

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

**UNITED STATES HISTORY
AND GOVERNMENT**

Wednesday, January 29, 2014 — 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 The development of a farming culture among pre-Columbian Native American Indians helped ensure
 - (1) safety from neighboring tribes
 - (2) the establishment of a nomadic lifestyle
 - (3) the continuation of hunting and gathering
 - (4) a more stable food supply
- 2 During the colonial period, the economic development of the South was most directly dependent on the labor of
 - (1) factory workers
 - (2) wheat farmers
 - (3) Irish immigrants
 - (4) enslaved Africans
- 3 The results of the French and Indian War (1754–1763) led to the independence movement in the thirteen colonies because the British
 - (1) lost control of Canada and Florida
 - (2) began imposing new taxes on the colonists
 - (3) removed the Spanish threat to the colonists
 - (4) opened the area west of the Appalachian Mountains to colonial settlers
- 4 The purpose of this statement was to
 - (1) urge support for the Albany Plan of Union
 - (2) provide justification for declaring independence
 - (3) criticize the Articles of Confederation
 - (4) advocate obedience to Great Britain
- 5 Which principle of government is found in both the Articles of Confederation and the Constitution of the United States?
 - (1) The right to vote must be guaranteed to all Americans.
 - (2) Supreme Court justices should be elected by the people.
 - (3) Governing power should be divided between different levels of government.
 - (4) States have the right to secede from the Union.
- 6 At the Constitutional Convention of 1787, the Great Compromise and the Three-fifths Compromise both involved the issue of how
 - (1) new states would be created
 - (2) states would be represented in the national government
 - (3) the armed forces would be controlled
 - (4) presidential elections would be conducted
- 7 Many Antifederalists opposed ratification of the Constitution until they were guaranteed
 - (1) better protection of individual liberties
 - (2) increased presidential authority to wage war
 - (3) stricter control over state spending
 - (4) expanded police powers
- 8 What is the first step in adding an amendment to the United States Constitution?
 - (1) approval by the president
 - (2) review by the Supreme Court
 - (3) vote by the people in a national referendum
 - (4) passage by a two-thirds majority in both houses of Congress

Base your answer to question 4 on the passage below and on your knowledge of social studies.

... We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.—That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed,—That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government,...

— Thomas Jefferson

9 One feature common to the foreign policies of Presidents George Washington, John Adams, and Thomas Jefferson was that each wanted to

- (1) favor France in its conflict with Great Britain
- (2) secure new territory west of the Mississippi River
- (3) maintain neutrality during European conflicts
- (4) seek military alliances with neighboring countries

10 Judicial review allows the Supreme Court to

- (1) determine the constitutionality of federal laws
- (2) approve nominations to the president's cabinet
- (3) oversee the financing of the lower federal courts
- (4) remove elected officials from office

11 Which document was issued primarily to prevent European nations from future colonization in Latin America?

- (1) Jay Treaty (1795)
- (2) Alien and Sedition Acts (1798)
- (3) Embargo Act (1807)
- (4) Monroe Doctrine (1823)

12 A major reason for Commodore Matthew Perry's 1854 visit to Japan was to

- (1) prevent Japanese domination of the Pacific region
- (2) open United States trade relations with Japan
- (3) encourage immigration from Japan
- (4) establish a naval base in Japan

13 • Publication of *The Liberator*

- Kansas-Nebraska Act
- *Dred Scott* decision

The events listed above all contributed to the

- (1) outbreak of the Civil War
- (2) formation of the policy of Manifest Destiny
- (3) passage of the Missouri Compromise
- (4) annexation of Texas

Base your answers to questions 14 and 15 on the quotation below and on your knowledge of social studies.

... In *your* hands, my dissatisfied fellow countrymen, and not in *mine*, is the momentous issue of civil war. The government will not assail *you*. You can have no conflict without being yourselves the aggressors. *You* have no oath registered in Heaven to destroy the government, while *I* shall have the most solemn one to "preserve, protect, and defend it." ...

