

The University of the State of New York
REGENTS HIGH SCHOOL EXAMINATION

**UNITED STATES HISTORY
AND
GOVERNMENT**

Tuesday, June 17, 2003 — 9:15 a.m. to 12:15 p.m., only

Student Name _____

School Name _____

Print your name and the name of your school on the lines above. Then turn to the last page of this booklet, which is the answer sheet for Part I. Fold the last page along the perforations and, slowly and carefully, tear off the answer sheet. Then fill in the heading of your answer sheet. Now print your name and the name of your school in the heading of each page of your essay booklet.

This examination has three parts. You are to answer **all** questions in all parts. Use black or dark-blue ink to write your answers.

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

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

Part III is based on several documents:

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

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

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

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

Part I

Answer all questions in this part.

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

- 1 Which type of map shows the most detailed information about Earth's natural features, such as rivers, lakes, and mountain ranges?
 - (1) political
 - (2) demographic
 - (3) weather
 - (4) physical
- 2 Which region of the United States is correctly paired with an industry that is dominant in that region?
 - (1) Southwest — timber
 - (2) Pacific Northwest — citrus crops
 - (3) Great Plains — grain crops
 - (4) Atlantic Coastal Plain — iron mining
- 3 Which statement best describes governmental power under the Articles of Confederation?
 - (1) Power was shared equally by the central government and the states.
 - (2) A balance of power existed between the three branches of the central government.
 - (3) A strong chief executive headed a unified central government.
 - (4) The states had much greater power than the central government.
- 4 The Northwest Ordinance of 1787 was important because it
 - (1) ensured universal suffrage for all males
 - (2) extended slavery north of the Ohio River
 - (3) provided a process for admission of new states to the Union
 - (4) established reservations for Native American Indians
- 5 At the Constitutional Convention of 1787, the Great Compromise resolved the issue of
 - (1) representation
 - (2) taxation
 - (3) slavery
 - (4) control of trade
- 6 *The Federalist Papers* were published in 1787 and 1788 to help gain support for
 - (1) a bill of rights
 - (2) the ratification of the Constitution
 - (3) a weaker central government
 - (4) the abolition of slavery and the slave trade
- 7 A republican form of government is described as one in which
 - (1) there is a two-party system
 - (2) representatives are elected by the people
 - (3) elected officials have limited terms
 - (4) government power is limited by checks and balances
- 8 The due process clause in the 5th Amendment and the right to an attorney in the 6th Amendment were designed to
 - (1) protect freedom of expression
 - (2) assure that laws are properly enacted
 - (3) ensure fair treatment for those accused of crimes
 - (4) provide for judicial review of laws
- 9 • Congress proposes an amendment legalizing an income tax.
• The Supreme Court rules that the income tax is unconstitutional.
These events illustrate the use of
 - (1) delegated powers
 - (2) checks and balances
 - (3) judicial legislation
 - (4) the unwritten constitution

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



Source: Justus, *Minneapolis Star*

- 10 What is the main idea of this cartoon?
- (1) Americans fail to adequately support the expenses of political candidates.
 - (2) Campaign advertising has no influence on voter turnout.
 - (3) Campaign costs are a major cause of the national debt.
 - (4) High campaign costs negatively affect the political process.
-
- 11 • Alien and Sedition Acts
• Virginia and Kentucky Resolutions
- These pieces of legislation reflected the conflict between
- (1) Congress and the president
 - (2) states' rights and federal supremacy
 - (3) the military and the civilian government
 - (4) the United States Supreme Court and state courts

- 12 As a strict constructionist, President Thomas Jefferson questioned the constitutional right to
- (1) receive diplomats from foreign nations
 - (2) purchase the Louisiana Territory
 - (3) grant pardons to convicted criminals
 - (4) veto legislation passed by Congress
- 13 How did Supreme Court decisions under Chief Justice John Marshall affect government in the United States?
- (1) Federal power increased at the expense of the states.
 - (2) Strict limits were placed on congressional use of the elastic clause.
 - (3) The impeachment of federal judges was declared unconstitutional.
 - (4) State powers under the 10th Amendment were expanded.
- 14 During the first half of the 19th century, territorial expansion led to
- (1) increased tensions over slavery
 - (2) improved relations with bordering nations
 - (3) fewer conflicts with Native American Indians
 - (4) decreased domestic demand for manufactured goods
- 15 Following the Civil War, many Southern states enacted Black Codes to
- (1) provide free farmland for African Americans
 - (2) guarantee equal civil rights for African Americans
 - (3) restrict the rights of formerly enslaved persons
 - (4) support the creation of the Freedmen's Bureau
- 16 One reason John D. Rockefeller, Andrew Carnegie, and J. Pierpont Morgan were sometimes called robber barons was because they
- (1) robbed from the rich to give to the poor
 - (2) made unnecessarily risky investments
 - (3) used ruthless business tactics against their competitors
 - (4) stole money from the federal government

Base your answers to questions 17 and 18 on the speakers' statements below and on your knowledge of social studies.

