

# REGENTS IN U.S. HISTORY AND GOVERNMENT

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

## UNITED STATES HISTORY AND GOVERNMENT

**Tuesday**, August 17, 2004 — 12:30 to 3:30 p.m., only

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

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

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

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

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

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

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

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

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

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

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

REGENTS IN U.S. HISTORY AND GOVERNMENT

## Part I

### Answer all questions in this part.

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

- 1 In its economic relationship with its North American colonies, Great Britain followed the principles of 18th-century mercantilism by
  - (1) outlawing the African slave trade
  - (2) limiting the colonies' trade with other nations
  - (3) encouraging the development of manufacturing in the colonies
  - (4) establishing laws against business monopolies
- 2 The principles of government that Thomas Jefferson included in the Declaration of Independence were most influenced by
  - (1) John Locke's social contract theory
  - (2) Adam Smith's ideas of free enterprise
  - (3) Louis XIV's belief in divine right
  - (4) William Penn's views on religious toleration
- 3 The necessary and proper clause, the amendment process, and the unwritten constitution are evidence that our constitutional system of government provides for
  - (1) popular sovereignty
  - (2) equal representation
  - (3) flexibility
  - (4) ratification
- 4 What economic change resulted from the transportation revolution before the Civil War?
  - (1) The Northeast became better connected to the western section of the country.
  - (2) Trade between the United States and Europe was sharply reduced.
  - (3) The system of slavery on southern plantations began to disappear.
  - (4) The federal government began to regulate new businesses.
- 5 In 1788 and 1789, a major controversy between the Federalists and the Antifederalists focused on
  - (1) expansion of slavery into the territories
  - (2) the wisdom of creating a two-house legislature
  - (3) division of power among different levels of government
  - (4) the issue of allowing women the right to vote
- 6 Antifederalist objections to the ratification of the Constitution led to the
  - (1) addition of a Bill of Rights
  - (2) seven-year delay in the ratification of the Constitution
  - (3) rewriting of major parts of the Constitution
  - (4) elimination of states' rights

- 7 In 1853, Commodore Matthew Perry's visit to Japan was important to the United States because it
- (1) ended the United States policy of neutrality
  - (2) opened new trading opportunities in Asia
  - (3) began a military alliance between the two nations
  - (4) acquired cheap labor for America's factories
- 8 As the Civil War began, President Abraham Lincoln stated that his primary goal was to
- (1) end slavery
  - (2) set new national boundaries
  - (3) increase congressional powers
  - (4) preserve the Union
- 9 The Civil War affected the northern economy by
- (1) causing a severe depression
  - (2) increasing unemployment rates
  - (3) decreasing demand for agricultural products
  - (4) stimulating industrialization
- 10 During the 19th century, New York was one of the most powerful states in the nation because it
- (1) became the financial and industrial center of the nation
  - (2) led the nation in achieving political reforms
  - (3) produced more presidents than any other state
  - (4) offered more civil liberties than any other state
- 11 During the late 19th century, which practices were used by employers against workers?
- (1) boycotts and lockouts
  - (2) picketing and walkouts
  - (3) blacklists and yellow-dog contracts
  - (4) mass rallies and sit-down strikes
- 12 The term *robber baron* was used to criticize the
- (1) tactics of big-business leaders
  - (2) corruption of government officials
  - (3) dishonesty of carpetbaggers
  - (4) unskilled labor of illegal immigrants
- 13 What major trend related to population occurred during the industrialization boom of the late 1800s?
- (1) Immigration decreased.
  - (2) Suburbanization decreased.
  - (3) Urbanization increased.
  - (4) Migration to rural areas increased.
- 14 The Gentlemen's Agreement, literacy tests, and the quota system were all attempts by Congress to restrict
- (1) immigration
  - (2) property ownership
  - (3) voting rights
  - (4) access to public education
- 15 One result of the Spanish-American War of 1898 was that the United States was
- (1) recognized as a world power
  - (2) committed to isolationism
  - (3) drawn into World War II
  - (4) forced into an economic depression
- 16 During the Progressive Era, muckrakers published articles and novels primarily to
- (1) advance their own political careers
  - (2) make Americans aware of problems in society
  - (3) help the federal government become more efficient
  - (4) provide entertainment for readers
- 17 During his reelection campaign in 1916, President Woodrow Wilson used the slogan, "He kept us out of war." In April of 1917, Wilson asked Congress to declare war on Germany. What helped bring about this change?
- (1) Bolshevik forces increased their strength in Germany and Italy.
  - (2) Britain was invaded by nations of the Central Powers.
  - (3) Russia signed a treaty of alliance with the Central Powers.
  - (4) Germany resumed unrestricted submarine warfare.

