

REGENTS EXAM IN U.S. HISTORY AND GOVERNMENT

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

**UNITED STATES HISTORY
AND GOVERNMENT**

Wednesday, January 23, 2019 — 9:15 a.m. to 12:15 p.m., only

Student Name _____

School Name _____

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

Print your name and the name of your school on the lines above. A separate answer sheet for Part I has been provided to you. Follow the instructions from the proctor for completing the student information on your answer sheet. Then fill 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 to Parts II, III A, and III B.

Part I contains 50 multiple-choice questions. Record your answers to these questions as directed on the 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. When you reach this part of the test, enter your name and the name of your school on the first page of this section.

Each document is followed by one or more questions. Write your answer to each question in this examination booklet on the lines following that question.

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 declaration printed at the end of the 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.

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, record on your separate answer sheet the *number* of the word or expression that, of those given, best completes the statement or answers the question.

1 Which geographic feature was most important for the development of commerce in the New England and middle colonies?

- (1) limited rainfall
- (2) natural harbors
- (3) long growing season
- (4) mountainous terrain

2 Britain ended the practice of salutary neglect following the French and Indian War (1754–1763) which directly contributed to the

- (1) end of the African slave trade
- (2) refusal of France to give up Canada
- (3) increased conflict with Spain along the Mississippi River
- (4) colonial protests of Americans against new taxes

3 The Northwest Ordinance (1787) and the Homestead Act (1862) both reflected the national government's policy of

- (1) encouraging the settlement of frontier lands
- (2) protecting the tribal lands of Native American Indians
- (3) expanding slavery onto the Great Plains
- (4) purchasing land from foreign countries

4 The primary aim of the writers of the United States Constitution was to

- (1) eliminate the bicameral legislature
- (2) strengthen the power of the central government
- (3) preserve the supremacy of the states
- (4) weaken the independence of the judiciary

Base your answers to questions 5 and 6 on the passage below and on your knowledge of social studies.

. . . The Executive and the Legislative are so dangerously blended as to give just cause of alarm, and every thing relative thereto, is couched in such ambiguous terms—in such vague and indefinite expression, as is a sufficient ground without any other objection, for the reprobation [disapproval] of a system, that the authors dare not hazard to a clear investigation. . . .

There is no provision for a rotation, nor any thing to prevent the perpetuity [permanence] of office in the same hands for life; which by a little well timed bribery, will probably be done, to the exclusion of men of the best abilities from their share in the offices of government. . . .

