

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

**UNITED STATES HISTORY  
AND GOVERNMENT**

**Thursday, January 26, 2006 — 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 questions. In the test booklet, write your answer to each question on the lines following that question. Be sure to enter your name and the name of your school on the first page of this section.

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

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

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

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

## Part I

### Answer all questions in this part.

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

- 1 • Jamestown, founded in 1607  
• Plymouth colony, founded in 1620  
• New Amsterdam, founded in 1625  

These early colonial settlements were similar in that each was located

  - (1) at the base of a mountain range
  - (2) near the coastline
  - (3) in an arid climate
  - (4) on offshore islands
- 2 During the early to mid-1700s, the British policy of salutary neglect toward the American colonies contributed to
  - (1) a decline in colonial manufacturing
  - (2) the decline of slavery in the northern colonies
  - (3) a decrease in French and Spanish influence in North America
  - (4) the development of independent colonial trade practices
- 3 In the Declaration of Independence, the argument for freedom from British rule is based primarily on the
  - (1) theory of divine right expressed by James I
  - (2) economic principles set forth by Adam Smith
  - (3) social contract theory of government developed by John Locke
  - (4) belief in a strong central government expressed by Alexander Hamilton
- 4 The constitutional basis for the separation of church and state is the
  - (1) establishment clause of the 1st Amendment
  - (2) double jeopardy provision of the 5th Amendment
  - (3) reserved powers of the 10th Amendment
  - (4) equal protection clause of the 14th Amendment
- 5 Which statement describes a characteristic of the government established by the Articles of Confederation?
  - (1) A Supreme Court had the authority to declare acts of Congress unconstitutional.
  - (2) The national government controlled interstate commerce.
  - (3) The president maintained exclusive control over foreign policy.
  - (4) A system was created where the states held the most power.
- 6 Which action during Washington's administration led to the Whiskey Rebellion in western Pennsylvania?
  - (1) passage of a new excise tax
  - (2) establishment of a presidential cabinet
  - (3) creation of the Bank of the United States
  - (4) ban on slavery in the Northwest Territory
- 7 The foreign policies of George Washington, Thomas Jefferson, and James Monroe were similar in that they each
  - (1) supported wars against England
  - (2) failed to acquire new territory
  - (3) attempted to avoid involvement in European affairs
  - (4) aided the French in return for their help during the Revolutionary War
- 8 Which action is considered part of the unwritten constitution?
  - (1) ratification of a treaty by the Senate
  - (2) formation of the first two political parties
  - (3) creation of a system of federal courts including the Supreme Court
  - (4) presidential veto of a bill passed by Congress

Base your answer to question 9 on the cartoon below and on your knowledge of social studies.

**Good Morning, Doctor**



Source: John Chase, *New Orleans Item*, January 17, 1938 (adapted)

9 Which constitutional principle is best illustrated by the cartoon?

- (1) federalism
- (2) popular sovereignty
- (3) judicial review
- (4) checks and balances

10 “The enumeration [listing] in the Constitution, of certain rights, shall not be construed [interpreted] to deny or disparage [weaken] others retained by the people.”

— 9th Amendment to the United States Constitution

The most likely reason this amendment was included in the Bill of Rights was to

- (1) increase federal power over the people
- (2) expand state control over individual citizens
- (3) protect rights beyond those listed in the Constitution
- (4) prevent Congress from granting additional rights to individuals

11 “The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude. . . .”

— 15th Amendment, Section 1, United States Constitution, 1870

Which actions did Southern States take to keep African Americans from exercising the rights guaranteed in this amendment?

- (1) suspending habeas corpus and denying women the right to vote
- (2) collecting poll taxes and requiring literacy tests
- (3) establishing religious and property-holding requirements for voting
- (4) passing Black Codes and establishing segregated schools

12 The Supreme Court decision in *Plessy v. Ferguson* (1896) had a major impact on the lives of African Americans because it ruled that

- (1) segregation was illegal in educational institutions
- (2) voting was a right guaranteed by the Constitution
- (3) separate but equal public facilities were legal
- (4) military occupation of the South was unconstitutional

13 Which action by the federal government during the late 1800s is an example of nativism?

- (1) passage of the Chinese Exclusion Act
- (2) creation of tribal reservations in the East
- (3) grants of financial aid to western farmers
- (4) support for the construction of trans-continental railroads

14 Which major population shift in the late 1800s occurred as a result of industrialization?

- (1) northerners to the Sun Belt
- (2) rural residents to urban areas
- (3) working class people from the cities to the suburbs
- (4) African Americans from the North to the South

Base your answers to questions 15 and 16 on the cartoon below and on your knowledge of social studies.



“The American Beauty Rose can be produced in all its splendor only by sacrificing the early buds that grow up around it.”

— John D. Rockefeller, Jr.

