

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

**UNITED STATES HISTORY
AND GOVERNMENT**

Friday, June 18, 2010 — 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.

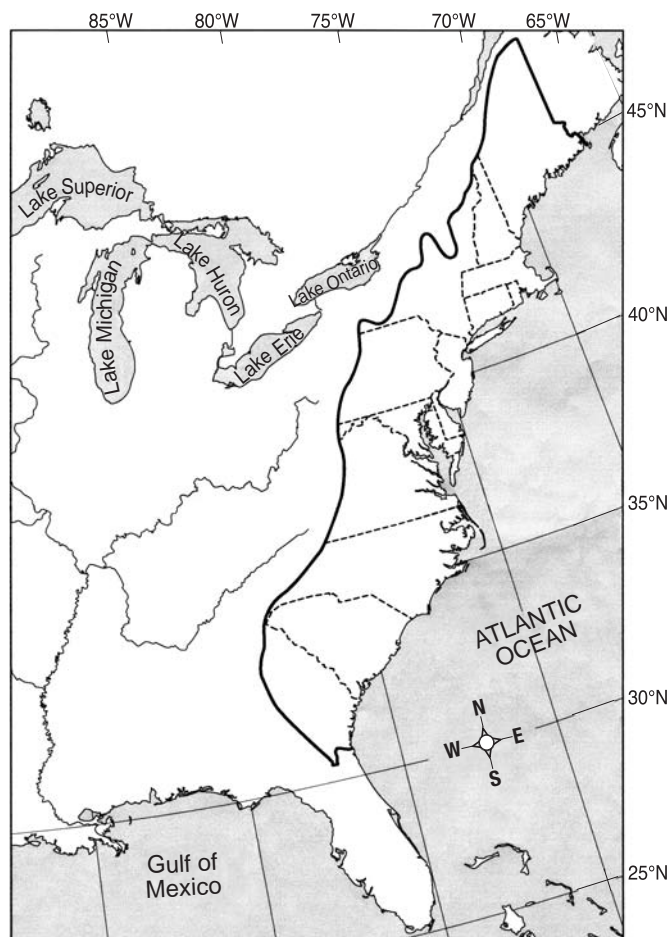
DO NOT OPEN THIS EXAMINATION BOOKLET UNTIL THE SIGNAL IS GIVEN.

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



Source: Education Place: <http://www.eduplace.com>, Houghton Mifflin Co., 2002 (adapted)

- 1 This map shows the western limit on colonial settlement that resulted from the
- (1) founding of Jamestown
 - (2) Proclamation of 1763
 - (3) Monroe Doctrine
 - (4) Compromise of 1850

- 2 Climatic conditions in the southern colonies most directly influenced the development of
- (1) democratic institutions
 - (2) a canal system
 - (3) the plantation system
 - (4) the coal industry

- 3 Which heading best completes the partial outline below?

- I. _____
- A. Magna Carta
 - B. House of Burgesses
 - C. Town meetings
 - D. John Locke

- (1) Ideas of Social Darwinism
- (2) Basis of British Mercantilism
- (3) Contributions to American Literature
- (4) Influences on United States Constitutional Government
- 4 The main reason the Articles of Confederation were replaced as the basis of the United States government was that they
- (1) lacked provision for a national congress
 - (2) declared that political protests were unconstitutional
 - (3) placed too many restrictions on the activities of state governments
 - (4) failed to give the central government enough power to govern effectively

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

We the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America.

— Preamble to the United States Constitution

- 5 In this passage, the authors are stating that
- (1) both men and women should have equal voting rights
 - (2) state governments created the United States government
 - (3) sovereignty belongs to the people of the nation
 - (4) people obtain their rights from their monarch
- 6 Which two groups debated the ratification of the new Constitution?
- (1) loyalists and revolutionaries
 - (2) Federalists and Antifederalists
 - (3) Democratic Party and Whig Party
 - (4) executive branch and judicial branch
-
- 7 Which heading best completes the partial outline below?
- | |
|---|
| I. _____
A. National nominating conventions
B. Political parties
C. Congressional committees |
|---|
- (1) Articles of Confederation
 - (2) Constitutional Compromises
 - (3) Jeffersonian Democracy
 - (4) Unwritten Constitution