— Mercy Otis Warren, 1788

5 What reason does Mercy Otis Warren give for the position she stated concerning the executive and legislative branches?

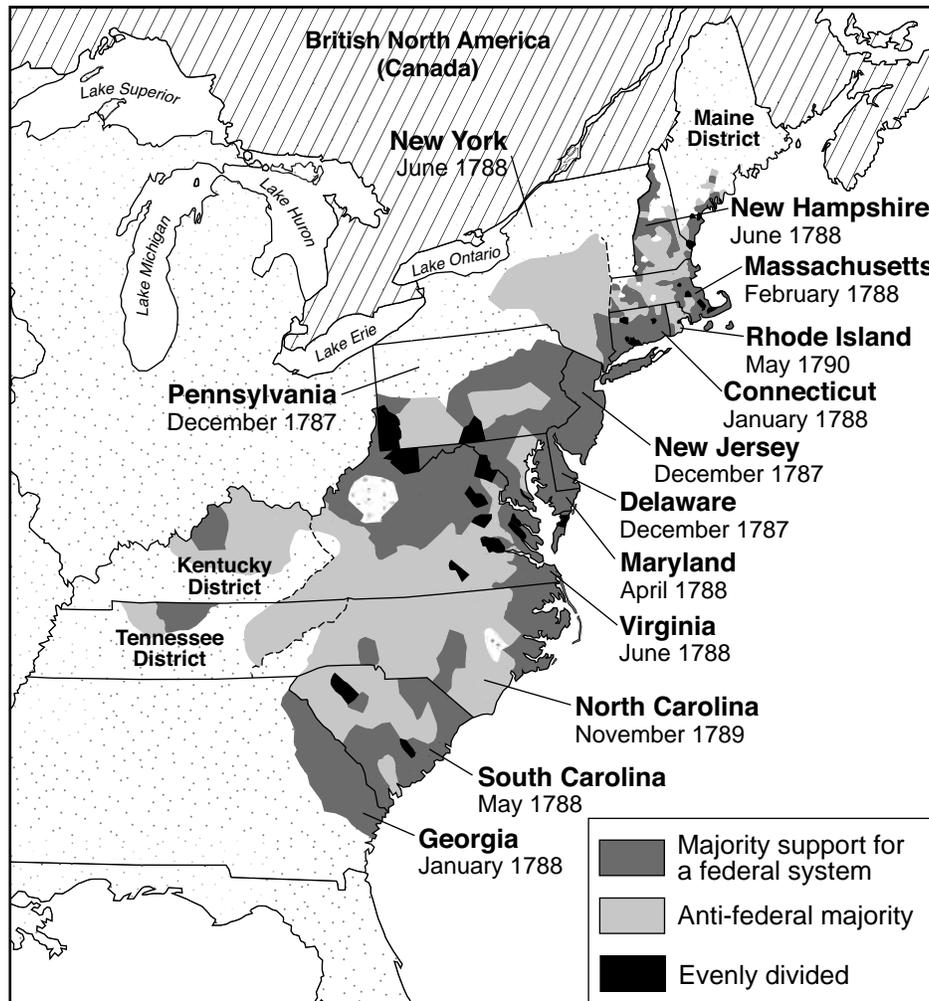
- (1) The duties of the president and of Congress were not clearly separated.
- (2) Federal courts were a threat to individual liberty.
- (3) The thirteen states could never agree on important issues.
- (4) The United States Constitution would benefit only a wealthy few.

6 Which remedy has been proposed to correct a problem identified by the author concerning elected offices?

- (1) campaign spending restrictions
 - (2) expansion of the civil service system
 - (3) term limits on members of Congress
 - (4) direct election of the president
-

Base your answer to question 7 on the map below and on your knowledge of social studies.

The Ratification of the Federal Constitution, 1787–1790



Source: Martin Gilbert, *Atlas of American History*, Dorset Press, 1985 (adapted)

7 Which area of the United States showed the strongest support for ratification of the Constitution?

- (1) coastal areas near the Atlantic Ocean
- (2) frontier areas west of the Appalachian Mountains
- (3) farming areas in western New York and Pennsylvania
- (4) mountain areas in the South

8 The power of the president to veto laws and the power of the House of Representatives to impeach are examples of

- (1) federalism
- (2) the unwritten constitution
- (3) executive privilege
- (4) checks and balances

9 As stated in the United States Constitution, which group is directly elected by the people?

- (1) Supreme Court justices
- (2) presidential cabinet members
- (3) members of the House of Representatives
- (4) political party leaders

Base your answer to question 10 on the table below and on your knowledge of social studies.

Number of Electors for Selected States		
State	Election of 1904 (476 total)	Election of 2012 (538 total)
New York	39	29
Massachusetts	16	11
Pennsylvania	34	20
Illinois	27	20
Florida	5	29
Texas	18	38
California	10	55

Source: U.S. Electoral College

- 10 Which trend about the population of the United States is most clearly implied by the information in the table?
- (1) States with warmer climates had larger population increases than those in other regions of the United States.
 - (2) The rural percentage of the population increased throughout the 20th century.
 - (3) Voter turnout increased in the North and in the East.
 - (4) Life expectancy increased in the South and in the West, but decreased in other regions.

11 Which statement most accurately describes the principle of federalism?

- (1) States have the power to review national laws.
- (2) The ultimate power is given to the voters.
- (3) Power is divided between the national and state governments.
- (4) Power is shared by the two political parties.

