

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

**UNITED STATES HISTORY
AND GOVERNMENT**

Thursday, January 25, 2007 — 9:15 a.m. to 12:15 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.

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.

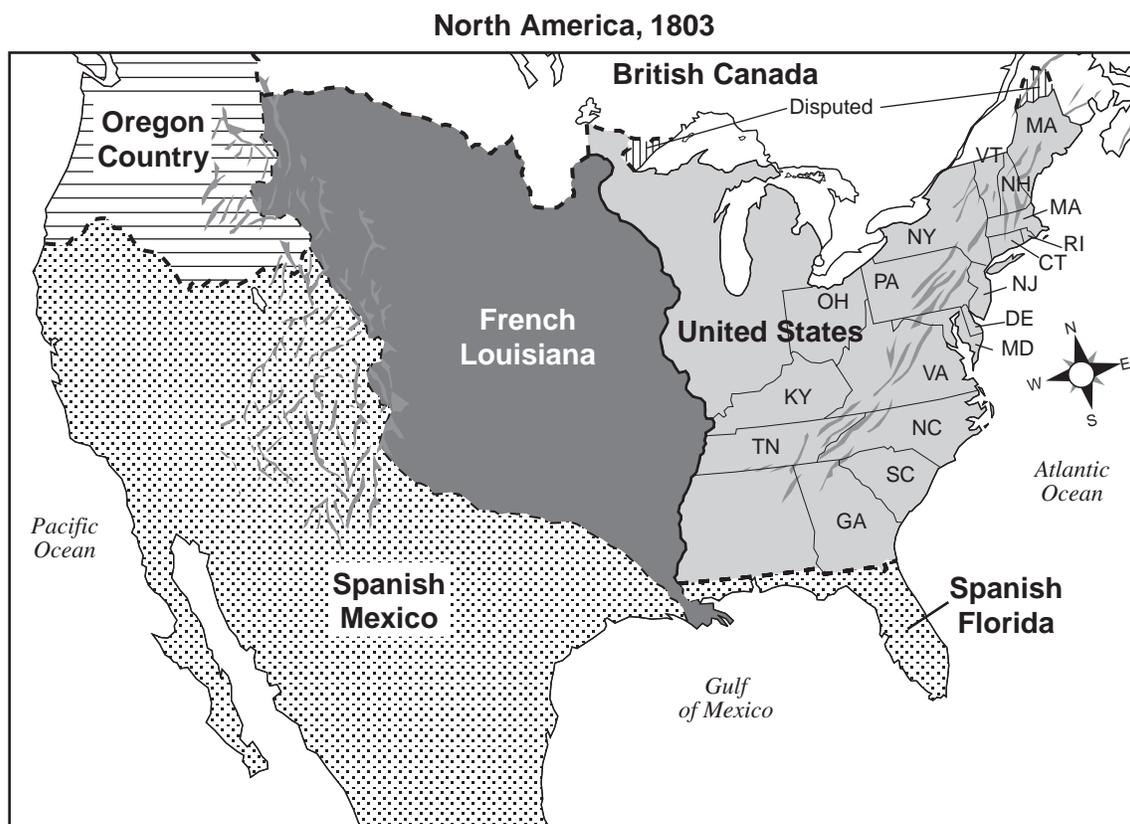
DO NOT OPEN THIS EXAMINATION BOOKLET UNTIL THE SIGNAL IS GIVEN.

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 answers to questions 1 and 2 on the map below and on your knowledge of social studies.



Source: *Exploring American History*, Globe Book Company (adapted)

- 1 Which geographic feature was the boundary line between the United States and French Louisiana in 1803?
- | | |
|---------------------------|-----------------------|
| (1) Appalachian Mountains | (3) Mississippi River |
| (2) Great Lakes | (4) Rocky Mountains |
- 2 If the Great Plains were shown in this map, they would be located mostly in
- | | |
|----------------------|----------------------------------|
| (1) French Louisiana | (3) the Oregon Country |
| (2) Spanish Mexico | (4) the original thirteen states |
-

