

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

**UNITED STATES HISTORY
AND GOVERNMENT**

Wednesday, June 15, 2016 — 1:15 to 4:15 p.m., only

Student Name _____

School Name _____

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

Print your name and the name of your school on the lines above. A separate answer sheet for Part I has been provided to you. Follow the instructions from the proctor for completing the student information on your answer sheet. Then fill in the heading of each page of your essay booklet.

This examination has three parts. You are to answer **all** questions in all parts. Use black or dark-blue ink to write your answers to Parts II, III A, and III B.

Part I contains 50 multiple-choice questions. Record your answers to these questions as directed on the answer sheet.

Part II contains one thematic essay question. Write your answer to this question in the essay booklet, beginning on page 1.

Part III is based on several documents:

Part III A contains the documents. When you reach this part of the test, enter your name and the name of your school on the first page of this section.

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

Part III B contains one essay question based on the documents. Write your answer to this question in the essay booklet, beginning on page 7.

When you have completed the examination, you must sign the declaration printed at the end of the answer sheet, indicating that you had no unlawful knowledge of the questions or answers prior to the examination and that you have neither given nor received assistance in answering any of the questions during the examination. Your answer sheet cannot be accepted if you fail to sign this declaration.

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

Part I

Answer all questions in this part.

Directions (1–50): For each statement or question, record on your separate answer sheet the *number* of the word or expression that, of those given, best completes the statement or answers the question.

- 1 Which geographic features had the most significant positive influence on settlement patterns and economic development in the British North American colonies?
 - (1) rivers and harbors
 - (2) mountains and plateaus
 - (3) forests and deserts
 - (4) prairies and lakes
- 2 The Erie Canal played a large role in the settlement of the Midwest because it provided a link between the Atlantic Ocean and the
 - (1) Gulf of Mexico
 - (2) Great Lakes
 - (3) Missouri River
 - (4) Pacific Ocean
- 3 During the 1600s and 1700s, the fundamental goal of British mercantilism was to
 - (1) prohibit all exports of raw materials from the colonies
 - (2) encourage economic competition with the American colonies
 - (3) develop manufacturing within the colonies
 - (4) maintain a favorable balance of trade for Great Britain with its colonies
- 4 The Proclamation of 1763 was issued by Great Britain after the French and Indian War primarily to
 - (1) promote colonial settlement beyond the Appalachian Mountains
 - (2) limit conflict between Native American Indians and colonial settlers
 - (3) encourage colonial economic ties with France
 - (4) force French settlers to leave British territory

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

...Small islands not capable of protecting themselves, are the proper objects for kingdoms to take under their care; but there is something very absurd, in supposing a continent to be perpetually governed by an island. In no instance hath nature made the satellite larger than its primary planet, and as England and America, with respect to each other, reverses the common order of nature, it is evident that they belong to different systems: England to Europe, America to itself. . . .

— Thomas Paine, *Common Sense*

- 5 The argument presented in this passage was intended to
 - (1) urge colonists to accept the Albany Plan of Union
 - (2) provide a reason for ratification of the Constitution of the United States
 - (3) convince American colonists to declare their independence
 - (4) persuade France to aid the United States in the Revolutionary War

- 6 What was one effect of the Three-fifths Compromise?
 - (1) Slave states gained additional congressional representation.
 - (2) The number of justices on the Supreme Court was established.
 - (3) Presidential appointments were assured easy confirmation.
 - (4) A two-house legislature was created.

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

...No political truth is certainly of greater intrinsic [essential] value, or is stamped with the authority of more enlightened patrons of liberty, than that on which the objection is founded. The accumulation of all powers, legislative, executive, and judiciary, in the same hands, whether of one, a few, or many, and whether hereditary, self-appointed, or elective, may justly be pronounced the very definition of tyranny....

— James Madison, *The Federalist*, Number 47

- 7 Which constitutional principle was established to protect American citizens from the tyranny suggested in this quotation?
- (1) due process of law
 - (2) States rights
 - (3) popular sovereignty
 - (4) separation of powers

Base your answer to question 8 on the passages below and on your knowledge of social studies.

Each state retains its sovereignty, freedom and independence, and every power, jurisdiction and right, which is not by this confederation expressly delegated to the United States, in Congress assembled.

— Article II, Articles of Confederation

The powers not delegated to the United States by the Constitution, nor prohibited by it to the states, are reserved to the states respectively, or to the people.

