

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

**UNITED STATES HISTORY  
AND GOVERNMENT**

**Tuesday, June 16, 2015 — 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.

Base your answer to question 1 on the cartoon below and on your knowledge of social studies.



Source: Paul Fell, *Lincoln Journal Star*, 2004

- 1 Which statement most accurately expresses the main idea of the cartoon?
- (1) Water pollution threatens public health.
  - (2) Farmers fail to understand the water needs of cities.
  - (3) Urban development has used all the water needed for farming.
  - (4) Conflict is growing over the distribution of scarce water resources.

- 2 Which title best completes the partial outline below?

I. \_\_\_\_\_

- A. Virginia House of Burgesses
- B. Mayflower Compact
- C. New England town meetings

- (1) Developments in Colonial Self-Government
- (2) Colonial Efforts to Abandon British Rule
- (3) Attempts by Colonial Leaders to Form a National Government
- (4) Colonial Organizations Established by the British Parliament

- 3 One way that the British government carried out the policy of mercantilism was by
- (1) promoting free trade between its colonies and Europe
  - (2) prohibiting the transatlantic trade in enslaved Africans
  - (3) encouraging the development of colonial manufacturing and trade
  - (4) requiring that most colonial trade occur within the British Empire

- 4 Thomas Jefferson incorporated John Locke's idea of the social contract theory in the Declaration of Independence because this idea
- (1) justified the overthrow of a government that denied individual liberties
  - (2) considered economic rights more important than inalienable rights
  - (3) supported the divine right of kings
  - (4) called for a gradual change of government

Base your answer to question 5 on the passage below and on your knowledge of social studies.

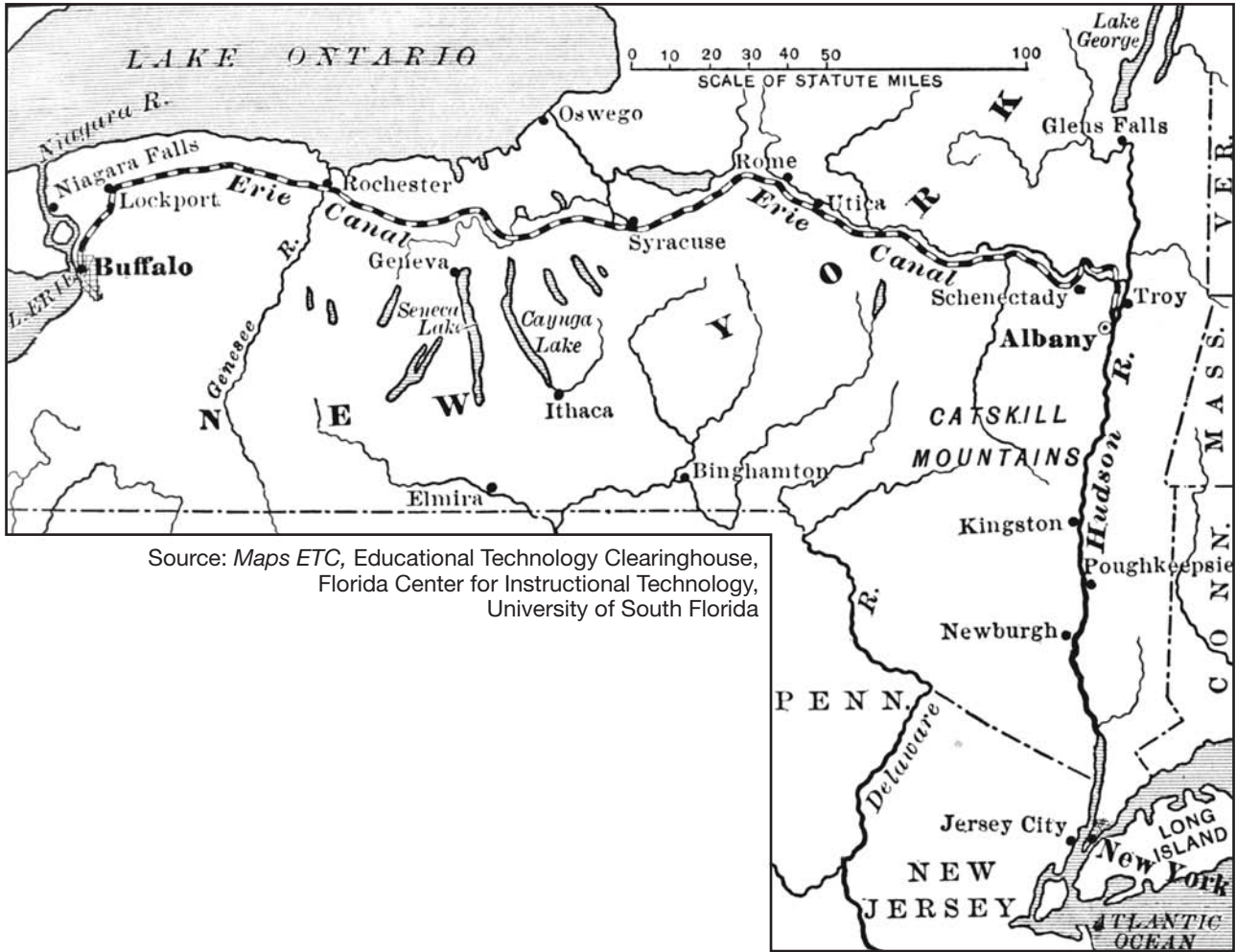
...As to government matters, it is not in the power of Britain to do this continent justice: the business of it will soon be too weighty and intricate to be managed with any tolerable degree of convenience, by a power so distant from us, and so very ignorant of us; for if they cannot conquer us, they cannot govern us. To be always running three or four thousand miles with a tale or a petition, waiting four or five months for an answer, which, when obtained, requires five or six more to explain it in, will in a few years be looked upon as folly and childishness. There was a time when it was proper, and there is a proper time for it to cease....