18 In the 1930s, shantytowns, often called “Hooverilles,” sprang up across the United States because of President Herbert Hoover’s

- (1) support for federal programs to provide jobs for the unemployed
  - (2) refusal to provide direct federal aid to the homeless
  - (3) efforts to help the residents return to their farms
  - (4) emergency relief program to provide food to the poor
- 

19 Supporters of a graduated national income tax argued that it was the fairest type of tax because the

- (1) rate of taxation was the same for all persons
- (2) rate of taxation increased as incomes rose
- (3) income tax provided the most revenue for the government
- (4) income tax replaced state and local government taxes

20 Henry Ford produced a more affordable car primarily because his company

- (1) paid workers lower wages than its competitors paid
- (2) used foreign-made parts
- (3) developed a less expensive method of production
- (4) offered a variety of options to buyers

21 Which pair of events illustrates an accurate cause-and-effect relationship?

- (1) Sacco and Vanzetti trial → ratification of the woman suffrage amendment
- (2) rebirth of the KKK → formation of the Populist Party
- (3) Red Scare → demand for limits on immigration
- (4) high food prices → start of the Great Depression

22 Which situation helped cause the stock market crash of 1929?

- (1) excessive speculation and buying on margin
- (2) unwillingness of people to invest in new industries
- (3) increased government spending
- (4) too much government regulation of business

- 23 The Neutrality Acts passed by Congress in the mid-1930s were efforts to
- (1) avoid mistakes that led the country into World War I
  - (2) create jobs for the unemployed in the military defense industry
  - (3) support the League of Nations efforts to stop wars in Africa and Asia
  - (4) help the democratic nations of Europe against Hitler and Mussolini

Base your answer to question 24 on the cartoon below and on your knowledge of social studies.

**A Wise Economist Asks a Question**



Source: *Chicago Tribune*, August 19, 1931  
(adapted)

- 24 Which factor contributed most to the situation shown in the cartoon?
- (1) low tariff rates
  - (2) shortages of consumer goods
  - (3) nonregulation of banks
  - (4) creation of a national bank
- 
- 25 The decision of the Supreme Court in *Korematsu v. United States* (1944) upheld the power of the president during wartime to
- (1) ban terrorists from entering the country
  - (2) limit a group's civil liberties
  - (3) stop mistreatment of resident legal aliens
  - (4) deport persons who work for enemy nations

- 26 Why was the United States called the “arsenal of democracy” in 1940?
- (1) The leaders in the democratic nations of Europe were educated in the United States.
  - (2) Most of the battles to defend worldwide democracy took place on American soil.
  - (3) The United States supervised elections in European nations before the war.
  - (4) The United States provided much of the weaponry needed to fight the Axis powers.

