

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

**UNITED STATES HISTORY
AND GOVERNMENT**

Wednesday, August 12, 2009 — 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.

- 1 Farmers in the Ohio River valley gained the greatest economic benefit when the United States acquired the
 - (1) Oregon Territory
 - (2) Gadsden Purchase
 - (3) Louisiana Territory
 - (4) Mexican Cession
- 2 The Mayflower Compact, New England town meetings, and the Virginia House of Burgesses are examples of
 - (1) early colonial efforts in self-government
 - (2) colonial protests against British taxation
 - (3) governments imposed by Parliament
 - (4) attempts to limit democracy
- 3 The main purpose for writing the Declaration of Independence was to
 - (1) declare war on Great Britain
 - (2) force France to support the Revolutionary War
 - (3) convince Great Britain to abolish slavery
 - (4) state the colonists' reasons for separating from Great Britain
- 4 At the Constitutional Convention of 1787, which problem was solved by the Great Compromise?
 - (1) developing the method of electing a president
 - (2) designating control of interstate commerce
 - (3) outlining the structure of the federal court system
 - (4) establishing the formula for representation in Congress
- 5 In the United States Constitution, the power to impeach a federal government official is given to the
 - (1) House of Representatives
 - (2) president
 - (3) state legislatures
 - (4) Supreme Court
- 6 A constitutional power specifically delegated to the federal government is the power to
 - (1) regulate marriage and divorce
 - (2) establish education standards
 - (3) declare war
 - (4) issue driver's licenses
- 7 To win a presidential election, a candidate must win a
 - (1) two-thirds vote of the state legislatures
 - (2) two-thirds vote in Congress
 - (3) majority of the popular vote
 - (4) majority of the electoral college vote
- 8 One goal of Alexander Hamilton's financial plan was the establishment of a
 - (1) stock exchange
 - (2) national sales tax
 - (3) federal income tax
 - (4) national bank
- 9 What was one outcome of the Supreme Court decision in *Marbury v. Madison* (1803)?
 - (1) State governments could now determine the constitutionality of federal laws.
 - (2) The principle of judicial review was established.
 - (3) Congress expanded its delegated powers.
 - (4) A method to approve treaties was developed.
- 10 The Louisiana Purchase initially presented a dilemma for President Thomas Jefferson because he believed it would
 - (1) lead to war with Great Britain
 - (2) bankrupt the new nation
 - (3) force Native American Indians off their lands
 - (4) violate his strict constructionist view of the Constitution

- 11 Which statement about the Missouri Compromise (1820) is most accurate?
- (1) Slavery was banned west of the Mississippi River.
 - (2) Unorganized territories would be governed by the United States and Great Britain.
 - (3) The balance between free and slave states was maintained.
 - (4) The 36°30' line formed a new boundary between the United States and Canada.

- 12 Which 19th-century event supported the movement for women's rights?
- (1) Seneca Falls Convention
 - (2) *Dred Scott* decision
 - (3) formation of the Republican Party
 - (4) Lincoln-Douglas debates

Base your answer to question 13 on the poster below and on your knowledge of social studies.

**100 DOLLARS
REWARD!**

Ranaway from the subscriber on the 27th of July, my Black Woman, named **EMILY,**

Seventeen years of age, well grown, black color, has a whining voice. She took with her one dark calico and one blue and white dress, a red corded gingham bonnet; a white striped shawl and slippers. I will pay the above reward if taken near the Ohio river on the Kentucky side, or THREE HUNDRED DOLLARS, if taken in the State of Ohio, and delivered to me near Lewisburg, Mason County, Ky.

THO'S H. WILLIAMS.

August 4, 1853.

Source: Ohio Historical Center Archives (adapted)

- 13 Prior to the Civil War, abolitionists reacted to the situation described in the poster by
- (1) supporting the Underground Railroad
 - (2) opposing the Emancipation Proclamation
 - (3) banning freed slaves from Northern states
 - (4) proposing a stricter fugitive slave law

- 14 Literacy tests and poll taxes were often used to
- (1) enforce constitutional amendments added after the Civil War
 - (2) limit voter participation by African Americans
 - (3) promote equal educational opportunities for minority persons
 - (4) provide job training for freedmen

Base your answers to questions 15 and 16 on the song below and on your knowledge of social studies.

