

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

**UNITED STATES HISTORY
AND GOVERNMENT**

Thursday, January 29, 2009 — 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: Robert A. Divine et al., *America: Past and Present*, Scott, Foresman (adapted)

- 1 What would be the best title for this map?
 - (1) British North America Before 1850
 - (2) United States Territorial Expansion
 - (3) Colonial North America
 - (4) Wartime Land Acquisitions

 - 2 The Louisiana Purchase was important to the United States because it
 - (1) expanded the nation's boundary to the Pacific Ocean
 - (2) removed the Spanish from North America
 - (3) closed the western territories to slavery
 - (4) secured control of the Mississippi River
-

- 3 Which geographic feature served as the western boundary for British colonial settlements prior to the Revolutionary War?
- (1) Rocky Mountains
 - (2) Missouri River
 - (3) Appalachian Mountains
 - (4) Great Plains

- 4 “. . . That to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed, . . . ”
— Declaration of Independence

Which provision of the original United States Constitution was most influenced by this ideal?

- (1) enabling the president to select a cabinet
 - (2) providing for direct election of the House of Representatives
 - (3) allowing the Senate to try articles of impeachment
 - (4) authorizing the Supreme Court to rule on disputes between states
- 5 Delegates at the Constitutional Convention of 1787 agreed to the Three-fifths Compromise to solve a dispute directly related to
- (1) the power of the presidency
 - (2) representation in Congress
 - (3) a decision by the Supreme Court
 - (4) the addition of a bill of rights

- 6 Which feature of the United States Constitution traditionally gives the states authority over public education?
- (1) reserved powers
 - (2) preamble
 - (3) fifth amendment
 - (4) supremacy clause

- 7 **“President Wilson Represents the United States at Versailles”**
“President Reagan Meets with Soviet President Gorbachev”
“President Carter Negotiates Camp David Accords”

Each headline illustrates a time when the president of the United States acted as

- (1) chief diplomat
- (2) chief legislator
- (3) commander in chief
- (4) head of a political party

- 8 Which individual’s action was directly protected by the first amendment?
- (1) Alexander Graham Bell’s invention of the telephone in 1876
 - (2) Theodore Roosevelt’s command of the Rough Riders in 1898
 - (3) President Franklin D. Roosevelt’s election to a third term in 1940
 - (4) Dr. Martin Luther King Jr.’s leading a march on Washington, D.C., in 1963

Base your answer to question 9 on the quotation below and on your knowledge of social studies.

. . . The nation deserves and I will select a Supreme Court justice that Americans can be proud of. The nation also deserves a dignified process of confirmation in the United States Senate, characterized by fair treatment, a fair hearing and a fair vote. I will choose a nominee in a timely manner so that the hearing and the vote can be completed before the new Supreme Court term begins. . . .

— President George W. Bush, 2005

- 9 Which constitutional principle is suggested by this quotation?
- (1) federalism
 - (2) checks and balances
 - (3) States rights
 - (4) due process

- 10 In his Farewell Address, President George Washington warned against establishing alliances with European countries because he was concerned primarily about

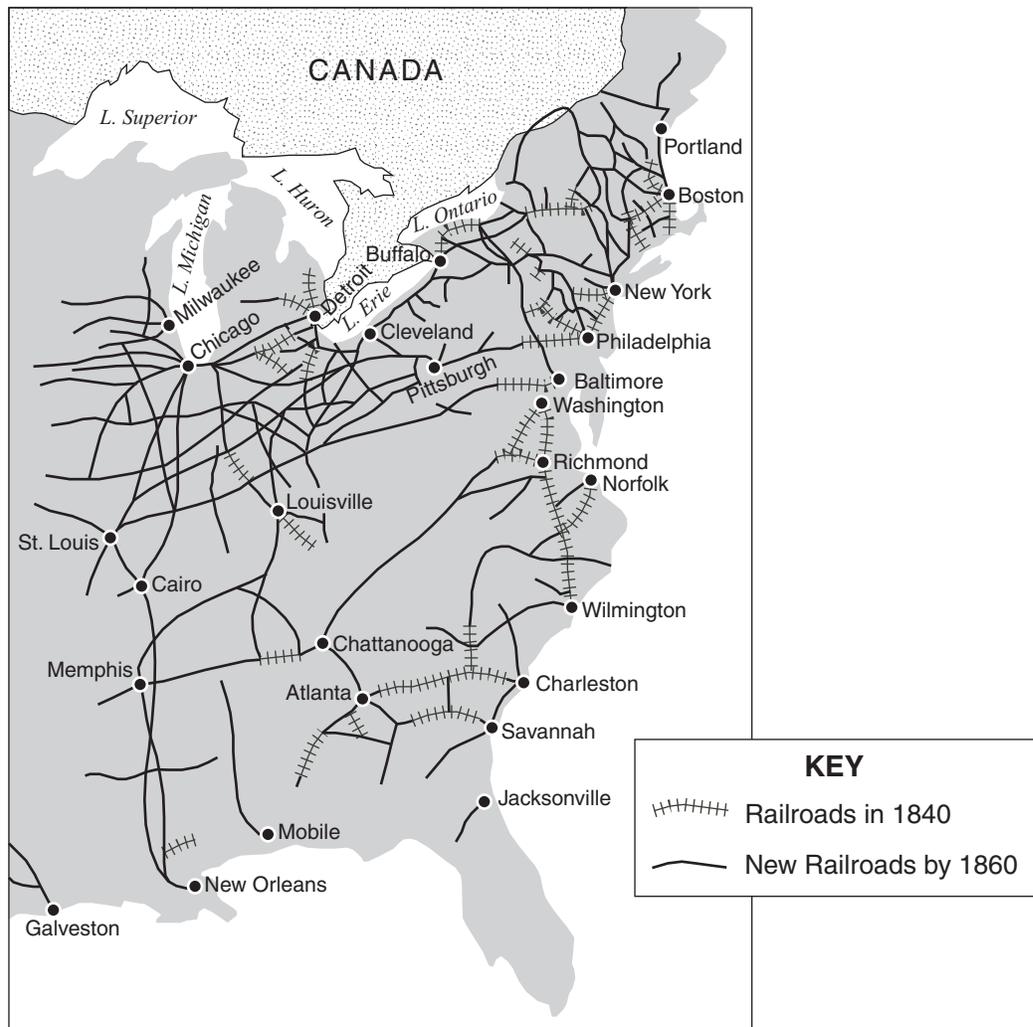
- (1) restrictions on trade with Latin America
- (2) French colonization of the Caribbean
- (3) United States involvement in foreign wars
- (4) protection of the western frontier