— 10th amendment, United States Constitution

- 8 The purpose of each of these provisions is to
- (1) determine the division of power between state and central governments
 - (2) create a process for allowing amendments
 - (3) grant the central government power to control the states
 - (4) limit the power of the executive branch

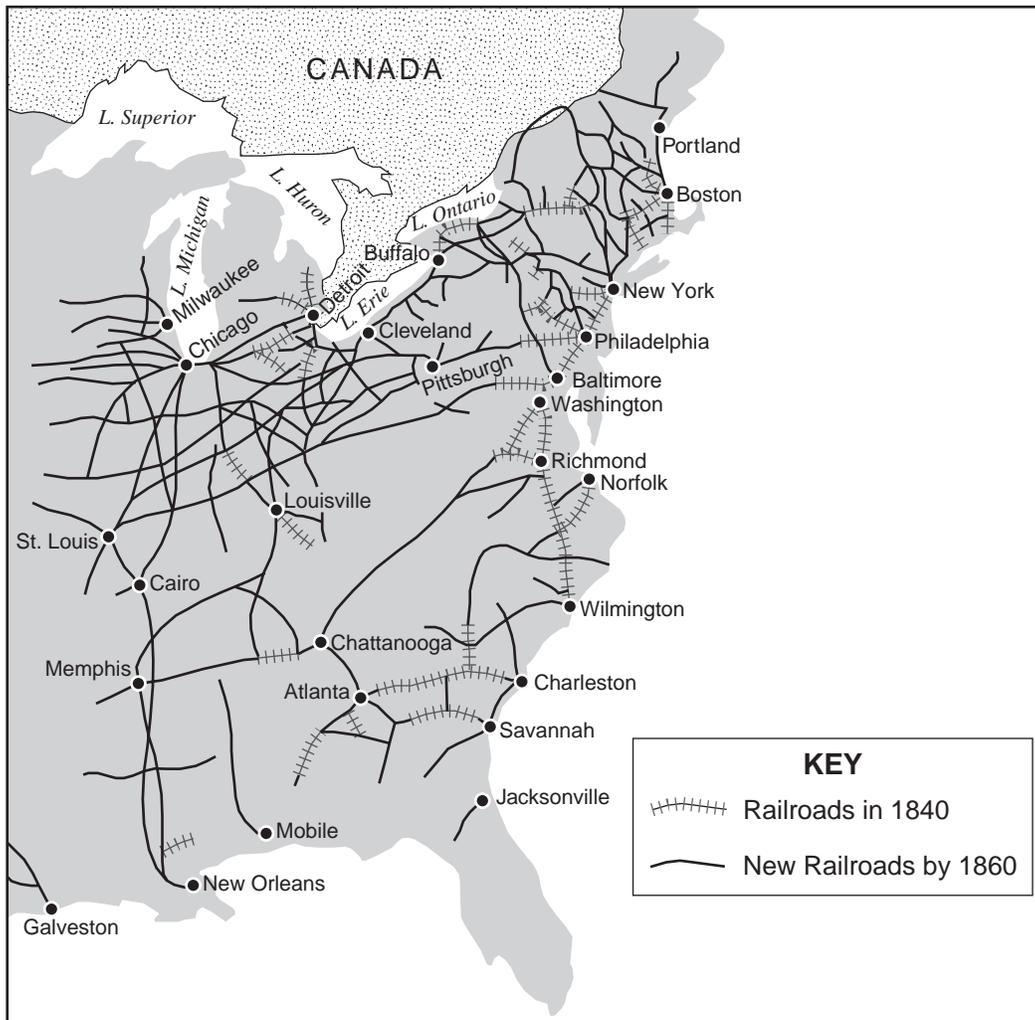
- 9 **“President Jackson Vetoes Bill Rechartering Bank of United States”**
“Taney Court Overturns Missouri Compromise”
“Senate Approves NATO Treaty”

Which concept is best illustrated by these headlines?

- (1) federalism
 - (2) direct democracy
 - (3) checks and balances
 - (4) westward expansion
- 10 What was a major demand of the Antifederalists during the debate over ratification of the United States Constitution?
- (1) continuation of slavery
 - (2) right to habeas corpus
 - (3) inclusion of a bill of rights
 - (4) reduction in the number of representatives in Congress
- 11 Which headline would be considered an example of the unwritten constitution?
- (1) **“President Nixon Vetoes War Powers Act”**
 - (2) **“Congress Approves President Reagan’s Tax Cuts”**
 - (3) **“Congress Votes to Impeach President Bill Clinton”**
 - (4) **“President Obama Names Hillary Clinton to Cabinet”**
- 12 What was a common goal of the Proclamation of Neutrality (1793), the Embargo Act (1807), and the Monroe Doctrine (1823)?
- (1) forcing Great Britain to grant independence to Canada
 - (2) avoiding conflicts with European nations
 - (3) providing wartime aid to European nations
 - (4) encouraging independence movements in Latin America

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

Railroads in 1840 and 1860



Source: Kownslar and Frizzle, *Discovering American History*, Holt, Rinehart and Winston (adapted)

- 13 The information provided by the map best supports the conclusion that
- (1) the South's transportation system was more efficient
 - (2) most railroads were owned and operated by the United States government
 - (3) the transcontinental railroad linked the West and the South
 - (4) the North had transportation advantages by the start of the Civil War

- 14 The Supreme Court decisions in *Marbury v. Madison* (1803), *McCulloch v. Maryland* (1819), and *Gibbons v. Ogden* (1824) are similar in that each resulted in the
- (1) development of new political parties
 - (2) admission of new slave states
 - (3) strengthening of the power of the federal government
 - (4) expansion of the rights of corporations

- 15 The Missouri Compromise of 1820 and the Compromise of 1850 were attempts by the federal government to
- (1) limit immigration from Europe
 - (2) reduce the conflict over slavery
 - (3) settle border disputes with Mexico
 - (4) control the migration of settlers to new western territories