Source: Guy R. Spencer, *The Literary Digest*, May 1905 (adapted)

- 15 Which idea of the late 1800s is most closely associated with this cartoon?
- (1) regulated capitalism
  - (2) graduated income tax
  - (3) Social Darwinism
  - (4) the Gospel of Wealth
- 16 During the early 1890s, the federal government dealt with situations like the one shown in the cartoon by
- (1) raising tariff rates on imported oil
  - (2) providing economic aid for small businesses
  - (3) prosecuting businessmen for graft and corruption
  - (4) passing the Sherman Antitrust Act
- 17 During the late 1800s, many farmers supported the idea that free and unlimited coinage of silver would
- (1) end farm subsidies
  - (2) help farmers to repay their loans
  - (3) lead to lower prices for consumer goods
  - (4) decrease prices for farmland
- 18 Which term best describes Theodore Roosevelt, John Muir, and Gifford Pinchot?
- (1) philanthropists
  - (2) conservationists
  - (3) yellow journalists
  - (4) captains of industry
- 19 During the Progressive Era, many state and local governments adopted initiative, referendum, and recall procedures that
- (1) eliminated the need for the electoral college
  - (2) created political action committees (PACs)
  - (3) gave voters a more direct voice in government
  - (4) strengthened the role of the president's cabinet
- 20 The tragedy of the Triangle Shirtwaist Company fire of 1911 drew national attention to the need to
- (1) restrict immigration from southern Europe
  - (2) establish full-time fire departments
  - (3) protect the safety of workers
  - (4) improve conditions for tenement dwellers
- 21 President Woodrow Wilson's Fourteen Points were proposed during World War I primarily to
- (1) define postwar objectives for the United States
  - (2) outline military strategies for the United States
  - (3) convince other democratic nations to join the United Nations
  - (4) strengthen the United States policy of isolationism

- 22 To improve distribution of money and guarantee an adequate money supply, President Woodrow Wilson asked Congress to
- (1) eliminate the gold standard
  - (2) limit foreign investment
  - (3) provide insurance for bank deposits
  - (4) establish the Federal Reserve System

- 23 The clear-and-present danger doctrine established in *Schenck v. United States* (1919) permits the government to
- (1) declare war on any nation that attacks the United States
  - (2) limit speech that threatens the security of the nation
  - (3) break up monopolies that limit business competition
  - (4) outlaw organizations that threaten the civil rights of others

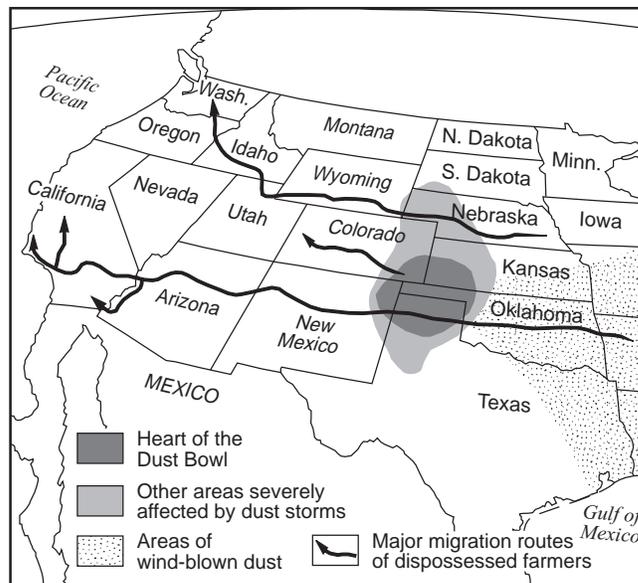
- 24 In 1920, women gained the right to vote as a result of a
- (1) presidential order
  - (2) Supreme Court decision
  - (3) national election
  - (4) constitutional amendment

- 25 The Red Scare, the National Origins Acts of the 1920s, and the verdict in the Sacco and Vanzetti trial are examples of negative American attitudes toward
- (1) immigrants
  - (2) business leaders
  - (3) African Americans
  - (4) labor union leaders

- 26 Improved mass-production techniques affected the American economy of the 1920s by
- (1) reducing prices of consumer goods
  - (2) lowering the quality of most products
  - (3) causing higher unemployment
  - (4) decreasing the quantity of manufactured products

- 27 The Scopes Trial of 1925 is an example of
- (1) the effects of assimilation on American culture
  - (2) a clash between scientific ideas and religious beliefs
  - (3) an increase in violence in American society
  - (4) government intervention in racial conflicts

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



Source: Robert A. Divine et al., *America: Past and Present*, HarperCollins, 1995 (adapted)

- 28 Which region of the United States suffered most directly from the Dust Bowl?
- (1) Southwest
  - (2) Pacific Northwest
  - (3) Rocky Mountains
  - (4) Great Plains

- 29 Which statement about Franklin D. Roosevelt's New Deal program is most accurate?
- (1) Protective tariff rates increased.
  - (2) Social welfare programs were expanded.
  - (3) Government regulation of business was reduced.
  - (4) Government support of environmental conservation ended.

