

The University of the State of New York
REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY AND GOVERNMENT

Wednesday, August 16, 2000 — 12:30 to 3:30 p.m., only

The last page of the booklet is the answer sheet. Fold the last page along the perforations and, slowly and carefully, tear off the answer sheet. Then fill in the heading of your answer sheet.

When you have completed the examination, you must sign the statement 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 (55 credits)

Answer all 47 questions in this part.

Directions (1–47): For each statement or question, write on the separate answer sheet the *number* of the word or expression that, of those given, best completes the statement or answers the question.

- 1 “That to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed.”
This statement from the Declaration of Independence indicates that government has a responsibility to
 - 1 promote economic development
 - 2 control the lives of citizens
 - 3 respond to the will of the people
 - 4 provide for the defense of the nation
- 2 By establishing a two-house legislature, the framers of the United States Constitution agreed to a compromise on the issue of
 - 1 control of interstate commerce
 - 2 civilian control of the military
 - 3 limits on the power of the President
 - 4 representation in Congress
- 3 One difference between the Constitution and the Articles of Confederation is that the Constitution
 - 1 created separate, independent branches of government
 - 2 granted greater power to the States than to the Federal Government
 - 3 granted more authority to the Chief Executive than to the national legislature
 - 4 reduced the power of the Federal courts
- 4 Soon after the United States Constitution was adopted, disagreements arose over the proper role of government in the economy. These disagreements led to the development of the first
 - 1 corporations
 - 2 political parties
 - 3 Cabinet offices
 - 4 civil rights movements
- 5 Which geographical advantage did the United States gain with the Louisiana Purchase?
 - 1 a Mississippi River port on the Gulf of Mexico
 - 2 access to southern ports on the Pacific Ocean
 - 3 control of land west of the Rocky Mountains
 - 4 more natural harbors on the Atlantic Ocean
- 6 Which part of government is *least* influenced by lobbying and political pressure?
 - 1 executive branch of the United States Government
 - 2 United States Supreme Court
 - 3 United States Congress
 - 4 New York State Legislature
- 7 **“President Roosevelt Proposes Wide Range of New Deal Programs”**
“Supreme Court Orders President Nixon To Release Watergate Tapes”
“Congress Calls Cabinet Member To Testify”
Which concept is best illustrated by these newspaper headlines?
 - 1 federalism
 - 2 States rights
 - 3 the elastic clause
 - 4 separation of powers
- 8 In the years immediately after the ratification of the 14th and 15th amendments, the experiences of African Americans in the South indicate that
 - 1 Congress and the Federal Courts have historically had the same goals regarding civil rights
 - 2 Reconstruction met all of the goals of the Radical Republicans
 - 3 legal equality leads to social equality
 - 4 constitutional changes have not always achieved their goals

Base your answers to questions 9 and 10 on the table below and on your knowledge of social studies.

Popular Vote vs. Electoral Vote, 1996

1996	Popular Vote	%	Electoral Vote	%
Clinton	47,125,563	49.2	379	70.4
Dole	39,079,735	40.8	159	29.6
Perot	8,141,611	8.5	—	—
Others	1,436,755	0.5	—	—

- 9 Which proposal has most commonly been made to deal with the situation shown in the table?
- 1 prohibiting third-party candidates from Presidential elections
 - 2 allowing the direct popular election of the President
 - 3 requiring electors to campaign for the candidate of their choice
 - 4 counting only the popular vote of the top two candidates
- 10 Which conclusion can best be drawn from the information in the table?
- 1 Incumbent Presidents usually win reelection.
 - 2 Third-party candidates threaten the electoral process.
 - 3 A candidate can be elected President with less than half the popular vote.
 - 4 Candidates are more interested in winning the popular vote than in winning the electoral vote.
-
- 11 The term “robber barons” was used during the Gilded Age to characterize
- 1 plantation owners
 - 2 carpetbaggers
 - 3 leaders of big business
 - 4 union organizers
- 12 In his book *How the Other Half Lives*, Jacob Riis focused attention on the living conditions of
- 1 residents of urban slums
 - 2 sharecroppers in the South
 - 3 Native American Indians on reservations
 - 4 small farmers on the Great Plains