- 11 The Monroe Doctrine (1823) was issued primarily because President James Monroe

- (1) wanted to warn European powers against intervention in Latin America
- (2) opposed the revolutions taking place in South America
- (3) needed to establish a foothold in Panama for a future canal
- (4) believed the United States should pursue overseas colonies

Base your answer to question 12 on the map below and on your knowledge of social studies.

Railroads in 1840 and 1860



Source: Kownslar and Frizzle, *Discovering American History*, Holt, Rinehart and Winston (adapted)

12 Based on the map, which statement is a valid conclusion?

- (1) Port cities were not connected to railroads.
- (2) Railroads were more expensive to build than canals.
- (3) Most canals were abandoned before the Civil War.
- (4) Railroads were expanding more quickly in the North than in the South.

13 President Andrew Jackson's policy toward Native American Indians was created to

- (1) encourage Native American Indians to become part of mainstream American society
- (2) force Native American Indians to move west of the Mississippi River
- (3) improve educational opportunities for Native American Indians
- (4) grant citizenship to Native American Indians

14 The publication of *Uncle Tom's Cabin*, written by Harriet Beecher Stowe, contributed to the start of the Civil War by

- (1) exposing the dangers of cotton manufacturing
- (2) intensifying Northern dislike of slavery
- (3) pressuring the president to support emancipation
- (4) convincing Congress to ban the importation of slaves

- 15 Following Reconstruction, the passage of Jim Crow laws in the South limited the effectiveness of
- (1) the 14th and 15th amendments
 - (2) the Freedmen's Bureau
 - (3) Black Codes
 - (4) tenant farming and sharecropping
- 16 During the late 1800s, many United States farmers believed their economic problems would be solved if the federal government would
- (1) raise interest rates
 - (2) outlaw strikes by labor unions
 - (3) put more money into circulation
 - (4) regulate the amount of grain that was produced
- 17 In the late 19th century, critics of big business claimed that monopolies most harmed the economy by
- (1) limiting competition
 - (2) decreasing the urban growth rate
 - (3) preventing technological innovation
 - (4) failing to keep pace with European industries
- 18 In the late 19th century, the ideas of Social Darwinism were used primarily to
- (1) encourage the passage of compulsory education laws
 - (2) explain the differences in income between the rich and the poor
 - (3) urge Congress to end immigration
 - (4) support the growth of new political parties
- 19 The principal reason Congress raised tariff rates in the late 1800s and early 1900s was to
- (1) increase personal income taxes
 - (2) lower prices for American consumers
 - (3) guarantee high wages to American workers
 - (4) protect United States businesses from foreign competition
- 20 Reformers of the early 20th century frequently attacked political machines because the politicians in these organizations often
- (1) denied voting rights to the poor
 - (2) accepted bribes in return for favors
 - (3) wasted money on military spending
 - (4) discriminated against migrant workers

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

**The Uprising of the Twenty Thousands
(Dedicated to the Waistmakers [shirt makers]
of 1909)**

In the black of the winter of nineteen nine,
When we froze and bled on the picket line,
We showed the world that women could fight
And we rose and won with women's might.

