco and Griffin, *Airbridge to Berlin*, Presidio Press (adapted)

- 32 The situation shown on the map was primarily the result of the
- (1) continuing disagreement among wartime Allies about Germany's future
  - (2) demand of Great Britain and France that Germany pay harsh reparations
  - (3) desire to conduct war crimes trials for Nazi leaders
  - (4) need to bring a unified Germany into the United Nations
- 33 The air corridors shown on the map were used during the airlift in 1948 and 1949 to
- (1) bomb the city of Berlin
  - (2) fly combat troops into the Soviet sector
  - (3) prevent a Soviet invasion of West Germany
  - (4) overcome a Soviet blockade of Berlin in East Germany

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

...We may anticipate a state of affairs in which two Great Powers will each be in a position to put an end to the civilization and life of the other, though not without risking its own. We may be likened to two scorpions in a bottle, each capable of killing the other, but only at the risk of his own life....

— J. Robert Oppenheimer, 1953

34 In this statement, J. Robert Oppenheimer was referring to the

- (1) benefits of neutrality
- (2) dangers of the nuclear arms race
- (3) failures of appeasement
- (4) positive effects of atomic energy

35 Which event during the civil rights movement is most closely associated with President Dwight Eisenhower?

- (1) granting permission for the March on Washington
- (2) urging the Brooklyn Dodgers to sign Jackie Robinson
- (3) supporting the sit-ins in Greensboro, North Carolina
- (4) using federal troops to integrate schools in Little Rock, Arkansas

36 “No voting qualification or prerequisite to voting, or standard, practice, or procedure shall be imposed or applied by any State or political subdivision to deny or abridge the right of any citizen of the United States to vote on account of race or color.”

— Section 2, Voting Rights Act of 1965

The specific goal stated in this section of the Voting Rights Act of 1965 was to

- (1) expand the use of property qualifications
- (2) establish voter qualifications such as literacy tests
- (3) stop fraudulent voting in large cities
- (4) remove barriers to voting based on racial background

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

### HOT PURSUIT



Source: Pat Oliphant, *Denver Post*, December 29, 1967  
(adapted)

37 What is the main idea of this 1967 cartoon?

- (1) Desertion by United States soldiers was widespread.
- (2) The domino theory no longer applied to Southeast Asia.
- (3) The United States policy of expanding the war in Indochina would be filled with hazards.
- (4) A bridge into Laos and Cambodia helped United States soldiers invade Asia.

38 A major goal of President Lyndon B. Johnson's Great Society program was to

- (1) contain communism in Southeast Asia
- (2) create a space program
- (3) reduce poverty in the United States
- (4) cut domestic programs to balance the budget

39 The presidency of Richard Nixon was weakened by his

- (1) policies on the environment
- (2) trip to the People's Republic of China
- (3) foreign policy toward the Soviet Union
- (4) involvement in the Watergate scandal

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



Source: Arthur Bok, *Akron Beacon Journal*, 1992

40 Which economic issue is the cartoonist addressing?

- (1) globalization
- (2) high tariffs
- (3) transportation costs
- (4) quality of American cars

41 President George H. W. Bush's decisions to send military aid to Saudi Arabia in 1990 and to conduct the Persian Gulf War in 1991 were consistent with the United States

- (1) long-term commitment to protecting oil resources
- (2) determination to appease Saddam Hussein
- (3) continued application of the Truman Doctrine
- (4) goal of nuclear disarmament

42 **"Somalians Are Still Hungry and at War Despite Efforts of United States Troops"**

**"United States Troops Help Reinstall Haitian President"**

**"United States and NATO Allies Use Air Strikes To Slow Ethnic Cleansing in Bosnia"**

These 1990s headlines illustrate the efforts of the United States to

- (1) support independence movements
- (2) act as an international peacekeeper
- (3) prevent the spread of communism
- (4) protect United States business investments

43 Which United States foreign policy stated that European powers should no longer expect to establish colonies in the Western Hemisphere?