We mean to make things over,
 we are tired of toil for naught,
 With but bare enough to live upon,
 and never an hour for thought;
 We want to feel the sunshine,
 and we want to smell the flowers,
 We are sure that God has will'd it,
 and we mean to have eight hours.
 We're summoning our forces
 from the shipyard, shop and mill,

Chorus.

Eight hours for work, eight hours for rest,
 eight hours for what we will!
 Eight hours for work, eight hours for rest,
 eight hours for what we will!

— I.G. Blanchard, "Eight Hours," 1878

- 15 During the late 1800s, the ideas expressed in these lyrics were the goals of
- (1) organizers of labor unions
 - (2) sharecroppers following the Civil War
 - (3) Grangers demanding railroad regulation
 - (4) owners of big businesses
- 16 In the 1890s, which political party incorporated the chief concern expressed in this song into its platform?
- | | |
|------------------|----------------|
| (1) Know-Nothing | (3) Whig |
| (2) Populist | (4) Bull Moose |

17 Society advances when its fittest members are allowed to assert themselves with the least hindrance.

The idea expressed in this statement is most consistent with the

- (1) principles of Social Darwinism
- (2) concept of assimilation
- (3) goals of the Progressive movement
- (4) melting pot theory of American culture

18 During the late 1800s, many North American Indian tribes were sent to reservations that were located

- (1) along the major rivers and lakes of the Midwest
- (2) near large cities in the Northwest
- (3) in sparsely populated regions of the West
- (4) east of the Mississippi River

19 The closing of the frontier and the growth of industry in the late 1800s are two factors often associated with the

- (1) reduction of exports to Asian nations
- (2) restoration of a plantation economy in the South
- (3) formation of alliances with other nations
- (4) rise of United States imperialism

20 Yellow journalists created support for the Spanish-American War by writing articles about the

- (1) political popularity of William Jennings Bryan
- (2) efforts of the United States to control Mexico
- (3) destruction of United States sugar plantations by Hawaiians
- (4) sinking of the United States battleship *Maine* in Havana Harbor

21 Muckrakers Ida Tarbell and Upton Sinclair influenced the federal government to

- (1) grant citizenship to people who had entered the country illegally
- (2) pass legislation to correct harmful business practices
- (3) force individual states to regulate monopolies
- (4) end racial discrimination in the workplace

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

Speaker A: Nature should be left as it is found. All unsettled land should be off limits to future settlement or development.

Speaker B: Natural resources should be controlled by big business to ensure the economic strength of the United States. Our abundance of land gives us a great advantage for competing in world markets.

Speaker C: The natural resources of the United States should be used wisely. We must conserve them for future generations while also using them to serve the people of today.

Speaker D: No man or institution owns the land. It is to be shared by everyone and everything in the best interest of all who depend upon its offerings.

22 Which speaker best expresses the environmental views of President Theodore Roosevelt?

- (1) A
- (2) B
- (3) C
- (4) D

23 The statement of *Speaker D* is most like views expressed by

- (1) Native American Indians
- (2) western farmers
- (3) railroad companies
- (4) European immigrants

24 Many United States senators refused to support membership in the League of Nations because they believed that it would

- (1) endanger United States economic growth
- (2) force the United States to give up its colonies
- (3) grant the president the power to annex new territory
- (4) involve the United States in future foreign conflicts

25 Immigration laws passed during the 1920s changed United States policy by

- (1) establishing immigration quotas
- (2) allowing only skilled workers into the country
- (3) favoring immigration from Asia
- (4) encouraging an increase in immigration to the United States

26 Henry Ford's use of the assembly line in the production of automobiles led directly to

- (1) a decrease in the number of automobiles available
- (2) a decrease in the cost of automobiles
- (3) an increase in the unemployment rate
- (4) an increase in the time needed to produce a single automobile

27 The convictions of Sacco and Vanzetti in the 1920s most closely reflected the

- (1) increase in nativist attitudes
- (2) federal government's war on crime
- (3) corruption of political machines
- (4) rise in labor unrest

28 What was one cause of the stock market crash of 1929 and the Great Depression that followed?

- (1) Costs associated with World War I had bankrupted the economy.
- (2) Speculators had purchased shares of stock on margin with borrowed funds.
- (3) Federal tax cuts had caused high inflation.
- (4) Low farm production had weakened banks.

