

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

**UNITED STATES HISTORY  
AND GOVERNMENT**

**Wednesday, August 14, 2013 — 8:30 to 11:30 a.m., only**

Student Name \_\_\_\_\_

School Name \_\_\_\_\_

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

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

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

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

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

**Part III** is based on several documents:

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

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

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

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

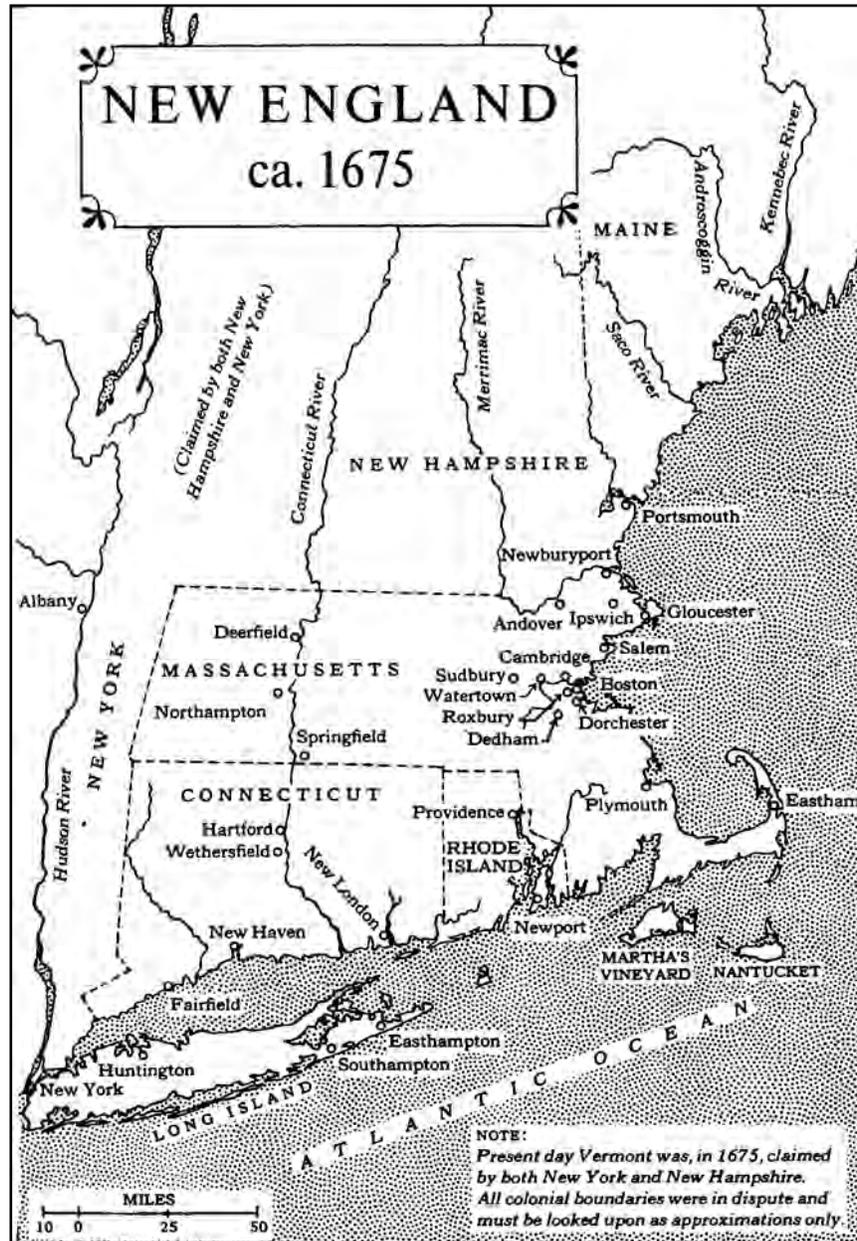
**DO NOT OPEN THIS EXAMINATION BOOKLET UNTIL THE SIGNAL IS GIVEN.**

## Part I

Answer all questions in this part.

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

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



Source: Kenneth A. Lockridge, *A New England Town: The First Hundred Years*, W. W. Norton & Company, 1970

- 1 Based on this map, which statement about the geography of colonial New England is most accurate?
- (1) New Hampshire had the highest population density.
  - (2) Rivers served as natural boundaries between the colonies.
  - (3) The first communities developed along rivers and coastlines.
  - (4) The Atlantic Ocean isolated the region from the rest of the colonies.

2 Which heading best completes the partial outline below?

- I. \_\_\_\_\_
- A. Vast timber resources
  - B. Rocky soil
  - C. Rich ocean fishing grounds
  - D. Single-family farms

- (1) Factors in the Economic Development of Colonial New England
- (2) Reasons for the Development of Southern Plantations
- (3) Features Contributing to Dutch Success in Colonial New Amsterdam
- (4) Components of the British System of Mercantilism

3 One reason traditions of self-government developed in the American colonies before the French and Indian War was that the British

- (1) sent effective leaders to govern colonial settlements
- (2) required colonial representation in Parliament
- (3) practiced salutary neglect in the colonies
- (4) maintained a strong military presence in the colonies