- 16 The Homestead Act of 1862 was important to the expansion of the United States because it provided
- (1) land for agricultural colleges
 - (2) assistance to sharecroppers in the South
 - (3) free land to settlers in the West
 - (4) land grants for construction of transcontinental railroads
- 17 After the Civil War, a significant cause of the conflict between President Andrew Johnson and the Radical Republicans in Congress was disagreement over
- (1) the plans for restoring Southern states to the Union
 - (2) a proposal to repeal the Emancipation Proclamation
 - (3) reduction of the army and the navy to prewar levels
 - (4) congressional efforts to pay the Confederate war debt
- 18 In the late 1800s, which idea was used most often to justify the elimination of business competition?
- | | |
|----------------------|----------------------|
| (1) conservation | (3) Social Darwinism |
| (2) Manifest Destiny | (4) populism |
- 19 Poll taxes, literacy tests, and grandfather clauses were used in the South after 1890 to
- (1) support the goals of the Freedmen's Bureau
 - (2) deny suffrage rights to African Americans
 - (3) undermine the "separate but equal" ruling of the Supreme Court
 - (4) enforce the amendments enacted during the Civil War and Reconstruction
- 20 The importance of *Northern Securities Co. v. United States* (1904) is that the Supreme Court
- (1) used the Sherman Antitrust Act to break up a monopoly
 - (2) ruled child labor laws unconstitutional
 - (3) upheld the right of women to vote
 - (4) established regulations for the New York Stock Exchange

Base your answer to question 21 on the statement below and on your knowledge of social studies.

...the policy of the government of the United States is to seek a solution which may bring about permanent safety and peace to China, preserve Chinese territorial and administrative entity, protect all rights guaranteed to friendly powers by treaty and international law, and safeguard for the world the principle of equal and impartial trade with all parts of the Chinese Empire....

— Secretary of State John Hay, Circular Letter, July 3, 1900

- 21 This excerpt from John Hay's Circular Letter became part of the
- (1) Open Door policy
 - (2) Roosevelt Corollary to the Monroe Doctrine
 - (3) policy of Dollar Diplomacy
 - (4) Kellogg-Briand Pact
-
- 22 In the early 1900s, Progressives succeeded in strengthening federal control over the money supply by
- (1) passing the Clayton Antitrust Act
 - (2) creating the Federal Reserve System
 - (3) enacting the Underwood Tariff bill
 - (4) establishing the gold standard
- 23 What was the purpose of states adopting initiative, referendum, and recall during the Progressive Era?
- (1) supporting new political parties
 - (2) increasing the power of voters over the political process
 - (3) reestablishing property qualifications for voting
 - (4) extending voting rights to immigrants

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

IF CAPITAL AND LABOR DON'T PULL TOGETHER



Source: John McCutcheon, *Chicago Tribune*, 1919 (adapted)

24 Which statement most accurately describes the main argument made in this 1919 cartoon?

- (1) Labor and management have the same economic goals.
- (2) The federal government should take ownership of major industries.
- (3) Organized workers are more productive than nonunion workers.
- (4) Disputes between labor and the leaders of business are hurting the economy.

25 Which action by Germany prompted the United States to enter World War I?

- (1) attacking British shipping
- (2) forming an alliance with Austria-Hungary
- (3) resuming unrestricted submarine warfare
- (4) invading France

26 The United States Supreme Court in *Schenck v. United States* (1919) ruled that freedom of speech may be limited during national emergencies when the speech

- (1) threatens the principle of States rights
- (2) conflicts with national economic policies
- (3) interferes with a presidential campaign
- (4) presents a clear and present danger to the nation

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

Dust Bowl, 1936



Source: Farm Security Administration

- 27 The situation shown in this photograph occurred in which region?
- (1) Ohio River valley
 - (2) Great Plains
 - (3) Rocky Mountains
 - (4) Northeast

Base your answer to question 28 on the chart below and on your knowledge of social studies.

Consumer spending (in billions) on selected items and total value of stock, 1929–1933

	1929	1933
Food	\$19.5	\$11.5
Housing	\$11.5	\$7.9
Clothing	\$11.2	\$5.4
Automobiles	\$2.6	\$0.8
Medical care	\$2.9	\$1.9
Philanthropy	\$1.2	\$0.8
Value of shares on the New York Stock Exchange	\$89.7	\$22.2

Source: *Historical Statistics of the United States*

- 28 Which conclusion is best supported by the information on the chart?
- (1) Business advertising had succeeded in selling more products.
 - (2) Violence by labor had increased throughout the country.
 - (3) Economic conditions had become worse.
 - (4) The stock market had recovered in 1933.

Base your answer to question 29 on the passage below and on your knowledge of social studies.

...Of all the Nations of the world today we are in many ways most singularly blessed. Our closest neighbors are good neighbors. If there are remoter [distant] Nations that wish us not good but ill, they know that we are strong; they know that we can and will defend ourselves and defend our neighborhood.

We seek to dominate no other Nation. We ask no territorial expansion. We oppose imperialism. We desire reduction in world armaments....