- 8 The amendment process was included in the Constitution to
- (1) allow for change over time
 - (2) expand the powers of the president
 - (3) increase citizen participation in government
 - (4) limit the authority of the United States Supreme Court
- 9 Which situation best illustrates the practice of lobbying?
- (1) Congress decides to reduce the number of military bases in California.
 - (2) The federal government cancels a defense contract with a company in New York State.
 - (3) A senator from Pennsylvania and a senator from New Jersey agree to support each other's bill in Congress.
 - (4) Several environmental groups try to persuade members of Congress to vote for the Clean Air Act.
- 10 A major purpose of the president's cabinet is to
- (1) offer advice on important issues
 - (2) nominate ambassadors
 - (3) conduct impeachment trials
 - (4) regulate the amount of money in circulation
- 11 The Louisiana Purchase (1803) was a foreign policy success for the United States primarily because it
- (1) secured full control of Florida from Spain
 - (2) ended French control of the Mississippi River
 - (3) ended British occupation of forts on American soil
 - (4) eliminated Russian influence in North America

- 12 Under Chief Justice John Marshall, the Supreme Court strengthened its authority by
- (1) applying judicial review to state and national laws
 - (2) changing the operation of the electoral college
 - (3) increasing the number of Justices on the Court
 - (4) expanding the freedoms included in the first amendment
- 13 Which action is most closely associated with the term *Manifest Destiny*?
- (1) declaring independence from Great Britain
 - (2) deciding to end the War of 1812
 - (3) acquiring territory from Mexico in 1848
 - (4) annexing Hawaii and the Philippines
- 14 Most Southern political leaders praised the Supreme Court decision in *Dred Scott v. Sanford* (1857) because it
- (1) granted citizenship to all enslaved persons
 - (2) upheld the principle of popular sovereignty
 - (3) supported the right of a state to secede from the Union
 - (4) protected the property rights of slave owners in the territories
- 15 Before the former Confederate states could be readmitted to the Union, the congressional plan for Reconstruction required them to
- (1) ratify the 14th amendment
 - (2) imprison all former Confederate soldiers
 - (3) provide 40 acres of land to all freedmen
 - (4) help rebuild Northern industries
- 16 In the late 1800s, southern state governments used literacy tests, poll taxes, and grandfather clauses to
- (1) ensure that only educated individuals voted
 - (2) require African Americans to attend school
 - (3) prevent African Americans from voting
 - (4) integrate public facilities
- 17 Which statement best expresses the melting pot theory as it relates to American society?
- (1) Only European immigrants will be allowed into the United States.
 - (2) All immigrant groups will maintain their separate cultures.
 - (3) Different cultures will blend to form a uniquely American culture.
 - (4) Immigrant ghettos will develop in urban areas.
- 18 In passing the Sherman Antitrust Act (1890), Congress intended to
- (1) prevent large corporations from eliminating their competition
 - (2) distinguish good trusts from bad trusts
 - (3) regulate rates charged by railroads
 - (4) force large trusts to bargain with labor unions
- 19 A high protective tariff passed by Congress is intended to affect the United States economy by
- (1) promoting free trade
 - (2) limiting industrial jobs
 - (3) encouraging American manufacturing
 - (4) expanding global interdependence
- 20 Which government action is most closely associated with the efforts of muckrakers?
- (1) ratification of the woman's suffrage amendment
 - (2) approval of the graduated income tax
 - (3) creation of the National Forest Service
 - (4) passage of the Meat Inspection Act
- 21 In the early 1900s, Progressive Era reformers sought to increase citizen participation in government by supporting the
- (1) expansion of the spoils system
 - (2) direct election of senators
 - (3) creation of the electoral college
 - (4) formation of the Federal Reserve system

