

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

**UNITED STATES HISTORY  
AND  
GOVERNMENT**

**Thursday, January 27, 2005 — 1:15 to 4:15 p.m., only**

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

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

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

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

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

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

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

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

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

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

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

## Part I

### Answer all questions in this part.

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

- 1 Because of fertile land and a long growing season, plantations in the thirteen colonies developed in
- (1) New England
  - (2) the Middle Atlantic region
  - (3) the South
  - (4) the upper Mississippi River valley

Base your answer to question 2 on the map below and on your knowledge of social studies.



Source: *U.S. History: Preparing for the Advanced Placement Examination*, AMSCO (adapted)

- 2 What would be the best title for this map?
- (1) British Domination of the Americas
  - (2) Colonial Trade Routes
  - (3) Spanish Colonies in the New World
  - (4) The United States in 1750

Base your answer to question 3 on the quotation below and on your knowledge of social studies.

... I challenge the warmest advocate [supporter] for reconciliation, to shew [show], a single advantage that this continent can reap [gain], by being connected with Great Britain. I repeat the challenge, not a single advantage is derived [acquired]. Our corn will fetch its price in any market in Europe, and our imported goods must be paid for, buy them where we will. . . .

— Thomas Paine, *Common Sense*, 1776

- 3 This speaker is most likely opposed to
- (1) mercantilism
  - (2) capitalism
  - (3) direct democracy
  - (4) representative government
- 
- 4 A major argument for American independence found in the Declaration of Independence was that the British
- (1) stopped participating in the slave trade
  - (2) refused to sell products to Americans
  - (3) deprived Americans of their natural rights
  - (4) censored American representatives in Parliament
- 5 The Preamble of the United States Constitution states the purposes of government and is based on the belief that
- (1) the states have ultimate authority
  - (2) members of Congress should be appointed
  - (3) Supreme Court Justices should be elected
  - (4) the people are sovereign

Base your answers to questions 6 and 7 on the statements below and on your knowledge of social studies.

*Speaker A:* We want a strong national government to provide order and protect the rights of the people.

*Speaker B:* We want a weak national government so that it will not threaten the rights of the people or the powers of the states.

*Speaker C:* We want to add a bill of rights to the Constitution to protect the people against abuses of power.

*Speaker D:* A bill of rights is unnecessary because the new government's powers are limited by the Constitution.

- 6 A common theme in the statements is a concern about
- (1) excessive state power
  - (2) the Land Ordinance of 1785
  - (3) the rights of the individual
  - (4) creation of the Articles of Confederation

- 7 These statements represent points of view that differ between
- (1) pro-independence Patriots and pro-British Tories
  - (2) leaders of the North and the West
  - (3) supporters of Congress and the president
  - (4) Federalists and Antifederalists

- 8 How did President George Washington react to the conflict between France and England in 1793?
- (1) He used the opportunity to begin the war for American independence.
  - (2) He declared the neutrality of the United States.
  - (3) He aided the French because they had supported the American Revolution.
  - (4) He negotiated a peace settlement between the warring nations.

9 The framers of the United States Constitution included the concepts of federalism, checks and balances, and separation of powers in the document because they

- (1) feared a government with unlimited power
- (2) favored the poor over the rich
- (3) wanted to increase the powers of the states
- (4) hoped to expand the democratic process

10 The power of judicial review allows the Supreme Court to

- (1) repeal amendments to the Constitution
- (2) determine the constitutionality of a law
- (3) break tie votes in the electoral college
- (4) impeach the president and other high-level officials

11 The development of political parties and of the committee system used in Congress illustrates the application of

- (1) constitutional amendments
- (2) federal legislation
- (3) the unwritten constitution
- (4) Supreme Court decisions