— President Franklin D. Roosevelt,
Address at Chautauqua, NY, August 14, 1936

- 29 Which policy is President Franklin D. Roosevelt supporting in this speech?
- (1) neutrality in foreign relations
 - (2) a growth in military spending
 - (3) an increase in foreign aid
 - (4) formation of military alliances

Base your answers to questions 30 through 32 on the cartoon below and on your knowledge of social studies.

Do We Want a Ventriloquist Act in the Supreme Court?



Source: *Waterbury Republican*, February 14, 1937

- 30 This 1937 cartoon is criticizing President Franklin D. Roosevelt's plan to
- (1) reduce the number of federal courts
 - (2) impeach current Supreme Court justices
 - (3) give states the power to appoint Supreme Court justices
 - (4) increase the number of justices on the Supreme Court
- 31 One reason President Franklin D. Roosevelt proposed the plan shown in the cartoon was that the Supreme Court had
- (1) challenged his right to run for a third term
 - (2) rejected several important Cabinet appointments
 - (3) ruled against laws to protect the rights of minorities
 - (4) declared parts of key New Deal programs unconstitutional
- 32 Many members of Congress opposed the plan shown in the cartoon because it would
- (1) reduce the power of the president
 - (2) upset the system of checks and balances
 - (3) destroy the system of federalism
 - (4) cost too much to implement

Base your answer to question 33 on the photograph and poster below and on your knowledge of social studies.



Source: "Women workers chipping paint,"
Marinship Corp., National Archives, 1942



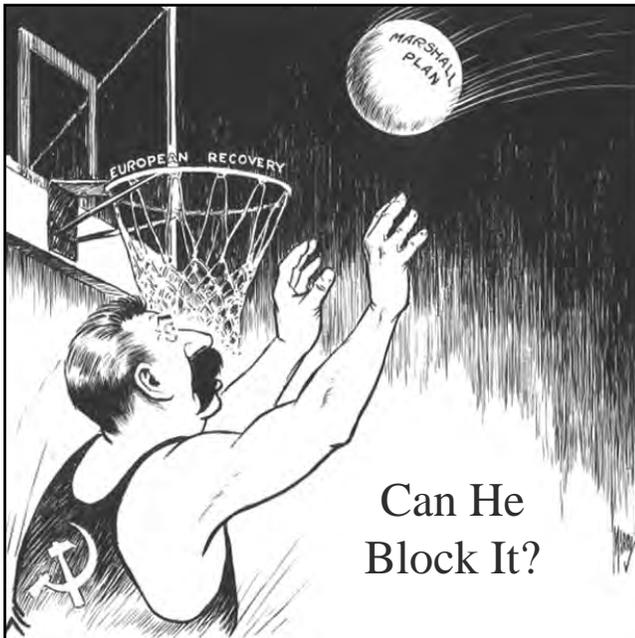
Source: Office of War Information, 1943

- 33 Photographs and posters showing scenes similar to these were used by the federal government to
- (1) support the goal of equal pay for equal work
 - (2) discourage women from taking jobs from men with families
 - (3) recruit women to fill wartime manufacturing jobs
 - (4) encourage women to accept combat roles

- 34 The Servicemen's Readjustment Act of 1944 (GI Bill) was responsible for
- (1) building United States military bases in allied countries throughout the world
 - (2) providing education and home loan benefits for soldiers returning from World War II
 - (3) maintaining the size of the active duty military at its pre-World War II level
 - (4) sending the United States economy into a post-World War II recession

- 35 President Harry Truman's decision to drop atomic bombs on Japan was based on the belief that the action would
- (1) save American lives by avoiding an invasion of Japan
 - (2) force Germany and Italy to lay down their arms
 - (3) help create a military alliance with China
 - (4) persuade the Soviet Union to surrender

Base your answer to question 36 on the cartoon below and on your knowledge of social studies.



Source: Edwin Marcus, c. 1947, Library of Congress (adapted)

- 36 Which United States effort is the Soviet Union responding to in this cartoon?
- (1) a commitment to rebuild the League of Nations
 - (2) a plan to join with other nations to reduce military spending
 - (3) an effort to improve United States–Soviet relations
 - (4) an attempt to stabilize the economy of Western Europe

- 37 **“Greece Receives U.S. Aid to Fight Communists”**
“U.S. Military Airlifts Supplies to Berlin”
“U.S. Troops Sent to Defend South Vietnam”

These headlines best illustrate the United States commitment to a policy of

- | | |
|------------------|-----------------|
| (1) détente | (3) containment |
| (2) isolationism | (4) imperialism |

- 38 • Alger Hiss conviction
 • Rosenberg trial
 • McCarthy hearings

These post–World War II events are most closely associated with the fear of

- (1) an increase in immigration from the Soviet Union
 - (2) labor conflicts in United States cities
 - (3) an expansion of communism into Cuba
 - (4) a communist threat inside the United States
- 39 The 1957 launch of *Sputnik* by the Soviet Union embarrassed the United States because it
- (1) allowed the Soviets to place missiles in Turkey
 - (2) revealed that the Soviets had nuclear weapons
 - (3) appeared that the United States had failed to keep up in scientific achievement
 - (4) confirmed the United States use of U-2 spy planes

- 40 “...And so, my fellow Americans: ask not what your country can do for you—ask what you can do for your country.

