

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**

**Tuesday, June 23, 2026 — 9:15 a.m. to 12:15 p.m., only**

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

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

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

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

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

**Part I** contains 28 multiple-choice questions. Record your answers to these questions as directed on the answer sheet.

**Part II** contains two short-essay questions. Write your answers to these questions in the essay booklet, beginning on page 3.

**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 question. 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.**



Base your answers to questions 3 and 4 on the excerpt below and on your knowledge of social studies.

. . . That all power is vested in, and consequently derived from, the people; that magistrates are their trustees and servants and at all times amenable to them. . . .

Source: Virginia Declaration of Rights, June 12, 1776

- |  |  |
|--|--|
| 3 This excerpt is an example of which historical development in United States history? | 4 Which principle of the Declaration of Independence is reflected in this excerpt? |
| (1) the growth of colonial support for the British Parliament                          | (1) separation of powers   |
| (2) support for the inclusion of women in colonial public life                         | (2) federalism   |
| (3) the evolution of colonial self-government  | (3) consent of the governed  |
| (4) emphasis on the election of educated men to colonial offices                       | (4) universal suffrage   |
-

Base your answers to questions 5 and 6 on the passage below and on your knowledge of social studies.

. . . On Friday, December 10, 1819, Jefferson took note of a debate in Congress with vast implications: the conditions under which Missouri would be added to the Union. The House voted for admission only if antislavery provisions were part of the agreement; the Senate, where slave states held more sway, refused to go along.

From the Constitutional Convention through the Louisiana Purchase, the Northeast had feared that an expanding slaveholding South and West would give the slave interests permanent control over the country. At the same time, the South and West feared for the future of slavery.

To Jefferson it was the worst of hours. He knew slavery was a moral wrong and believed it would ultimately be abolished. He could not, however, bring himself to work for emancipation. As a politician he understood that sectional tensions represented the greatest threat to the union. In his own public career, they already had threatened it in the secessionist movements in the Northeast over the Louisiana Purchase and, later, over the embargo. . . .

Source: Jon Meacham, *Thomas Jefferson: The Art of Power*, Random House, 2013

- |   |  |   |
|---|--|---|
| 5 Based on this passage, what was former President Thomas Jefferson’s point of view concerning the congressional debate over Missouri’s admission to the Union? |  | 6 What was an important effect of the compromise reached by Congress in 1820? |
| (1) He feared that disagreement over slavery would threaten the Union.  |  | (1) Foreign debts became the greatest challenge to national unity.            |
| (2) He believed that Missouri should be admitted as a free state.   |  | (2) Sectional tensions were no longer a threat to the nation.                 |
| (3) He thought an amendment should be passed to protect slavery.  |  | (3) Slavery ended west of the Mississippi River.                              |
| (4) He supported the right of states to secede from the Union.  |  | (4) It preserved the Union for more than 30 years.                            |
-



Base your answers to questions 11 and 12 on the photograph below and on your knowledge of social studies.



Source: Bruce Roberts, 1965

- 11 Conditions such as the one shown in this photograph were a result of
- (1) actions of the Freedmen's Bureau
  - (2) the passage of Jim Crow laws
  - (3) citizenship guarantees in the Dawes Act
  - (4) the enactment of affirmative action programs
- 12 Which United States Supreme Court decision provided legal support for the situation shown in this photograph?
- (1) *Gibbons v. Ogden*
  - (2) *Worcester v. Georgia*
  - (3) *Dred Scott v. Sanford*
  - (4) *Plessy v. Ferguson*
-

Base your answers to questions 13 and 14 on the cartoon below and on your knowledge of social studies.



Source: Clifford Berryman, *Washington Evening Star*, August 15, 1914

13 Which statement best describes this cartoonist's point of view?

- (1) Imperialism only benefits nations outside the United States.
- (2) Building the Panama Canal would improve the American economy.
- (3) Most Latin American nations could now send their navies through the canal.
- (4) The canal would end conflicts in the Caribbean and Latin America.

14 Which group was most opposed to the event illustrated in this cartoon?

- (1) progressive reformers
- (2) industrialists
- (3) labor unions
- (4) anti-imperialists

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

New York City Deputy Police Commissioner John A. Leach, right, watches agents pour liquor into a sewer, following a raid during Prohibition in the 1920s.