29 During the Great Depression, one way New Deal programs tried to stimulate economic recovery was by

- (1) raising tariff rates
- (2) increasing interest rates
- (3) creating public works jobs
- (4) lowering the minimum wage

Base your answer to question 30 on the cartoon below and on your knowledge of social studies.

Let's Harmonize!



Source: Gene Elderman, *Washington Post*, January 7, 1937 (adapted)

30 The cartoonist is commenting on President Franklin D. Roosevelt's efforts to

- (1) win congressional approval for his Supreme Court nominees
- (2) gain Supreme Court support for his legislative program
- (3) set up a retirement plan for Supreme Court Justices
- (4) keep members of Congress off the Supreme Court

31 Which geographic area is most closely associated with the Dust Bowl of the 1930s?

- (1) Great Lakes basin
- (2) Mississippi River valley
- (3) Appalachian Mountains
- (4) Great Plains

- 32 Which series of events leading to World War II is in the correct chronological order?
- (1) Neutrality Acts → Japanese attack on Pearl Harbor → Lend-Lease Act → United States declaration of war on Japan
 - (2) Lend-Lease Act → Neutrality Acts → United States declaration of war on Japan → Japanese attack on Pearl Harbor
 - (3) United States declaration of war on Japan → Japanese attack on Pearl Harbor → Lend-Lease Act → Neutrality Acts
 - (4) Neutrality Acts → Lend-Lease Act → Japanese attack on Pearl Harbor → United States declaration of war on Japan
- 33 Which change in American society occurred during World War II?
- (1) African Americans were granted equality in the armed forces.
 - (2) Women were allowed to enter combat units for the first time.
 - (3) Congress enacted the first military draft.
 - (4) Women replaced men in essential wartime industries.
- 34 Which action was taken by the United States government to help Europe's economic recovery after World War II?
- (1) forming the Alliance for Progress
 - (2) sending troops to Turkey
 - (3) creating the Marshall Plan
 - (4) joining the North Atlantic Treaty Organization
- 35 Issuing the Truman Doctrine, defending South Korea, and sending military advisors to Vietnam were actions taken by the United States to
- (1) encourage membership in the United Nations
 - (2) promote American business in Asia
 - (3) limit the spread of communism
 - (4) gain additional overseas colonies
- 36 The president acted as commander in chief in response to which event of the civil rights movement?
- (1) refusal of the governor of Arkansas to obey a federal court order to integrate public schools in Little Rock
 - (2) desegregation of the city bus system in Montgomery, Alabama
 - (3) arrest of Martin Luther King Jr. during protests in Birmingham, Alabama
 - (4) assassination of Medgar Evers in Mississippi
- 37 Lunch counter sit-ins and the actions of freedom riders are examples of
- (1) steps taken in support of the Americans with Disabilities Act
 - (2) programs dealing with affirmative action
 - (3) violent acts by the Black Panthers
 - (4) nonviolent attempts to oppose segregation
- 38 One way in which President John F. Kennedy's Peace Corps and President Lyndon Johnson's Volunteers in Service to America (VISTA) are similar is that both programs attempted to
- (1) increase domestic security
 - (2) support United States troops fighting overseas
 - (3) improve the quality of people's lives
 - (4) provide aid to immigrants coming to the United States
- 39 The Supreme Court cases of *Gideon v. Wainwright* (1963) and *Miranda v. Arizona* (1966) dealt with the constitutional principle of
- (1) freedom of religion
 - (2) freedom from unreasonable search
 - (3) separation of powers
 - (4) rights of the accused

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

The Odd Couple



Source: Bill Mauldin, *Chicago Sun-Times*, 1973 (adapted)

- 40 The cartoonist is commenting on which Cold War foreign policy?
- (1) détente (3) the domino theory
 (2) brinkmanship (4) collective security
- 41 Which United States foreign policy decision most clearly reflects the relationship shown in the cartoon?
- (1) issuance of the Eisenhower Doctrine
 (2) quarantine of Cuba
 (3) support of Israel in the Six Day War
 (4) negotiation of the Strategic Arms Limitation Treaty (SALT)
-