Speaker A: "Our nation has grown and prospered from the ideas and labor of immigrants. The nation has been enriched by immigrants from different nations who brought new ideas and lifestyles, which have become part of American culture."

Speaker B: "United States industries are competing with established European manufacturers. To prosper, American industries need the vast supply of unskilled labor that is provided by immigrants."

Speaker C: "Immigrants are taking jobs at low wages without regard for long hours and workers' safety. American workers must unite to end this unfair competition."

Speaker D: "Immigrants arrive in American cities poor and frightened. They are helped to find jobs or housing. These newcomers should show their gratitude at voting time."

17 Which speaker is most clearly expressing the melting pot theory?

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

18 Speaker D is expressing an opinion most like that of a

- (1) labor union member
- (2) religious leader
- (3) factory owner
- (4) political party boss

19 In the 19th century, protective tariffs, subsidies for railroads, and open immigration showed that the federal government followed a policy of

- (1) support for economic development
- (2) noninterference in the free-market system
- (3) regulation of unfair business practices
- (4) support for organized labor

20 The Interstate Commerce Act and the Sherman Antitrust Act were passed by Congress to

- (1) increase safety in the workplace
- (2) promote fair hiring practices
- (3) improve working conditions
- (4) protect the interests of small businesses

21 What was a major effect of the Agricultural Revolution in the United States during the late 1800s?

- (1) Unemployed factory workers could find jobs in agriculture.
- (2) Food supplies were increased to feed urban dwellers.
- (3) The size of farms decreased.
- (4) United States farm exports decreased.

22 Dorothea Dix, Jane Addams, and Jacob Riis were all known as

- (1) muckrakers
- (2) suffragettes
- (3) political leaders
- (4) social reformers

23 Passage of the Pure Food and Drug Act and the Meat Inspection Act illustrated the federal government's commitment to

- (1) environmental conservation
- (2) workers' rights
- (3) business competition
- (4) consumer protection

24 Which United States foreign policy was most directly related to the rise of big business in the late 1800s?

- (1) containment
- (2) imperialism
- (3) détente
- (4) neutrality

25 The works of Duke Ellington and Langston Hughes reflected the

- (1) expanding role of women in the 1920s
- (2) achievements of the Harlem Renaissance
- (3) architectural innovations of the 1930s
- (4) influence of southern European immigrant groups

26 What was a major result of Prohibition in the United States during the 1920s?

- (1) restriction of immigration
- (2) growth of communism
- (3) destruction of family values
- (4) increase in organized crime

27 During the Great Depression, expressions such as *Hoovervilles* and *Hoover blankets* showed that President Hoover

- (1) was seen as a role model
- (2) used the military to aid the unemployed
- (3) was blamed for the suffering of the poor
- (4) supported relief and public housing for the needy

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



Source: Clifford Kennedy Berryman, *The Washington Star*, March 9, 1937

28 This cartoon illustrates that President Franklin D. Roosevelt caused a controversy based on

- (1) increased military spending in the early 1930s
- (2) a plan to assume some of the powers reserved to the states
- (3) efforts to counter the Dust Bowl with federal conservation measures
- (4) proposals that violated the principle of separation of powers

29 The National Labor Relations Act (Wagner Act) of 1935 strengthened labor unions because it legalized

- (1) collective bargaining
- (2) blacklisting
- (3) the open shop
- (4) the sit-down strike

30 Between 1934 and 1937, Congress passed a series of neutrality acts that were designed primarily to

- (1) strengthen the nation's military defenses
- (2) provide aid to other democratic nations
- (3) create jobs for unemployed American workers
- (4) avoid mistakes that had led to American involvement in World War I

31 In the 1944 case *Korematsu v. United States*, the Supreme Court ruled that wartime conditions justified the

- (1) use of women in military combat
- (2) ban against strikes by workers
- (3) limitations placed on civil liberties
- (4) reduction in the powers of the president

32 During World War II, posters of Rosie the Riveter were used to

- (1) recruit women into wartime industries
- (2) encourage women to serve in the armed forces
- (3) promote women's suffrage
- (4) support higher education for women

33 What was one result of World War II?

- (1) The arms race ended.
- (2) The Cold War ended.
- (3) Communism was eliminated.
- (4) Two superpowers emerged.

