

# REGENTS IN U.S. HISTORY AND GOVERNMENT

The University of the State of New York

## REGENTS HIGH SCHOOL EXAMINATION

# UNITED STATES HISTORY AND GOVERNMENT

**Wednesday**, August 16, 2006 — 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 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.

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

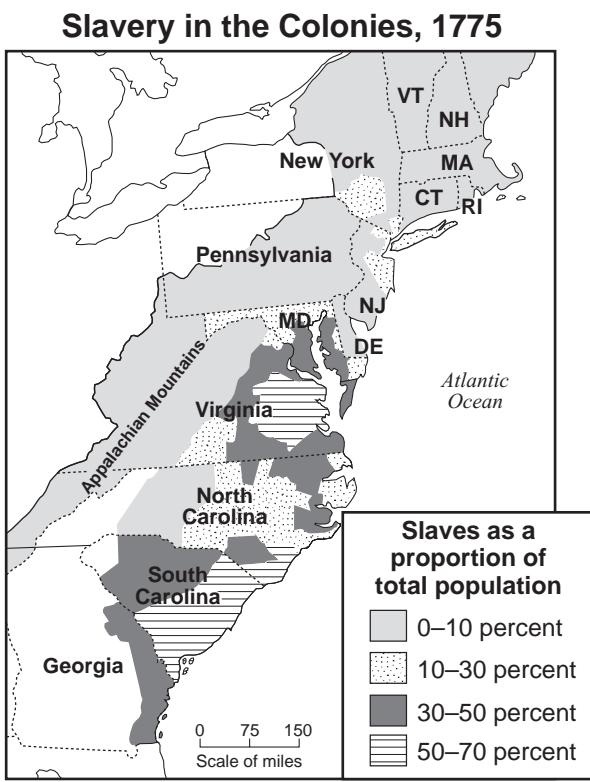
**DO NOT OPEN THIS EXAMINATION BOOKLET UNTIL THE SIGNAL IS GIVEN.**

## 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.

Base your answer to question 1 on the map below and on your knowledge of social studies.



- 1 A conclusion supported by the information on the map is that slavery in the American colonies was
  - (1) declining by the start of the Revolutionary War
  - (2) concentrated in areas suitable for large plantations
  - (3) becoming illegal in the northern colonies
  - (4) growing fastest in the New England colonies
  
- 2 Judicial review, as practiced by the federal courts, resulted directly from
  - (1) the decisions of colonial governors
  - (2) the Articles of Confederation
  - (3) the Bill of Rights
  - (4) a Supreme Court decision

- 3 John Locke's theory of natural rights, as reflected in the Declaration of Independence, states that
  - (1) government is the source of all individual rights
  - (2) power should be concentrated in the monarchy
  - (3) power to govern belongs to the people
  - (4) individual liberties are best protected by a strong government
  
- 4 The Northwest Ordinance of 1787 set a precedent for other western territories by
  - (1) allowing slavery
  - (2) including voting rights for women
  - (3) providing a method for the creation of new states
  - (4) setting aside land for churches
  
- 5 The government created by the Articles of Confederation was unsuccessful at solving many major problems because
  - (1) unlimited power was given to the Supreme Court
  - (2) most power remained with the state governments
  - (3) members of Congress were elected according to each state's population
  - (4) political parties prevented the passage of legislation
  
- 6 The first amendment guarantee of freedom of speech was added to the United States Constitution primarily because its supporters believed it was essential to
  - (1) discourage criticism of government policies
  - (2) ensure the functioning of democracy
  - (3) limit political debate in Congress
  - (4) encourage more candidates to run for office