— Thomas Paine, *Common Sense*, 1776

- 5 What is the main argument Thomas Paine makes concerning the relationship between Great Britain and its American colonies?
- (1) Britain wants to make America a part of the European continental system.
  - (2) America is too distant for Great Britain to govern effectively.
  - (3) America lacks representation in Parliament.
  - (4) American colonial leaders believe British officials want to use them to fight European wars.
- 
- 6 At the Constitutional Convention of 1787, the Great Compromise between the large states and the small states resulted in
- (1) the creation of a bicameral legislature
  - (2) a provision for equal protection of the laws
  - (3) a permanent solution to the slavery issue
  - (4) the guarantee of voting rights for all male property owners

- 7 The framework of government described in the Constitution of the United States (1787) most clearly shows the dissatisfaction of the founders with the
- (1) Albany Plan of Union
  - (2) Northwest Ordinance
  - (3) Articles of Confederation
  - (4) Treaty of Paris
- 8 The term *federalism* is best defined as
- (1) the process of amending a constitution
  - (2) the power of the courts to determine the constitutionality of laws
  - (3) a republican form of government with no hereditary ruler
  - (4) the division of power between the states and the national government
- 9 Which action is an example of the use of checks and balances?
- (1) impeachment of President Bill Clinton
  - (2) choosing a vice presidential running mate by a presidential candidate
  - (3) election of the Speaker of the House by the majority party
  - (4) starting negotiations for a treaty by President George Washington
- 10 The Kentucky and Virginia Resolutions (1798) held that states could nullify the Alien and Sedition Acts because these laws
- (1) repealed the Northwest Ordinance
  - (2) placed an unfair tax on whiskey made by western farmers
  - (3) violated the Constitution
  - (4) established limits on universal suffrage
- 11 The Supreme Court decision in *Marbury v. Madison* (1803) increased the power of the federal courts by
- (1) increasing the number of judges
  - (2) enabling the president to overturn lower-court decisions
  - (3) establishing federal supremacy over state governments
  - (4) establishing the principle of judicial review

Base your answers to questions 12 and 13 on the map below and on your knowledge of social studies.



Source: *Maps ETC*, Educational Technology Clearinghouse, Florida Center for Instructional Technology, University of South Florida

- 12 Based on the map, the Erie Canal and Hudson River contributed directly to the
- (1) decisions to restrict immigration
  - (2) rapid increase in population in upstate New York
  - (3) settlement of New England
  - (4) acquisition of land from Canada
- 13 Completion of the Erie Canal in 1825 encouraged the growth of the Midwest because it
- (1) linked the Great Lakes to the Atlantic Coast
  - (2) helped force the removal of British forts in the Northwest Territory
  - (3) stimulated development of cotton production in the Ohio River valley
  - (4) increased trade with Asia

- 14 A major reason for President Thomas Jefferson's purchase of the Louisiana Territory was to
- (1) eliminate Spanish control of California
  - (2) take possession of all of Florida
  - (3) give the United States control of the Mississippi River
  - (4) provide access to areas east of the Appalachian Mountains
- 15 What was one important geographic reason the United States was able to maintain a foreign policy of neutrality throughout most of the 19th century?
- (1) The Atlantic Ocean provided a buffer from European interference.
  - (2) Extensive mountain ranges along the Pacific coastline prevented invasions.
  - (3) Scarce natural resources discouraged international trade.
  - (4) European immigrants had rapid communication with their homelands.
- 16 President Andrew Jackson used the spoils system to
- (1) stop the westward expansion of slavery
  - (2) strengthen the military for national defense
  - (3) reward loyal political supporters
  - (4) destroy the Bank of the United States
- 17 After the Civil War, which development limited economic opportunities for African Americans in the South?
- (1) creation of military districts
  - (2) establishment of the Freedmen's Bureau
  - (3) use of the sharecropping system
  - (4) ratification of the 14th amendment
- 18 During the 1870s, the Granger movement attracted the support of many western farmers because it proposed that
- (1) the money supply should be deflated by removing paper currency from circulation
  - (2) shipping rates and grain storage fees charged by railroads should be regulated
  - (3) immigrants should be given land on the Great Plains
  - (4) the government should control the development of resources in the West
- 19 Literacy tests, grandfather clauses, and poll taxes were enacted by Southern States to
- (1) limit the movement of African Americans
  - (2) restrict the voting rights of African Americans
  - (3) improve the social status of African Americans
  - (4) expand educational opportunities for African Americans
- 20 What was the primary goal of the Dawes Act of 1887 regarding Native American Indians?
- (1) assimilating Native American Indians into mainstream American life
  - (2) increasing the size of Native American Indian reservations
  - (3) promoting Native American Indian languages and cultures
  - (4) strengthening Native American Indian tribal governments
- 21 During the late 19th century, businesses tried to maximize profits by
- (1) eliminating tariffs
  - (2) supporting labor unions
  - (3) resisting laissez-faire policies
  - (4) creating monopolies