- (1) Monroe Doctrine
- (2) Dollar Diplomacy
- (3) Good Neighbor Policy
- (4) Alliance for Progress

44 Brinkmanship, the domino theory, and massive retaliation are elements of United States foreign policy associated with the

- (1) Revolutionary War
- (2) Civil War
- (3) Cold War
- (4) War on Terror

Base your answers to questions 45 and 46 on the speakers' statements below and on your knowledge of social studies.

*Speaker A:* United States expansion should not end when we reach the Pacific Coast.

*Speaker B:* The navy of the United States needs to increase in size to defend our overseas interests.

*Speaker C:* The United States must serve as the military protector of the Western Hemisphere.

*Speaker D:* The United States needs to avoid international commitments in order to protect our national interests.

45 Which speaker's statement best expresses the reason that many United States senators rejected the Treaty of Versailles after World War I?

- (1) A
- (2) B
- (3) C
- (4) D

46 Which president's decision demonstrated a commitment to the idea expressed by *Speaker A*?

- (1) James K. Polk going to war with Mexico
- (2) Abraham Lincoln signing the Homestead Act
- (3) William McKinley annexing the Hawaiian Islands
- (4) Woodrow Wilson sending troops to pursue Pancho Villa in Mexico

47 One way in which the elections of President Rutherford B. Hayes (1876) and President George W. Bush (2000) are similar is that in both instances the

- (1) third-party candidate won electoral votes in several states
- (2) winner of the electoral vote failed to win the popular vote
- (3) eventual winner was selected by Congress
- (4) elections were settled by a special prosecutor

48 The Federal Reserve System and the Securities and Exchange Commission (SEC) were both established to

- (1) fund retirement pensions
- (2) promote economic stability
- (3) break up business monopolies
- (4) create public jobs

49 Which principle was dealt with in the Supreme Court decisions in *Schenck v. United States* (1919) and *Tinker v. Des Moines* (1969)?

- |                   |                         |
|-------------------|-------------------------|
| (1) States rights | (3) freedom of speech   |
| (2) voting rights | (4) freedom of assembly |

50 The war crimes trials of German military officials after World War II and of Saddam Hussein during the Iraq War (2003–2011) both demonstrate the principle that

- (1) only nations are considered responsible for wartime actions
- (2) international law may not be applied to national leaders
- (3) protection of civil liberties depends on the circumstances at the time
- (4) leaders can be held accountable for crimes against humanity

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: Economic Policy

Throughout United States history, the federal government has taken actions to strengthen or reform the nation’s economy. These actions have had varying degrees of success.

#### Task:

Select **two** federal government actions that have affected the United States economy and for **each**

- Describe the historical circumstances that led to the government action
- Discuss the extent to which the government action was successful in strengthening or reforming the United States economy

You may use any government action related to the economy from your study of United States history. Some suggestions you might wish to consider include creation of the Bank of the United States in 1790, passage of the Pacific Railway Act (transcontinental railroad) in 1862, passage of the Homestead Act in 1862, passage of the Sherman Antitrust Act in 1890, adoption of the income tax (16th) amendment in 1913, formation of the Tennessee Valley Authority in 1933, creation of the Social Security system in 1935, passage of the Interstate Highway Act in 1956, and ratification of the North American Free Trade Agreement (NAFTA) in 1993.

**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:**

Large-scale migrations of Americans have occurred throughout United States history. These migrations have had economic, social, and political effects on the nation. These migrations include **the movement of settlers westward during the 1800s, the movement of African Americans to northern cities in the early 20th century, and the movement of people to the Sun Belt since World War II.**

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

- Describe the historical circumstances that led to the migration
- Discuss the effects of this migration 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 1a**

This 1869 poster advertised the different ways people could acquire land in Nebraska.