- 7 Which change within the federal government results from the census that is taken every ten years?
- The Supreme Court gains new justices.
  - Members of Congress face new term limits.
  - Large states gain additional seats in the Senate.
  - Some states lose or gain members in the House of Representatives.
- 8 A major foreign policy success of President Thomas Jefferson's administration was the
- purchase of the Louisiana Territory
  - support for the Alien and Sedition Acts
  - victory in the war of 1812
  - passage of the Embargo Act
- 9 *Federalism* is a term used to define the division of power between the
- president and the vice president
  - Senate and the House of Representatives
  - national and state levels of government
  - three branches of the federal government
- 10 The major purpose of the Monroe Doctrine (1823) was to
- create a military alliance for the defense of North America
  - guarantee democratic governments in Latin America
  - secure new colonies in the Caribbean
  - limit European influence in the Western Hemisphere
- 11 In the Compromise of 1850 and the Kansas-Nebraska Act of 1854, popular sovereignty was proposed as a way to
- allow northern states the power to ban slavery
  - deny southern states the legal right to own slaves
  - allow settlers in new territories to vote on the issue of slavery
  - overturn previous Supreme Court decisions on slavery

Base your answers to questions 12 and 13 on the cartoon below and on your knowledge of social studies.

**The “Strong” Government, 1869–1877**

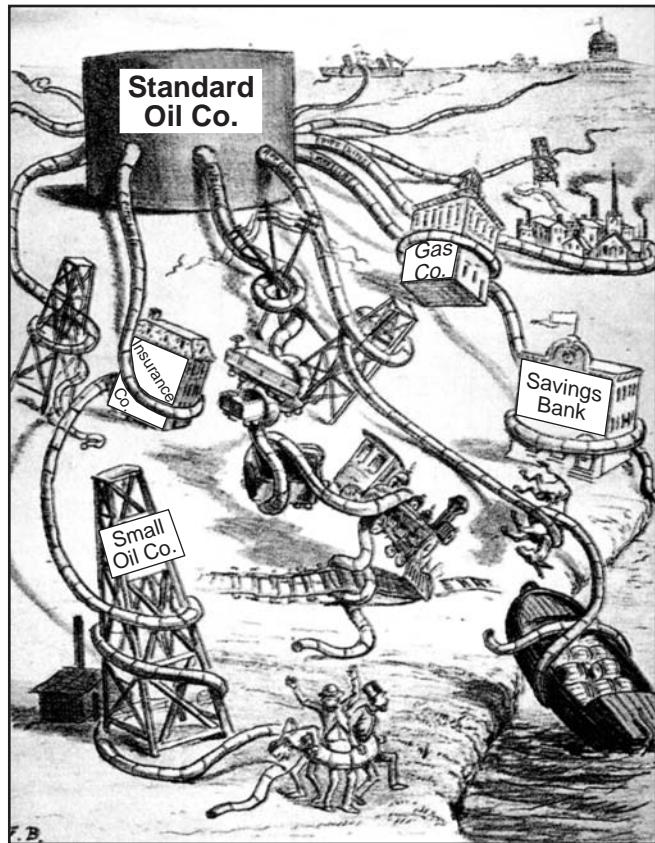


Source: J. A. Wales, *Puck*, May 12, 1880 (adapted)

- 12 What is the main idea of this cartoon from the Reconstruction Era?
- Southern society was oppressed by Radical Republican policies.
  - Military force was necessary to stop Southern secession.
  - United States soldiers forced women in the South to work in factories.
  - Sharecropping was an economic burden for women after the Civil War.
- 13 Which congressional action led to the Southern viewpoint expressed in this cartoon?
- passage of the Homestead Act
  - strengthening of the Fugitive Slave Laws
  - military occupation of the former Confederate States
  - ending the Freedmen's Bureau

- 14 In an effort to resolve conflicts with the frontier settlers in the 1870s, the federal government forced Native American Indians to
- move west of the Mississippi River
  - live on reservations with definite boundaries
  - relocate to urban industrial centers
  - help build the transcontinental railroad
- 15 After 1880, a major new source of labor for American factories was
- western farmers who moved back to eastern cities
  - young women who worked until they married
  - formerly enslaved persons fleeing from the South
  - immigrants from southern and eastern Europe
- 16 During the 19th century, the completion of the Erie Canal and the transcontinental railroads contributed to the industrial growth of the United States by
- making the movement of goods easier and cheaper
  - protecting the United States from low-priced foreign imports
  - encouraging subsistence farming
  - connecting the United States to markets in Mexico and Canada
- 17 During the late 1800s, the principles of Social Darwinism were used to justify
- support for unlimited immigration
  - desegregation of public facilities
  - the use of strikes by organized labor
  - the accumulation of great wealth by industrialists
- 18 What was the decision of the Supreme Court in *Plessy v. Ferguson* (1896)?
- Black Codes were unconstitutional.
  - The citizenship principle established in *Dred Scott v. Sanford* was repealed.
  - The 15th amendment failed to guarantee the right to vote to all males.
  - Racial segregation did not violate the equal protection provision of the 14th amendment.