4 The Proclamation of 1763 was intended to

- (1) allow American farmers to use the Mississippi River
- (2) outlaw slavery in the Ohio River valley
- (3) prevent France from expanding into the Great Lakes region
- (4) avoid conflicts with Native American Indians west of the Appalachian Mountains

5 In the 1760s, Americans in the original thirteen British colonies began to protest against

- (1) efforts by the king to extend voting rights to women
- (2) laws passed by the British Parliament regulating colonial trade
- (3) limits placed on land ownership by royal governors
- (4) decisions of British authorities to end immigration to the colonies

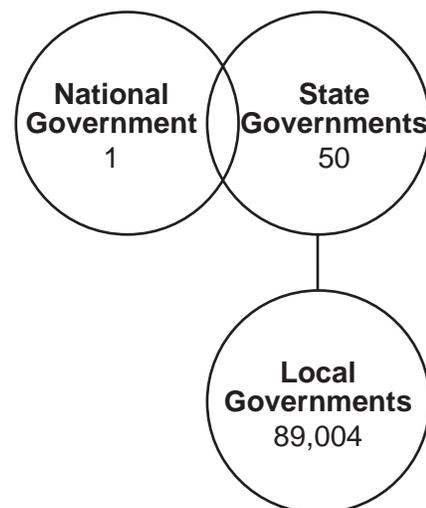
6 At the Constitutional Convention (1787), which issue was resolved by the Great Compromise?

- (1) method of electing the president
- (2) power of Congress to tax exports
- (3) regulation of interstate commerce
- (4) representation of states in Congress

7 To prevent tyranny, the authors of the Constitution drew on Montesquieu's concept of

- (1) religious liberty
- (2) universal suffrage
- (3) separation of powers
- (4) supremacy of the nobility

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



Source: U.S. Census Bureau, 2012 Census of Governments: Organization Component Preliminary Estimates

8 Which constitutional principle is best illustrated by the chart?

- (1) federalism
- (2) implied powers
- (3) due process
- (4) property rights

9 During the 1790s, one way Congress applied the elastic clause was by

- (1) establishing a national bank
- (2) creating a national postal system
- (3) adding Vermont and Kentucky as states
- (4) approving the Jay Treaty with Great Britain

- 10 The importance of the Supreme Court's ruling in *Marbury v. Madison* (1803) is that the Court
- (1) decided on the legality of state taxation of federal property
  - (2) allowed for the influence of political parties in the passage of laws
  - (3) refused to expand federal power over interstate trade
  - (4) established the power of judicial review of federal laws

- 11 What was a major foreign policy goal of the United States during the first half of the 1800s?
- (1) forming defense alliances with European nations
  - (2) establishing colonies in the Caribbean and Latin America
  - (3) maintaining neutrality while increasing foreign trade
  - (4) continuing the transatlantic African slave trade

- 12 **“Jackson Replaces Many Government Workers With His Supporters”**  
**“Jackson Vetoes Bank Recharter Bill for Political Reasons”**  
**“Jackson Refuses to Enforce *Worcester v. Georgia* Decision”**

Which conclusion about President Andrew Jackson is most consistent with these headlines?

- (1) He allowed Congress to decide controversial issues.
  - (2) He expanded presidential powers.
  - (3) He demonstrated weakness in dealing with domestic issues.
  - (4) He relied on the Supreme Court to settle disputes.
- 13 Which event led directly to the secession of several Southern states from the Union?
- (1) violence in Kansas over the spread of slavery
  - (2) election of Abraham Lincoln as president
  - (3) publication of *Uncle Tom's Cabin*
  - (4) raid by John Brown at Harpers Ferry

- 14 After the Civil War, the purpose of adding the 13th, 14th, and 15th amendments to the Constitution was to
- (1) grant civil and political rights to Native American Indians
  - (2) allow women to become full citizens
  - (3) guarantee African Americans equal treatment under the law
  - (4) extend constitutional rights to new territories

- 15 Which form of agriculture was created and became dominant in the South in the decades immediately following the Civil War?
- (1) homesteading
  - (2) sharecropping
  - (3) ranching
  - (4) cooperative farming