12 The purchase of the Louisiana Territory in 1803 was supported by farmers in Ohio, Kentucky, and Tennessee primarily because they wanted to

- (1) end conflicts with Mexico on the western frontier
- (2) gain unrestricted access to the Mississippi River and the port of New Orleans
- (3) end the practice of slavery
- (4) secure an easier route for transporting their products to the Pacific Coast

13 The Supreme Court decisions in *McCulloch v. Maryland* (1819) and in *Gibbons v. Ogden* (1824) resulted in

- (1) large land grants for Native American Indians
- (2) an expansion of the rights of African Americans
- (3) greater state regulation of business activities
- (4) an increase in the power of the federal government over state governments

14 In the first half of the 19th century, canal building was important to economic growth because canals

- (1) could be used in all seasons of the year
- (2) provided access to free homesteads in the West
- (3) charged lower rates than the transcontinental railroad
- (4) allowed faster transport of farm and industrial products

- 15 The victory of Andrew Jackson in the presidential election of 1828 was aided by
- (1) the support of eastern bankers
 - (2) implementing woman's suffrage
 - (3) reducing property qualifications for voting
 - (4) the endorsement of northern abolitionists
- 16 Which 19th-century phrase best describes the overall efforts of the United States to expand westward to the Pacific Ocean?
- (1) "Remember the Alamo"
 - (2) "Manifest Destiny"
 - (3) "Bleeding Kansas"
 - (4) "Remember the Maine"
- 17 Which action was an attempt by southern state governments after the Civil War to limit the rights of African Americans?
- (1) ratification of the 13th amendment
 - (2) implementation of the Black Codes
 - (3) establishment of the Freedmen's Bureau
 - (4) impeachment of President Andrew Johnson
- 18 Political rights for women grew most rapidly on the western frontier primarily because
- (1) the settlers were influenced by Native American Indian societies
 - (2) women greatly outnumbered men in the West
 - (3) pioneer life often required men and women to share responsibilities equally
 - (4) immigrants settling in the West brought ideals of gender equality from Europe
- 19 The formation of business monopolies in the late 1800s was made possible by the
- (1) effects of laissez-faire policies
 - (2) passage of federal antitrust laws
 - (3) elimination of the free-enterprise system
 - (4) adoption of socialist economic practices
- 20 Which pairing matches a 19th-century business leader with the industry he developed?
- (1) Cornelius Vanderbilt—textile
 - (2) Andrew Carnegie—meatpacking
 - (3) J. P. Morgan—sugar
 - (4) John D. Rockefeller—oil
- 21 In the late 1890s, yellow journalism most directly influenced the United States government's decision to
- (1) build the Panama Canal
 - (2) open Japan to trade with the West
 - (3) enter the Spanish-American War
 - (4) purchase Alaska and Hawaii
- 22 ". . . It is not the mission of the United States to set right everything that is amiss all over the world, even if we have interests involved, or to take part in remodelling the government of some four hundred millions of people who deeply resent foreign interference with their affairs. . . ."
- Josiah Quincy, 1900
- The author of this statement is expressing his support for
- (1) war as an instrument of foreign policy
 - (2) the policy of imperialism
 - (3) business investment in foreign countries
 - (4) the principle of noninvolvement
- 23 W. E. B. Du Bois and Booker T. Washington strongly disagreed over the
- (1) need for passage of the 14th amendment to acquire civil rights
 - (2) benefits of the Harlem Renaissance
 - (3) method and speed for attaining equal rights for African Americans
 - (4) use of the federal policy of affirmative action to aid African Americans
- 24 Which idea best expresses the philosophy of Progressive reformers?
- (1) Economic growth should take priority over social concerns.
 - (2) Government actions should promote solutions to problems in society.
 - (3) Reform should come from private business leaders.
 - (4) Labor unions could undermine the free enterprise system.

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

**“THE IMMIGRANT.
Is he an acquisition or a detriment?”**



Source: Victor Gillam, *Judge*, September 19, 1903 (adapted)

25 Which statement most accurately represents the point of view depicted in this 1903 cartoon?

- (1) Literacy tests are needed to limit immigration to the United States.
- (2) Americans significantly disagree over immigration policy.
- (3) The nation’s economy depends on continuing large-scale immigration.
- (4) Nativist opposition to immigration is declining.