12 A loose interpretation of the Constitution was applied when

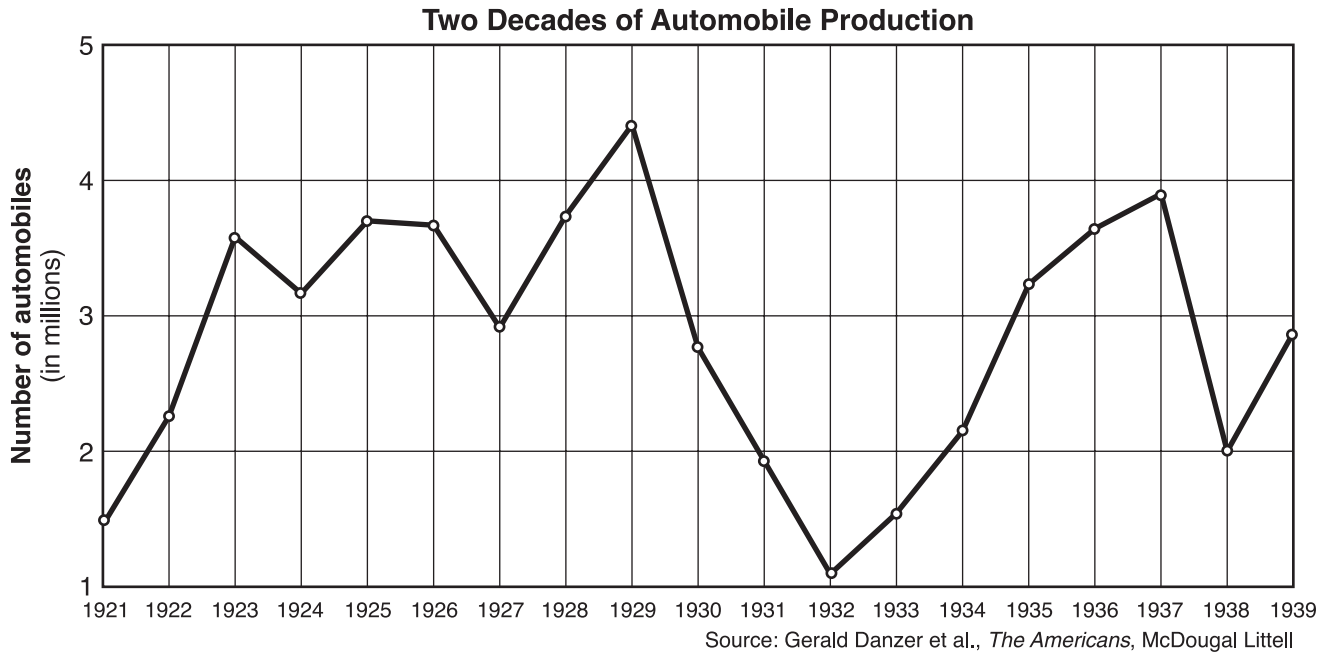
- (1) George Washington appointed John Jay to the Supreme Court
- (2) John Adams signed the Alien and Sedition Acts
- (3) Thomas Jefferson purchased the Louisiana Territory
- (4) James Monroe delivered his State of the Union message

13 One reason James Madison and Thomas Jefferson objected to Alexander Hamilton's financial policies was that they believed

- (1) the establishment of a national bank was unconstitutional
- (2) a laissez-faire policy would not help the country's economy
- (3) the government should encourage industrial development
- (4) high tariffs were needed to protect America's economic interests

- 14 As a result of President Andrew Jackson's policies, Native American Indians were
- (1) relocated to reservations in Mexico
  - (2) forcibly removed to areas west of the Mississippi River
  - (3) gradually allowed to return to their ancestral lands
  - (4) given United States citizenship
- 15 The Missouri Compromise (1820), the Compromise of 1850, and the Kansas-Nebraska Act (1854) were all efforts to
- (1) end fighting between midwestern farmers and Native American Indians
  - (2) encourage manufacturing in the West
  - (3) increase the number of people who voted in presidential elections
  - (4) settle disputes over the spread of slavery to the western territories
- 16 The institution of slavery was formally abolished in the United States by the
- (1) Compromise of 1850
  - (2) Emancipation Proclamation of 1863
  - (3) creation of the Freedmen's Bureau in 1865
  - (4) ratification of the 13th amendment in 1865
- 17 In an outline, which main topic would include the other three?
- (1) Erie Canal
  - (2) 19th-Century Internal Improvements
  - (3) Transcontinental Railroad
  - (4) National Road
- 18 Which leader founded a vocational training institution in the late 1800s to improve economic opportunities for African Americans?
- (1) George Washington Carver
  - (2) Frederick Douglass
  - (3) W. E. B. Du Bois
  - (4) Booker T. Washington
- 19 In the last half of the 1800s, which development led to the other three?
- (1) expansion of the middle class
  - (2) growth of industrialization
  - (3) formation of trusts
  - (4) creation of labor unions
- 20 The "new immigrants" to the United States between 1890 and 1915 came primarily from
- (1) southern and eastern Europe
  - (2) northern and western Europe
  - (3) East Asia
  - (4) Latin America
- 21 Both the Interstate Commerce Act and the Sherman Antitrust Act were
- (1) inspired by the effectiveness of earlier state laws
  - (2) designed to protect business from foreign competition
  - (3) declared unconstitutional by the Supreme Court in the late 1800s
  - (4) passed by the federal government to regulate big business
- 22 Why was there increased interest in building a canal across Central America in the late 1800s?
- (1) The United States had acquired colonies in the Pacific region.
  - (2) Tariffs on Chinese and Japanese products had ended.
  - (3) The main source of immigration had shifted from northern Europe to southern Europe.
  - (4) Transcontinental railroads had not yet been completed.
- 23 Much of the economic growth of the 1920s was based on
- (1) increased trade with other nations
  - (2) the production of new consumer goods
  - (3) rising prices of agricultural products
  - (4) the rapid development of the West
- 24 Langston Hughes and Duke Ellington are noted for their contributions to the cultural movement of the 1920s known as the
- (1) Gospel of Wealth
  - (2) Lost Generation
  - (3) Harlem Renaissance
  - (4) Gilded Age

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



25 Which conclusion is best supported by the information on the graph?

- (1) The level of automobile production remained constant.
- (2) The average American family found the automobile too expensive to purchase.
- (3) By 1929, most of the automobiles in the world were produced in the United States.
- (4) Changes in economic conditions led to changes in automobile production.