My fellow citizens of the world: ask not what America will do for you, but what together we can do for the freedom of man....”

— President John F. Kennedy, Inaugural Address, January 20, 1961

President Kennedy sought to achieve the goal described in this speech through support for the formation of the

- (1) Peace Corps
- (2) World Bank
- (3) Organization of American States (OAS)
- (4) South East Asia Treaty Organization (SEATO)

Base your answer to question 41 on the poster below and on your knowledge of social studies.



Source: Another Mother for Peace

- 41 This poster from 1967 is an expression of
- (1) support for the foreign policy of the president
 - (2) support for increased financing of environmental programs
 - (3) opposition to health care reform for seniors and the poor
 - (4) opposition to United States involvement in Vietnam
-

- 42 Which title best completes the partial outline below?

- I. _____
- A. *Heart of Atlanta Motel v. United States* (1964)
 - B. Voting Rights Act of 1965
 - C. Fair Housing Act of 1968

- (1) Latino Women Gain Equal Pay
 - (2) Civil Rights Movement Achieves Victories
 - (3) Native American Indians Regain Land Rights
 - (4) Persons With Disabilities Win Educational Opportunities
- 43 In *New York Times v. United States* (1971) and *United States v. Nixon* (1974), the Supreme Court placed limits on the
- (1) authority of federal judges
 - (2) exercise of freedom of religion
 - (3) powers of the president
 - (4) right of Congress to declare war
- 44 Which statement accurately describes a result of the 1993 adoption of the North American Free Trade Agreement (NAFTA)?
- (1) Tariff barriers were reduced between the three largest nations of North America.
 - (2) A single currency was created for the nations of North America.
 - (3) Immigration restrictions between North American nations were eliminated.
 - (4) The United States stopped importing oil from other North American nations.

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



Source: Jeff Stahler, *Columbus Dispatch*, March 7, 2009 (adapted)

45 Which situation related to the Great Recession in 2008 and 2009 is addressed in this cartoon?

- (1) crisis in home foreclosures
- (2) growth of federal budget deficits
- (3) shortage of health care facilities
- (4) decline in the financial stability of Social Security

46 **“Congress Passes Alien and Sedition Acts”**
“Lincoln Suspends Writ of Habeas Corpus”
“Roosevelt Authorizes Internment of Japanese Americans on West Coast”

Which conclusion is best supported by these headlines?

- (1) Immigrants are a danger to the welfare of the United States.
- (2) Perceived threats to national security sometimes result in limits on civil liberties.
- (3) Foreign policy is greatly affected by domestic conflicts.
- (4) The power of the federal government is weakened by risks to national security.

47 In the 1880s and the 1920s, low prices for United States agricultural products were the result of

- (1) the overproduction of staple crops
- (2) a shortage of usable farm land
- (3) competition from cheaper imported goods
- (4) inflationary monetary policies

48 One way in which the Progressive movement of the early 1900s and the women’s rights movement of the 1960s are similar is that each resulted in