26 As related to Latin America, the Roosevelt Corollary strengthened the original Monroe Doctrine by

- (1) threatening military intervention to stop European interference
- (2) extending the doctrine to Asia
- (3) sending humanitarian aid to Mexico and the Caribbean
- (4) promoting the independence of former United States colonies

27 Which legislation resulted from the publication of Upton Sinclair’s novel, *The Jungle*?

- (1) Hepburn Act
- (2) Dawes Act
- (3) Meat Inspection Act
- (4) Interstate Commerce Act

28 The main reason the United States Senate did not approve the Treaty of Versailles in 1919 was because the treaty

- (1) did not force Germany to return conquered territory
- (2) threatened to draw the nation into future international conflicts
- (3) failed to include war reparations
- (4) was opposed by President Woodrow Wilson

29 The Palmer Raids after World War I were controversial because the federal government

- (1) led a campaign against discrimination and racial segregation
- (2) imprisoned suffragists who led protest marches
- (3) violated the civil liberties of suspected radicals
- (4) granted asylum to European refugees

30 During the 1920s, the influence of the Ku Klux Klan and the passage of laws setting immigration quotas illustrated the

- (1) rejection of traditional religious values
- (2) support for integrated public schools
- (3) negative reaction to the Scopes trial
- (4) growth of nativism

31 Which factor in the late 1920s was a major cause of the Great Depression?

- (1) overproduction of manufactured goods
- (2) high income tax rates
- (3) limited use of consumer credit
- (4) low tariffs on European products

32 What was one reason many banks failed during the early 1930s?

- (1) Banks had made risky loans and stock market investments.
- (2) Banks were overregulated by the federal government.
- (3) Large banks had formed a monopoly.
- (4) Banks charged high interest rates for loans.

33 One major policy difference between President Herbert Hoover and President Franklin D. Roosevelt was that President Roosevelt

- (1) focused primarily on reducing tariffs
- (2) stressed tax cuts and subsidies for big business
- (3) adopted a laissez-faire philosophy
- (4) proposed direct aid to farmers and the unemployed

34 President Franklin D. Roosevelt's first 100 days are regarded by many historians as successful because

- (1) the Senate agreed to join the League of Nations
- (2) he increased the number of Supreme Court Justices
- (3) many of his New Deal proposals were enacted into law
- (4) the Great Depression came to an end

35 Which heading would be most accurate for the partial outline below?

I. _____ A. United States restricts arms sales in 1935. B. President Roosevelt gives "quarantine" speech in 1937. C. Cash-and-carry policy goes into effect in 1939. D. Britain receives lend-lease aid in 1941.
--

- (1) Congress Expands War Powers
- (2) Media Influences Foreign Policy
- (3) United States Moves Away From Neutrality
- (4) International Community Unites for Peace

36 After the attack on Pearl Harbor, President Franklin D. Roosevelt decided to

- (1) ban Japanese Americans from serving in Congress
- (2) deport most Japanese Americans to Japan
- (3) immediately draft all young Japanese Americans into the military
- (4) move Japanese Americans to internment camps away from the Pacific Coast

37 Agreements made at the Yalta and Potsdam conferences near the end of World War II resulted in the

- (1) division of Germany into zones of occupation
- (2) invasion of the Soviet Union by the Allies
- (3) creation of the arms control agreements
- (4) control of the Korean peninsula by United Nations forces

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

“Where To?”



Source: Fred O. Seibel, *Richmond Times-Dispatch*, March 14, 1947 (adapted)

38 The point of view expressed by this cartoonist is that this “new” United States foreign policy is

- (1) risky and may not succeed
- (2) certain to lead to another war
- (3) a violation of the United Nations Charter
- (4) too expensive to support

39 Which United States foreign policy is being referred to in this cartoon?

- | | |
|----------------------|-----------------------|
| (1) Neutrality Act | (3) Truman Doctrine |
| (2) Atlantic Charter | (4) Manhattan Project |

Base your answer to question 40 on the passage below and on your knowledge of social studies.

. . . You have to take chances for peace, just as you must take chances in war. Some say that we were brought to the verge of war. Of course we were brought to the verge of war. The ability to get to the verge without getting into the war is the necessary art. If you cannot master it, you inevitably get into war. If you try to run away from it, if you are scared to go to the brink, you are lost. . . .

