

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**

Friday, August 17, 2018 — 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 The geography of the Atlantic Coastal Plain most influenced the southern economy during the period from 1620 to 1865 because it
 - (1) promoted a plantation system of agriculture
 - (2) led to diversified manufacturing
 - (3) encouraged development of the railroad industry
 - (4) resulted in widespread mining of coal
- 2 Which event during the Colonial Era most influenced the concept of freedom of the press?
 - (1) passage of the Navigation Acts
 - (2) trial of John Peter Zenger
 - (3) creation of the Albany Plan of Union
 - (4) establishment of the House of Burgesses
- 3 The social contract theory as applied to the Declaration of Independence most directly reflects the ideas of
 - (1) John Locke
 - (2) Thomas Hobbes
 - (3) Baron de Montesquieu
 - (4) Adam Smith
- 4 A principal reason for calling the Constitutional Convention of 1787 was to
 - (1) strengthen the central government
 - (2) settle land disputes with Canada
 - (3) increase the power of the states
 - (4) weaken the system of checks and balances
- 5 One reason Antifederalist governors of New York and Virginia opposed ratification of the United States Constitution was because it would
 - (1) force them to abandon western land claims
 - (2) weaken the powers of state governments
 - (3) strengthen slavery
 - (4) make the amendment process more difficult
- 6 Political parties, the president's cabinet, and national nominating conventions are considered examples of
 - (1) delegated powers
 - (2) separation of powers
 - (3) the elastic clause
 - (4) the unwritten constitution
- 7 Thomas Jefferson used a loose interpretation of the United States Constitution when he
 - (1) negotiated the purchase of the Louisiana Territory from France in 1803
 - (2) asked Congress to increase the size of the United States Navy
 - (3) ran for a second term as president
 - (4) opposed the reelection of John Adams in 1800
- 8 Between 1820 and 1850, Southern lawmakers consistently opposed protective tariffs because these tariffs
 - (1) decreased trade between the states
 - (2) harmed American shipping
 - (3) increased the cost of imports
 - (4) weakened national security
- 9 In the 1840s, westward expansion was justified by a belief in
 - (1) laissez-faire
 - (2) popular sovereignty
 - (3) cultural pluralism
 - (4) Manifest Destiny
- 10 Which reform movement is most closely associated with William Lloyd Garrison, Frederick Douglass, and Harriet Beecher Stowe?
 - (1) abolitionist
 - (2) labor
 - (3) Populist
 - (4) Progressive

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

Speaker A: The political union created by the Constitution of the United States is not a temporary compact of the states but rather an unbreakable bond created by the people of the nation.

Speaker B: The reserved powers are clearly indicated and protected in both the original Constitution and in the 10th amendment of the Bill of Rights.

Speaker C: Liberty is best preserved in the hands of the government closest to the people. Union is desirable only if it preserves our liberty.

Speaker D: Nullification! Secession! What miserable words—words that threaten the continuance of both our liberty and our Union.

- 11 Which two speakers express the greatest support for the concept of States rights?
- (1) *A* and *B*
 - (2) *A* and *D*
 - (3) *B* and *C*
 - (4) *C* and *D*

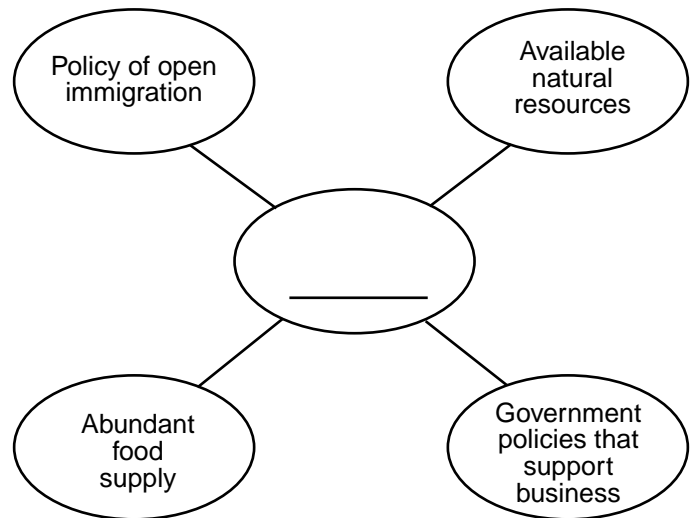
- 12 The political opinions expressed in these statements relate most directly to the start of which war?
- (1) Revolutionary War
 - (2) War of 1812
 - (3) Mexican-American War
 - (4) Civil War
-

- 13 Passage of the Kansas-Nebraska Act (1854) was criticized by Northern newspapers because it
- (1) limited settlement in those territories
 - (2) repealed the 36°30' line of the Missouri Compromise
 - (3) upheld the Supreme Court decision in *Gibbons v. Ogden*
 - (4) admitted Maine to the Union as a free state

- 14 After the Civil War, the most common occupations for freedmen were
- (1) sharecroppers and tenant farmers
 - (2) factory owners and teachers
 - (3) skilled artisans and mechanics
 - (4) miners and soldiers

- 15 Which geographic factor presented a major problem for settlers on the Great Plains?
- (1) limited rainfall
 - (2) dense forests
 - (3) mountainous terrain
 - (4) frequent flooding

Base your answer to question 16 on the graphic organizer below and on your knowledge of social studies.