- 22 What was one major impact of industrialization in the United States?
- (1) the disappearance of social class distinctions
  - (2) a rise in the standard of living
  - (3) an increase in the birth rate
  - (4) the elimination of urban tenements
- 23 What was one characteristic of American imperialism in the late 19th and early 20th centuries?
- (1) avoiding involvement with nations in East Asia
  - (2) supporting independence movements in Africa
  - (3) rejecting the use of military force to gain colonies
  - (4) acquiring territory to promote economic and strategic interests
- 24 Which development was a result of the Progressive movement?
- (1) Government increased its regulation of business practices.
  - (2) Women become less active in public life.
  - (3) The influence of the national government was reduced.
  - (4) Congress failed to balance the federal budget.
- 25 The Federal Reserve System was created to
- (1) control the money supply
  - (2) stimulate trade with other nations
  - (3) regulate the stock market
  - (4) fund public works projects
- 26 What was the major cause of African American migration from the rural South to northern cities during World War I?
- (1) offers of free public education
  - (2) availability of factory jobs
  - (3) desire to live in integrated neighborhoods
  - (4) opportunity to gain religious freedom
- 27 After World War I, a “return to normalcy” was most clearly demonstrated by
- (1) opposition to joining the League of Nations
  - (2) ending farm subsidies under the Agricultural Adjustment Act
  - (3) reducing tariff rates on imported goods
  - (4) rejection of disarmament agreements
- 28 The term *Harlem Renaissance* best describes
- (1) state and federal laws passed to end racial discrimination
  - (2) urban renewal efforts in New York City
  - (3) government programs to promote African American businesses
  - (4) a period of African American cultural achievements
- 29 In the 1920s, controversies over Prohibition, the National Origins Act, and the Scopes trial all reflected disagreement over the
- (1) effects of demobilization
  - (2) cultural values of the American people
  - (3) role of the federal government in the economy
  - (4) influence of labor unions on American life

Base your answers to questions 30 and 31 on the passage below and on your knowledge of social studies.

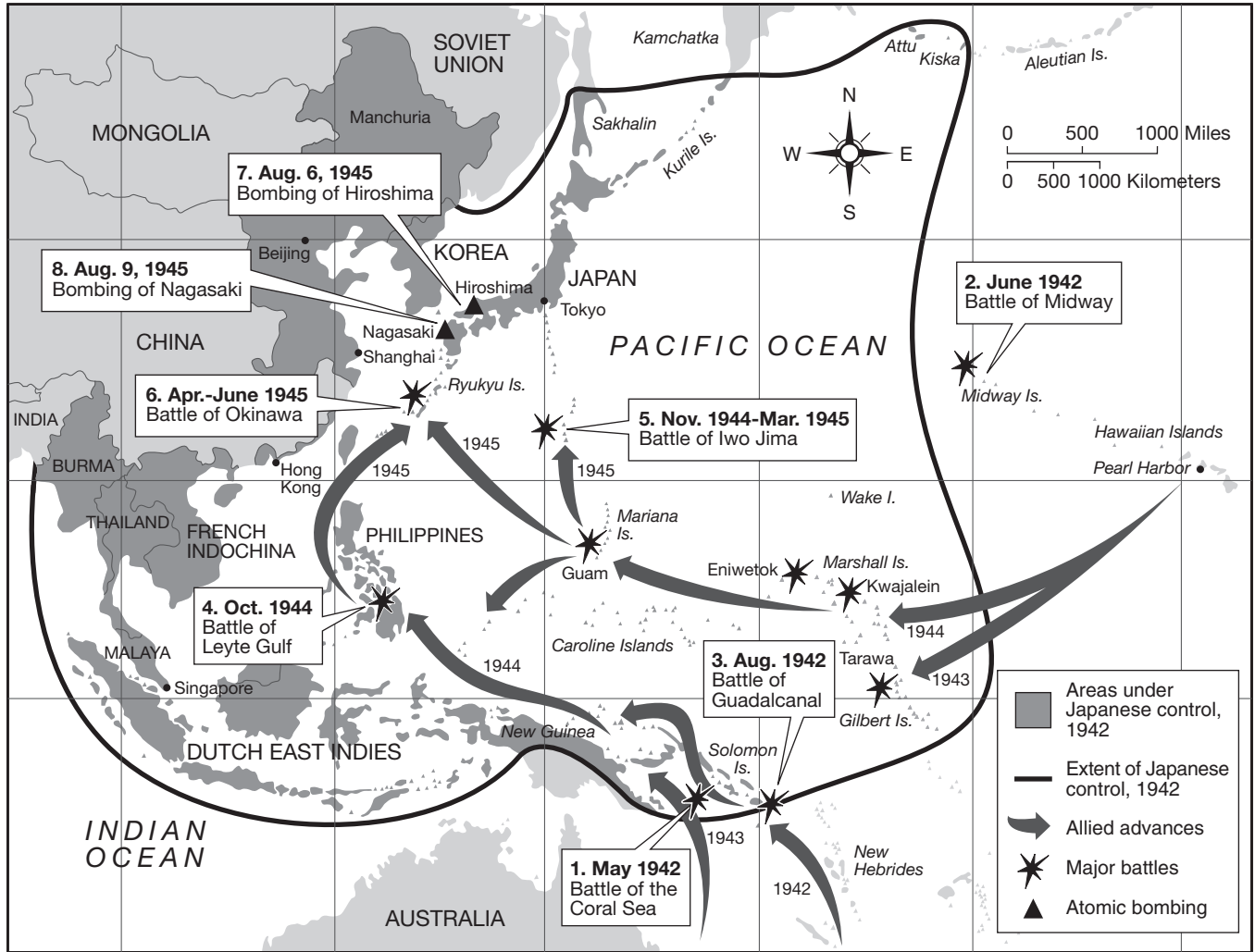
...2. We propose to limit the amount any one man can earn in one year or inherit to \$1 million to the person.