Source: Library of Congress

15 Which action led to the situation shown in this photograph?

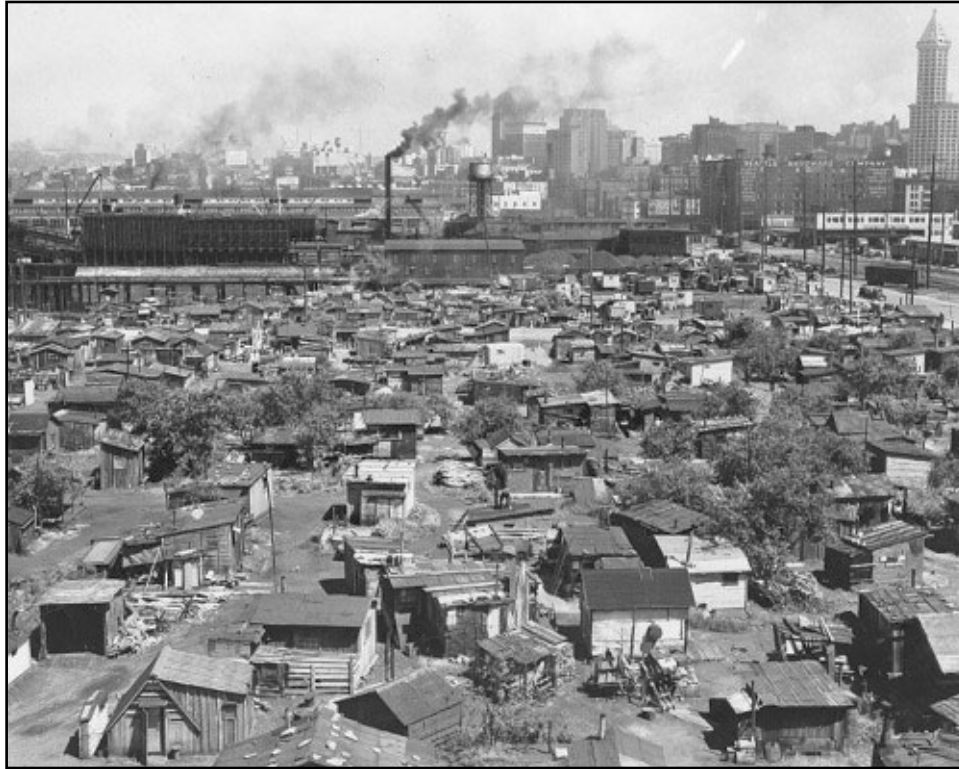
- (1) passage of the Sherman Antitrust Act
- (2) implementation of a job training program
- (3) ratification of the 18th Amendment
- (4) establishment of the Tenement Reform Commission

16 Why did public support for activities such as those shown in this photograph decrease?

- (1) Personal behavior was difficult to regulate.
- (2) The federal budget could not be balanced.
- (3) Public travel was inconvenienced.
- (4) Concerns were raised by environmentalists.

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

**Hooverville  
Seattle, Washington**



Source: James P. Lee, June 10, 1937 (adapted)

17 What was the main reason for the emergence of “Hoovervilles” such as the one shown in this photograph?

- (1) Millions of Americans were unemployed during the Great Depression.
- (2) Highway construction destroyed urban neighborhoods.
- (3) Housing construction could not keep up with the demand for suburban homes.
- (4) United States entry into World War II created shortages in building materials.

18 President Franklin D. Roosevelt’s New Deal attempted to address the problem shown in this photograph by

- (1) referring the problem to the Supreme Court
- (2) using local police to evict “Hooverville” residents
- (3) delivering food, water, and medical supplies to residents
- (4) providing jobs and low-interest home mortgages

Base your answers to questions 19 and 20 on the resolution below and on your knowledge of social studies.

. . . Resolved by the Senate and House of Representatives of the United States of America in Congress assembled, That upon the outbreak or during the progress of war between, or among, two or more foreign states, the President shall proclaim such fact, and it shall thereafter be unlawful to export arms, ammunition, or implements of war from any place in the United States, or possessions of the United States, to any port of such belligerent states, or to any neutral port for transshipment to, or for the use of, a belligerent country.

The President, by proclamation, shall definitely enumerate [name] the arms, ammunition, or implements of war, the export of which is prohibited by this Act.

