

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

**UNITED STATES HISTORY  
AND GOVERNMENT**

**Thursday**, August 17, 2017 — 8:30 to 11:30 a.m., only

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

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

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

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

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

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

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

**Part III** is based on several documents:

**Part III A** contains the documents. When you reach this part of the test, enter your name and the name of your school on the first page of this section.

Each document is followed by one or more questions. Write your answer to each question in this examination booklet on the lines following that question.

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

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

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

## Part I

### Answer all questions in this part.

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

- 1 Which geographic feature contributed most to the settlement of colonies along the Atlantic Coast?
  - (1) mountainous terrain
  - (2) extensive mineral deposits
  - (3) subtropical climate
  - (4) navigable rivers and harbors
- 2 During the 1700s, the British government used mercantilism to
  - (1) profit from its colonies
  - (2) develop colonial manufacturing
  - (3) discourage colonial agriculture
  - (4) promote colonial trade with other nations
- 3 The French and Indian War (1754–1763) was a turning point in the relationship between American colonists and the British government because the war
  - (1) increased French influence in North America
  - (2) ended Native American Indian attacks west of the Appalachian Mountains
  - (3) resulted in British debt and attempts to tax colonists
  - (4) created an alliance with Canada against the British
- 4 The main reason Thomas Paine wrote *Common Sense* was to
  - (1) urge adoption of the Albany Plan of Union
  - (2) gain support for declaring independence from Great Britain
  - (3) bring an end to the Revolutionary War
  - (4) convince states to ratify the new Constitution

Base your answer to question 5 on the passage below and on your knowledge of social studies.

. . . That your Sex are Naturally Tyrannical is a Truth so thoroughly established as to admit of no dispute, but such of you as wish to be happy willingly give up the harsh title of Master for the more tender and endearing one of Friend. Why then, not put it out of the power of the vicious and the Lawless to use us with cruelty and indignity with impunity [exemption]. Men of Sense in all Ages abhor [hate] those customs which treat us only as the vassals of your Sex. Regard us then as Beings placed by providence under your protection and in imitation of the Supream Being make use of that power only for our happiness. . . .

– Abigail Adams, Letter to John Adams, March 31, 1776

- 5 Which document most directly addressed the concerns expressed by Abigail Adams in this passage?
  - (1) Federalist Papers
  - (2) Monroe Doctrine
  - (3) Declaration of Sentiments
  - (4) Emancipation Proclamation
- 6 The Northwest Ordinance of 1787 was important in United States history because it established a method for
  - (1) admitting new states to the Union
  - (2) promoting diplomatic relations with foreign nations
  - (3) funding internal improvements
  - (4) securing ports on the Pacific Coast
- 7 Antifederalists insisted that a bill of rights be added to the Constitution in order to
  - (1) grant more power to Congress
  - (2) provide a method of settling disputes between states
  - (3) prevent states from denying individuals the right to vote
  - (4) protect individual rights from the power of the central government

Base your answer to question 8 on the passage below and on your knowledge of social studies.

. . . An *elective despotism*, was not the government we fought for; but one which should not only be founded on free principles, but in which the powers of government should be so divided and balanced among several bodies of magistracy [governance], as that no one could transcend their legal limits, without being effectually checked and restrained by the others. . . .

— James Madison, *Federalist No. 48*, 1788

- 8 Which principle of the United States Constitution is supported by this passage?
- (1) representative government
  - (2) writ of habeas corpus
  - (3) separation of powers
  - (4) due process of law
- 

- 9 The term *federalism* is best described as the
- (1) division of power between the national government and state governments
  - (2) creation of a two-house legislature in the national government
  - (3) method of reviewing laws and executive actions
  - (4) establishment of three branches of government

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

The right of citizens of the United States, who are eighteen years of age or older, to vote shall not be denied or abridged by the United States or by any State on account of age.