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

“. . . The people of Europe who are defending themselves do not ask us to do their fighting. They ask us for the implements of war, the planes, the tanks, the guns, the freighters which will enable them to fight for their liberty and for our security. Emphatically we must get these weapons to them, get them to them in sufficient volume and quickly enough, so that we and our children will be saved the agony and suffering of war which others have had to endure. . . .”

— President Franklin D. Roosevelt's "Fireside Chat,"  
December 29, 1940

- 30 In this statement, President Franklin D. Roosevelt was asking the nation to
- (1) support a declaration of war against Nazi Germany
  - (2) adopt a policy of containment
  - (3) join the League of Nations
  - (4) become the “arsenal of democracy”
- 
- 31 Which factor contributed to the internment of Japanese Americans during World War II?
- (1) labor shortage during the war
  - (2) influence of racial prejudice
  - (3) increase of terrorist activities on the West Coast
  - (4) fear of loss of jobs to Japanese workers
- 32 Following World War II, Eleanor Roosevelt was most noted for her
- (1) support of racial segregation in the United States military
  - (2) role in creating the United Nations Universal Declaration of Human Rights
  - (3) opposition to the Truman Administration
  - (4) efforts to end the use of land mines

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

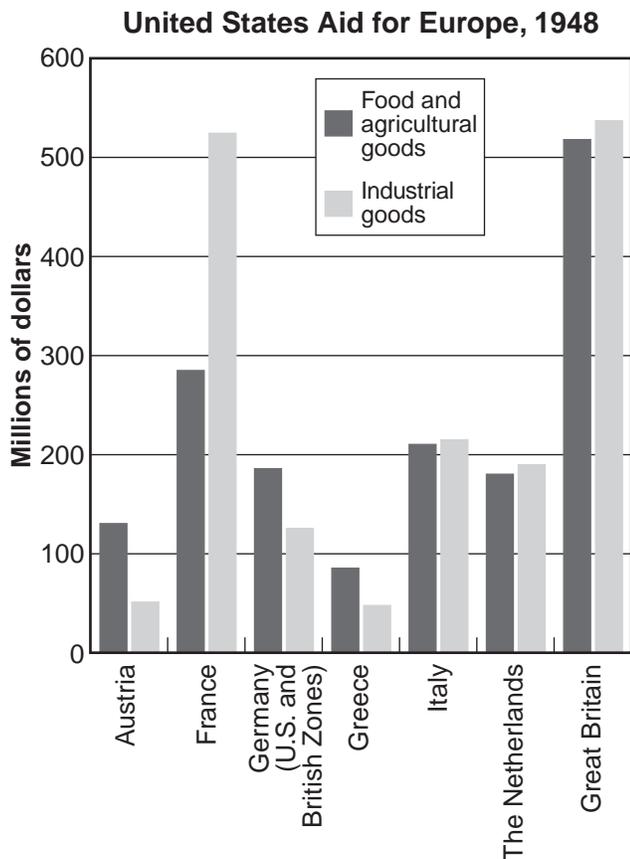
### Eventually, Why Not Now?



Source: Jay Norwood "Ding" Darling, 1945

- 33 What is the main idea of this 1945 cartoon?
- (1) The world community needs to stop the spread of nuclear weapons.
  - (2) Korea's development of atomic bombs has threatened world peace.
  - (3) The Treaty of Versailles was successful in preventing World War II.
  - (4) Germany should be criticized for using atomic bombs.
- 
- 34 During the early 1950s, the tactics of Senator Joseph McCarthy were criticized because he
- (1) violated important constitutional liberties
  - (2) displayed racial prejudice in his questions
  - (3) opposed the use of loyalty oaths
  - (4) ignored evidence of Soviet spying

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



Source: *The Americans: In Depth Resources*, McDougal Littell, 1998 (adapted)

35 Information provided by the graph indicates that the Marshall Plan tried to prevent the spread of communism in Europe by

- (1) providing military aid to France and Great Britain
- (2) restoring economic stability throughout Western Europe
- (3) encouraging domestic revolutions in Europe
- (4) making European nations dependent on the United Nations

36 Which strategy did African-American students use when they refused to leave a “whites only” lunch counter in Greensboro, North Carolina, in 1960?

- (1) economic boycott
- (2) hunger strike
- (3) petition drive
- (4) civil disobedience

37 “. . . We choose to go to the moon. We choose to go to the moon in this decade and do the other things, not because they are easy, but because they are hard, because that goal will serve to organize and measure the best of our energies and skills, because that challenge is one that we are willing to accept, one we are unwilling to postpone, and one which we intend to win, and the others, too. . . .”