- 3 Which document included John Locke's idea that people have the right to overthrow an oppressive government?
- (1) Mayflower Compact
 - (2) Northwest Ordinance
 - (3) Declaration of Independence
 - (4) Bill of Rights
- 4 Many colonies objected to the Albany Plan of Union (1754) mainly because
- (1) the colonies had just been given representation in Parliament
 - (2) the plan gave too much power to Native American Indians
 - (3) threats to colonial safety had ended
 - (4) colonial assemblies did not want to give up their individual power
- 5 Thomas Paine's publication *Common Sense* was most influential in persuading American colonists to support
- (1) additional British taxes on the colonies
 - (2) colonial independence
 - (3) the Whiskey Rebellion
 - (4) continued ties with Great Britain
- 6 A major weakness of government under the Articles of Confederation was that
- (1) the large states received more votes in Congress than the small states did
 - (2) the national government could not enforce its laws
 - (3) too much power was given to the president
 - (4) state governments could not coin money
- 7 To address the concerns of many Antifederalists during the debate over ratification of the Constitution, the Federalists agreed that
- (1) political parties would be formed
 - (2) states would retain control of interstate commerce
 - (3) slavery would be eliminated by an amendment
 - (4) a bill of rights would be added
- 8 During the Constitutional Convention of 1787, the Great Compromise resolved a conflict over
- (1) presidential power
 - (2) the issue of nullification
 - (3) representation in Congress
 - (4) taxes on imports
- 9 The United States Constitution requires that a national census be taken every ten years to
- (1) provide the government with information about voter registration
 - (2) establish a standard for setting income tax rates
 - (3) determine the number of members each state has in the House of Representatives
 - (4) decide who can vote in presidential elections
- 10 According to the United States Constitution, the president has the power to
- (1) nominate federal judges
 - (2) declare war
 - (3) grant titles of nobility
 - (4) reverse Supreme Court decisions
- 11 In the 2000 presidential election, which aspect of the electoral college system caused the most controversy?
- (1) A state can divide its electoral votes among different candidates.
 - (2) States with few electoral votes have no influence on election outcomes.
 - (3) The selection of electors varies among states.
 - (4) The winner of the popular vote might not get the majority of the electoral vote.
- 12 In his Farewell Address, President George Washington advised the nation to avoid permanent alliances because he believed that the United States
- (1) would risk its security by involvement in European affairs
 - (2) had no need for the products or markets of Europe
 - (3) possessed military power superior to any European nation
 - (4) needed to limit European immigration

- 13 The decision in *Marbury v. Madison* (1803) expanded the power of the Supreme Court by
- (1) restricting the use of the elastic clause
 - (2) establishing the power of judicial review
 - (3) upholding the constitutionality of the National Bank
 - (4) interpreting the interstate commerce clause
- 14 Prior to 1850, what was a main reason the North developed an economy increasingly based on manufacturing while the South continued to rely on an economy based on agriculture?
- (1) Protective tariffs applied only to northern seaports.
 - (2) Geographic conditions supported different types of economic activity.
 - (3) Slavery in the North promoted rapid economic growth.
 - (4) Manufacturers failed to make a profit in the South.
- 15 The *Declaration of Sentiments*, adopted during the Seneca Falls Convention in 1848, is most closely associated with the rights of
- (1) immigrants
 - (2) enslaved persons
 - (3) Native American Indians
 - (4) women

- 16
- | |
|--|
| <p>I. Actions Taken by President Abraham Lincoln During the Civil War</p> <p>A. Increased the size of the army without congressional authorization</p> <p>B. Arrested and jailed anti-Unionists without giving a reason</p> <p>C. Censored some anti-Union newspapers and had some editors and publishers arrested</p> |
|--|

Which statement is most clearly supported by these actions of President Lincoln?