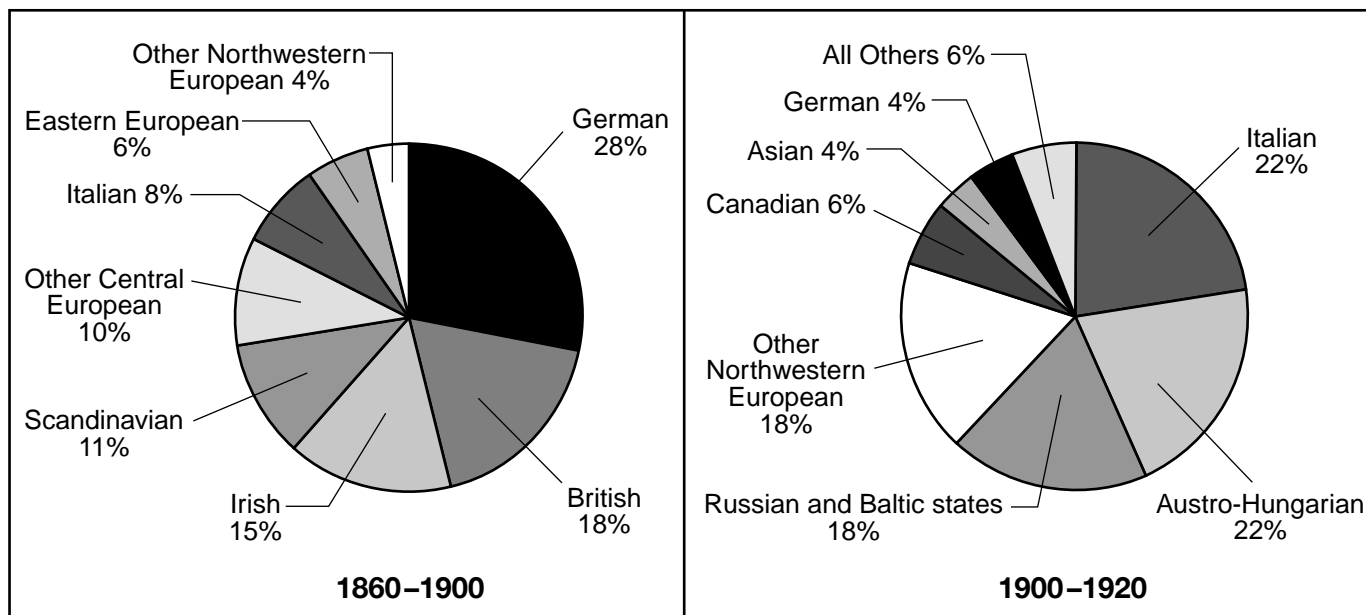
— United States Constitution, 26th Amendment, Section 1

- 10 Which factor contributed most directly to public support for this amendment?
- (1) high crime rates
  - (2) the Vietnam War
  - (3) the Watergate affair
  - (4) increased life expectancy
- 

- 11 A presidential veto of a bill can be overridden by a
- (1) majority vote of registered voters
  - (2) majority vote of the Supreme Court
  - (3) two-thirds vote of the state legislatures
  - (4) two-thirds vote of both houses of Congress
- 12 The opening of the Erie Canal in 1825 was important to the development of the nation because it
- (1) linked the industrial centers of the North and the South
  - (2) allowed the United States Navy to defend the Great Lakes
  - (3) forced the Spanish to sell Florida to the United States
  - (4) increased trade between the East Coast and the Midwest
- 13 Before the Civil War, the collapse of the Whig Party and the formation of the Free Soil and the Republican parties showed that
- (1) opposing views on slavery affected national unity
  - (2) Americans were united in their political views
  - (3) major political parties received most of their support in the South
  - (4) Americans were divided over the issue of unlimited coinage of silver
- 14 Throughout the Civil War, an important advantage the North had over the South was that the North
- (1) had superior military leaders
  - (2) had greater manufacturing capabilities
  - (3) received support from Great Britain and France
  - (4) used a strategy for fighting a defensive war
- 15 The Compromise of 1877 brought an end to Radical Reconstruction by providing for the
- (1) resignation of President Rutherford B. Hayes
  - (2) removal of federal troops from Southern states
  - (3) establishment of a system of sharecropping
  - (4) strict enforcement of the 14th amendment

Base your answers to questions 16 and 17 on the charts below and on your knowledge of social studies.

### Sources of Immigration to the United States



Source: John Murrin et al., *Liberty, Equality, Power: A History of the American People*, Thomson Wadsworth, 2006 (adapted)

16 Which conclusion is best supported by the information in the charts?

- (1) Immigration from the Western Hemisphere declined after 1900.
- (2) The percentage of German immigrants increased between 1860 and 1920.
- (3) Northern Europeans were not permitted to enter the United States from 1860 to 1920.
- (4) Southern and eastern Europeans made up a majority of immigrants from 1900 to 1920.

17 What was one result of the changes in immigration patterns shown on the charts?

- (1) Restrictive immigration laws were passed.
- (2) Business increased its demand for workers.
- (3) Urban population declined.
- (4) Requirements for citizenship were eased.

18 During the late 1800s, political machines controlled the governments of many cities by

- (1) denying voting rights to immigrants
- (2) attracting dissatisfied voters from the two major political parties
- (3) using corrupt practices and patronage
- (4) favoring civil service reform

19 The federal government follows the economic principle of laissez-faire when it

- (1) places restrictions on land usage
- (2) takes no action on corporate mergers
- (3) controls methods of production
- (4) determines the price of goods

Base your answer to question 20 on the speakers' statements below and on your knowledge of social studies.

