

# REGENTS EXAM IN U.S. HISTORY AND GOVERNMENT

The University of the State of New York

## REGENTS HIGH SCHOOL EXAMINATION

# UNITED STATES HISTORY AND GOVERNMENT

**Thursday**, June 14, 2012 — 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. 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.

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.**

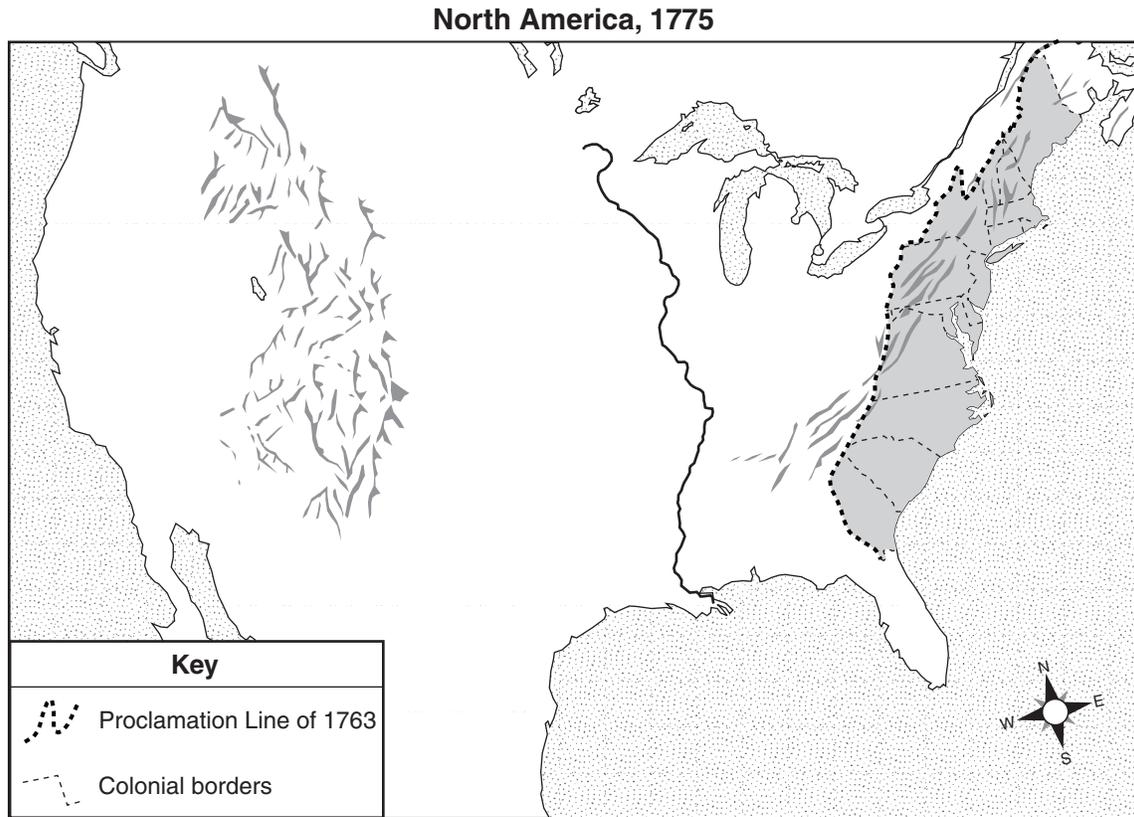
REGENTS EXAM IN U.S. HISTORY AND GOVERNMENT

## 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 map below and on your knowledge of social studies.



Source: *Exploring American History*, Globe Book Company (adapted)

1 Which geographic feature was used to establish the Proclamation Line of 1763?

- (1) Great Lakes
- (2) Rocky Mountains
- (3) Appalachian Mountains
- (4) Mississippi River

2 The writers of the Constitution corrected an economic weakness under the Articles of Confederation when they

- (1) granted Congress the power to levy and collect taxes
- (2) created an executive branch headed by the president
- (3) granted the president the authority to negotiate treaties
- (4) created a two-house legislature

3 Which document is most closely associated with John Locke's social contract theory of government?

- (1) Albany Plan of Union
- (2) Declaration of Independence
- (3) Treaty of Paris (1783)
- (4) Sedition Act of 1798

Base your answers to questions 4 and 5 on the speakers' statements below and on your knowledge of social studies.

*Speaker A:* As it stands now, the Constitution does not protect civil liberties.

*Speaker B:* The system of checks and balances will control any abuse of power by a branch of government.

*Speaker C:* The demands of the majority will overwhelm the minority.

*Speaker D:* The amendment process will allow the Constitution to be changed when the need arises.