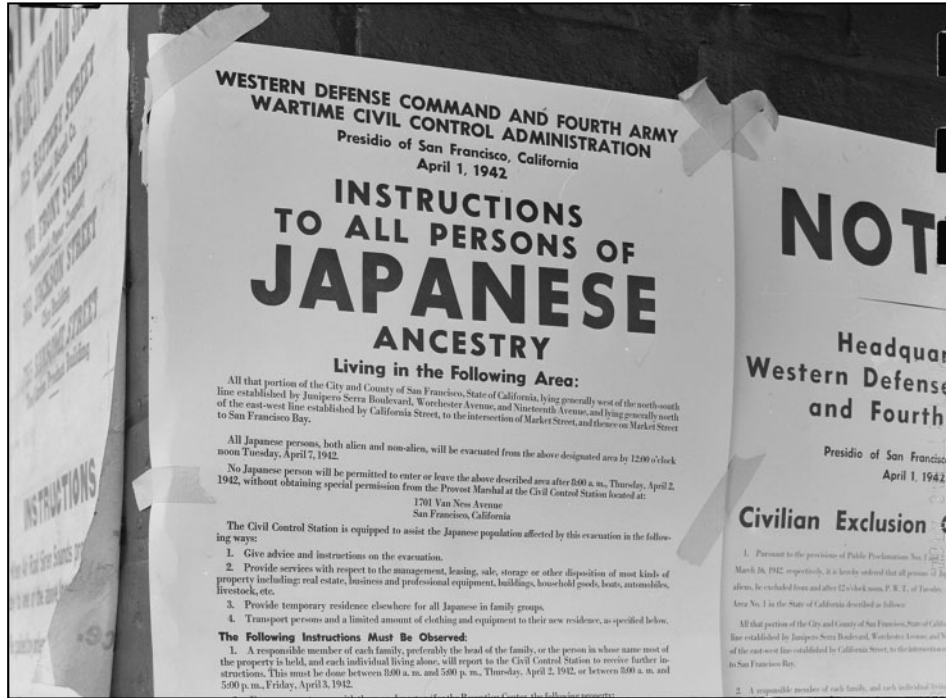
The President may, from time to time, by proclamation, extend such embargo upon the export of arms, ammunition, or implements of war to other states as and when they may become involved in such war. . . .

Source: Joint Resolution of Congress, August 31, 1935

- |  |   |
|--|---|
| 19 Congress passed this resolution in order to                 | 20 Which later congressional legislative action |
| (1) support United States involvement in the League of Nations | reflected a change from this resolution?        |
| (2) support industrial development in the United States        | (1) Wagner Act                                  |
| (3) prevent involvement in foreign conflicts                   | (2) Social Security Act                         |
| (4) prevent the German invasion of Poland                      | (3) Fair Labor Standards Act                    |
|  | (4) Lend-Lease Act                              |
-

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Base your answers to questions 21 and 22 on the photographs below and on your knowledge of social studies.



Source: National Archives, April 1942 (adapted)

21 Which event led to the situation shown in these photographs?

- (1) The Japanese surrendered to the United States.
- (2) The United States was attacked at Pearl Harbor.
- (3) The Supreme Court ruled in the *Korematsu v. United States* case.
- (4) The United States dropped an atomic bomb on Hiroshima and Nagasaki.

22 Which action taken by the United States government during World War II is illustrated by these photographs?

- (1) racial segregation of the military
  - (2) internment of Japanese Americans
  - (3) hiring more women to work in the defense industry
  - (4) deporting citizens who opposed the draft
-

Base your answers to questions 23 and 24 on the speech below and on your knowledge of social studies.

. . . The economic plight in which Europe now finds itself has intensified a political struggle between those who wish to remain free men living under the rule of law and those who would use economic distress as a pretext for the establishment of a totalitarian state.

The next few years can determine whether the free countries of Europe will be able to preserve their heritage of freedom. If Europe fails to recover, the peoples of these countries might be driven to the philosophy of despair—the philosophy which contends that their basic wants can be met only by the surrender of their basic rights to totalitarian control.

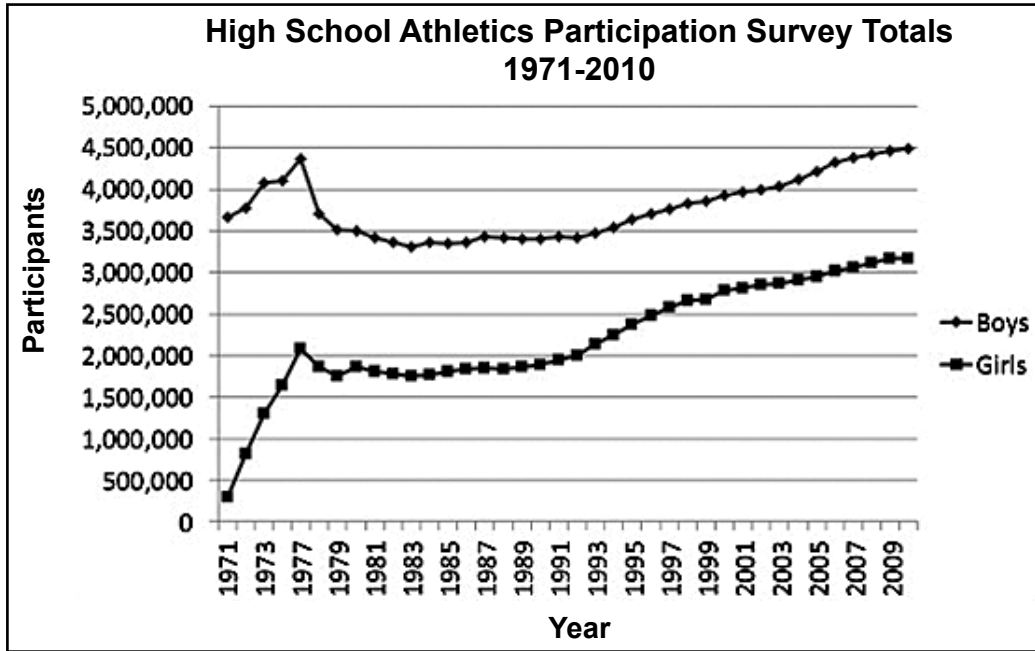
Such a turn of events would constitute a shattering blow to peace and stability in the world. It might well compel us to modify our own economic system and to forego, for the sake of our own security, the enjoyment of many of our freedoms and privileges.