- 13 Between 1865 and 1900, what was the general attitude of the Federal Government concerning labor unions?
- 1 hostile toward union efforts to improve workers’ conditions
 - 2 eager to act as a mediator between labor and management
 - 3 indifferent to the struggles between workers and industry
 - 4 supportive of labor’s goals
- 14 In the late 1800’s, the policy of the Federal Government toward Native American Indians, as exemplified by the Dawes Act, was to
- 1 grant immediate and full citizenship rights to Native American Indians
 - 2 encourage assimilation of Native American Indians into the mainstream of American culture
 - 3 move Native American Indians into the cities to supply labor for developing industries
 - 4 restore lands to the Native American Indian tribes that had lost lands to white settlers
- 15 Between 1865 and 1920, railroad companies contributed to the economic development of the United States by
- 1 eliminating the need for water transportation
 - 2 concentrating on military rather than civilian tasks
 - 3 encouraging the formation of farmworkers’ unions
 - 4 providing the most efficient means of transportation over long distances
- 16 Which action was taken by President Theodore Roosevelt’s administration?
- 1 forcing Southern States to eliminate Jim Crow laws
 - 2 setting aside land for national forests and water projects
 - 3 refusing to intervene in Latin American affairs
 - 4 using Federal troops to break illegal strikes

- 17 “In short, our aim should be, not to destroy, but effectively . . . to regulate and control, in the public interest, the great instrumentalities [corporations] of modern business. . . .”
— Theodore Roosevelt, 1913
- During the early 20th century, a supporter of this statement would most likely have favored
- 1 a hands-off policy toward big business
 - 2 a return to an agrarian economy
 - 3 laws prohibiting unfair business practices
 - 4 tax incentives for business mergers and consolidations
- 18 The Chinese Exclusion Act (1882) and the Gentlemen’s Agreement with Japan (1907) are examples of
- 1 international humanitarian programs
 - 2 actions that reflected widespread nativist sentiment
 - 3 successful negotiations to encourage trade
 - 4 United States attempts to stay out of foreign wars
- 19 Reforms such as initiative, referendum, and recall were designed to
- 1 strengthen the power of the National Government
 - 2 speed up the Presidential election process
 - 3 involve voters more directly in the political process
 - 4 improve economic opportunities for minority groups
- 20 Congress created the Federal Reserve System in 1913 mainly to
- 1 create national mints to coin money
 - 2 make consumer loans
 - 3 regulate increases and decreases in Federal income taxes
 - 4 control the amount of money in circulation
- 21 During the Progressive Era, an amendment to the United States Constitution provided for greater representative democracy by changing the method of selecting the
- 1 members of the United States Senate
 - 2 electoral college
 - 3 President’s Cabinet
 - 4 judges for Federal Courts
- 22 The Espionage Act (1917) and the Sedition Act (1918) were used by President Woodrow Wilson’s administration during World War I to
- 1 discourage congressional support for the war effort
 - 2 place German Americans in internment camps
 - 3 remove Communists from government positions
 - 4 silence critics of the war effort
- 23 The League of Nations, the Washington Naval Conference, and the Kellogg-Briand Pact were designed to keep peace in the Northern Hemisphere. Why did these agreements fail to prevent World War II?
- 1 Independence movements in developing countries were too strong to be stopped.
 - 2 The United States was not a participant in any of the agreements.
 - 3 The agreements lacked enforcement powers.
 - 4 The United States was too involved in military rearmament.
- 24 Which event of the 1920’s was most *inconsistent* with the racial and ethnic intolerance of the decade?
- 1 Red Scare
 - 2 Harlem Renaissance
 - 3 Sacco-Vanzetti trial
 - 4 resurgence of the Ku Klux Klan
- 25 A study of the “flappers” of the 1920’s would indicate that
- 1 some women rejected traditional feminine roles
 - 2 many women were elected to national political office
 - 3 women were fired from traditionally male occupations
 - 4 the earning power of women was equal to that of men in the same occupation