4 How was the concern of *Speaker A* resolved?

- (1) adoption of the elastic clause
- (2) establishment of the House of Representatives
- (3) creation of the federal court system
- (4) addition of the Bill of Rights

5 Which two speakers support the ratification of the Constitution?

- (1) *A* and *D*
  - (2) *A* and *C*
  - (3) *B* and *D*
  - (4) *B* and *C*
- 

6 A strict interpretation versus a loose interpretation of the Constitution was most evident in the debate over the

- (1) creation of the Bank of the United States in 1791
- (2) decision to declare war on Great Britain in 1812
- (3) annexation of Florida in 1821
- (4) issuance of the Monroe Doctrine in 1823

7 Which headline illustrates the use of the unwritten constitution?

- (1) **“Washington Establishes a Cabinet”**
- (2) **“House Votes to Impeach Andrew Johnson”**
- (3) **“Senate Rejects the Treaty of Versailles”**
- (4) **“President Nominates John Roberts for Supreme Court”**

8 Judicial review is most accurately described as the power of the

- (1) president to override a decision of the Supreme Court
- (2) state courts to overturn decisions of the Supreme Court
- (3) Senate to approve all presidential appointments to federal courts
- (4) Supreme Court to determine the constitutionality of laws

9 What was one result of the Supreme Court's decision in *Gibbons v. Ogden* (1824)?

- (1) The power of the federal government over interstate commerce was strengthened.
- (2) The rights of accused individuals were expanded.
- (3) The power of the judicial branch was limited.
- (4) The Court declined to hear cases involving disputes between states.

10 President Andrew Jackson used the spoils system to

- (1) attack the Tariff of Abominations
- (2) reward supporters with United States government jobs
- (3) win support for construction of the Erie Canal
- (4) gain passage of the Indian Removal Act

11 The majority of immigrants who arrived in the United States between 1800 and 1860 came from

- (1) East Asia
- (2) Latin America
- (3) northern and western Europe
- (4) southern and eastern Europe

12 Before the start of the Civil War, many Southern political leaders supported

- (1) States rights
- (2) higher tariff rates
- (3) voting rights for women
- (4) repeal of the Fugitive Slave Act

Base your answer to question 13 on the quotation below and on your knowledge of social studies.

... With malice toward none; with charity for all; with firmness in the right, as God gives us to see the right, let us strive on to finish the work we are in; to bind up the nation's wounds; to care for him who shall have borne the battle, and for his widow, and his orphan—to do all which may achieve and cherish a just, and a lasting peace, among ourselves, and with all nations.

— President Abraham Lincoln, 1865

- 13 This statement by President Lincoln contributed to disagreements over the
- (1) continuation of a military draft
  - (2) provision of free land to settlers
  - (3) negotiations with foreign nations after the Civil War
  - (4) treatment of the former Confederate states and their leaders
- 
- 14 After the Civil War, the sharecropping system emerged in the South primarily as a way to
- (1) diversify agricultural production
  - (2) provide a labor supply to plantation owners
  - (3) give forty acres of land to freedmen
  - (4) guarantee economic equality for African Americans
- 15 In the 1870s, the Granger movement was organized to promote the interests of
- |                 |                       |
|-----------------|-----------------------|
| (1) suffragists | (3) factory workers   |
| (2) farmers     | (4) recent immigrants |
- 16 Starting in the 1870s, Jim Crow laws were enacted in Southern states as a means to
- (1) provide an education for formerly enslaved persons
  - (2) protect the voting rights of formerly enslaved persons
  - (3) enforce racial segregation
  - (4) ensure equal protection under the law

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

### **Kansas Fool**

We have the land to raise the wheat  
And everything that's good to eat  
And when we had no bonds or debts  
We were a jolly, happy set...

With abundant crops raised everywhere,  
'Tis a mystery, I do declare.  
Why farmers all should fume and fret  
And why we are so deep in debt...

— Traditional

- 17 What is the basic cause of the farm problem described by these song lyrics?
- (1) limits on agricultural imports
  - (2) government ownership of the railroads
  - (3) overproduction of farm crops
  - (4) prolonged droughts in the Midwest
- 
- 18 In the late 1800s, the term *robber baron* was used to describe some owners of big businesses primarily because they
- (1) favored free trade
  - (2) eliminated competition using ruthless methods
  - (3) opposed the formation of corporations
  - (4) provided workers with high wages
- 19 During the late 1800s, which development led to the other three?
- (1) formation of labor unions
  - (2) increased demand for natural resources
  - (3) federal regulation of business trusts
  - (4) growth of industry

20 Lincoln Steffens's *The Shame of the Cities* and Ida Tarbell's *The History of the Standard Oil Company* are examples of the use of

- (1) the Gospel of Wealth
- (2) the melting pot theory
- (3) Social Darwinism
- (4) muckraking

21 The Meat Inspection Act (1906) and the Pure Food and Drug Act (1906) were efforts by the federal government to

- (1) protect public health and safety
- (2) support business monopolies
- (3) restrict foreign competition
- (4) regulate child labor

22 President Theodore Roosevelt's Corollary to the Monroe Doctrine primarily affected Latin America by

- (1) guaranteeing human rights throughout the Western Hemisphere
- (2) supporting independence movements in many countries
- (3) encouraging immigration to the United States
- (4) increasing United States intervention in the region

23 **"United States Senate Criticized as 'Millionaire's Club'"**

Which action addressed the problem suggested by this Progressive Era headline?