<sup>c1869</sup>  
**Nebraska,**  
**The Garden of the West.**  
**50 MILLION ACRES**  
OF  
**GRAIN & GRAZING LAND,**  
Offered to actual settlers only, for \$1.25 per acre outside of Railroad Land Grant Limits; or \$2.50 per acre inside of such limits, under the pre-emption law, or a  
**Homestead**  
Of 80 acres inside of Railroad limits, and of 160 acres outside, for \$18.00 all told.  
**A SOLDIER**  
Of 1861 can have 160 inside of Railroad lines, for \$22.00, all fees included. Pre-emptors must reside upon and cultivate the land six months to get a Deed from the United States. Homesteaders must reside upon and cultivate the land five years to get a Deed from the United States.  
**SIX MILLION**  
Acres Railroad land, \$2.50 to \$10.00 per acre, cash, or on long credit and low interest.  
IMPROVED FARMS nearly none in market.  
N.B. Nobody wishes to leave Nebraska's rich plains, limpid waters, bright skies and vital air.  
**COMMISSIONERS OF IMMIGRATION.**  
F. W. HOHMANN, Pres., Lincoln, Neb.  
I. N. TAYLOR, Sec., Columbus, Neb.  
C. F. WALTHER, Arago, Neb.  
J. RATH, Danish Consul, Omaha  
J.W. PEARMAN, Nebraska City.

**LANDS for the LANDLESS!**  
**Homes for the Homeless!**  
Millions of Acres almost donated to the brave Pioneers of the World by the generous government of America.  
**SOLDIERS**  
(Of the war of 1861, come forward and take your Homesteads near some Railroad in  
**NEBRASKA.**  
For particulars address J. H. NOTEWARE, State Sup't of Immigration, Omaha, Neb.

Source: The Digital Scriptorium, Duke University Libraries (adapted)

1a Based on this poster, state *one* reason people might choose to move west to Nebraska in 1869. [1]

Score

## Document 1b

The rich romantic place names of the big rolling land beyond the Mississippi echoed across the eastern United States. Broadsides [posters] in all the languages of Europe made the strange Indian names of the faraway country familiar to emigrants long before they reached New York en route to the free lands extending to the “shining mountains” and the Pacific. The slow march of settlement which had followed the Homestead Act of 1862 turned into a stampede during the 1870s and 1880s....

The new settlers used different words to explain why they moved west, but beyond all their words was the old American vision of a better life beyond the far horizon. “We wanted to come to a new country,” said Susan Frances Lomax, “so our children could grow up with the country. We were living on a good farm [in Mississippi]. My husband said he would live ten years longer by coming to a new country. You hardly ever saw a gray headed man. I did not want to come to Texas at all; I dreaded the Indians in those days.... It was a hard time on weman [women]; they staid [stayed] at home and did the work while the men were on their ponies hunting or looking after stock.”...

Source: Dee Brown, *The American West*, Charles Scribner's Sons, 1994

1b According to Dee Brown, what was **one** reason settlers moved west of the Mississippi River during the 1870s and 1880s? [1]

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Score



## Document 2

...During the second half of the nineteenth century the direction of American expansion shifted from the countryside to the city. The West was popularly known as the land of wide-open spaces, but by the 1890s the typical westerner lived in an urban oasis like Omaha, Denver, or San Francisco. The American West included the fastest-growing cities in the nation, and by 1890 had become more heavily urban than any other region except the Northeast. When we think of the astounding growth of nineteenth-century American cities, most of us think of the flood of immigration from abroad; yet the single most important source of the expanding population of western cities came from the countryside. With the expansion of the commercial economy, farming and ranching became a significantly more capital-intensive [costly] business. After the Civil War a western settler needed an average of a thousand dollars to purchase land, the equipment necessary to work it, and the transportation to get the family there. Although railroads and land speculators continued to promote the West as a safety valve for the urban working class, as the “free range” disappeared and the number of tenant farmers and hired hands grew larger, it is more accurate to say that it was the cities that provided the safety valve for *rural discontent*. As one historian has put it, for every industrial worker who became a farmer, twenty farm boys moved to the city...

Source: Geoffrey C. Ward, *The West: An Illustrated History*, Little, Brown and Company, 1996

2 According to Geoffrey C. Ward, what was **one** way migration affected the American West? [1]

Score

## Document 3

...As settlers migrated westward [after the Civil War], federal troops systematically subdued Native American tribes and by successive treaties required that they reside on reservations isolated from American settlers. Eastern tribes were [earlier] forced to resettle west of the Mississippi by legal chicanery [trickery] and military force. The Cherokees of Georgia, for instance, were forcibly removed in 1837 and 1838, in a migration known as the “Trail of Tears.” The post-Civil War years saw continued pressure on Native Americans, this time in the plains and mountain states. Despite armed resistance, Native Americans found themselves increasingly relegated [removed] to reservations on the least desirable western lands...