It is for these reasons that the United States has so vital an interest in strengthening the belief of the people of Europe that freedom from fear and want will be achieved under free and democratic governments. . . .

Source: President Harry Truman, Special Message to Congress, December 19, 1947

- |  |  |
|--|--|
| 23 What was President Harry Truman seeking support for in this speech? | 24 President Truman gave this speech because he was committed to |
| (1) atomic weapons to bring an end to World War II                     | (1) returning to pre-World War II isolationism                   |
| (2) Nuremberg trials to prosecute war criminals                        | (2) preventing Axis powers from taking over Europe               |
| (3) economic assistance through the Marshall Plan                      | (3) containing the spread of communism                           |
| (4) desegregation of the armed forces                                  | (4) dismantling the North Atlantic Treaty Organization (NATO)    |
-

Base your answers to questions 25 and 26 on the graph below and on your knowledge of social studies.



Source: Women's Sports Foundation (adapted)

25 Which government action was directly responsible for the changes in girls' participation shown in this graph?

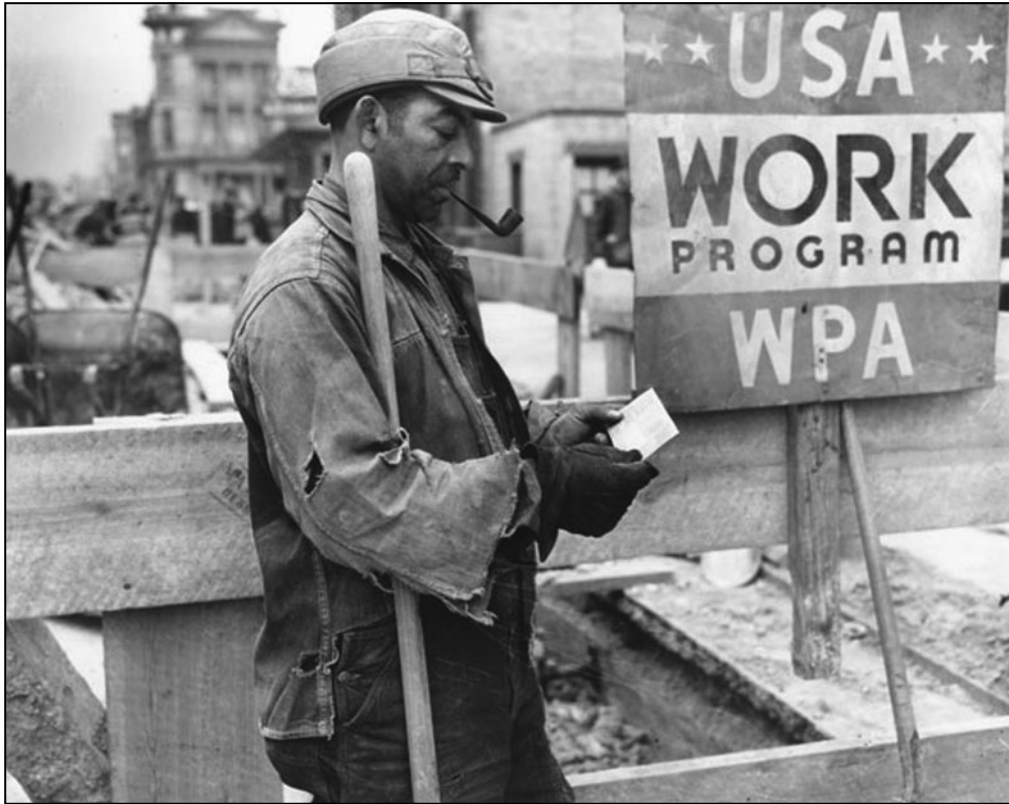
- (1) enactment of Title IX
- (2) passage of the Americans with Disabilities Act
- (3) an executive order by President Ronald Reagan
- (4) the Supreme Court ruling in *Mapp v. Ohio*

26 One result of the change indicated in this graph was

- (1) an increase in the pay of high school athletic coaches
- (2) a decrease in the total number of students participating in high school sports
- (3) a decrease in the overall number of women earning college degrees
- (4) an increase in the number of women earning college athletic scholarships

Base your answers to questions 27 and 28 on the following photographs and on your knowledge of social studies.