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

The First Spadeful

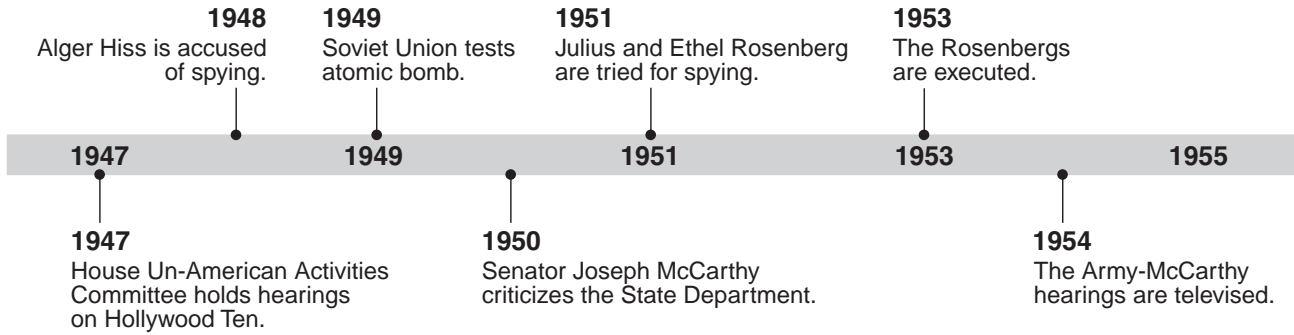


Source: W. A. Rogers, *A World Worthwhile*, Harper & Bros.

- 22 The cartoon illustrates the actions of President Theodore Roosevelt in
- (1) securing the land to build the Panama Canal
 - (2) leading troops in the Spanish-American War
 - (3) ending the war between Russia and Japan
 - (4) improving diplomatic relations with Latin American nations
- 23 Critics of the actions shown in this cartoon claimed President Theodore Roosevelt was
- | | |
|-------------------------------------|---|
| (1) causing environmental damage | (3) following a policy of imperialism |
| (2) requiring massive tax increases | (4) producing major trade deficits with China |
-

- 24 A major reason the United States entered World War I was to
- (1) maintain freedom of the seas
 - (2) stop impressment of United States sailors
 - (3) protect United States cities from foreign attacks
 - (4) counter a German invasion of Latin America
- 25 Isolationists in the Senate objected to the United States joining the League of Nations because they opposed
- (1) creation of the Security Council
 - (2) colonialism in Africa and Asia
 - (3) membership in the League by Germany
 - (4) involvement in future foreign wars
- 26 In the mid-1920s, the immigration policy of the United States was mainly designed to
- (1) deport illegal immigrants
 - (2) continue the traditional policy of open immigration
 - (3) establish quotas for immigrants from certain nations
 - (4) favor immigrants from southern and eastern Europe
- 27 What was the major problem facing American farmers during the 1920s?
- (1) shortage of fertile land
 - (2) overproduction of crops
 - (3) low prices of imported farm products
 - (4) limited labor supply
- 28 The contributions of Langston Hughes and Duke Ellington illustrate the importance of the Harlem Renaissance to
- (1) economic growth
 - (2) educational reform
 - (3) the creative arts
 - (4) political leadership
- 29 The Civilian Conservation Corps (CCC) and the Works Progress Administration (WPA) were both New Deal programs developed to address the problem of
- (1) excessive stock market speculation
 - (2) high unemployment
 - (3) increased use of credit
 - (4) limited income of senior citizens
- 30 A major reason that President Franklin D. Roosevelt proposed adding Justices to the Supreme Court in 1937 was to
- (1) make the Court processes more democratic
 - (2) end corruption and favoritism in handling cases
 - (3) influence Court decisions related to New Deal programs
 - (4) ensure the appointment of members of minority groups
- 31 Which event led to the other three?
- (1) migration of 300,000 people to California to find work
 - (2) development of Dust Bowl conditions on the Great Plains
 - (3) passage of New Deal legislation to conserve soil
 - (4) publication of John Steinbeck's novel *The Grapes of Wrath*
- 32 In 1939, President Franklin D. Roosevelt responded to the start of World War II in Europe by
- (1) asking Congress to enter the war
 - (2) urging continued appeasement of aggressor nations
 - (3) attempting to negotiate a peaceful settlement of the hostilities
 - (4) selling military supplies to the Allied nations
- 33 Which statement about the United States economy during World War II is most accurate?
- (1) Federal economic controls increased.
 - (2) The manufacturing of automobiles increased.
 - (3) Worker productivity declined.
 - (4) Prices fell rapidly.