— President Abraham Lincoln, First Inaugural Address,
March 4, 1861

14 President Lincoln made this statement in an effort to

- (1) urge Congress to spend money to buy the freedom of slaves
- (2) convince Southerners that he posed no threat to their way of life
- (3) offer to compromise his position regarding territorial expansion of slavery
- (4) persuade Americans that war between the North and South was unavoidable

15 When President Lincoln made this speech, which step toward civil war had already taken place?

- (1) The Emancipation Proclamation had been issued.
 - (2) Union troops had invaded several Southern states.
 - (3) General Robert E. Lee had led an attack on Gettysburg, Pennsylvania.
 - (4) Several Southern states had seceded from the Union.
-

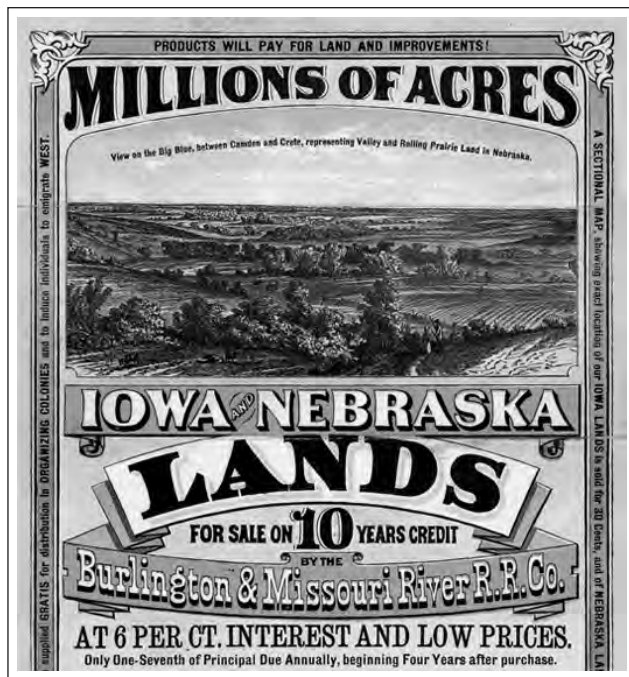
Base your answer to question 16 on the passage below and on your knowledge of social studies.

All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.

— 14th amendment, Section 1, United States Constitution

- 16 This amendment was adopted in 1868 primarily to
- (1) protect the rights of formerly enslaved persons
 - (2) make it easier for immigrants to become citizens
 - (3) extend suffrage to settlers on the Great Plains
 - (4) require the federal government to pay the costs of Reconstruction

Base your answer to question 17 on the poster below and on your knowledge of social studies.



Source: Library of Congress (adapted)

- 17 What happened as a result of offers like the one shown on this 1872 poster?
- (1) More Native American Indians on the Great Plains were forced onto reservations.
 - (2) The government began to restrict the number of acres that people could buy.
 - (3) The Great Plains states became the new center for manufacturing.
 - (4) Missouri and Nebraska became new territories.

- 18 During the late 1800s, the principles of Social Darwinism and laissez-faire economics were most closely associated with the interests of

- (1) farmers
- (2) coal miners
- (3) organizers of labor unions
- (4) owners of big businesses

- 19 Congress passed the Interstate Commerce Act (1887) and the Sherman Antitrust Act (1890) in response to

- (1) foreign influences on the United States economy
- (2) public demand for better roads
- (3) monopolistic practices that were harmful to small businesses
- (4) the failure of federal banks to provide loans to individuals

- 20 In the 1890s, calls for limiting immigration were largely the result of

- (1) nativist reactions toward southern and eastern Europeans
- (2) a desire to achieve cultural pluralism
- (3) the influence of industrialists
- (4) the adoption of a constitutional amendment

- 21 Booker T. Washington and W. E. B. Du Bois agreed that African Americans should

- (1) use education to gain opportunities
- (2) support a "Back to Africa" movement
- (3) take part in boycotts to end segregation
- (4) adopt a gradual approach to gain the right to vote

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



Source: *New York Evening Journal*, May 12, 1898 (adapted)