— President John F. Kennedy, speech at Rice University, September 12, 1962

The main purpose of this speech was to win public support for

- (1) establishing a missile defense system on the Moon
- (2) cooperating with communist countries in exploring space
- (3) surpassing the Soviet Union in the space race
- (4) controlling the spread of nuclear weapons

38 The requirement that all persons placed under arrest must be informed of their legal rights resulted from a

- (1) custom adopted from English common law
- (2) law enacted by Congress
- (3) decision of the United States Supreme Court
- (4) specific statement in the original Constitution of the United States

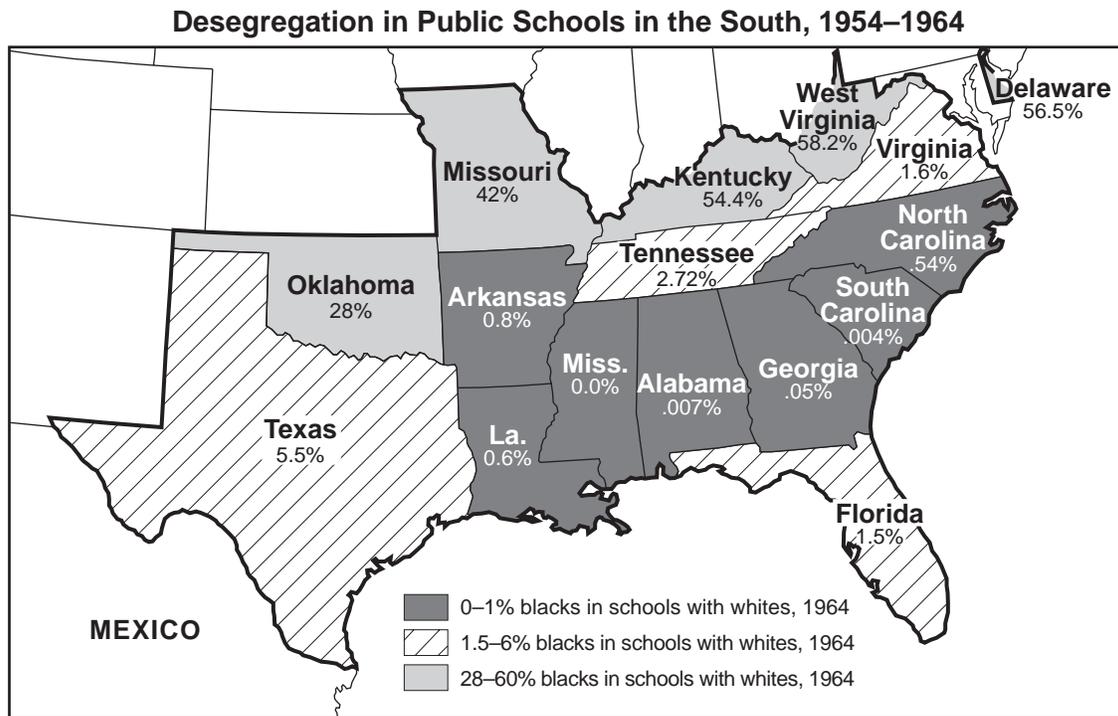
39 Which statement best describes an impact of the Watergate scandal on American society?

- (1) The modern environmental movement began.
- (2) Public trust in government declined.
- (3) Voter turnout in elections increased.
- (4) An economic recession ended.

40 United States involvement in the Vietnam War was based in part on a desire to

- (1) prevent renewed Japanese expansionism in the Pacific
- (2) assure access to an adequate supply of oil from the Middle East
- (3) contain communism in Southeast Asia
- (4) protect American business interests in China

Base your answers to questions 41 and 42 on the map below and on your knowledge of social studies. This map shows states where segregation in public schools was enforced by law until 1954.

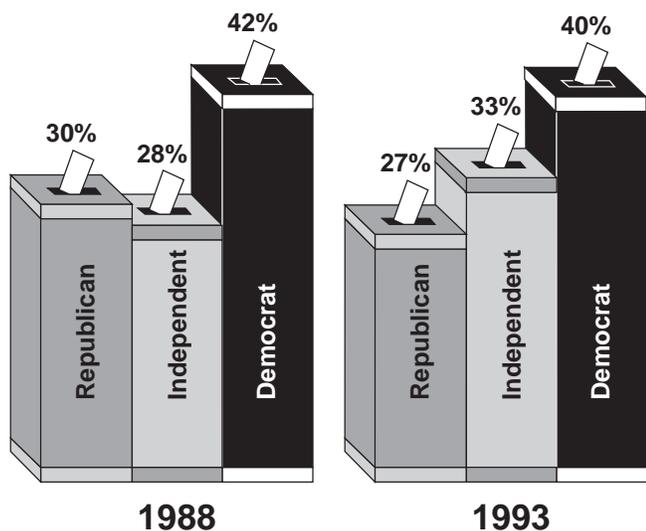


Source: Mary Beth Norton et al., *A People and a Nation*, Houghton Mifflin, 1986 (adapted)