Base your answers to questions 34 and 35 on the time line below and on your knowledge of social studies.



Source: *The American Journey: Time Line Activities*, Glencoe/McGraw-Hill (adapted)

- 34 The events shown on the time line occurred as a result of
- (1) the bombing of Pearl Harbor
 - (2) the launching of *Sputnik*
 - (3) a need for collective security
 - (4) a fear of communism
- 35 Which civil liberty was most seriously threatened during the period shown on the time line?
- (1) freedom of speech
 - (2) freedom of religion
 - (3) the right to bear arms
 - (4) the right to petition the government

- 36 • In the 1940s, President Franklin D. Roosevelt made winning World War II a priority over extending the New Deal.
 • In the 1950s, President Harry Truman’s focus shifted from the Fair Deal to the Korean War.
 • In the 1960s, President Lyndon B. Johnson’s attention to the Great Society gave way to preoccupation with the Vietnam War.

These presidential actions best support the conclusion that

- (1) presidents prefer their role as commander in chief to that of chief legislator
- (2) domestic programs are often undermined by the outbreak of war
- (3) Presidents Roosevelt, Truman, and Johnson were not committed to their domestic initiatives
- (4) large domestic reform programs tend to lead nations toward involvement in foreign wars

- 37 The United Nations was created mainly to

- (1) prevent globalization
- (2) work for international peace
- (3) stop the spread of disease
- (4) establish democratic governments

- 38 The United States policy of détente can best be described as an effort to

- (1) reduce tensions with the Soviet Union
- (2) negotiate peace agreements with North Korea
- (3) halt the arms race with China
- (4) end an embargo against Cuba

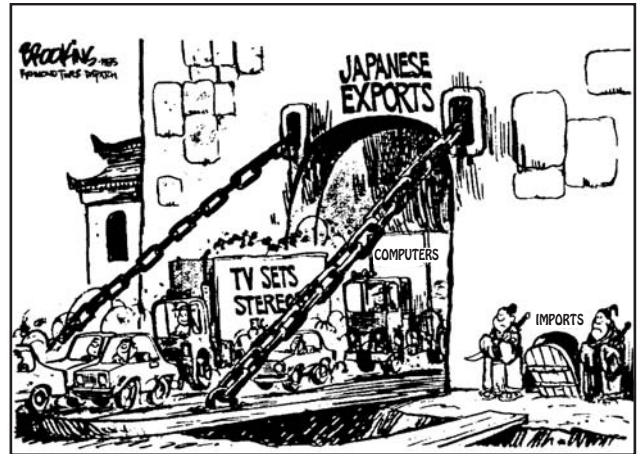
Base your answers to questions 39 and 40 on the photograph below and on your knowledge of social studies.



Source: Warren K. Leffler, *U.S. News & World Report Magazine Photograph Collection*, Library of Congress

- 39 Which leader is most closely associated with the approach to reform illustrated in this photograph?
- (1) Malcolm X of the Black Muslims
 - (2) Huey Newton of the Black Panthers
 - (3) Booker T. Washington of the Tuskegee Institute
 - (4) Martin Luther King Jr. of the Southern Christian Leadership Conference
- 40 The activity shown in the photograph can best be described as an example of
- | | |
|-----------------------|------------------------|
| (1) labor unrest | (3) nonviolent protest |
| (2) judicial activism | (4) affirmative action |
-
- 41 President Richard Nixon's decision to resign from the presidency in 1974 was based primarily on
- (1) developments in the Watergate investigation
 - (2) backlash from his policies toward China and the Soviet Union
 - (3) protests against his secret military actions during the Vietnam War
 - (4) accusations of trading arms for hostages

Base your answers to questions 42 and 43 on the cartoon below and on your knowledge of social studies.