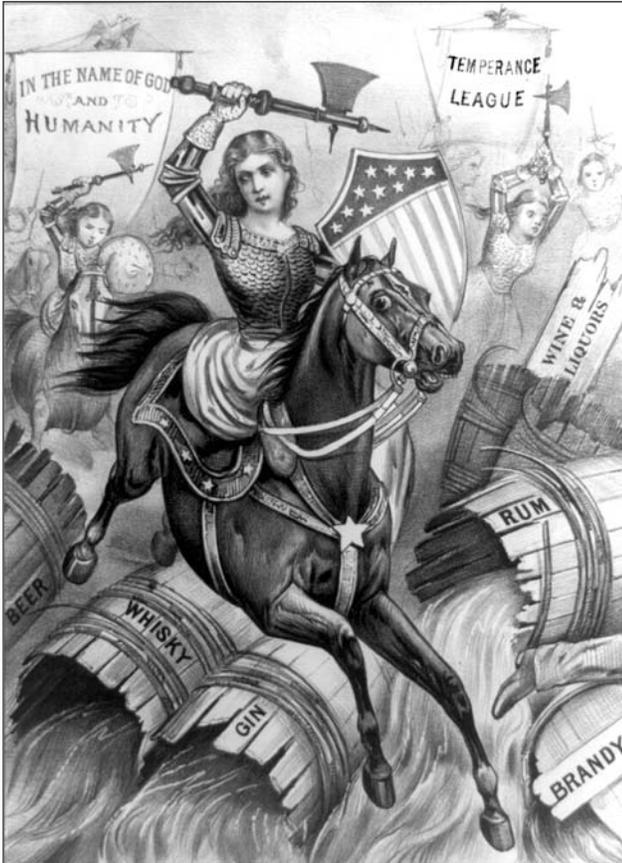
- (1) Wartime emergencies led President Lincoln to expand his presidential powers.
- (2) President Lincoln was impeached for violating the Constitution.
- (3) Checks and balances effectively limited President Lincoln's actions.
- (4) President Lincoln wanted to abolish the Bill of Rights.

- 17 In the late 1800s, the creation of the Standard Oil Trust by John D. Rockefeller was intended to
- (1) protect small, independent oil firms
 - (2) control prices and practices in the oil refining business
 - (3) increase competition among oil refining companies
 - (4) distribute donations to charitable causes
- 18 Passage of the Dawes Act of 1887 affected Native American Indians by
- (1) supporting their cultural traditions
 - (2) attempting to assimilate them into mainstream American culture
 - (3) forcing their removal from areas east of the Mississippi River
 - (4) starting a series of Indian wars on the Great Plains
- 19 The changes in American agriculture during the late 1800s led farmers to
- (1) grow fewer cash crops for export
 - (2) request an end to agricultural tariffs
 - (3) demand a reduced role for government in agriculture
 - (4) become more dependent on banks and railroads
- 20 The Supreme Court cases of *Wabash, St. Louis & Pacific R.R. v. Illinois* (1886) and *United States v. E. C. Knight Co.* (1895) were based on laws that were intended to
- (1) limit the power of big business
 - (2) support farmers' efforts to increase the money supply
 - (3) maintain a laissez-faire approach to the economy
 - (4) improve working conditions for immigrants
- 21 The Spanish-American War (1898) marked a turning point in United States foreign policy because the United States
- (1) developed a plan for peaceful coexistence
 - (2) emerged as a major world power
 - (3) pledged neutrality in future European conflicts
 - (4) refused to become a colonial power

Base your answers to questions 22 and 23 on the cartoon below and on your knowledge of social studies.

Woman's Holy War

Grand Charge on the Enemy's Works



Source: Currier and Ives, Library of Congress (adapted)

- 22 The “Holy War” illustrated in the cartoon was an effort to
- (1) recruit women soldiers
 - (2) promote world peace
 - (3) ban the sale of alcoholic beverages
 - (4) spread Christian religious beliefs
- 23 Women gained a victory in the “war” shown in the cartoon through the
- (1) ratification of a constitutional amendment
 - (2) legalization of birth control
 - (3) expansion of missionary activities overseas
 - (4) repeal of national Prohibition

- 24 A primary reason for the establishment of the Open Door policy (1899) was to
- (1) protect United States trade in the Far East
 - (2) gain control of the Panama Canal Zone
 - (3) encourage Chinese immigration to the United States
 - (4) improve relations with Russia

Base your answers to questions 25 and 26 on the statements below that discuss immigration laws in the early 20th century, and on your knowledge of social studies.