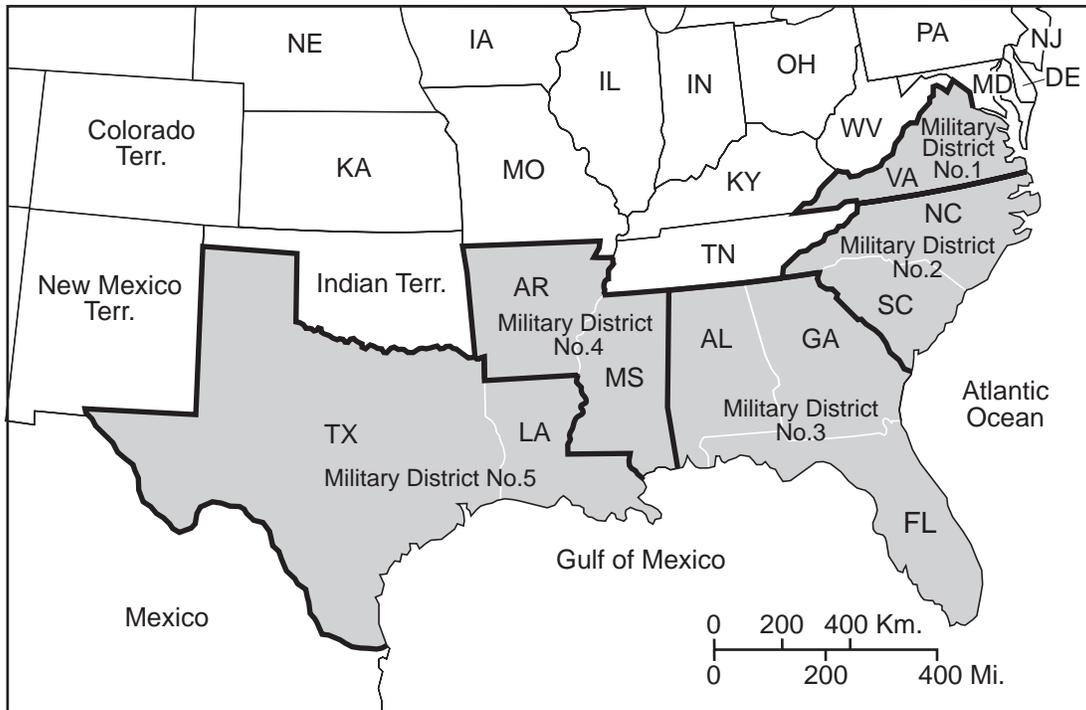
Base your answer to question 16 on the legislation below and on your knowledge of social studies.

That the master of any vessel who shall knowingly bring within the United States on such vessel, and land or permit to be landed, any Chinese laborer, from any foreign port or place, shall be deemed guilty of a misdemeanor, and on conviction thereof shall be punished by a fine of not more than five hundred dollars for each and every such Chinese laborer so brought, and may be also imprisoned for a term not exceeding one year.

— Section 2, Chinese Exclusion Act, 1882

- 16 Passage of this legislation was mainly a response to
- (1) economic and race-based opposition to immigrants in the western United States
  - (2) demands by businesses for additional workers
  - (3) efforts of the American Federation of Labor to recruit skilled workers
  - (4) pressure from railroads to limit competition in shipping
-

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



Source: Robert A. Divine et al., *America Past and Present*, Scott, Foresman and Co., 1987 (adapted)

17 The military districts shown on the map were created during Reconstruction to

- (1) create economic and social equality in the South
- (2) pay for the physical rebuilding of the South
- (3) move Native American Indians to reservations
- (4) govern the former Confederate states

- 18 • Settlement of the Great Plains  
• Creation of standard time zones  
• Establishment of the first federal regulatory agency  
• Introduction of new methods of business management and finance

These developments in the late 19th century show the importance of

- (1) railroads on the development of the United States
- (2) agrarian reformers in western states
- (3) the labor union movement on the nation
- (4) the oil industry in increasing American power in the world

19 Which Progressive Era muckraker's book led to the passage of the Meat Inspection Act?

- (1) Jacob Riis's *How the Other Half Lives*
- (2) Lincoln Steffens's *The Shame of the Cities*
- (3) Upton Sinclair's *The Jungle*
- (4) Frank Norris's *The Octopus*

20 During the Progressive Era, Presidents Theodore Roosevelt, William Howard Taft, and Woodrow Wilson broke with the policies of late 19th-century presidents concerning

- (1) colonial expansion
- (2) federal ownership of railroads
- (3) laissez-faire economic practices
- (4) civil rights for African Americans

Base your answers to questions 21 and 22 on the cartoon below and on your knowledge of social studies.

**The Rising of the Usurpers and the Sinking of the Liberties of the People**



Source: Thomas Nast, 1889 (adapted)

- 21 The cartoonist is commenting on the
- (1) pollution in New York harbor
  - (2) excessive power of big business
  - (3) slum conditions in New York City
  - (4) limits placed on immigration
- 22 Which individual is most closely associated with creating the situation shown in the cartoon?
- (1) William Jennings Bryan
  - (2) Booker T. Washington
  - (3) John D. Rockefeller
  - (4) Gifford Pinchot

- 23 Maintaining trading opportunities in China for United States businesses was the primary purpose of
- (1) the Open Door Policy
  - (2) the Roosevelt Corollary
  - (3) the Gentlemen's Agreement
  - (4) Dollar Diplomacy
- 24 A major reason for the creation of the Federal Reserve System (1913) was to
- (1) regulate the supply of money in the economy
  - (2) lend money directly to consumers at low interest rates
  - (3) finance public works projects
  - (4) invest government money in private industries
- 25 The “clear and present danger” principle stated by the Supreme Court in *Schenck v. United States* (1919) had the effect of
- (1) prohibiting the president from implementing a military draft
  - (2) preventing the wartime internment of citizens
  - (3) restricting the formation of defense alliances
  - (4) limiting freedom of speech during wartime
- 26 Which factor was the basis of the United States Senate's opposition to the League of Nations after World War I?
- (1) rejection by President Woodrow Wilson of internationalism
  - (2) fear of becoming involved in another European war
  - (3) high financial cost of membership
  - (4) concern over communist control of international organizations