26 The failure of national Prohibition led to a public awareness that

- (1) crime rates decline when the sale of alcoholic beverages is banned
- (2) economic prosperity encourages social conformity
- (3) unpopular laws are difficult to enforce
- (4) geographic conditions affect law enforcement

27 A lasting effect of the New Deal has been a belief that government should

- (1) own the principal means of producing goods and services
- (2) allow natural market forces to determine economic conditions
- (3) maintain a balanced federal budget during hard economic times
- (4) assume responsibility for the well-being of its citizens

28 “. . . The American people are sick and tired of being afraid to speak their minds lest they be politically smeared as ‘Communists’ or ‘Fascists’ by their opponents. Freedom of speech is not what it used to be in America. It has been so abused by some that it is not exercised by others. The American people are sick and tired of seeing innocent people smeared and guilty people whitewashed. But there have been enough proved cases to cause nationwide distrust and strong suspicion that there may be something to the unproved, sensational accusations. . . .”

— Senator Margaret Chase Smith,  
United States Senate, June 1, 1950

When Senator Smith spoke these words, she was reacting to

- (1) the Yellow Peril
- (2) McCarthyism
- (3) the Eisenhower Doctrine
- (4) Progressivism

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



Source: *PM*, May 15, 1941 (adapted)

**Ho Hum! No Chance of Contagion.**

- 29 In the cartoon, most of the “diseases” refer to the
- (1) military dictatorships of the 1930s
  - (2) Allied powers of World War II
  - (3) nations banned from the United Nations after World War II
  - (4) Communist bloc countries in the Cold War
- 30 Which action is most closely associated with the situation shown in the cartoon?
- (1) signing of the Atlantic Charter
  - (2) passage of the Neutrality Acts of 1935–1937
  - (3) first fireside chat of Franklin D. Roosevelt
  - (4) declaration of war on Japan

- 31 Which foreign policy decision by President Harry Truman is an example of the policy of containment?
- (1) relieving General MacArthur of his Korean command
  - (2) recognizing the new nation of Israel
  - (3) supporting the trials of war criminals in Germany and Japan
  - (4) providing military aid to Greece and Turkey
- 32 Before ratification of the 22nd amendment in 1951, most presidents served no more than two terms because of
- (1) a federal law
  - (2) a Supreme Court decision
  - (3) the elastic clause
  - (4) custom and tradition
- 33 Which constitutional principle was tested in the cases of *Plessy v. Ferguson* and *Brown v. Board of Education of Topeka*?
- (1) separation of powers
  - (2) popular sovereignty
  - (3) equal protection of the law
  - (4) separation of church and state
- 34 “. . . My fellow citizens of the world: ask not what America will do for you, but what together we can do for the freedom of man. . . .”
- John F. Kennedy, Inaugural Address, 1961
- To implement the idea expressed in this statement, President Kennedy supported the
- (1) creation of the Marshall Plan
  - (2) formation of the Peace Corps
  - (3) removal of United States troops from Korea
  - (4) establishment of the South East Asia Treaty Organization



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



**Declined with Thanks**

The Anti—"Here take a dose of this anti-fat and get thin again!"  
Uncle Sam—"No, Sonny! I never did take any of that stuff, and I'm too old to begin."

Source: J. S. Pugh, *Puck*, September 5, 1900 (adapted)

35 Which foreign policy is the main issue of this cartoon?

- (1) containment
- (2) imperialism
- (3) internationalism
- (4) neutrality

36 The police enter an individual's home without invitation or a warrant and seize evidence to be used against the individual.

Which Supreme Court decision may be used to rule this evidence inadmissible in court?