Speaker A: A literacy test as a requirement for immigration to the United States is reasonable. Great numbers of uneducated workers take jobs and good wages from our workers.

Speaker B: Requiring literacy of immigrants is unfair. It will keep people out because they lacked the opportunity to gain an education.

Speaker C: A literacy test will allow more people from northern and western Europe to enter. They are similar to the majority of the United States population.

Speaker D: Literacy is not an issue. The real purpose of this law is to discriminate against immigrants from certain parts of the world.

- 25 Supporters of literacy tests to restrict immigration would most likely favor the views of *Speakers*
- | | |
|---------------------------|---------------------------|
| (1) <i>A</i> and <i>C</i> | (3) <i>B</i> and <i>D</i> |
| (2) <i>B</i> and <i>C</i> | (4) <i>A</i> and <i>B</i> |
- 26 The immigrants referred to by *Speaker D* were mainly from
- (1) Canada and Mexico
 - (2) South America
 - (3) western Europe
 - (4) southern and eastern Europe

32 Which economic condition was a major cause of the Great Depression?

- (1) high wages of industrial workers
- (2) deficit spending by the federal government
- (3) inability of industry to produce enough consumer goods
- (4) uneven distribution of income between the rich and the poor

33 The march of the “Bonus Army” and referring to shantytowns as “Hoovervilles” in the early 1930s illustrate

- (1) growing discontent with Republican efforts to deal with the Great Depression
- (2) state projects that created jobs for the unemployed
- (3) federal attempts to restore confidence in the American economy
- (4) the president’s success in solving social problems

Base your answer to question 34 on the cartoon below and on your knowledge of social studies.

The Galloping Snail



Source: Burt Thomas, *Detroit News* (adapted)

34 The cartoonist is commenting on President Franklin D. Roosevelt’s efforts to

- (1) veto several bills sent him by Congress
- (2) end New Deal programs
- (3) gain quick passage of his legislation
- (4) slow down the legislative process

35 Critics of the New Deal claimed that the Tennessee Valley Authority (TVA) and the Social Security System threatened the United States economy by

- (1) applying socialist principles
- (2) imposing unfair working hours
- (3) decreasing government spending
- (4) eroding antitrust laws

Base your answer to question 36 on the ration card shown below and on your knowledge of social studies.

ONE UNIT	ONE UNIT	ONE UNIT	ONE UNIT	ONE UNIT	ONE UNIT	ONE UNIT	ONE UNIT	ONE UNIT
Form OPA R-504				UNITED STATES OF AMERICA OFFICE OF PRICE ADMINISTRATION				
				GASOLINE RATION CARD Nº 6445685			B-3	
THE ACCEPTANCE AND USE OF THIS CARD CONSTITUTE AN AGREEMENT THAT THE HOLDER WILL OBSERVE THE RULES AND REGULATIONS GOVERNING GASOLINE RATIONING AS ISSUED BY THE OFFICE OF PRICE ADMINISTRATION								
OWNER'S NAME		W.B. Nichols						
STREET ADDRESS		204 E. 6 th Ave						
CITY OR POST OFFICE		Rome					STATE	
							Ga	
MAKE		Chevrolet			BODY STYLE		Sedan	
VEHICLE REGISTRATION NO.		D84-599			STATE OF REGISTRATION		Ga	
READ INSTRUCTIONS ON REVERSE SIDE OF THIS CARD								
								<i>W. B. Nichols</i> <small>(SIGNATURE)</small>

36 The use of this card, issued by the federal government, was intended to

- (1) help the automobile industry
- (2) support the troops in wartime
- (3) increase the use of gasoline
- (4) decrease the cost of automobiles

37 A goal of the Marshall Plan (1948) was to

- (1) rebuild Japan after World War II
- (2) provide military aid to the Warsaw Pact
- (3) establish a Pan-American military alliance system
- (4) provide economic aid to European nations threatened by communism

