

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

**UNITED STATES HISTORY  
AND GOVERNMENT**

**Thursday, January 27, 2011 — 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 chart below and on your knowledge of social studies.

**Ranking of Selected States by  
Population Size: 1900, 1950, and 2000**

States (in alphabetical order)	1900 Ranking	1950 Ranking	2000 Ranking
California	21	2	1
Florida	33	20	4
Illinois	3	4	5
Indiana	8	12	14
Iowa	10	22	30
Massachusetts	7	9	13
Missouri	5	11	17
New York	1	1	3
North Carolina	15	10	11
Ohio	4	5	7
Pennsylvania	2	3	6
Texas	6	6	2
Virginia	17	15	12

Source: U.S. Census Bureau (adapted)

- Based on the rankings on the census chart, the most populous state in 1900 and 1950 was
  - California
  - Illinois
  - Massachusetts
  - New York
- Based on the ranking from the 2000 census, which pair of states had the greatest number of electors in the 2008 presidential election?
  - Florida and California
  - Iowa and Indiana
  - Pennsylvania and Virginia
  - California and Texas
- Which city is correctly paired with the geographic feature that most directly affected its growth?
  - New Orleans — Pacific Ocean
  - New York City — Chesapeake Bay
  - Chicago — Great Lakes
  - Los Angeles — Appalachian Mountains
- The Mayflower Compact is considered an important step in the development of American democracy because it
  - established the principle of separation of church and state
  - provided a basis for self-government in the Plymouth Colony
  - defined relations with local Native American Indians
  - outlawed slavery in the Massachusetts Bay Colony
- Which economic policy was based on the idea that the American colonies existed primarily to provide economic benefits for Great Britain?
  - mercantilism
  - socialism
  - free trade
  - laissez-faire capitalism
- Why did the authors of the Articles of Confederation create a weak central government?
  - They lacked an understanding of state problems.
  - They anticipated the threat of foreign invasion.
  - They relied on advice from royal governors.
  - They feared the kind of rule experienced under the British monarchy.

- 7 The Three-fifths Compromise was included in the Constitution to resolve a conflict over the
- (1) counting of enslaved persons in relation to taxation and representation
  - (2) reimbursement of plantation owners for runaway slaves
  - (3) number of votes needed to approve a treaty in the Senate
  - (4) number of states needed to ratify a proposed amendment
- 8 What is one feature of the political system created by the original Constitution of the United States?
- (1) guaranteeing equal legal rights to all persons
  - (2) requiring the federal government to maintain a balanced budget
  - (3) dividing powers between the national and state governments
  - (4) granting more power to the executive branch than to the other branches of government

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

... It is our true policy to steer clear of permanent alliances with any portion of the foreign world; so far, I mean, as we are now at liberty to do it; for let me not be understood as capable of patronizing infidelity to existing engagements. I hold the maxim [principle] no less applicable to public than to private affairs, that honesty is always the best policy. I repeat it, therefore, let those engagements be observed in their genuine sense. But, in my opinion, it is unnecessary and would be unwise to extend them....

— President George Washington,  
Farewell Address, 1796

- 9 President Washington was offering this advice because he believed
- (1) the destiny of the United States was to rule other countries
  - (2) the United States should seek alliances with other nations
  - (3) alliances could draw the United States into wars
  - (4) the United States should break its agreements with France

- 10 At the Constitutional Convention, the delegates agreed that Congress should have the power to
- (1) declare laws unconstitutional
  - (2) levy and collect taxes
  - (3) select the president
  - (4) eliminate slavery in the states
- 11 Which action is an example of the system of checks and balances?
- (1) An individual pays both a state and a federal income tax.
  - (2) New York State requires at least 180 school days per year.
  - (3) The House of Representatives votes to expel one of its members.
  - (4) The Senate approves a president's nominee to the Supreme Court.
- 12 Which heading best completes the partial outline below?