- 16 Which title is most appropriate for this graphic organizer?
- (1) Rise of Labor Unions
 - (2) Innovations and Technology
 - (3) Vertical Integration of Business
 - (4) Factors Contributing to Industrialization
-

- 17 In the United States, third parties have been influential because they have often
- (1) outspent their political opponents
 - (2) provided the presidential candidate of the major parties
 - (3) suggested reforms later adopted by the two major parties
 - (4) elected majorities in both Congress and state legislatures
- 18 One purpose of the Chinese Exclusion Act (1882) was to
- (1) speed construction of the western railroads
 - (2) encourage settlement of the Pacific Coast
 - (3) expand the civil rights of immigrants
 - (4) protect the jobs of American workers
- 19 The Interstate Commerce Act of 1887 and the Sherman Antitrust Act of 1890 were passed by Congress to
- (1) help regulate the money supply
 - (2) promote investment in manufacturing
 - (3) control business practices that limited competition
 - (4) limit the hours of working women
- 20 Which demographic change resulted from the economic developments of the late 1800s?
- (1) an increase in African American migration from the North to the South
 - (2) an increase in the number of people living in urban areas
 - (3) a decrease in the number of immigrants coming to the United States
 - (4) a decrease in the number of factory workers in the Northeast
- 21 Between 1900 and 1930, United States relations with Latin America were characterized by repeated United States efforts to
- (1) encourage the redistribution of land to the poor
 - (2) deny economic aid to developing nations
 - (3) limit the influence of communist dictators
 - (4) control the internal affairs of many nations in the region
- 22 President Theodore Roosevelt earned a reputation as a trustbuster because he
- (1) favored the conservation of natural resources
 - (2) used court actions to break up business monopolies
 - (3) sided with labor unions against big business
 - (4) opposed the efforts of consumer advocates
- 23 One way in which Ida Tarbell, Upton Sinclair, and Jacob Riis were similar is that each sought to
- (1) end racial discrimination
 - (2) control illegal immigration
 - (3) limit government regulations
 - (4) expose economic and social abuses
- 24 The purpose of the initiative, referendum, and recall was to
- (1) eliminate the two-party system
 - (2) limit participation in state elections
 - (3) increase citizen influence in government
 - (4) strengthen the power of political machines

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

Bibb Mill No. 1, Macon, Ga.



Source: Lewis Hine, January 19, 1909

25 Which conclusion is most clearly supported by this photograph?

- (1) Textile manufacturing was not important to the national economy.
- (2) State and federal governments did not adequately regulate child labor.
- (3) American factories were less productive than factories in other countries.
- (4) Strict federal safety standards were enforced in factories across the nation.

26 During the 1920s, Congress established a quota system for immigration in order to

- (1) ensure that the United States would have enough factory workers
- (2) keep migrant workers out of the country
- (3) reduce immigration from southern and eastern Europe
- (4) assist refugees from war-torn countries

27 Which event is an example of nativism in the 1920s?

- (1) the trial of Sacco and Vanzetti
- (2) the verdict in the Scopes trial
- (3) the Teapot Dome scandal
- (4) the stock market crash

28 • They are suffering because they have little control over the prices for what they produce.

- They have worldwide competition.
- They have difficulty organizing to protect themselves.
- They pay high prices for capital goods.

Which group's economic situation in the 1920s is most accurately described in these statements?

- (1) farmers
- (2) railroad companies
- (3) manufacturers
- (4) factory workers

Base your answers to questions 29 and 30 on the cartoon below and on your knowledge of social studies.

“Yes, You Remembered Me”



Source: C. D. Batchelor, *New York Daily News*, October 11, 1936

- 29 The main idea of this political cartoon from the 1930s is that President Franklin D. Roosevelt
- (1) continued the laissez-faire policies of earlier presidents
 - (2) supported business over labor
 - (3) favored government ownership of major industries
 - (4) extended help to those in need
- 30 The New Deal attempted to carry out the theme of the cartoon by
- (1) restricting labor union membership
 - (2) loaning money to foreign countries
 - (3) funding many public works projects
 - (4) banning the sale of stocks and bonds
-

- 31 The defeat of President Franklin D. Roosevelt’s “court packing” plan by Congress is an example of
- (1) federalism
 - (2) checks and balances
 - (3) due process
 - (4) the amendment process

Base your answer to question 32 on the excerpt from the letter below and on your knowledge of social studies.