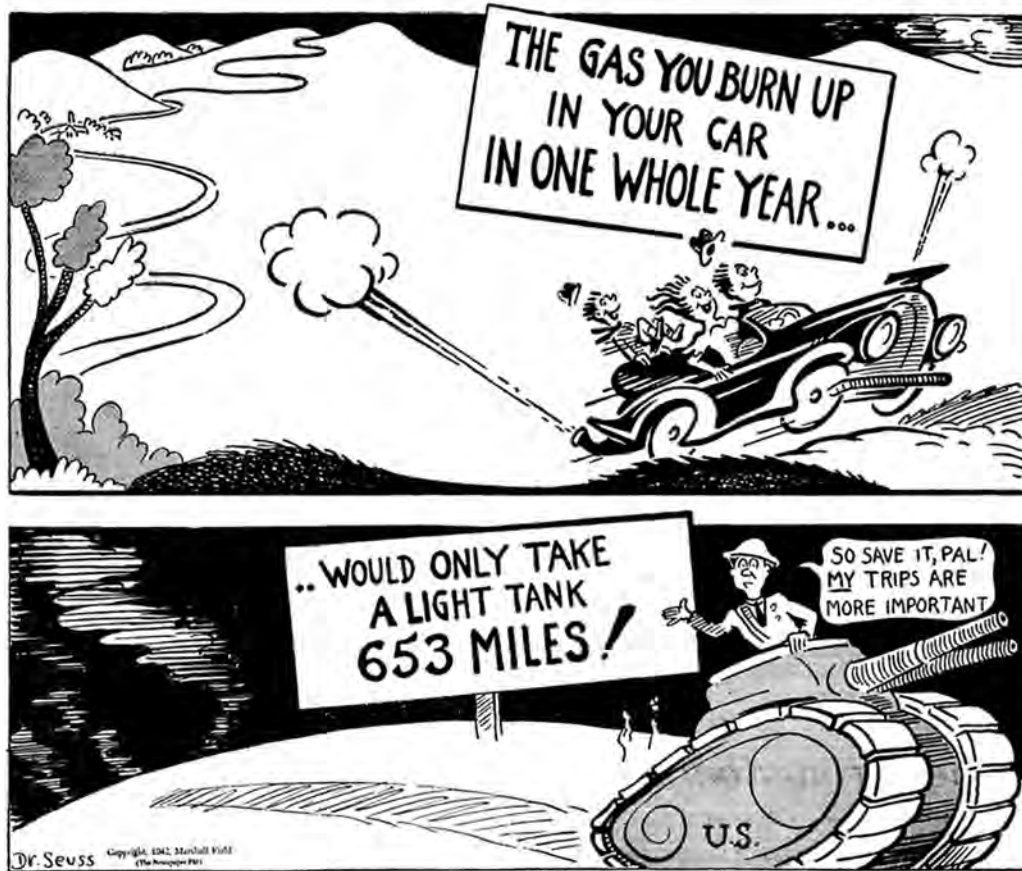
- 22 These 1898 headlines are best understood as an example of
- (1) political advertising
 - (2) yellow journalism
 - (3) public opinion polling
 - (4) isolationist policies
- 23 The purpose of these headlines was to build public support for
- (1) efforts to defend the Panama Canal
 - (2) the annexation of Cuba
 - (3) an end to the policy of imperialism
 - (4) the war against Spain

- 24 The term *muckraker* was used during the Progressive Era to describe
- (1) dissatisfied workers who went on strike
 - (2) Northerners who went South following the Civil War
 - (3) investigative journalists who exposed societal problems
 - (4) women who supported the Prohibition movement

- 25 The establishment of the Open Door policy (1899–1900) and the response to the Boxer Rebellion (1900) showed that the United States wanted to
- (1) curb Russian expansion
 - (2) gain access to Chinese markets
 - (3) build factories in the Far East
 - (4) limit Asian immigration to the United States

- 26 Which statement best summarizes the perspective of President Theodore Roosevelt concerning natural resources?
- (1) Decisions about conservation are best left to the states.
 - (2) Corporations can be trusted to use natural resources wisely.
 - (3) The federal government must protect the nation's lands from exploitation.
 - (4) The free market should set the value of the nation's natural resources.
- 27 Progressive Era reformers tried to reduce the gap in wealth between the rich and the poor by
- (1) creating the Federal Reserve System
 - (2) giving voters the power of referendum and recall
 - (3) implementing a graduated income tax
 - (4) establishing the Federal Trade Commission
- 28 During World War I, many African Americans living in the South moved to northern cities primarily because
- (1) more workers were needed in industry
 - (2) prejudice had been eliminated in the North
 - (3) affirmative action programs provided better training opportunities
 - (4) the cost of living in the cities was lower
- 29 Which event of the 1920s best reflects the conflict in American society between science and religion?
- (1) passage of the quota acts
 - (2) Scopes trial
 - (3) trial of Sacco and Vanzetti
 - (4) Red Scare
- 30 The Harlem Renaissance of the 1920s expanded the influence of African Americans by
- (1) financing the construction of apartments in New York City
 - (2) gaining passage of civil rights legislation
 - (3) helping elect African Americans to high political offices
 - (4) promoting the artistic contributions of African Americans
- 31 What was an underlying cause of the Great Depression?
- (1) unequal distribution of income throughout the 1920s
 - (2) adoption of high federal income tax rates during the 1920s
 - (3) failure of American farmers to produce enough food after World War I
 - (4) rapid increase in federal defense spending following World War I
- 32 Which geographic area was most seriously affected by the Dust Bowl of the 1930s?
- (1) Atlantic Coastal Plain
 - (2) Ohio River valley
 - (3) Great Plains
 - (4) Pacific Coast
- 33 In 1937, President Franklin D. Roosevelt sought to increase the number of Supreme Court justices because
- (1) some justices complained they were unable to handle the heavy caseload
 - (2) some regions of the country were not represented on the Court
 - (3) the Court needed more minority representation
 - (4) the Court had declared several New Deal programs unconstitutional

Base your answer to question 34 on the cartoon below and on your knowledge of social studies.