34 Convictions of war criminals by courts at Tokyo and Nuremberg following World War II showed that

- (1) government officials and military leaders could be held accountable for their actions
- (2) the United Nations accepted responsibility for international peacekeeping
- (3) the League of Nations could successfully enforce international law
- (4) nations that start wars would be forced to rebuild war-torn nations

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



35 Which event of 1948–1949 is illustrated by this cartoon?

- (1) Berlin airlift
- (2) collapse of the Berlin Wall
- (3) reunification of Germany
- (4) allied invasion on Normandy

36 “We conclude that in the field of public education, the doctrine of ‘separate but equal’ has no place. Separate educational facilities are inherently unequal. . . .”

— Chief Justice Earl Warren,
Brown v. Board of Education of Topeka

This quotation illustrates the Supreme Court’s power to

- (1) uphold previous decisions
- (2) overrule state laws
- (3) check the powers of the executive branch
- (4) provide for educational funding

37 The Peace Corps was established by President John F. Kennedy in an effort to provide

- (1) support to developing nations of the world
- (2) job training for the unemployed
- (3) markets for consumer goods
- (4) teachers for inner-city areas

38 The Civil Rights Act of 1964 was passed in an effort to correct

- (1) racial and gender discrimination
- (2) limitations on freedom of speech
- (3) unfair immigration quotas
- (4) segregation in the armed forces

39 President Richard Nixon supported the policy of détente as a way to

- (1) reduce tensions between the United States and the Soviet Union
- (2) introduce democratic elections to communist nations
- (3) encourage satellite nations to break their ties with the Soviet Union
- (4) undermine Soviet influence among nonaligned countries in Africa and Asia

40 The Supreme Court cases of *Tinker v. Des Moines* and *New Jersey v. TLO* involved the issue of

- (1) freedom of the press
- (2) freedom of religion
- (3) the rights of students in school
- (4) the rights of prison inmates

41 Support for the North American Free Trade Agreement (NAFTA) reflected the United States commitment to

- (1) globalization
- (2) Manifest Destiny
- (3) collective security
- (4) isolationism

42 The loss of jobs in manufacturing industries has been caused by the introduction of

- (1) radio and television
- (2) automobiles and airplanes
- (3) automation and computers
- (4) improved medicine and space travel

43 The baby boom primarily resulted from the

- (1) economic prosperity of the 1920s
- (2) Great Depression of the 1930s
- (3) delay in marriages during World War II
- (4) counterculture movement of the 1960s

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

MEDIAN EARNINGS OF MEN AND WOMEN IN THE UNITED STATES, 1960–1990				
Year	Women	Men	Women’s Earnings as a Percent of Men’s	Earnings Gap in Constant 1990 Dollars
1960	\$ 3,257	\$ 5,368	60.7	\$ 8,569
1970	5,323	8,966	59.4	11,529
1980	11,197	18,612	60.2	11,776
1990	19,822	27,678	71.6	7,856

Source: Bureau of the Census

- 44 The data in this chart support the conclusion that between 1960 and 1990
- (1) government failed to pass laws that granted women equal access to jobs
 - (2) the earnings gap between men and women was only slightly improved
 - (3) women’s earnings consistently increased faster than those of men
 - (4) most higher paying jobs were still not legally open to women

Base your answer to question 45 on the cartoon below and on your knowledge of social studies.



Source: Chip Bok, Creators Syndicate (adapted)

- 45 Which situation faced by President Bill Clinton is expressed in the cartoon?
- (1) Impeachment hampered his ability to carry out programs.
 - (2) International problems interfered with domestic policy goals.
 - (3) Health care costs took away funds needed for peacekeeping commitments.
 - (4) Budget deficits prevented military action in world trouble spots.

46 How did the power of government change during the Civil War and the Great Depression?

- (1) Presidential powers were expanded.
- (2) Congress exerted greater leadership.
- (3) The Supreme Court expanded civil liberties.
- (4) Power shifted from the federal government to the states.