- 41 Information provided by the map most clearly supports the conclusion that by 1964 racial desegregation of Southern schools was
- (1) failing in Oklahoma, Missouri, Kentucky, and West Virginia
  - (2) supported by most voters in the South
  - (3) occurring at different rates in Southern states
  - (4) completed by the mid-1960s
- 42 The school desegregation that is shown on the map was most affected by the
- (1) decline of the Ku Klux Klan
  - (2) passage of the equal rights amendment
  - (3) expansion of voting rights for African Americans
  - (4) decision of the Supreme Court in *Brown v. Board of Education of Topeka*
- 
- 43 The Cuban missile crisis (1962) influenced President John F. Kennedy’s decision to
- (1) negotiate the limited Nuclear Test Ban Treaty with the Soviet Union
  - (2) reduce the nation’s commitment to the North Atlantic Treaty Organization (NATO)
  - (3) forbid Americans to trade with and travel to Latin America
  - (4) send Peace Corps volunteers to aid developing countries
- 44 **“Gorbachev Proposes Nuclear Arms Reductions”**  
**“Berliners Travel Freely Between East and West”**  
**“Russia Seeks To Join NATO”**
- These headlines are most closely associated with the
- (1) military arms race
  - (2) decline of Cold War hostilities
  - (3) failures of the containment policy
  - (4) successes of communism in the Soviet Union

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

**Percentage of Voters Who Say They Are:**



Source: The Gallup Organization. Bruce S. Glassman, ed., *Macmillan Visual Almanac*, Blackbirch Press, 1996 (adapted)

45 Information provided by the graph shows that between 1988 and 1993, there was an increased need for candidates of major political parties to win the support of

- (1) ethnic minorities
- (2) senior citizens
- (3) independent voters
- (4) the labor vote

46 *The Jungle* by Upton Sinclair and *Unsafe at Any Speed* by Ralph Nader were both intended to

- (1) publicize the growing violence in American society
- (2) suggest that a poor person could get rich with hard work
- (3) encourage immigration reform
- (4) make the public aware of the poor quality of certain products

47 The federal government enforced the antitrust laws in court cases against Northern Securities Company, AT&T, and Microsoft in an effort to

- (1) increase business competition
- (2) nationalize important industries
- (3) improve public trust in corporate leaders
- (4) generate more investment capital

48 The United States intervened in Haiti and Bosnia during the 1990s to

- (1) gain access to new markets
- (2) acquire colonies for an economic empire
- (3) stop conflicts within those nations
- (4) disrupt international drug trafficking

49 Which heading best completes the partial outline below?

<p>I. _____</p> <p>A. Berlin</p> <p>B. Germany</p> <p>C. Korea</p> <p>D. Vietnam</p>
--

- (1) Areas Divided as the Result of Wars
- (2) Major Allies of the United States
- (3) Original Signers of the League of Nations Charter
- (4) Neutral Nations During World War II

50 Which statement about the impeachment trials of both President Andrew Johnson and President Bill Clinton is most accurate?

- (1) The House of Representatives failed to vote for articles of impeachment.
- (2) Only President Johnson was convicted and removed from office.
- (3) Only President Clinton was convicted and removed from office.
- (4) The Senate failed to convict either president.

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) **explain** means “to make plain or understandable; to give reasons for or causes of; to show the logical development or relationships 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: Individuals, Groups, and Institutions — Controversial Issues

Many controversial *domestic* issues have divided the American people. The United States government has taken actions to address these issues.

#### Task:

Identify *one* controversial *domestic* issue that has divided the American people and

- Discuss the historical background of the controversy
- Explain the point of view of those who supported this issue
- Explain the point of view of those who opposed this issue
- Discuss *one* United States government action that was taken to address this issue

You may use any controversial *domestic* issue that has divided the American people. Some suggestions you might wish to consider include placing Native American Indians on reservations, slavery, women’s suffrage, Prohibition, the use of child labor, and the policy of unlimited immigration.

**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 III, be sure to keep this general definition in mind:

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

### PART III

#### DOCUMENT-BASED QUESTION

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

#### Historical Context:

During the 19th and 20th centuries, geography influenced many of the actions taken by the United States to expand its territory or to protect its national interests.