Source: Dr. Seuss, *PM Magazine*, April 7, 1942

34 During World War II, the federal government dealt with the problem shown in this cartoon by

- (1) rationing gasoline used by American drivers
- (2) ending the use of tanks by the military
- (3) increasing imports of oil from the Dutch East Indies
- (4) setting higher mileage standards for car manufacturers

35 The GI Bill helped World War II veterans by

- (1) protecting them from being recalled to duty
- (2) guaranteeing them government jobs
- (3) giving them several types of economic assistance
- (4) exempting them from federal income tax

36 One goal of the Marshall Plan (1947) was to

- (1) provide defensive weapons to Great Britain
- (2) rebuild the economy of Western Europe
- (3) fund the construction of the iron curtain
- (4) bring Nazi war criminals to trial in Nuremberg

Base your answers to questions 37 and 38 on the cartoon below and on your knowledge of social studies.



Source: Herblock, *Washington Post*, June 17, 1949

- 37 What is the main idea of this 1949 cartoon?
- (1) Liberty is being protected by loyal citizens.
 - (2) Foreign terrorists are endangering the nation.
 - (3) Fear can threaten civil liberties.
 - (4) Civil rights protests are alarming the public.
- 38 This cartoonist is commenting on the
- (1) rise of Nazism and fascism in Europe
 - (2) Japanese attack on Pearl Harbor
 - (3) communist invasion of South Korea to start the Korean War
 - (4) reaction of the American public to alleged communist activities
-

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



Source: Juan Williams, *Eyes on the Prize: America's Civil Rights Years, 1954-1965*, Viking Penguin

- 39 The situation shown in this 1950 photograph is a direct result of the
- (1) Great Migration
 - (2) application of grandfather clauses
 - (3) passage of Jim Crow laws
 - (4) Montgomery bus boycott
-
- 40 One way the United States government reacted to the Soviet launching of *Sputnik* in 1957 was by
- (1) establishing a naval blockade of Cuba
 - (2) urging more Americans to buy war bonds
 - (3) starting the Strategic Arms Limitation Talks (SALT)
 - (4) increasing federal spending on math and science education
- 41 • *Mapp v. Ohio*, 1961
 • *Gideon v. Wainwright*, 1963
 • *Miranda v. Arizona*, 1966

These three Supreme Court decisions are similar in that each ruling

- (1) expanded the rights of the accused
- (2) reduced presidential powers
- (3) shifted more power to the states
- (4) limited campaign contributions

Base your answer to question 42 on the passage below and on your knowledge of social studies.

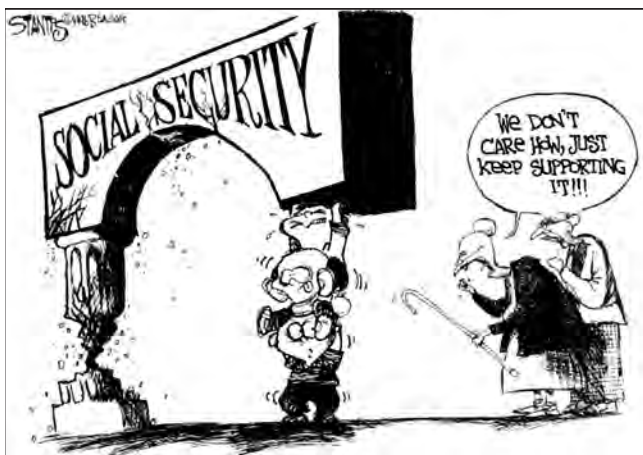
... We will stay because in Asia and around the world are countries whose independence rests, in large measure, on confidence in America's word and in America's protection. To yield to force in Vietnam would weaken that confidence, would undermine the independence of many lands, and would whet the appetite of aggression. We would have to fight in one land, and then we would have to fight in another—or abandon much of Asia to the domination of Communists....