- 42 President Ronald Reagan's supply-side economic policy was successful in
- (1) increasing government spending on social programs
 (2) lowering tax rates on personal and business income
 (3) reducing defense spending
 (4) enforcing stricter environmental regulations
- 43 The rapid westward migration caused by the discovery of gold in California led directly to
- (1) the start of the Civil War
 (2) the adoption of the Compromise of 1850
 (3) increased trade through the Panama Canal
 (4) control of the United States Senate by the slave states

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

... With a profound sense of the solemn and even tragical character of the step I am taking and of the grave responsibilities which it involves, but in unhesitating obedience to what I deem my constitutional duty, I advise that the Congress declare the recent course of the Imperial German Government to be in fact nothing less than war against the government and people of the United States; that it formally accept the status of belligerent which has thus been thrust upon it, and that it take immediate steps not only to put the country in a more thorough state of defense but also to exert all its power and employ all its resources to bring the Government of the German Empire to terms and end the war. . . .

- 44 Which presidential action is the focus of this statement?
- (1) William McKinley's request for war in 1898
 (2) Theodore Roosevelt's support for the Panamanian revolt in 1903
 (3) William Howard Taft's decision to send troops to Latin America in 1912
 (4) Woodrow Wilson's response to unrestricted submarine warfare in 1917
-

Base your answers to questions 45 and 46 on the table below and on your knowledge of social studies.

Congressional Bills Vetoed: 1961 to 1993

Period	President	Total vetoes	Regular vetoes	Pocket vetoes	Vetoes upheld	Bills passed over veto
1961–63	John F. Kennedy	21	12	9	21	0
1963–69	Lyndon Johnson	30	16	14	30	0
1969–74	Richard Nixon	43	26	17	36	7
1974–77	Gerald Ford	66	48	18	54	12
1977–81	Jimmy Carter	31	13	18	29	2
1981–89	Ronald Reagan	78	39	39	69	9
1989–93	George H. W. Bush	44	29	15	43	1

Source: U.S. Senate

45 Which statement is accurate about congressional bills vetoed between 1961 and 1993?

- (1) Congress was usually able to override a presidential veto.
- (2) Pocket vetoes were used more often than regular vetoes.
- (3) The majority of presidential vetoes were upheld.
- (4) The use of the veto increased steadily between 1961 and 1993.

46 The data in the table illustrate the operation of

- (1) executive privilege
- (2) checks and balances
- (3) congressional immunity
- (4) federal supremacy

47 The Pacific [Transcontinental] Railway Act (1862) and the Interstate Highway Act (1956) are both examples of

- (1) federally supported internal improvement projects linking the nation
- (2) regional construction projects coordinated by southern and western states
- (3) military projects required to meet the needs of the defense industry
- (4) transportation legislation designed to encourage foreign trade

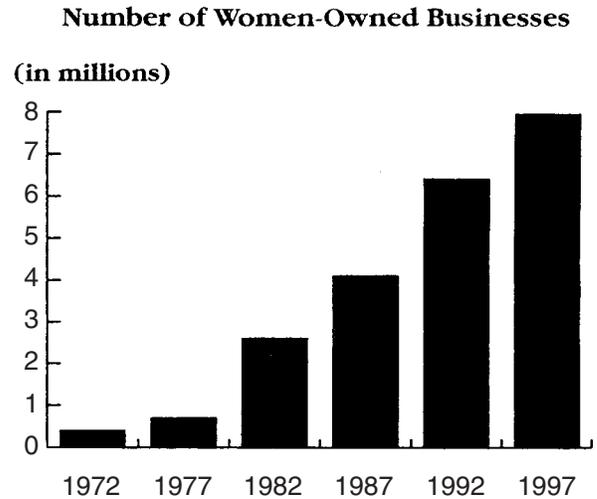
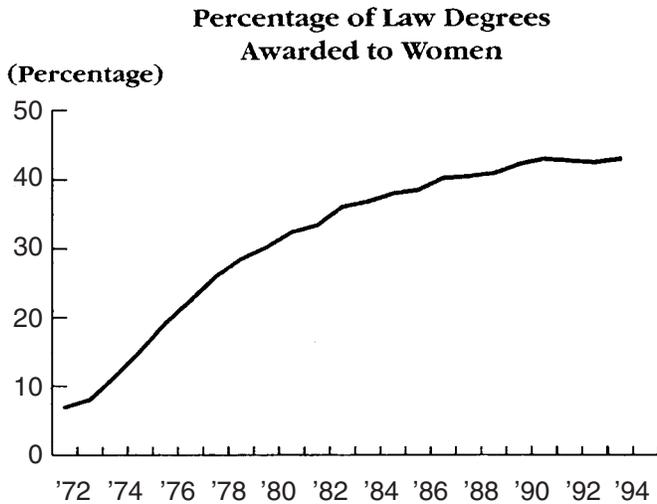
48 Mark Twain, Langston Hughes, and John Steinbeck made their most important contributions to the United States in the field of