— Secretary of State John Foster Dulles, *Time*, January 23, 1956

40 The policy described by Secretary Dulles was most evident in the later actions of the United States during the

- (1) Cuban missile crisis
- (2) Nuclear Test Ban Treaty
- (3) energy crisis of 1973
- (4) Camp David talks between Egypt and Israel

41 Which social change was accelerated by the passage of the Interstate Highway Act in 1956?

- (1) revitalization of urban areas
- (2) demand for new forms of public transportation
- (3) growth of the Northeast’s population relative to that of the South and West
- (4) movement from cities to new suburban communities

42 United States involvement in Vietnam in the early 1960s was justified by a widely held belief that

- (1) United States economic prosperity depended on taking control of South Vietnam
- (2) failure to defend freedom in South Vietnam would result in communist domination of Southeast Asia
- (3) supporting South Vietnam would honor United States obligations to the North Atlantic Treaty Organization (NATO)
- (4) involvement in Southeast Asia was necessary to prevent communists from seizing control of China

- 43 • October 4, 1957—Soviet Union launches *Sputnik*
- April 12, 1961—a Soviet cosmonaut is the first person to orbit Earth
 - February 20, 1962—John Glenn is the first American to orbit Earth
 - July 20, 1969—Neil Armstrong walks on the Moon

Which conclusion do these events directly support?

- (1) The United States was the first to orbit Earth.
 - (2) The United States space program eventually surpassed the Soviet Union's program.
 - (3) The Soviet Union and the United States both militarized space.
 - (4) *Sputnik* had little domestic influence on the United States.
- 44 Since the 1960s, a major goal of the women's movement has been to gain
- (1) full property rights
 - (2) better access to public education
 - (3) equal economic opportunity
 - (4) the right to vote
- 45 The main argument used by President Richard Nixon to block publication of the *Pentagon Papers* was that their disclosure would
- (1) damage his environmental policies
 - (2) jeopardize trade relationships
 - (3) harm the prosperity of the nation
 - (4) threaten national security

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

. . . Question: Mr. President, many people in Congress believe in the tax cuts—I mean, the budget cuts, but are very concerned about the tax cuts. They fear it will be inflationary. How do you plan to combat that fear among Congress?

President Reagan: Well, I mentioned that last night, this fear that the tax cuts would be inflationary. First of all, a number of fine economists like Murray Weidenbaum and many of his associates don't think that that's so. But also we've got history on our side. Every major tax cut that has been made in this century in our country has resulted in even the government getting more revenue than it did before, because the base of the economy is so broadened by doing it. . . .

— Question-and-Answer Session with President Ronald Reagan, 1981

- 46 Based on this excerpt, President Ronald Reagan's economic policy called for
- (1) reducing taxes to increase investment by private businesses
 - (2) increasing government spending on social welfare programs
 - (3) limiting military spending to balance the federal budget
 - (4) raising taxes to decrease inflation
-
- 47 The USA Patriot Act (2001) was passed to
- (1) recruit volunteers for military service
 - (2) protect the United States from terrorists
 - (3) prohibit citizens from criticizing government policies
 - (4) safeguard civil liberties from abuse by the government

Base your answer to question 48 on the cartoon below and on your knowledge of social studies.



Source: Mike Keefe, *Denver Post*, March 16, 2011

- 48 Which statement most accurately expresses the main idea of this cartoon?
- (1) Nuclear power plants are subject to risks.
 - (2) Nuclear waste should not be dumped into the oceans.
 - (3) The government should encourage the construction of nuclear facilities.
 - (4) Nuclear power plants are the targets of terrorists.

- 49 • Pure Food and Drug Act passed.
• Graduated income tax established.
• Federal Reserve System created.

These events occurred during which historic period?

- (1) Reconstruction
- (2) Progressive Era
- (3) Roaring Twenties
- (4) Cold War

- 50 One way in which the Square Deal, the New Frontier, and the Great Society are similar is that each was a

- (1) plan to promote big business
- (2) campaign to extend woman's suffrage
- (3) book written by a muckraking journalist
- (4) presidential program of reform

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

In developing your answer to Part II, be sure to keep these general definitions in mind:

- (a) **describe** means “to illustrate something in words or tell about it”
- (b) **discuss** means “to make observations about something using facts, reasoning, and argument; to present in some detail”

Part II

THEMATIC ESSAY QUESTION

Directions: Write a well-organized essay that includes an introduction, several paragraphs addressing the task below, and a conclusion.