- |   |
|---|
| <p>I. _____</p> <ol style="list-style-type: none"> <li>A. Creation of a national bank</li> <li>B. Full funding of the national debt</li> <li>C. Collection of an excise tax on whiskey</li> </ol> |
|---|

- (1) The Spoils System
  - (2) The American System
  - (3) Hamilton's Financial Plan
  - (4) Constitutional Amendments
- 13 One reason President Thomas Jefferson supported the Louisiana Purchase was that he wanted to
- (1) gain full control of the Mississippi River
  - (2) establish a base for controlling the Caribbean
  - (3) maintain control of the slave trade
  - (4) acquire an established manufacturing region
- 14 The Monroe Doctrine (1823) established the United States foreign policy that
- (1) provided foreign aid to developing nations
  - (2) opposed the creation of new colonies in Latin America
  - (3) led directly to the Civil War
  - (4) encouraged expansion into East Asia

- 15 In the early 1800s, which factor was most important in the development of Northern manufacturing centers?
- (1) abundance of water power
  - (2) availability of slave labor in the North
  - (3) development of gold mines
  - (4) access to passes through the Appalachian Mountains
- 16 **“Uncle Tom’s Cabin Stirs Controversy”**  
**“Kansas Rocked by Bloody Conflict”**  
**“John Brown’s Raid Angers South”**
- Which statement about the United States in the 1850s is best supported by these headlines?
- (1) The nation had grown increasingly divided over the future of slavery.
  - (2) Americans had lost confidence in the plan for Reconstruction.
  - (3) Northern and Southern voters were united in support of popular sovereignty.
  - (4) Support for the abolitionist movement decreased during this period.
- 17 Both the Homestead Act (1862) and the Pacific Railway Act (1862) were efforts by the federal government to
- (1) provide land to minority groups
  - (2) resolve conflicts with Native American Indians
  - (3) encourage settlement west of the Mississippi River
  - (4) support settlement of former plantation lands
- 18 After the Civil War, Southern state legislatures attempted to restrict the rights of formerly enslaved persons by
- (1) passing Black Codes
  - (2) ratifying the 15th amendment
  - (3) supporting the goals of the Radical Republicans
  - (4) enacting legislation to strengthen the Freedmen’s Bureau
- 19 In the late 1800s, which factor directly contributed to the growth of the steel industry?
- (1) government regulation of the industry
  - (2) employee ownership of the industry
  - (3) new production techniques that increased efficiency
  - (4) court decisions that allowed collective bargaining
- 20 Most nativists of the late 1800s would most likely have supported the
- (1) creation of settlement houses to aid new immigrants
  - (2) passage of the Chinese Exclusion Act
  - (3) continuation of the contract labor system
  - (4) assimilation of Native American Indians into mainstream culture
- 21 The American Federation of Labor’s support for “bread and butter” unionism was intended to
- (1) gain control of state and federal legislatures
  - (2) change the economic system to socialism
  - (3) combine all skilled and unskilled workers into one large organization
  - (4) improve wages, hours, and working conditions
- 22 Yellow journalism contributed to the start of the Spanish-American War (1898) by
- (1) portraying William McKinley as a pro-war president
  - (2) inciting public outrage over conditions in Cuba
  - (3) showing the need to acquire colonies in the Pacific
  - (4) demanding the repeal of the Gentlemen’s Agreement
- 23 A goal set at the Seneca Falls Convention (1848) was achieved during the Progressive Era by the
- (1) formation of the federal Food and Drug Administration
  - (2) creation of the League of Nations
  - (3) adoption of a national income tax
  - (4) ratification of the woman’s suffrage amendment

24 Books such as *The Octopus* by Frank Norris, *How the Other Half Lives* by Jacob Riis, and *The Jungle* by Upton Sinclair exposed problems associated with

- (1) naturalization of immigrants
- (2) westward expansion
- (3) rapid industrialization
- (4) environmental conservation

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

I will build a motor car for the great multitude. It will be large enough for the family but small enough for the individual to run and care for. It will be constructed of the best materials, by the best men to be hired, after the simplest designs that modern engineering can devise. But it will be so low in price that no man making a good salary will be unable to own one—and enjoy with his family the blessing of hours of pleasure in God's great open spaces.