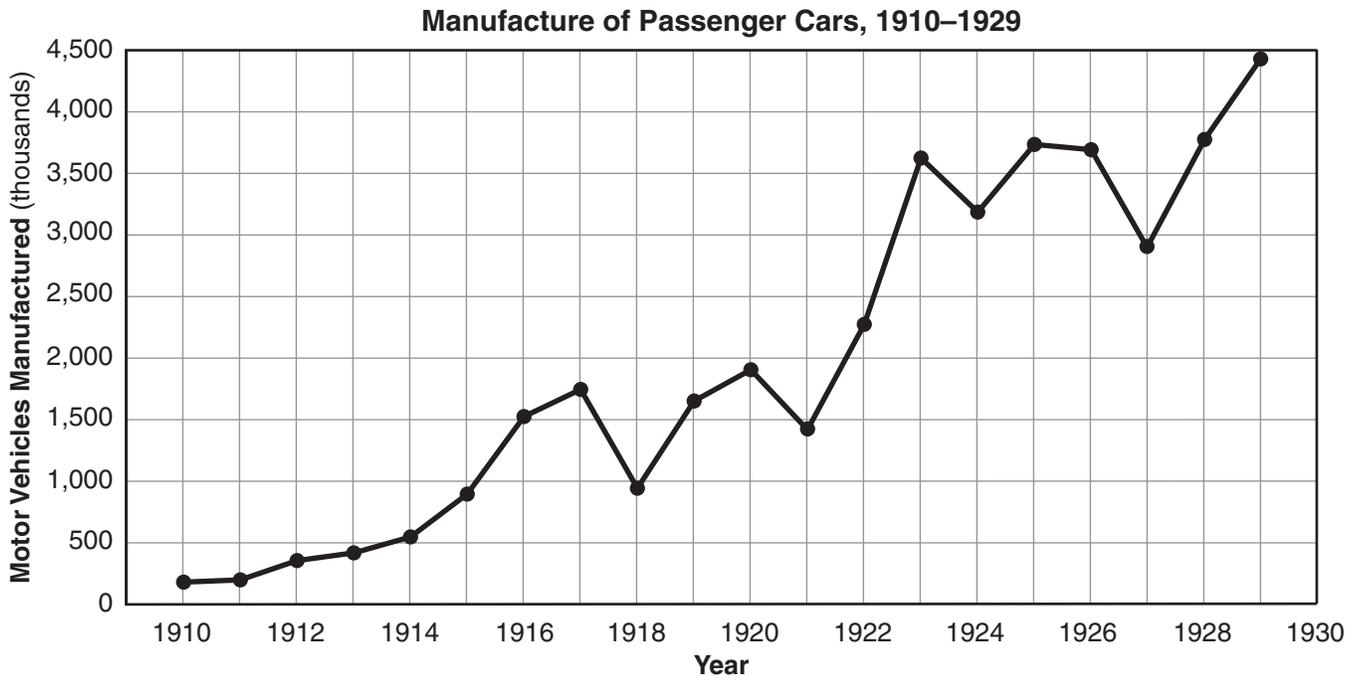
Chorus:
Hail the waistmakers of nineteen nine,
Making their stand on the picket line,
Breaking the power of those who reign,
Pointing the way, smashing the chain.

And we gave new courage to the men
Who carried on in nineteen ten
And shoulder to shoulder we'll win through,
Led by the I.L.G.W.U.

— *Let's Sing!*, Educational Department, International
Ladies' Garment Workers' Union, New York City

- 21 Which type of labor-related action is best described in this song?
- | | |
|------------------|-------------------|
| (1) a strike | (3) a boycott |
| (2) an open shop | (4) an injunction |
-
- 22 A major purpose of the Progressive movement (1900–1917) was to
- (1) stimulate the economy
 - (2) support government control of factory production
 - (3) encourage immigration from southern and eastern Europe
 - (4) correct the economic and social abuses of industrial society
- 23 Today, the Federal Reserve System attempts to stabilize the economy of the United States by
- (1) requiring federal budgets be prepared and presented to Congress
 - (2) levying and collecting income taxes
 - (3) regulating interest rates and the money supply
 - (4) backing all currency with silver and gold

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



Source: *Historical Statistics of the United States, Colonial Times to 1970, Part 2*, U. S. Department of Commerce (adapted)

24 The overall trend shown on the graph was primarily the result of

- (1) a decline in the economy
- (2) the increased use of the assembly line
- (3) a shift of the population from urban areas to farms
- (4) an increase in the price of automobiles

25 What was a major reason the United States entered World War I (1917)?

- (1) The Japanese had occupied Manchuria.
- (2) Foreign troops had landed on American soil.
- (3) The Austro-Hungarian Empire had invaded Belgium.
- (4) Germany had resumed unrestricted submarine warfare.

26 What was one effect of the Bolshevik Revolution (October 1917) on the United States?

- (1) Nativism increased, leading to the Red Scare.
- (2) Federal courts banned anti-immigrant groups.
- (3) The Allied powers needed fewer United States troops.
- (4) Immigration laws were changed to allow refugees from Russia.

27 What was the effect of the “clear and present danger” ruling established in *Schenck v. United States* (1919)?

- (1) placing limits on constitutional freedoms
- (2) decreasing the president’s powers during wartime
- (3) limiting the hours women could work in industry
- (4) upholding the right of states to regulate child labor