- 26 A main reason that demand for American farm goods dropped dramatically in the 1920's was that
- 1 European need for imported farm products declined after World War I
 - 2 fashion styles required less cotton material than previous styles
 - 3 Americans refused to buy foods that were genetically altered
 - 4 people left the cities to return to the farms
- 27 In the 1930's, the United States responded to the rise of fascism in Europe by
- 1 invading Germany and Italy
 - 2 forming military alliances
 - 3 passing a series of neutrality laws
 - 4 joining the League of Nations
- 28 A major goal of the New Deal was to
- 1 keep the United States out of war
 - 2 provide work for the unemployed
 - 3 conserve natural resources
 - 4 establish wage and price controls
- 29 The primary purpose of President Franklin D. Roosevelt's Good Neighbor policy was to
- 1 reduce United States military intervention in Latin America
 - 2 use United States troops to stop Axis aggression in the Western Hemisphere
 - 3 help Latin American nations combat the effects of the Great Depression
 - 4 repeal the principles of the original Monroe Doctrine
- 30 During the New Deal period, Congress blocked President Franklin D. Roosevelt's attempt to
- 1 pay farmers not to produce crops
 - 2 decrease Federal spending
 - 3 regulate the banking industry
 - 4 appoint additional Justices to the Supreme Court
- 31 President Franklin D. Roosevelt's election to an unprecedented third term was most strongly influenced by
- 1 his policy on immigration
 - 2 his popularity among business executives
 - 3 the beginning of the Great Depression
 - 4 the advent of World War II in Europe
- 32 Which statement describes a major social and economic impact on American society during World War II?
- 1 The Great Depression continued to worsen.
 - 2 More women and minorities found employment in factories.
 - 3 The United States became an agricultural society.
 - 4 Consumer goods became easier to obtain.
- 33 A reason that President Harry Truman decided to use atomic weapons against Japan was to
- 1 end the war while limiting the loss of American lives
 - 2 punish the Japanese people by destroying their country
 - 3 increase Japan's potential as a future aggressor
 - 4 divert forces to fight Germany
- 34 A population movement that developed in the United States immediately after World War II was the migration of white, middle-class Americans from
- 1 the west coast to the east coast
 - 2 the Northeast to the Sunbelt
 - 3 the cities to the suburbs
 - 4 the suburbs to renewal areas in inner cities
- 35 The constitutional basis for the 1954 decision of the Supreme Court in *Brown v. Board of Education* is the guarantee of
- 1 freedom of assembly
 - 2 due process of law
 - 3 state control of interstate commerce
 - 4 equal protection of the law
- 36 President John F. Kennedy's New Frontier program was most successful in
- 1 establishing social welfare programs to end poverty
 - 2 passing civil rights legislation assuring fair housing and equal employment opportunities
 - 3 removing restrictions on the number of immigrants entering the United States
 - 4 expanding the United States space program

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



Ohman, Portland Oregonian

37 According to the cartoon, the most difficult task for the Federal Government in the 1990's was

- 1 reforming the welfare system
- 2 balancing the Federal budget
- 3 providing affordable medical insurance
- 4 cutting defense spending

38 The main obstacle to solving the problem shown in the cartoon was the

- 1 failure of Congress to respond to public opinion
- 2 Government's inability to fund social programs
- 3 inefficiency of the Government's tax-collection system
- 4 demands of a variety of special interest groups