- (1) instituting the direct election of senators
- (2) increasing the number of senators from each state
- (3) decreasing the length of term of office for a senator
- (4) establishing voting rights for eighteen-year-old citizens

Base your answer to question 24 on the poster below and on your knowledge of social studies.



Source: Library of Congress, Prints and Photographs Division

24 This poster was used during the administration of President Woodrow Wilson to

- (1) convince men to enlist in the military services
- (2) help finance the war effort
- (3) support membership in the League of Nations
- (4) emphasize the goals of the Fourteen Points

25 The Red Scare, the growth of the Ku Klux Klan, and the murder convictions of Sacco and Vanzetti were influenced by

- (1) the rise of organized crime
- (2) the passage of immigration quota acts
- (3) a distrust of foreigners
- (4) an effort to stop fascism

26 "... Our whole system of self-government will crumble either if officials elect what laws they will enforce or citizens elect what laws they will support. The worst evil of disregard for some law is that it destroys respect for all law...."

— President Herbert Hoover, 1929

Which issue is President Hoover discussing in this statement?

- (1) national Prohibition
- (2) environmental conservation
- (3) Social Security taxes
- (4) voting rights for women

Base your answer to question 27 on the poster below and on your knowledge of social studies.



Source: Graphic of National Recovery Act (NRA) Blue Eagle, National Archives and Records Administration

27 The cooperation mentioned in the poster was intended to be between

- (1) business and government
- (2) consumers and producers
- (3) workers and retirees
- (4) socialists and capitalists

28 What was a basic cause of the Great Depression of the 1930s?

- (1) Too many antitrust laws were passed.
- (2) Tariffs on foreign manufactured goods were reduced.
- (3) The distribution of income was unequal.
- (4) Immigration was not limited.

29 Which action is an example of international appeasement?

- (1) Congress authorizing the Manhattan Project
- (2) Japan attacking Pearl Harbor
- (3) Germany signing a nonaggression pact with the Soviet Union
- (4) Great Britain and France agreeing to Hitler's demand for part of Czechoslovakia

30 President Franklin D. Roosevelt said the United States needed to become the "great arsenal of democracy" mainly because he was trying to

- (1) increase the number of Supreme Court justices
- (2) assist the Allied nations
- (3) limit the influence of the defense industry
- (4) gain public support for a third term

31 The Nuremberg War Crimes trials of 1945–1949 established the international precedent that

- (1) the United States should avoid commitments with foreign nations
- (2) military leaders cannot be held responsible for wartime actions
- (3) individuals may be tried for crimes against humanity
- (4) soldiers must obey an order even if it conflicts with basic humanitarian values

32 The GI Bill helped soldiers who served in World War II by

- (1) mandating integration of the military
- (2) funding college education for veterans
- (3) requiring women to surrender their wartime jobs to men
- (4) eliminating union seniority rules that hurt veterans

- 33 The Berlin airlift was used during the Cold War to
- (1) rescue people fleeing West Germany
  - (2) prevent a communist takeover of Greece and Turkey
  - (3) overcome a blockade created by the Soviet Union
  - (4) support peacekeeping efforts by the North Atlantic Treaty Organization (NATO)

- 34 McCarthyism in the 1950s is most closely associated with
- (1) claims that communists had infiltrated the federal government
  - (2) efforts to prevent pro-communist governments in Latin America
  - (3) formation of the Warsaw Pact
  - (4) passage of the Interstate Highway Act

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

... It is important that the reasons for my action be understood by all our citizens. As you know, the Supreme Court of the United States has decided that separate public educational facilities for the races are inherently unequal and therefore compulsory school segregation laws are unconstitutional...

— President Dwight D. Eisenhower, September 24, 1957

- 35 Which Supreme Court case is referred to in this quotation?
- (1) *Dred Scott v. Sanford*
  - (2) *Brown v. Board of Education of Topeka*
  - (3) *Heart of Atlanta Motel v. United States*
  - (4) *Tinker v. Des Moines School District*

- 36 Which action did President Dwight D. Eisenhower take to enforce this Supreme Court decision?
- (1) ordering the closing of Central High School in Little Rock, Arkansas
  - (2) sending United States Army troops to enforce school integration
  - (3) proposing legislation in support of school segregation
  - (4) transferring white students to a new public high school

- 37 Which action is the best example of the use of civil disobedience?
- (1) passing the Voting Rights Act of 1965
  - (2) lobbying Congress to eliminate the poll tax
  - (3) attending a political rally in Iowa
  - (4) conducting sit-ins at restaurants in the South

Base your answer to question 38 on the song lyrics below and on your knowledge of social studies.