- 27 Shortly after entering World War II, the United States began the Manhattan Project to
- (1) work on the development of an atomic bomb
  - (2) increase economic production to meet wartime demands
  - (3) defend New York City against a nuclear attack
  - (4) recruit men for the military services

- 28 The experiences of African Americans serving in the military forces during World War II influenced their postwar decision to
- (1) renew support for the principle of separate but equal
  - (2) join the armed forces in record numbers
  - (3) increase efforts to end racial discrimination
  - (4) move back to the rural south

- 29 The main foreign policy objective of the Marshall Plan (1948–1952) was to
- (1) stop communist aggression in Korea
  - (2) fight poverty in Latin America
  - (3) rebuild the economies of European nations
  - (4) provide jobs for unemployed Americans

- 30 During the Korean War, President Harry Truman removed General Douglas MacArthur from command because MacArthur
- (1) called for an immediate end to the war
  - (2) refused to serve under the United Nations
  - (3) lacked the experience to provide wartime leadership
  - (4) threatened the constitutional principle of civilian control of the military

Base your answer to question 31 on the cartoon below and on your knowledge of social studies.



Source: Fred O. Seibel, *Richmond Times-Dispatch*

- 31 The United States carried out the idea expressed in this late 1940s cartoon by
- (1) forming a military alliance with Russia
  - (2) airlifting supplies to West Berlin
  - (3) accepting Russian authority over West Berlin
  - (4) agreeing to turn over control of Berlin to the United Nations
- 
- 32 What was a result of the takeover of Cuba by Fidel Castro?
- (1) Relations between the Soviet Union and Cuba worsened.
  - (2) Many Cuban Americans returned to their homeland.
  - (3) Trade between the United States and Cuba increased.
  - (4) Many people fled from Cuba to the United States.

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

“ . . . I was disappointed not to see what is inside Central High School. I don’t understand why the governor [of Arkansas] sent grown-up soldiers to keep us out. I don’t know if I should go back. But Grandma is right, if I don’t go back, they will think they have won. They will think they can use soldiers to frighten us, and we’ll always have to obey them. They’ll always be in charge if I don’t go back to Central and make the integration happen. . . .”

— Melba Beals, *Warriors Don’t Cry*, an African American student, 1957

- 33 President Dwight D. Eisenhower reacted to the situation described in this passage by
- (1) forcing the governor of Arkansas to resign
  - (2) allowing the people of Arkansas to resolve the problem
  - (3) asking the Supreme Court to speed up racial integration
  - (4) sending federal troops to enforce integration
- 
- 34 In 1965, Congress established Medicare to
- (1) provide health care to the elderly
  - (2) assist foreign nations with their health problems
  - (3) grant scholarships to medical students
  - (4) establish universal health care
- 35 The Supreme Court decisions in *Mapp v. Ohio*, *Gideon v. Wainwright*, and *Miranda v. Arizona* all expanded
- (1) integration of public facilities
  - (2) rights of the accused
  - (3) presidential powers
  - (4) equality in the workplace
- 36 The main purpose of the War Powers Act of 1973 was to
- (1) expand the power of Congress to declare war
  - (2) limit the president’s ability to send troops into combat abroad
  - (3) allow people to vote on the issue of United States commitments overseas
  - (4) end the Vietnam War on favorable terms

37 In the Supreme Court cases *New Jersey v. T.L.O.* and *Tinker v. Des Moines School District*, the Court ruled that

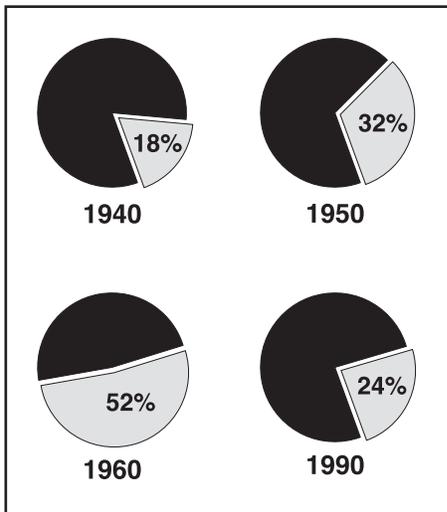
- (1) individual student rights are more important than a safe school environment
- (2) students can be expelled from school without a hearing
- (3) civil liberties can be both protected and limited in schools
- (4) the Bill of Rights does not apply to minors

38 In the United States, regional differences in economic development are primarily due to

- (1) settlement patterns of immigrant groups
- (2) pressure from various religious groups
- (3) state and federal election laws
- (4) geographic factors in various parts of the nation

Base your answer to question 39 on the chart below and on your knowledge of social studies.