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



Source: Frank Beard, *The Judge*, July 19, 1884 (adapted)

- 19 Which type of business organization is being criticized in this cartoon?
- monopoly
  - multinational corporation
  - partnership
  - proprietorship
- 20 Which government policy would this cartoonist most likely support?
- adopting antitrust laws
  - easing regulations regarding mergers
  - giving government subsidies to financial institutions
  - encouraging large companies to relocate overseas
-

Base your answer to question 21 on the cartoon below and on your knowledge of social studies.

**"A suggestion for the 53-cent dollar."**



Source: Mark Sullivan, *Our Times*, Vol. 1,  
*The Turn of the Century* (adapted)

- 21 This cartoon from the 1896 presidential election campaign attacked William Jennings Bryan's proposal for
- free coinage of silver
  - lower tariffs on farm goods
  - strengthening the gold standard
  - government regulation of the railroads
- 
- 22 By proclaiming the Open Door policy in 1899, the United States was attempting to
- keep Japan from attacking and colonizing China
  - increase trade between Russia and the United States
  - ensure equal trading opportunities in China
  - prevent European countries from colonizing the Western Hemisphere

Base your answer to question 23 on the speakers' statements below and on your knowledge of social studies.

*Speaker A:* It is more important now to focus on vocational training and economic opportunities than on removing obstacles to social equality for African Americans.

*Speaker B:* The Constitution is color-blind and recognizes no superior class in this country. All citizens are equal before the law.

*Speaker C:* The American Negro [African American] must focus on the achievement of three goals: higher education, full political participation, and continued support for civil rights.

*Speaker D:* African Americans should return home to Africa to establish their own independent nation free from white control.

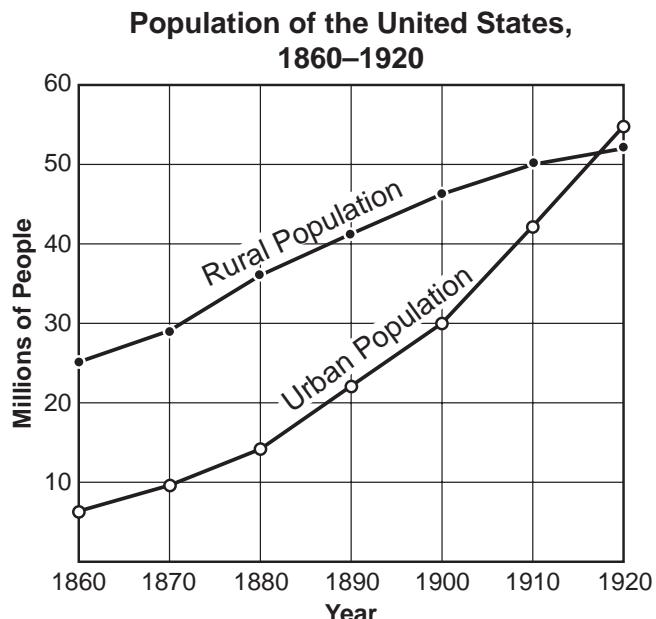
- 23 During the early 1900s, reform leaders tried to advance the goals of *Speaker C* by
- supporting passage of Jim Crow laws
  - forming the Tuskegee Institute in Alabama
  - avoiding attempts to overturn racial segregation in the courts
  - creating the National Association for the Advancement of Colored People (NAACP)
- 

- 24 The photographs of Jacob Riis are most closely associated with the
- battlefields of the Civil War
  - living conditions of the urban poor
  - plight of sharecroppers in the South
  - victims of the Dust Bowl on the Great Plains

- 25 In the 1920s, both Langston Hughes and Duke Ellington made major contributions to
- economic growth
  - educational reform
  - the creative arts
  - political leadership