47 **“U.S. Sponsors Panamanian Revolution” (1903)**
“U.S. Establishes Military Rule in Dominican Republic” (1916)
“CIA Supports Overthrow of Guatemala Regime” (1954)

These headlines suggest that

- (1) United States interests in Latin America have often led to intervention
- (2) the United States is willing to fight to maintain the independence of Latin American nations
- (3) Latin American nations have declared war on the United States several times
- (4) Latin American nations are able to run their governments without United States help

48 The Palmer raids following World War I and the McCarthy hearings during the Korean War were similar in that they were caused by fear of

- (1) new military weapons
- (2) foreign invasions of the United States
- (3) communist influence in the United States
- (4) economic depression

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

The Farmer is the Man

When the farmer comes to town
With his wagon broken down,
Oh, the farmer is the man
Who feeds them all. . . .

The farmer is the man,
The farmer is the man,
Lives on credit till the fall;
Then they take him by the hand
And they lead him from the land,
And the middleman's the man
Who gets it all. . . .

— American folk song

49 The problem identified by this folk song was a result of

- (1) farm productivity declining for several decades
- (2) too many Americans entering the occupation of farming
- (3) poor farming practices destroying cropland
- (4) low profits forcing many people out of farming

50 Which political party focused most of its efforts on the problem identified in this song?

- (1) Bull Moose
- (2) Free Soil
- (3) Populist
- (4) Progressive

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) **discuss** means “to make observations about something using facts, reasoning, and argument; to present in some detail”
- (b) **show** means “to point out; to set forth clearly a position or idea by stating it and giving data which support it”
- (c) **evaluate** means “to examine and judge the significance, worth, or condition of; to determine the value of”

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: Social Change

Events have influenced social change in American society.

Task:

Identify **one** event in United States history that has influenced **social** change and for the event identified:

- Discuss the historical circumstances surrounding the event
- Show how the event was intended to bring about specific social change
- Evaluate the extent to which the event was successful in bringing about that change

You may use any example from your study of United States history. Some suggestions you might wish to consider include passage of the Civil War amendments; development of the automobile; passage of the 18th Amendment [national Prohibition]; passage of the 19th Amendment [women’s suffrage]; passage of the Social Security Act (1935); President Dwight D. Eisenhower’s decision to send troops to Little Rock, Arkansas; and the Supreme Court’s decision in *Roe v. Wade*.

You are *not* limited to these suggestions.

Guidelines:

In your essay, be sure to:

- Address all aspects of the *Task*
- Support the theme with relevant facts, examples and details
- Use a logical and clear plan of organization
- Introduce the theme by establishing a framework that is beyond a simple restatement of the *Task* and conclude with a summation of the theme

NAME _____

SCHOOL _____

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

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

Part III

DOCUMENT-BASED QUESTION

This question is based on the accompanying documents (1–8). The question is designed to test your ability to work with historical documents. Some of the documents have been edited for the purposes of the question. As you analyze the documents, take into account the source of each document and any point of view that may be presented in the document.

Historical Context:

Extensive railroad construction in the 1800s transformed the United States by linking sections of the nation. This transformation had both positive and negative effects.

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

- Discuss the positive and negative effects of railroads in the United States during the 1800s

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

For half a century after Lewis and Clark's expedition, the Great Plains aroused little interest in the young nation. The plains were too dry for agriculture, people said. They were barren, forever a wasteland at the center of the continent.

These ideas began to change in the years leading up to the Civil War. As the railroads were built westward, Americans realized how wrong they had been about the plains. Settlers in Kansas found no desert, but millions of acres of fertile soil. Cattlemen saw an open range for millions of cattle, a land of opportunity larger than even the Lone Star State. Of course, the plains were already inhabited by buffalo and Indians. But these meant little to the newcomers. Civilization, they believed, demanded that both be swept away and the land turned to "useful" purposes. How this came about is one of the saddest chapters in our history. . . .

Source: Albert Marrin, *Cowboys, Indians, and Gunfighters*,
Atheneum

- 1 According to this passage, how did the use of the railroads change people's opinions about the Great Plains? [1]