**United States Budget,  
1940–1990**  
Percentage Spent on Defense



Source: *Historical Tables*, Budget of the United States Government, Fiscal Year 1997 (adapted)

39 The changes shown on the chart most clearly reflect the

- (1) effects of the Cold War
- (2) influence of the business cycle
- (3) failure of United States military policy
- (4) reverses in political party control of Congress

40 In the United States, support for the passage and expansion of the North American Free Trade Agreement (NAFTA) has been strongest among

- (1) labor unions
- (2) environmentalists
- (3) big business
- (4) farmers

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



Source: Steve Kelley, San Diego *Union-Tribune*

41 What Native American Indian viewpoint does the cartoonist support?

- (1) Illegal immigrants should not be allowed to settle on Native American Indian reservations.
- (2) European settlers took Native American Indian land.
- (3) Government efforts to restrict immigration should be supported.
- (4) Native American Indians support government efforts to stop illegal immigration.

42 A major goal of the Republican Party since the 1980s has been to

- (1) increase welfare benefits
- (2) increase the size of the federal workforce
- (3) reduce defense spending
- (4) cut federal taxes

- 43 During the next 30 years, what will be the most likely impact of the baby boom that followed World War II?
- (1) More money will be spent on national defense.
  - (2) The cost of health care will decrease.
  - (3) Social Security will have to provide for increasing numbers of retired people.
  - (4) The elderly will be the smallest segment of the population.
- 44 The Articles of Confederation and the theory of nullification were both attempts to
- (1) strengthen the national government
  - (2) form new political parties
  - (3) protect states' rights
  - (4) strengthen the presidency
- 45 Which pair of circumstances represents an accurate cause-and-effect relationship?
- (1) more jobs in factories → migration of African Americans from the South to northern cities
  - (2) establishment of Jim Crow laws → beginning of Reconstruction
  - (3) Dred Scott decision → passage of the Fugitive Slave Law
  - (4) closing of the frontier → completion of the transcontinental railroad
- 46 In a United States history textbook, the terms *bread and butter unionism*, *Gospel of Wealth*, and *mechanization* would most likely be found in a chapter entitled
- (1) Reconstruction (1865–1877)
  - (2) Industrialization (1870–1900)
  - (3) Imperialism (1898–1905)
  - (4) The Roaring Twenties (1920–1929)
- 47 **“Soviets Create Iron Curtain in Eastern Europe”**  
**“Mao Zedong Leads Successful Revolution in China”**  
**“North Korean Invasion of South Korea Leads to War”**
- Which development is reflected in these headlines?
- (1) the post–World War II expansion of communism
  - (2) the beginning of détente between the Soviet Union and the United States
  - (3) the return to an isolationist foreign policy
  - (4) the beginning of pro-democracy movements during the Cold War
- 48 Presidents Franklin D. Roosevelt and Lyndon B. Johnson supported domestic policies that
- (1) favored only one region of the nation
  - (2) attempted to increase the wealth of the rich
  - (3) led to tax cuts for all Americans
  - (4) provided direct help to those in need
- 49 The change in the nation’s attitude toward membership in the League of Nations and membership in the United Nations shows the contrast between
- (1) neutrality and containment
  - (2) appeasement and internationalism
  - (3) isolationism and involvement
  - (4) interventionism and détente
- 50 Which topic has been the focus of four different amendments to the United States Constitution?
- (1) voting rights
  - (2) term limits on federal officeholders
  - (3) the electoral college
  - (4) prohibition of alcoholic beverages

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) **discuss** means “to make observations about something using facts, reasoning, and argument; to present in some detail”
- (c) **evaluate** means “to examine and judge the significance, worth or condition of; to determine the value of”

## Part II

### THEMATIC ESSAY QUESTION

*Directions:* Write a well-organized essay that includes an introduction, several paragraphs addressing the task below, and a conclusion.