- 26 President Theodore Roosevelt's Big Stick policy was used by the United States to
- police the Western Hemisphere
  - expand its colonial empire in Africa
  - isolate itself from European conflicts
  - settle a dispute between Russia and Japan
- 27 In the years before the United States entered World War I, President Woodrow Wilson violated his position of strict neutrality by
- secretly sending troops to fight for the democratic nations
  - openly encouraging Mexico to send troops to support the Allies
  - supporting economic policies that favored the Allied nations
  - using United States warships to attack German submarines
- 28 Which Progressive Era political reform allows voters to choose party candidates to run for elected public offices?
- referendum
  - recall
  - initiative
  - direct primary
- 29 In *Schenck v. United States* (1919), the Supreme Court upheld the right of government to protect national security during wartime by
- nationalizing important industries that supported the war effort
  - limiting speech that presented a clear and present danger to the nation
  - suspending the writ of habeas corpus for illegal aliens
  - expelling enemy aliens who had favored the Central Powers
- 30 The changing image of women during the 1920s was symbolized by the
- passage of an equal pay act
  - drafting of women into the army
  - popularity of the flappers and their style of dress
  - appointment of several women to President Calvin Coolidge's cabinet

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



Source: United States Bureau of the Census (adapted)

- 31 Which statement about population distribution in the United States between 1860 and 1920 is best supported by the graph?
- Rural population declined after 1910.
  - Many Americans migrated from urban to rural areas.
  - Immigration played a limited role in urban growth.
  - The population of cities grew at a faster rate than that of rural areas.
- 
- 32 The economic prosperity of the 1920s was mainly the result of the
- adoption of lower tariff rates
  - stricter enforcement of antitrust laws
  - success of most United States farmers
  - development of new industries for consumer goods

- 33 The Harlem Renaissance was important to American society because it
- highlighted the cultural achievements of African Americans
  - isolated African Americans from mainstream society
  - provided new political opportunities for African Americans
  - brought an end to racial segregation in the North
- 34 The New Deal programs of President Franklin D. Roosevelt changed the United States economy by
- restoring the principle of a balanced budget
  - expanding the trustbusting practices of Progressive Era presidents
  - encouraging greater production of agricultural goods
  - increasing government involvement with both business and labor
- 35 Which statement most accurately describes the foreign policy change made by the United States between the start of World War II (1939) and the attack on Pearl Harbor (1941)?
- The traditional isolationism of the United States was strengthened.
  - The nation shifted from neutrality to military support for the Allies.
  - War was declared on Germany but not on Japan.
  - Financial aid was offered to both the Allied and Axis powers.
- 36 In 1948, President Harry Truman showed his support for civil rights by issuing an executive order to
- end the immigration quota system
  - assure equal status for women in military service
  - ban racial segregation in the military
  - guarantee jobs for Native American Indians

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



Source: Alfred T. Palmer, *Office of War Information*, 1943

- 37 During World War II, posters like this were used to
- prevent antiwar protests
  - recruit more women workers
  - convince women to enlist in the military services
  - gain acceptance for wartime rationing programs
-

Base your answer to question 38 on the photograph below and on your knowledge of social studies.



Source: Bailey and Kennedy, *The American Pageant*, 9th edition, D.C. Heath and Co.

- 38 This photograph shows the post–World War II growth that was typical of
- tourist resorts
  - suburban communities
  - inner cities
  - public housing projects
- 
- 39 The United States began a trade embargo against Cuba in the 1960s to
- encourage political change in Cuba
  - promote domestic industries in Cuba
  - motivate Cubans to immigrate to the United States
  - end the domination of the banana industry by Cuba
- 40 One goal of President Lyndon Johnson's Great Society was to
- improve the quality of life for the poor
  - privatize many government programs
  - send additional troops to Vietnam
  - reduce the number of nuclear weapons

- 41 The Civil Rights Act of 1964 was intended to end
- loyalty oaths for federal employees
  - affirmative action programs in education
  - unfair treatment of the elderly
  - discrimination based on race or sex

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

You have the right to remain silent. Anything you say can and will be used against you in a court of law. You have the right to speak to an attorney, and to have an attorney present during any questioning. If you cannot afford a lawyer, one will be provided for you at government expense.