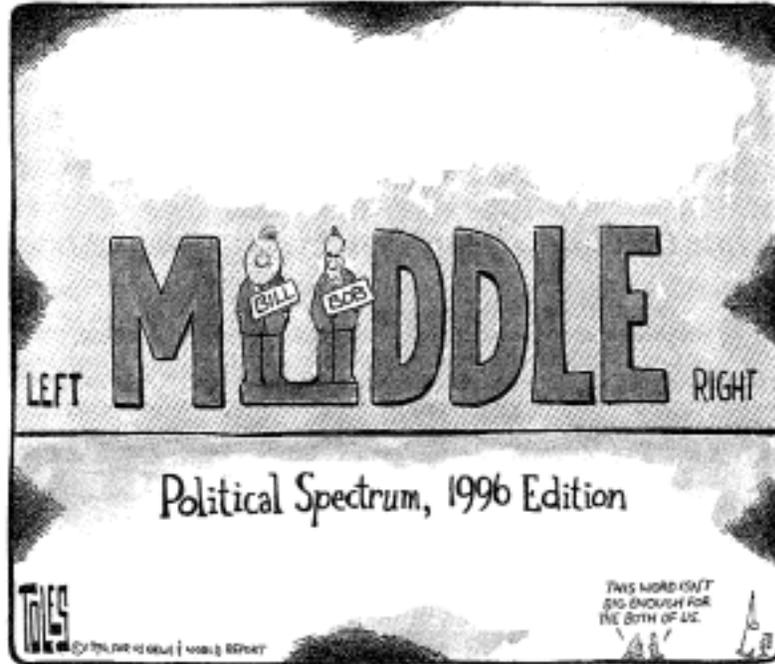
39 A major purpose of the Americans with Disabilities Act (1990) is to

- 1 eliminate physical barriers for persons with disabilities
- 2 create separate but equal facilities for all persons
- 3 encourage political participation by persons with disabilities
- 4 decrease government welfare payments for persons with disabilities

40 Throughout the Cold War, most United States foreign policy was based on the belief that the United States had the responsibility to

- 1 avoid foreign entanglements
- 2 prevent the spread of communism
- 3 support worldwide revolutions
- 4 provide economic aid to the nations of the Warsaw Pact

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



- 41 This cartoon concerning the 1996 Presidential election supports the generalization that
- 1 major political parties try to be successful by avoiding extreme positions on issues
 - 2 political opponents try to conform to each other's platforms to show patriotism
 - 3 Presidential candidates usually present clear and distinct positions on the issues
 - 4 the views of political candidates tend to be rigid and unchanging

42 Some critics of affirmative action claim that these programs

- 1 reintroduce Jim Crow practices into the workplace
- 2 apply to private business but not to public education
- 3 lead to reverse discrimination and racial quotas
- 4 fail to provide any assistance to persons with disabilities

43 The main reason President Bill Clinton sent United States military forces into Haiti and Bosnia was to

- 1 remove communist threats in these nations
- 2 stop illegal immigration to the United States from these nations
- 3 help secure peace in these nations
- 4 establish permanent military bases in these nations

44 One way in which Harriet Beecher Stowe, Ida Tarbell, and Betty Friedan were similar is that each

- 1 fought to protect the environment
- 2 exposed problems in society through literature
- 3 supported the Women's Christian Temperance Union
- 4 attempted to end racial discrimination

45 One similarity between the presidencies of Woodrow Wilson and Jimmy Carter is that both leaders

- 1 emphasized moral principles in foreign policy
- 2 supported imperialism throughout the world
- 3 rejected human rights initiatives in Congress
- 4 sought to end the nuclear arms race

Base your answers to questions 46 and 47 on the speakers' statements below and on your knowledge of social studies.

Speaker A: "In the hundred days from March to June, we again became an organized nation confident of our power to provide for our own security and control our own destiny."

Speaker B: "We must share our wealth. Every American family should be provided a house, a car, education for the children, a pension for the elderly, and an adequate income."

Speaker C: "Our problems are the fault of an international conspiracy of bankers. Justice can only come through a powerful military leader."

Speaker D: "The country needs and demands bold, persistent experimentation. It is common sense to take a method and try it. If it fails, admit it frankly and try another. But above all, try something."

46 These speakers are commenting on conditions most directly related to

- 1 domestic life during World War I
- 2 the prosperity of the 1920's
- 3 the uncertainties of the Great Depression
- 4 preparations for entering World War II

47 Support for socialist ideals is most clearly expressed by Speaker

- | | |
|--------------|--------------|
| (1) <i>A</i> | (3) <i>C</i> |
| (2) <i>B</i> | (4) <i>D</i> |

Answers to the following questions are to be written on paper provided by the school.