... Come mothers and fathers  
Throughout the land  
And don't criticize  
What you can't understand  
Your sons and your daughters  
Are beyond your command  
Your old road is  
Rapidly agin'.  
Please get out of the new one  
If you can't lend your hand  
For the times they are a-changin'...

— Bob Dylan, "The Times They Are A-Changin'," 1963

- 38 Which concern of the 1960s is being commented on by the author of these lyrics?
- (1) rural poverty
  - (2) adult illiteracy
  - (3) environmental protection
  - (4) the generation gap

- 39 The Strategic Arms Limitation Treaty (SALT), signed by President Richard Nixon with the Soviet Union, was an effort to advance the foreign policy of
- (1) détente
  - (2) imperialism
  - (3) brinkmanship
  - (4) globalization

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



Source: Sean Delonas, *New York Post*, 1991

- 40 The main idea of this 1991 cartoon is that President George H. W. Bush
- (1) has successfully removed Saddam Hussein from power in Iraq
  - (2) has a strong record of reducing crime in urban America
  - (3) has effectively handled foreign policy challenges but faces economic ones
  - (4) is prepared to make improvements in the economy

- 41 One unique feature of the presidential election of 2000 between George W. Bush and Al Gore is that
- (1) the Supreme Court played an important role in the final outcome
  - (2) no third-party candidate was on the ballot
  - (3) both candidates had previously served as vice president
  - (4) the electoral votes in Florida were divided between the candidates

- 42 Which heading best completes the partial outline below?

- I. \_\_\_\_\_
- A. Trade restrictions
  - B. Laissez-faire
  - C. Trickle-down theory
  - D. Wage and price controls

- (1) Social Reforms
- (2) Constitutional Amendments
- (3) Economic Policies
- (4) Religious Beliefs

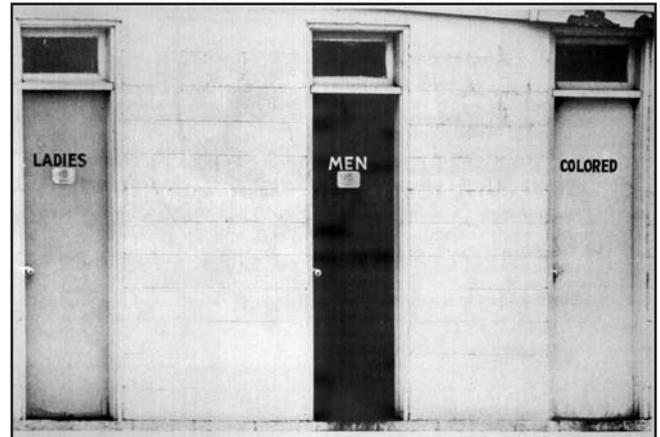
Base your answer to question 43 on the cartoon below and on your knowledge of social studies.



Source: Joel Pett, *Lexington Leader-Herald*, May 24, 2004

- 43 The main purpose of this cartoon is to point out that
- (1) global warming is a proven theory
  - (2) additional oil supplies must be located
  - (3) individuals contribute to environmental problems
  - (4) prosperity depends on increased sales of automobiles
- 
- 44 Ernest Hemingway, F. Scott Fitzgerald, and Sinclair Lewis were popular authors who often wrote about
- (1) the problems of urban life in the 1890s
  - (2) disillusionment with American society in the 1920s
  - (3) the migration of farmers in the 1930s
  - (4) water and air pollution in the 1960s
- 45 Changes in policies during the administrations of both President Woodrow Wilson and President Franklin D. Roosevelt demonstrate that
- (1) war can influence domestic reform programs
  - (2) public opinion is usually opposed to deficit spending
  - (3) presidents often lose power during wartime
  - (4) United States territorial expansion results in economic growth

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



Source: Mark Bauerlein et al., Legacy Publishing

- 46 Conditions such as the one shown in the photograph were legally ended by the
- (1) issuance of the Emancipation Proclamation in 1863
  - (2) ratification of the 15th amendment in 1870
  - (3) decision in *Plessy v. Ferguson* in 1896
  - (4) passage of the Civil Rights Act of 1964
- 
- 47 The terms *Teapot Dome*, *Watergate*, and *Iran-Contra* are most closely associated with
- (1) domestic policies
  - (2) presidential scandals
  - (3) federal court decisions
  - (4) failed reform movements
- 48 One way in which the New Deal and the Great Society are similar is that both programs were based on the belief that
- (1) volunteer organizations should take over federal relief efforts
  - (2) government should impose fewer regulations on business
  - (3) states should pay a larger share of the cost of federal programs
  - (4) the federal government should do more to help citizens in need

49 The Supreme Court decision in *Schenck v. United States* (1919) and the passage of the USA Patriot Act (2001) demonstrate the principle that the federal government can

- (1) guarantee citizens the right to bear arms
- (2) restrict the power of the president
- (3) limit individual rights in times of national emergency
- (4) expand the liberties protected by the Bill of Rights

50 Since the end of World War II (1945), what has been a major effect of population change in the United States?

- (1) The Social Security system went bankrupt.
- (2) Demand for medical facilities has declined.
- (3) A surplus of unskilled workers has led to decreased immigration.
- (4) Suburban areas have grown faster than cities.