*Speaker A:* In order to maintain the security of the nation, the United States needs colonies in which it can establish naval bases.

*Speaker B:* The United States has problems of its own to be concerned about, so we must focus our attention here at home.

*Speaker C:* If the United States is to compete in a global economy, it needs to look beyond its borders for markets.

*Speaker D:* Supporting an overseas empire would become an enormous burden on the American people.

- 20 The focus of the speakers' debate is the controversy over the
- (1) purchase of Alaska
  - (2) policy of imperialism
  - (3) size of the United States military
  - (4) closing of the frontier

- 21 **“Carnegie Donates Millions to Build Libraries”**  
**“Rockefeller Creates Foundation for Medical Research”**

These headlines reflect the actions of Andrew Carnegie and John D. Rockefeller as

- (1) muckrakers
  - (2) socialists
  - (3) philanthropists
  - (4) conservationists
- 22 The Progressive Era presidents were considered trustbusters because they
- (1) used government power to promote business competition
  - (2) supported the elimination of trade barriers
  - (3) encouraged more voter participation in government
  - (4) canceled treaties with other nations
- 23 The primary objective of the women's movement during the first two decades of the 20th century was to
- (1) gain property rights
  - (2) promote higher education
  - (3) secure full suffrage rights
  - (4) win equal pay for equal work

Base your answers to questions 24 and 25 on the cartoon below and on your knowledge of social studies.

**“Touch Not a Single Bough [Branch]!”**



Source: *Literary Digest*, August 9, 1919 (adapted)

- 24 The situation shown in this cartoon was mainly caused by the
- (1) cost of paying reparations after World War I
  - (2) failure of President Woodrow Wilson to promote the Treaty of Versailles
  - (3) overwhelming public rejection of the peace terms in the Treaty of Versailles
  - (4) disagreement over United States participation in the League of Nations
- 25 Which constitutional principle is shown in this cartoon?
- (1) due process
  - (2) checks and balances
  - (3) popular sovereignty
  - (4) judicial review
- 26 The 1920s are often called the Roaring Twenties because the decade was noted for
- (1) political reform
  - (2) economic depression
  - (3) social and cultural changes
  - (4) ending Prohibition

- 27 The Great Migration that took place between 1915 and 1930 refers to
- (1) workers who left the northeast for the south
  - (2) Native American Indians who left their reservations
  - (3) middle-class whites who left cities to settle in the suburbs
  - (4) African Americans who left the rural south for northern cities
- 28 Breadlines, Hoovervilles, and the Bonus Army were all direct results of
- (1) housing shortages in the 1920s
  - (2) relief efforts of the New Deal
  - (3) mechanization of agriculture
  - (4) unemployment during the Great Depression
- 29 The Fair Labor Standards Act (1938) helped American workers by
- (1) establishing health plans
  - (2) legalizing strikes and boycotts
  - (3) establishing a minimum wage in many industries
  - (4) making labor unions accept women and African Americans as members
- 30 Adoption of the “cash and carry” policy in 1939 and passage of the Lend-Lease Act in 1941 showed a growing commitment of the United States to
- (1) provide aid to the Allied nations
  - (2) force the Japanese out of Korea
  - (3) increase trade with Italy
  - (4) end German violations of American territory
- 31 A direct result of United States involvement in World War II was
- (1) an increase in the production of consumer goods
  - (2) the entry of more women and minorities into the workplace
  - (3) a decrease in industrial activity
  - (4) a decrease in federal control over the economy
- 32 Which event was a cause of the other three?
- (1) Congress declared war against Japan.
  - (2) Japanese Americans were interned by the federal government.
  - (3) The United States was attacked at Pearl Harbor.
  - (4) The United States dropped an atomic bomb on both Hiroshima and Nagasaki.
- 33 McCarthyism of the early 1950s resulted in
- (1) the end of the arms race
  - (2) reduced spending on national defense
  - (3) increased discrimination against returning veterans
  - (4) damage to the reputations of many innocent people
- 34 During the 1950s, United States foreign policy was shaped by
- (1) the principle of nonalignment
  - (2) a return to pre-World War II isolationism
  - (3) a willingness to compromise with communist nations
  - (4) the emergence of two world superpowers
- 35 The formation of the North Atlantic Treaty Organization (NATO) and the Southeast Asia Treaty Organization (SEATO) were attempts by the United States and other nations to
- (1) create mutual defense pacts
  - (2) increase tariff rates between members
  - (3) decrease the number of nuclear weapons
  - (4) provide economic aid to poor nations

- 36 In 1958, the United States government increased spending on science education and research in reaction to the
- (1) creation of the Warsaw Pact
  - (2) launching of *Sputnik*
  - (3) installation of Soviet missiles in Cuba
  - (4) U-2 incident

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

... Believing this as I do, I have concluded that I should not permit the Presidency to become involved in the partisan divisions that are developing in this political year.