... This new phenomenon [nuclear chain reaction] would also lead to the construction of bombs, and it is conceivable—though much less certain—that extremely powerful bombs of a new type may thus be constructed. . . .

Yours very truly,
Albert Einstein

— Letter to President Franklin D. Roosevelt from
Albert Einstein, August 2, 1939

- 32 The administration of President Franklin D. Roosevelt reacted to the information contained in this letter by
- (1) declaring war on the Axis powers
 - (2) creating the Manhattan Project
 - (3) proposing the Lend-Lease plan
 - (4) initiating the D-Day invasion of Europe
-
- 33 The internment of Japanese Americans during World War II primarily affected those Japanese Americans who lived
- (1) in the Ohio River valley
 - (2) along the Gulf Coast
 - (3) on the West Coast
 - (4) near the Rio Grande border with Mexico

- 34 After World War II, one important outcome of the passage of the Servicemen’s Readjustment Act of 1944 (GI Bill) was that it
- (1) allowed women to serve in combat positions
 - (2) limited suburban growth
 - (3) provided funds for new military bases
 - (4) created educational and housing assistance for veterans
- 35 What was the primary reason for the creation of both the Truman Doctrine and the Marshall Plan?
- (1) to reward the Chinese for their role in the Allied victory over Japan
 - (2) the fear of Soviet communist expansion throughout Europe
 - (3) the need to support colonial independence movements in the developing world
 - (4) the protection of vital United States interests in Middle East oil fields
- 36 The United States responded to the Berlin blockade in 1948 by
- (1) boycotting German-made imports
 - (2) building the Berlin Wall
 - (3) stopping all traffic leaving Berlin
 - (4) airlifting food and supplies into Berlin
- 37 A major significance of the Korean War (1950–1953) is that for the first time
- (1) an atomic bomb was used in warfare
 - (2) Asian and United States troops fought against each other
 - (3) the United Nations used military force to oppose aggression
 - (4) the Soviet Union and the United States supported the same side

38 **“All Federal Employees Required to Take Loyalty Oath”
“Army-McCarthy Hearings Begin”
“Rosenbergs Convicted”**

These newspaper headlines from the decade following World War II are all connected to the

- (1) war crimes trials in Japan
- (2) passage of civil rights legislation in the United States
- (3) fear of communism in the United States
- (4) debate over economic aid to Europe

39 In 1962, President John F. Kennedy responded to the discovery of nuclear missiles in Cuba by

- (1) ordering a naval quarantine of Cuba
- (2) capturing strategic locations in Cuba
- (3) threatening to invade the Soviet Union
- (4) prohibiting travel to the southeastern United States

40 During the 1960s, the actions of Cesar Chavez led to improved conditions for

- (1) coal miners
- (2) migrant farm workers
- (3) autoworkers
- (4) health care workers

41 Which phrase best completes the heading of the partial outline below?

I. Native American Indian _____ A. Occupation of Alcatraz B. Wounded Knee (1973) C. Formation of American Indian Movement (AIM)
--

- (1) Protests Against the Vietnam War
- (2) Demands for Equality
- (3) Attempts to Culturally Assimilate
- (4) Support for the War on Poverty

42 Which document is the result of President Jimmy Carter’s efforts to increase stability in the Middle East?

- (1) Camp David Accords
- (2) Nuclear Test Ban Treaty
- (3) Panama Canal Treaty
- (4) Paris Peace Accords

43 What was the reason the Equal Rights Amendment did not become part of the United States Constitution?

- (1) President Ronald Reagan vetoed it.
- (2) Three-fourths of the states did not ratify it.
- (3) The National Organization for Women (NOW) did not support it.
- (4) The Supreme Court ruled it was unconstitutional.

44 Which combination of factors contributed most directly to the severe recession in the United States economy in 2008?

- (1) immigration restrictions and lack of skilled workers
- (2) cuts in defense spending and social welfare programs
- (3) excessive use of credit and bank speculation in the mortgage market
- (4) tight monetary policy and overregulation of banks

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



Source: Walt Handelsman, *Newsday*, April 26, 2006

- 45 The main idea of this cartoon is that public approval of the president in 2006 was directly linked to the
- (1) cost of gasoline in the United States
 - (2) success in stopping human rights abuses abroad
 - (3) ability to restrict the flow of illegal drugs
 - (4) amount of the budget surplus
-

Base your answer to question 46 on the cartoon below and on your knowledge of social studies.