**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: United States Foreign Policy**

United States presidents often make foreign policy decisions in an attempt to deal with international problems. These decisions have had an impact on both the United States and on other countries or regions.

#### **Task:**

- Select *two* presidential foreign policy decisions and for *each*
- Describe the historical circumstances surrounding the decision
  - Discuss an impact of the decision on the United States
  - Discuss an impact of the decision on another country or region

You may use any presidential foreign policy decision that dealt with an international problem from your study of United States history. Some suggestions you might wish to consider include James K. Polk sending troops to the Rio Grande (1846), William McKinley deciding to annex the Philippines (1898), Woodrow Wilson asking for a declaration of war (1917), Harry Truman deciding to use the atomic bomb (1945), John F. Kennedy quarantining Cuba (1962), Lyndon B. Johnson sending combat troops to Vietnam (1965–1968), Richard Nixon improving relations with China (1972), George H. W. Bush sending troops to Kuwait (1990–1991), and George W. Bush sending troops to Iraq (2003).

**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:**

- (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”

**This page left blank intentionally.**

**GO ON TO THE NEXT PAGE** 

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

#### Historical Context:

Throughout United States history, movements have sought to bring about economic, political, and social change. These movements have had a significant impact on the United States and on American society. These movements include **the abolitionist movement, the labor movement, and the woman’s suffrage movement.**

**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

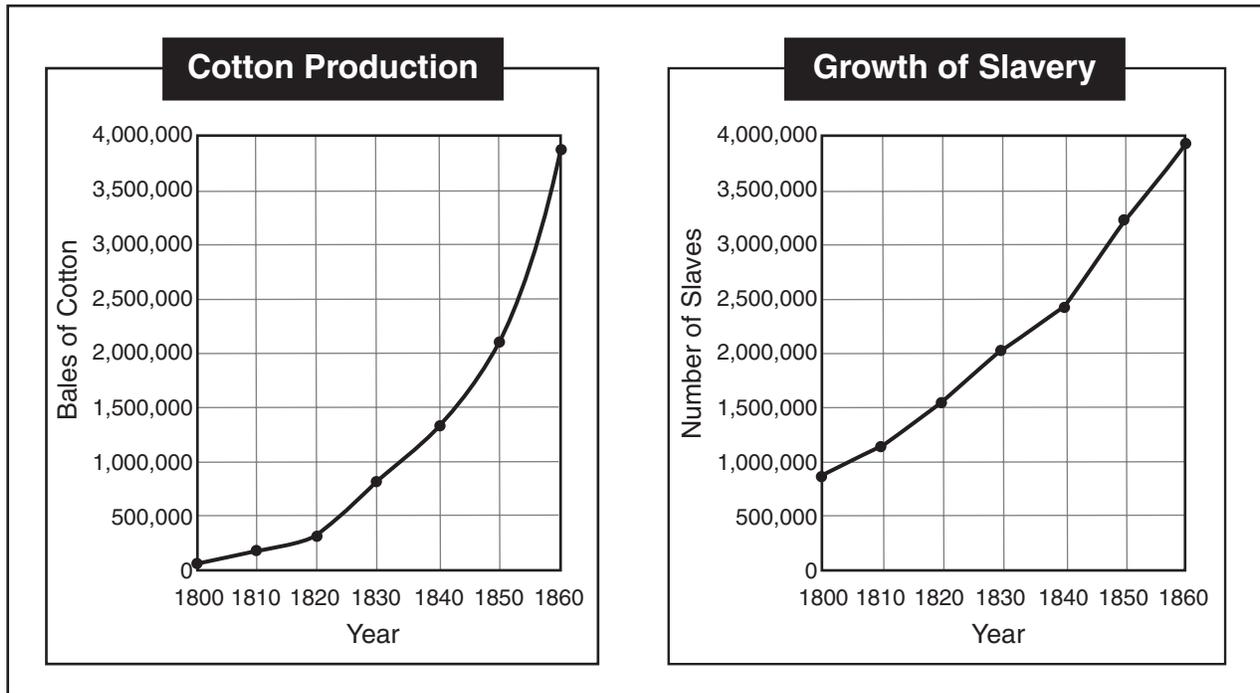
- Choose **two** of the movements mentioned in the historical context and for **each**
- Describe the historical circumstances that led to this movement
  - Describe how this movement attempted to achieve its goals
  - Discuss the impact of this movement on the United States and/or on American society

## 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



Source: *Historical Statistics of the United States, Colonial Times to 1970* (adapted)

1a Based on these graphs, state **one** relationship between cotton production and the growth of slavery between 1800 and 1860. [1]

Score

## Document 1b

African-born James L. Bradley was a slave who purchased his freedom. In 1834, while a student at the Lane Seminary in Cincinnati, Ohio, he wrote a short account of his life. This is an excerpt from his account.