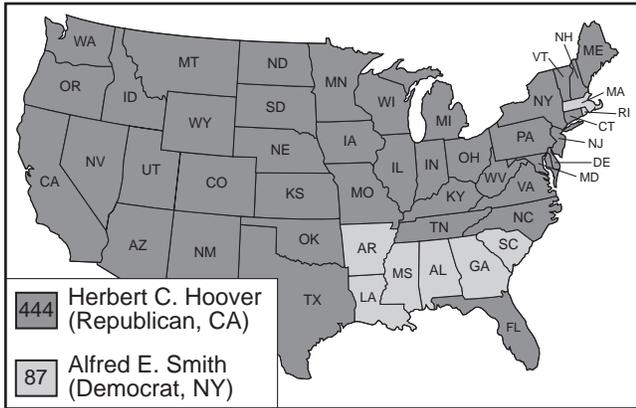
27 **“Radical Immigrants Deported”**  
**“Bombs Explode on Wall Street”**  
**“Palmer Raids Criticized by Congress”**

These post–World War I headlines are most closely associated with the

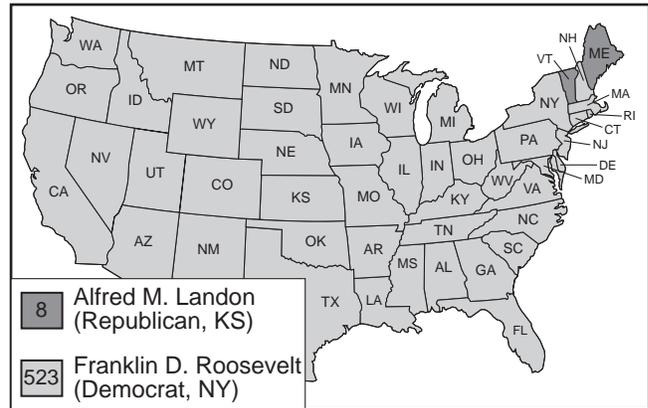
- (1) Volstead Act
- (2) Ku Klux Klan
- (3) Scopes trial
- (4) Red Scare

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

**Electoral Vote, 1928 Presidential Election**



**Electoral Vote, 1936 Presidential Election**



Source: National Atlas (adapted)

- 28 Which conclusion is most clearly supported by the information provided by these maps?
- (1) The Great Depression altered American political preferences.
  - (2) The Republican Party remained strong in the deep South.
  - (3) The Democratic Party lost support in the Northeast between the two elections.
  - (4) Most voters believed in traditional approaches to economic problems.

29 “The annual quota of any nationality shall be 2 per centum of the number of foreign-born individuals of such nationality resident in continental United States as determined by the United States census of 1890, but the minimum quota of any nationality shall be 100.”

— Section 11a, Immigration Act of 1924

The passage of this act reflects the American public’s perception that

- (1) too many immigrants were coming into the country
- (2) dictatorships were emerging in western Europe
- (3) fewer workers were needed in consumer goods industries
- (4) economic prosperity was dependent on unskilled foreign labor

30 During the early 20th century, W. E. B. Du Bois was best known as a leader in the

- (1) creation of technical schools for African Americans
- (2) formation of the National Association for the Advancement of Colored People (NAACP)
- (3) development of the “Back to Africa” movement
- (4) effort to modernize farming in the South

31 The New Deal reform that helped labor unions win the right to represent workers was the

- (1) creation of Social Security
- (2) formation of the Securities and Exchange Commission
- (3) passage of the National Labor Relations (Wagner) Act
- (4) establishment of unemployment insurance

Base your answer to question 32 on the cartoon below and on your knowledge of social studies.

**QUALIFYING TEST FOR SUPREME COURT JOBS**



Source: Edward S. Brown, *New York Herald Tribune*, February 12, 1937 (adapted)

32 Based on this cartoon, President Franklin D. Roosevelt's goal concerning the Supreme Court was to

- (1) increase ethnic and racial diversity
- (2) insure support for New Deal legislation
- (3) appoint justices who would use a strict interpretation of the Constitution
- (4) strengthen judicial independence

33 What was the major purpose of the Lend-Lease Act (1941)?

- (1) sending United States troops to defend France
- (2) keeping the Soviet Union from invading China
- (3) helping Great Britain without going to war
- (4) profiting from Germany's demand for steel and oil from the United States

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

**Stretched Around the World**



Source: Fred O. Seibel, *Richmond Times Dispatch*, October 29, 1942 (adapted)

34 Which statement most accurately expresses the main idea of this 1942 cartoon?

- (1) Allied goals in World War II will affect every nation.
- (2) The Atlantic Charter will help only Europe and Asia.
- (3) The United States intends to rule the entire world.
- (4) American strategy will be to win the war in the Pacific first.

Base your answer to question 35 on the poster below and on your knowledge of social studies.