— President Lyndon B. Johnson,
State of the Union Address, January 12, 1966

42 Which idea is best described in this passage?

- (1) appeasement
- (2) isolationism
- (3) domino theory
- (4) neutrality

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



Source: Scott Stantis, *Reason*, 1996 (adapted)

43 Which issue is the main focus of this cartoon?

- (1) limited political power of the elderly
- (2) excessive use of child labor
- (3) diminishing need for Social Security
- (4) growing weakness of the Social Security system

44 The issue illustrated in this cartoon is most closely related to the

- (1) rising cost of higher education
- (2) increasing age of the baby boom generation
- (3) declining quality of construction materials
- (4) decreasing price of energy

45 Which event is most closely associated with the end of the Cold War?

- (1) President Richard Nixon's visit to China
- (2) withdrawal of United States troops from Vietnam
- (3) tearing down the Berlin Wall
- (4) sending United States troops to Afghanistan

46 During both Andrew Jackson's presidency in the 1830s and the Progressive movement in the early 1900s, democracy was expanded by

- (1) extending civil rights for Native American Indians
- (2) establishing term limits for elected officials
- (3) decreasing the number of elected officeholders
- (4) increasing citizen participation in the government

47 Which headline best illustrates the operation of checks and balances?

- (1) "President Andrew Johnson Impeached by the House of Representatives"
- (2) "President Dwight Eisenhower Sends Troops to Little Rock"
- (3) "President Ronald Reagan Engages in Arms Reduction Talks with the Soviets"
- (4) "President George W. Bush's Approval Ratings Drop Due to the Iraq War"

48 One way in which the Civil Rights Act of 1964 and the Americans with Disabilities Act of 1990 are similar is that they have

- (1) extended free speech protections for students while in school
- (2) increased the number of eligible voters
- (3) helped overcome discrimination against certain groups
- (4) slowed down the construction of public buildings

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

Presidential Election of 1876

Republican Candidate	Democratic Candidate
Rutherford B. Hayes	Samuel Tilden
Electoral Votes: 185	Electoral Votes: 184
States Carried: 20	States Carried: 17
Popular Votes: 4,034,311	Popular Votes: 4,288,546

Presidential Election of 2000

Republican Candidate	Democratic Candidate
George W. Bush	Al Gore
Electoral Votes: 271	Electoral Votes: 266
States Carried: 30	States Carried: 20 + D.C.
Popular Votes: 50,456,062	Popular Votes: 50,996,582

Source: National Archives

- 49 The presidential elections of 1876 and 2000 were controversial because the winner in both elections
- (1) was a third-party candidate
 - (2) had fewer popular votes than his opponent
 - (3) had fewer electoral votes than his opponent
 - (4) carried fewer states than his opponent
- 50 Which change to the Constitution is most often suggested by critics of the election results shown in these charts?
- (1) requiring a revote
 - (2) eliminating the electoral college
 - (3) making the loser of the election the vice president
 - (4) banning third-party candidates from presidential elections
-

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: Geography—Territorial Acquisition

Throughout the nation's history, the United States has expanded through the acquisition of new territories. These acquisitions have had both positive and negative effects on the United States.

Task:

Select **two** territories acquired by the United States and for **each**

- Describe the historical circumstances that led the United States to acquire the territory
- Discuss *positive and/or negative* effects of the acquisition of this territory on the United States

You may use any territory acquired by the United States since 1776. Some suggestions you might wish to consider include the Ohio River valley (1783), Louisiana Territory (1803), Florida (1819), Texas (1845), Oregon Territory (1846), California (1848), Alaska (1867), Hawaii (1898), and Puerto Rico (1899).

You are *not* limited to these suggestions.

Guidelines:

In your essay, be sure to:

- Develop all aspects of the task
- Support the theme with relevant facts, examples, and details
- Use a logical and clear plan of organization, including an introduction and a conclusion that are beyond a restatement of the theme

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

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

In developing your answers to Part III, be sure to keep this general definition in mind:

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

Part III

DOCUMENT-BASED QUESTION

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

Presidents **Woodrow Wilson** and **Franklin D. Roosevelt** both faced the challenge of leading the United States during world wars. These challenges included establishing foreign policies prior to United States entry into the war, preserving civil liberties while protecting national security during the war, and planning a role for the United States in world affairs after the war.