... I will begin as far back as I can remember. I think I was between two and three years old when the soul-destroyers tore me from my mother's arms, somewhere in Africa, far back from the sea. They carried me a long distance to a ship; all the way I looked back, and cried. The ship was full of men and women loaded with chains; but I was so small, they let me run about on deck. After many long days, they brought us into Charleston, South Carolina. A slaveholder bought me, and took me up into Pendleton County. I suppose that I staid [stayed] with him about six months. He sold me to a Mr. Bradley, by whose name I have ever since been called. This man was considered a wonderfully kind master; and it is true that I was treated better than most of the slaves I knew. I never suffered for food, and never was flogged with the whip; but oh, my soul! I was tormented with kicks and knocks more than I can tell. My master often knocked me down, when I was young. Once, when I was a boy, about nine years old, he struck me so hard that I fell down and lost my senses. I remained thus some time, and when I came to myself, he told me he thought he had killed me. At another time, he struck me with a currycomb [metal comb used for grooming horses], and sunk the knob into my head. I have said that I had food enough; I wish I could say as much concerning my clothing. But I let that subject alone, because I cannot think of any suitable words to use in telling you...

Source: Bailey and Kennedy, eds., *The American Spirit, Volume I: To 1877*, Houghton Mifflin, 1998

1b According to this document, what was **one** hardship James L. Bradley experienced as a slave? [1]

---

---

Score

## Document 2

... There were tactical differences between [Frederick] Douglass and William Lloyd Garrison, white abolitionist and editor of *The Liberator*—differences between black [African American] and white abolitionists in general. Blacks were more willing to engage in armed insurrection [rebellion], but also more ready to use existing political devices—the ballot box, the Constitution—anything to further their cause. They were not as morally absolute in their tactics as the Garrisonians. Moral pressure would not do it alone, the blacks knew; it would take all sorts of tactics, from elections to rebellion....

White abolitionists did courageous and pioneering work, on the lecture platform, in newspapers, in the Underground Railroad. Black abolitionists, less publicized, were the backbone of the antislavery movement. Before Garrison published his famous *Liberator* in Boston in 1831, the first national convention of Negroes had been held, David Walker had already written his “Appeal,” and a black abolitionist magazine named *Freedom’s Journal* had appeared. Of *The Liberator’s* first twenty-five subscribers, most were black....

Source: Howard Zinn, *A People’s History of the United States, 1492–Present*, Harper Perennial, 2003

2 According to Howard Zinn, what was **one** method used by abolitionists to achieve their goals? [1]

---

---

Score

### Document 3

... The success or failure of abolitionism must be judged against the broader question, what was possible? In confronting the most divisive issue in American history, slavery, abolitionism provided the voice of conscience. It assisted tens of thousands of individual blacks, steered the nation toward a recognition of universal rights, and was instrumental in embedding those rights into the Constitution.

Even the “mistakes” of abolitionism had interesting consequences. For example, because male abolitionists did not fight to include the word “female” in the Thirteenth\*, Fourteenth, and Fifteenth amendments, the women’s rights movement was rekindled in a backlash of anger...

Source: Wendy McElroy, “The Abolitionist Adventure,” The Independent Institute, July 1, 2003

\*The 13th amendment applied equally to females and males.

3 According to Wendy McElroy, what were *two* impacts of the abolitionist movement? [2]

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

Score

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

Score

#### Document 4

Representatives of *The Harbinger* visited factories in Lowell, Massachusetts, and Manchester, New Hampshire. This is an excerpt from the magazine's report of its findings.

... The girls [in the Lowell Mills] attended upon an average three looms; many attended four, but this requires a very active person, and the most unremitting [constant] care. However, a great many do it. Attention to two is as much as should be demanded of an operative. This gives us some idea of the application required during the thirteen hours of daily labor. The atmosphere of such a room cannot of course be pure; on the contrary, it is charged with cotton filaments and dust, which, we are told, are very injurious to the lungs.

On entering the room, although the day was warm, we remarked that the windows were down. We asked the reason, and a young woman answered very naively, and without seeming to be in the least aware that this privation of fresh air was anything else than perfectly natural, that "when the wind blew, the threads did not work well." After we had been in the room for fifteen or twenty minutes, we found ourselves, as did the persons who accompanied us, in quite a perspiration, produced by a certain moisture which we observed in the air, as well as by the heat...