Score

Document 2

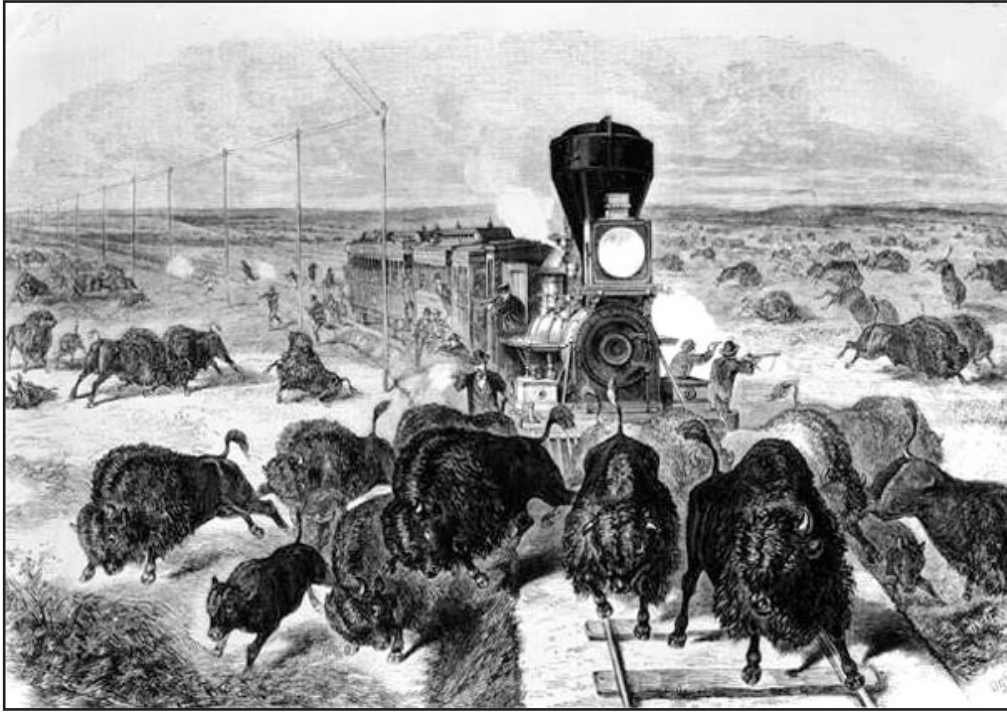
It was with a shock of abhorrence, therefore, that they discovered in 1871 the presence of railroad surveyors running a line through the valley of the Yellowstone. With Sitting Bull's approval, the young warriors immediately began a campaign of harassment, first letting the intruders know that they were not wanted there, and then driving them away. The reason the surveyors had come into this area was that the owners of the Northern Pacific Railroad had decided to change its route, abandoning the line through previously ceded lands and invading unceded lands without any consultation with the Indians. In 1872, the surveyors accompanied by a small military force came back to the Yellowstone country, and again Sitting Bull's followers drove them away. . . .

Source: Dee Brown, *Hear That Lonesome Whistle Blow*,
Henry Holt and Co.

2 According to this document, why were Native American Indians hostile to the surveyors? [1]

Score

Document 3



Source: Denver Public Library

3 What does this illustration show about the effect of the railroads on the buffalo herds? [1]

Score

Document 4

If nineteenth-century Monterey County owed much to the coming of the railroads, Santa Cruz County owed everything, for railroads constructed during the 1870s tied together the isolated communities along the north coast of Monterey Bay and launched an era of unparalleled development. . . .

Between 1875 and 1880 the Chinese built three separate railroads, laid forty-two miles of track, and drilled 2.6 miles of tunnels to stitch Santa Cruz County together and attach it permanently to the world beyond the Santa Cruz Mountains. The Chinese contributed not only their muscle and sweat, but their lives. At least fifty Chinese were killed in accidents while building those railroads. For every mile of railroad, one Chinese died. . . .

Chinese railroad workers on the Santa Cruz Railroad worked six ten-hour days a week and were paid one dollar a day. Two dollars per week was deducted from their pay for food, while expenses such as clothing and recreation chipped away at the remaining four dollars so that they averaged three dollars per week profit. . . .

Source: Sandy Lydon, *Chinese Gold: The Chinese in the Monterey Bay Region*, Capitola Book Company

4a According to this document, how did railroad development help Monterey and Santa Cruz counties? [1]

Score

b Based on this document, state **one** working condition the Chinese experienced as they built the railroads. [1]

Score

Document 5

Rich Farming Lands!
For Sale **VERY CHEAP** by the
Union Pacific Railroad Company

The Best Investment! No Fluctuations!
Always Improving in Value.
The Wealth of the Country is made by the advance in
Real Estate.

NOW IS THE TIME!
MILLIONS OF ACRES
Of the finest lands on the Continent, in Eastern Nebraska,
now for sale, **Many of them never before in Market**, at
prices that **Defy Competition**.

*FIVE AND TEN YEARS' CREDIT GIVEN, WITH
INTEREST AT SIX PER CENT.*

The Land Grant Bonds of the Company *taken at par* for
lands. ➔ Full particulars given, new Guide with new
Maps mailed free.