38 Which heading is most appropriate for the partial outline below?

- I. _____
- A. The House Un-American Activities Committee
 - B. Loyalty review boards
 - C. Bomb shelters
 - D. *Watkins v. United States* (1957)

- (1) Results of World War I
- (2) The Cold War at Home
- (3) Problems of Urbanization
- (4) Reactions to Immigration

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

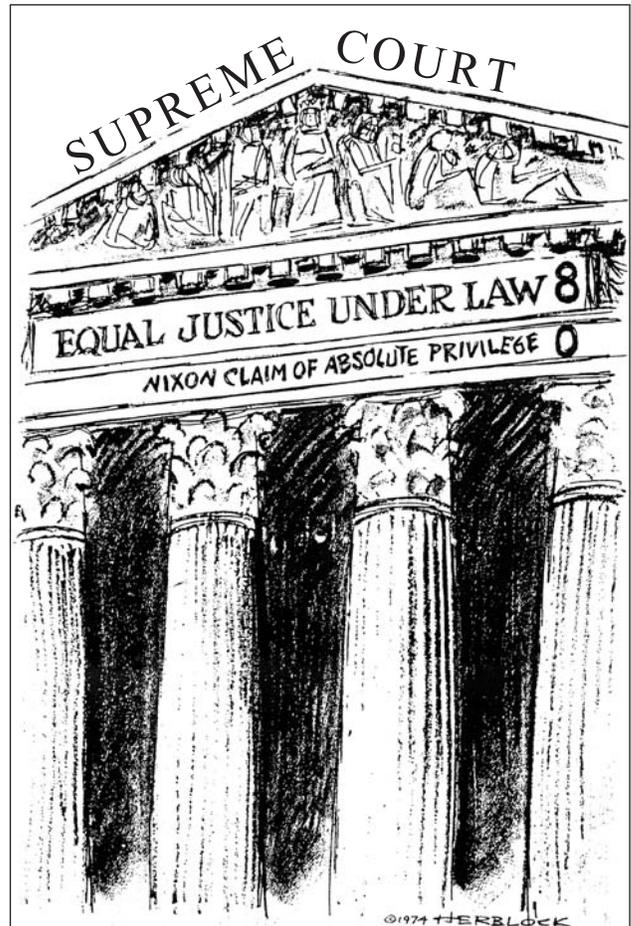
... Whenever normal agencies prove inadequate to the task and it becomes necessary for the Executive Branch of the Federal Government to use its powers and authority to uphold Federal Courts, the President's responsibility is inescapable.

In accordance with that responsibility, I have today issued an Executive Order directing the use of troops under Federal authority to aid in the execution of Federal law at Little Rock, Arkansas. This became necessary when my Proclamation of yesterday was not observed, and the obstruction of justice still continues. . . .

— President Dwight D. Eisenhower,
September 24, 1957

- 39 The situation described in this statement grew out of efforts to
- (1) uphold the Voting Rights Act
 - (2) pass a constitutional amendment ending poll taxes
 - (3) enforce the decision in *Brown v. Board of Education of Topeka*
 - (4) extend the Montgomery bus boycott to Little Rock
-

Base your answers to questions 40 and 41 on the cartoon below and on your knowledge of social studies.



Source: Herblock, *Washington Post*, 1974 (adapted)

- 40 The conflict that was the focus of the cartoon involved President Richard Nixon's attempt to
- (1) increase the number of troops in Vietnam
 - (2) withhold evidence in the Watergate scandal
 - (3) impose mandatory wage and price controls
 - (4) improve relations with the People's Republic of China
- 41 The cartoon illustrates the constitutional principle of
- (1) federalism
 - (2) checks and balances
 - (3) representative government
 - (4) civilian control of the military
-