Source: "The Female Workers of Lowell," *The Harbinger*, November 14, 1836

- 4 According to this document, what was **one** condition faced by factory workers in the Lowell Mills in the 1830s? [1]

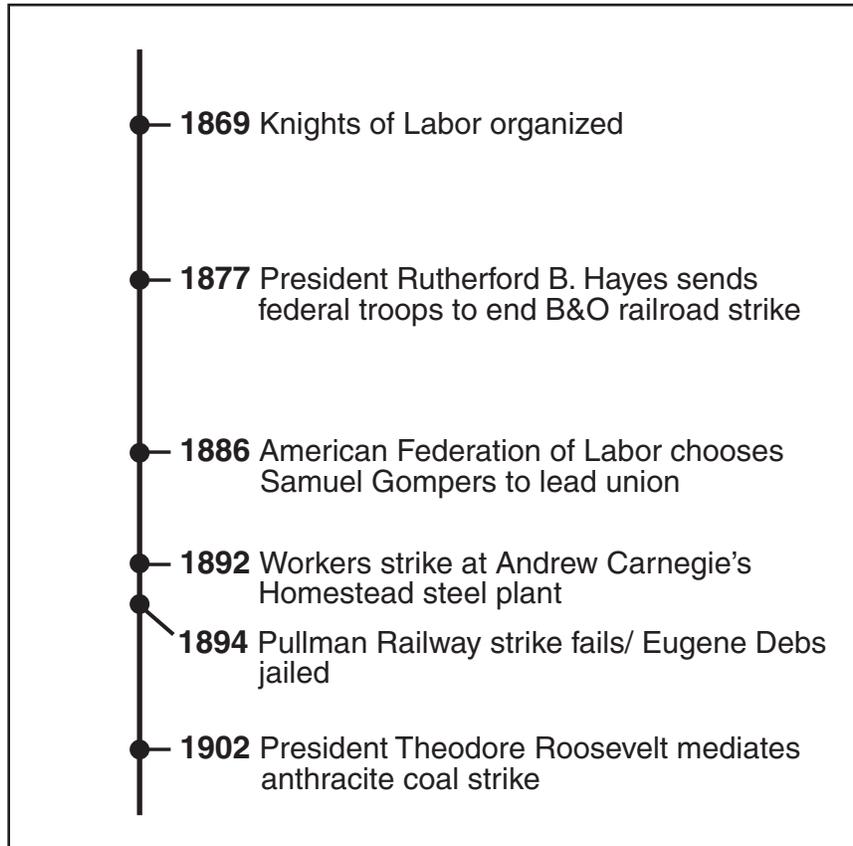
---

---

Score

Document 5

Selected Events in Labor History



5 Based on this time line, what was **one** way workers responded to their working conditions between 1869 and 1902? [1]

---

---

Score

## Document 6a

... A better relationship between labor and management is the high purpose of this Act. By assuring the employees the right of collective bargaining it fosters the development of the employment contract on a sound and equitable basis. By providing an orderly procedure for determining who is entitled to represent the employees, it aims to remove one of the chief causes of wasteful economic strife. By preventing practices which tend to destroy the independence of labor, it seeks, for every worker within its scope, that freedom of choice and action which is justly his....

Source: President Franklin D. Roosevelt, Statement on Signing the National Labor Relations [Wagner] Act, July 5, 1935

6a According to President Franklin D. Roosevelt, what was **one** way the National Labor Relations [Wagner] Act would affect workers? [1]

---

---

Score

**Document 6b**

Congress passed the Fair Labor Standards Act in 1938.

# EMPLOYEE RIGHTS UNDER THE FAIR LABOR STANDARDS ACT

THE UNITED STATES OF LABOR WAGE AND HOUR DIVISION

## FEDERAL MINIMUM WAGE

**\$5.85** PER HOUR

BEGINNING JULY 24, 2007

**\$6.55** PER HOUR

BEGINNING JULY 24, 2008

**\$7.25** PER HOUR

BEGINNING JULY 24, 2009

**OVERTIME PAY** At least  $1\frac{1}{2}$  times your regular rate of pay for all hours worked over 40 in a workweek.

**YOUTH EMPLOYMENT** An employee must be at least **16** years old to work in most non-farm jobs and at least **18** to work in non-farm jobs declared hazardous by the Secretary of Labor.

Youths **14** and **15** years old may work outside school hours in various non-manufacturing, non-mining, non-hazardous jobs under the following conditions:

**No more than**

- **3** hours on a school day or **18** hours in a school week;
- **8** hours on a non-school day or **40** hours in a non-school week.