THE PIONEER
A handsome illustrated paper, containing the Homestead
Law, sent free to all parts of the world. Address
O.F. DAVIS,
Land Commissioner U.P.R.R.,
Omaha, Neb.

— 19th-century broadside (adapted)

5 According to the suggestions in this advertisement, how did railroads encourage settlement of the West? [1]

Score

Document 6

. . . That year (1877) there came a series of tumultuous strikes by railroad workers in a dozen cities; they shook the nation as no labor conflict in its history had done.

It began with wage cuts on railroad after railroad, in tense situations of already low wages (\$1.75 a day for brakemen working twelve hours), scheming and profiteering by the railroad companies, deaths and injuries among the workers—loss of hands, feet, fingers, the crushing of men between cars.

At the Baltimore & Ohio station in Martinsburg, West Virginia, workers determined to fight the wage cut went on strike, uncoupled the engines, ran them into the roundhouse, and announced no more trains would leave Martinsburg until the 10 percent cut [in pay] was canceled. A crowd of support gathered, too many for the local police to disperse. B. & O. officials asked the governor for military protection, and he sent in militia. A train tried to get through, protected by the militia, and a striker, trying to derail it, exchanged gunfire with a militiaman attempting to stop him. The striker was shot in his thigh and his arm. His arm was amputated later that day, and nine days later he died.

Six hundred freight trains now jammed the yards at Martinsburg. The West Virginia governor applied to newly elected President Rutherford Hayes for federal troops, saying the state militia was insufficient. In fact, the militia was not totally reliable, being composed of many railroad workers. Much of the U.S. Army was tied up in Indian battles in the West. Congress had not appropriated money for the army yet, but J. P. Morgan, August Belmont, and other bankers now offered to lend money to pay army officers (but no enlisted men). Federal troops arrived in Martinsburg, and the freight cars began to move. . . .

Source: Howard Zinn, *A People's History of the United States*,
Harper Collins Publishers

6 According to this passage, why did the railroad workers go on strike in 1877? [1]

Score

Document 7

The policy which has been pursued has given us [the United States] the most efficient railway service and the lowest rates known in the world; but its recognized benefits have been attained at the cost of the most unwarranted discriminations, and its effect has been to build up the strong at the expense of the weak, to give the large dealer an advantage over the small trader, to make capital count for more than individual credit and enterprise, to concentrate business at great commercial centers, to necessitate combinations and aggregations of capital, to foster monopoly, to encourage the growth and extend the influence of corporate power, and to throw the control of the commerce of the country more and more into the hands of the few. . . .

Source: United States Senate, Select Committee on Interstate Commerce, 1886

7 According to this document, how did the railroad owners engage in unfair business practices? [1]

Score

Document 8

We believe that the time has come when the railroad corporations will either own the people or the people must own the railroads; and, should the government enter upon the work of owning and managing all railroads, we should favor an amendment to the Constitution by which all persons engaged in the government service shall be placed under a civil service regulation of the most rigid character, so as to prevent the increase of the power of the national administration by the use of such additional government employees. . . .

Transportation, being a means of exchange and a public necessity, the government should own and operate the railroads in the interest of the people. . . .

Source: Populist Party Platform, 1892

8 According to the Populist Party platform, why should the government own the railroads? [1]

Score

Part B

Essay

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

Historical Context:

Extensive railroad construction in the 1800s transformed the United States by linking sections of the nation. This transformation had both positive and negative effects.

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

- Discuss the positive and negative effects of railroads in the United States during the 1800s

Guidelines:

In your essay, be sure to:

- Address all aspects of the *Task* by accurately analyzing and interpreting at least **five** documents
- Incorporate information from the documents in the body of the essay
- Incorporate relevant outside information
- Support the theme with relevant facts, examples, and details
- Use a logical and clear plan of organization
- Introduce the theme by establishing a framework that is beyond a simple restatement of the *Task* or *Historical Context* and conclude with a summation of the theme

The University of the State of New York

Part I

REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY AND GOVERNMENT

Tuesday, June 17, 2003 — 9:15 a.m. to 12:15 p.m., only

ANSWER SHEET

Student ... Sex: Male Female

Teacher

School

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

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

FOR TEACHER USE ONLY

Part I Score _____

Part III A Score _____

Total Part I and III A Score []

Part II Essay Score _____

Part III B Essay Score _____

Total Essay Score []

Final Score (obtained from conversion chart) []

No. Right []

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

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

Signature

Tear Here

Tear Here

Tear Here

Tear Here