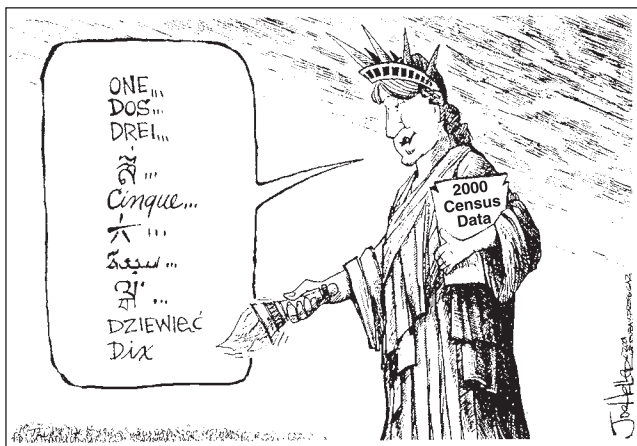
- (1) *Baker v. Carr*
- (2) *Gideon v. Wainwright*
- (3) *Mapp v. Ohio*
- (4) *Roe v. Wade*

37 The war in Vietnam led Congress to pass the War Powers Act of 1973 in order to

- (1) affirm United States support for the United Nations
- (2) strengthen the policy of détente
- (3) increase United States participation in international peacekeeping operations
- (4) assert the role of Congress in the commitment of troops overseas

- 38 The ratification of the 26th amendment, which lowered the voting age to 18, was a result of the
- (1) participation of the United States in the Vietnam War
  - (2) fear of McCarthyism
  - (3) reaction to the launching of Sputnik by the Soviet Union
  - (4) reporting of the Watergate scandal
- 39 The decisions of the United States Supreme Court in *Tinker v. Des Moines* and *New York Times Co. v. United States* were based on interpretations of the
- (1) meaning of a republican form of government
  - (2) powers delegated specifically to Congress
  - (3) president's right to executive privilege
  - (4) rights guaranteed by the 1st amendment

Base your answer to question 40 on the cartoon below and on your knowledge of social studies.



Source: Joe Heller, *Utica Observer-Dispatch*, March 27, 2001 (adapted)

- 40 According to the cartoonist, the United States has
- (1) an ethnically diverse population
  - (2) an overly restrictive immigration policy
  - (3) a national requirement that high school students learn foreign languages
  - (4) a census report printed in languages that are spoken in the United States

- 41 One responsibility of the Federal Reserve System is to
- (1) balance the federal budget
  - (2) raise or lower income taxes
  - (3) control the supply of money
  - (4) regulate the stock market

Base your answers to questions 42 and 43 on the table below and on your knowledge of social studies.

**Participation in High School Sports**

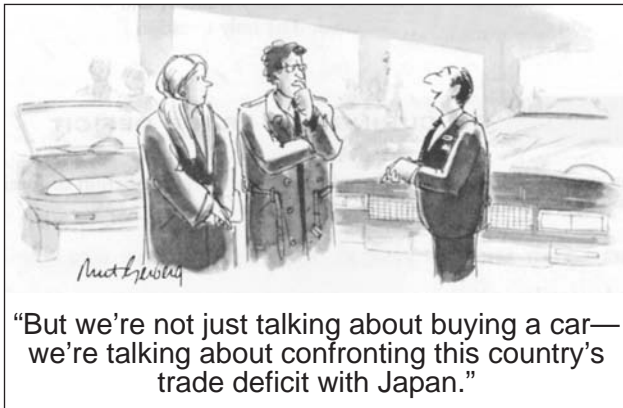
School Year	Boys	Girls
1971–72	3,666,917	294,015
2003–04	4,038,253	2,865,299

Source: National Federation of State High School Associations (adapted)

- 42 The data included in the table suggest that since 1971
- (1) boys are losing interest in participating in sports
  - (2) participation in sports by boys and girls is nearly equal
  - (3) girls' participation in sports equals that of boys
  - (4) girls' participation in sports is increasing at a faster rate than that of boys
- 43 Which development contributed most to the changes shown in the table?
- (1) passage of the Civil Rights Act of 1964
  - (2) inclusion of Title IX in the Education Amendments of 1972
  - (3) the beginning of Head Start programs in the 1960s
  - (4) increase in the number of nonpublic schools since the 1970s



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



Source: Mort Gerberg in *Macroeconomics, Principles and Policy*, Dryden Press (adapted)

- 44 The cartoonist is trying to encourage American consumers to consider that
- (1) the United States buys more from Japan than Japan buys from the United States
  - (2) cars produced in the United States are often inferior to foreign-made automobiles
  - (3) single purchases of automobiles do not have an impact on calculating foreign trade balances
  - (4) automobile dealerships in the United States should offer more incentives for purchasing American-made cars
- 
- 45 Since 1980, most new jobs in the United States have been in
- |                    |                        |
|--------------------|------------------------|
| (1) education      | (3) service industries |
| (2) heavy industry | (4) civil service      |
- 46 President George Washington in his Farewell Address, President James Monroe in the Monroe Doctrine, and the opponents of the League of Nations all wanted the United States to
- (1) avoid European conflicts
  - (2) avoid trade with foreign nations
  - (3) refuse diplomatic recognition of non-democratic nations
  - (4) reduce foreign influence by establishing immigration quotas