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

- Discuss the similarities *and/or* differences between the presidencies of Woodrow Wilson and Franklin D. Roosevelt in terms of their
 - policies prior to entering the war
 - actions affecting civil liberties during the war, and
 - plans for the role of the United States in world affairs after the war

Part A
Short-Answer Questions

Directions: Analyze the documents and answer the short-answer questions that follow each document in the space provided.

Document 1a

... I venture, therefore, my fellow countrymen, to speak a solemn word of warning to you against that deepest, most subtle, most essential breach [break] of neutrality which may spring out of partisanship, out of passionately taking sides. The United States must be neutral in fact as well as in name during these days that are to try men's souls. We must be impartial in thought as well as in action, must put a curb upon our sentiments as well as upon every transaction that might be construed as a preference of one party to the struggle before another....

Source: President Woodrow Wilson, Message to the United States Senate, August 19, 1914

1a According to President Woodrow Wilson, what policy should the United States follow in response to war breaking out in Europe in 1914? [1]

Score

Document 1b

United States Exports to Warring Nations, 1914–1916

Nation	1914	1915	1916
Great Britain	\$594,271,863	\$911,794,954	\$1,526,685,102
France	\$159,818,924	\$369,397,170	\$628,851,988
Italy*	\$74,235,012	\$184,819,688	\$269,246,105
Germany	\$344,794,276	\$28,863,354	\$288,899
*Italy joined the Allies in 1915.			

Source: Thomas A. Bailey et al., *The American Pageant*, Houghton Mifflin, 1998 (adapted)

1b Based on this chart, what conclusion can be drawn by comparing the value of United States exports to Germany to the value of exports to Great Britain between 1914 and 1916? [1]

Score

Document 2

This passage discusses the sinking of passenger ships by German submarines in 1915. Germany's resumption of unrestricted submarine warfare in January 1917 led President Woodrow Wilson to seek a declaration of war.

... The United States was horrified [over the sinking of the *Lusitania*]. Yet few Americans wanted war, and, with the country divided, [President Woodrow] Wilson resolved to avoid a rupture with Germany. "There is such a thing as a man being too proud to fight," the President said, to the disgust of Theodore Roosevelt and the bellicose [pro-war] nationalists. "There is such a thing as a nation being so right that it does not need to convince others by force that it is right." Nonetheless, Wilson sent three vigorous notes. In June, Germany, fearing war with the United States, ordered submarine commanders to spare all large passenger liners, including those of the enemy, but in August a U-boat commander violated orders and sank a British White Star Liner, the *Arabic*, with the loss of two American lives. When Wilson sent an even stronger protest, Germany gave assurances that the *Arabic* incident would not be repeated, that no unresisting passenger ship would be sunk without warning or without care for the safety of passengers and crew...

Source: William E. Leuchtenburg, *The Perils of Prosperity, 1914–1932*, University of Chicago Press, 1993

2a Based on this document, what was **one** response of President Woodrow Wilson to German submarine activities? [1]

Score

b According to William E. Leuchtenburg, what was **one** assurance Germany gave to President Woodrow Wilson? [1]

Score

Document 3

... Congress passed, and Wilson signed, in June of 1917, the Espionage Act. From its title one would suppose it was an act against spying. However, it had a clause that provided penalties up to twenty years in prison for “Whoever, when the United States is at war, shall wilfully cause or attempt to cause insubordination, disloyalty, mutiny, or refusal of duty in the military or naval forces of the United States, or shall wilfully obstruct the recruiting or enlistment service of the U.S....” Unless one had a theory about the nature of governments, it was not clear how the Espionage Act would be used. It even had a clause that said “nothing in this section shall be construed to limit or restrict...any discussion, comment, or criticism of the acts or policies of the Government....” But its double-talk concealed a singleness of purpose. The Espionage Act was used to imprison Americans who spoke or wrote against the war...

Source: Howard Zinn, *A People's History of the United States: 1492–Present*, HarperCollins, 2003

3 According to Howard Zinn, how did the Espionage Act affect civil liberty in the United States? [1]

Score

Document 4

Going to Talk to the Boss



Source: *Chicago News*, 1919

4 According to the cartoonist, what issue is President Woodrow Wilson taking to the American people? [1]

Score

Document 5

... [President Franklin D.] Roosevelt dwelt at length upon the threats to peace in various tinderboxes [hot spots] around the globe in his State of the Union speech in January 1936. “A point has been reached,” he said, “where the people of the Americas must take cognizance [recognition] of growing ill-will, of marked trends toward aggression, of increasing armaments, of shortening tempers—a situation which has in it many of the elements that lead to the tragedy of a general war.” He urged the continuation of “two-fold neutrality”: an embargo on the shipment of arms, munitions, and implements of war, combined with efforts to discourage belligerents from purchasing huge quantities of other American products such as oil and scrap iron that were of assistance to their war efforts. And he reiterated [repeated] his belief that the United States should serve as a beacon of liberty to mankind “and through example and all legitimate encouragement and assistance to persuade other Nations to return to the ways of peace and good will.” Speaking in Dallas at midyear, Roosevelt offered sympathy to the Europeans facing the threat of war but repeated his pledge of neutrality. “We want to help them all that we can,” he declared, “but they have understood very well...that help is going to be confined to moral help, and that we are not going to get tangled up with their troubles in days to come.”...