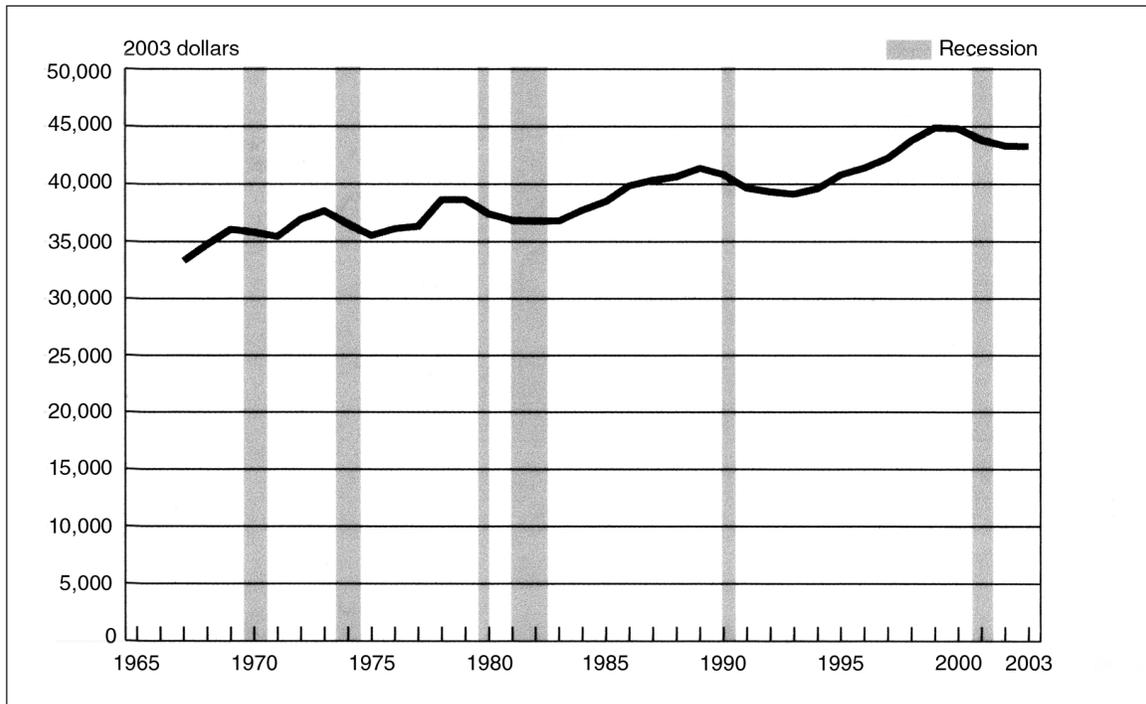
28 The Harlem Renaissance promoted African American culture by

- (1) increasing factory employment opportunities for minorities
- (2) encouraging immigration from Africa
- (3) focusing attention on artistic contributions
- (4) bringing an end to legalized racial segregation

- 29 During the 1920s, the United States changed its immigration policy by passing new laws that
- (1) provided incentives to attract more immigrants to factory jobs
 - (2) encouraged Chinese immigrants to enter the country
 - (3) allowed unrestricted immigration of war refugees from Vietnam
 - (4) established quotas that reduced the number of immigrants from certain countries
- 30 President Franklin D. Roosevelt believed that declaring a bank holiday and creating the Federal Deposit Insurance Corporation (FDIC) would help the nation's banking system by
- (1) restoring public confidence in the banks
 - (2) reducing government regulation of banks
 - (3) restricting foreign investments
 - (4) granting tax relief to individuals
- 31 The Social Security Act (1935) is considered an important program because it
- (1) brought about a quick end to the Great Depression
 - (2) provided employment for those in need of a job
 - (3) established a progressive income tax
 - (4) extended support to elderly citizens
- 32 The policy of Cash and Carry, the Destroyers for Naval Bases Deal, and the Lend-Lease Act were all designed to
- (1) contribute to the success of the Axis powers
 - (2) relieve unemployment caused by the Great Depression
 - (3) guarantee a third term to President Franklin D. Roosevelt
 - (4) aid the Allies without involving the United States in war
- 33 Rationing was used in the United States during World War II as a way to
- (1) ensure adequate supplies of scarce natural resources
 - (2) increase the number of imports
 - (3) raise production of consumer goods
 - (4) provide markets for American-made products
- 34 The post–World War II trials held by the Allied powers in Nuremberg, Germany, and in Japan set an international precedent by
- (1) placing blame only on civilian leaders
 - (2) forcing nations to pay for war damages
 - (3) returning conquered territories to their peoples
 - (4) holding individuals accountable for their war crimes
- 35 The development of the Marshall Plan and the formation of the North Atlantic Treaty Organization (NATO) were part of President Harry Truman's effort to
- (1) end the Korean War
 - (2) limit the spread of communism
 - (3) provide aid to Asian nations
 - (4) promote an isolationist foreign policy
- 36 **“Jackie Robinson Breaks Color Barrier in Major League Baseball”**
“President Truman Issues Executive Order Desegregating Armed Forces”
“NAACP Challenges School Segregation”
- These headlines are most closely associated with
- (1) a decline in African American participation in political activities
 - (2) the beginning of the modern civil rights movement
 - (3) Southern resistance to the Civil Rights Act of 1964
 - (4) the effects of affirmative action programs
- 37 “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance, . . .”
— Title IX, 1972
- The passage of this law affected women across the nation by
- (1) granting them the right to own property
 - (2) guaranteeing them the same wages as male workers
 - (3) increasing their opportunities to participate in school sports
 - (4) allowing them the right to seek elective offices

Base your answers to questions 38 and 39 on the graph below and on your knowledge of social studies.