- (1) music
- (2) politics
- (3) literature
- (4) business

49 One way in which the New Deal, the Fair Deal, and the Great Society are similar is that these programs

- (1) promoted the idea of “rugged individualism”
- (2) increased government commitment to the well-being of the people
- (3) reduced the amount of money spent on domestic programs
- (4) encouraged the states to take a more active role in national defense

Base your answer to question 50 on the graphs below and on your knowledge of social studies.



Source: "Feminism's Future," *The CQ Researcher*, February 1997 (adapted)

- 50 Data from the graphs most clearly support the conclusion that by the mid-1990s, American women as a group
- (1) surpassed men in the number of businesses owned and law degrees received
 - (2) had given up marriage in favor of careers outside the home
 - (3) had gained more opportunities in professional areas
 - (4) earned more than men in the legal profession
-

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: Government — Supreme Court Decisions

The United States Supreme Court has played a major role in United States history. The Court's decisions have had a significant impact on many aspects of American society.

Task:

Select **two** Supreme Court cases that have had an impact on American society and for **each**

- Describe the historical circumstances surrounding the case
- Explain the Supreme Court's decision in the case
- Discuss an impact this decision has had on American society

You may use any appropriate Supreme Court case from your study of United States history. Some suggestions you might wish to consider include *Worcester v. Georgia* (1832), *Dred Scott v. Sanford* (1857), *Northern Securities Co. v. United States* (1904), *Korematsu v. United States* (1944), *Brown v. Board of Education of Topeka* (1954), *Heart of Atlanta Motel v. United States* (1964), *Miranda v. Arizona* (1966), *Roe v. Wade* (1973), and *United States v. Nixon* (1974).

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) **explain** means “to make plain or understandable; to give reasons for or causes of; to show the logical development or relationships of”
- (c) **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 these general definitions in mind:

- (a) **describe** means “to illustrate something in words or tell about it”
- (b) **explain** means “to make plain or understandable; to give reasons for or causes of; to show the logical development or relationships of”
- (c) **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:

Historians who have evaluated presidential leadership have generally agreed that **George Washington, Abraham Lincoln, and Franklin D. Roosevelt** were great presidents because each successfully addressed a critical challenge faced by the nation during his administration.

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

Select **two** presidents mentioned in the historical context and for **each**

- Describe a challenge that faced the nation during his administration
- Explain an action taken by the president to address this challenge
- Discuss the impact of this action on the United States

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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 daybreak on July 16, 1794, about fifty men armed with rifles and clubs marched to the house of John Neville, regional supervisor for collection of the federal excise tax in western Pennsylvania. They demanded that Neville resign his position and turn over to them all records associated with collection of the tax on domestically distilled spirits. He refused. Shots were fired. In the ensuing battle five of the attackers fell wounded. One of them later died. Neville and his slaves, who together had defended the premises from secure positions inside the house, suffered no casualties. The mob dispersed. . . .

The Whiskey Rebellion, as it is traditionally known and studied, had begun. Before it was over, some 7000 western Pennsylvanians advanced against the town of Pittsburgh, threatened its residents, feigned [pretended] an attack on Fort Pitt and the federal arsenal there, banished seven members of the community, and destroyed the property of several others. Violence spread to western Maryland, where a Hagerstown crowd joined in, raised liberty poles, and began a march on the arsenal at Frederick. At about the same time, sympathetic “friends of liberty” arose in Carlisle, Pennsylvania, and back-country regions of Virginia and Kentucky. Reports reached the federal government in Philadelphia that the western country was ablaze and that rebels were negotiating with representatives of Great Britain and Spain, two of the nation’s most formidable European competitors, for aid in a frontier-wide separatist movement. In response, President Washington nationalized 12,950 militiamen from New Jersey, Pennsylvania, Maryland, and Virginia—an army approximating in size the Continental force that followed him during the Revolution—and personally led the “Watermelon Army”* west to shatter the insurgency [rebellion]. . . .