Students Please Note:

In developing your answers to Parts II and III, be sure to

- (1) include specific factual information and evidence whenever possible
- (2) keep to the questions asked; do not go off on tangents
- (3) avoid overgeneralizations or sweeping statements without sufficient proof; do not overstate your case
- (4) keep these general definitions in mind:
 - (a) discuss means “to make observations about something using facts, reasoning, and argument; to present in some detail”
 - (b) describe means “to illustrate something in words or tell about it”
 - (c) show means “to point out; to set forth clearly a position or idea by stating it and giving data which support it”
 - (d) explain means “to make plain or understandable; to give reasons for or causes of; to show the logical development or relationships of”
 - (e) evaluate means “to examine and judge the significance, worth, or condition of; to determine the value of”

Part II

ANSWER ONE QUESTION FROM THIS PART. [15]

- 1 In United States history, the system of checks and balances has operated to limit or to strengthen the powers of the branches of the Federal Government.

Areas of Checks and Balances

Judicial review
Impeachment process
Presidential appointment of Supreme Court Justices
Presidential veto
Presidential war powers
Treaty ratification

Choose *three* of the examples listed and for *each* one chosen:

- Describe a specific historical conflict between two branches of the Federal Government
- Explain how one branch of Government either lost or gained power as a result of this conflict [5,5,5]

- 2 The United States Constitution has been amended 27 times since its ratification in 1788. Amendments have dealt with various topics.

Amendments/Topics

Amendment 1 — Personal liberties
Amendment 13 — Slavery
Amendment 16 — Income tax
Amendment 19 — Women's suffrage
Amendment 22 — Presidential tenure
Amendment 24 — Poll tax
Amendment 25 — Presidential succession

Choose *three* of the amendments listed and for *each* one chosen:

- State the main provision of the amendment
 - Describe the historical circumstances that created a need for the amendment
 - Discuss *one* viewpoint of supporters of the amendment [5,5,5]
-

Part III

ANSWER TWO QUESTIONS FROM THIS PART. [30]

- 3 The United States Government has made various foreign policy statements in response to specific historical circumstances. Some of these statements are listed below.

Foreign Policy Statements

Proclamation of Neutrality (1793)
Monroe Doctrine (1823)
Open Door Policy (1899)
Fourteen Points (1918)
Lend-Lease Act (1941)
Marshall Plan (1947)
Gulf of Tonkin Resolution (1964)

Choose *three* of the foreign policy statements listed and for *each* one chosen:

- Identify *one* major idea of the statement
- Discuss the specific historical circumstances that led to the statement
- Describe a specific result of the statement [5,5,5]

- 4 Since the end of the Civil War, the United States economy has been influenced by various factors.

Factors

Introduction of new sources of power
Corporate structure
Organization of workers
Industrialization of agriculture
Automation
Computer technology
Foreign control of energy sources

Choose *three* of the factors listed and for *each* one chosen:

- Describe a specific historical example of that factor
- Discuss *one* positive and *one* negative effect of that example on the United States economy [5,5,5]

- 5 Throughout United States history, many individuals have spoken out for changes within American society. Some of these individuals are listed below.

Individuals

Susan B. Anthony
William Jennings Bryan
Rachel Carson
Frederick Douglass
Ralph Nader
Eleanor Roosevelt

Choose *three* of the individuals listed and for *each* one chosen:

- State a change that the individual attempted to bring about
- Describe a specific historical circumstance in American society that led the individual to speak out for change
- Discuss the extent to which the individual was successful in bringing about change [5,5,5]

- 6 Some songs reflect conditions that existed in United States society during different time periods. Each song excerpt below is paired with a time period.

Choose *three* of the excerpts. For *each* one chosen, describe how the excerpt reflects conditions in the United States during the time period indicated. Include specific references from the excerpt in your discussion. [5,5,5]

Excerpt 1 — 1860's

The Union forever, Hurrah! boys, hurrah!
Down with the traitor and up with the star;
While we rally 'round the flag, boys, rally once again,
Shouting the battle-cry of freedom.