— Henry Ford, 1909

25 Which action is most closely associated with Henry Ford's attempt to realize this vision?

- (1) providing cars in a variety of models
- (2) creating a business monopoly
- (3) downsizing the labor force
- (4) using the assembly line

26 The United States tried to avoid involvement in World War I by following a policy of

- (1) neutrality
- (2) collective security
- (3) economic boycotts
- (4) military preparedness

27 The main reason for the increased migration of African Americans out of the rural South during and following World War I was the

- (1) availability of cheap farmland in the West
- (2) opportunity for factory jobs in the North
- (3) chance to escape racial segregation by joining the military
- (4) elimination of the Ku Klux Klan in the northern states

28 National attention was drawn to the Scopes trial of 1925 because the case

- (1) represented a conflict between science and religion
- (2) reversed a previous Supreme Court decision on free speech
- (3) upheld the right of veterans to protest in Washington, D. C.
- (4) revealed the extent of prejudice against immigrants

29 Which American author was part of the Harlem Renaissance of the 1920s?

- (1) F. Scott Fitzgerald
- (2) Ernest Hemingway
- (3) Langston Hughes
- (4) John Steinbeck

30 The economic boom of the 1920s was fueled in part by

- (1) government subsidies paid to farmers
- (2) tariff reductions on European goods
- (3) increased investment in the stock market
- (4) construction by the Tennessee Valley Authority (TVA)

31 What was a major cause of the Great Depression?

- (1) overproduction and underconsumption
- (2) a decrease in the supply of consumer goods
- (3) an increase in demand for imported products
- (4) an increase in the price of wheat on the world market

32 The New Deal changed American political thinking because it was based on the principle that the

- (1) economy will fix itself if left alone
- (2) federal government should attempt to solve social and economic problems
- (3) political parties must work together to deal with national problems
- (4) states should take a leadership position in solving social issues

33 During World War II, the need of the United States for more war materials resulted in the

- (1) easing of government controls on the economy
- (2) use of lengthy strikes by labor unions
- (3) rationing of some consumer goods
- (4) reduction in profits for defense industries

- 34 A. Japan attacks Pearl Harbor.  
 B. Germany invades Poland.  
 C. MacArthur dictates a democratic constitution to Japan.  
 D. Allies invade Europe on D-Day.

Which sequence of these events related to World War II is in the correct chronological order?

- (1)  $D \rightarrow B \rightarrow A \rightarrow C$       (3)  $C \rightarrow A \rightarrow B \rightarrow D$   
 (2)  $B \rightarrow A \rightarrow D \rightarrow C$       (4)  $A \rightarrow B \rightarrow C \rightarrow D$

- 35 The Nuremberg trials held at the conclusion of World War II added to international law by

- (1) settling boundary disputes in Europe through arbitration  
 (2) placing the blame for World War II on many nations  
 (3) ruling that moral and ethical considerations do not apply in wartime  
 (4) establishing that high officials and individuals are responsible for their wartime actions

- 36 The primary purpose for the creation of the United Nations was to

- (1) maintain an international army  
 (2) promote peace through international agreements  
 (3) free Eastern European countries from communism  
 (4) supply food to all member countries

- 37 The major reason the United States became involved in the Korean War was the

- (1) threat of communism spreading throughout Asia  
 (2) need to prevent war between China and the Soviet Union  
 (3) demand by the United States for Korean natural resources  
 (4) desire to limit Japanese expansion

- 38 During the 1950s, the main goal of the civil rights movement was to

- (1) create separate African American economic and social institutions  
 (2) eliminate legal segregation from American life  
 (3) establish affirmative action programs to compensate for past wrongs  
 (4) form a new nation for African Americans

- 39 Which event was a result of the other three?

- (1) sit-ins at whites-only lunch counters in Greensboro, North Carolina  
 (2) Martin Luther King Jr.'s March on Washington, D. C.  
 (3) signing of the Civil Rights Act of 1964  
 (4) bus boycott in Montgomery, Alabama

- 40 ... For the war against poverty will not be won here in Washington. It must be won in the field, in every private home, in every public office, from the courthouse to the White House....

— President Lyndon B. Johnson,  
 State of the Union Address, January 8, 1964

This statement expresses President Lyndon B. Johnson's view that the

- (1) federal government is solely responsible for the war on poverty  
 (2) court system must be held accountable for poverty  
 (3) problem of poverty is easily solved  
 (4) entire country must help fight poverty

Base your answer to question 41 on the excerpt below and on your knowledge of social studies.