Source: Thomas P. Slaughter, *The Whiskey Rebellion: Frontier Epilogue to the American Revolution*, Oxford University Press, 1986

*Watermelon Army was a nickname by whiskey tax rebels mocking the physical fitness and fighting skills of federal troops, particularly those from New Jersey.

- 1 According to Thomas P. Slaughter, what was **one** problem that resulted from the collection of the federal excise tax in western Pennsylvania? [1]

Score

Document 2

To Major-General Lee

Sir:—I have it in special instruction from the President [George Washington] of the United States, now at this place, to convey to you the following instructions for the general direction of your conduct in the command of the militia army, with which you are charged.

The objects [reasons] for which the militia have been called forth are:

1st. To suppress the combinations [groups] which exist in some of the western counties in Pennsylvania, in opposition to the laws laying duties upon spirits distilled within the United States, and upon stills.

2nd. To cause the laws to be executed.

These objects are to be effected in two ways:

1. By military force.
2. By judiciary process and other civil proceedings.

The objects of the military force are twofold:

1. To overcome any armed opposition which may exist.
2. To countenance [approve] and support the civil officers in the means of executing the laws....

Your obedient servant,
Alexander Hamilton

Source: Alexander Hamilton to Major-General Henry Lee, October 20, 1794,
Henry Cabot Lodge, ed., *The Works of Alexander Hamilton*, Volume VI,
G.P. Putnam's Sons (adapted)

2a According to Alexander Hamilton, what action is President George Washington ordering in response to the Whiskey Rebellion? [1]

Score

b According to Alexander Hamilton, what is **one** reason President Washington gave this order? [1]

Score

Document 3

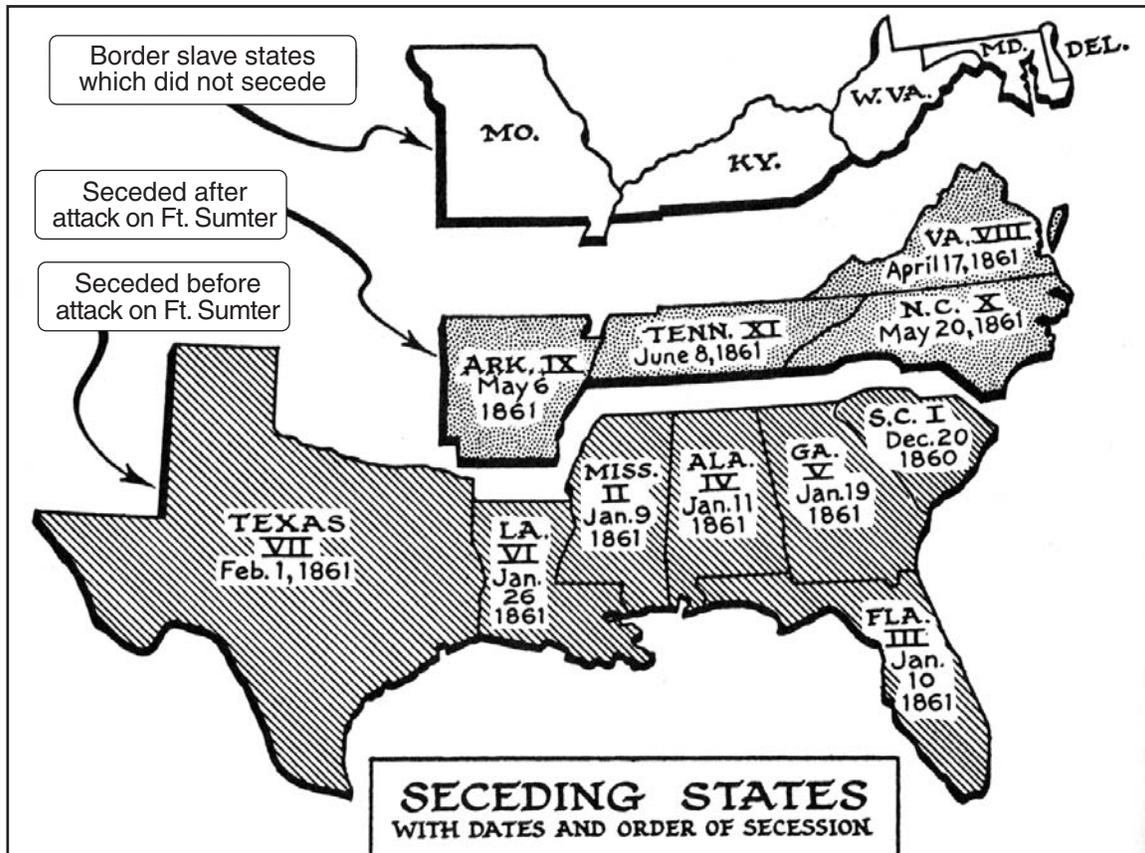
. . . The [whiskey] rebellion has long been interpreted as a milestone in the creation of federal authority, and in most respects that is its chief significance. Certainly to the Federalists, who had long been striving for a strong national government, it was a major test: the new government successfully crushed organized and violent resistance to the laws. As Hamilton put it, the rebellion “will do us a great deal of good and add to the solidity [stability] of every thing in this country.” . . .