Theme: Government Actions

Throughout United States history, the federal government has taken actions that have either expanded or limited the rights of individuals in the United States. These government actions have had significant political, social, and economic impacts on the nation.

Task:

Choose **two** federal government actions that have expanded or limited the rights of individuals and for **each**

- Describe the historical circumstances that led to the government action
- Discuss the impact of the action on the United States and/or American society

You may use any government action that expanded or limited the rights of individuals from your study of United States history. Some suggestions you might wish to consider include the Indian Removal Act (1830), *Dred Scott v. Sanford* (1857), the 15th amendment (suffrage for African American males, 1870), *Plessy v. Ferguson* (1896), *Schenck v. United States* (1919), the 18th amendment (Prohibition, 1919), the 19th amendment (woman’s suffrage, 1920), *Brown v. Board of Education of Topeka* (1954), the Civil Rights Act (1964), the Voting Rights Act (1965), and the 26th amendment (suffrage for 18-year-old citizens, 1971).

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

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. Keep in mind that the language used in a document may reflect the historical context of the time in which it was written.

Historical Context:

Until the mid-1800s, the United States remained a primarily rural, agricultural nation. However, by the early 20th century, the United States had become an urban, industrialized nation. This transition led to problems related to *housing* and *working* conditions. Governments, groups, and individuals have attempted to improve *housing* and *working* conditions with varying degrees of success.

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

- Describe *housing* conditions and *working* conditions in urban areas during the late 1800s and early 1900s
- Discuss the extent to which efforts to address *housing* and/or *working* conditions were successful

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) **discuss** means “to make observations about something using facts, reasoning, and argument; to present in some detail”

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

. . . So many people in so little space: eight hundred per acre in some city blocks. Flies were fat and brazen and everywhere, because in summer the windows and doors had to be open all the time in hopes that a breeze might find its way down the river and through the crowded streets and among the close-packed tenements and across the back of one's neck. Along with the flies came the noise of steel wagon wheels on paving stones, the wails of babies, peddlers bellowing, the roar of elevated trains, hollering children, and the scritch-scratch and tinkle of windup phonographs.

Late summer was a season of dust and grime. Half the metropolis, it seemed, was under construction, a new tower of ten or more stories topping out every five days, competing skyscrapers racing toward the clouds, a third and then a fourth bridge stretching across the East River (where a generation earlier there had been none). The hot, damp air was full of dirt, cement powder, sawdust, and exhaust from the steam shovels. . . .

Source: David Von Drehle, *Triangle: The Fire that Changed America*, Grove Press, 2003

1 According to David Von Drehle, what were **two** conditions faced by people living in urban areas in the early 1900s? [2]

(1) _____

Score

(2) _____

Score

Document 2a

Family in Room in Tenement House, 1890



Source: Jacob Riis, *How the Other Half Lives: Studies Among the Tenements of New York*, Dover Publications, 1971

Document 2b

Women and Children Working at Home in New York City, early 1900s



Source: Lewis Wickes Hine, December 1911, Library of Congress

2 Based on these photographs, what was **one** condition faced by families living in tenements? [1]

Score

Document 3

. . . The razing [tearing down] of the worst tenements through such urban renewal programs and the enactment of stricter regulatory laws are generally credited with bringing an end to the privations [hardships] of the tenement system. From 1867 to 1901, New York enacted a series of increasingly stringent [strict] tenement laws that mandated better ventilation and sanitation, improved maintenance, and indoor plumbing. But to what extent did regulation really contribute to the demise of the tenement menace? Despite the stipulations that each room have a window and that stairwells have better lighting, stench continued to overpower tenement residents, and the promised improvements in ventilation never materialized. Lewis Hine's photographs from the years after the enactment of the 1901 legislation reveal crowding just as awful as Jacob Riis had found in the late 1880s and nearly as bad as that which antebellum [pre-Civil War] investigators had uncovered in Cow Bay and the Old Brewery [neighborhoods]. . . .