Dear Mr. Barr,

... This letter does not express all that is in my heart, Mr. Barr. But if it says nothing else it says that we do not hate you or rejoice to see your industry destroyed; we hate the agribusiness system [agricultural corporations] that seeks to keep us enslaved and we shall overcome and change it not by retaliation or bloodshed but by a determined nonviolent struggle carried on by those masses of farm workers who intend to be free and human.

Sincerely yours,  
 Cesar E. Chavez

— Cesar Chavez, letter to E.L. Barr Jr.,  
 Good Friday, 1969, in Andrew Carroll, ed.,  
*Letters of a Nation*, Broadway Books

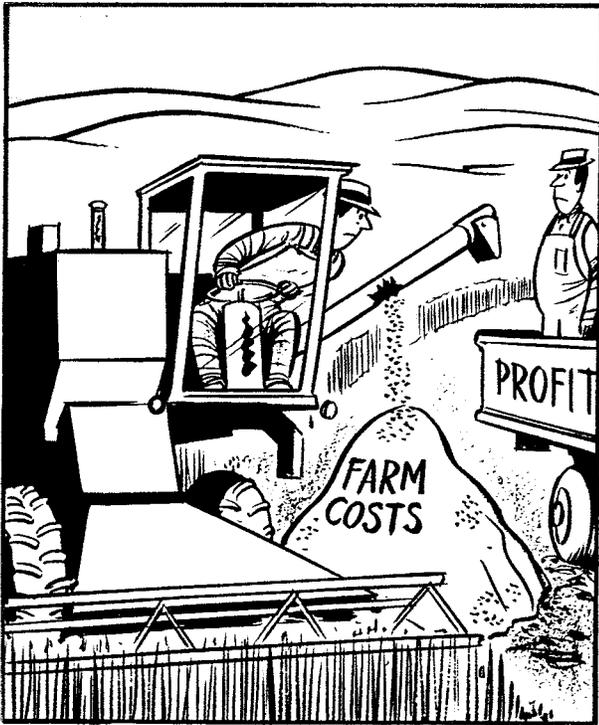
- 41 Which action did Cesar Chavez take that is most consistent with the theme of this excerpt?

- (1) organizing a farmworkers union  
 (2) calling for stricter enforcement of immigration laws  
 (3) asking Congress to pass legislation for low-income housing  
 (4) promoting the takeover of large corporations by farmworkers

42 One way in which the Supreme Court decisions in *Mapp v. Ohio* (1961), *Gideon v. Wainwright* (1963), and *Miranda v. Arizona* (1966) are similar is that each decision

- (1) defined the rights of students in public schools
- (2) strengthened the role of the police in the arrest process
- (3) demonstrated the Court's disapproval of increasing crime rates
- (4) expanded the constitutional rights of persons accused of crimes

Base your answer to question 43 on the cartoon below and on your knowledge of social studies.



Source: Irving L. Gordon, *American Studies*, Amsco School Publications, 1979

43 Which statement most accurately expresses the main idea of this cartoon?

- (1) Rising farm costs are reducing profits.
- (2) Foreign competition has driven up farm costs.
- (3) Farm production is failing to keep pace with demand.
- (4) Farmers are losing profits due to drought.

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



Source: Marshall Ramsey, *Clarion Ledger*, June 30, 2004 (adapted)

44 Which statement best describes the main idea of the cartoon?

- (1) Iraq is using terrorism to end American military occupation.
- (2) Iraq is rejecting help from the United States against terrorists.
- (3) The United States and terrorists are competing to influence Iraq.
- (4) Iraq is catching up to the United States in the war on terror.

45 Since 1970, what has been a significant economic trend in the United States?

- (1) decline in the number of working mothers in the labor force
- (2) shift in jobs from manufacturing to service industries
- (3) decrease in dependency on foreign oil
- (4) increase in federal budget surpluses

46 The North American Free Trade Agreement (NAFTA) and the European Union (EU) both seek to expand trade within their organizations by

- (1) prohibiting imports from nonmember nations
- (2) creating a common currency and parliament
- (3) lowering tariffs and eliminating import quotas between member nations
- (4) forming military alliances

47 **“Congress Passes Alien and Sedition Acts”**  
**“Lincoln Suspends Habeas Corpus”**  
**“Wilson Signs 1918 Sedition Act”**