Source: Thomas Dublin, “Internal Migration,” in Foner and Garraty, eds., *The Reader's Companion to American History*, Houghton Mifflin, 1991

3 According to Thomas Dublin, what was **one** effect of the westward migration of settlers on Native American Indians? [1]

Score

## Document 4a

This Langston Hughes poem, written in 1949, is about the migration of African Americans during the first half of the 20th century.

### One-Way Ticket

I pick up my life  
And take it with me  
And I put it down in  
Chicago, Detroit,  
Buffalo, Scranton,  
Any place that is  
North and East—  
And not Dixie.

I pick up my life  
And take it on the train  
To Los Angeles, Bakersfield,  
Seattle, Oakland, Salt Lake,  
Any place that is  
North and West—  
And not South.

I am fed up  
With Jim Crow laws,  
People who are cruel  
And afraid,  
Who lynch and run,  
Who are scared of me  
And me of them.

I pick up my life  
And take it away  
On a one-way ticket—  
Gone up North,  
Gone out West,  
Gone!

Source: Langston Hughes, in Rampersad and Roessel, eds., *The Collected Poems of Langston Hughes*, Vintage Classics

## Document 4b

...From the early years of the twentieth century to well past its middle age, nearly every black family in the American South, which meant nearly every black family in America, had a decision to make. There were sharecroppers losing at settlement. Typists wanting to work in an office. Yard boys scared that a single gesture near the planter's wife could leave them hanging from an oak tree. They were all stuck in a caste system as hard and unyielding as the red Georgia clay, and they each had a decision before them. In this, they were not unlike anyone who ever longed to cross the Atlantic or the Rio Grande.

It was during the First World War that a silent pilgrimage took its first steps within the borders of this country. The fever rose without warning or notice or much in the way of understanding by those outside its reach. It would not end until the 1970s and would set into motion changes in the North and South that no one, not even the people doing the leaving, could have imagined at the start of it or dreamed would take nearly a lifetime to play out...

Source: Isabel Wilkerson, *The Warmth of Other Suns: The Epic Story of America's Great Migration*, Random House, 2010

4 Based on these documents, state **two** reasons for the migration of African Americans to the North and the West. [2]

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

\_\_\_\_\_

Score

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

\_\_\_\_\_

Score

## Document 5

...During World War I and in the years just after, a new racial climate began to emerge. Blacks [African Americans] seemed more willing to express their opposition to racial oppression and to act against it. One reason was that the Great Migration increased the number of blacks in the North and West, where they were free to protest and to vote. Changes in employment also had an impact. In their traditional service jobs (servants, waiters, barbers), blacks served individual whites on a personal basis and therefore could not escape close white supervision. But now blacks were moving into factories with thousands of workers, where their relationship to white employers was much less personal. Under these conditions, blacks may have felt less controlled and freer to express themselves. Similarly, as black neighborhoods grew into ghettos, blacks had less contact with whites. For all the evils of the ghettos, they did create an environment in which black pride and self-expression could emerge. Also, many returning black soldiers were ready to claim their rights after having fought in what had supposedly been, after all, a war to make the world safe for democracy....

Source: Michael L. Levine, *African Americans and Civil Rights: From 1619 to the Present*, Oryx Press, 1996

5 According to Michael Levine, what was **one** effect of the Great Migration on African Americans? [1]

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Score

**Document 6**

The [Great] migration of a million and a half African Americans from the South to the North between 1915 and 1930 initiated a new era in black—and American—political life. Once overwhelmingly southern, the African-American population would become national; once overwhelmingly rural and agricultural, it would become urban and industrial; once overwhelmingly subject to formal and informal repression, coercion, and exclusion, it would find precious new space for civic and political activism. The results would be seen not simply in the extension and reconstitution [rebuilding] of black communities, but also in the changing social and political face of the country as a whole. Many of the landmark political developments of twentieth-century America—electoral realignments, the New Deal, industrial unionism, the Great Society, and, of course, the battle for civil rights—would be difficult to imagine outside of this massive demographic shift that then continued, and accelerated, over the next three decades...