Source: Jim Morin, *Miami Herald*, May 10, 2015

- 46 The main idea of this cartoon is that telephone surveillance by the National Security Administration (NSA)
- (1) has been troubled by technical difficulties
 - (2) violates some of the protections of the United States Constitution
 - (3) is legal because it protects the privacy of Internet users
 - (4) increases hacking of top-secret government information
-

47 The Alien and Sedition Acts of 1798 were similar to the Espionage and Sedition Acts passed during World War I because they both

- (1) provided for the draft of men into the military
- (2) gave the government greater control over the production of goods
- (3) tried to restrict criticism of and opposition to government policies
- (4) attempted to justify United States involvement in a foreign war

48 Which set of events in United States history is most closely associated with westward expansion?

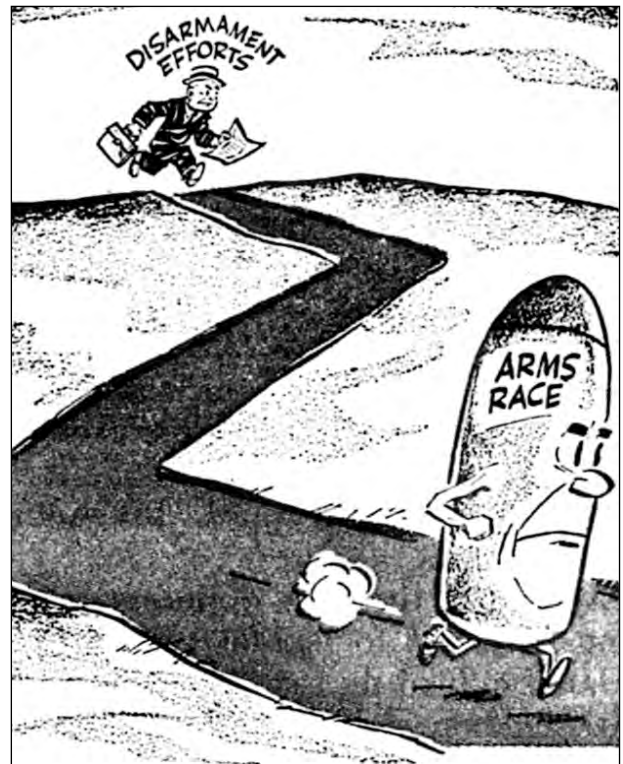
- (1) passage of the Indian Removal Act of 1830 and the Compromise of 1877
- (2) issuing the Emancipation Proclamation of 1863 and creation of the Federal Reserve System in 1913
- (3) passage of the Agricultural Adjustment Act of 1933 and creation of the Tennessee Valley Authority in 1933
- (4) passage of the Homestead Act of 1862 and opening of the transcontinental railroad in 1869

49 The National Association for the Advancement of Colored People (NAACP), the Congress of Racial Equality (CORE), and the Southern Christian Leadership Conference (SCLC) are all associated with which movement?

- (1) temperance
- (2) abolition
- (3) civil rights
- (4) environmentalism

Base your answer to question 50 on the cartoon below and on your knowledge of social studies.

Trying to Close the Gap



Source: Art Bimrose, *Portland Oregonian* (adapted)

50 Which action was an attempt to close the “gap” referred to in the cartoon?

- (1) signing the Yalta Agreement
- (2) passing the Gulf of Tonkin Resolution
- (3) proposing the Strategic Defense Initiative (SDI)
- (4) agreeing to the Strategic Arms Limitation Treaty (SALT)

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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: Supreme Court Decisions

The United States Supreme Court has issued decisions that have defined the constitutional rights of individuals and groups of people. These decisions by the Court have had a great impact on the nation.

Task:

Select **two** United States Supreme Court cases and for **each**

- Describe the historical circumstances surrounding the case
- Explain the Court’s decision
- Discuss the impact of the Court’s decision on the United States or on American society

You may use any appropriate Supreme Court case from your study of United States history. Some suggestions you might wish to consider include *Worcester v. Georgia* (1832), *Dred Scott v. Sanford* (1857), *Plessy v. Ferguson* (1896), *Korematsu v. United States* (1944), *Brown v. Board of Education of Topeka* (1954), *Engel v. Vitale* (1962), *Miranda v. Arizona* (1966), *Roe v. Wade* (1973), and *New Jersey v. T.L.O.* (1985).

You are *not* limited to these suggestions.

Guidelines:

In your essay, be sure to:

- Develop all aspects of the task
- Support the theme with relevant facts, examples, and details
- Use a logical and clear plan of organization, including an introduction and a conclusion that are beyond a restatement of the theme

Part III

DOCUMENT-BASED QUESTION

This question is based on the accompanying documents. The question is designed to test your ability to work with historical documents. Some of these documents have been edited for the purposes of this question. As you analyze the documents, take into account the source of each document and any point of view that may be presented in the document. Keep in mind that the language used in a document may reflect the historical context of the time in which it was written.

Historical Context:

Under the Constitution, Congress has the power to support the armed forces and to declare war, but only the president is authorized to act as commander in chief. Throughout United States history, the president has used his power as commander in chief to respond to many foreign crises. These crises include the *Mexican-American War (1846–1848)* during the presidency of James K. Polk, the *Vietnam War (1964–1975)* during the presidency of Lyndon B. Johnson, and the *Persian Gulf War (1990–1991)* during the presidency of George H. W. Bush.