— [www.usconstitution.net](http://www.usconstitution.net)

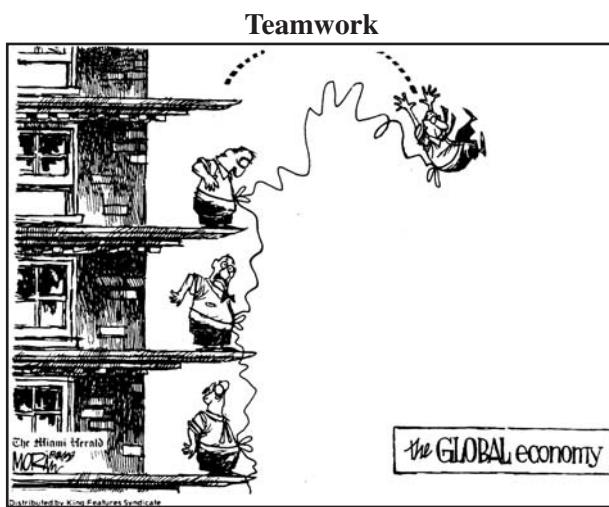
- 42 The requirements included in this passage are part of the Supreme Court's effort to protect the rights of
- individuals accused of crimes
  - students from unreasonable searches
  - defendants from double jeopardy
  - criminals from cruel and unusual punishment
- 43 This passage resulted from which Supreme Court decision?
- Mapp v. Ohio* (1961)
  - Gideon v. Wainwright* (1963)
  - Miranda v. Arizona* (1966)
  - Tinker v. Des Moines* (1969)
- 

- 44 • Announcement of Eisenhower Doctrine (1957)  
• Operation Desert Storm (1991)  
• Operation Iraqi Freedom (2003 – present)

These events involve attempts by the United States to

- protect human rights in Europe
- protect its interests in the Middle East
- deliver humanitarian aid to Africa
- contain the spread of communism in Asia

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



Source: Jim Morin, *The Miami Herald*, King Features Syndicate, 1989

45 What is the main idea of this cartoon?

- (1) The global economy is on the verge of collapse.
  - (2) Rich nations should help poor nations improve their economic conditions.
  - (3) One nation's economic problems affect many other nations.
  - (4) Each nation controls its own economic destiny.
- 

46 During the 1990s, an increase in Mexican immigration to the United States was caused by the immigrants' desire for

- (1) greater political freedom
  - (2) bilingual education
  - (3) better economic opportunities
  - (4) religious freedom
- 

47 A major goal of the women's movement over the past twenty years has been to gain

- (1) full property rights
- (2) the right to vote
- (3) equal economic opportunity
- (4) better access to Social Security

48 A similarity between the Bank of the United States, created in 1791, and the present-day Federal Reserve System is that both were established to

- (1) set tariff rates
- (2) regulate the money supply
- (3) achieve balanced budgets
- (4) restrict the gold supply

49 The Supreme Court decisions in *Gibbons v. Ogden* and *Northern Securities Co. v. United States* were based on the federal government's power to

- (1) issue patents
- (2) control the stock market
- (3) regulate interstate commerce
- (4) encourage technological development

50 One similarity shared by President Andrew Johnson and President Bill Clinton is that both

- (1) served only one term as president
- (2) were impeached but not convicted
- (3) had no vice president
- (4) came to office after the death of a president

**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 this general definition in mind:**

**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: Migration of Peoples**

Throughout our nation’s history, important migrations or movements of people within the United States have occurred. These migrations have had a significant impact on both the people who moved and on American society.

**Task:**

Identify **two** migrations or movements of people within the United States and for **each**

- Discuss the historical circumstances that led to the migration of these people
- Discuss the impact of the migration on the people who moved **and/or** on American society

You may use any important migration or movement of people from your study of United States history. Some suggestions you might wish to consider include the forced migration of Native American Indians (1800–1880), the westward movement (1840–1890), the migration of African Americans from the South to cities in the North (1900–1929), the Puerto Rican migration to the North after World War II (1945–1960), the westward migration from the Dust Bowl (1930s), suburbanization (1945–present), and the migration to the Sun Belt (1950–present).