**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 influence of geography on actions that supported the territorial expansion *and/or* the protection of United States national interests during the 19th and 20th centuries

## Part A

### Short-Answer Questions

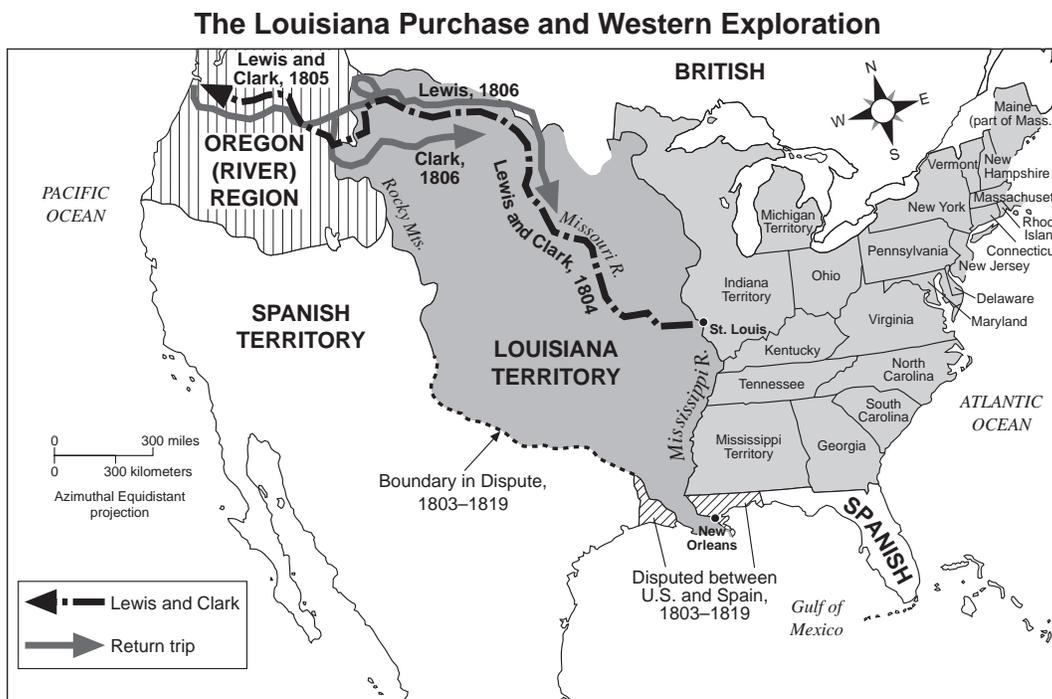
*Directions:* Analyze the documents and answer the questions that follow each document in the space provided.

#### Document 1a

. . . The object of your mission is to explore the Missouri river; & such principal stream of it, as by its course & communication with the waters of the Pacific ocean, may offer the most direct & practicable water communication across this continent, for the purpose of commerce. . . .

— President Thomas Jefferson, Instructions to Meriwether Lewis, June 20, 1803;  
Library of Congress Exhibition on Thomas Jefferson

#### Document 1b



Source: Joyce Appleby et al., *The American Journey*, Glencoe McGraw-Hill, 2003 (adapted)

- 1 Based on these documents, what was **one** goal of President Thomas Jefferson when he instructed Meriwether Lewis to explore the Missouri River? [1]

Score

**Document 2**

. . . Besides the recovery of the country lost, or jeoparded [jeopardized] by our diplomacy of 1818, the settlers in Oregon will also recover and open for us *the North American road to India!* This road lies through the South Pass, and the mouth of the Oregon [River]; and as soon as the settlements are made, our portion of the North American continent will immediately commence its Asiatic trade on this new and national route. This great question I explored some years ago, and only refer to it now to give a glimpse of the brilliant destiny which awaits the population of the Oregon valley.

Twenty-two years ago, President Monroe, in a message to the two Houses of Congress, proclaimed the principle as fundamental in American policy, that no part of North America was open to European colonization, domination, interference, or influence of any kind [Monroe Doctrine]. That declaration had its reference to Great Britain and the Oregon [region], and it found its response in the hearts of all Americans. Time has not weakened that response, but confirmed it; and if any European power develops a design upon Texas, the response will apply to it also. . . .

Source: Senator Thomas Hart Benton, Speech to the Senate on the Oregon Territory, June 3, 1844, *Congressional Globe*, 28th Congress, 1st Session

2a According to this document, how would the United States benefit from control of Oregon? [1]

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Score

b According to Senator Benton, what feature of the Monroe Doctrine can be used to protect the United States national interest in the Oregon region? [1]

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Score

### Document 3a

#### “On Our Way to Rio Grande”

The Mexicans are on our soil  
In war they wish us to embroil  
They’ve tried their best and worst to vex [worry] us  
By murdering our brave men in Texas  
We’re on our way to Rio Grande  
On our way to Rio Grande  
On our way to Rio Grande  
And with arms [guns] they’ll find us handy. . . .

Source: George Washington Dixon, 1846 song about the Mexican War; Erik Bruun and Jay Crosby, eds. *Our Nation’s Archive*, Black Dog & Leventhal Publishers, 1999

### Document 3b

Prior to the Mexican War, President Polk sent John Slidell, a United States negotiator, to Mexico to offer to settle the disputes between the two nations.

. . . And yet again, in his [President Polk’s] message of December 7, 1847, that “the Mexican Government refused even to hear the terms of adjustment which he (our minister of peace) was authorized to propose, and finally, under wholly unjustifiable pretexts [reasons], involved the two countries in war, by invading the territory of the State of Texas, striking the first blow, and shedding the blood of our citizens on *our own soil*.”