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* foreign crises listed in the historical context and for *each*

- Describe the historical circumstances that led to the crisis
- Explain an action taken by the president to respond to the crisis
- Discuss an effect of the president's action on the United States and/or on American society

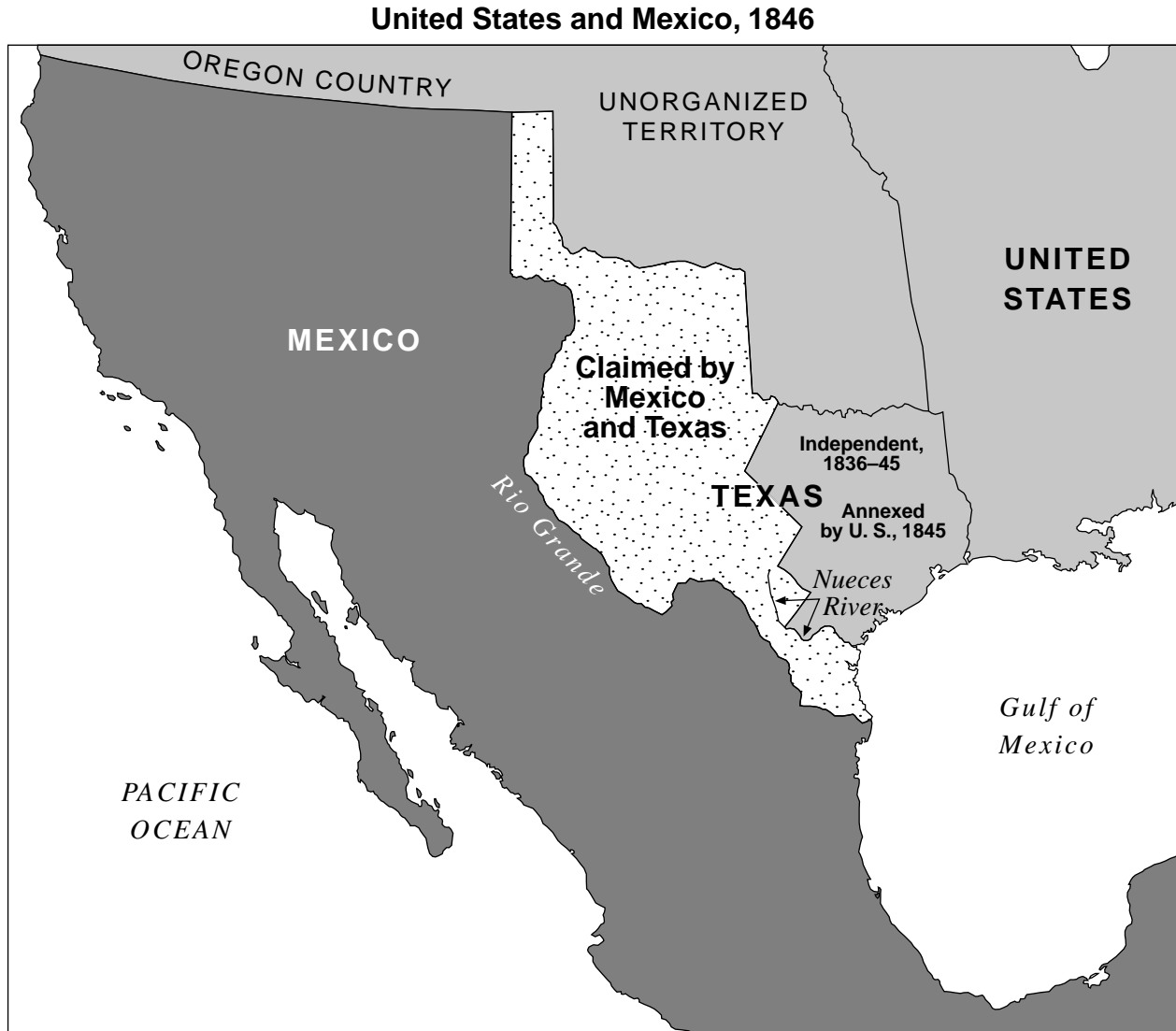
In developing your answers to Part III, be sure to keep these general definitions in mind:

- describe** means “to illustrate something in words or tell about it”
- explain** means “to make plain or understandable; to give reasons for or causes of; to show the logical development or relationships of”
- 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 1



Source: Thomas A. Bailey et al., *The American Pageant*, Houghton Mifflin (adapted)

1 Based on the information provided by this map, state **one** cause of the conflict between the United States and Mexico in 1846. [1]

Score

Document 2

. . . In my message at the commencement of the present session I informed you that upon the earnest appeal both of the Congress and convention of Texas I had ordered an efficient military force to take a position “between the Nueces and the Del Norte [Rio Grande].” This had become necessary to meet a threatened invasion of Texas by the Mexican forces, for which extensive military preparations had been made. The invasion was threatened solely because Texas had determined, in accordance with a solemn resolution of the Congress of the United States [March 1, 1845], to annex herself to our Union, and under these circumstances it was plainly our duty to extend our protection over her citizens and soil. . . .