With America's sons in the fields far away, with America's future under challenge right here at home, with our hopes and the world's hopes for peace in the balance every day, I do not believe that I should devote an hour or a day of my time to any personal partisan causes or to any duties other than the awesome duties of this office—the Presidency of your country. . . .

— President Lyndon B. Johnson, Address to the Nation, March 31, 1968

- 37 What was one problem facing President Lyndon B. Johnson at the time this speech was delivered?
- (1) Americans had experienced several judicial scandals.
  - (2) His participation in peace talks threatened the war effort.
  - (3) Opposition to the Vietnam War was becoming more widespread.
  - (4) Great Society programs forced a reduction in military spending.
- 
- 38 What was the primary method used by Dr. Martin Luther King Jr. to advance civil rights?
- (1) nonviolent protest of segregation practices
  - (2) support for black separatism
  - (3) pursuit of elective public office
  - (4) practical education for economic gain

Base your answers to questions 39 and 40 on the cartoon below and on your knowledge of social studies.

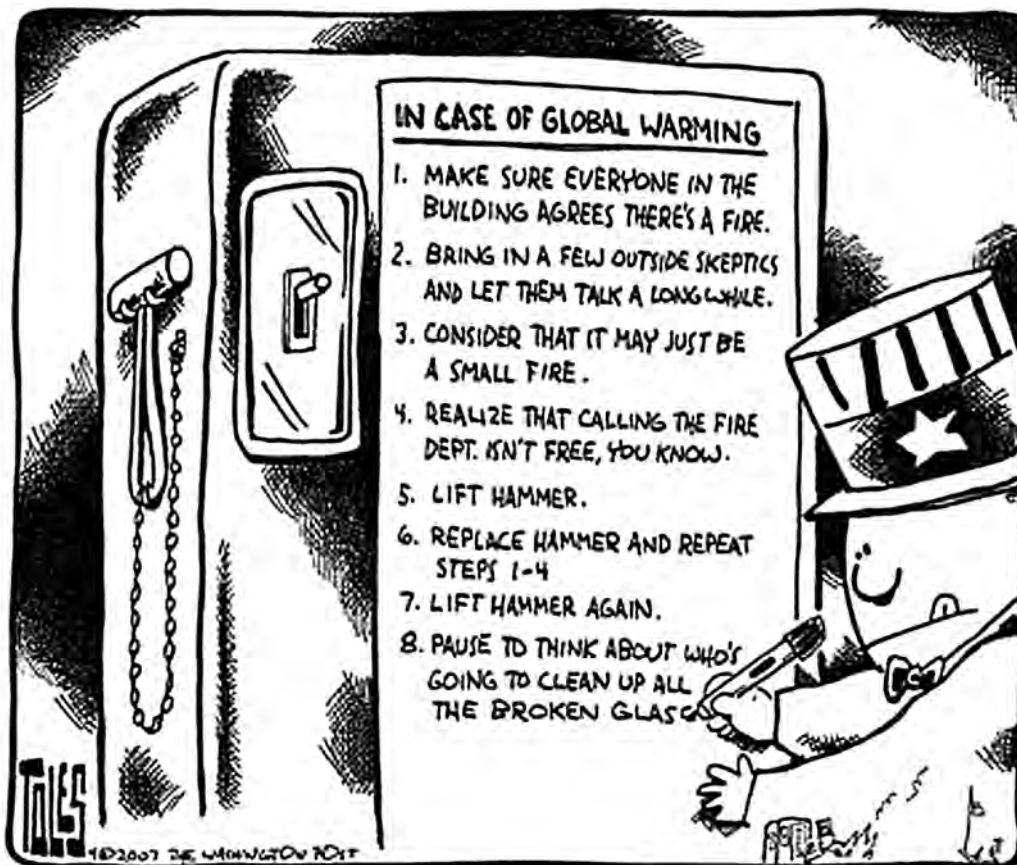
### National-Security Blanket



Source: Herblock, *Washington Post*, May 27, 1973 (adapted)

- 39 Which action by President Richard Nixon is the focus of this cartoon?
- (1) recalling diplomats from Mexico
  - (2) supporting tax decreases and budget cuts
  - (3) attempting to hide evidence from investigators
  - (4) making concessions to the Soviet Union
- 40 The outcome of the events illustrated in the cartoon resulted in the
- (1) expansion of the Vietnam War into Cambodia
  - (2) resignation of President Richard Nixon
  - (3) growing support for environmental protection legislation
  - (4) visit to Communist China by President Richard Nixon

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



Source: Tom Toles, *Washington Post*, April 25, 2007

- 41 Which statement best supports the cartoonist's view in 2007 about global warming?
- (1) The federal government has been slow to take action on global warming.
  - (2) Most people support efforts to address global warming.
  - (3) Dealing with global warming is too expensive.
  - (4) Global warming is damaging the ozone layer.