And whereas this House [of Representatives] is desirous to obtain a full knowledge of all the facts which go to establish whether the particular spot on which the blood of our citizens was so shed was or was not at that time *our own soil*: . . . .

Source: Abraham Lincoln, “Spot” Resolutions in the House of Representatives, December 22, 1847; *Congressional Globe*, 30th Congress, 1st Session

3 According to these documents, what role did the Rio Grande play in the Mexican War? [1]

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Score

**Document 4**

I propose in this letter to present such considerations as seem to me pertinent [relevant] and feasible, in favor of the speedy construction of a railroad, connecting at some point our eastern network of railways with the waters of the Pacific ocean. . . .

6. We have already expended some scores of millions of dollars on fortifications, and are urgently required to expend as many more. Especially on the Pacific is their construction pressingly demanded. I do not decide how fast nor how far this demand may or should be responded to; but I do say that a Pacific railroad, whereby the riflemen of the mountains could be brought to the Pacific within three days, and those of the Missouri within ten, would afford more security to San Francisco than ever so many gigantic and costly fortifications. . . .

But enough on this head [topic].

The social, moral, and intellectual blessings of a Pacific railroad can hardly be glanced at within the limits of an article. Suffice it for the present that I merely suggest them.

1. Our mails are now carried to and from California by steamships, via Panama, in twenty to thirty days, starting once a fortnight. The average time of transit from writers throughout the Atlantic states to their correspondents on the Pacific exceeds thirty days. With a Pacific railroad, this would be reduced to ten; for the letters written in Illinois or Michigan would reach their destinations in the mining counties of California quicker than letters sent from New York or Philadelphia would reach San Francisco. With a daily mail by railroad from each of our Atlantic cities to and from California, it is hardly possible that the amount of both letters and printed matter transmitted, and consequently of postage, should not be speedily quadrupled. . . .

Source: Horace Greeley, *An Overland Journey from New York to San Francisco, in The Summer of 1859*, C. M. Saxton, Barker & Co., 1860

4 Based on this document, state **two** ways a railroad to the Pacific would help overcome the geographic obstacle of distance. [2]

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

\_\_\_\_\_ Score

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

\_\_\_\_\_ Score

**Document 5**

. . . It has come to be understood also by Senators and others that the great territory [Alaska] which Secretary Seward proposes to acquire has a far higher value, relative and intrinsic, than was at first represented by the opponents of the acquisition. We do not place very much importance upon the argument of a distinguished officer, that our national “virtue” would be strengthened by acquiring Russian-America; and we cannot give any weight to many other points that have been urged. But when it is made to appear that *coal* seams “strike the rugged fields of Sitka,” and when Commodore Rodgers refers to the growth of *timber* which is particularly valuable on a coast so bare as that of the Pacific, and when we are told by high authority about the *fisheries*, whose wealth can scarcely be over-estimated, and which will probably become as important to us in the next generation as those of Newfoundland now are; and when further we are reminded by a Boston paper of the great *whale* fishery of the Northern Pacific and of Behrings Straits, in which Massachusetts is so deeply interested, we have things brought to our notice which are as easily appreciated here as upon the Pacific coast. And when in addition to all these considerations, we are reminded that in the opening trade with China and Japan—which we expect to see developed into such imposing proportions within a quarter of a century—the Aleutian islands which, being included in the proposed cession, stand almost as a half-way station—the route between the two Continents being carried far to the North by following the great circle and by currents; and that moreover these islands are likely to furnish the most commanding naval station in that part of the ocean—it must be admitted by all parties that the question is at any rate one of continental relations. We cannot doubt that points like these have been duly weighed by Senators during the past week, and will not be without power over their votes when they make their decision upon the treaty. . . .

Source: “The Russian Treaty Before the Senate”, *The New York Times*, April 8, 1867 (adapted)