Source: President James K. Polk, *War Message*, May 11, 1846 (adapted)

2 Based on this document, what action did President James K. Polk take in 1846 regarding Texas? [1]

Score

Document 3a

. . . It was a peculiarity of nineteenth-century politics that more than a year elapsed between the election of a Congress and its initial meeting. The Thirtieth Congress, elected in 1846, assembled in December 1847 to confront the complex questions arising from the Mexican War. Although Democrats in the Senate outnumbered their opponents by almost two to one, the Whig party enjoyed a narrow margin in the House—the only time in his entire legislative career that Lincoln found himself in the majority. Both parties, however, were internally divided, especially on the question of the future expansion of slavery. In August 1846, just as the previous Congress drew to a close, Congressman David Wilmot of Pennsylvania had proposed an amendment to an appropriation bill requiring that slavery be prohibited in any territory acquired from Mexico. The Wilmot Proviso, which passed the House but failed in the Senate, split both parties along sectional lines and ushered in a new era in which the slavery issue moved to the center stage of American politics. . . .

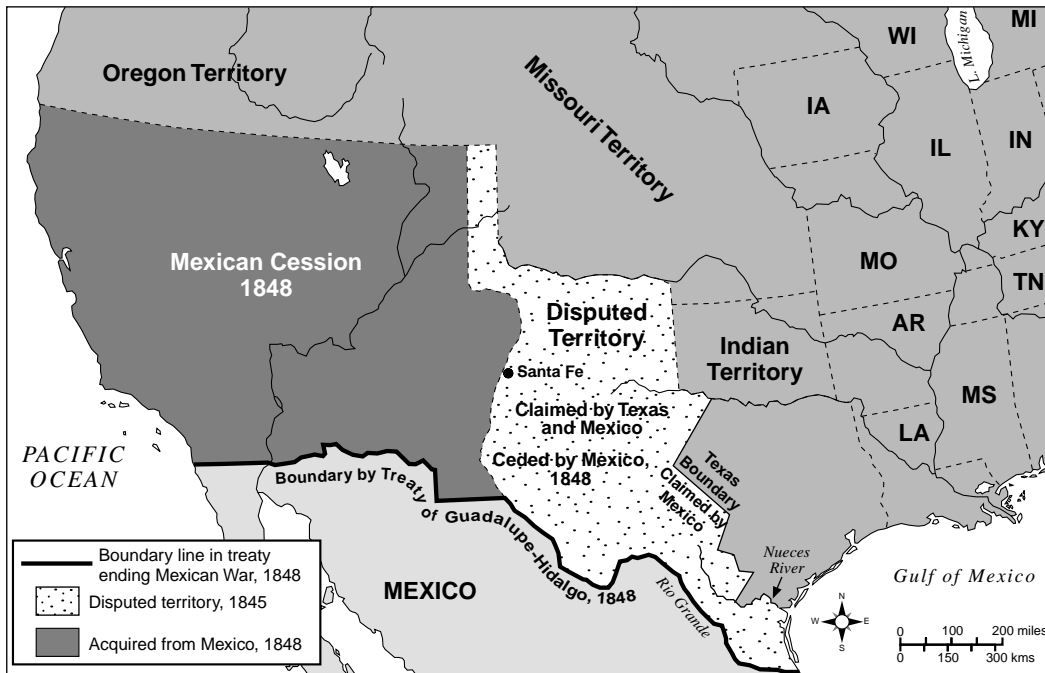
Source: Eric Foner, *The Fiery Trial: Abraham Lincoln and American Slavery*, W. W. Norton & Company, 2010

3a According to Eric Foner, what issue did the Wilmot Proviso attempt to address? [1]

Score

Document 3b

United States Acquisitions from Mexico, 1848



Source: *Historical Maps on File, Facts on File, 2002* (adapted)

3b Based on the information provided by this map, what was **one** effect of the Mexican-American War on the United States in 1848? [1]

Score

Document 4

WHY ARE WE IN VIET-NAM?

. . . Why are these realities our concern? Why are we in South Viet-Nam?

We are there because we have a promise to keep. Since 1954 every American President has offered support to the people of South Viet-Nam. We have helped to build, and we have helped to defend. Thus, over many years, we have made a national pledge to help South Viet-Nam defend its independence.

And I intend to keep that promise.

To dishonor that pledge, to abandon this small and brave nation to its enemies, and to the terror that must follow, would be an unforgivable wrong.

We are also there to strengthen world order. Around the globe, from Berlin to Thailand, are people whose well-being rests, in part, on the belief that they can count on us if they are attacked. To leave Viet-Nam to its fate would shake the confidence of all these people in the value of an American commitment and in the value of America's word. The result would be increased unrest and instability, and even wider war. . . .