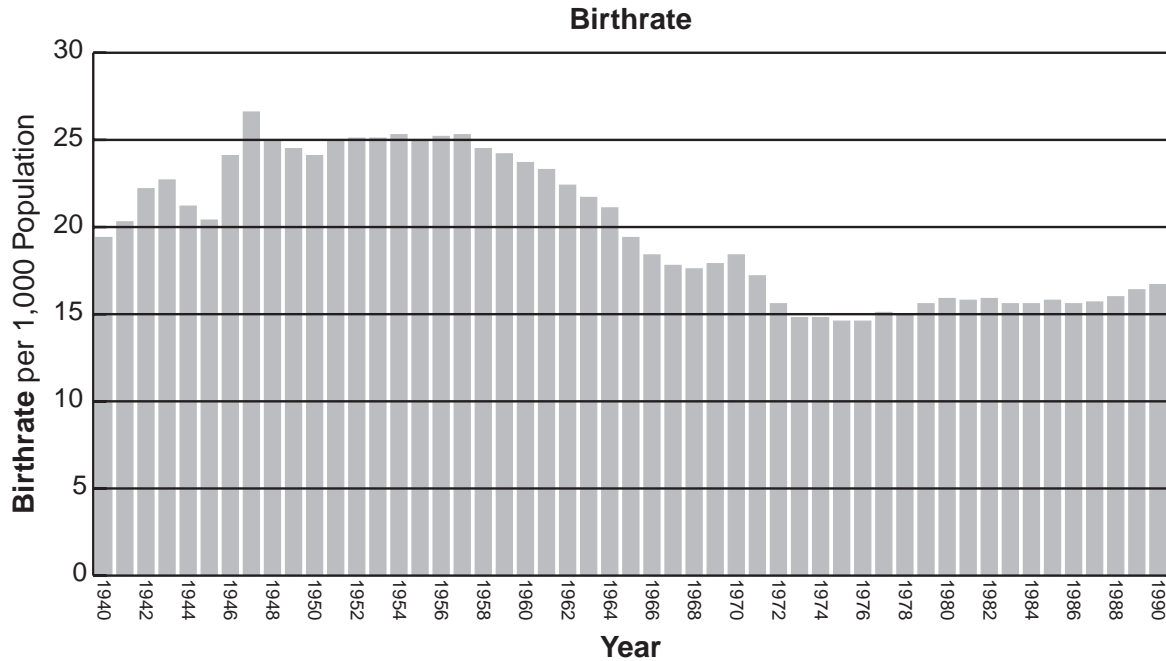
Base your answer to question 47 on the cartoon below and on your knowledge of social studies.



Source: Mike Luckovich, *The Atlanta Constitution*

- 47 In this cartoon, what is the main concern of the cartoonist?
- (1) The technology needed to run the federal government is too expensive.
  - (2) Consumers should be protected from false advertising in the media.
  - (3) Technology makes it easier to influence legislators.
  - (4) The government is unable to safeguard the privacy of Internet users.
- 
- 48 How were the presidential elections of 1876 and 2000 similar?
- (1) The winner of the popular vote lost the electoral vote.
  - (2) Third-party candidates did not affect the outcome.
  - (3) The outcome of the election was decided by Congress.
  - (4) The winner was decided by the Supreme Court.

Base your answers to questions 49 and 50 on the graph below and on your knowledge of social studies.



Source: U.S. Census Bureau, *Statistical Abstract of the United States* (adapted)

- 49 Which situation can be inferred from the population trend shown on the graph?
- (1) In the 1980s, more new schools were needed than in the early 1960s.
  - (2) In the 1970s, there was increased migration to the northeast.
  - (3) In the 1980s, the number of baby boomers was recognized as a threat to the future of Social Security benefits.
  - (4) In the 1990s, death rates increased.

- 50 Information on the graph shows that the birthrate peaked in
- (1) 1940
  - (2) 1947
  - (3) 1957
  - (4) 1970

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

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

- (a) **discuss** means “to make observations about something using facts, reasoning, and argument; to present in some detail”
- (b) **evaluate** means “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: Foreign Policy

Since 1900, United States foreign policy actions have often been based on national self-interest. These actions have had immediate and long-term results.

#### Task:

Identify *two* important United States foreign policy actions **since 1900** and for *each*

- Discuss the historical circumstances surrounding the action
- Discuss *one* immediate **or** *one* long-term result of the action
- Evaluate the extent to which the action promoted the nation’s self-interest

You may use any important foreign policy action since 1900 from your study of United States history. Some suggestions you might wish to consider include Theodore Roosevelt’s Corollary to the Monroe Doctrine (1904), Woodrow Wilson’s Fourteen Points (1918), the Lend-Lease Act (1941), the Marshall Plan (1947), the blockade of Cuba (1962), the Strategic Arms Limitation Talks (SALT) agreements (1972), and the Persian Gulf War (1991).

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

#### Guidelines:

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

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

In developing your answer to Part III, be sure to keep this general definition in mind:

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

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.