Source: Office of War Information, 1943

- 35 A key purpose of this World War II poster was to
- (1) encourage protests against the war
  - (2) gain support for the war effort
  - (3) influence the Axis powers to end the war
  - (4) illustrate the nature of modern warfare
- 
- 36 The war crimes trials of German and Japanese officials after World War II demonstrate the principle that
- (1) only nations can be considered responsible for actions during war
  - (2) international law may not be applied to national leaders
  - (3) nations have the authority to suspend human rights
  - (4) leaders can be held accountable for crimes against humanity
- 37 The baby boom in the United States of the 1950s and 1960s had its most significant impact on the
- (1) rebirth of urban business districts
  - (2) decreased use of child labor in factories
  - (3) recruitment for the armed forces
  - (4) construction of housing and schools

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

**An African American member of the armed forces from New York City examines the “Colored Waiting Room” sign at Terminal Station in Atlanta, Georgia, 1956.**



Source: Hilary Herbold, “Never a Level Playing Field: Blacks and the GI Bill,” *Journal of Blacks in Higher Education*, Number 6, 1994/1995 (adapted)

- 38 Which circumstance is most clearly illustrated by this photograph?
- (1) equality in accommodations experienced by African Americans
  - (2) discrimination while serving one’s country
  - (3) civil disobedience being used to protest racial segregation
  - (4) social changes in New York City after World War II
- 
- 39 Which development was a major result of the 1956 Interstate Highway Act?
- (1) revitalization of family farms
  - (2) migration to the suburbs
  - (3) population shift to the Northeast
  - (4) higher unemployment for the nation’s autoworkers

40 One way in which the feminist movement of the late 1960s and early 1970s is similar to the civil rights movement of the 1950s and 1960s is that both

- (1) used public demonstrations and protests to draw attention to their goals
- (2) opposed Supreme Court decisions expanding the rights of the accused
- (3) refused support from churches and religious leaders
- (4) focused on securing equal access to housing

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

**Cars line up at a New York City gas station, 1973.**



Source: *New York Times* (adapted)

41 This 1973 photograph shows a situation most directly related to

- (1) the development of nuclear power sources
  - (2) the end of oil production in the Gulf of Mexico
  - (3) terrorist attacks on United States petroleum reserves
  - (4) an oil embargo imposed by nations in the Middle East
- 

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

**“Unindicted Co-Conspirator”**



Source: Herblock, *Washington Post*, July 14, 1974 (adapted)

42 Which statement best describes the point of view of the cartoonist?

- (1) The press is responsible for misleading the public about the Nixon administration.
  - (2) Most Americans continue to support the policies of the Nixon administration.
  - (3) The articles of impeachment against President Richard Nixon are unjustified.
  - (4) President Richard Nixon is directly involved in the Watergate cover up.
-

- 43 In the second half of the 20th century, federal efforts to reduce air and water pollution included
- (1) imposing limits on the number of imported automobiles
  - (2) increasing domestic coal production
  - (3) placing limits on factory emissions
  - (4) encouraging United States corporations to move operations overseas
- 44 Which action did President Ronald Reagan support to achieve economic growth?
- (1) lowering taxes on corporations and individuals
  - (2) increasing spending on social welfare programs
  - (3) cutting defense budgets
  - (4) increasing the regulation of industry
- 45 Which newspaper headline would have appeared after the breakup of the Soviet Union?
- (1) **“Russian Troops Invade Afghanistan”**
  - (2) **“Poland and Hungary Join NATO”**
  - (3) **“President Carter Announces Camp David Agreement”**
  - (4) **“President Reagan Supports Contras in Nicaragua”**
- 46 Balancing individual rights and freedoms with the need for national security has been one of the biggest challenges created by
- (1) global climate change
  - (2) cultural exchanges
  - (3) corporate globalization
  - (4) international terrorism
- 47 Which government action from the 1800s resulted in significant migration within the United States?
- (1) Embargo Act (1807)
  - (2) Fugitive Slave Law (1850)
  - (3) Homestead Act (1862)
  - (4) Sherman Antitrust Act (1890)

Base your answer to question 48 on the poem below and on your knowledge of social studies.

... ‘Give me your tired, your poor,  
Your huddled masses yearning to breathe free,  
The wretched refuse of your teeming shore.  
Send these, the homeless, tempest-tost to me,  
I lift my lamp beside the golden door!’

— Emma Lazarus

- 48 An American who holds the ideals expressed by the poem would most likely favor
- (1) allowing only highly educated immigrants to enter the United States
  - (2) using troops to stop immigration from Mexico
  - (3) penalizing businesses that hire illegal immigrants
  - (4) maintaining a policy of open immigration
- 
- 49 The economic programs of President Franklin D. Roosevelt and President Lyndon B. Johnson both resulted in
- (1) increased responsibilities for the federal government
  - (2) significant reductions in state and federal spending
  - (3) federal ownership of major corporations
  - (4) reduced spending on public works projects
- 50 *Gibbons v. Ogden* (1824), *United States v. E. C. Knight Co.* (1895), and *Schechter Poultry Corporation v. United States* (1935) are all Supreme Court cases dealing with
- (1) presidential power during wartime
  - (2) federal authority to regulate interstate commerce
  - (3) protection of students’ religious freedom
  - (4) government regulation of passenger transportation

**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: Foreign Policy (Cold War)**

Following World War II, the threat of communist expansion led the United States to take diplomatic, military, and economic actions to limit the global influence of the Soviet Union and China. These Cold War actions met with varying degrees of success.