—George F. Root

Excerpt 2 — 1870–1890

Oh, give me a home,
Where the buffalo roam,
Where the deer and the antelope play;
Where seldom is heard a discouraging word,
And the skies are not cloudy all day . . .

Where the air is so pure, the zephyrs so free,
The breezes so balmy and light,
That I would not exchange my home on the range,
For all the cities so bright.

—Anonymous

Excerpt 3 — 1880–1910

Solidarity forever!
Solidarity forever!
Solidarity forever!
For the Union makes us strong.

They have taken untold millions, that they never toiled to earn,
But without our brain and muscle not a single wheel could turn;
We can break their haughty power, gain our freedom when we learn—
That the Union makes us strong.

—Ralph Chaplin

Excerpt 4 — 1930's

They used to tell me I was building a dream
With peace and glory ahead
Why should I be standing in line
Just waiting for bread?

Once I built a railroad, made it run,
Made it race against time.
Once I built a railroad,
Now it's done
Brother, can you spare a dime?

—E. Y. Harburg

Excerpt 5 — 1950–1970

We shall overcome,
We shall overcome,
We shall overcome,
Someday.
Oh, deep in my heart,
I do believe, that
We shall overcome
Someday.

We'll walk hand in hand,
We'll walk hand in hand,
We'll walk hand in hand,
Someday.
Oh, deep in my heart,
I do believe, that
We shall overcome
Someday.

—Anonymous

Excerpt 6 — 1980's

What's the matter with the crowd I'm seeing?
"Don't you know that they're out of touch?"
Should I try to be a straight 'A' student?
"If you are then you think too much."
Don't you know about the new fashion honey?
All you need are looks and a whole lotta money."
—Billy Joel

7 The United States has followed different policies toward immigration during different time periods.

Time Periods

1789–1850
1880–1910
1920–1930
1945–1960
1965–today

Choose *three* of the time periods listed and for *each* one chosen:

- State the policy followed by the United States during that time period
 - Explain why the United States followed that policy during the time period [Use different information for each time period.]
 - Describe *one* result of the application of that policy [5,5,5]
-

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**UNITED STATES HISTORY
AND GOVERNMENT**

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ANSWER SHEET

Male

Student Sex: Female

Teacher

School

Write your answers for Part I on this answer sheet, and write your answers for Part II and Part III on the paper provided by the school.

Part I (55 credits)

- 1 25
- 2 26
- 3 27
- 4 28
- 5 29
- 6 30
- 7 31
- 8 32
- 9 33
- 10 34
- 11 35
- 12 36
- 13 37
- 14 38
- 15 39
- 16 40
- 17 41
- 18 42
- 19 43
- 20 44
- 21 45
- 22 46
- 23 47
- 24

FOR TEACHER USE ONLY

Part I Score
(Use table below)

Part II Score

Part III Score

Total Score

Rater's Initials:

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PART I CREDITS

Directions to Teacher:

In the table below, draw a circle around the number of right answers and the adjacent number of credits. Then write the number of credits (not the number right) in the space provided above.

No. Right	Credits	No. Right	Credits
47	55	23	37
46	54	22	36
45	53	21	35
44	53	20	34
43	52	19	34
42	51	18	33
41	50	17	32
40	50	16	31
39	49	15	31
38	48	14	30
37	47	13	29
36	47	12	28
35	46	11	26
34	45	10	23
33	44	9	21
32	44	8	19
31	43	7	16
30	42	6	14
29	41	5	12
28	41	4	9
27	40	3	7
26	39	2	5
25	38	1	2
24	38	0	0

No. Right

The declaration below should be signed when you have completed the examination.

I do hereby affirm, at the close of this examination, that I had no unlawful knowledge of the questions or answers prior to the examination and that I have neither given nor received assistance in answering any of the questions during the examination.

Signature

Tear Here

Tear Here

Tear Here

Tear Here