**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 argument; to present in some detail”

### 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 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:**

Following World War II, the United States and the Soviet Union emerged as rival superpowers. This rivalry led to a period known as the Cold War. During the first fifteen years of the Cold War (1945–1960), the threat of communism presented many different challenges to the United States.

**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

- Discuss how the threat of communism during the Cold War affected the United States in the period from 1945 to 1960

## Part A

### Short-Answer Questions

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

#### Document 1



Source: Justus, *Minneapolis Star*, 1947 (adapted)

- 1 According to this cartoon, why was Congress rushing to the aid of Western Europe? [1]

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Score

## Document 2a

This excerpt is from a telegram sent to the Soviet Ambassador to the United States from the Acting Secretary of State in September 1948. A copy of this telegram was sent to President Harry Truman on September 27, 1948.

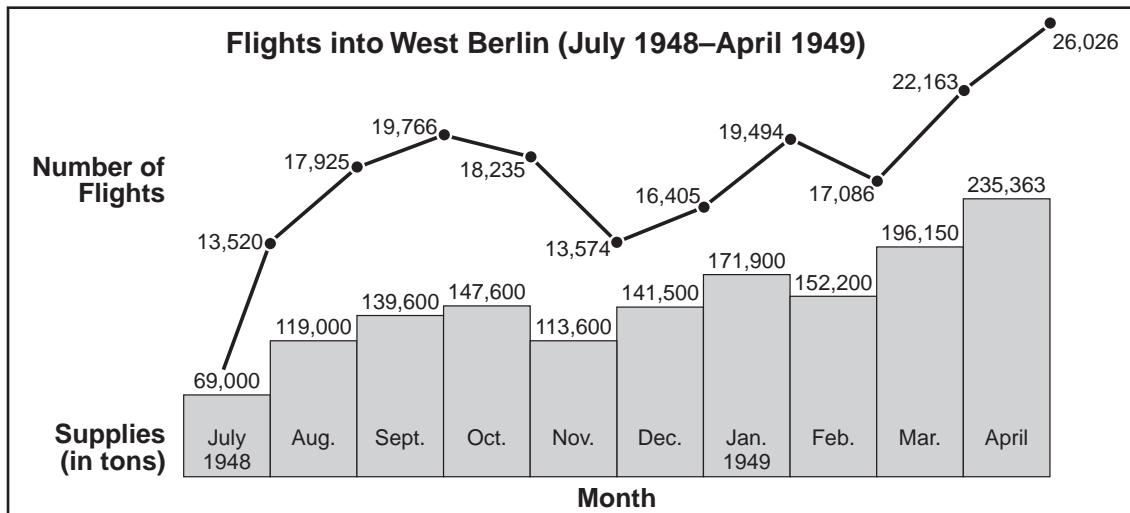
1. The Governments of the United States, France and the United Kingdom, conscious of their obligations under the charter of the United Nations to settle disputes by peaceful means, took the initiative on July 30, 1948, in approaching the Soviet Government for informal discussions in Moscow in order to explore every possibility of adjusting a dangerous situation which had arisen by reason of measures taken by the Soviet Government directly challenging the rights of the other occupying powers in Berlin. These measures, persistently pursued, amounted to a blockade of land and water transport and communication between the Western Zones of Germany and Berlin which not only endangered the maintenance of the forces of occupation of the United States, France and the United Kingdom in that city but also jeopardized the discharge by those governments of their duties as occupying powers through the threat of starvation, disease and economic ruin for the population of Berlin. . . .