Source: Nathan Miller, *FDR, An Intimate History*, Doubleday & Company, 1983

5 According to Nathan Miller, what were **two** ways President Franklin D. Roosevelt said the United States should respond to various threats to peace around the world in 1936? [2]

(1) _____

Score

(2) _____

Score

Document 6

... If Great Britain goes down, the Axis powers will control the continents of Europe, Asia, Africa, Australia, and the high seas—and they will be in a position to bring enormous military and naval resources against this hemisphere. It is no exaggeration to say that all of us, in all the Americas, would be living at the point of a gun—a gun loaded with explosive bullets, economic as well as military...

The people of Europe who are defending themselves do not ask us to do their fighting. They ask us for the implements of war, the planes, the tanks, the guns, the freighters which will enable them to fight for their liberty and for our security. Emphatically we must get these weapons to them, get them to them in sufficient volume and quickly enough, so that we and our children will be saved the agony and suffering of war which others have had to endure...

We must be the great arsenal of democracy. For us this is an emergency as serious as war itself. We must apply ourselves to our task with the same resolution, the same sense of urgency, the same spirit of patriotism and sacrifice as we would show were we at war...

Source: President Franklin D. Roosevelt, Radio Address "On National Security," December 29, 1940

6 According to President Franklin D. Roosevelt, what should be **one** United States policy toward Great Britain? [1]

Score

Document 7

... In July, 1939, Secretary [of State Cordell] Hull sent notice that the United States would terminate its trade treaty with Japan on January 26, 1940. Ending that treaty did not stop trade with Japan, but it left Japan uncertain about America's future course. Conceivably, if Japan's actions displeased or harmed Americans enough the United States might, after ending the treaty, invoke drastic trade restrictions or bans. Beginning in July, 1940, the government made all exports of aviation fuel and high-grade scrap iron and steel subject to federal license and control. In September, 1940, after Japanese troops moved into northern Indochina, President [Franklin D.] Roosevelt announced an embargo on the export of scrap iron and steel to Japan. Officially the Administration acted to safeguard needed supplies of those vital materials for American defense needs, but it tightened the economic screws on Japan. At the same time, the United States loaned China \$25 million and added another \$100 million in November. In 1940–1941 the United States based its Navy fleet at Pearl Harbor, Hawaii, to serve as a deterrent to aggressive Japanese actions in the western Pacific....

Source: Wayne S. Cole, *An Interpretive History of American Foreign Relations*, The Dorsey Press, 1968

7 According to Wayne S. Cole, what were **two** United States government actions directed toward Japan between 1939 and 1941? [2]