3. Now, by limiting the size of the fortunes and incomes of the big men, we will throw into the government Treasury the money and property from which we will care for the millions of people who have nothing; and with this money we will provide a home and the comforts of home, with such common conveniences as radio and automobile, for every family in America, free of debt....

— Senator Huey Long, 1935

- 30 Based on these statements by Senator Long, one reason for the suffering caused by the Great Depression was the
- (1) failure of President Franklin D. Roosevelt to sign relief legislation
  - (2) overproduction of military equipment
  - (3) uneven distribution of income that favored the rich
  - (4) failure of labor unions to accept shorter work days
- 31 President Franklin D. Roosevelt responded to the circumstances described in this passage by
- (1) renewing New Deal programs to help big business
  - (2) raising taxes to assure a balanced federal budget
  - (3) stressing free market economic principles
  - (4) increasing New Deal efforts for relief and reform
- 32 What was the primary motive behind President Franklin D. Roosevelt's 1937 proposal to add members to the Supreme Court?
- (1) removal of Republican justices from the Court
  - (2) ending the Court's use of judicial review
  - (3) assuring United States neutrality at the start of World War II
  - (4) protection of New Deal programs from unfavorable Court decisions
- 33 Which trend in United States foreign policy is shown by the passage of the Neutrality Act of 1939, the destroyers for bases deal of 1940, and the Lend-Lease Act of 1941?
- (1) withdrawal from overseas colonies
  - (2) expansion of trade with the Axis powers
  - (3) increase in support for the Allied powers
  - (4) reduction in war preparedness
- 34 The internment of Japanese Americans during World War II was initially authorized by
- (1) a constitutional amendment
  - (2) an executive order of the president
  - (3) a proclamation by the governor of California
  - (4) a decision of the Supreme Court

Base your answers to questions 35 and 36 on the map below and on your knowledge of social studies.



Source: Robert A. Divine et al., *America: Past and Present*, Addison Wesley Longman, 1999 (adapted)

35 What is the most accurate title for this map?

- (1) American Imperialism in the 20th Century
- (2) World War II in the Pacific
- (3) Causes of World War II
- (4) Creation of Wartime Alliances

36 The map shows that the Allied forces

- (1) made slow but steady progress in defeating Japan
- (2) conducted most of the battles north of the Hawaiian Islands
- (3) maintained control of the Philippines from the beginning of the war
- (4) had military support from the Soviet Union throughout the war



- 37 One reason the United States supported the creation of the United Nations was to
- (1) determine blame for the start of World War II
  - (2) improve efforts to collect war debts
  - (3) maintain international peace
  - (4) promote the development of nuclear weapons
- 38 The announcement of the Truman Doctrine, the Berlin airlift, and the formation of the North Atlantic Treaty Organization (NATO) were actions taken by the United States to prevent the
- (1) renewal of Nazi fascism in Germany, Italy, and Spain
  - (2) expansion of communism into Western Europe
  - (3) starvation of refugees from Eastern Europe
  - (4) start of an arms race between the United States and the Soviet Union

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

Good evening, my fellow citizens. This Government, as promised, has maintained the closest surveillance of the Soviet military build-up on the island of Cuba. Within the past week unmistakable evidence has established the fact that a series of offensive missile sites is now in preparation on that imprisoned island. The purposes of these bases can be none other than to provide a nuclear strike capability against the Western Hemisphere....

— President John F. Kennedy, Report to the American People, October 22, 1962

- 39 President John F. Kennedy reacted strongly to the situation described in this speech primarily because
- (1) the United States feared an influx of Cuban refugees
  - (2) these missiles could threaten United States oil supplies in South America
  - (3) the location of Cuba would allow the United States little time to respond to an attack
  - (4) the United States and the Warsaw Pact nations had formed a military alliance

- 40 One criticism of the Warren Court's decisions in *Mapp v. Ohio* (1961), *Gideon v. Wainwright* (1963), and *Miranda v. Arizona* (1966) is that the Supreme Court
- (1) limited police powers while expanding the rights of criminal defendants
  - (2) denied the first amendment rights of antiwar protestors and the press
  - (3) forced the desegregation of public transportation
  - (4) restricted the rights of students in public schools
- 41 During the 1960s, the foreign policy of President Lyndon B. Johnson was criticized because it
- (1) failed to support the space program
  - (2) escalated the Vietnam War
  - (3) restricted overseas travel for American citizens
  - (4) eliminated economic aid to African nations
- 42 The decision of the Supreme Court in the case of *United States v. Nixon* (1974) stated that
- (1) President Richard Nixon as commander in chief could extend the Vietnam War into Cambodia
  - (2) executive branch officials could be fired by the president without the Senate's approval
  - (3) executive privilege did not allow the president to withhold recordings that were related to the Watergate affair
  - (4) congressional approval of the War Powers Act of 1973 violated the separation of powers

Base your answers to questions 43 and 44 on the cartoon below and on your knowledge of social studies.