5 Based on this document, state **two** geographic benefits of acquiring Alaska. [2]

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

\_\_\_\_\_

Score

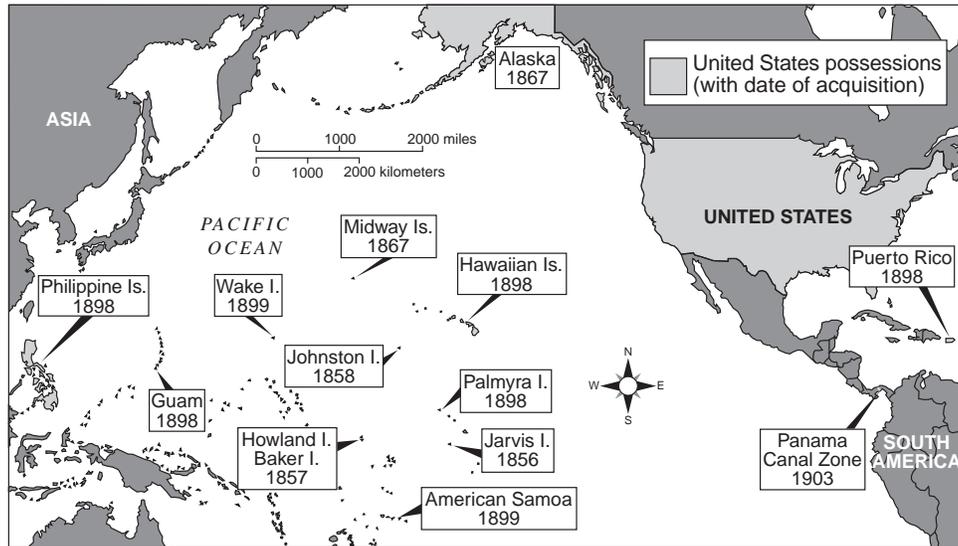
(2) \_\_\_\_\_

\_\_\_\_\_

Score

Document 6

United States Expansion, 1857–1903



Source: Briggs and Fish-Petersen, *Brief Review in United States History and Government*, Prentice Hall, 2001 (adapted)

6 According to this map, how did the location of these possessions promote or protect United States interests? [1]

Score

## Document 7

. . . There are many among us who in the past closed their eyes to events abroad—because they believed in utter good faith what some of their fellow Americans told them—that what was taking place in Europe was none of our business; that no matter what happened over there, the United States could always pursue its peaceful and unique course in the world.

There are many among us who closed their eyes, from lack of interest or lack of knowledge; honestly and sincerely thinking that the many hundreds of miles of salt water made the American Hemisphere so remote that the people of North and Central and South America could go on living in the midst of their vast resources without reference to, or danger from, other Continents of the world.

There are some among us who were persuaded by minority groups that we could maintain our physical safety by retiring within our continental boundaries—the Atlantic on the east, the Pacific on the west, Canada on the north and Mexico on the south. I illustrated the futility—the impossibility—of that idea in my Message to the Congress last week. Obviously, a defense policy based on that is merely to invite future attack. . . .

— President Franklin D. Roosevelt,  
Radio Address “On National Defense”, May 26, 1940; FDR Library.

7 According to this document, why did some people believe that the United States was safe from foreign threats? [1]

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Score

Document 8



Source: James H. Hansen, "Soviet Deception in the Cuban Missile Crisis," *Studies in Intelligence: Journal of the American Intelligence Professional*, 2002 (adapted)

8 According to this map, what was the role of geography in the Cuban missile crisis? [1]

Score

## Document 9

U.S. interests in the Persian Gulf are vital to the national security. These interests include access to oil and the security and stability of key friendly states in the region. The United States will defend its vital interests in the area, through the use of U.S. military force if necessary and appropriate, against any power with interests inimical [unfriendly] to our own. The United States also will support the individual and collective self-defense of friendly countries in the area to enable them to play a more active role in their own defense. The United States will encourage the effective expressions of support and the participation of our allies and other friendly states to promote our mutual interests in the Persian Gulf region. . . .

Source: National Security Directive 45, "U.S. Policy in Response to the Iraqi Invasion of Kuwait," 08/20/1990, George H. W. Bush Library

9 Based on this document, state **one** way that United States national interests in the Persian Gulf were affected by geography. [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 five* documents in the body of the essay. Support your response with relevant facts, examples, and details. Include additional outside information.

#### Historical Context:

During the 19th and 20th centuries, geography influenced many of the actions taken by the United States to expand its territory or to protect its national interests.

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

- Discuss the influence of geography on actions that supported the territorial expansion *and/or* the protection of United States national interests during the 19th and 20th centuries

#### Guidelines:

**In your essay, be sure to**

- Develop all aspects of the task
- Incorporate information from *at least five* documents
- Incorporate relevant outside information
- Support the theme with relevant facts, examples, and details
- Use a logical and clear plan of organization, including an introduction and a conclusion that are beyond a restatement of the theme



# UNITED STATES HISTORY AND GOVERNMENT

Thursday, January 26, 2006 — 9:15 a.m. to 12:15 p.m., only

## ANSWER SHEET

Male

Female

Student .....

Teacher .....

School .....

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

**FOR TEACHER USE ONLY**

Part I Score \_\_\_\_\_

Part III A Score \_\_\_\_\_

Total Part I and III A Score

Part II Essay Score \_\_\_\_\_

Part III B Essay Score \_\_\_\_\_

Total Essay Score

Final Score  
(obtained from conversion chart)

1.....	26.....
2.....	27.....
3.....	28.....
4.....	29.....
5.....	30.....
6.....	31.....
7.....	32.....
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24.....	49.....
25.....	50.....

No. Right

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

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

Signature \_\_\_\_\_

Tear Here

Tear Here

# REGENTS IN U.S. HISTORY AND GOVERNMENT

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