- 42 Since the presidency of Ronald Reagan, the Republican Party has generally tried to deal with economic problems by supporting
- (1) lower taxes and reduced government spending
  - (2) the elimination of free trade and the free-market system
  - (3) deficit spending and decreased military spending
  - (4) increased social spending and strict regulation of the stock market

- 43 Which statement about the Hurricane Katrina disaster (2005) is an opinion rather than a fact?
- (1) The levee system in New Orleans failed.
  - (2) The federal government did not do enough to aid the victims.
  - (3) The federal government was criticized for its initial response to the emergency.
  - (4) The Federal Emergency Management Agency (FEMA) provided housing for victims.



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



Source: Clay Bennett, *Chattanooga Times Free Press*, November 5, 2008

- 44 According to the cartoonist, one important result of the election of President Barack Obama in 2008 was that
- (1) public facilities in the South were finally integrated
  - (2) the executive branch of government gained power over the legislative branch
  - (3) a racial barrier in government had been broken
  - (4) racial discrimination was legally eliminated in the United States
- 
- 45 The practice of yellow journalism most influenced United States entry into which war?
- (1) War of 1812
  - (2) Spanish-American War
  - (3) World War II
  - (4) Persian Gulf War
- 46 The suspension of habeas corpus during the Civil War and the passage of the USA Patriot Act during the war on terror both illustrate the national government's willingness to
- (1) uphold the rights of minority citizens
  - (2) tolerate criticism of its wartime policies
  - (3) expand the power of the states to prosecute radical groups
  - (4) limit civil liberties when the nation is facing immediate danger

- 47 The Washington Naval Conference (1921), the Kellogg-Briand Pact (1928), and the Neutrality Acts of the 1930s were all attempts by the United States to
- (1) increase military spending
  - (2) show support for the United Nations
  - (3) assume a position of world leadership
  - (4) avoid policies likely to lead to war
- 48 The baby boom following World War II resulted in the
- (1) development of urban unrest in the 1950s
  - (2) need to increase the number of schools in the 1960s
  - (3) migration from cities to farms in the 1970s
  - (4) need to decrease the number of nursing homes in the 1980s
- 49
- *Tinker v. Des Moines School District* (1969)
  - *New Jersey v. T.L.O.* (1985)
  - *Vernonia School District v. Acton* (1995)
- Which similar issue was addressed in these Supreme Court cases?
- (1) balancing the rights of students with the need of schools to maintain order
  - (2) allowing principals to determine students' constitutional rights
  - (3) denying public school districts the authority to allow prayer in schools
  - (4) giving state legislatures the power to fund charter schools
- 50 President John F. Kennedy and President Ronald Reagan both visited the Berlin Wall in order to
- (1) assess the military strength of the Soviet Union
  - (2) prepare for an invasion of the Soviet Union
  - (3) demonstrate the commitment of the United States to maintain freedom in Western Europe
  - (4) challenge the North Atlantic Treaty Organization (NATO) nations that were supported by the Soviet Union

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Answers to the essay questions are to be written in the separate essay booklet.

In developing your answer to Part II, be sure to keep these general definitions in mind:

- (a) **describe** means “to illustrate something in words or tell about it”
- (b) **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”

## 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: Presidential Decisions and Actions

Throughout United States history, presidents have taken actions to address critical problems facing the nation. These actions have met with varying degrees of success.

#### Task:

Select **two** presidents who took actions to address a critical problem faced by the nation and for **each**

- Describe the historical circumstances that led to the problem
- Explain an action taken by the president to address the problem
- Discuss the extent to which this action resolved the problem

You may use any United States president who took an action to solve a critical problem facing the nation from your study of United States history. Some suggestions you might wish to consider include:

George Washington—Whiskey Rebellion  
Andrew Jackson—nullification crisis  
Abraham Lincoln—secession of Southern states  
Franklin D. Roosevelt—Great Depression  
Dwight D. Eisenhower—school integration

John F. Kennedy—Cuban missile crisis  
Lyndon B. Johnson—discrimination faced by minorities  
George H. W. Bush—invasion of Kuwait by Iraq  
George W. Bush—attacks of September 11, 2001

**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

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Part III

DOCUMENT-BASED QUESTION

This question is based on the accompanying documents. This 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. Keep in mind that the language used in a document may reflect the historical context of the time in which it was written.

**Historical Context:**

During the 19th and early 20th centuries, the development of the West had political, economic, and social effects on various groups. These groups include *Native American Indians*, *women*, and *Chinese immigrants*.