Source: John Darkow, *Columbia (MO) Daily Tribune*, July 3, 2009 (adapted)

- 43 Which statement most accurately expresses the point of view of the cartoonist?
- (1) The United States should increase its imports from China.
  - (2) Many products made in the United States are sold in China.
  - (3) The American economy has become overly dependent on China.
  - (4) Many Americans have had to move to China to find work.
- 44 Many American corporations contributed to the problem shown in the cartoon by
- (1) demanding that Congress increase export taxes
  - (2) establishing manufacturing facilities overseas
  - (3) paying workers lower wages to encourage them to retire
  - (4) lobbying the federal government to increase the minimum wage
-

Base your answer to question 45 on the cartoon below and on your knowledge of social studies.



Source: Jeff Koterba, *Omaha World Herald*, March 15, 2010 (adapted)

- 45 What is considered a major cause of the problem shown in the cartoon?
- (1) Employers pay higher Social Security taxes than employees pay.
  - (2) Most Americans want to end Social Security programs.
  - (3) Wealthy people pay the largest share of the Social Security taxes.
  - (4) The growing number of Social Security recipients are being supported by relatively fewer workers.

- 46 One important goal of the Monroe Doctrine (1823) was to
- (1) reduce trade barriers between the United States and African nations
  - (2) establish United States colonies and naval bases in the Caribbean
  - (3) provide military assistance to help the Philippines gain independence from Spain
  - (4) prevent former colonial powers from taking over Latin American nations

- 47 The Strategic Arms Limitation Treaty (SALT) agreements signed in the 1970s by the United States and the Soviet Union were efforts to
- (1) reduce Cold War tensions
  - (2) establish a worldwide human rights policy
  - (3) increase cooperation in the United Nations
  - (4) negotiate a lasting peace in the Middle East

- 48 **“Troops Break Up Bonus Army Protest”**  
**“FDR Proclaims Bank Holiday”**  
**“Misery Created by Dust Bowl”**

These headlines concern events that occurred during the

- (1) Civil War
- (2) Progressive Era
- (3) Great Depression
- (4) Cold War

Base your answers to questions 49 and 50 on the cartoon below and on your knowledge of social studies.



Source: John Trever, *Albuquerque Journal*

- 49 The opinion expressed by the cartoonist is that the USA Patriot Act allows the federal government to
- (1) set new term limits for federal judges
  - (2) restrict the investigative powers of the police
  - (3) violate freedoms guaranteed in the Bill of Rights
  - (4) eliminate States rights reserved in the 10th amendment
- 50 This cartoon was published in response to federal actions that followed which event?
- (1) passage of the Espionage Act (1917) and the Sedition Act (1918)
  - (2) Supreme Court decision in *Korematsu v. United States* (1944)
  - (3) civil rights march on Washington, D.C. (1963)
  - (4) attacks on the World Trade Center and the Pentagon (2001)

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: Organizations

Throughout United States history, individuals and groups have formed organizations to achieve specific reforms. The reform efforts of these organizations have met with varying degrees of success.

#### Task:

Identify *two* organizations that were formed to achieve a specific reform and for *each*

- Describe the historical circumstances surrounding the formation of the organization
- Discuss the degree to which the organization’s reform efforts were successful

You may use any organization from your study of United States history. Some suggestions you might wish to consider include the American Anti-Slavery Society (1833), the National Woman Suffrage Association (1869), the Woman’s Christian Temperance Union (1874), the American Federation of Labor (1886), the Populist Party (1890), the Anti-Defamation League (1913), the United Farm Workers (1966), and the National Organization for Women (1966).

**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

**This page left blank intentionally.**

**GO ON TO THE NEXT PAGE ⇨**

## 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:**

Throughout United States history, presidents have taken actions that have had a significant impact on the United States and American society. Three such presidential actions were **Andrew Jackson’s Indian removal policy**, **Theodore Roosevelt’s support for consumer protection**, and **Lyndon Johnson’s support for civil rights**.

**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

- Choose *two* presidential actions mentioned in the historical context and for *each*
- Describe the historical circumstances surrounding the president’s action
  - Discuss the impact of the president’s action on the United States and/or on American society

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

... The Southeastern Indians were particularly vulnerable. The traffic in deerskins, in which they had been intimately involved, had increasingly been replaced by a thriving cotton trade—spurred on by the invention of the cotton gin...[1793]—in which they were at best marginal producers and at worst obstacles to land-hungry whites. Much of their remaining territory was rich farmland, and the more they ‘improved’ it in the hope of turning themselves into acceptable neighbours, the more desirable they made it to would-be plantation-owners. A popular song at the time went:

All I ask in this creation  
Is a pretty little wife and a big plantation  
Way up yonder in the Cherokee Nation....

Source: James Wilson, *The Earth Shall Weep: A History of Native America*, Grove Press, 1998 (adapted)

- 1 According to James Wilson, what was **one** reason Native American Indians in the Southeast were removed from their native lands? [1]

---

---

Score



**Document 2**

President Andrew Jackson had signed the Indian Removal Act on May 28, 1830.