**A WPA Worker Receives a Paycheck, January 1939**



Source: National Archives

**A Bridge-Expansion Project Funded by the American Recovery and Reinvestment Act, July 2009**



Source: Encyclopedia Britannica

27 Which factor led to the conditions shown in these photographs?

- (1) increased rates of unemployment
- (2) damage from severe weather outbreaks
- (3) population changes due to baby booms
- (4) the growth of multinational corporations

28 These photographs suggest a federal government supportive of

- (1) assuming ownership of failed corporations
- (2) returning to laissez-faire capitalistic principles
- (3) investing in public works and infrastructure projects
- (4) helping the owners of big businesses and not labor

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Answers to the Short-Essay Questions (29 and 30) and the Civic Literacy Essay Question (37) are to be written in the separate essay booklet.

## Part II

### SHORT-ESSAY QUESTIONS (SEQs)

These Short-Essay Questions are based on the accompanying documents and are designed to test your ability to work with historical documents. Each Short-Essay Question set consists of two documents. Some of these documents have been edited for the purposes of these questions. Keep in mind that the language and images used in a document may reflect the historical context of the time in which it was created.

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#### SEQ Set 1 (Question 29)

**Task:** Read and analyze the following documents, applying your social studies knowledge and skills to write a short essay of two or three paragraphs in which you:

- Describe the historical context surrounding these documents
- Identify and explain the *relationship* between the events and/or ideas found in these documents (Cause and Effect, *or* Similarity/Difference, *or* Turning Point)

In developing your short-essay answer of two or three paragraphs, be sure to keep these explanations in mind:

**Describe** means “to illustrate something in words or tell about it.”

**Historical Context** refers to “the relevant historical circumstances surrounding or connecting the events, ideas, or developments in these documents.”

**Identify** means “to put a name to or to name.”

**Explain** means “to make plain or understandable; to give reasons for or causes of; to show the logical development or relationship of.”

#### **Types of Relationships:**

**Cause** refers to “something that contributes to the occurrence of an event, the rise of an idea, or the bringing about of a development.”

**Effect** refers to “what happens as a consequence (result, impact, outcome) of an event, an idea, or a development.”

**Similarity** tells how “something is alike or the same as something else.”

**Difference** tells how “something is not alike or not the same as something else.”

**Turning Point** is “a major event, idea, or historical development that brings about significant change. It can be local, regional, national, or global.”

**SEQ Set 1 Directions (Question 29):** Read and analyze the following documents before writing your short essay in the separate essay booklet.

**Document 1**

. . . Just as other civil rights legislation has made previously sanctioned discrimination illegal, so too will the passage of the Americans with Disabilities Act of 1988 outlaw protectivist, paternalistic, ignorant discrimination against all persons with disabilities.

We, as disabled persons, are here today to ensure for the class of disabled Americans the ordinary daily life that non-disabled Americans too often take for granted: the right to ride a bus or a train; the right to any job for which we are qualified; the right to enter any theater, restaurant or public accommodation; the right to purchase a home or rent an apartment; the right to appropriate communication.

Whether you have HIV infection, cancer, heart disease, back problems, epilepsy, diabetes, polio, muscular dystrophy, cerebral palsy, multiple sclerosis, are deaf or blind, discrimination affects all of us the same. Simply put, we are here today to say that people in our society have been raised with prejudicial attitudes that have resulted in extreme discrimination against the 42 million persons with disabilities in the United States. . . .

Source: Judith Heumann, Joint House-Senate Hearing on Discrimination on the Basis of Disability, September 27, 1988

## Document 2

. . . Our success with this act proves that we are keeping faith with the spirit of our courageous forefathers who wrote in the Declaration of Independence: “We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable rights.” These words have been our guide for more than two centuries as we’ve labored to form our more perfect union. But tragically, for too many Americans, the blessings of liberty have been limited or even denied. The Civil Rights Act of ’64 took a bold step towards righting that wrong. But the stark fact remained that people with disabilities were still victims of segregation and discrimination, and this was intolerable. Today’s legislation brings us closer to that day when no Americans will ever again be deprived of their basic guarantee of life, liberty, and the pursuit of happiness.

This act is powerful in its simplicity. It will ensure that people with disabilities are given the basic guarantees for which they have worked so long and so hard: independence, freedom of choice, control of their lives, the opportunity to blend fully and equally into the rich mosaic of the American mainstream. Legally, it will provide our disabled community with a powerful expansion of protections and then basic civil rights. It will guarantee fair and just access to the fruits of American life which we all must be able to enjoy. . . .