Source: Steven Hahn, "Epilogue: 'Up, You Mighty Race,'" *A Nation Under Our Feet*, Belknap Press, 2003

6 According to Steven Hahn, what was **one** effect of the Great Migration on the United States? [1]

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Score

## Document 7

### Growth of the Sun Belt

...The trend became crystal clear in the next decade [the 1970s] when the South surpassed the West as a leading migration destination. People moving into the region outnumbered those leaving by 3.5 million during the 1970s, by 3 million in the 1980s, and by more than 2 million in the 1990s. Mostly they were coming from the same northern states that for half a century had been the prime destination for departing southerners. The Mid-Atlantic states suffered an actual population decline in the 1970s, as out-migrants exceeded in-migrants by almost 2 million. The East North Central states [IN, IL, MI, OH, WI] lost 1.3 million more people than they received through migration.

The turnaround seemed more abrupt than in fact it was. The South had been attracting people in growing numbers since World War II, and throughout the second phase of the exodus something of an exchange had been going on between North and South. Mostly blue-collar southerners had been going north, and mostly white-collar northerners had been coming south. The fast-developing economy of the postwar South had been the key. The building of new industries, military facilities, educational institutions, transportation systems, and urban infrastructure had attracted the services of engineers, managers, professors, technicians, and others with high-end skills. Equally important, the region had been attracting capital. Fortune 500 companies had been opening offices and branch plants and sometimes moving whole operations to Florida, Georgia, North Carolina, Texas, and Virginia, which were the key growth nodes [centers] of the new South....

Source: James N. Gregory, *The Southern Diaspora*, The University of North Carolina Press, 2005

7 According to James N. Gregory, what is **one** reason people moved to the Sun Belt after World War II? [1]

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Score

## Document 8a

A crucial piece of the Rust Belt's political clout headed south Thursday, as the U.S. Census Bureau released the first numbers from its 2000 count of the nation's population.

The numbers show that, for the first time, the Sun Belt outstrips the Northeast and Midwest in population. And for that reason, starting in 2002, the states stretching south and west from Virginia to California for the first time will have more representatives in the House of Representatives than the Northeast and Midwest.

It's all part of a decades-long trend that has seen the Northeast and Midwest lose 20 percent of their congressional representation since 1970.

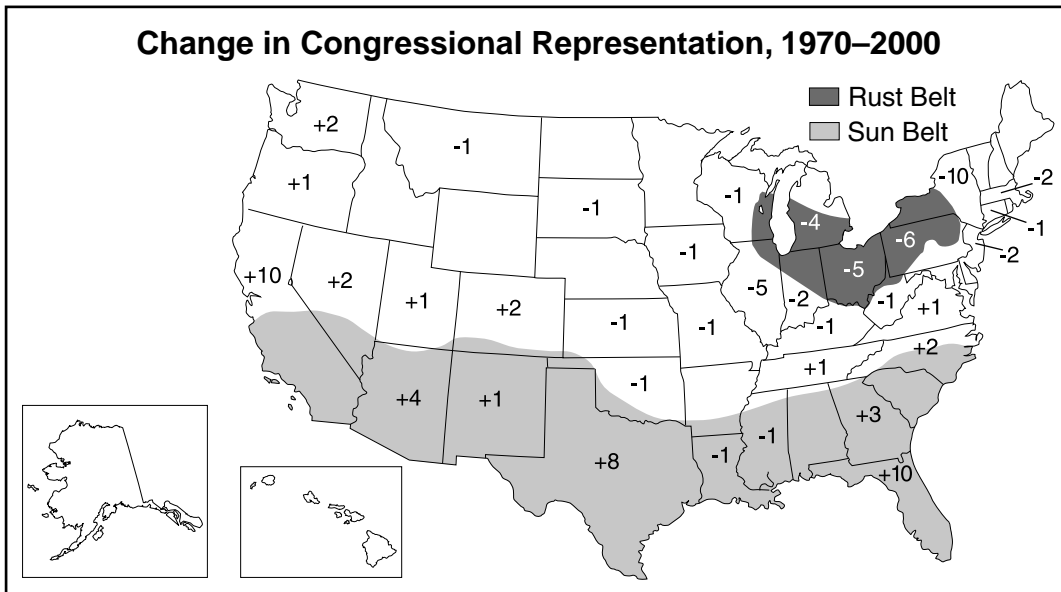
"It is a massive and, I think, unprecedented shift in political power from the Northeast and Midwest to the South and West," said Richard Munson, executive director of the Northeast-Midwest Institute in Washington.