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

Select *two* groups mentioned in the historical context and for *each*

- Discuss political, economic, *and/or* social effects of the development of the West on the group

**In developing your answers 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 A**  
**Short-Answer Questions**

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

**Document 1a**

**Buffalo hides stacked at Dodge City, Kansas, for shipment to the East, 1878**



Source: National Archives (adapted)

**Document 1b**

“ . . . White men had found gold in the mountains around the land of the Winding Water [in Oregon]. They stole a great many horses from us and we could not get them back because we were Indians. The white men told lies for each other. They drove off a great many of our cattle. Some white men branded our young cattle so they could claim them. We had no friends who would plead our cause before the law councils. It seemed to me that some of the white men in Wallowa [a valley in Oregon] were doing these things on purpose to get up a war. They knew we were not strong enough to fight them. I labored hard to avoid trouble and bloodshed. . . .”

Source: Chester Anders Fee, *Chief Joseph: The Biography of a Great Indian*, Wilson-Erickson

1 Based on these documents, what were **two** effects of the development of the West on Native American Indians? [2]

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

Score

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

Score

## Document 2a

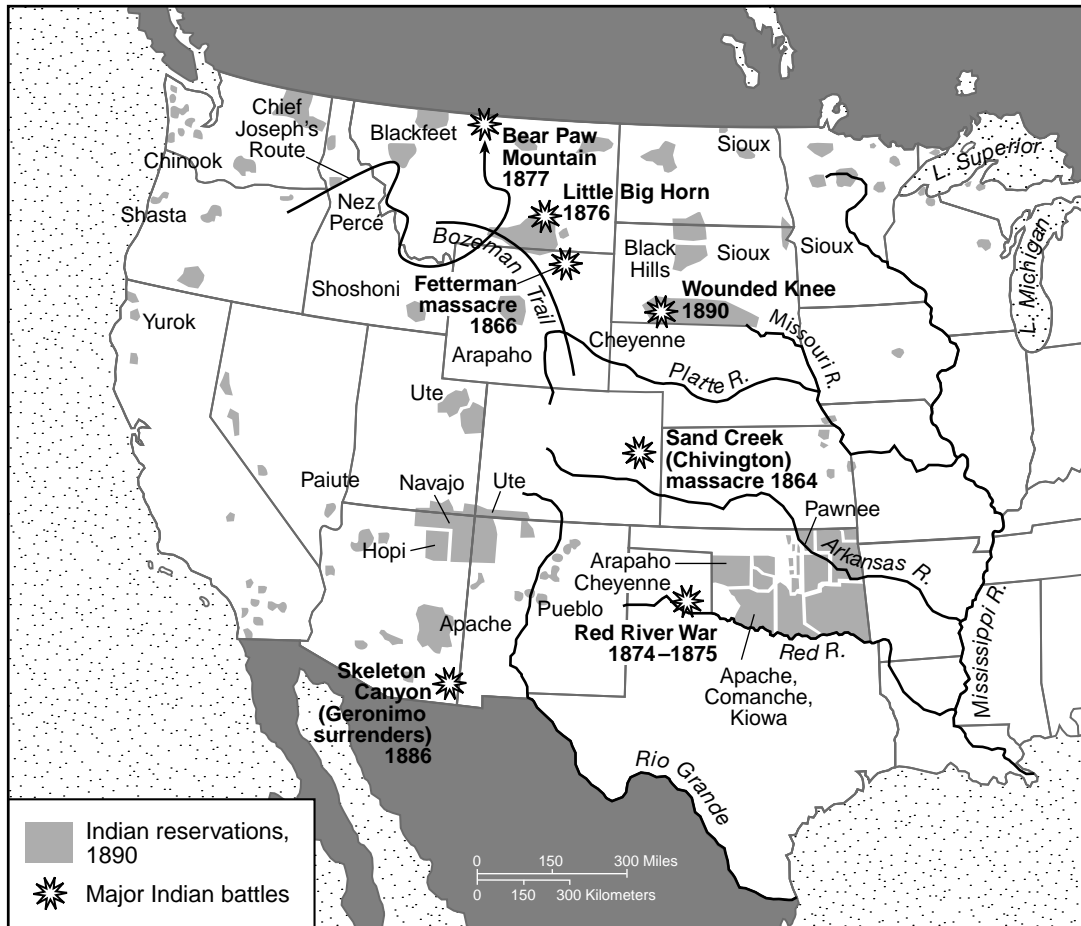
By the mid-1880s, the biggest single area in the West suitable for farming and still largely untouched by white settlement was Indian Territory. Representatives of some fifty-five tribes now called it home, but there were large tracts within it upon which no one lived.