... The consequences of a speedy removal will be important to the United States, to individual States, and to the [Native American] Indians themselves. The pecuniary [financial] advantages which it promises to the Government are the least of its recommendations. It puts an end to all possible danger of collision between the authorities of the General [Federal] and State Governments on account of the Indians. It will place a dense and civilized population in large tracts of country now occupied by a few savage hunters. By opening the whole territory between Tennessee on the north and Louisiana on the south to the settlement of the whites it will incalculably [greatly] strengthen the SW [southwestern] frontier and render the adjacent States strong enough to repel future invasions without remote aid. It will relieve the whole State of Mississippi and the western part of Alabama of Indian occupancy, and enable those States to advance rapidly in population, wealth, and power. It will separate the Indians from immediate contact with settlements of whites; free them from the power of the States; enable them to pursue happiness in their own way and under their own rude [primitive] institutions; will retard [slow] the progress of decay, which is lessening their numbers, and perhaps cause them gradually, under the protection of the Government and through the influence of good counsels, to cast off their savage habits and become an interesting, civilized, and Christian community. These consequences, some of them so certain and the rest so probable, make the complete execution of the plan sanctioned by Congress [Indian Removal Act] at their last session an object of much solicitude [concern]....

Source: President Andrew Jackson, Second Annual Message to Congress, December 6, 1830

2 According to President Andrew Jackson, what were **two** reasons for establishing an Indian removal policy? [2]

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

\_\_\_\_\_

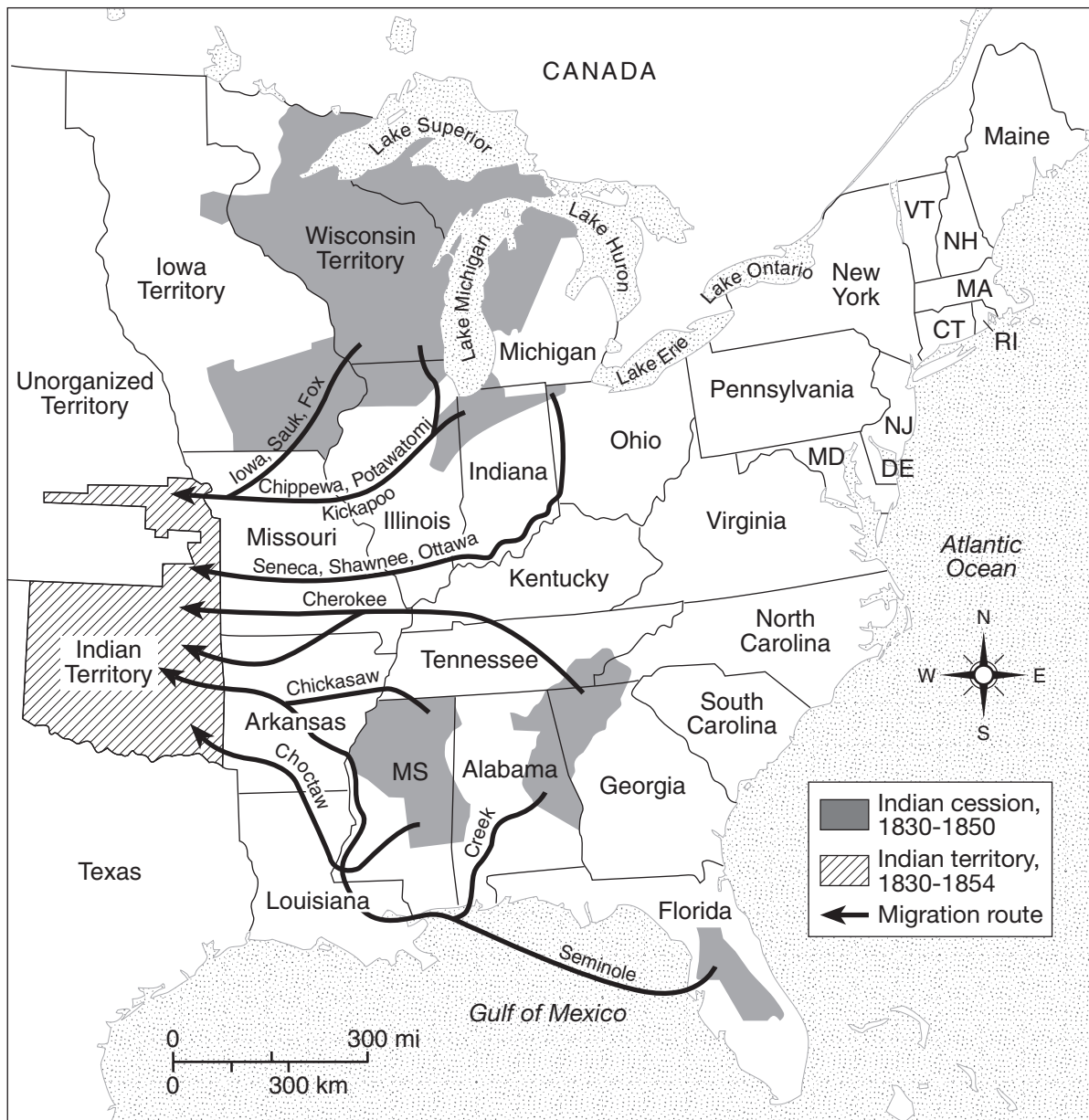
Score

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

\_\_\_\_\_

Score

### Indian Removal, 1830–1854



Source: Irving F. Ahlquist et al., *United States History*, Addison-Wesley, 1984 (adapted)

**Document 3b**

...It was natural, at a time when the national territory seemed almost illimitable [unlimited] and contained many millions of acres far outside the bounds of civilized settlements, that a policy should have been initiated which more than aught [anything] else has been the fruitful source of our [Native American] Indian complications.