These headlines show that the federal government can

- (1) restrict citizens’ rights in times of crisis
- (2) raise armies without informing the public
- (3) station troops in a person’s home at any time
- (4) require citizens to be witnesses against themselves

48 The Interstate Commerce Act (1887), the Sherman Antitrust Act (1890), and the Clayton Antitrust Act (1914) are similar in that they were intended to

- (1) reaffirm the federal government’s laissez-faire attitude toward big business
- (2) increase the federal government’s power to regulate business practices
- (3) authorize the breakup of labor unions
- (4) reject the use of trustbusting

49 **“Grant Administration Caught Up in Credit Mobilier Controversy”**  
**“Harding’s Secretary of the Interior Indicted in Teapot Dome Investigation”**  
**“Iran-Contra Scandal Leads to Resignation of Reagan Advisor”**

Which conclusion can be drawn from these headlines?

- (1) American presidents are not subject to the nation’s laws.
- (2) Senate trials have been used to remove corrupt presidents.
- (3) Only Democratic presidents have been investigated for misdeeds.
- (4) Some presidents have been damaged by the actions of their aides.

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

**Amendment XXV**

**Section 1.** In case of the removal of the President from office or of his death or resignation, the Vice President shall become President.

**Section 2.** Whenever there is a vacancy in the office of the Vice President, the President shall nominate a Vice President who shall take office upon confirmation by a majority vote of both Houses of Congress.

50 This amendment to the Constitution made it possible for

- (1) voters to elect Franklin D. Roosevelt to a fourth term as president in 1944
- (2) Gerald Ford to become president when Richard Nixon left office in 1974
- (3) the House of Representatives to impeach President Bill Clinton in 1998
- (4) the Supreme Court to rule on the counting of votes in Florida in the presidential election of 2000

**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: Diversity (Constitutional Rights)**

Throughout United States history, Supreme Court decisions have addressed the issue of the constitutional rights of various groups. These decisions have limited or expanded the rights of members of these groups.

#### **Task:**

Identify **two** Supreme Court cases related to the rights of specific groups and for **each**

- Describe the historical circumstances surrounding the case
- Explain the Supreme Court's decision in the case
- Discuss how the Supreme Court decision limited **or** expanded the constitutional rights of members of this group

You may use any Supreme Court case from your study of United States history in which the Supreme Court addressed the issue of the constitutional rights of various groups. Some suggestions you might wish to consider include *Worcester v. Georgia* (1832), *Dred Scott v. Sanford* (1857), *Plessy v. Ferguson* (1896), *Korematsu v. United States* (1944), *Brown v. Board of Education of Topeka* (1954), *Heart of Atlanta Motel v. United States* (1964), and *Roe v. Wade* (1973).

**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:**

- describe means “to illustrate something in words or tell about it”**
- explain means “to make plain or understandable; to give reasons for or causes of; to show the logical development or relationships of”**
- discuss means “to make observations about something using facts, reasoning, and argument; to present in some detail”**

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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 these documents have been edited for the purposes of this question. As you analyze the documents, take into account the source of each document and any point of view that may be presented in the document.

#### Historical Context:

During the Cold War, world events and changing attitudes influenced the way that United States presidents dealt with the Soviet Union. Presidents **John F. Kennedy**, **Richard Nixon**, and **Ronald Reagan** each used various foreign policy approaches in dealing with the Soviet Union.

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

- Discuss how the United States dealt with the Soviet Union during the presidencies of John F. Kennedy, Richard Nixon, **and** Ronald Reagan

## 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

... Let every nation know, whether it wishes us well or ill, that we shall pay any price, bear any burden, meet any hardship, support any friend, oppose any foe to assure the survival and the success of liberty...

Finally, to those nations who would make themselves our adversary [rival], we offer not a pledge but a request: that both sides begin anew the quest for peace, before the dark powers of destruction unleashed by science engulf all humanity in planned or accidental self-destruction.

We dare not tempt them with weakness. For only when our arms are sufficient beyond doubt can we be certain beyond doubt that they will never be employed.

But neither can two great and powerful groups of nations take comfort from our present course—both sides overburdened by the cost of modern weapons, both rightly alarmed by the steady spread of the deadly atom, yet both racing to alter that uncertain balance of terror that stays the hand of mankind's final war.