- 42 Population increases that resulted from the baby boom of the 1950s and 1960s contributed to a
- (1) housing surplus
 - (2) drop in immigration
 - (3) reduction in government services
 - (4) rise in demand for consumer goods
- 43 The 1961 Bay of Pigs invasion and the 1962 missile crisis are conflicts directly related to United States relations with which two nations?
- (1) the Dominican Republic and Haiti
 - (2) Cuba and the Soviet Union
 - (3) China and Japan
 - (4) North Korea and South Korea
- 44 What was a central issue in the Supreme Court cases of *Gideon v. Wainwright* (1963) and *Miranda v. Arizona* (1966)?
- (1) freedom of religion
 - (2) voting rights
 - (3) rights of the accused
 - (4) property rights
- 45 The economic policies of President Ronald Reagan (1981–1989) and President George W. Bush (2001–present) are similar in that both
- (1) balanced the federal budget
 - (2) expanded welfare programs to end poverty
 - (3) used tax cuts to encourage economic growth
 - (4) decreased military spending
- 46 Since the 1990s, the primary issue concerning the health care system in the United States has been the
- (1) increasing cost of medical care
 - (2) shortage of prescription drugs
 - (3) safety of medical procedures
 - (4) reorganization of hospitals
- 47 Books such as *Uncle Tom's Cabin*, *How the Other Half Lives*, and *The Feminine Mystique* all show that literature can sometimes
- (1) expose government corruption
 - (2) cause violent revolution
 - (3) begin military conflict
 - (4) encourage social reform
- 48 The Progressive movement (1900–1920) was primarily a response to problems created by
- (1) abolitionists
 - (2) nativists
 - (3) industrialization
 - (4) segregation
- 49 The term *Dust Bowl* is most closely associated with which historical circumstance?
- (1) a major drought that occurred during the 1930s
 - (2) logging practices in the Pacific Northwest in the 1950s
 - (3) an increase in pollution during the 1960s
 - (4) the migration to the Sun Belt in the 1970s
- 50 The Camp David Accords and the Persian Gulf War both show the desire of the United States to
- (1) create stability in the Middle East
 - (2) expand trade with Asian nations
 - (3) maintain friendly relations with Europe
 - (4) provide economic stability in Latin America

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”

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: Influence of Geographic Factors on Governmental Actions

Actions taken by the United States government have often been influenced by geographic factors. Some of these factors include location, climate, natural resources, and physical features.

Task:

Identify **two** actions taken by the United States government that have been influenced by geographic factors and for **each**

- State **one** reason the United States took the action
- Describe how a geographic factor influenced the action
- Discuss the impact of the action on the United States

You may use any action taken by the United States government that was influenced by a geographic factor. Some suggestions you might wish to consider include the Lewis and Clark expedition (1804–1806), issuance of the Monroe Doctrine (1823), Mexican War (1846–1848), Commodore Perry’s opening of Japan (1853), passage of the Homestead Act (1862), purchase of Alaska (1867), construction of the Panama Canal (1904–1914), entry into World War II (1941), passage of the Interstate Highway Act (1956), and involvement in 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 these general definitions in mind:

- (a) **explain** means “to make plain or understandable; to give reasons for or causes of; to show the logical development or relationships of ”
- (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. It 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:

Since World War II, conflicts in Asia have played a major role in the Cold War. One of these conflicts arose in Vietnam. United States involvement in this conflict was sometimes controversial. The decision to send troops to Vietnam had a major impact on American society and on United States foreign policy.

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

- Explain the reasons for United States involvement in Vietnam
- Discuss the impact of the Vietnam War on American society
- Discuss the impact of the Vietnam War on United States foreign policy

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

. . . At the present moment in world history nearly every nation must choose between alternative ways of life. The choice is too often not a free one.

One way of life is based upon the will of the majority, and is distinguished by free institutions, representative government, free elections, guarantees of individual liberty, freedom of speech and religion, and freedom from political oppression.

The second way of life is based upon the will of a minority forcibly imposed upon the majority. It relies upon terror and oppression, a controlled press and radio, fixed elections, and the suppression of personal freedoms.

I believe that it must be the policy of the United States to support free peoples who are resisting attempted subjugation [control] by armed minorities or by outside pressures.

I believe that we must assist free peoples to work out their own destinies in their own way. . . .

Source: President Harry Truman, Address to Congress (Truman Doctrine), March 12, 1947

1a According to President Harry Truman, what is **one** problem when governments are controlled by the will of a minority? [1]

Score

b According to President Truman, what policy must the United States support? [1]

Score

Document 2a

. . . Communist aggression in Korea is a part of the worldwide strategy of the Kremlin to destroy freedom. It has shown men all over the world that Communist imperialism may strike anywhere, anytime.