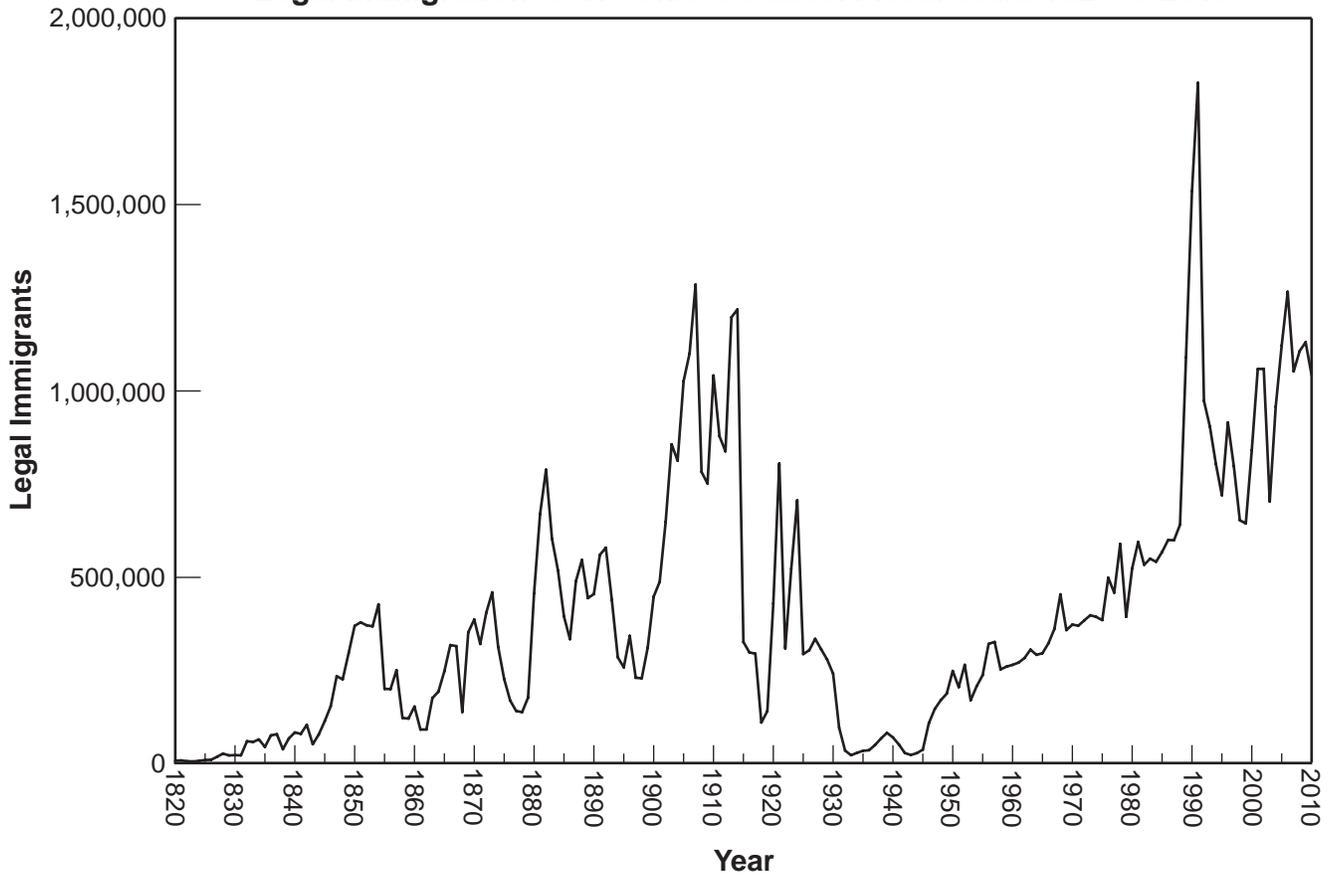
- (1) restrictions on immigration
- (2) limits on labor union activities
- (3) passage of reform legislation
- (4) a return to laissez-faire economic policies

49 One way in which President Franklin D. Roosevelt’s New Deal and President Lyndon B. Johnson’s Great Society are similar is that both programs

- (1) made civil rights for African Americans a major goal
- (2) drew wide support and few critics
- (3) helped to end major depressions
- (4) attempted to improve the lives of the poor and the aged

Base your answer to question 50 on the graph below and on your knowledge of social studies.

Legal Immigration to the United States: Fiscal Years 1820 to 2010



Source: U.S. Department of Homeland Security (adapted)

50 The low level of immigration between 1930 and 1945 is most directly related to

- (1) passage of the Chinese Exclusion Act
 - (2) the Great Depression and World War II
 - (3) the Cold War and the civil rights movement
 - (4) improvements in living standards in Europe and Asia
-

This page left blank intentionally.

GO ON TO THE NEXT PAGE ⇒

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

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

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

Part II

THEMATIC ESSAY QUESTION

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

Theme: Reform Movements

During the period from 1820 to 1933, individuals and groups participated in major reform movements to bring social, political, and economic changes to American society. These reform movements achieved varying degrees of success.

Task:

Select **two** major reform movements during the period from 1820 to 1933 and for **each**

- Describe the historical circumstances that led to the reform movement
- Discuss the extent to which the movement achieved its goal

You may use any major reform movement during the period from 1820 to 1933. Suggestions you might wish to consider include the abolition movement, the woman’s suffrage movement, the temperance movement (prohibition), the consumer protection movement, the labor movement, and the conservation movement.

You are *not* limited to these suggestions.

Guidelines:

In your essay, be sure to:

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

Part III

DOCUMENT-BASED QUESTION

This question is based on the accompanying documents. The question is designed to test your ability to work with historical documents. Some of these documents have been edited for the purposes of this question. As you analyze the documents, take into account the source of each document and any point of view that may be presented in the document. Keep in mind that the language used in a document may reflect the historical context of the time in which it was written.

Historical Context:

Throughout the history of the United States, wars have been fought to protect national security and promote the national interest. These wars have affected the United States and American society in many different ways. These wars include the *Spanish-American War (1898)*, the *Korean War (1950–1953)*, and the *Persian Gulf War (1991)*.

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

Select *two* wars mentioned in the historical context and for *each*

- Describe the historical circumstances that led to United States involvement in the war
- Discuss the effects of the war on the United States and/or on American society

In developing your answers to Part III, be sure to keep these general definitions in mind:

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

Part A
Short-Answer Questions

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

Document 1

War Message to Congress

...The grounds for such intervention may be briefly summarized as follows:

First. In the cause of humanity and to put an end to the barbarities, bloodshed, starvation, and horrible miseries now existing there, and which the parties to the conflict are either unable or unwilling to stop or mitigate [lessen]. It is no answer to say this is all in another country, belonging to another nation, and is therefore none of our business. It is specially our duty, for it is right at our door.

Second. We owe it to our citizens in Cuba to afford them that protection and indemnity [security] for life and property which no government there can or will afford, and to that end to terminate the conditions that deprive them of legal protection.