So let us begin anew—remembering on both sides that civility is not a sign of weakness, and sincerity is always subject to proof. Let us never negotiate out of fear. But let us never fear to negotiate.

Let both sides explore what problems unite us instead of belaboring those problems which divide us....

Source: President John F. Kennedy, Inaugural Address, January 20, 1961

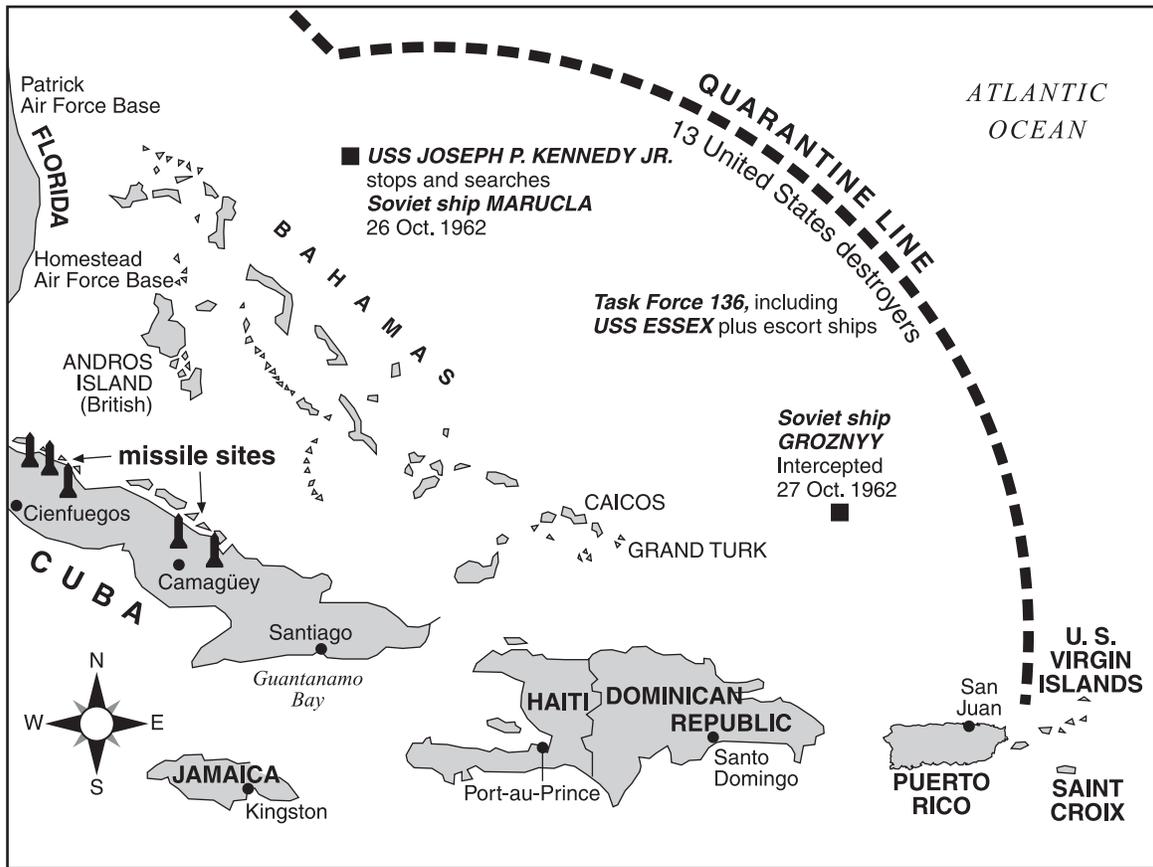
- 1 According to President John F. Kennedy, what is **one** action the United States should take in dealing with its Cold War rivals? [1]

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Score

Document 2

Cuban Missile Crisis



Source: "Flag Plot Cuban Missile Crisis," October 28, 1962, U.S. Naval Historical Center, National Security Archive, George Washington University (adapted)

2 Based on this map, state **one** action ordered by President John F. Kennedy during the Cuban missile crisis.  
[1]

Score

Document 3a

President John F. Kennedy and Soviet Premier Nikita Khrushchev



Source: Herblock, *Washington Post*, November 1, 1962 (adapted)

Document 3b

... I speak of peace because of the new face of war. Total war makes no sense in an age when great powers can maintain large and relatively invulnerable nuclear forces and refuse to surrender without resort to those forces. It makes no sense in an age when a single nuclear weapon contains almost ten times the explosive force delivered by all the allied air forces in the Second World War. It makes no sense in an age when the deadly poisons produced by a nuclear exchange would be carried by wind and water and soil and seed to the far corners of the globe and to generations yet unborn...