The defense of Korea is part of the worldwide effort of all the free nations to maintain freedom. It has shown free men that if they stand together, and pool their strength, Communist aggression cannot succeed. . . .

Source: President Harry Truman, Address at a dinner of the Civil Defense Conference, May 7, 1951

2a According to President Harry Truman, why was it important for the United States to help defend Korea? [1]

Score

Document 2b

Another Hole in the Dike



Source: Fred O. Seibel, *Richmond Times-Dispatch*, May 5, 1953 (adapted)

2b Based on this cartoon, what problem did the United States face in Asia by 1953? [1]

Score

Document 3

THE NATURE OF THE CONFLICT

. . . The world as it is in Asia is not a serene or peaceful place.

The first reality is that North Viet-Nam has attacked the independent nation of South Viet-Nam. Its object is total conquest.

Of course, some of the people of South Viet-Nam are participating in attack on their own government. But trained men and supplies, orders and arms, flow in a constant stream from north to south.

This support is the heartbeat of the war. . . .

WHY ARE WE IN VIET-NAM?

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

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

And I intend to keep that promise. . . .

Source: President Lyndon B. Johnson, Speech at Johns Hopkins University, April 7, 1965

3 According to President Lyndon B. Johnson, why was the United States involved in Vietnam? [1]

Score

Document 4a

. . . When the country looks to Lyndon Johnson these days, it gains the inescapable impression that Vietnam is America's top priority. Mr. Johnson uses the bully pulpit [power] of the Presidency (not to mention the Rose Garden) time and again to tell a painfully divided nation why it is fighting and must continue to fight in Southeast Asia. No amount of resistance—and it is growing—can blunt [lessen] his resolve. Few question his personal resolve on the Negro [African American] problem (he is, after all, the President who proclaimed “We Shall Overcome!” in a speech three years ago). But his public posture [position] here projects none of the sense of urgency that marks his Vietnam crusading. . . .

Source: “The Negro in America: What Must Be Done,” *Newsweek*, November 20, 1967

Document 4b



Source: Charles Brooks, *Birmingham News* (adapted)

4 According to these documents, what were **two** effects of the Vietnam War on American society? [2]

(1) _____

Score

(2) _____

Score

Document 5a



Anti-Vietnam War protesters march down Fifth Avenue in New York City on April 27, 1968. The demonstration attracted 87,000 people and led to 60 arrests. Also on the 27th, some 200,000 New York City students boycotted classes.

Source: *The Sixties Chronicle*, Legacy Publishing

Document 5b

This article appeared in the *New York Times* three days after the Kent State shootings.

Illinois Deploys Guard

More than 80 colleges across the country closed their doors yesterday for periods ranging from a day to the remainder of the academic year as thousands of students joined the growing nationwide campus protest against the war in Southeast Asia.

In California, Gov. Ronald Reagan, citing “emotional turmoil,” closed down the entire state university and college system from midnight last night until next Monday. More than 280,000 students at 19 colleges and nine university campuses are involved.

Pennsylvania State University, with 18 campuses, was closed for an indeterminate [indefinite] period.

In the New York metropolitan area about 15 colleges closed, some for a day, some for the week, and some for the rest of the term.

A spokesman for the National Student Association said that students had been staying away from classes at almost 300 campuses in the country. . . .

Source: Frank J. Prial, *New York Times*, May 7, 1970

5 Based on these documents, state **two** ways the Vietnam War affected American society. [2]

(1) _____

Score

(2) _____

Score

Document 6

After the Vietnam War ended in 1975, large numbers of Vietnamese refugees settled in Westminster, California.