One of these—2 million empty and unassigned acres—was called “the Oklahoma District,” and the army was soon kept busy driving from it armed parties of squatters from Kansas who called themselves “Boomers.” Furious lobbying eventually succeeded where invasion failed, and Congress finally voted to buy out all Indian claims to the Oklahoma District. . . .

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

## Document 2b

### Native American Indians in the West: Major Battles and Reservations



Source: Robert A. Divine et al., *America: Past and Present*, Addison Wesley Longman, 1999 (adapted)

2 Based on these documents, what was **one** impact of westward settlement on Native American Indians? [1]

Score

### Document 3a

After the Battle of Wounded Knee, Commissioner of Indian Affairs Thomas Jefferson Morgan made recommendations about how to avoid future conflicts with Native American Indians.

. . . *Fifth*—The only possible solution of our [Native American] Indian troubles lies in the suitable education of the rising generation. So long as the Indians remain among us aliens, speaking foreign languages, unable to communicate with us except through the uncertain and often misleading medium of interpreters, so long as they are ignorant of our ways, are superstitious and fanatical, they will remain handicapped in the struggle for existence, will be an easy prey to the medicine man and the false prophet, and will be easily induced, by reason of real or imaginary wrongs, to go upon the war-path. An education that will give them the mastery of the English language, train their hands to useful industries, awaken within them ambition for civilized ways, and develop a consciousness of power to achieve honorable places for themselves, and that arouses within them an earnest and abiding patriotism, will make of them American citizens, and render future conflicts between them and the Government impossible. . . .

Source: T.J. Morgan, *The Present Phase of the Indian Question*, 1891

### Document 3b

**Lakota boys are pictured when they arrived at the Carlisle Indian Industrial School in Pennsylvania, left, and three years later, right.**



Source: New York Public Digital Gallery (adapted)



3 Based on these documents, what are **two** ways Native American Indians were being affected by the development of the West? [2]

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

Score

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

Score

## Document 4

. . . By 1800 the external aspect of the landscape was changing, with the extension of cleared fields, and the gradual rebuilding of cabins over the older areas. But inside the cabins the family life still embraced the whole range of domestic manufactures. The frontier graveyards show how hard the early life was on the women of the family. The patriarch laid to rest in his family tract, beside two, three, or four wives who had preceded him, is much more common than the hardy woman who outlived her husbands. The housewife came to her new home young and raw, and found for neighbors other girls as inexperienced. She bore the children; and buried a staggering number of them, for medicine and sanitation, inadequate everywhere, were out of reach for the cabin on the border. She fed her men and raised her children, cooked their food and laid it by [stored it] for winter. She was at once butcher, packer, and baker. The family clothes showed her craftsmanship, with skins playing a large part, and homespun or knitting revealing a luxury established. When one adds to the grinding and unavoidable labor, the anguish that came from sickness and danger, the frontier woman who survived becomes an heroic character, and the children who felt her touch become the proper material from which to choose the heroes of a nation. . . .

Source: Frederic L. Paxson, *History of the American Frontier, 1763–1893*, Houghton Mifflin, 1924

- 4 According to Frederic L. Paxson, what was **one** effect of westward development on frontier women living in the West? [1]

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Score

## Document 5

It perhaps ought to be stated here, for the benefit of widows and single women over twenty-one years of age, that they are as much entitled to homesteads as men, and the women of Dakota generally avail themselves of the privilege. We can point you to young women in Dakota who carry on quite a stroke of farming now, who came here penniless a few years ago. One woman has now three hundred and twenty acres of land, paid for from her wages as servant girl, at \$4.00 per week. It is the investment of what she has saved from her wages in the last two years. We, of Dakota, believe in Women's Rights, especially the right to take a homestead and manage it to their own liking. . . .

Source: James S. Foster, Commissioner of Immigration for Dakota Territory, *Outlines of History of the Territory of Dakota*, 1870

- 5 According to James S. Foster, what is **one** opportunity the development of the West offered to women? [1]

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Score

**Document 6**

This circular appeared in Kentucky's *Lexington Herald*, informing readers of the benefits of women voting in Wyoming.

**WOMAN SUFFRAGE IN  
WYOMING.**

-----  
Suffrage Circular

Women have voted in Wyoming for forty-one years on equal terms with men.

During the past thirty years there has been less divorce in Wyoming than in any state in the Union. . . .

A smaller number of married women are working outside the home in Wyoming than in any other State in the Union.

Women teachers get equal pay for equal work in Wyoming.

There are fewer illiterate children in Wyoming than in any other State in the Union.

Young girls are better protected in Wyoming than in any State in the Union. . . .