In short, both the United States and its allies, and the Soviet Union and its allies, have a mutually deep interest in a just and genuine peace and in halting the arms race. Agreements to this end are in the interests of the Soviet Union as well as ours — and even the most hostile nations can be relied upon to accept and keep those treaty obligations, and only those treaty obligations, which are in their own interest...

Source: President John F. Kennedy, Commencement Address at American University, Washington, D.C., June 10, 1963

3 Based on these documents, what are *two* reasons the United States and the Soviet Union needed to address the issue of nuclear war? [2]

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

Score

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

Score

**Document 4**

... You have to give both [President Richard] Nixon and [National Security Advisor Henry] Kissinger the credit—Nixon because he is the president. It was his clear feeling that we ought to move toward China. I think that he also understood that because of his anti-communist credentials, it would be easier for him than, say, for [Senator] Hubert Humphrey. More importantly, he knew that China would become an important country; our approach to China would give the Soviet Union an incentive to have better relations with us, in that they might get a bit nervous about our dealings with the Chinese. Indeed, within months after the announcement of Kissinger's secret trip, we had an agreement on a summit meeting with the Soviets, as well as a breakthrough on SALT [Strategic Arms Limitation Talks], and on the Berlin negotiations. Kissinger had, independently, come to the same conclusions, for the same reasons...

Source: Winston Lord in Gerald S. and Deborah H. Strober, *Nixon: An Oral History of His Presidency*, HarperCollins, 1994

4 According to Winston Lord, what are **two** ways the new United States policy toward China improved United States–Soviet relations? [2]

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

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

## Document 5

... Many of those who watched the week unfold in Moscow concluded that this summit—the most important since Potsdam in 1945 and probably the most important Soviet political event since Stalin’s death—could change world diplomacy. It was all the more impressive because it seemed not so much a single, cataclysmic [momentous] event but part of a process, part of a world on the move....

The meeting underscored [emphasized] the drive toward detente based on mutual self-interest—especially economic self-interest on the part of the Soviets, who want trade and technology from the West. None of the agreements are shatterproof, and some will lead only to future bargaining. But the fact that they touched so many areas suggested Nixon’s strategy: he wanted to involve all of the Soviet leadership across the board—trade, health, science—in ways that would make it difficult later to reverse the trends set at the summit....

Source: “What Nixon Brings Home from Moscow,” *Time*, June 5, 1972

5 According to this document, why was the Moscow summit important to United States–Soviet relations? [1]

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Score

## Document 6

... As far as our relations with the Soviets are concerned, we shall continue. We shall continue to negotiate, recognizing that they don't like our system or approve of it and I don't like their system or approve of it. Mr. Brezhnev [Soviet leader Leonid Brezhnev] knows that, and I know it, and we have discussed it quite bluntly and directly.

However, it is essential that both nations, being the super powers that we are, continue to make progress toward limiting arms, toward avoiding confrontations which might explode into war, as it might have in the Mideast if we had not had this period of negotiation, and also continuing those negotiations for reduction of forces in Europe and reduction of arms, or certainly the limitation of arms, and the various other initiatives that we are undertaking with the Soviets.

In a nutshell, this is what we have to consider: Do we want to go back to a period when the United States and the Soviet Union, the two great super powers, stood in confrontation against each other and risk a runaway nuclear arms race and also crisis in Berlin, in the Mideast, even again in Southeast Asia or other places of the world, or do we want to continue on a path in which we recognize our differences but try to recognize also the fact that we must either live together or we will all die together?...