Historical Context:

During the late 1800s and early 1900s, Progressive reformers worked to improve American society. Their goals included **protecting consumers**, **regulating child labor**, **improving working conditions**, and **expanding democracy**.

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

Choose **three** goals mentioned in the historical context and for **each**

- Discuss the conditions that led Progressive reformers to address the goal
- Discuss the extent to which the goal was achieved

## 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

. . . There were the men in the pickle rooms, for instance, where old Antanas had gotten his death; scarce a one of these that had not some spot of horror on his person. Let a man so much as scrape his finger pushing a truck in the pickle rooms, and he might have a sore that would put him out of the world [lead to his death]; all the joints in his fingers might be eaten by the acid, one by one. Of the butchers and floorsmen, the beef boners and trimmers, and all those who used knives, you could scarcely find a person who had the use of his thumb; time and time again the base of it had been slashed, till it was a mere lump of flesh against which the man pressed the knife to hold it. The hands of these men would be criss-crossed with cuts, until you could no longer pretend to count them or to trace them. They would have no nails,—they had worn them off pulling hides; their knuckles were swollen so that their fingers spread out like a fan. There were men who worked in the cooking rooms, in the midst of steam and sickening odors, by artificial light; in these rooms the germs of tuberculosis might live for two years, but the supply was renewed every hour. There were the beef luggers, who carried two-hundred-pound quarters into the refrigerator cars, a fearful kind of work, that began at four o'clock in the morning, and that wore out the most powerful men in a few years. . . .

Source: Upton Sinclair, *The Jungle*, 1906

- 1 Based on this document, state **two** effects of poor working conditions in this factory. [2]

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

Score

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

Score



## Document 2

. . . In just one week a scandalized public had snapped up some 25,000 copies of *The Jungle*. Almost all of those readers missed the socialist message. Sinclair had hoped to draw their attention to “the conditions under which toilers [workers] get their bread.” The public had responded instead to the disclosures about corrupt federal meat inspectors, unsanitary slaughter houses, tubercular cattle, and the packers’ unscrupulous [unethical] business practices.

One of the most outraged readers was President Theodore Roosevelt. Few politicians have ever been as well-informed as TR, who devoured books at over 1,500 words per minute, published works of history, and corresponded regularly with leading business, academic, and public figures. Roosevelt recognized immediately that the public would expect government at some level—local, state, or federal—to clean up the meat industry. He invited Sinclair for a talk at the White House, and though he dismissed the writer’s “pathetic belief” in socialism, he promised that “the specific evils you point out shall, if their existence be proved, and if I have the power, be eradicated [eliminated].”

Roosevelt kept his promise. With the help of allies in Congress, he quickly brought out a new bill, along with the proverbial [well-known] big stick. Only four months later, on June 30, he signed into law a Meat Inspection Act that banned the packers from using any unhealthy dyes, chemical preservatives, or adulterants. The bill provided \$3 million toward a new, tougher inspection system, where government inspectors could be on hand day or night to condemn animals unfit for human consumption. Senator Albert Beveridge of Indiana, Roosevelt’s progressive ally in Congress, gave the president credit for the new bill. “It is chiefly to him that we owe the fact that we will get as excellent a bill as we will have,” he told reporters. Once again, Americans could put canned meats and sausages on the dinner table and eat happily ever after. Or so it would seem. . . .

Source: James Davidson and Mark Lytle, *After the Fact: The Art of Historical Detection*, Alfred A. Knopf

- 2 According to this document, what action did President Theodore Roosevelt take to keep his promise to Upton Sinclair? [1]

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Score

### Document 3a

. . . During the same winter three boys from a Hull-House club were injured at one machine in a neighboring factory for lack of a guard which would have cost but a few dollars. When the injury of one of these boys resulted in his death, we felt quite sure that the owners of the factory would share our horror and remorse, and that they would do everything possible to prevent the recurrence of such a tragedy. To our surprise they did nothing whatever, and I made my first acquaintance then with those pathetic documents signed by the parents of working children, that they will make no claim for damages resulting from “carelessness.”

The visits we made in the neighborhood constantly discovered women sewing upon sweatshop work, and often they were assisted by incredibly small children. I remember a little girl of four who pulled out basting threads hour after hour, sitting on a stool at the feet of her Bohemian mother, a little bunch of human misery. But even for that there was no legal redress [remedy], for the only child-labor law in Illinois, with any provision for enforcement, had been secured [achieved] by the coal miners’ unions, and was confined to children employed in mines. . . .

There was at that time no statistical information on Chicago industrial conditions, and Mrs. Florence Kelley, an early resident of Hull-House, suggested to the Illinois State Bureau of Labor that they investigate the sweating system [sweatshops] in Chicago with its attendant [use of] child labor. The head of the Bureau adopted this suggestion and engaged Mrs. Kelley to make the investigation. When the report was presented to the Illinois Legislature, a special committee was appointed to look into the Chicago conditions. I well recall that on the Sunday the members of this commission came to dine at Hull-House, our hopes ran high, and we believed that at last some of the worst ills under which our neighbors were suffering would be brought to an end. . . .