Third. The right to intervene may be justified by the very serious injury to the commerce, trade, and business of our people and by the wanton [unlimited] destruction of property and devastation of the island....

The issue is now with the Congress. It is a solemn responsibility. I have exhausted every effort to relieve the intolerable condition of affairs which is at our doors. Prepared to execute every obligation imposed upon me by the Constitution and the law, I await your action....

Source: President William McKinley, Message to Congress, April 11, 1898

1 What are **two** reasons President William McKinley is asking Congress to declare war? [2]

(1) _____

Score

(2) _____

Score

DECLINED WITH THANKS.



THE ANTIS — “Here, take a dose of this anti-fat and get thin again!”
UNCLE SAM — “No, sonny! I never did take any of that stuff, and I’m too old to begin.”

Source: J. S. Pughe, *Puck*, September 5, 1900 (adapted)

Document 2b

...In the forcible annexation of the Philippines our nation neither adds to its strength nor secures broader opportunities for the American people.

Even if the principle of conquest were permissible under American public law, the conquest of territory so remote from our shores, inhabited by people who have no sympathy with our history or our customs, and who resent our attempt to overthrow their declaration of independence, would be a tax [burden] upon our military and naval strength the magnitude of which cannot now be determined.

Who can estimate in money and men the cost of subduing and keeping in subjection eight millions of people, six thousand miles away, scattered over twelve hundred islands and living under a tropical sun?...

Source: William Jennings Bryan, "Will It Pay?," Bryan et al., *Republic or Empire? The Philippine Question*, The Independence Company, 1899

2 Based on documents *2a* and *2b*, what are **two** ways the United States might be affected by the Spanish-American War? [2]

(1) _____

Score

(2) _____

Score

Document 3

...The transformation of America from a provincial to a world power began in the 1890s. When Theodore Roosevelt took office, the first and most important steps had already been taken. By going to war with Spain and keeping the Philippines in 1898, America had joined the more ambitious industrialized world powers. With the Platt Amendment in 1901, Congress declared to the world its continued independence from European colonial ambitions. In his presidency Roosevelt supported both the expansion that had taken place and the limitations Congress imposed upon it, and never envisioned any further American expansion. He regarded the taking of Panama as a fulfillment of the most direct American strategic interest, as a way of denying Europe a foothold in Central America, and at the same time assuring full mobility for a two-ocean navy...

Source: Richard H. Collin, *Theodore Roosevelt, Culture, Diplomacy, and Expansion: A New View of American Imperialism*, Louisiana State University Press, 1985

3 According to Richard Collin, what was **one** effect the Spanish-American War had on the United States? [1]

Score

Document 4

...Korea is a small country, thousands of miles away, but what is happening there is important to every American.

On Sunday, June 25th, Communist forces attacked the Republic of Korea.

This attack has made it clear, beyond all doubt, that the international Communist movement is willing to use armed invasion to conquer independent nations. An act of aggression such as this creates a very real danger to the security of all free nations.

The attack upon Korea was an outright breach of the peace and a violation of the Charter of the United Nations. By their actions in Korea, Communist leaders have demonstrated their contempt for the basic moral principles on which the United Nations is founded. This is a direct challenge to the efforts of the free nations to build the kind of world in which men can live in freedom and peace....

Furthermore, the fact that Communist forces have invaded Korea is a warning that there may be similar acts of aggression in other parts of the world. The free nations must be on their guard, more than ever before, against this kind of sneak attack....

Source: President Harry Truman, Radio and Television Address to the American People on the Situation in Korea, July 19, 1950

- 4 According to President Harry Truman, what is **one** reason the United States should be concerned about the situation in Korea? [1]

Score

Document 5

...And so the true brutality of the war never really penetrated the American cultural consciousness. An estimated 33,000 Americans died in it. Another 105,000 were wounded. The South Koreans lost 415,000 killed and had 429,000 wounded. Both the Chinese and North Koreans were exceptionally secretive about their casualties, but American officials put their losses at roughly 1.5 million men killed. The Korean War momentarily turned the Cold War hot, heightening the already considerable (and mounting) tensions between the United States and the Communist world and deepening the chasm between the United States and Communist forces asserting themselves in Asia. Those tensions and divisions between the two sides in the bipolar struggle [taking opposing positions] grew even more serious after American miscalculations brought China into the war. When it was all over and an armed truce ensued, both sides claimed victory, though the final division of the country was no different from the one that had existed when the war began. But the United States was not the same: its strategic vision of Asia had changed, and its domestic political equation had been greatly altered....

Source: David Halberstam, *The Coldest Winter: America and the Korean War*, Hyperion, 2007

5 According to David Halberstam, what were **two** effects the Korean War had on the United States? [2]

(1) _____

Score

(2) _____

Score

Document 6a



Source: Tim Kane, Heritage Foundation, 2006 (adapted)

Document 6b

...There is another subject that has to be addressed here today. When the guns fell silent, some asked what our forces in Korea had done for freedom, after all, for after all, the fighting began at the 38th parallel and ended at the 38th parallel. I submit to you today that looking back through the long lens of history, it is clear that the stand America took in Korea was indispensable to our ultimate victory in the cold war. Because we stood our ground in Korea, the Soviet Union drew a clear lesson that America would fight for freedom....