#### **Task:**

Select **two** specific actions taken by the United States to limit the expansion of communism during the Cold War and for **each**

- Describe the historical circumstances that led to the action
- Discuss the extent to which the action was successful in limiting the expansion of communism

You may use any action taken by the United States to limit the expansion of communism during the Cold War. Some suggestions you might wish to consider include the implementation of the Marshall Plan (1947–1952), the establishment of the North Atlantic Treaty Organization [NATO] (1949), intervention in Korea (1950–1953), the blockade of Cuba (1962), the escalation of the Vietnam War (1964–1973), the visit of President Richard Nixon to China (1972), and the pursuit of the Strategic Defense Initiative [SDI] (1983–1989).

**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 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. 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:

In the early years of the republic, various controversial issues divided the American people. Three such issues were *ratification of the Constitution*, *purchase of the Louisiana Territory*, and *expansion of slavery into the territories*.

**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** issues mentioned in the historical context and for **each**

- Describe the historical circumstances surrounding the issue
- Discuss arguments of those *in favor of* **and** of those *opposed to* the issue. In your discussion, include *at least one* argument on **each** side of the issue.

## 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

... Almost immediately after the Confederation was created, many Americans, including [James] Madison, came to see that it was much too weak to do what they wanted. By the 1780s the problems were severe and conspicuous [obvious]. The Congress could not tax and pay its bills. It could not feed, clothe, or supply the army. It could not levy tariffs to regulate trade or to retaliate against the mercantilist European empires. It was even having trouble gathering a quorum to conduct business. Attempts to revise the Articles and grant the Congress the power to levy a 5 percent impost [tax] on imported European goods were thwarted by the need to get the unanimous consent of all thirteen states. Internationally the United States were being humiliated. In the Mediterranean the Barbary pirates were seizing American ships and selling their sailors into slavery, and the Confederation was powerless to do anything. It was unable even to guarantee the territorial integrity of the new nation. Great Britain continued to hold posts in the northwestern parts of United States territory in defiance of the peace treaty of 1783. In the southwest Spain was claiming territory that included much of present-day Alabama and Mississippi and plotting with American dissidents to break away from the Union....

Source: Gordon S. Wood, *Revolutionary Characters: What Made the Founders Different*, Penguin Press, 2006

- 1 According to Gordon S. Wood, what were **two** weaknesses of the national government under the Articles of Confederation that led to the Constitutional Convention? [2]

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

Score

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

Score

## Document 2

John Jay of New York wrote *The Federalist*, Number 4, in support of ratification of the Constitution. This is an excerpt from that publication.

But whatever may be our situation, whether firmly united under one national government, or split into a number of confederacies, certain it is, that foreign nations will know and view it exactly as it is; and they will act toward us accordingly. If they see that our national government is efficient and well administered, our trade prudently regulated, our militia properly organized and disciplined, our resources and finances discreetly managed, our credit re-established, our people free, contented, and united, they will be much more disposed to cultivate our friendship than provoke our resentment. If, on the other hand, they find us either destitute of [lacking] an effectual government (each State doing right or wrong, as to its rulers may seem convenient), or split into three or four independent and probably discordant [quarreling] republics or confederacies, one inclining to Britain, another to France, and a third to Spain, and perhaps played off against each other by the three, what a poor, pitiful figure will America make in their eyes! How liable would she become not only to their contempt but to their outrage, and how soon would dear-bought experience proclaim that when a people or family so divide, it never fails to be against themselves.

Source: John Jay, *The Federalist*, Number 4, November 7, 1787

- 2 Based on this excerpt from *The Federalist*, Number 4, state **one** argument used by John Jay to support ratification of the Constitution. [1]

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Score

### Document 3a

... The first question that presents itself on the subject is, whether a confederated government be the best for the United States or not? Or in other words, whether the thirteen United States should be reduced to one great republic, governed by one legislature, and under the direction of one executive and judicial; or whether they should continue thirteen confederated republics, under the direction and controul [control] of a supreme federal head for certain defined national purposes only?...

In a republic of such vast extent as the United–States, the legislature cannot attend to the various concerns and wants of its different parts. It cannot be sufficiently numerous to be acquainted with the local condition and wants of the different districts, and if it could, it is impossible it should have sufficient time to attend to and provide for all the variety of cases of this nature, that would be continually arising....

These are some of the reasons by which it appears, that a free republic cannot long subsist [survive] over a country of the great extent of these states. If then this new constitution is calculated to consolidate the thirteen states into one, as it evidently is, it ought not to be adopted....

Source: *Antifederalist Papers*, Brutus Number 1, October 18, 1787

3a Based on this document, state **one** argument the Antifederalists used to oppose ratification of the Constitution. [1]

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Score

### Document 3b

There is no declaration of rights; and the laws of the general government being paramount [superior] to the laws and constitutions of the several states, the declarations of rights in the separate states are no security. Nor are the people secured even in the enjoyment of the benefits of the common law, which stands here upon no other foundation than its having been adopted by the respective acts forming the constitutions of the several states....

There is no declaration of any kind for preserving the liberty of the press, the trial by jury in civil cases, nor against the danger of standing armies in time of peace....