**Theme: Reform Movements**

Reform movements have been an important part of United States history.

**Task:**

Identify **two** reform movements in the United States since 1800 and for **each** reform movement

- Describe the historical circumstances that led to the need for reform
- State **one** goal of the movement and discuss **two** actions taken by the government, a group, or an individual in support of this goal
- Evaluate the extent to which the reform movement has made an impact on the United States

You may use any reform movement in the United States from 1800 to the present. Some suggestions you might wish to consider include the abolitionist movement, Populist movement, Progressive movement, women’s rights movement, civil rights movement, and the labor movement.

**You are *not* limited to these suggestions.**

**Guidelines:**

**In your essay, be sure to**

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

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

### Part III

#### DOCUMENT-BASED QUESTION

This question is based on the accompanying documents (1–8). The question is designed to test your ability to work with historical documents. Some of the documents have been edited for the 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.

#### Historical Context:

During the 1800s, the federal government promoted westward expansion in a variety of ways. This expansion changed the shape and character of the country.

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

- Describe the actions taken by the federal government that led to westward expansion during the 1800s
- Discuss the impact of westward expansion on the United States

## 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: *Historical Maps On File*, Revised Edition, Facts On File, Inc., 2003 (adapted)

1 Based on the map, state **two** methods used by the United States government to acquire new territory. [2]

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

\_\_\_\_\_

Score

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

\_\_\_\_\_

Score

## Document 2

*An act to provide for an exchange of lands with the Indians residing in any of the states or territories, and for their removal west of the river Mississippi.*

*Be it enacted by the Senate and House of Representatives of the United States of America, in Congress assembled, That it shall and may be lawful for the President of the United States to cause so much of any territory belonging to the United States, west of the river Mississippi, not included in any state or organized territory, and to which the Indian title has been extinguished [revoked], as he [the president] may judge necessary, to be divided into a suitable number of districts, for the reception of such tribes or nations of Indians as may choose to exchange the lands where they now reside, and remove there; and to cause each of said districts to be so described by natural or artificial marks, as to be easily distinguished from every other. . . .*

— Indian Removal Act of 1830

- 2 Based on this document, state **one** way that the Indian Removal Act of 1830 would affect many Native American Indians. [1]

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Score

### Document 3

... Instead of this, however, we have been exerting [putting forth] our best efforts to propitiate [gain] her [Mexico's] good will. Upon the pretext that Texas, a nation as independent as herself, thought proper to unite its destinies with our own, she has affected to believe that we have severed [removed] her rightful territory, and in official proclamations and manifestoes has repeatedly threatened to make war upon us for the purpose of reconquering Texas. In the meantime we have tried every effort at reconciliation [restoring harmony]. The cup of forbearance [tolerance] had been exhausted even before the recent information from the frontier of the Del Norte [Mexican-American border]. But now, after reiterated [repeated] menaces, Mexico has passed the boundary of the United States, has invaded our territory and shed American blood upon the American soil. She has proclaimed that hostilities have commenced [begun], and that the two nations are now at war. . . .

— President James K. Polk, Message to Congress, May 11, 1846

- 3 Based on this passage, state **one** reason President Polk asked Congress to declare war on Mexico. [1]

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Score

### Document 4

... Regarding it as a war [Mexican War] to strengthen the “Slave Power,” we are conducted to a natural conclusion, that it is virtually, and in its consequences, a war against the free States of the Union. Conquest and robbery are attempted in order to obtain a political control at home; and distant battles are fought, less with a special view of subjugating [conquering] Mexico, than with the design of overcoming the power of the free States, under the constitution. The lives of Mexicans are sacrificed in this cause; and a domestic question, which should be reserved for bloodless debate in our own country, is transferred to fields of battle in a foreign land. . . .