Source: "Peace Without Conquest," President Lyndon B. Johnson,
Address at Johns Hopkins University, April 7, 1965

- 4 Based on this document, state **one** reason President Lyndon B. Johnson believed the United States should continue to assist South Vietnam. [1]

Score

Document 5a

. . . 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 asked the Commanding General, General Westmoreland, what more he needs to meet this mounting aggression. He has told me. We will meet his needs.

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. . . .

Source: President Lyndon B. Johnson, "Why We Are in Viet-Nam,"
News Conference, July 28, 1965 (adapted)

5a Based on this document, what was **one** action President Lyndon B. Johnson took in 1965 regarding Vietnam?
[1]

Score

Document 5b

Allied Troop Levels in Vietnam, 1959–1969

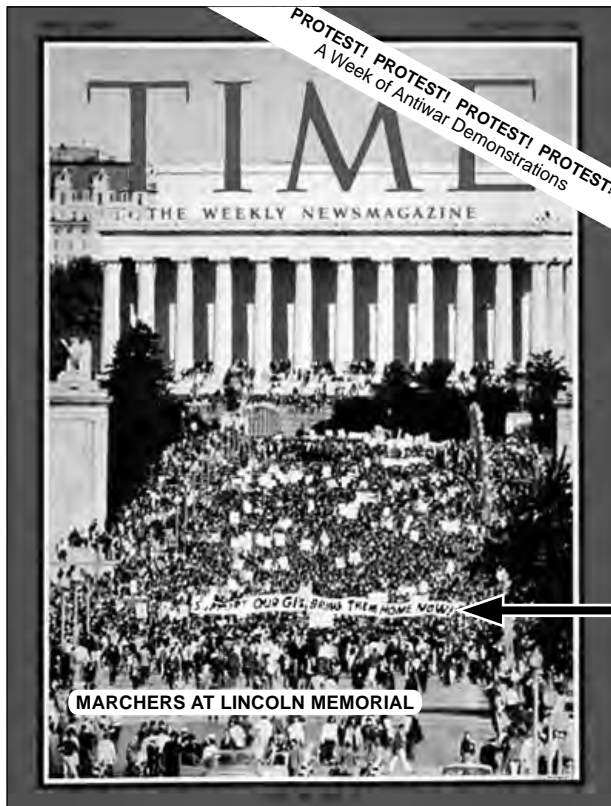
Year	United States	South Vietnam	Australia	Korea	New Zealand	Philippines	Thailand
1959	760	243,000	--	--	--	--	--
1960	900	243,000	--	--	--	--	--
1961	3,205	243,000	--	--	--	--	--
1962	11,300	243,000	--	--	--	--	--
1963	16,300	243,000	--	--	--	--	--
1964	23,300	514,000	198	200	30	20	--
1965	184,300	642,500	1,560	20,620	120	70	20
1966	385,300	735,900	4,530	25,570	160	2,060	240
1967	485,600	798,700	6,820	47,830	530	2,020	2,200
1968	536,100	820,000	7,660	50,000	520	1,580	6,000
1969	475,200	897,000	7,670	48,870	550	190	11,570

Source: Church Committee Report on Diem Coup–1963, Vietnam, War Statistics and Facts 1, 25thaviation.org (adapted)

5b Based on the information in this chart, what was **one** effect of the actions taken by President Lyndon B. Johnson in 1965? [1]

Score

Document 6a



“Support Our GIs, Bring Them Home Now!”

Source: *Time*, October 27, 1967 (adapted)

Document 6b

... 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.

Accordingly, I shall not seek, and I will not accept, the nomination of my party for another term as your President. . . .

Source: President Lyndon B. Johnson, Address to the Nation Announcing Steps to Limit the War in Vietnam and Reporting His Decision Not to Seek Reelection, March 31, 1968

6 Based on these documents, state **two** effects of the Vietnam War on the United States. [2]

(1) _____

Score

(2) _____

Score

Document 7a

Iraq Deploys Troops Near Kuwait Border Amid Dispute on Oil

WASHINGTON, July 23 — American military officials are closely watching a new deployment of thousands of troops by Iraq along its border with Kuwait, where recent tensions appear to be escalating into a flaunting of strength by the two Persian Gulf countries, Pentagon officials said tonight. . . .

Source: *New York Times*, July 24, 1990

Document 7b

**IRAQ ARMY INVADES CAPITAL OF KUWAIT
IN FIERCE FIGHTING
EMERGENCY U.N. SESSION**

Casualties Are Called Heavy — Emir’s Palace Besieged as Explosions Jolt City

WASHINGTON, Thursday, August 2 — Iraqi troops crossed the Kuwait border today and penetrated deeply into the country and into Kuwait’s capital city, senior Administration officials said late Wednesday. . . .