Source: Gary Brookins, *The Richmond Times-Dispatch*, 1985

- 42 What is the main topic of this 1985 cartoon?
- (1) quality of Japanese products
 - (2) imbalance in Japanese-United States trade
 - (3) outsourcing of American jobs to Japan
 - (4) relocation of American companies to Japan
- 43 If this 1985 cartoon were to be redrawn today, which country would most likely replace Japan as the subject of the cartoon?
- | | |
|------------|-------------|
| (1) China | (3) Germany |
| (2) Brazil | (4) Russia |
-
- 44 Which event of Bill Clinton's presidency best illustrates the use of checks and balances?
- (1) hosting peace talks between Israelis and Palestinians
 - (2) reelection to a second term
 - (3) selection of Al Gore as vice president
 - (4) impeachment for alleged perjury and obstruction of justice

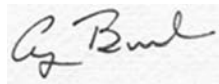
Base your answer to question 45 on the letter below and on your knowledge of social studies.

THE WHITE HOUSE
WASHINGTON

A monetary sum and words alone cannot restore lost years or erase painful memories; neither can they fully convey our Nation's resolve to rectify injustice and to uphold the rights of individuals. We can never fully right the wrongs of the past. But we can take a clear stand for justice and recognize that serious injustices were done to Japanese Americans during World War II.

In enacting a law calling for restitution and offering a sincere apology, your fellow Americans have, in a very real sense, renewed their traditional commitment to the ideals of freedom, equality, and justice. You and your family have our best wishes for the future.

Sincerely,



Source: Letter of President George H. W. Bush, 1990,
A More Perfect Union, Smithsonian National
Museum of American History

45 Which event is President George H. W. Bush referring to in this letter?

- (1) the bombing of Pearl Harbor during World War II
- (2) the military service of Japanese Americans during World War II
- (3) the internment of Japanese Americans during World War II
- (4) a ban on Japanese immigration to the United States after World War II

46 The terrorist attacks of September 11, 2001, led the federal government to create the

- (1) Environmental Protection Agency
- (2) Department of Homeland Security
- (3) Central Intelligence Agency
- (4) Federal Bureau of Investigation

47 In which case did the United States Supreme Court rule that segregated public facilities were constitutional?

- (1) *Worcester v. Georgia*
- (2) *Plessy v. Ferguson*
- (3) *Brown v. Board of Education of Topeka*
- (4) *Miranda v. Arizona*

48 The Supreme Court decision in *Schenck v. United States* (1919) and the USA Patriot Act of 2001 both dealt with the power of the federal government to

- (1) suspend the writ of habeas corpus
- (2) restrict freedom of religion
- (3) deny civil rights to those who lack citizenship
- (4) limit civil liberties for reasons of national security

49 President Jimmy Carter's decision to criticize South Africa's apartheid policy and President Bill Clinton's decision to send troops to Bosnia were both responses to

- (1) human rights abuses
- (2) civil wars
- (3) immigration policies
- (4) trade agreement violations

50 The Supreme Court rulings in *Roe v. Wade* (1973) and *Planned Parenthood of Southeastern Pennsylvania, et al. v. Casey* (1992) are similar in that both cases dealt with a woman's right to

- (1) privacy
- (2) medical insurance
- (3) equal pay for equal work
- (4) participate in school sports

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: Technology

Technological developments have had both positive and negative effects on the United States economy and on American society.

Task:

Identify *two* different technological developments and for *each*

- Discuss the positive *and/or* negative effects of the technological development on the United States economy *or* on American society

You may use any technological developments from your study of United States history. Some suggestions you might wish to consider include the cotton gin, steam-powered engines, the assembly line, nuclear power, the automobile, television, and computers.

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 simple restatement of the theme

In developing your answer to Part II, 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”

NAME _____ SCHOOL _____

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 III

DOCUMENT-BASED QUESTION

This question is based on the accompanying documents. The question is designed to test your ability to work with historical documents. Some of the documents have been edited for the purposes of the question. As you analyze the documents, take into account the source of each document and any point of view that may be presented in the document.