Real Median Household Income: 1967 to 2003



Source: U. S. Census Bureau, *Current Population Survey, 1968 to 2004, Annual Social and Economic Supplements* (adapted)

38 Based on the graph, which statement about median household income between 1967 and 2003 is most accurate?

- (1) It doubled.
- (2) It decreased by about \$5,000.
- (3) It increased by about \$10,000.
- (4) It increased by about \$50,000.

39 Based on the graph, which development occurred during the year before each recession?

- (1) Median household income decreased.
- (2) Full employment was achieved.
- (3) Median household income stayed the same.
- (4) The United States population decreased.

40 The passage of the War Powers Act of 1973 was intended to affect the balance of power between the president and Congress by

- (1) allowing troops to be sent overseas without the president's consent
- (2) requiring the president to remove all United States troops from Southeast Asia
- (3) permitting the president to enter treaties without Senate approval
- (4) placing limitations on the president's ability to keep troops in hostile situations

41 Which event led to the investigations that resulted in the resignation of President Richard Nixon?

- (1) a decision to escalate the war in Vietnam
- (2) a presidential decision to freeze wages and prices
- (3) a break-in at the headquarters of the Democratic National Committee
- (4) an oil embargo by the Organization of Petroleum Exporting Countries (OPEC)

Base your answer to question 42 on the conversation below and on your knowledge of social studies.

The President:

Helmut! I am sitting in a meeting with members of our Congress and am calling at the end of this historic day to wish you well.

Chancellor Kohl:

Things are going very, very well. I am in Berlin. There were one million people here last night at the very spot where the Wall used to stand—and where President Reagan called on Mr. Gorbachev to open this gate. Words can't describe the feeling. The weather is very nice and warm, fortunately. There were large crowds of young people. Eighty percent were under thirty. It was fantastic. . . .

Source: Telephone conversation between Chancellor Helmut Kohl of Germany and President George H. W. Bush, October 3, 1990

- 42 This conversation is referring to the
- (1) start of the Berlin airlift
 - (2) expansion of the North Atlantic Treaty Organization (NATO)
 - (3) end of the Cold War and reunification of Germany
 - (4) signing of the Nuclear Test Ban Treaty and creation of the Hot Line
-

- 43 Which heading best completes the partial outline below?

| |
|---------------------------------------------------------------------------------------------------------------|
| I. _____ A. Desire for new markets B. Creation of a modern navy C. Belief in Anglo-Saxon superiority |
|---------------------------------------------------------------------------------------------------------------|

- (1) Consequences of World War I
- (2) Results of the Gentlemen's Agreement
- (3) Events Leading to Neutrality
- (4) Factors Supporting United States Imperialism

Base your answers to questions 44 and 45 on the cartoon below and on your knowledge of social studies.



Source: Tom Toles, *The Washington Post*, June 26, 2005 (adapted)

- 44 What is the main idea of this cartoon?
- (1) Burning flags is another cause of global warming.
 - (2) Washington politicians are focusing on the wrong issues.
 - (3) Respect for the American flag around the world is declining.
 - (4) Automobiles are mainly responsible for global warming.
- 45 Based on this cartoon, which action by the federal government would the cartoonist most likely support?
- (1) restricting first amendment rights
 - (2) promoting industrial growth
 - (3) enforcing environmental regulations
 - (4) encouraging globalization
-

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

| Political Party | Presidential Nominee | Electoral College Vote | Electoral College Vote Percent | Popular Vote Number | Popular Vote Percent |
|-----------------|----------------------|------------------------|--------------------------------|---------------------|----------------------|
| Republican | George W. Bush | 271 | 50.4 | 50,456,062 | 47.9 |
| Democratic | Albert Gore, Jr. | 266 | 49.4 | 50,996,582 | 48.4 |
| Green | Ralph Nader | 0 | 0.0 | 2,858,843 | 2.7 |

Source: National Archives and Records Administration, 2000 Presidential Election (adapted)

46 Which generalization about United States presidential elections is most clearly supported by the data in this chart?

- (1) A candidate can win the election without a majority of the popular vote.
- (2) Third-party candidates have no effect on presidential elections.
- (3) Electoral college votes determine the will of the majority of voters.
- (4) Voter participation in national elections is declining.

47 The Department of Homeland Security was created as a direct response to the

- (1) Persian Gulf War (1991)
- (2) Oklahoma City bombing (1995)
- (3) terrorist attacks on September 11 (2001)
- (4) flooding of New Orleans (2005)

48 • Establishment of the Peace Corps
• Bay of Pigs invasion
• Cuban missile crisis

These events occurred during the presidency of

- (1) John F. Kennedy
- (2) Lyndon B. Johnson
- (3) Richard Nixon
- (4) Jimmy Carter

49 The Anthracite Coal Strike (1902), the Wagner Act (1935), and the founding of the United Farm Workers (1962) were important steps in

- (1) limiting the growth of labor unions
- (2) creating greater equality for women
- (3) ending discrimination directed at African Americans in the South
- (4) promoting fair labor practices and collective bargaining for workers

50 Which book describes how the Dust Bowl of the 1930s affected farmers of the Great Plains?

- (1) *How the Other Half Lives*
- (2) *The Jungle*
- (3) *The Grapes of Wrath*
- (4) *Silent Spring*

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

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: Movements of People—Migration

The movement of people *into* and *within* the United States has had a significant impact on the nation. These movements have been both voluntary and involuntary.