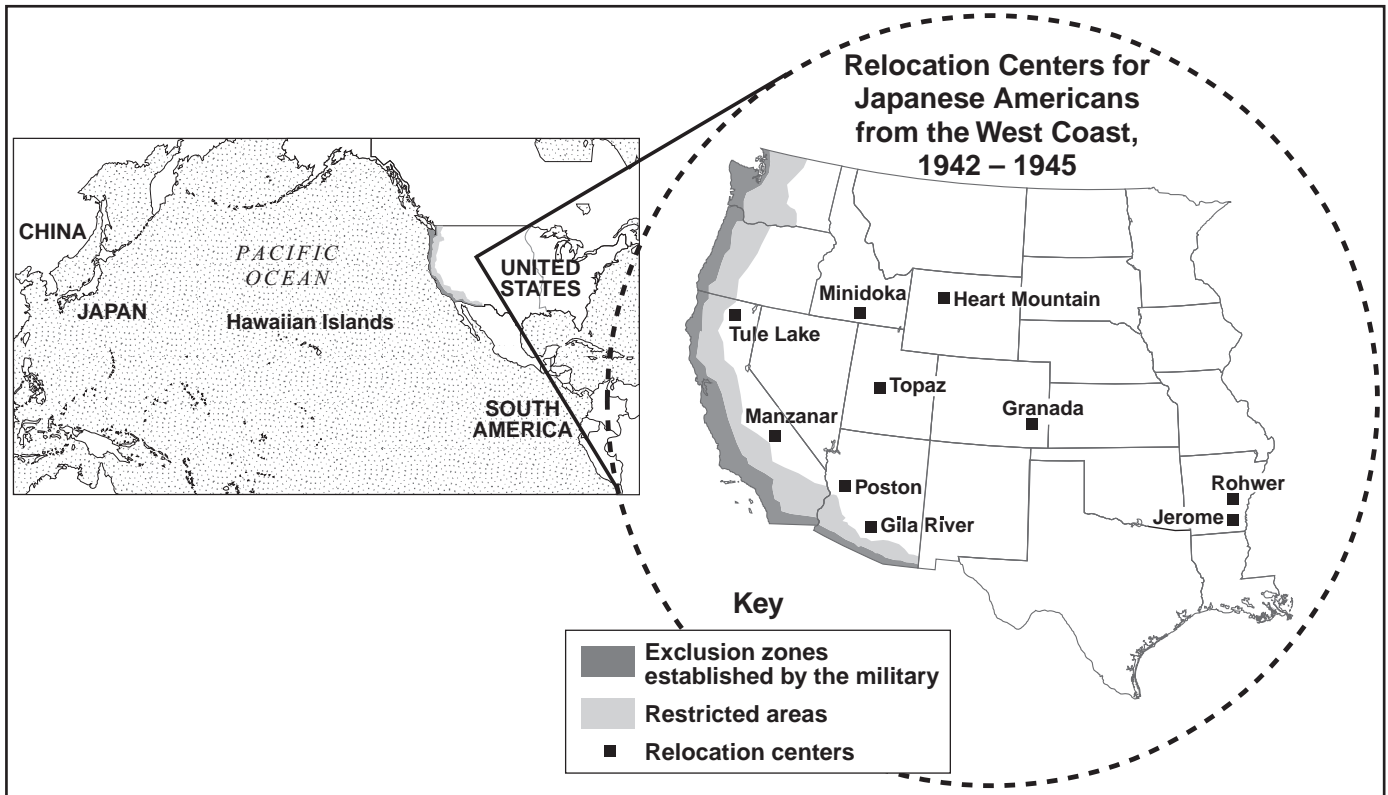
(1) _____

Score

(2) _____

Score

Document 8



Source: National Parks Service; *Time*, May 18, 1942 (adapted)

8 Based on information from this map, what was **one** action taken by the federal government toward Japanese Americans during World War II? [1]

Score

Document 9

President Franklin D. Roosevelt planned to attend the conference in San Francisco where a charter for the United Nations would be written. He died in April 1945, shortly before the conference began.

... Roosevelt at San Francisco was faced with a simpler task than Wilson at Paris. The conclave [meeting] in California was not to concern itself with the terms of peace but to mold the draft prepared at Dumbarton Oaks into a new charter for world organization. Unlike the League [of Nations] Covenant, the Dumbarton Oaks plan had been published well in advance, and critics had ample time for microscopic examination. In contrast with the secrecy at Paris, forty-two national organizations, including the National League of Women Voters, were invited to send consultants to San Francisco.

Most important of all, the new United Nations Charter was to stand on its own feet. Unlike the League Covenant, it was not to be shackled [tied] to the ball and chain of a punitive [punishing] peace treaty...

Source: Thomas A. Bailey, *A Diplomatic History of the American People*, Appleton-Century-Crofts, 1964

- 9 According to this passage, what was **one** way President Franklin D. Roosevelt's efforts to create the United Nations avoided problems that President Woodrow Wilson faced when attempting to establish the League of Nations? [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 your essay. Support your response with relevant facts, examples, and details. Include additional outside information.

Historical Context:

Presidents **Woodrow Wilson** and **Franklin D. Roosevelt** both faced the challenge of leading the United States during world wars. These challenges included establishing foreign policies prior to United States entry into the war, preserving civil liberties while protecting national security during the war, and planning a role for the United States in world affairs after the war.

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

- Discuss the similarities *and/or* differences between the presidencies of Woodrow Wilson and Franklin D. Roosevelt in terms of their
 - policies prior to entering the war
 - actions affecting civil liberties during the war, and
 - plans for the role of the United States in world affairs after the war

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

Printed on Recycled Paper

REGENTS EXAM IN U.S. HISTORY AND GOVERNMENT