I refer, of course, to the policy of dealing with the various Indian tribes as separate nationalities, of relegating them by treaty stipulations to the occupancy of immense reservations in the West, and of encouraging them to live a savage life, undisturbed by any earnest and well-directed efforts to bring them under the influences of civilization.

The unsatisfactory results which have sprung from this policy are becoming apparent to all.

As the white settlements have crowded the borders of the reservations, the Indians, sometimes contentedly and sometimes against their will, have been transferred to other hunting grounds, from which they have again been dislodged whenever their new-found homes have been desired by the adventurous settlers.

These removals and the frontier collisions by which they have often been preceded have led to frequent and disastrous conflicts between the races....

Source: President Chester A. Arthur, Message to Congress, December 6, 1881

3 Based on these documents, what were **two** effects of federal removal policies on Native American Indians? [2]

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

\_\_\_\_\_ Score

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

\_\_\_\_\_ Score

### Document 4a

In 1906 President Theodore Roosevelt appointed a commission to investigate practices in meatpacking plants. This is an excerpt from the commission's findings that were presented to Congress.

...The results of our observations have already been partly given. Other instances of how products may be made up, and still secure the stamp of government inspection, are here given. In one well-known establishment we came upon fresh meat being shoveled into barrels, and a regular proportion being added of stale scraps that had lain on a dirty floor in the corner of a room for some days previous. In another establishment equally well known, a long table was noted covered with several hundred pounds of cooked scraps of beef and other meats. Some of these meat scraps were dry, leathery and unfit to be eaten; and in the heap were found pieces of pigskin, and even some bits of rope strands and other rubbish. Inquiry evoked the frank admission from the man in charge that this was to be ground up and used in making "potted ham."...

Source: *Locomotive Firemen's Magazine*, July–December, 1906

### Document 4b

#### A NAUSEATING JOB, BUT IT MUST BE DONE.



Source: *Utica Saturday Globe*, 1906 (adapted)

4 Based on these documents, what is **one** reason President Theodore Roosevelt supported consumer protection laws? [1]

Score

# Postum Cereal Co., Ltd.

## Guarantee on Their Products.

We warrant and guarantee that all packages of Postum Cereal, Grape-Nuts and Elijah's Manna hereafter sold by any jobber or retailer, comply with the provisions of the National Pure Food Law,\* and are not and shall not be adulterated or mis-branded within the meaning of said Act of Congress approved June 30, 1906, and entitled, "An act for preventing the manufacture, sale and transportation of adulterated or mis-branded or poisonous or deleterious foods, drugs, medicines, liquors, and for regulating traffic therein for other purposes."

POSTUM CEREAL Co., LTD.,  
C. W. Post, Chairman,  
Battle Creek, Mich.

Dec. 12, 1906.

Subscribed and sworn to before me this 15th day of December, 1906.

BENJAMIN F. REID,  
Notary Public.

My commission expires July 1, 1907.

Our goods are pure, they always have been and always will be, they are not mis-branded. We have always since the beginning of our business, printed a truthful statement on the package of the ingredients contained therein and we stand back of every package.

**Postum Cereal**                      **Grape-Nuts**  
**Elijah's Manna.**

Source: *New York Times*, December 30, 1906 (adapted)

\*Pure Food and Drug Act

5 Based on this advertisement, state **one** way the Pure Food and Drug Act would protect consumers. [1]

Score

## Document 6

Eight months ago I signed into law the Wholesome Meat Act of 1967. That landmark bill capped a crusade that had begun 60 years ago—[in the presidency of Theodore Roosevelt] to assure American housewives that the meat they served their families was pure, not harmful or dirty or diseased.

Today I am proud to sign a bill that will extend the same coverage to all poultry products. It is the fulfillment of a promise I made to every housewife—in my first consumer message just after I became President.

In the early days of this century, Americans took for granted that there were risks in buying food. They even joked about it in print. One newspaper printed a little poem:

“Mary had a little lamb,  
And when she saw it sicken,  
She shipped it off to packing town,  
And now it’s labeled chicken.”

In 1968, we cannot tolerate the image, or the fact, of unwholesome food:  
—Not when Americans last year consumed more than 12 billion pounds of poultry.  
—Not when a full 13 percent of that supply—or 1.6 billion pounds—was subject to little or no inspection because it didn’t cross State lines....

The Wholesome Poultry Products Act of 1968 will insure that dirty plants will have to clean up or close down....

Source: President Lyndon B. Johnson, Statement Upon Signing the Wholesome Poultry Products Act, August 19, 1968

- 6 Based on this document, how did President Lyndon B. Johnson continue the consumer protection action begun by President Theodore Roosevelt? [1]

---

---

Score

## Document 7

...It ought to be possible, in short, for every American to enjoy the privileges of being American without regard to his race or his color. In short, every American ought to have the right to be treated as he would wish to be treated, as one would wish his children to be treated. But this is not the case....