Historical Context:

Reform movements developed during the 19th century and early 20th century to address specific problems. These included the *women’s rights movement*, the *temperance movement*, and the *movement to end child labor*. These movements met 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

Choose **two** reform movements mentioned in the historical context and for **each**

- Describe the problems that led to the development of the movement
- Discuss the extent to which the movement was successful in achieving its goals

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

Lucy Stone and Henry Blackwell signed this document before they were married in 1855. They were protesting laws in which women lost their legal existence upon marriage.

While acknowledging our mutual affection by publicly assuming the relationship of husband and wife, yet in justice to ourselves and a great principle, we deem it a duty to declare that this act on our part implies no sanction of, nor promise of voluntary obedience to such of the present laws of marriage, as refuse to recognize the wife as an independent, rational being, while they confer upon the husband an injurious [harmful] and unnatural superiority, investing him with legal powers which no honorable man would exercise [exercise], and which no man should possess. We protest especially against the laws which give to the husband:

1. The custody of the wife's person.
2. The exclusive control and guardianship of their children.
3. The sole ownership of her personal [property], and use of her real estate, unless previously settled upon her, or placed in the hands of trustees, as in the case of minors, lunatics, and idiots.
4. The absolute right to the product of her industry [work].
5. Also against laws which give to the widower so much larger and more permanent an interest in the property of his deceased wife, than they give to the widow in that of the deceased husband.
6. Finally, against the whole system by which "the legal existence of the wife is suspended during marriage," so that in most States, she neither has a legal part in the choice of her residence, nor can she make a will, nor sue or be sued in her own name, nor inherit property. . . .

Source: Laura A. Otten, "Lucy Stone and Henry Blackwell: Marriage Protest," *Women's Rights and the Law*, Praeger, 1993

1 According to this document, what were **two** rights denied to women in 1855? [2]

(1) _____

Score

(2) _____

Score

Document 2

. . . The woman ballot will not revolutionize the world. Its results in Colorado, for example, might have been anticipated. First, it did give women better wages for equal work; second, it led immediately to a number of laws the women wanted, and the first laws they demanded were laws for the protection of the children of the State, making it a misdemeanor to contribute to the delinquency of a child; laws for the improved care of defective children; also, the Juvenile Court for the conservation of wayward boys and girls; the better care of the insane, the deaf, the dumb [unable to speak], the blind; the curfew bell to keep children off the streets at night; raising the age of consent for girls; improving the reformatories and prisons of the State; improving the hospital service of the State; improving the sanitary laws, affecting the health of the homes of the State. Their [women's] interest in the public health is a matter of great importance. Above all, there resulted laws for improving the school system. . . .

Source: Senator Robert L. Owen, Introductory Remarks of Presiding Officer, *Significance of the Woman Suffrage Movement*, Session of the American Academy of Political and Social Science, February 9, 1910

2 According to Senator Robert L. Owen, what were **two** effects of the women's rights movement in Colorado? [2]

(1) _____

Score

(2) _____

Score

Document 3

. . . The winning of female suffrage did not mark the end of prejudice and discrimination against women in public life. Women still lacked equal access with men to those professions, especially the law, which provide the chief routes to political power. Further, when women ran for office—and many did in the immediate post-suffrage era—they often lacked major party backing, hard to come by for any newcomer but for women almost impossible unless she belonged to a prominent political family. Even if successful in winning backing, when women ran for office they usually had to oppose incumbents [those in office]. When, as was often the case, they lost their first attempts, their reputation as “losers” made re-endorsement impossible. . . .

Source: Elisabeth Perry, “Why Suffrage for American Women Was Not Enough,” *History Today*, September 1993

- 3 According to Elisabeth Perry, what was **one** way in which women’s participation in public life continued to be limited after winning suffrage? [1]

Score

Document 4a

Building Up His Business



Source: Frank Beard, *The Ram's Horn*, September 12, 1896 (adapted)

Document 4b

This excerpt from the *National Temperance Almanac* of 1876 attacks “King Alcohol.”

He has occasioned [caused] more than three-fourths of the pauperism [extreme poverty], three-fourths of the crime, and more than one-half of the insanity in the community, and thereby filled our prisons, our alms-houses [houses for the poor] and lunatic asylums, and erected the gibbet [gallows to hang people] before our eyes.