Task:

Select **two** periods of migration that had an impact on the United States and for **each**

- Describe the historical circumstances that led to the migration
- Discuss the impact of the migration on the United States

You may use any period of migration from your study of United States history. Some suggestions you might wish to consider include colonial settlement (1600s–1700s), westward expansion (1800s), rural to urban migration (1870s–1920s), European immigration (1880–1910), the Dust Bowl (1930s), suburbanization (1950s–1960s), and illegal immigration (1990 to the 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 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”

In developing your answers 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:

Between 1953 and 1969, the Chief Justice of the United States Supreme Court was Earl Warren. Supreme Court decisions made during the “Warren Court” era led to significant changes in various aspects of life in the United States. Several important court cases affected equal protection under the law, separation of church and state, and the rights of individuals accused of crimes.

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 decisions of the Warren Court affected American society

Part A

Short-Answer Questions

Document 1a

... The Warren Court (1953–1969) revolutionized constitutional law and American society. First, the unanimous and watershed [critical] school desegregation ruling, *Brown v. Board of Education*, in 1954 at the end of Warren’s first year on the bench. Then, in 1962 *Baker v. Carr* announced the “reapportionment revolution” guaranteeing equal voting rights [to individual voters no matter where they lived]. And throughout the 1960s, the Court handed down a series of rulings on criminal procedure that extended the rights of the accused and sought to ensure equal access to justice for the poor. *Mapp v. Ohio* (1961), extending the exclusionary rule to the states, and *Miranda v. Arizona* (1966), sharply limiting police interrogations of criminal suspects, continue to symbolize the Warren Court’s revolution in criminal justice. . . .

Source: David M. O’Brien, “The Supreme Court: From Warren to Burger to Rehnquist,” *PS*, Winter 1987

1a According to David M. O’Brien, what is **one** effect of the Warren Court on American society? [1]

Score

Document 1b

. . . The Warren Court’s revolution in public law promoted acrimony [hostility] and bitterness precisely because it empowered those who had previously not had the opportunity to exercise power. Whether we approve of their behavior or not, there is little doubt that these new groups added dramatically and often disturbingly to the contours of American society. Much of what the Warren Court did was to release dissident minorities from long-standing legal and social strictures [limits]. Critics complained that the Court was the root of the problem; it was fostering subversive [disobedient] action by civil rights advocates, Communist agitators, criminals, smut peddlers, and racketeers who hid behind the Fifth Amendment when called to account. . . .

Source: Kermit Hall, “The Warren Court in Historical Perspective,” Bernard Schwartz, ed., *The Warren Court: A Retrospective*, Oxford University Press, 1996

1b According to Kermit Hall, what is **one** criticism leveled against the decisions of the Warren Court? [1]

Score

Document 2



Mrs. Nettie Hunt, sitting on the steps of the U. S. Supreme Court Building in Washington, explains the significance of the Court's May 17, 1954 desegregation ruling to her daughter, Nikie $3\frac{1}{2}$, in this November 19, 1954 photo.

Source: "With an Even Hand," *Brown v. Board of Education* exhibition, *Library of Congress* (adapted)

2 Based on this photograph and caption, what is the significance of the *Brown v. Board of Education* decision? [1]

Score

Document 3a

... “The promise of *Brown* was not fulfilled in the way that we envisioned it,” says U.S. Secretary of Education Rod Paige, who was a student at Mississippi’s all-black Jackson State University when the decision was handed down. Within the first few years after the decision, paratroopers were protecting black students entering Central High School in Little Rock, Ark., schools were shuttered [closed] entirely in Prince Edward County, Va., and white families across the South put their children into private schools. By 1971, the court had endorsed busing to overcome the residential segregation that was keeping black and white children apart. Particularly in the South, the integration drive worked, as the share of black children attending majority white schools rose from 0.1% in 1960 to a high of 44% in 1988. . . .

Source: Rebecca Winters, “No Longer Separate, But Not Yet Equal,” *Time*, May 10, 2004

Document 3b

... Even though the effects of *Brown* were slow in coming—real desegregation only occurred with the 1964 Civil Rights Act and aggressive enforcement by the Department of Justice, which denied federal funds to any segregated school—they were revolutionary. Greenberg [Jack Greenberg, a member of the *Brown* legal team] cites encouraging evidence today as the half-full approach: there are black Cabinet members in Democrat and Republican administrations; blacks hold top management positions in major corporations like Citibank, Xerox, Time Warner, and Merrill Lynch. When Greenberg started practicing law in 1949 there were only two black U.S. Congressmen. Today [2004] there are 39.

Brown “broke up the frozen political system in the country at the time,” Greenberg notes. Southern congressmen made it a priority to keep African-Americans from obtaining power, but *Brown* allowed for change. Judge Carter [Robert Carter, a member of the *Brown* legal team] believes that the greatest accomplishment of the ruling was to create a black middle class: “The court said everyone was equal, so now you had it by right.” . . .