Source: Richard H. Kohn, “The Washington Administration’s Decision to Crush the Whiskey Rebellion,”
The Journal of American History, December 1972

3 According to Richard H. Kohn, what was the significance of the Whiskey Rebellion? [1]

Score

Document 4



Source: Kennedy and Bailey, eds., *The American Spirit, Volume I: To 1877*, Houghton Mifflin, 2002 (adapted)

4 Based on the information on this map, state **one** problem the United States faced under President Abraham Lincoln. [1]

Score

Document 5

April 15, 1861

By the President of the United States
A Proclamation.

Whereas, the laws of the United States have been for some time past, and now are opposed, and the execution thereof obstructed [interfered with], in the States of South Carolina, Georgia, Alabama, Florida, Mississippi, Louisiana and Texas, by combinations too powerful to be suppressed by the ordinary course of judicial proceedings, or by the powers vested in the Marshals by law,

Now therefore, I, Abraham Lincoln, President of the United States, in virtue of the power in me vested by the Constitution, and the laws, have thought fit to call forth, and hereby do call forth, the militia of the several States of the Union, to the aggregate [total] number of seventy-five thousand [75,000], in order to suppress said combinations, and to cause the laws to be duly executed. The details, for this object, will be immediately communicated to the State authorities through the War Department. . . .

ABRAHAM LINCOLN

By the President

WILLIAM H. SEWARD, Secretary of State.

Source: Roy P. Basler, ed., *The Collected Works of Abraham Lincoln*, Volume IV, Rutgers University Press (adapted)

- 5 According to this proclamation, what is **one** action President Abraham Lincoln took to enforce the laws of the United States? [1]

Score

Document 6

. . . The greatest names in American history are Washington and Lincoln. One is forever associated with the independence of the States and formation of the Federal Union; the other with universal freedom and the preservation of that Union. Washington enforced the Declaration of Independence as against England; Lincoln proclaimed its fulfillment not only to a downtrodden race in America, but to all people for all time, who may seek the protection of our flag. These illustrious men achieved grander results for mankind within a single century—from 1775 to 1865—than any other men ever accomplished in all the years since first the flight of time began. Washington engaged in no ordinary revolution. With him it was not who should rule, but what should rule. He drew his sword, not for a change of rulers upon an established throne, but to establish a new government, which should acknowledge no throne but the tribunal [authority] of the people. Lincoln accepted war to save the Union, the safeguard of our liberties, and re-established it on “indestructible foundations” as forever “one and indivisible.” To quote his own grand words:

“Now we are contending that this Nation under God, shall have a new birth of freedom; and that government of the people, by the people, for the people, shall not perish from the earth.” . . .

Source: William McKinley, Speech at the Marquette Club, Chicago, February 12, 1896, Nicolay and Hay, eds., *Complete Works of Abraham Lincoln*

- 6 According to William McKinley, what is **one** impact of President Abraham Lincoln’s actions on the United States? [1]

Score

Document 7

Interview with Aaron Barkham, a coal miner in West Virginia

. . . It got bad in '29. The Crash caught us with one \$20 gold piece. All mines shut down—stores, everything. One day they was workin', the next day the mines shut down. Three or four months later, they opened up. Run two, three days a week, mostly one. They didn't have the privilege of calling their souls their own. Most people by that time was in debt so far to the company itself, they couldn't live.