Source: *Lexington Herald*, May 19, 1910

6 According to this circular, what were **two** benefits of granting suffrage to women in Wyoming? [2]

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

Score

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

Score

**Document 7**

. . . A combination of push and pull factors thus triggered a wave of Chinese immigration to America. More than 20,000 Chinese arrived in the United States in 1852, quickly augmenting [increasing] the number of Chinese in California, which reached 34,933 on the eve of the Civil War. Of these Chinese, some three-fourths lived in counties where mining was the principal occupation. Most Chinese miners missed the initial rush, but they gradually took control of California placer mining. Within a decade they possessed most of the claims in the original strike region and together constituted the single largest national group of miners. Their slow start and quick dominance in California’s mines formed a distinctive pattern that would be repeated throughout the mining West. . . .

As a story of economic mobility and self-improvement, the Chinese experience on the western mining frontier was a success. To be sure, the Chinese had many disadvantages. They possessed little starting capital, they had staked no initial claims, they faced legal discrimination, and they encountered racial violence. But these disadvantages were often compensated for by advantages, including mining experience, cooperative culture, a healthy life-style, skill at aquatic management, and environmental adaptability, all of which ensured Chinese competitiveness in the American West. In 1870, several Chinese companies in Montana were listed among the territory’s most profitable. For six months Chang-Ling Company with seven persons cleared \$13,000 in gold. According to one 1871 account, Chinese miners took out \$500,000 in gold from the Tuscarora region in Nevada. Between 1855 and 1870 more than 10 percent of the gold and silver exports through the Port of San Francisco went to China, an amount (\$72,581,219) equivalent to more than \$1 billion today. . . .

Source: Liping Zhu, “No Need to Rush: The Chinese, Placer Mining, and the Western Environment,” *Montana: The Magazine of Western History*, Autumn 1999 (adapted)

7 According to Liping Zhu, what were **two** ways living in the West affected Chinese immigrants? [2]

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

Score

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

Score

**Document 8a**

. . . Besides railroad work, Chinese found opportunities elsewhere. When they learned that \$8 was the going rate for a basket of laundry in San Francisco, they did it for \$5 and were swamped with business. Soon scores of laundries opened, often one group working daytime, another at night. Even in smaller towns the Chinese laundry became an institution—the lone laundryman wielding his iron long hours in an isolated existence, unable to communicate with Americans, dreaming only of his hoped-for return to China. . . .

Source: David Lindsey, “Cathay Comes to El Dorado,” *American History Illustrated*

**Document 8b**

. . . Meanwhile, in the rural regions, the Chinese were participating in the development of California’s agriculture, which was turning from wheat to fruit acreage. “They were a vital factor,” historian Carey McWilliams writes, “one is inclined to state *the* vital factor, in making the transition possible.” Formerly farmers in the Pearl River Delta in Guangdong, the Chinese shared their agricultural experience and knowledge. They “taught their overlords how to plant, cultivate, and harvest orchard and garden crops.” Their contributions extended beyond California: Ah Bing in Oregon bred the famous Bing cherry, and Lue Gim Gong in Florida developed the frost-resistant orange that bore his name and that gave the state its citrus industry. . . .

Source: Ronald Takaki, *Strangers from a Different Shore: A History of Asian Americans*, Little, Brown and Company, 1989 (adapted)

8 Based on these documents, what were **two** opportunities the development of the West offered to Chinese immigrants? [2]

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

Score

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

Score

**Document 9**

Opposition to Chinese immigration included the Workingmen’s Party in the late 1870s.

. . . After being occupied during the 1850s, 1860s, and early 1870s in the placers [mines] and on major construction projects, many Chinese turned toward the cities and new industries. San Francisco was the mecca for most, for it was both the industrial capital of the Pacific Coast and the headquarters for the Chinese. The timing was unfortunate, for it brought the Chinese into conflict with the struggling labor movement that had been trying to organize itself in San Francisco during the preceding two decades, and it did so at a time when unemployment and threats to the traditionally high level of western wages made white workers angrily sensitive to the dangers of Chinese competition. A very high percentage of those workers were themselves immigrants, especially Irish and Germans—but they were white immigrants. . . .

Source: Rodman W. Paul, *The Far West and the Great Plains in Transition, 1859–1900*, Harper & Row, 1988

9 According to Rodman W. Paul, state **one** reason for opposition to Chinese immigrants in San Francisco.  
[1]

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Score

## Part B

### Essay

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

#### Historical Context:

During the 19th and early 20th centuries, the development of the West had political, economic, and social effects on various groups. These groups include ***Native American Indians, women, and Chinese immigrants.***

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

Select ***two*** groups mentioned in the historical context and for ***each***

- Discuss political, economic, ***and/or*** social effects of the development of the West on the group

#### Guidelines:

**In your essay, be sure to**

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

# REGENTS EXAM IN U.S. HISTORY AND GOVERNMENT

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