And it's a shift, experts say, that could affect everything from the amount of federal aid coming to Buffalo to the future of policies affecting the Great Lakes.

No state has been hurt more by the shifting population than New York, which has lost 29 percent of its House seats since 1970....

Source: Jerry Zremski, "Sun Belt Gains Political Clout," *Buffalo News*, December 29, 2000

## Document 8b



Source: U. S. Census, 2000

**Note:** Numbers in the map represent seats gained or lost in the House of Representatives.

8 Based on these documents, what is **one** effect of the population shift from the Rust Belt to the Sun Belt on congressional representation between 1970 and 2000? [1]

Score

**Document 9a**

...The Interior Department's Bureau of Reclamation has issued a new report called "Water 2025," intended to guide local and regional planning for water use in the West. It comes not a moment too soon. The ongoing drought inspired the project, but so has the dramatic population growth in arid regions over the past decade, particularly in Nevada and Arizona. If the West were still sparsely settled, the severity of the drought would be serious enough. Now, the drought is bearing down on an enormous number of people—cattle ranchers, farmers, vacationers and city dwellers alike. Brown lawns aren't the same, in economic impact, as parched rangeland, desiccated [dried-up] farmland or ashen forests, but they make themselves felt nonetheless. What "Water 2025" recognizes is that unless the right plans are made, the potential for future conflict over water rights is very high....

Source: "Dry Prospects," *New York Times*, editorial, July 7, 2003

9a Based on this *New York Times* editorial, what is **one** problem related to population growth in the West?  
[1]

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Score



## Document 9b

...Why are people moving to what the media tends to see as a backwater? In part, it's because economic growth in the South has outpaced the rest of the country for a generation and the area now constitutes by far the largest economic region in the country. A recent analysis by Trulia projects the edge will widen in the rest of this decade, sparked by such factors as lower costs and warmer weather...

A portent [indication] of the future can be seen in new investment from U.S.-based and foreign companies. Last year Texas, Louisiana, Georgia and North Carolina were four of the six leading destinations for new corporate facilities.

Some of this growth is centered on the automobile industry, which is increasingly focused on the southern tier from South Carolina to Alabama. The other big industrial expansion revolves around the unconventional oil and gas boom. The region that spans the Gulf Coast from Corpus Christi to New Orleans includes the country's largest concentration of oil refineries and petrochemical facilities. In 2011 the two largest capital investments in North America — both tied to natural gas production — were in Louisiana...

Growth in the South, as elsewhere, is concentrated in their suburban rings but there's also been something of central city revivals in Houston, Raleigh, Atlanta and Charlotte. Increasingly these places boast the amenities to compete with the bastions of hipness in everything from medicine and banking to technology and movies. The new owners of the New York Stock Exchange are based in Atlanta and some financial professionals are moving to low-tax states such as Florida...

Source: Joel Kotkin, "How the South Will Rise to Power Again," *Forbes*, January 31, 2013

9b According to Joel Kotkin, what is **one** way migration has contributed to economic growth in the Sun Belt?  
[1]

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Score

## Part B

### Essay

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

#### Historical Context:

Large-scale migrations of Americans have occurred throughout United States history. These migrations have had economic, social, and political effects on the nation. These migrations include **the movement of settlers westward during the 1800s, the movement of African Americans to northern cities in the early 20th century, and the movement of people to the Sun Belt since World War II.**

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

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

- Describe the historical circumstances that led to the migration
- Discuss the effects of this migration 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