Source: Jane Addams, *Twenty Years at Hull-House with Autobiographical Notes*, MacMillan, 1912

3a Based on this document, identify **one** social problem Jane Addams wanted to reform. [1]

Score

### Document 3b

#### First Factory Law of Illinois

##### FACTORIES AND WORKSHOPS

. . . 4. Children under 14 years of age prohibited from being employed in any manufacturing establishment, factory or work shop in the state. Register of children under 16 years shall be kept. The employment of children between ages of 14 and 16 years prohibited unless an affidavit by the parent or guardian shall first be filed in which shall be stated the age date and place of birth. Certificates of physical health may be demanded by the inspectors. . . .

Source: “Factories and Workshops,” *Laws of the State of Illinois*, Thirty-Eighth General Assembly, 1893

b Based on this document, state **one** provision of the Illinois factory law. [1]

Score

**Document 4**

<b>State Actions Affecting Working Conditions</b>	
<b>1911</b>	Recommendations of Illinois Commission on Occupational Disease (1909) result in Illinois Occupational Disease Act (ventilation, sanitation, fumes, temperature)
<b>1911</b>	Wisconsin becomes first state to pass workman's compensation legislation
<b>1911</b>	Wisconsin legislature limits hours of labor for women and children
<b>1911–1915</b>	Recommendations of New York State Factory Investigating Commission result in dozens of new laws creating healthier and safer factory working conditions during New York's "golden era in remedial factory legislation"
<b>1912</b>	New York State Factory Investigating Commission requires automatic sprinklers for all floors above seventh floor of buildings; broadens regulation and inspection of workplace safety (fire escapes, safe gas jets, fireproof receptacles, escape routes, fire drills)
<b>1912</b>	Massachusetts passes first state minimum wage law
<b>1913</b>	Oregon law requires payment of overtime for workers in mills or factories (over ten hours a day)

4 Based on this document, identify **two** examples of how a state action resulted in the improvement of working conditions. [2]

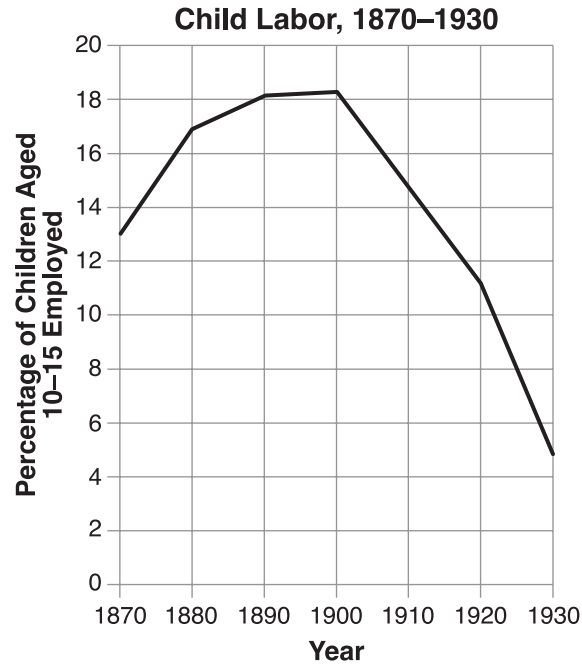
(1) \_\_\_\_\_

Score

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

Score

Document 5



Source: United States Bureau of the Census  
(adapted)

5 Based on this graph, how did the use of child labor change between 1900 and 1920? [1]

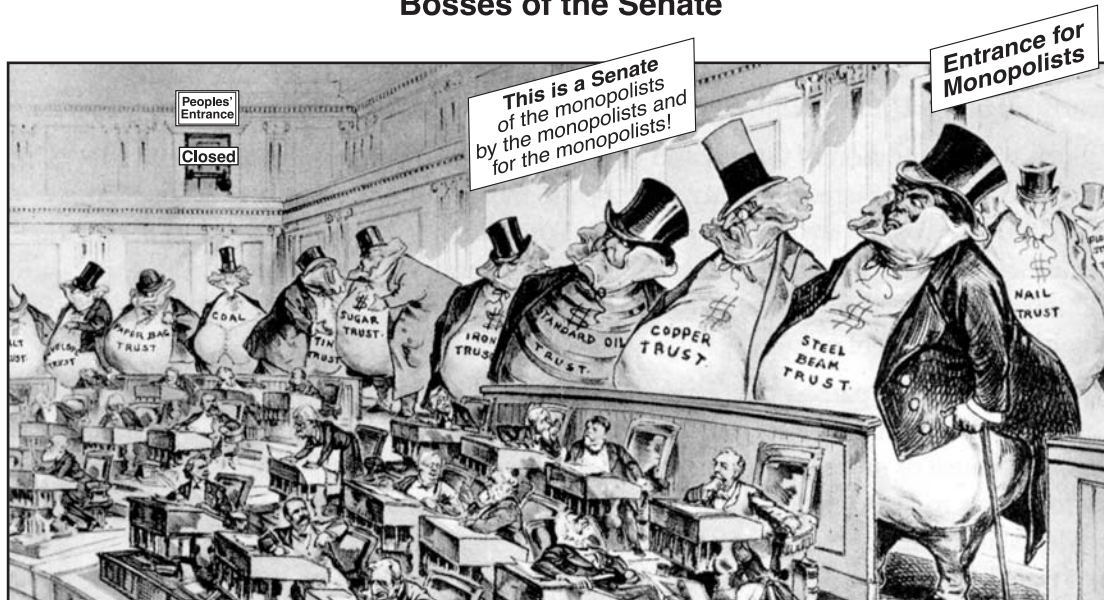
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Score