Source: President George H. W. Bush, Remarks at the Signing of the Americans with Disabilities Act, July 26, 1990

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### SEQ Set 1 (Question 29)

**Task:** Based on your reading and analysis of these documents, apply your social studies knowledge and skills to write a short essay of two or three paragraphs in which you:

- Describe the historical context surrounding these documents
- Identify and explain the *relationship* between the events and/or ideas found in these documents (Cause and Effect, *or* Similarity/Difference, *or* Turning Point)

#### Guidelines:

**In your short essay, be sure to**

- Develop all aspects of the task
- Incorporate relevant outside information
- Support the task with relevant facts and examples

You are *not* required to include a separate introduction or conclusion in your short essay of two or three paragraphs.

## SEQ Set 2 (Question 30)

**Task:** Read and analyze the following documents, applying your social studies knowledge and skills to write a short essay of two or three paragraphs in which you:

- Describe the historical context surrounding Documents 1 and 2
- Analyze **Document 1** and explain how *audience*, **or** *purpose*, **or** *bias*, **or** *point of view* affects this document's use as a reliable source of evidence

In developing your short-essay answer of two or three paragraphs, be sure to keep these explanations in mind:

**Describe** means “to illustrate something in words or tell about it.”

**Historical Context** refers to “the relevant historical circumstances surrounding or connecting the events, ideas, or developments in these documents.”

**Analyze** means “to examine a document and determine its elements and its relationships.”

**Explain** means “to make plain or understandable; to give reasons for or causes of; to show the logical development or relationship of.”

**Reliability** is determined by how accurate and useful the information found in a source is for a specific purpose.

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**SEQ Set 2 Directions (Question 30):** Read and analyze the following documents before writing your short essay in the separate essay booklet.

### Document 1

. . . I believe our ground forces in South Vietnam should be kept to a minimum, consistent with the protection of our installations and property in that country. My concern is that a substantial buildup of U.S. ground troops would be construed by the Communists, and by the world, as a determination on our part to win the war on the ground.

This could be a quagmire. It could turn into an open end commitment on our part that would take more and more ground troops, without a realistic hope of ultimate victory.

I do not think the situation is comparable to Korea. The political posture of the parties involved, and the physical conditions, including terrain, are entirely different. . . .

Source: Clark M. Clifford, Chairman of the President's Intelligence Advisory Board, Letter to President Lyndon Johnson, May 17, 1965

## Document 2

. . . Why must young Americans, born into a land exultant with hope and with golden promise, toil and suffer and sometimes die in such a remote and distant place?

The answer, like the war itself, is not an easy one, but it echoes clearly from the painful lessons of half a century. Three times in my lifetime, in two World Wars and in Korea, Americans have gone to far lands to fight for freedom. We have learned at a terrible and a brutal cost that retreat does not bring safety and weakness does not bring peace. . . .

What are our goals in that war-strained land?

First, we intend to convince the Communists that we cannot be defeated by force of arms or by superior power. They are not easily convinced. In recent months they have greatly increased their fighting forces and their attacks and the number of incidents. . . .

I have today ordered to Viet-Nam the Air Mobile Division and certain other forces which will raise our fighting strength from 75,000 to 125,000 men almost immediately. Additional forces will be needed later, and they will be sent as requested.

This will make it necessary to increase our active fighting forces by raising the monthly draft call from 17,000 over a period of time to 35,000 per month, and for us to step up our campaign for voluntary enlistments. . . .

These steps, like our actions in the past, are carefully measured to do what must be done to bring an end to aggression and a peaceful settlement. . . .

For behind our American pledge lies the determination and resources, I believe, of all of the American Nation. . . .

Source: President Lyndon B. Johnson, Press Conference, July 28, 1965

### SEQ Set 2 (Question 30)

**Task:** Based on your reading and analysis of these documents, apply your social studies knowledge and skills to write a short essay of two or three paragraphs in which you:

- Describe the historical context surrounding Documents 1 and 2
- Analyze **Document 1** and explain how *audience*, **or purpose**, **or bias**, **or point of view** affects this document's use as a reliable source of evidence

#### Guidelines:

**In your short essay, be sure to**

- Develop all aspects of the task
- Incorporate relevant outside information
- Support the task with relevant facts and examples

You are *not* required to include a separate introduction or conclusion in your short essay of two or three paragraphs.

**Part III****CIVIC LITERACY ESSAY (Questions 31–37)**

This Civic Literacy Essay 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 purpose 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 and images used in a document may reflect the historical context of the time in which it was created.

**Historical Context: Creation of a Stronger National Government**

Throughout United States history, many constitutional and civic issues have been debated by Americans. These debates have resulted in efforts by individuals, groups, and governments to address these issues. These efforts have achieved varying degrees of success. One of these constitutional and civic issues is *the creation of a stronger national government*.