Source: George Mason, "Objections to the Constitution," October 7, 1787

3b According to George Mason, what is **one** argument against ratifying the new Constitution? [1]

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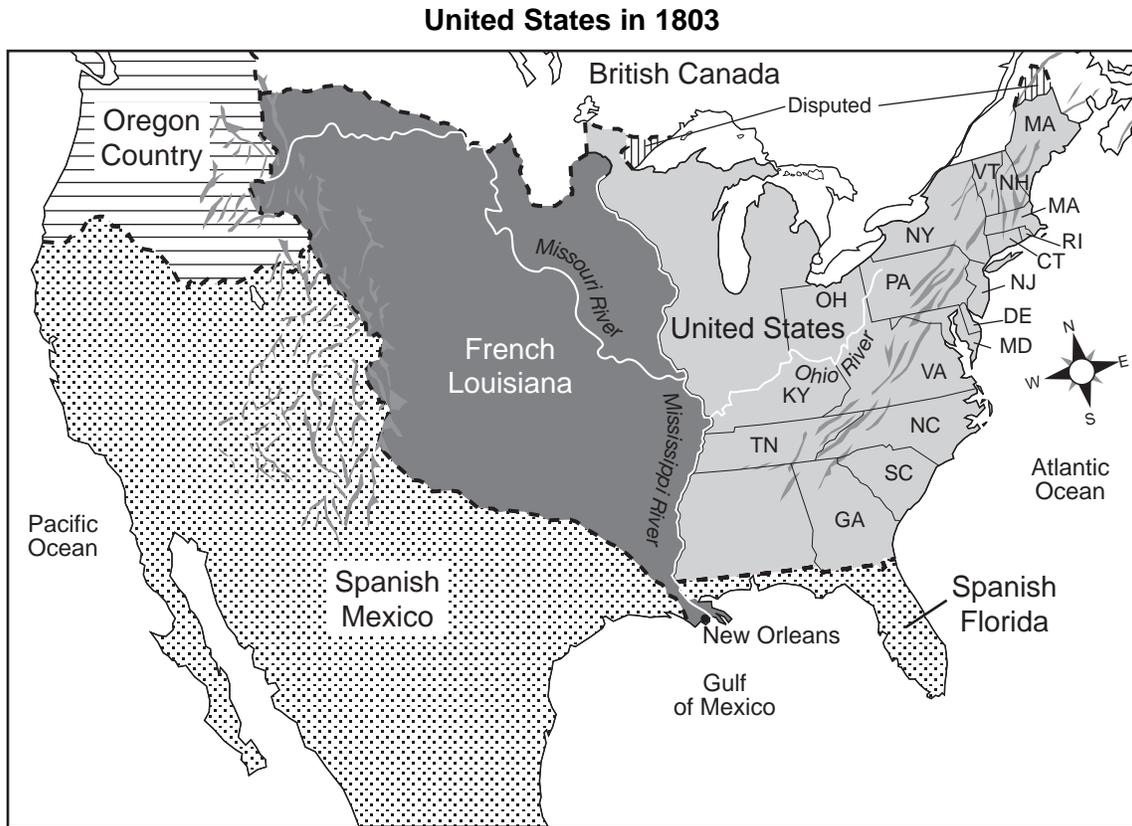
Score

**Document 4a**

... There is on the globe one single spot, the possessor of which is our natural and habitual enemy. It is New Orleans, through which the produce of three-eighths of our territory must pass to market, and from its fertility it will ere [before] long yield more than half of our whole produce and contain more than half our inhabitants. France, placing herself in that door, assumes to us the attitude of defiance....

Source: President Thomas Jefferson, Letter to Robert Livingston, 1802

**Document 4b**



Source: Emma J. Lapsansky-Werner et al., *United States History*, Pearson Prentice Hall, 2008 (adapted)

4 Based on these documents, why was New Orleans important to the United States? [1]

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Score

## Document 5

... To acquire an empire of perhaps half the extent of the one we possessed, from the most powerful and warlike nation on earth, without bloodshed, without the oppression of a single individual, without in the least embarrassing the ordinary operations of your finances, and all this through the peaceful forms of negotiation, and in despite too of the opposition [despite the opposition] of a considerable portion of the community, is an achievement of which the archives of the predecessors, at least, of those now in office, cannot furnish a parallel....

Source: Senator John C. Breckenridge, November 3, 1803

5 According to Senator John C. Breckenridge, what is **one** reason he supports the purchase of the Louisiana Territory? [1]

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Score

## Document 6

... When news of the [Louisiana] purchase reached the United States, President [Thomas] Jefferson was surprised. He had authorized the expenditure of \$10 million for a port city, and instead received treaties committing the government to spend \$15 million on a land package which would double the size of the country. Jefferson's political opponents in the Federalist Party argued that the Louisiana purchase was a worthless desert, and that the Constitution did not provide for the acquisition of new land or negotiating treaties without the consent of the Senate. What really worried the opposition was the new states which would inevitably be carved from the Louisiana territory, strengthening Western and Southern interests in Congress, and further reducing the influence of New England Federalists in national affairs. President Jefferson was an enthusiastic supporter of westward expansion, and held firm in his support for the treaty. Despite Federalist objections, the U.S. Senate ratified the Louisiana treaty in the autumn of 1803....