The heart of the question is whether all Americans are to be afforded equal rights and equal opportunities, whether we are going to treat our fellow Americans as we want to be treated. If an American, because his skin is dark, cannot eat lunch in a restaurant open to the public, if he cannot send his children to the best public school available, if he cannot vote for the public officials who represent him, if, in short, he cannot enjoy the full and free life which all of us want, then who among us would be content to have the color of his skin changed and stand in his place? Who among us would then be content with the counsels of patience and delay?...

Now the time has come for this Nation to fulfill its promise. The events in Birmingham and elsewhere have so increased the cries for equality that no city or State or legislative body can prudently choose to ignore them....

We face, therefore, a moral crisis as a country and as a people. It cannot be met by repressive police action. It cannot be left to increase demonstrations in the streets. It cannot be quieted by token moves or talk. It is a time to act in the Congress, in your State and local legislative body and, above all, in all of our daily lives....

Source: President John F. Kennedy, Radio and Television Report to the American People on Civil Rights, June 11, 1963

7 According to President John F. Kennedy, what is **one** inequality African Americans continued to face in 1963? [1]

---

---

Score

## Document 8

President Lyndon B. Johnson addresses the nation as he prepares to sign the Civil Rights Act of 1964.



My fellow Americans:

I am about to sign into law the Civil Rights Act of 1964. I want to take this occasion to talk to you about what that law means to every American....

Americans of every race and color have died in battle to protect our freedom. Americans of every race and color have worked to build a nation of widening opportunities. Now our generation of Americans has been called on to continue the unending search for justice within our own borders.

We believe that all men are created equal. Yet many are denied equal treatment....

We believe that all men are entitled to the blessings of liberty. Yet millions are being deprived of those blessings—not because of their own failures, but because of the color of their skin.

The reasons are deeply imbedded in history and tradition and the nature of man. We can understand—without rancor or hatred—how this all happened.

But it cannot continue. Our Constitution, the foundation of our Republic, forbids it. The principles of our freedom forbid it. Morality forbids it. And the law I will sign tonight forbids it....

Source: President Lyndon B. Johnson, Radio and Television Remarks upon Signing the Civil Rights Bill, July 2, 1964, Lyndon B. Johnson Library & Museum (adapted)

8 Based on this document, what is **one** reason President Lyndon B. Johnson supported the Civil Rights Act of 1964? [1]

Score



**Document 9a**

...The Civil Rights Act of 1964 also revealed that Congress really can change conditions in the United States if it truly wishes to do so. The act ended virtually immediately and completely all forms of public segregation in the nation, both North and South. The threat of cutting off U.S. funds to government programs and business concerns that discriminate against minorities has made “equal employment opportunity” and “affirmative action in hiring” fixed institutions in American life. The act empowered the attorney general of the United States to sue for the desegregation of schools, a program that has resulted in the use of school busing to achieve racial balance in the nation’s schools. The act was the first national law to guarantee significant equal rights for women, and it set the precedent for using cloture to stop a filibuster on a civil rights bill—a precedent that was used in...[1968] to pass a national law [the Fair Housing Act] guaranteeing equal housing opportunity....

Source: Robert D. Loevy, “A Brief History of the Civil Rights Act of 1964,” in Kozak and Ciboski, eds., *The American Presidency*, Nelson Hall, 1985 (adapted)

9a According to Robert D. Loevy, what were **two** effects of the Civil Rights Act of 1964? [2]

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

\_\_\_\_\_

Score

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

\_\_\_\_\_

Score

## Document 9b

The Voting Rights Act was signed by President Lyndon B. Johnson in 1965.

...The [social and economic] system was working hard, by the late sixties and early seventies, to contain the frightening explosiveness of the black [African American] upsurge. Blacks were voting in large numbers in the South, and in the 1968 Democratic Convention three blacks were admitted into the Mississippi delegation. By 1977, more than two thousand blacks held office in eleven southern states (in 1965 the number was seventy-two). There were two Congressmen, eleven state senators, ninety-five state representatives, 267 county commissioners, seventy-six mayors, 824 city council members, eighteen sheriffs or chiefs of police, 508 school board members. It was a dramatic advance. But blacks, with 20 percent of the South's population, still held less than 3 percent of the elective offices. A *New York Times* reporter, analyzing the new situation in 1977, pointed out that even where blacks held important city offices: "Whites almost always retain economic power." After Maynard Jackson, a black, became mayor of Atlanta, "the white business establishment continued to exert its influence."...

Source: Howard Zinn, *A People's History of the United States*, Harper Perennial, 2003

9b Based on this document, what was **one** effect of the Voting Rights Act of 1965? [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 four* documents in your essay. Support your response with relevant facts, examples, and details. Include additional outside information.

#### Historical Context:

Throughout United States history, presidents have taken actions that have had a significant impact on the United States and American society. Three such presidential actions were **Andrew Jackson’s Indian removal policy**, **Theodore Roosevelt’s support for consumer protection**, and **Lyndon Johnson’s support for civil rights**.

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

- Choose *two* presidential actions mentioned in the historical context and for *each*
- Describe the historical circumstances surrounding the president’s action
  - Discuss the impact of the president’s action on the United States and/or on American society

#### 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 a conclusion that are beyond a restatement of the theme

# REGENTS EXAM IN U.S. HISTORY AND GOVERNMENT

Printed on Recycled Paper

REGENTS EXAM IN U.S. HISTORY AND GOVERNMENT