Document 6a

Bosses of the Senate



Source: Joseph J. Keppler, *Puck*, 1889 (adapted)

Document 6b

... The Senate of the United States shall be composed of two Senators from each State, elected by the people thereof, for six years; and each Senator shall have one vote. The electors in each State shall have the qualifications requisite for electors of the most numerous branch of the State legislatures. . . .

— 17th Amendment, Section 1, 1913

6 State **one** way the 17th amendment addressed the concern expressed in the cartoon. [1]

Score



## Document 7

. . . Indeed, the growth of fundamental democracy in this country is astonishing. Thirty years ago the secret ballot was regarded as a passing craze by professional politicians. Twenty years ago it was a vital issue in nearly every American state. To-day the secret ballot is universal in American politics. Ten years ago the direct primary was the subject of an academic discussion in the University of Michigan by a young man named La Follette of Wisconsin. Now it is in active operation in over two-thirds of our American states, and over half of the American people use the direct primary as a weapon of self-government. Five years ago the recall was a piece of freak legislation in Oregon. To-day more American citizens are living under laws giving them the power of recall than were living under the secret ballot when [President] Garfield came to the White House, and many times more people have the power to recall certain public officers to-day than had the advantages of the direct primary form of party nominations when [President] Theodore Roosevelt came to Washington. The referendum is only five years behind the primary. Prophecy with these facts before one becomes something more than a rash guess. [With these facts in mind, predicting the future becomes something more than rash guessing.] . . .

Source: William Allen White, *The Old Order Changeth*, Macmillan, 1910

7 According to William Allen White, what were **two** reforms the Progressives supported to expand democracy? [2]

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

Score

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

Score

**Document 8**

. . . Women compose one-half of the human race. In the last forty years, women in gradually increasing numbers have been compelled to leave the home and enter the factory and workshop. Over seven million women are so employed and the remainder of the sex are employed largely in domestic services. A full half of the work of the world is done by women. A careful study of the matter has demonstrated the vital fact that these working women receive a smaller wage for equal work than men do and that the smaller wage and harder conditions imposed on the woman worker are due to the lack of the ballot. . . .

The great doctrine of the American Republic that “*all governments derive their just powers from the consent of the governed,*” justifies the plea of one-half of the people, the women, to exercise the suffrage. The doctrine of the American Revolutionary War that taxation without representation is unendurable [intolerable], justifies women in exercising the suffrage. One great advantage, however, of the suffrage is in raising women to a position of greater honor and dignity so that the children of the land shall show and feel greater reverence and honor for their mothers, and that the mothers may teach the elementary principles of good government while they are teaching them good manners, morality and religion. . . .

Source: Senator Robert Owen, Speech, 1910

8 Based on this document, state **two** reasons for giving women the right to vote. [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 the body of the essay. Support your response with relevant facts, examples, and details. Include additional outside information.

#### Historical Context:

During the late 1800s and early 1900s, Progressive reformers worked to improve American society. Their goals included **protecting consumers**, **regulating child labor**, **improving working conditions**, and **expanding democracy**.

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

- Choose **three** goals mentioned in the historical context and for **each**
- Discuss the conditions that led Progressive reformers to address the goal
  - Discuss the extent to which the goal was achieved

#### Guidelines:

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

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



# UNITED STATES HISTORY AND GOVERNMENT

Thursday, January 27, 2005 — 1:15 to 4:15 p.m., only

## ANSWER SHEET

Male

Female

Student ..... Sex: .....  
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.

1.....	26.....
2.....	27.....
3.....	28.....
4.....	29.....
5.....	30.....
6.....	31.....
7.....	32.....
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23.....	48.....
24.....	49.....
25.....	50.....

### 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)

No. Right

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

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

Signature \_\_\_\_\_

Tear Here

Tear Here



# REGENTS IN U.S. HISTORY AND GOVERNMENT

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