Source: Telegram from United States Department of State to President Truman, September 27, 1948

- 2a According to this passage, what action taken by the Soviet Union created tensions between the Soviet government and the governments of the United States and its Allies? [1]
- 
- 

Score

## Document 2b



Source: Eric Morris, *Blockade*, Stein & Day (adapted)

- 2b According to this graph, what action was taken by the United States and its Allies in response to the events described in Document 2a? [1]
- 
- 

Score

### Document 3

... NATO was simply a necessity. The developing situation with the Soviet Union demanded the participation of the United States in the defense of Western Europe. Any other solution would have opened the area to Soviet domination, contrary to the interests of the United States and contrary to any decent world order. At the time of the signing of the pact, April 4, 1949, I do not believe that anyone envisaged [imagined] the kind of military setup that NATO evolved into and from which de Gaulle withdrew French forces in 1966. It [NATO] was, rather, regarded as a traditional military alliance of like-minded countries. It was not regarded as a panacea [cure] for the problems besetting [affecting] Europe, but only as an elementary precaution against Communist aggression. . . .

Source: Charles E. Bohlen, *Witness to History, 1929–1969*, W. W. Norton & Company, 1973

- 3 According to this document, why was the North Atlantic Treaty Organization (NATO) necessary? [1]

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Score

#### Document 4

Initial newspaper stories concerning Senator McCarthy's speech in Wheeling, West Virginia, reported that the Senator said he knew of 205 communists in the State Department. Senator McCarthy later told the Senate he had used the number 57 in Wheeling. He placed this account of his Wheeling speech in the *Congressional Record*.

... This, ladies and gentlemen, gives you somewhat of a picture of the type of individuals who have been helping to shape our foreign policy. In my opinion the State Department, which is one of the most important government departments, is thoroughly infested with Communists.

I have in my hand 57 cases of individuals who would appear to be either card carrying members or certainly loyal to the Communist Party, but who nevertheless are still helping to shape our foreign policy.

One thing to remember in discussing the Communists in our government is that we are not dealing with spies who get 30 pieces of silver to steal the blueprints of a new weapon. We are dealing with a far more sinister type of activity because it permits the enemy to guide and shape our policy. . . .

Source: Senator Joseph R. McCarthy, Speech, February 9, 1950, Wheeling, West Virginia, in *Congressional Record*, 81st Congress, 2nd Session

- 4 According to this document, what did Senator McCarthy suggest about communist influence in the United States government? [1]

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Score

## Document 5

... The attack upon Korea makes it plain beyond all doubt that Communism has passed beyond the use of subversion to conquer independent nations and will now use armed invasion and war. It has defied the orders of the Security Council of the United Nations issued to preserve international peace and security. In these circumstances the occupation of Formosa [Taiwan] by Communist forces would be a direct threat to the security of the Pacific area and to United States forces performing their lawful and necessary functions in that area.

Accordingly I have ordered the Seventh Fleet to prevent any attack on Formosa. As a corollary of this action I am calling upon the Chinese Government on Formosa to cease all air and sea operations against the mainland. The Seventh Fleet will see that this is done. The determination of the future status of Formosa must await the restoration of security in the Pacific, a peace settlement with Japan, or consideration by the United Nations. . . .

— President Harry Truman, Press Release, June 27, 1950

- 5a Based on this document, state **one** reason given by President Truman to justify his concern about communism. [1]
- 

Score

- b According to this document, state **one** action President Truman took after the attack on Korea. [1]
- 

Score

## Document 6a

... Our unity as a nation is sustained by free communication of thought and by easy transportation of people and goods. The ceaseless flow of information throughout the Republic is matched by individual and commercial movement over a vast system of inter-connected highways criss-crossing the Country and joining at our national borders with friendly neighbors to the north and south. . . .

Source: President Dwight D. Eisenhower, message to Congress, February 22, 1955

## Document 6b

... In case of an atomic attack on our key cities, the road net must permit quick evacuation of target areas, mobilization of defense forces and maintenance of every essential economic function. But the present system in critical areas would be the breeder [cause] of a deadly congestion within hours of an attack. . . .

Source: President Dwight D. Eisenhower, message to Congress, February 22, 1955 (adapted)

- 6 Based on these documents, state **two** reasons President Eisenhower believed that the Interstate Highway System was important to national defense. [2]

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

Score

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

Score

## Document 7

. . . When the air-raid siren sounded, our teachers stopped talking and led us to the school basement. There the gym teachers lined us up against the cement walls and steel lockers, and showed us how to lean in and fold our arms over our heads. Our small school ran from kindergarten through twelfth grade. We had air-raid drills in small batches, four or five grades together, because there was no room for us all against the walls. The teachers had to stand in the middle of the basement rooms: those bright Pittsburgh women who taught Latin, science, and art, and those educated, beautifully mannered European women who taught French, history, and German, who had landed in Pittsburgh at the end of their respective flights from Hitler, and who had baffled us by their common insistence on tidiness, above all, in our written work.