Source: President Richard Nixon, Press Conference, February 25, 1974

- 6 According to President Richard Nixon, what is **one** reason the United States should continue its negotiations with the Soviet Union? [1]

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Score

## Document 7

... Ronald Reagan entered office [the presidency] as the most emphatically anti-Soviet American chief executive since Harry Truman, who presided over the beginning of the Cold War. The Reagan administration was committed to stepping up the competition with the Soviet Union in the areas where the rivalry was sharpest. It orchestrated the most expensive peacetime military buildup in American history and began the Strategic Defense Initiative, which was designed to free the world from the nuclear stalemate in which each side's society was hostage to the weapons of the other. But the Reagan years have demonstrated the limits to both policies. They have made it clear that the United States, like the Soviet Union, will have to settle for military equilibrium in the great power rivalry...

Source: Bialer and Mandelbaum, *The Global Rivals*, Alfred A. Knopf, 1988

- 7 According to Bialer and Mandelbaum, what was **one** action taken by the Reagan administration that demonstrated an anti-Soviet foreign policy? [1]

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Score

**Document 8**

... And now the Soviets themselves may, in a limited way, be coming to understand the importance of freedom. We hear much from Moscow about a new policy of reform and openness. Some political prisoners have been released. Certain foreign news broadcasts are no longer being jammed. Some economic enterprises have been permitted to operate with greater freedom from state control. Are these the beginnings of profound changes in the Soviet state? Or are they token gestures, intended to raise false hopes in the West, or to strengthen the Soviet system without changing it? We welcome change and openness; for we believe that freedom and security go together, that the advance of human liberty can only strengthen the cause of world peace.

There is one sign the Soviets can make that would be unmistakable, that would advance dramatically the cause of freedom and peace. General Secretary Gorbachev, if you seek peace, if you seek prosperity for the Soviet Union and Eastern Europe, if you seek liberalization: Come here to this gate! Mr. Gorbachev, open this gate! Mr. Gorbachev, tear down this wall!...

Source: President Ronald Reagan,  
speech at the Brandenburg Gate,  
June 12, 1987



**President Ronald Reagan speaks on the West Berlin side of the Brandenburg Gate, June 12, 1987.**

Source: German Missions in the United States (adapted)

8a According to President Ronald Reagan, what is **one** action taken by the Soviet Union that indicates it may be reforming its policies? [1]

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Score

b According to President Ronald Reagan, what is **one** action that General Secretary Mikhail Gorbachev should take to advance the cause of freedom and peace? [1]

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Score

## Document 9

This article was written by former Soviet leader Mikhail Gorbachev following the death of former President Ronald Reagan on June 5, 2004.

... Ronald Reagan's first term as president had been dedicated to restoring America's self-confidence. He appealed to the traditions and optimism of the people, to the American dream, and he regarded as his main task strengthening the economy and the military might of the United States. This was accompanied by confrontational rhetoric toward the Soviet Union, and more than rhetoric—by a number of actions that caused concern both in our country and among many people throughout the world. It seemed that the most important thing about Reagan was his anti-Communism and his reputation as a hawk who saw the Soviet Union as an “evil empire.” Yet his second term as president emphasized a different set of goals. I think he understood that it is the peacemakers, above all, who earn a place in history. This was consistent with his convictions based on experience, intuition and love of life. In this he was supported by Nancy—his wife and friend, whose role will, I am sure, be duly appreciated....

In the final outcome, our insistence on dialogue proved fully justified. At a White House ceremony in 1987, we signed the intermediate-range nuclear forces treaty, which launched the process of real arms reduction. And, even though we saw the road to a world free of nuclear weapons differently, the very fact of setting this goal in 1986 in Reykjavik [Iceland] helped to break the momentum of the arms race....

Source: Mikhail Gorbachev, “A President Who Listened,” *New York Times*, June 7, 2004

9 According to Mikhail Gorbachev, how did President Ronald Reagan's attitude toward the Soviet Union change during his second term? [1]

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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:

During the Cold War, world events and changing attitudes influenced the way that United States presidents dealt with the Soviet Union. Presidents **John F. Kennedy**, **Richard Nixon**, and **Ronald Reagan** each used various foreign policy approaches in dealing with the Soviet Union.

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

- Discuss how the United States dealt with the Soviet Union during the presidencies of John F. Kennedy, Richard Nixon, **and** Ronald Reagan

#### 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 27, 2011 — 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.....
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- 18..... 43.....
- 19..... 44.....
- 20..... 45.....
- 21..... 46.....
- 22..... 47.....
- 23..... 48.....
- 24..... 49.....
- 25..... 50.....

No. Right

The declaration below must 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