— Resolution passed by the Massachusetts Legislature opposing the Mexican War;  
*Massachusetts House Documents, 1847*

- 4 According to this resolution, what was **one** reason the Massachusetts legislature opposed the Mexican War? [1]

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Score

## Document 5

Stephen Douglas replied to Abraham Lincoln's question about the Kansas-Nebraska Act in a speech given at Freeport, Illinois. This reply occurred during the second debate in the political contest for the United States Senate seat from Illinois in 1858.

. . . The next question propounded [put forward] to me by Mr. Lincoln is, can the people of a Territory in any lawful way, against the wishes of any citizen of the United States, exclude slavery from their limits prior to the formation of a State Constitution? I answer emphatically, as Mr. Lincoln has heard me answer a hundred times from every stump [platform] in Illinois, that in my opinion the people of a Territory can, by lawful means, exclude slavery from their limits prior to the formation of a State Constitution. Mr. Lincoln knew that I had answered that question over and over again. He heard me argue the Nebraska bill [Kansas-Nebraska Act] on that principle all over the State in 1854, in 1855, and in 1856, and he has no excuse for pretending to be in doubt as to my position on that question. It matters not what way the Supreme Court may hereafter decide as to the abstract question whether slavery may or may not go into a Territory under the Constitution, the people have the lawful means to introduce it or exclude it as they please, for the reason that slavery cannot exist a day or an hour anywhere, unless it is supported by local police regulations. Those police regulations can only be established by the local legislature, and if the people are opposed to slavery they will elect representatives to that body who will by unfriendly legislation effectually prevent the introduction of it into their midst. If, on the contrary, they are for it, their legislation will favor its extension. Hence, no matter what the decision of the Supreme Court may be on that abstract question, still the right of the people to make a slave Territory or a free Territory is perfect and complete under the Nebraska bill. I hope Mr. Lincoln deems my answer satisfactory on that point. . . .

Source: Stephen Douglas, Freeport Doctrine, 1858

- 5 According to this document, how did the Kansas-Nebraska Act attempt to resolve the issue of slavery in the territories? [1]

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Score

## Document 6

. . . With the secession of Southern states from the Union and therefore removal of the slavery issue, finally, in 1862, the Homestead Act was passed and signed into law. The new law established a three-fold homestead acquisition process: filing an application, improving the land, and filing for deed of title. Any U.S. citizen, or intended citizen, who had never borne arms against the U.S. Government could file an application, improving the land and lay claim to 160 acres of surveyed Government land. For the next 5 years, the homesteader had to live on the land and improve it by building a 12-by-14 dwelling and growing crops. After 5 years, the homesteader could file for his patent (or deed of title) by submitting proof of residency and the required improvements to a local land office.

Local land offices forwarded the paperwork to the General Land Office in Washington, DC, along with a final certificate of eligibility. The case file was examined, and valid claims were granted patent to the land free and clear, except for a small registration fee. Title could also be acquired after a 6-month residency and trivial improvements, provided the claimant paid the government \$1.25 per acre. After the Civil War, Union soldiers could deduct the time they served from the residency requirements. . . .

— National Archives and Records Administration, *Teaching with Documents: The Homestead Act of 1862*

6 According to this document, how did the Homestead Act encourage the settlement of the West? [1]

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Score

**Document 7**

. . . Sec.2. *And be it further enacted*, That the right of way through the public lands be, and the same is hereby, granted to said company [The Union Pacific Railroad Company] for the construction of said railroad and telegraph line; and the right, power, and authority is hereby given to said company to take from the public lands adjacent to the line of said road, earth, stone, timber, and other materials for the construction thereof; said right of way is granted to said railroad to the extent of two hundred feet in width on each side of said railroad where it may pass over the public lands, including all necessary grounds for stations, buildings, workshops, and depots, machine shops, switches, side tracks, turn-tables, and water stations. The United States shall extinguish as rapidly as may be, the Indian titles to all lands falling under the operation of this act and required for the said right of way and grants hereinafter made.