The teachers stood in the middle of the room, not talking to each other. We tucked against the walls and lockers: dozens of clean girls wearing green jumpers, green knee socks, and pink-soled white bucks. We folded our skinny arms over our heads, and raised to the enemy a clatter of gold scarab bracelets and gold bangle bracelets. . . .

Source: Annie Dillard, *An American Childhood*, Harper & Row

- 7 According to this document, state **one** way schools were affected by the threat of communism. [1]

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Score

## Document 8

. . . Our safety, and that of the free world, demand, of course, effective systems for gathering information about the military capabilities of other powerful nations, especially those that make a fetish [obsessive habit] of secrecy. This involves many techniques and methods. In these times of vast military machines and nuclear-tipped missiles, the ferreting [finding] out of this information is indispensable to free world security.

This has long been one of my most serious preoccupations. It is part of my grave responsibility, within the over-all problem of protecting the American people, to guard ourselves and our allies against surprise attack.

During the period leading up to World War II we learned from bitter experience the imperative [absolute] necessity of a continuous gathering of intelligence information, the maintenance of military communications and contact, and alertness of command.

An additional word seems appropriate about this matter of communications and command. While the Secretary of Defense and I were in Paris, we were, of course, away from our normal command posts. He recommended that under the circumstances we test the continuing readiness of our military communications. I personally approved. Such tests are valuable and will be frequently repeated in the future.

Moreover, as President, charged by the Constitution with the conduct of America's foreign relations, and as Commander-in-Chief, charged with the direction of the operations and activities of our Armed Forces and their supporting services, I take full responsibility for approving all the various programs undertaken by our government to secure and evaluate military intelligence.

It was in the prosecution [carrying out] of one of these intelligence programs that the widely publicized U-2 incident occurred.

Aerial photography has been one of many methods we have used to keep ourselves and the free world abreast of major Soviet military developments. The usefulness of this work has been well established through four years of effort. The Soviets were well aware of it. Chairman Khrushchev has stated that he became aware of these flights several years ago. Only last week, in his Paris press conference, Chairman Khrushchev confirmed that he knew of these flights when he visited the United States last September. . . .

Source: President Dwight D. Eisenhower, Address, May 25, 1960,  
*Public Papers of the Presidents of the United States: Dwight D. Eisenhower 1960–1961*

- 8 Based on this document, state **two** reasons given by President Eisenhower for gathering information about the Soviet military. [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:**

Following World War II, the United States and the Soviet Union emerged as rival superpowers. This rivalry led to a period known as the Cold War. During the first fifteen years of the Cold War (1945–1960), the threat of communism presented many different challenges to the United States.

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

- Discuss how the threat of communism during the Cold War affected the United States in the period from 1945 to 1960

### **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





**The University of the State of New York**

**Part I**

REGENTS HIGH SCHOOL EXAMINATION  
**UNITED STATES HISTORY  
 AND GOVERNMENT**

**Wednesday, August 16, 2006 — 12:30 to 3:30 p.m., only**

**ANSWER SHEET**

Male

Student ..... Sex:  Female

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** \_\_\_\_\_

1..... 38 .....

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

14..... 39 .....

**Total Part I and III A Score** \_\_\_\_\_

15..... 40 .....

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

16..... 41 .....

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

17..... 42 .....

**Total Essay Score** \_\_\_\_\_

18..... 43 .....

**Final Score  
 (obtained from conversion chart)** \_\_\_\_\_

19..... 44 .....

20..... 45 .....

21..... 46 .....

22..... 47 .....

23..... 48 .....

24..... 49 .....

25..... 50 .....

**No.  
 Right**

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**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.**

# REGENTS IN U.S. HISTORY AND GOVERNMENT

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Tear Here