Some of them been in debt from '29 till today [c. 1970], and never got out. Some of them didn't even try. It seem like whenever they went back to work, they owed so much. The company got their foot on 'em even now. . . .

Source: Studs Terkel, *Hard Times: An Oral History of the Great Depression*, Pantheon Books

- 7 According to this interview with coal miner Aaron Barkham, what was **one** problem faced by mine workers during the Great Depression? [1]

Score

Document 8a

. . . In the consistent development of our previous efforts toward the saving and safeguarding of our national life, I have continued to recognize three related steps. The first was relief, because the primary concern of any Government dominated by the humane ideals of democracy is the simple principle that in a land of vast resources no one should be permitted to starve. Relief was and continues to be our first consideration. It calls for large expenditures and will continue in modified form to do so for a long time to come. We may as well recognize that fact. It comes from the paralysis that arose as the after-effect of that unfortunate decade characterized by a mad chase for unearned riches and an unwillingness of leaders in almost every walk of life to look beyond their own schemes and speculations. In our administration of relief we follow two principles: First, that direct giving shall, wherever possible, be supplemented by provision for useful and remunerative [paid] work and, second, that where families in their existing surroundings will in all human probability never find an opportunity for full self-maintenance, happiness and enjoyment, we will try to give them a new chance in new surroundings. . . .

Source: Franklin D. Roosevelt, Address of the President,
"Review of the Achievements of the Seventy-third Congress,"
June 28, 1934, FDR Library

8a According to President Franklin D. Roosevelt, what was **one** action needed to safeguard the life of the nation? [1]

Score

Document 9

. . . But was the New Deal answer really successful? Did it work? Other scholarly experts almost uniformly praise and admire Roosevelt, but even the most sympathetic among them add a number of reservations. “The New Deal certainly did not get the country out of the Depression,” says Columbia’s William Leuchtenburg, author of *Franklin D. Roosevelt and the New Deal*. “As late as 1941, there were still 6 million unemployed, and it was really not until the war that the army of the jobless finally disappeared.” “Some of the New Deal legislation was very hastily contrived [planned],” says Williams College’s James MacGregor Burns, author of a two-volume Roosevelt biography. Duke’s James David Barber, author of *The Presidential Character*, notes that Roosevelt “was not too open about his real intentions, particularly in the court-packing episode.” . . .

After all the criticisms, though, the bulk of expert opinion agrees that Roosevelt’s New Deal changed American life substantially, changed it permanently and changed it for the better. While the major recovery programs like the NRA and AAA have faded into history, many of Roosevelt’s reforms—Social Security, stock market regulation, minimum wage, insured bank deposits—are now taken for granted. . . .

But what actually remains today of the original New Deal? Alexander Heard, 64, who is retiring soon as chancellor of Vanderbilt University, remembers working in the CCC as a youth, remembers it as a time when a new President “restored a sense of confidence and morale and hope—hope being the greatest of all.” But what remains? “In a sense,” says Heard, “what remains of the New Deal is the United States.”

Source: Otto Friedrich, “F.D.R.’s Disputed Legacy,” *Time*, February 1, 1982 (adapted)

9 According to this document, what were **two** effects of President Franklin D. Roosevelt’s New Deal policies on the nation? [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 four* documents in your essay. Support your response with relevant facts, examples, and details. Include additional outside information.

Historical Context:

Historians who have evaluated presidential leadership have generally agreed that **George Washington, Abraham Lincoln, and Franklin D. Roosevelt** were great presidents because each successfully addressed a critical challenge faced by the nation during his administration.

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

Select *two* presidents mentioned in the historical context and for *each*

- Describe a challenge that faced the nation during his administration
- Explain an action taken by the president to address this challenge
- Discuss the impact of this action on the United States

Guidelines:

In your essay, be sure to

- Develop all aspects of the task
- Incorporate information from *at least four* 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

Wednesday, August 12, 2009 — 12:30 to 3:30 p.m., only

ANSWER SHEET

Male

Female

Student

Teacher

School

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

FOR TEACHER USE ONLY

Part I Score _____

Part III A Score _____

Total Part I and III A Score

Part II Essay Score _____

Part III B Essay Score _____

Total Essay Score

Final Score
(obtained from conversion chart)

1.....	26.....
2.....	27.....
3.....	28.....
4.....	29.....
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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