**Task:** Read and analyze the documents in Part A. 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

- Describe the historical circumstances surrounding this constitutional or civic issue
- Explain efforts by individuals, groups, and/or governments to address this constitutional or civic issue
- Discuss the impact of the efforts 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) **explain** means “to make plain or understandable; to give reasons for or causes of; to show the logical development or relationships of”
- (c) **discuss** means “to make observations about something using facts, reasoning, and argument; to present in some detail”

**Civic Literacy Essay**

**Part A**

**Short-Answer Questions (31–36)**

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

**Document 1**

... Almost immediately after the Confederation was created, many Americans, including [James] Madison, came to see that it was much too weak to do what they wanted. By the 1780s the problems were severe and conspicuous [obvious]. The Congress could not tax and pay its bills. It could not feed, clothe, or supply the army. It could not levy tariffs to regulate trade or to retaliate against the mercantilist European empires. It was even having trouble gathering a quorum to conduct business. Attempts to revise the Articles and grant the Congress the power to levy a 5 percent impost [tax] on imported European goods were thwarted by the need to get the unanimous consent of all thirteen states. Internationally the United States were being humiliated. In the Mediterranean the Barbary pirates were seizing American ships and selling their sailors into slavery, and the Confederation was powerless to do anything. It was unable even to guarantee the territorial integrity of the new nation. Great Britain continued to hold posts in the northwestern parts of United States territory in defiance of the peace treaty of 1783. In the southwest Spain was claiming territory that included much of present-day Alabama and Mississippi and plotting with American dissidents to break away from the Union. . . .

Source: Gordon Wood, *Revolutionary Characters: What Made the Founders Different*, Penguin Press, 2006

31 According to Gordon Wood, what was **one** historical circumstance that led to the creation of a stronger national government? [1]

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Score

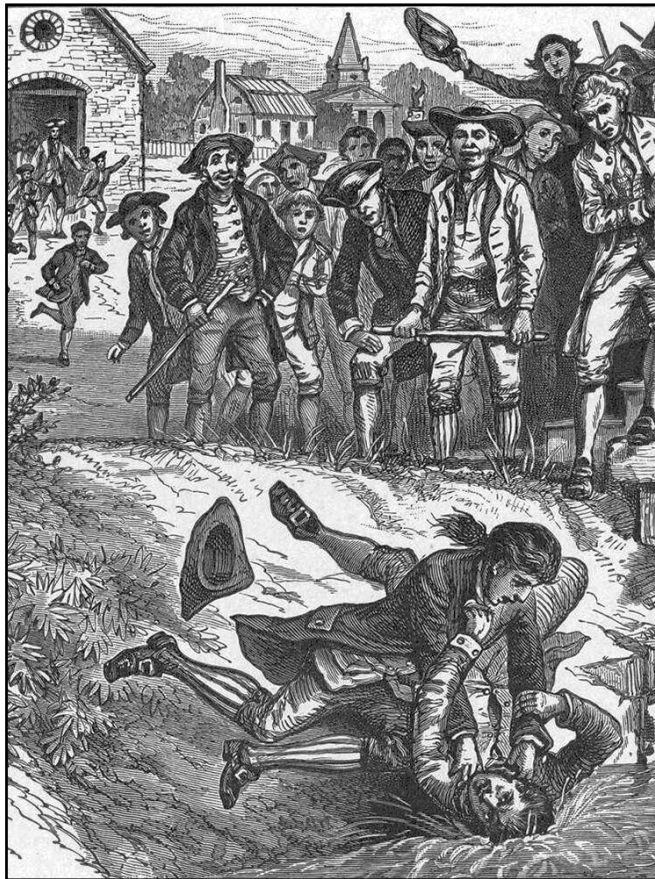
## Document 2a

. . . In Massachusetts, during the winter of 1786, deeply indebted farmers whose land was being foreclosed refused to pay their state taxes, shut down the local courts, and seized a government arsenal. Troops from Massachusetts put down the farmers' revolt—known as Shays's Rebellion after its leader, Daniel Shays—while the Confederation Congress stood helpless in the crisis. "From the high ground we stood upon," General Washington despaired in a May 18, 1786, letter to John Jay, "to be so fallen! So lost! It is really mortifying." To national leaders, including Washington, the need for a stronger central government grew increasingly evident. Yet Americans had only recently rebelled against a tyrannical government, and remained suspicious of a concentration of government power. . . .

Source: Donald Ritchie, *Our Constitution*, Oxford University Press, 2006

## Document 2b

An engraved illustration of fighting during Shays' Rebellion of 1786.