Also, work may not begin before **7 a.m.** or end after **7 p.m.**, except from June 1 through Labor Day, when evening hours are extended to **9 p.m.** Different rules apply in agricultural employment. For more information, visit the YouthRules! Web site at [www.youthrules.gov](http://www.youthrules.gov).

Source: U.S. Department of Labor, 2007 (adapted)

6b Based on this Department of Labor poster, what is **one** way the Fair Labor Standards Act continues to affect workers? [1]

Score

## Document 7a

... The women in Mary McClintock's [an organizer of the Seneca Falls Convention] kitchen concluded that action was required and resolved to call a woman's rights convention the next week, July 19 and 20 [1848]. On short notice, more than two hundred women and about forty men from the surrounding towns and countryside came to the meeting in the Wesleyan Chapel at Seneca Falls. They must have known that such an event was radically new. Indeed, the leaders prevailed on James Mott to preside as they quailed [faltered] before such a large, mixed audience. Yet the women at Seneca Falls brought with them a seventy-year-long tradition of female activity. Many had traveled the same route over and over to attend revivals, missionary meetings, and female gatherings in the name of temperance, moral reform, and abolition. Their mothers' generation had been the leading force in the Great Awakening two decades before. Their grandmothers and great-grandmothers boycotted tea, spun and wove for the army, and believed themselves "born for liberty." When the organizers of the convention started to write a statement for the body to debate, they returned to the legacy of their revolutionary foremothers: "We hold these truths to be self-evident," they wrote, "that all men and women are created equal." ...

Source: Sara M. Evans, *Born for Liberty: A History of Women in America*, The Free Press, 1989

7a According to Sara M. Evans, what was **one** experience of women that contributed to their demand for equality? [1]

---

---

Score

**Document 7b**

... The history of mankind is a history of repeated injuries and usurpations [dispossessions] on the part of man toward woman, having in direct object the establishment of an absolute tyranny over her. To prove this, let facts be submitted to a candid world.

He has never permitted her to exercise her inalienable right to the elective franchise.

He has compelled her to submit to laws, in the formation of which she had no voice....

He has made her, if married, in the eye of the law, civilly dead.

He has taken from her all right in property, even to the wages she earns....

After depriving her of all rights as a married woman, if single, and the owner of property, he has taxed her to support a government which recognizes her only when her property can be made profitable to it....

Source: Seneca Falls *Declaration of Sentiments*, 1848

7b According to this document, what was **one** grievance stated in the Seneca Falls *Declaration of Sentiments*? [1]

---

---

Score

Document 8a



Source: Library of Congress, 1917 (adapted)

Document 8b

... As [Elizabeth Cady] Stanton predicted, women’s professional and tactical experience contributed powerfully to a reinvigorated suffrage movement. NAWSA [National American Woman Suffrage Association] proved to be an effective, formidable organization. Its membership increased geometrically, from 13,150 in 1893 to over two million in 1917. Suffragists mounted hundreds of campaigns within party conventions, legislatures and constitutional convocations [assemblies]. They raised millions of dollars, mostly in small sums. Countless men and women participated in vigils, parades, hunger strikes and illegal invasions of polling places. Dozens suffered imprisonment and fines. In 1873, Susan B. Anthony was arrested for the federal crime of “having voted without the lawful right to vote.” At her highly publicized trial in Rochester, New York, she was convicted and fined by a judge who brushed aside the jury and whose opinion had been written in advance of the trial...

Source: Sandra F. VanBurkleo, “No Rights But Human Rights: The Emancipation of American Women,” *Constitution*, Spring-Summer, 1990

8 Based on these documents, what were **two** methods used by women’s rights groups to influence American public opinion? [2]

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

\_\_\_\_\_

Score

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

\_\_\_\_\_

Score

## Document 9

... As it turned out, women's suffrage had few consequences, good or evil. Millions of women voted (although never in the same proportion as men), women were elected to public office (several gained seats in Congress by the end of the 1920's), but the new electorate caused scarcely a ripple in American political life. Women like Jane Addams made great contributions, but it would be difficult to demonstrate that they accomplished any more after they had the vote than before. It was widely believed, although never proved, that women cast a "dry" vote for Hoover in 1928 and that women were likely to be more moved than men to cast a "moral-issue" vote. Otherwise, the earth spun around much as it had before...

Source: William E. Leuchtenburg, *The Perils of Prosperity, 1914–32*, University of Chicago Press, 1958

9 According to William E. Leuchtenburg, what was **one** result of women's suffrage on American society? [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, movements have sought to bring about economic, political, and social change. These movements have had a significant impact on the United States and on American society. These movements include **the abolitionist movement, the labor movement, and the woman's suffrage movement.**

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

- Choose *two* of the movements mentioned in the historical context and for *each*
- Describe the historical circumstances that led to this movement
  - Describe how this movement attempted to achieve its goals
  - Discuss the impact of this movement 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