Source: *New York Times*, August 2, 1990

Document 7c

Iraq’s Naked Aggression

Without warrant or warning, Iraq has struck brutally at tiny Kuwait, a brazen [bold] challenge to world law. Iraq stands condemned by a unanimous U.N. Security Council and major Western oil purchasers. President [George H. W.] Bush’s taste for bluntness stands him in good stead: “Naked aggression” is the correct term for President Saddam Hussein’s grab at a vulnerable, oil-rich neighbor. . . .

Source: *New York Times*, August 3, 1990

7 Based on these documents, what was **one** cause of the Persian Gulf War? [1]

Score

Document 8

Just 2 hours ago, allied air forces began an attack on military targets in Iraq and Kuwait. These attacks continue as I speak. Ground forces are not engaged.

This conflict started August 2d [1990] when the dictator of Iraq invaded a small and helpless neighbor. Kuwait—a member of the Arab League and a member of the United Nations—was crushed; its people, brutalized. Five months ago, Saddam Hussein started this cruel war against Kuwait. Tonight, the battle has been joined.

This military action, taken in accord with United Nations resolutions and with the consent of the United States Congress, follows months of constant and virtually endless diplomatic activity on the part of the United Nations, the United States, and many, many other countries. Arab leaders sought what became known as an Arab solution, only to conclude that Saddam Hussein was unwilling to leave Kuwait. Others traveled to Baghdad in a variety of efforts to restore peace and justice. Our Secretary of State, James Baker, held an historic meeting in Geneva, only to be totally rebuffed. This past weekend, in a last-ditch effort, the Secretary-General of the United Nations went to the Middle East with peace in his heart—his second such mission. And he came back from Baghdad with no progress at all in getting Saddam Hussein to withdraw from Kuwait.

Now the 28 countries with forces in the Gulf area have exhausted all reasonable efforts to reach a peaceful resolution—have no choice but to drive Saddam from Kuwait by force. We will not fail. . . .



President George H. W. Bush

Source: President George H. W. Bush, Address to the Nation Announcing Allied Military Action in the Persian Gulf, January 16, 1991

8 Based on this document, what was **one** action taken by President George H. W. Bush in response to Iraq's 1990 invasion of Kuwait? [1]

Score

Document 9a

NEWS of success in the ground war has sent America's hardcore peace activists into retreat and prompted citizens from coast to coast to proclaim that, after two decades, the country is finally purging the "Vietnam syndrome".

While families of servicemen waited anxiously, a sense of pride sometimes approaching glee infused the talk on the streets and on the air waves all day on Sunday and early yesterday. Again and again, people voiced the same view: after all the sneering and humiliation of recent years, America has proved it has the will and the might to fight and win a war. . . .

Spot opinion polls yesterday showed that well over 80 per cent of the population supported President Bush's decision to launch the ground war, and 75 per cent believed they should keep fighting until President Saddam Hussein is removed.

Commentators and historians are pointing out that Iraq is reaping all the anger pent up through years of humiliation since the debacle and retreat from Vietnam in the early 1970s. USA Today, the popular national newspaper, said the ground war "held the promise of completion, a chance to get past the anguish of Vietnam, and this time to do it right". . . .

Source: *The Times*, London, February 26, 1991

Document 9b

. . . Tonight the Kuwaiti flag once again flies above the capital of a free and sovereign nation. And the American flag flies above our Embassy.

Seven months ago, America and the world drew a line in the sand. We declared that the aggression against Kuwait would not stand. And tonight, America and the world have kept their word.

This is not a time of euphoria, certainly not a time to gloat. But it is a time of pride: pride in our troops; pride in the friends who stood with us in the crisis; pride in our nation and the people whose strength and resolve made victory quick, decisive, and just. And soon we will open wide our arms to welcome back home to America our magnificent fighting forces. . . .

Source: President George H. W. Bush, Address to the Nation on the Suspension of Allied Offensive Combat Operations in the Persian Gulf, February 27, 1991

9 Based on these documents, what were **two** effects of the Persian Gulf War on the United States? [2]

(1) _____

Score

(2) _____

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:

Under the Constitution, Congress has the power to support the armed forces and to declare war, but only the president is authorized to act as commander in chief. Throughout United States history, the president has used his power as commander in chief to respond to many foreign crises. These crises include the ***Mexican-American War (1846–1848)*** during the presidency of James K. Polk, the ***Vietnam War (1964–1975)*** during the presidency of Lyndon B. Johnson, and the ***Persian Gulf War (1990–1991)*** during the presidency of George H. W. Bush.

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

Select ***two*** foreign crises listed in the historical context and for ***each***

- Describe the historical circumstances that led to the crisis
- Explain an action taken by the president to respond to the crisis
- Discuss an effect of the president’s action on the United States and/or on American society

Guidelines:

In your essay, be sure to

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

REGENTS EXAM IN U.S. HISTORY AND GOVERNMENT