Source: Andrew Sinclair, *Prohibition: The Era of Excess*, Little, Brown

4 Based on this 19th-century cartoon and this quotation, state **two** effects that alcohol had on American society. [2]

(1) _____

Score

(2) _____

Score

Document 5

“ . . . When four-fifths of the most representative men in America are pronounced unfit for war, what shall we say of their fitness to father the next generation? The time was when alcohol was received as a benefit to the race, but we no longer look upon alcohol as a food but as a poison. Boards of health, armed with the police power of the state eradicate [erase] the causes of typhoid and quarantine the victims, but alcohol, a thousand times more destructive to public health, continues to destroy. Alcoholic degeneracy [deterioration] is the most important sanitary [health] question before the country, and yet the health authorities do not take action, as alcohol is entrenched [well established] in politics. Leaders in politics dare not act, as their political destiny lies in the hands of the agents of the liquor traffic. We are face to face with the greatest crisis in our country’s history. The alcohol question must be settled within the next ten years or some more virile race will write the epitaph of this country. . . .”

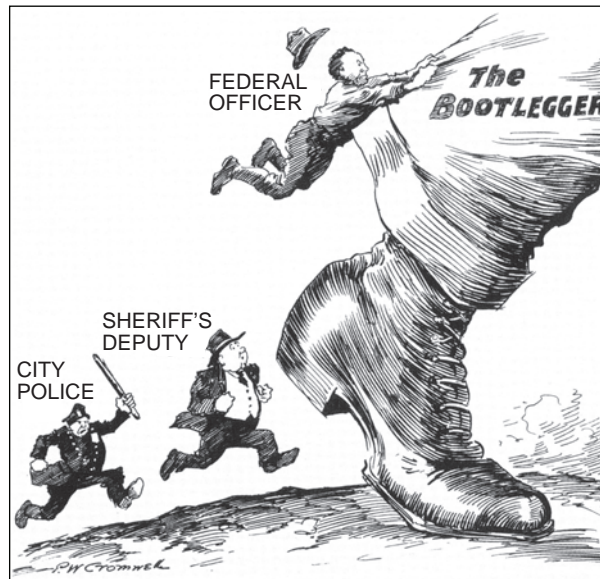
Source: Dr. T. Alexander MacNicholl, quoted in President’s Annual Address to the Women’s Christian Temperance Union of Minnesota, 1912

- 5 According to this 1912 document, why does this speaker think the use of alcohol is “the greatest crisis in our country’s history”? [1]

Score

Document 6a

Too big for them



Source: P.W. Cromwell, Bentley Historical Library, University of Michigan (adapted)

Document 6b

. . . While in reality national prohibition sharply reduced the consumption of alcohol in the United States, the law fell considerably short of expectations. It neither eliminated drinking nor produced a sense that such a goal was within reach. So long as the purchaser of liquor, the supposed victim of a prohibition violation, participated in the illegal act rather than complained about it, the normal law enforcement process simply did not function. As a result, policing agencies bore a much heavier burden. The various images of lawbreaking, from contacts with the local bootlegger to Hollywood films to overloaded court dockets, generated a widespread belief that violations were taking place with unacceptable frequency. Furthermore, attempts at enforcing the law created an impression that government, unable to cope with lawbreakers by using traditional policing methods, was assuming new powers in order to accomplish its task. The picture of national prohibition which emerged over the course of the 1920s disenchanted many Americans and moved some to an active effort to bring an end to the dry law [Volstead Act].

Source: David E. Kyvig, *Repealing National Prohibition*, Kent State University Press, 2000

6 Based on these documents, what were **two** problems that resulted from national Prohibition? [2]

(1) _____

Score

(2) _____

Score

Document 7

. . . Little girls and boys, barefooted, walked up and down between the endless rows of spindles, reaching thin little hands into the machinery to repair snapped threads. They crawled under machinery to oil it. They replaced spindles all day long, all day long; night through, night through. Tiny babies of six years old with faces of sixty did an eight-hour shift for ten cents a day. If they fell asleep, cold water was dashed in their faces, and the voice of the manager yelled above the ceaseless racket and whir of the machines.