Because we have continued to stand with our democratic ally South Korea, with 37,000 American troops standing watch on the border today [2000], just as we have since 1953, we have kept the peace. And because of all that, there is now a chance for a different future on the Korean Peninsula....

Korea helped remind us of a few other lessons, too, that our people and all our rich diversity are our greatest strength, that a fully integrated military is our surest hope for victory, that our freedom and security depends on the freedom and security of others, and that we can never, ever, pull away from the rest of the world....

Source: President Bill Clinton, Remarks on the Observance of the 50th Anniversary of the Korean War, June 25, 2000

6 Based on these documents, what were *two* effects the Korean War had on the United States? [2]

(1) _____

Score

(2) _____

Score

Document 7

Just two hours ago, allied air forces began an attack on military targets in Iraq and Kuwait. These attacks continue as I speak. Ground forces are not engaged.

This conflict started August 2nd when the dictator of Iraq invaded a small and helpless neighbor. Kuwait—a member of the Arab League and a member of the United Nations—was crushed; its people, brutalized. Five months ago, Saddam Hussein started this cruel war against Kuwait. Tonight, the battle has been joined....

Our objectives are clear: Saddam Hussein's forces will leave Kuwait. The legitimate government of Kuwait will be restored to its rightful place, and Kuwait will once again be free. Iraq will eventually comply with all relevant United Nations resolutions, and then, when peace is restored, it is our hope that Iraq will live as a peaceful and cooperative member of the family of nations, thus enhancing the security and stability of the Gulf....



President George H. W. Bush

Source: President George H. W. Bush, Address to the Nation Announcing Allied Military Action in the Persian Gulf, January 16, 1991 (adapted)

7 According to President George H. W. Bush, what is **one** reason the United States began air strikes in Iraq in January of 1991? [1]

Score

Document 8a

...As a result of servicewomen's performance during Operation Desert Storm, the last of the laws restricting women's service were lifted by the middle of the decade. In 1992, Congress repealed the restriction banning servicewomen from flying in aircraft engaged in combat missions. In 1993, they lifted the restriction banning women from serving aboard combat vessels. By the turn of this [21st] century, women comprised almost 14 percent of active military duty personnel and were reaching the highest levels of the military....

While issues of equal opportunity for women in the military still remained, the distance between the servicewomen of 1999 and the Army nurses of 1901 who served their country before they could even vote was staggering....

Source: Women in Military Service for America Memorial Foundation

Document 8b

...Although the Persian Gulf War was brief, its impact was no less traumatic than other wars. From the time the Persian Gulf War ended in 1991 to now [2009], veterans have reported a number of physical and mental health problems.

Studies examining the mental health of Persian Gulf War veterans have found that rates of PTSD [Post-Traumatic Stress Disorder] stemming from the war range anywhere from almost 9% to approximately 24%. These rates are higher than what has been found among veterans not deployed to the Persian Gulf....

Source: Matthew Tull, *Rates of PTSD in Veterans*, about.com, July 22, 2009 (adapted)

8 Based on these documents, what were *two* effects the Persian Gulf War had on American society? [2]

(1) _____

Score

(2) _____

Score

Document 9

The undefeated Saddam Hussein of 1991

...The 2003 U.S. invasion and occupation of Iraq can't be viewed in isolation. The chain of events began more than a decade earlier with the botched close of the 1991 [Persian] Gulf War and then it continued in the U.S. effort to contain Saddam Hussein in the years that followed. "I don't think you can understand how OIF"—the abbreviation for Operation Iraqi Freedom, the U.S. military's term for the 2003 invasion and occupation of Iraq—"without understanding the end of the '91 war, especially the distrust of Americans" [by Iraqis] that resulted, said Army Reserve Maj. Michael Eisenstadt, an intelligence officer who in civilian life is an expert on Middle Eastern security issues.

The seeds of the second president Bush's decision to invade [in 2003] were planted by the unfinished nature of the 1991 war, in which the U.S. military expelled Iraq from Kuwait but ended the fighting prematurely and sloppily, without due consideration by the first president Bush and his advisors of what end state they wished to achieve. In February 1991, President Bush gave speeches that encouraged Iraqis "to take matters into their own hands and force Saddam Hussein the dictator to step aside." U.S. Air Force aircraft dropped leaflets on fielded Iraqi units urging them to rebel. On March 1, Iraqi army units in Basra began to do just that....

Source: Thomas E. Ricks, *Fiasco: The American Military Adventure in Iraq*, The Penguin Press, 2006 (adapted)

- 9 According to Thomas E. Ricks, what was **one** effect the 1991 Persian Gulf War had on the United States?
[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 the history of the United States, wars have been fought to protect national security and promote the national interest. These wars have affected the United States and American society in many different ways. These wars include the *Spanish-American War (1898)*, the *Korean War (1950–1953)*, and the *Persian Gulf War (1991)*.

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

Select *two* wars mentioned in the historical context and for *each*

- Describe the historical circumstances that led to United States involvement in the war
- Discuss the effects of the war 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