Sec.3. *And be it further enacted*, That there be, and is hereby, granted to the said company, for the purpose of aiding in the construction of said railroad and telegraph line, and to secure the safe and speedy transportation of the mails, troops, munitions of war, and public stores thereon, every alternate section of public land, designated by odd numbers, to the amount of five alternate sections per mile on each side of said railroad, on the line thereof, and within the limits of ten miles on each side of said road, not sold, reserved, or otherwise disposed of by the United States, and to which a preëmption or homestead claim may not have attached, at the time the line of said road is definitely fixed: *Provided*, That all mineral lands shall be excepted from the operation of this act; but where the same shall contain timber, the timber thereon is hereby granted to said company. And all such lands, so granted by this section, which shall not be sold or disposed of by said company within three years after the entire road shall have been completed, shall be subject to settlement and preëmption, like other lands, at a price not exceeding one dollar and twenty-five cents per acre, to be paid to said company. . . .

— The Pacific Railroad Act, July 1, 1862

7a According to this document, what did the federal government give the Union Pacific Railroad Company to help them construct the railroad and the telegraph line? [1]

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Score

b According to this document, how did the Pacific Railroad Act help the United States expand westward? [1]

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Score

Document 8

“. . . The white man, who possesses this whole vast country from sea to sea, who roams over it at pleasure, and lives where he likes, cannot know the cramp we feel in this little spot, with the underlying remembrance of the fact, which you know as well as we, that every foot of what you proudly call America, not very long ago belonged to the red man. The Great Spirit gave it to us. There was room enough for all his many tribes, and all were happy in their freedom. But the white man had, in ways we know not of, learned some things we had not learned; among them, how to make superior tools and terrible weapons, better for war than bows and arrows; and there seemed no end to the hordes [huge numbers] of men that followed them from other lands beyond the sea.

“And so, at last, our fathers were steadily driven out, or killed, and we, their sons, but sorry remnants of tribes once mighty, are cornered in little spots of the earth all ours of right—cornered like guilty prisoners, and watched by men with guns, who are more than anxious to kill us off.

“Nor is this all. The white man’s government promised that if we, the Shoshones, would be content with the little patch allowed us, it would keep us well supplied with everything necessary to comfortable living, and would see that no white man should cross our borders for our game, or for anything that is ours. *But it has not kept its word!* The white man kills our game, captures our furs, and sometimes feeds his herds upon our meadows. And your great and mighty government – Oh sir, I hesitate, for I cannot tell the half! It does not protect us in our rights. It leaves us without the promised seed, without tools for cultivating the land, without implements [tools] for harvesting our crops, without breeding animals better than ours, without the food we still lack, after all we can do, without the many comforts we cannot produce, without the schools we so much need for our children. . . .”

— Chief Washakie of the Shoshone tribe from a speech to Governor John W. Hoyt of the Wyoming Territory, 1878

8 According to this document, what were **two** criticisms that Chief Washakie had against the white man and/or the federal government? [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 **five** documents in your essay. Support your response with relevant facts, examples, and details. Include additional outside information.

#### Historical Context:

During the 1800s, the federal government promoted westward expansion in a variety of ways. This expansion changed the shape and character of the country.

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

- Describe the actions taken by the federal government that led to westward expansion during the 1800s
- Discuss the impact of westward expansion on the United States

#### Guidelines:

##### In your essay, be sure to

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

# UNITED STATES HISTORY AND GOVERNMENT

Tuesday, August 17, 2004 — 12:30 to 3:30 p.m., only

## ANSWER SHEET

Male

Female

Student .....

Teacher .....

School .....

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

### FOR TEACHER USE ONLY

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

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

Total Part I and III A Score

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

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

Total Essay Score

Final Score  
(obtained from conversion chart)

1.....	26.....
2.....	27.....
3.....	28.....
4.....	29.....
5.....	30.....
6.....	31.....
7.....	32.....
8.....	33.....
9.....	34.....
10.....	35.....
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21.....	46.....
22.....	47.....
23.....	48.....
24.....	49.....
25.....	50.....

No. Right

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

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

Signature \_\_\_\_\_

Tear Here

Tear Here

Tear Here

Tear Here