Source: Tyler Anbinder, *Five Points*, The Free Press, 2001 (adapted)

3 According to Tyler Anbinder, what was **one** attempt to address issues faced by people living in tenements? [1]

Score

Document 4

. . . As an example to the city, Addams installed a small incinerator at Hull-House and had the settlement house's Woman's Club investigate garbage conditions in the ward and report their findings to city hall. But to no avail. Finally, in desperation, Addams applied to become the Nineteenth Ward's garbage collector. Her bid was never considered, but the publicity it provoked led the city to appoint her the ward's inspector of garbage.

Every morning at 6:00 A.M., neighbors trudging to work would see a bent woman as pale as candle wax following the city's garbage wagons to the dump to see that they did their work thoroughly; and in the evenings Jane Addams would supervise the burning of mountains of alley refuse, the hundred-foot-high flames drawing crowds of curious onlookers. The foreign-born women of the neighborhood were "shocked," Addams recalled, "by this abrupt departure into the ways of men." But some of them came to understand "that their housewifely duties logically extended to the adjacent alleys and streets" where diseases spread by filth put their children at deadly risk.

The unflagging pressure of Addams and other settlement workers—most prominently Mary McDowell in Packingtown—forced the city to take measures to improve sanitary conditions in some immigrant wards. But not until after 1900, and not very satisfactorily. . . .

Source: Donald L. Miller, *City of the Century: The Epic of Chicago and the Making of America*, Simon & Schuster, 1996

4 According to Donald L. Miller, what was **one** way settlement workers attempted to improve sanitary conditions in Chicago? [1]

Score

Document 5

. . . In every industry the story was monotonously the same: paupers' wages; the constant fear of dismissal; wretched and unsanitary working conditions; ten-, twelve-, and even fourteen-hour days (sixteen for bakers); six- and sometimes seven-day weeks; erratic pay; little or no compensation for injuries or fatalities; a constant increase in the number of women and children employed under such conditions; and, worst of all, the widespread conviction that workingmen and women (not to mention children) had been losing ground ever since the end of the Civil War.

Under such circumstances it is hardly surprising that the number of strikes increased year by year following the Great Strikes of 1877. In 1881 there were 471 strikes affecting 2,928 companies and 129,521 employees. Five years later the number of strikes had risen to 1,411, involving 9,861 companies and almost half a million employees. Roughly half (46 percent) of the struck companies acquiesced in [agreed to] the principal demands of the strikers. Over 3,000 more strikes were partially successful, and 40 percent of the strikes, involving 50 percent of the strikers, were judged "failures." . . .

Source: Page Smith, "How the Other Side Lived," *A People's History of the Past, Reconstruction Era, Vol. VI, The Rise of Industrial America*, 1984

5a According to Page Smith, what was **one** condition faced by industrial *workers* in the late 1800s? [1]

Score

b According to Page Smith, what was **one** attempt made by *workers* to improve working conditions? [1]

Score

Document 6

On Friday evening, March 24, two young sisters walked down the stairways from the ninth floor where they were employed and joined the horde of workers that nightly surges homeward into New York's East Side. Since eight o'clock they had been bending over shirt-waists of silk and lace, tensely guiding the valuable fabrics through their swift machines, with hundreds of power driven machines whirring madly about them; and now the two were very weary, and were filled with that despondency [hopelessness] which comes after a day of exhausting routine, when the next day, and the next week, and the next year, hold promise of nothing better than just this same monotonous strain. . . .

"It's worse than it was before the strike, a year ago," bitterly said Gussie, the older [sister]. "The boss squeezes [puts pressure on] us at every point, and drives us to the limit. He carries us up in elevators of mornings [every morning], so we won't lose a second in getting started; but at night, when we're tired and the boss has got all out of us he wants for the day, he makes us walk down. At eight o'clock he shuts the doors, so that if you come even a minute late you can't get in till noon, and so lose half a day; he does that to make sure that every person gets there on time or ahead of time. He fines us for every little thing; he always holds back a week's wages to be sure that he can be able to collect for damages he says we do, and to keep us from leaving; and every evening he searches our pocketbooks and bags to see that we don't carry any goods or trimmings away. Oh, you would think you are in Russia again!". . .