“Little Saigon” in Westminster, California



Source: Bailey and Kennedy, *The American Pageant*, D. C. Heath and Co., 1991

6 According to this photograph, how have Vietnamese immigrants contributed to American society? [1]

Score

Document 7

. . . Within sixty calendar days after a report is submitted or is required to be submitted pursuant to section 1543(a)(1) of this title, whichever is earlier, the President shall terminate any use of United States Armed Forces with respect to which such report was submitted (or required to be submitted), unless the Congress (1) has declared war or has enacted a specific authorization for such use of United States Armed Forces, (2) has extended by law such sixty-day period, or (3) is physically unable to meet as a result of an armed attack upon the United States. Such sixty-day period shall be extended for not more than an additional thirty days if the President determines and certifies to the Congress in writing that unavoidable military necessity respecting the safety of United States Armed Forces requires the continued use of such armed forces in the course of bringing about a prompt removal of such forces. . . .

Source: War Powers Act, 1973

- 7 Based on this document, state **one** way in which the War Powers Act could limit United States involvement in foreign conflicts. [1]

Score

Document 8

. . . Fourteen years after the last United States combat units left Vietnam, at least 15 men who were there have made their way into Congress.

Each Draws His Own Lesson

Some are Republicans, like Representative David O'B. Martin of upstate New York; some are Democrats, like Representatives H. Martin Lancaster of North Carolina and John P. Murtha of Pennsylvania; some are conservatives, and some are liberals. Each has drawn his own lesson from having participated in the war, and each applies the experience in his own way to the issues of foreign policy he confronts as a legislator.

Some support military aid to the Nicaraguan rebels, some oppose it. A few favored sending the Marine contingent to Beirut in 1982, though most say they had grave reservations. Some see the Soviet threat in larger terms than others.

But the Vietnam experience has given almost all of them a sense of seasoned caution about using American military power without having the broad support of the American people. And this translates into some sober views on the limitations of force, especially in impoverished countries torn by internal strife. . . .

Source: David K. Shipler, "The Vietnam Experience and the Congressman of the 1980's," *New York Times*, May 28, 1987

- 8 According to this article, how has the experience of many Congressmen who served in Vietnam affected their views on when to use American military force? [1]

Score

Document 9

Comments on United States participation in Operation Desert Storm and Persian Gulf War, 1991

“By God, we’ve kicked the Vietnam syndrome once and for all!” So said President George Bush in a euphoric [joyful] victory statement at the end of the Gulf War, suggesting the extent to which Vietnam continued to prey on the American psyche more than fifteen years after the fall of Saigon. Indeed the Vietnam War was by far the most convulsive and traumatic of America’s three wars in Asia in the 50 years since Pearl Harbor. It set the U.S. economy on a downward spiral. It left America’s foreign policy at least temporarily in disarray, discrediting the postwar policy of containment and undermining the consensus that supported it. It divided the American people as no other event since their own Civil War a century earlier. It battered their collective soul.

Such was the lingering impact of the Vietnam War that the Persian Gulf conflict appeared at times as much a struggle with its ghosts as with Saddam Hussein’s Iraq. President Bush’s eulogy for the Vietnam syndrome may therefore be premature. Success in the Gulf War no doubt raised the nation’s confidence in its foreign policy leadership and its military institutions and weakened long-standing inhibitions against intervention abroad. Still it seems doubtful that military victory over a nation with a population less than one-third of Vietnam in a conflict fought under the most favorable circumstances could expunge [erase] deeply encrusted and still painful memories of an earlier and very different kind of war. . . .

Source: George C. Herring, “America and Vietnam: The Unending War,” *Foreign Affairs*, Winter 1991/92

9 According to this document, what was **one** impact of the Vietnam War on United States foreign policy? [1]

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:

Since World War II, conflicts in Asia have played a major role in the Cold War. One of these conflicts arose in Vietnam. United States involvement in this conflict was sometimes controversial. The decision to send troops to Vietnam had a major impact on American society and on United States foreign policy.

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

- Explain the reasons for United States involvement in Vietnam
- Discuss the impact of the Vietnam War on American society
- Discuss the impact of the Vietnam War on United States foreign policy

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 25, 2007 — 9:15 a.m. to 12:15 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.....
11.....	36.....
12.....	37.....
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20.....	45.....
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

REGENTS IN U.S. HISTORY AND GOVERNMENT

Tear Here

Tear Here