Toddling chaps of four years old were brought to the mills to “help” the older sister or brother of ten years but their labor was not paid.

The machines, built in the north, were built low for the hands of little children.

At five-thirty in the morning, long lines of little grey children came out of the early dawn into the factory, into the maddening noise, into the lint filled rooms. Outside the birds sang and the blue sky shone. At the lunch half-hour, the children would fall to sleep over their lunch of cornbread and fat pork. They would lie on the bare floor and sleep. Sleep was their recreation, their release, as play is to the free child. The boss would come along and shake them awake. After the lunch period, the hour-in grind, the ceaseless running up and down between the whirring spindles. Babies, tiny children! . . .

Source: Mother Jones, *Autobiography of Mother Jones*, Arno Press

- 7 According to Mother Jones, what was **one** situation faced by children in the workplace in the late 1800s? [1]

Score

Document 8

. . . While states began to pass laws that worked, Mother Jones's dream of a national child labor law remained just a dream. Even if the children [after their labor march in 1903] had managed to see President [Theodore] Roosevelt, it is doubtful that any federal laws would have been passed. In 1906, a federal child labor bill was defeated in Congress. Echoing Roosevelt, many of the bill's opponents said they disliked child labor, but that they believed only states had the authority to make laws against it. In 1916, a bill was passed, but the Supreme Court ruled that the law was unconstitutional. The first successful national law was not passed until 1938, about 35 years after the march of the mill children. . . .

Source: Stephen Currie, *We Have Marched Together: The Working Children's Crusade*, Lerner Publications, 1997

- 8 According to Stephen Currie, what was **one** reason that ending child labor was difficult to achieve nationally? [1]

Score

Document 9

This is an excerpt from a radio interview given by Elmer F. Andrews, Administrator of the Fair Labor Standards Act. He is discussing the Wage and Hour Law, also known as the Fair Labor Standards Act.

Protection for Children

Announcer—Well, can't you tell us something about this—I know we are all interested in the protection of children from oppressive labor in industrial plants and mines.

Mr. Andrews—The child labor sections are specific. No producer, manufacturer or dealer may ship, or deliver for shipment in interstate commerce, any goods produced in an establishment which has employed oppressive child labor within thirty days of the removal of the goods. The thirty days will be counted after today, so this means that employers of children before today do not come under the act.

Announcer—And oppressive child labor is—what?

Mr. Andrews—Oppressive child labor is defined as, first, the employment of children under 16 in any occupation, except that children of 14 or 15 may do work which the Children's Bureau has determined will not interfere with their schooling, health or well-being, but this work under the law must not be either manufacturing or mining employment.

In addition oppressive child labor means the employment of children of 16 or 17 years in any occupation found by the Children's Bureau to be particularly hazardous or detrimental to health or well-being.

Of course, there are exceptions for child-actors and others, but in general those are the child-labor provisions of the Fair Labor Standards Act, which is now the law of the land.

Source: "Andrews Explains Wage-Hour Law," *New York Times*, October 25, 1938 (adapted)

9 According to Elmer F. Andrews, what were **two** ways the Fair Labor Standards Act protected children? [2]

(1) _____

Score

(2) _____

Score

Part B

Essay

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

Historical Context:

Reform movements developed during the 19th century and early 20th century to address specific problems. These included the *women's rights movement*, the *temperance movement*, and the *movement to end child labor*. These movements met with varying degrees of success.

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

Choose *two* reform movements mentioned in the historical context and for *each*

- Describe the problems that led to the development of the movement
- Discuss the extent to which the movement was successful in achieving its goals

Guidelines:

In your essay, be sure to

- Develop all aspects of the task
- Incorporate information from *at least four* documents
- Incorporate relevant outside information
- Support the theme with relevant facts, examples, and details
- Use a logical and clear plan of organization, including an introduction and conclusion that are beyond a restatement of the theme

The University of the State of New York

Part I

REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY AND GOVERNMENT

Friday, June 18, 2010 — 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)

Table with 2 columns: Question Number (1-25) and Page Number (26-50)

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

REGENTS EXAM IN U.S. HISTORY AND GOVERNMENT

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