Source: Kristina Dell, “What ‘Brown’ Means Today,” *Time*, May 17, 2004

3 Based on these documents, state **two** effects of the *Brown v. Board of Education* Supreme Court decision on American society. [2]

(1) _____

Score

(2) _____

Score

Document 4

. . . **QUESTION:** Mr. President, in the furor [uproar] over the Supreme Court’s decision [in *Engel v. Vitale*] on prayer in the schools, some members of Congress have been introducing legislation for Constitutional amendments specifically to sanction [permit] prayer or religious exercise in the schools. Can you give us your opinion of the decision itself, and of these moves of the Congress to circumvent [get around] it?

THE PRESIDENT: I haven’t seen the measures in the Congress and you would have to make a determination of what the language was, and what effect it would have on the First Amendment. The Supreme Court has made its judgment, and a good many people obviously will disagree with it. Others will agree with it. But I think that it is important for us if we are going to maintain our Constitutional principle that we support the Supreme Court decisions even when we may not agree with them.

In addition, we have in this case a very easy remedy, and that is to pray ourselves and I would think that it would be a welcome reminder to every American family that we can pray a good deal more at home, we can attend our churches with a good deal more fidelity, and we can make the true meaning of prayer much more important in the lives of all of our children. That power is very much open to us. . . .

Source: President John F. Kennedy, News Conference, June 27, 1962

4a What was **one** effect of the *Engel v. Vitale* decision on public schools in the United States? [1]

Score

b What does President John F. Kennedy suggest as a “remedy” to those who disagree with the Supreme Court’s decision in *Engel v. Vitale*? [1]

Score

Document 5

ATLANTA, Nov. 21 — As President Clinton and the new Republican leadership in Congress consider measures that would return organized prayer to public schools, it is worth remembering one thing.

Prayer is already there.

Despite a Supreme Court ruling [*Engel v. Vitale*] 32 years ago that classroom prayer and Scripture reading are unconstitutional even if they are voluntary, prayer is increasingly a part of school activities from early-morning moments of silence to lunchtime prayer sessions to pre-football-game prayers for both players and fans.

The most common forms are state-mandated moments of silence at the beginning of the day, which are permissible to the extent they are not meant to be a forum for organized prayer. But, particularly in the South, religious clubs, prayer groups and pro-prayer students and community groups are making religion and prayer part of the school day. . . .

Source: Peter Applebome, "Prayer in Public Schools? It's Nothing New for Many," *New York Times*, November 22, 1994

5 According to Peter Applebome, what are **two** ways in which prayer in public schools continued despite the Supreme Court ruling in *Engel v. Vitale*? [2]

(1) _____

Score

(2) _____

Score

Document 6

In the decades following the *Engel* decision, federal courts have continued to hear cases and make rulings on issues involving separation of church and state.

FRANKFORT, Ky. — A civic group will send a Ten Commandments monument back to Frankfort only if political leaders give assurances that it will be displayed publicly, as a new law allows. . . .

The Ten Commandments monument was part of an ever-growing list of religious issues that [Governor Ernie] Fletcher and other political leaders have dealt with this year. . . .

The Eagles [a fraternal organization] donated the Ten Commandments monument to the state in 1971. It was removed from the Capitol grounds and placed in storage in the mid-1980s during a construction project. When political leaders tried to display it again in 2000, the American Civil Liberties Union went to court, claiming the monument was an unconstitutional endorsement of religion. The ACLU won the case. . . .

Lawmakers passed a bill calling for the return of the monument. The same bill granted permission to local governments to post displays of the commandments in courthouses and other public buildings.

Kentucky has been at the center of legal fights in recent years on the posting of the commandments. In one case, *McCreary County v. ACLU* [2005], the U.S. Supreme Court ruled displays inside courthouses in McCreary and Pulaski counties were unconstitutional. In another [lower court case], *Mercer County v. ACLU*, the 6th U.S. Circuit Court of Appeals said a similar display in the Mercer County Courthouse is constitutional because it included other historic documents. . . .

Source: "Ten Commandments, other issues generating debate in Ky.," *Associated Press*, April 13, 2006