Source: Miriam Finn Scott, "The Factory Girl's Danger," *The Outlook*, April 15, 1911

6 According to Miriam Finn Scott, what were **two** conditions that made factory work difficult in 1911? [2]

(1) _____

Score

(2) _____

Score

Document 7

... Information collected by the Commission and staff was compiled into several reports, including the two main reports, “The Fire Hazard in Factory Buildings” and “Sanitation of Factories”, published in the Preliminary Report of the Factory Investigating Commission (1912). To improve sanitary conditions, the Commission’s report to the Legislature recommended registration of all factories with the Department of Labor, licensing of all food manufacturers, medical examinations of food workers, medical supervision in dangerous trades, and better eating, washing, and toilet facilities. To lessen the fire hazard, the Commission recommended an increase in stairwells and exits, installation of fire walls, fireproof construction, prohibition of smoking in factories, fire extinguishers, alarm systems, and automatic sprinklers. The Commission’s other reports summarized investigations of and made recommendations concerning women factory workers, child labor in tenements, and occupational diseases such as lead and arsenic poisoning. . . .

Source: *Working Lives: A Guide to the Records of the New York State Factory Investigating Commission*, New York State Archives and Records Administration, 1989

- 7 Based on this New York State document, state **one** recommendation made by the Factory Investigating Commission in 1912 to address problems faced by workers. [1]

Score

Document 8

... The supreme duty of the Nation is the conservation of human resources through an enlightened measure of social and industrial justice. We pledge ourselves to work unceasingly in State and Nation for:

Effective legislation looking to the prevention of industrial accidents, occupational diseases, overwork, involuntary unemployment, and other injurious effects incident to modern industry;

The fixing of minimum safety and health standards for the various occupations, and the exercise of the public authority of State and Nation, including the Federal control over inter-State commerce and the taxing power, to maintain such standards;

The prohibition of child labor;

Minimum wage standards for working women, to provide a living scale in all industrial occupations;

The prohibition of night work for women and the establishment of an eight hour day for women and young persons;

One day's rest in seven for all wage-workers; . . .

We favor the organization of the workers, men and women as a means of protecting their interests and of promoting their progress. . . .

Source: Platform of the Progressive Party, August 7, 1912

8 Based on this document, what were **two** proposals made in the 1912 Progressive Party Platform that addressed issues faced by workers? [2]

(1) _____

Score

(2) _____

Score

Document 9

. . . Abandoning efforts to secure business cooperation, in 1935 the New Deal moved in the direction of strengthening workers' ability to bargain collectively and effectively, presuming this would lead to fair wages, hours, and working conditions. Competition, together with fair treatment of workers, would keep business functioning properly in an open market. The National Labor Relations Act, proposed by New York senator Robert Wagner and endorsed by FDR [Franklin Delano Roosevelt] once it passed the Senate, had a dramatic effect on many workers. The Wagner Act, as it was frequently called, compelled employers to deal with labor unions that employees—in elections supervised by the National Labor Relations Board (NLRB)—chose to represent them. The act also prohibited unfair labor practices such as discharging workers for union membership, favoring an employer-dominated company union, or refusing to negotiate in good faith with a union. All these practices had long been common before the National Industrial Recovery Act and continued after its adoption. But now, with an independent federal agency overseeing labor-management relations, the weight of the federal government stood behind organized workers in their efforts to negotiate better terms of employment. . . .

Source: David E. Kyvig, *Daily Life in the United States, 1920–1940*, Ivan R. Dee, 2002

9 According to David E. Kyvig, state **one** way New Deal programs addressed problems faced by workers. [1]

Score

Part B

Essay

Directions: Write a well-organized essay that includes an introduction, several paragraphs, and a conclusion. Use evidence from *at least five* documents in the body of the essay. Support your response with relevant facts, examples, and details. Include additional outside information.

Historical Context:

Until the mid-1800s, the United States remained a primarily rural, agricultural nation. However, by the early 20th century, the United States had become an urban, industrialized nation. This transition led to problems related to **housing** and **working** conditions. Governments, groups, and individuals have attempted to improve **housing** and **working** conditions with varying degrees of success.

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

- Describe **housing** conditions and **working** conditions in urban areas during the late 1800s and early 1900s
- Discuss the extent to which efforts to address **housing** and/or **working** conditions were successful

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

REGENTS EXAM IN U.S. HISTORY AND GOVERNMENT