Source: New York Public Library Digital Collections (adapted)

- 32 Based on these documents, what was **one** historical circumstance that led to the creation of a stronger national government? [1]

Score

### Document 3

. . . Shays' Rebellion brought attention to possible defects in the national government which . . . were becoming increasingly apparent. In fact some two months before the riots in Massachusetts broke out, Congress had debated a motion to reorganize the government. Later that year (1786), a proposal was put forth calling for a convention to meet at Annapolis, Maryland. This convention was to deal exclusively with the many problems which had arisen concerning trade between the various states. Reaction to the Annapolis Convention was mild at best. Indeed, only five states were represented when the meetings opened. However, it was during these meetings that Shays' Rebellion took place. On the fourteenth of September, Alexander Hamilton, delegate from New York and, as we have seen, one of the strongest supporters of the need for a strong national government, made an important proposal. He moved that all of the states should send delegates to a new convention at Philadelphia on the second Monday in May of 1787. This convention, said Hamilton, should deal with not only commercial problems but should discuss all matters necessary "to make the Constitution of the Federal Government adequate to the [problems] of the Union."

Once again, reaction was mild, but on February 21, 1787, Congress agreed that a convention whose purpose was "to revise the Articles of Confederation" should be held. Little did most of the delegates realize that what they would be doing at Philadelphia would not simply be revising the Articles of Confederation but creating a new form of government for the United States. . . .

Source: Martin W. Sandler et al., *The People Make A Nation*, Allyn and Bacon, 1971

33 Based on this document, what was **one** effort to address the creation of a stronger national government? [1]

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Score

## Document 4

. . . What the newspapers would print for the benefit of the sovereign people during the ratification process was itself the subject of debate. Printing the Constitution was fine; publishing commentaries that found fault with it was something else again. Essays on behalf of ratification had no trouble getting printed: Already during the summer of 1787, while the federal Convention labored away in secrecy, newspapers carried articles advocating the adoption of whatever strong national government would be proposed. Once the Convention adjourned, more essays appeared describing the Constitution and singing its praises. A debate, however, requires two sides. To get criticisms of the Constitution into circulation took a few more weeks and a sturdy dose of stubborn courage.

Once they got going, the newspaper debates were more than a mere prelude to the more decisive debates in the state ratifying conventions, which were about to begin. They influenced electors who chose delegates to the conventions and provided those delegates with an array of arguments that they could adopt, perhaps modify, and repeat. . . .

Source: Pauline Maier, *Ratification: The People Debate the Constitution, 1787-1788*, Simon & Schuster, 2010

- 34 According to Pauline Maier, what was **one** effort to address the creation of a stronger national government? [1]

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Score

## Document 5

. . . The weak national government under the Articles of Confederation created many problems. In 1787, these problems finally led to a convention to draft a new charter for the national government, the Constitution of the United States. But the Constitution's lack of a bill of rights became the main reason many people opposed it. Many states refused to ratify the Constitution until they were assured a bill of rights would be added. Even after three-fourths of the states ratified the Constitution in 1788, some states threatened to call a second convention to weaken its powers. The struggle did not end until a bill of rights was finally added to the Constitution. . . .

Source: Linda R. Monk, *The Bill of Rights: A User's Guide*, Hachette Books, 2018

35 According to Linda Monk, what was **one** impact of the efforts to create a stronger national government? [1]

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Score

**Document 6**

Tasked with the awesome responsibility of building a Government to endure for generations to come, a band of dedicated patriots gathered in Philadelphia in 1787, seeking to build a more stable and permanent framework for a nascent [emerging] democracy. Passionate debates and intense negotiation gave way to lasting compromise, and a document emerged that became the bedrock of America. Signed on September 17, the Constitution of the United States has steered our country through ever-changing times. It guides us as leaders on the world stage and safeguards the fundamental rights of our citizens. And it guarantees that the greatness of our Nation never depends on any one person—it requires the full and active participation of an engaged and vibrant citizenry. . . .

Source: President Barack Obama, Presidential Proclamation—Constitution Day and Citizenship Day, September 16, 2016

36 According to President Barack Obama, what was **one** impact of the efforts to create a stronger national government? [1]

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Score

## Part B

### Civic Literacy Essay Question (37)

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

#### Historical Context: Creation of a Stronger National Government

Throughout United States history, many constitutional and civic issues have been debated by Americans. These debates have resulted in efforts by individuals, groups, and governments to address these issues. These efforts have achieved varying degrees of success. One of these constitutional and civic issues is *the creation of a stronger national government*.

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

- Describe the historical circumstances surrounding this constitutional or civic issue
- Explain efforts by individuals, groups, and/or governments to address this constitutional or civic issue
- Discuss the impact of the efforts on the United States and/or on American society

#### Guidelines:

**In your essay, be sure to**

- Develop all aspects of the task
- Explain *at least two* efforts to address the issue
- 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