6 Based on this article, what is **one** issue in the continuing debate on separation of church and state? [1]

Score

Document 7

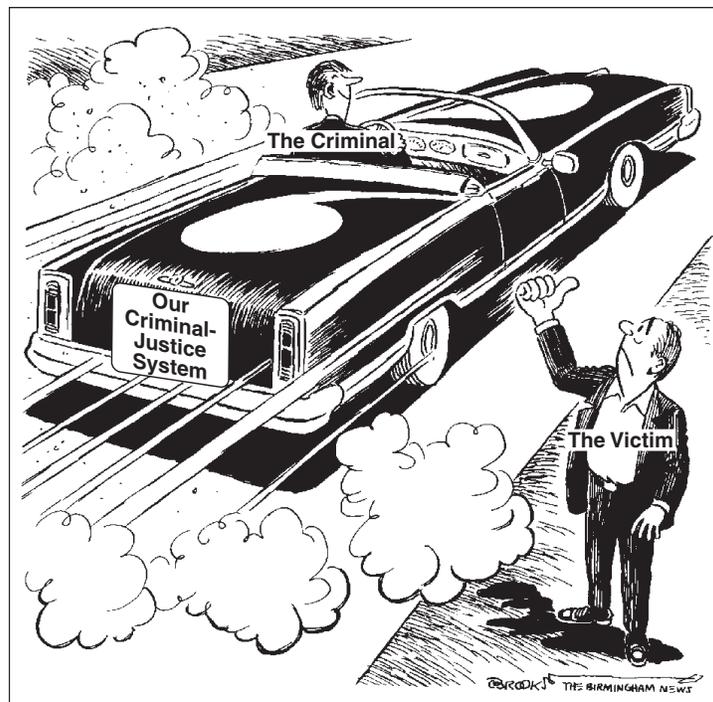
. . . along with other Warren Court decisions, *Miranda* has increased public awareness of constitutional rights. The *Miranda* warnings may be the most famous words ever written by the United States Supreme Court. With the widespread dissemination [distribution] of *Miranda* warnings in innumerable [numerous] television shows as well as in the movies and contemporary fiction, the reading of the *Miranda* rights has become a familiar sight and sound to most Americans; *Miranda* has become a household word. As Samuel Walker writes, “[e]very junior high school student knows that suspects are entitled to their ‘*Miranda* rights.’ They often have the details wrong, but the principle that there are limits on police officer behavior, and penalties for breaking those rules, is firmly established.” As we have seen, a national poll in 1984 revealed that 93% of those surveyed knew that they had a right to an attorney if arrested, and a national poll in 1991 found that 80% of those surveyed knew that they had a right to remain silent if arrested. Perhaps it should not be surprising that, as many of my research subjects told me, some suspects assert their rights prior to the *Miranda* admonition [warning] or in situations where police warnings are not legally required. Indeed, in the last thirty years, the *Miranda* rights have been so entrenched [well-established] in American popular folklore as to become an indelible part of our collective heritage and consciousness. . . .

Source: Richard A. Leo, “The Impact of ‘Miranda’ Revisited,”
The Journal of Criminal Law and Criminology, Spring 1996 (adapted)

7 According to Richard A. Leo, what is **one** effect of the *Miranda* decision on American society? [1]

Score

Document 8a



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

Document 8b

... The familiar fact is that the vastly troubled criminal-justice system often exacts no price at all for crime. An adult burglar has only one chance in 412 of going to jail for any single job, according to Gregory Krohm of the Virginia Polytechnic Institute's Center for the Study of Public Choice. For juveniles under 17, the figure is one in 659 burglaries, with a likelihood of only a nine-month term if the 659-to-1 shot comes in. Many critics are convinced that such odds were created in large part by those constitutional-law rulings of the Warren Court that expanded the rights of criminal defendants. Mapp, Escobedo, Miranda and Wade* are still names that enrage law-and-order advocates. But despite all the years of talk and four Nixon appointments, the court has so far been willing only to trim some of the rules, not reverse them. The new rulings obviously add to the work of the courts, and some experts believe that they have hampered the criminal-justice system's capacity to convict guilty offenders, though as yet there have been no studies demonstrating any such significant damage. . . .

Source: "The Crime Wave," *Time*, June 30, 1975

*In *United States v. Wade* (1967), the Court ruled that defendants have a right to counsel during police lineups. This does **not** refer to *Roe v. Wade*.

8 Based on the cartoon and the *Time* article, what is **one** impact of the rulings of the Warren Court on crime? [1]

Score

Document 9

WASHINGTON — Refusing to overturn more than three decades of established law enforcement practice, the Supreme Court yesterday strongly reaffirmed its landmark *Miranda v. Arizona* decision, which requires police to inform criminal suspects of their rights to remain silent and to be represented by an attorney during interrogation.

In a 7-2 opinion written by Chief Justice William H. Rehnquist, the high court ruled that the requirement that criminal suspects be read their “Miranda rights” is rooted in the Constitution and cannot be overturned by an act of Congress. Federal lawmakers passed legislation seeking to undo the *Miranda* decision in 1968, two years after the ruling.

The seven justices in the majority left open the question of whether they would have reached the same conclusion as the original five-justice *Miranda* majority about the constitutional rights of criminal suspects. But citing the court’s long tradition of respect for precedent, the justices said there were compelling reasons not to overrule it now.

“*Miranda* has become embedded in routine police practice to the point where the warnings have become part of our national culture,” wrote Rehnquist, a frequent and vocal critic of the *Miranda* decision during his earlier years on the bench. . . .

Source: “Miranda warnings upheld, Supreme Court says right now deeply rooted,”
Florida Times Union, June 27, 2000

9 Based on this article, why did the Supreme Court decide not to overturn the decision in *Miranda v. Arizona*? [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 your essay. Support your response with relevant facts, examples, and details. Include additional outside information.

Historical Context:

Between 1953 and 1969, the Chief Justice of the United States Supreme Court was Earl Warren. Supreme Court decisions made during the “Warren Court” era led to significant changes in various aspects of life in the United States. Several important court cases affected equal protection under the law, separation of church and state, and the rights of individuals accused of crimes.

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

- Discuss how decisions of the Warren Court affected American society

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 a conclusion that are beyond a restatement of the theme

UNITED STATES HISTORY AND GOVERNMENT

Thursday, January 29, 2009 — 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.....
- 13..... 38.....
- 14..... 39.....
- 15..... 40.....
- 16..... 41.....
- 17..... 42.....
- 18..... 43.....
- 19..... 44.....
- 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 EXAM IN U.S. HISTORY AND GOVERNMENT

Tear Here

Tear Here