Source: National Park Service

6 Based on this document, state **two** reasons the Federalist Party opposed the purchase of the Louisiana Territory. [2]

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

\_\_\_\_\_

Score

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

\_\_\_\_\_

Score

**Document 7a**

The expiring months of the [James K.] Polk Administration in 1848–49 gave a dark augury [sign] of the storms to come. Congress no sooner met in December than the agitation of the slavery question recommenced [began again]; and even when the surface of the political sea for a few days grew calm, beneath it all was commotion and intrigue. Polk in his last annual message dwelt upon the importance of promptly supplying Territorial governments for California and New Mexico. Three modes of settlement, he suggested, were open. One, which he preferred, was to carry the Missouri Compromise line to the Pacific; another, to let the people of the Territories decide the slavery question when they applied for admission; and the third, to lay the issue before the Supreme Court. But Northern free-soilers and Southern extremists could agree on none of the three....

Source: Allan Nevins, *Ordeal of the Union, Volume 1*, Charles Scribner's Sons, 1947

7a Based on this document, what were **two** ways President Polk proposed to address the issue of slavery in the territories? [2]

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

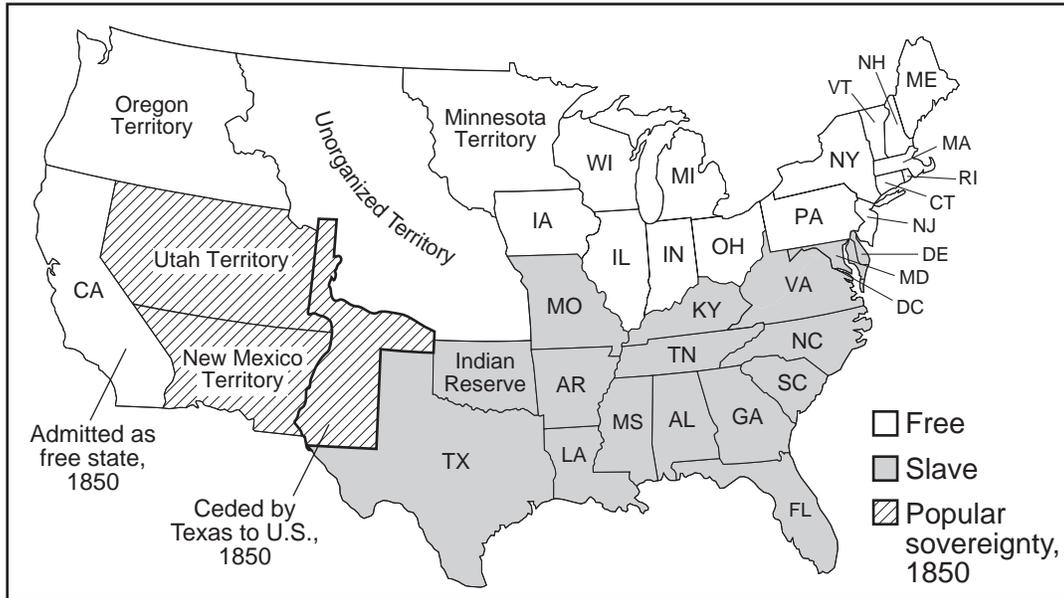
\_\_\_\_\_ Score

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

\_\_\_\_\_ Score

Document 7b

Effects of the Compromise of 1850 on the Territory Gained from the Mexican Cession



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

7b Based on this map, what is **one** way the Compromise of 1850 dealt with the issue of the expansion of slavery into the territory gained from the Mexican Cession? [1]

Score

## Document 8

... It is not for them [the North], nor for the Federal Government to determine, whether our domestic institution [slavery] is good or bad; or whether it should be repressed or preserved. It belongs to us [the South], and us only, to decide such questions. What then we do insist on, is, not to extend slavery, but that we shall not be prohibited from immigrating with our property, into the Territories of the United States, because we are slaveholders; or, in other words, that we shall not on that account be disfranchised [deprived] of a privilege possessed by all others, citizens and foreigners, without discrimination as to character, profession, or color. All, whether savage, barbarian, or civilized, may freely enter and remain, we only being excluded...

Source: Senator John C. Calhoun, "The Southern Address," 1849

8 According to Senator John C. Calhoun, what is **one** reason Southerners should be allowed to take their slaves into the new territories? [1]

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Score

## Document 9

### Excerpt from Republican Party Platform, 1860

That the normal condition of all the territory of the United States is that of freedom: That, as our Republican fathers, when they had abolished slavery in all our national territory [Northwest Territory], ordained that "no persons should be deprived of life, liberty or property without due process of law," it becomes our duty, by legislation, whenever such legislation is necessary, to maintain this provision of the Constitution against all attempts to violate it; and we deny the authority of Congress, of a territorial legislature, or of any individuals, to give legal existence to slavery in any territory of the United States.

Source: Republican Party Platform, May 17, 1860

- 9 According to this document, what was the position of the Republican Party in 1860 on the issue of expanding slavery into the territories? [1]

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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:

In the early years of the republic, various controversial issues divided the American people. Three such issues were *ratification of the Constitution*, *purchase of the Louisiana Territory*, and *expansion of slavery into the territories*.

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

Choose *two* issues mentioned in the historical context and for *each*

- Describe the historical circumstances surrounding the issue
- Discuss arguments of those *in favor of* **and** of those *opposed to* the issue. In your discussion, include *at least one* argument on *each* side of the issue.

#### 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

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