

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

**UNITED STATES HISTORY
AND
GOVERNMENT**

Tuesday, August 13, 2002 — 12:30 to 3:30 p.m., only

Student Name _____

School Name _____

Print your name and the name of your school on the lines above. Then turn to the last page of this booklet, which is the answer sheet for Part I. 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. Now print your name and the name of your school 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.

Part I contains 50 multiple-choice questions. Record your answers to these questions on the separate 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. Each document is followed by one or more question(s). In the test booklet, write your answer to each question on the lines following that question. Be sure to enter your name and the name of your school on the first page of this section.

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 statement printed on the Part I 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.

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Part I

Answer all questions in this part.

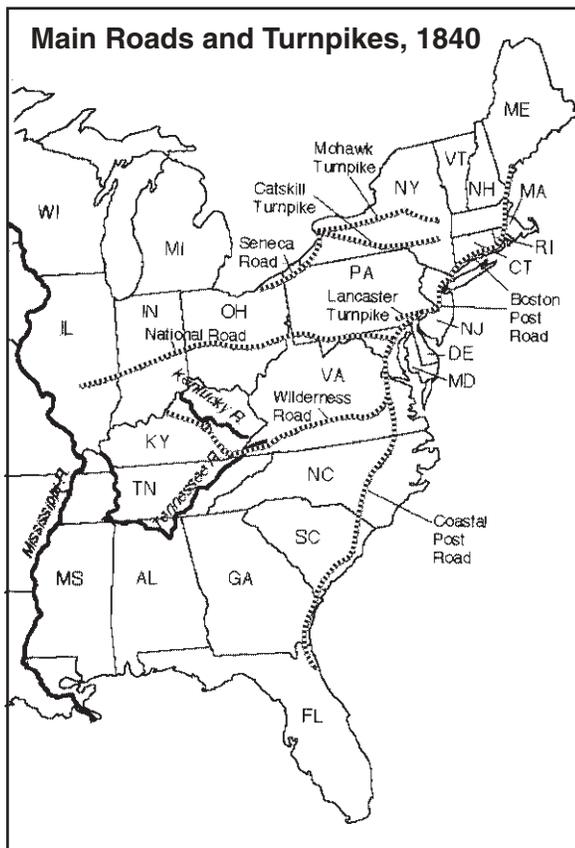
Directions (1–50): For each statement or question, write on the separate answer sheet the *number* of the word or expression that, of those given, best completes the statement or answers the question.

- 1 Which group benefited most from the United States acquisition of the port of New Orleans?
 - (1) farmers in the Ohio River Valley
 - (2) Native American Indians in the Southwest
 - (3) fur trappers in the Columbia River Valley
 - (4) gold miners in northern California
- 2 The Mayflower Compact of 1620 is considered an important step in the development of democracy in America because it
 - (1) expressed the importance of self-government
 - (2) established freedom of religion
 - (3) created the first colonial judiciary
 - (4) granted all males the right to vote
- 3 During the Revolutionary War period, Thomas Paine’s *Common Sense* was important because it
 - (1) described a military plan for the defeat of England
 - (2) convinced many Americans who had been undecided to support independence
 - (3) contained a detailed outline for a new form of government
 - (4) argued for the addition of a bill of rights to the Constitution
- 4 Delegates at the Constitutional Convention of 1787 agreed to create a bicameral legislature as a way to
 - (1) insure speedy passage of legislation
 - (2) assure the right to vote to all adult males
 - (3) address the issue of population differences among the states
 - (4) satisfy the different interests of the rich and poor citizens
- 5 Under the United States Constitution, state governments have the power to
 - (1) coin money
 - (2) license teachers
 - (3) regulate interstate commerce
 - (4) establish term limits for members of Congress
- 6 The Constitution assigns the power to ratify treaties exclusively to the
 - (1) Supreme Court
 - (2) United States Senate
 - (3) House of Representatives
 - (4) president
- 7 Which feature of the federal government is specifically described in the United States Constitution?
 - (1) president’s cabinet
 - (2) two-party political system
 - (3) congressional committee system
 - (4) Senate approval of nominations to the Supreme Court
- 8 “. . . Congress shall have power . . . to make all Laws which shall be necessary and proper for carrying into Execution the foregoing Powers, and all other Powers vested by this Constitution in the Government of the United States. . . .”

This statement from the United States Constitution is the source of

 - (1) veto power
 - (2) implied powers
 - (3) judicial review
 - (4) states’ rights
- 9 The basic purpose of the first ten amendments to the United States Constitution is to
 - (1) describe the powers of the three branches of government
 - (2) limit the powers of state governments
 - (3) guarantee the rights of individuals
 - (4) establish a system of checks and balances
- 10 One factor that led to the formation of the first two political parties in the United States in the 1790s was the conflict over the
 - (1) distribution of power between the federal and state governments
 - (2) spread of slavery into the western territories
 - (3) control of interstate commerce
 - (4) acquisition of lands from France and Spain

Base your answer to question 11 on the map below and on your knowledge of social studies.



(adapted)

11 What was the primary result of road and turnpike development?

- (1) Migration from east to west increased.
- (2) Southern states became more industrialized.
- (3) State government control of transportation was increased.
- (4) Escape from slavery was made easier.

12 President George Washington's Farewell Address influenced future United States foreign policy by advising the nation's leaders to

- (1) practice neutrality toward international conflicts
- (2) place restrictions on the number of immigrants
- (3) stop European colonization of the Western Hemisphere
- (4) limit imports of manufactured products

13 "Resolved, That all laws which prevent woman from occupying such a station in society as her conscience shall dictate, or which place her in a position inferior to that of man, are contrary to the great precept of nature and therefore of no force or authority."

— *Declaration of Sentiments and Resolutions*,
Seneca Falls Convention, 1848

The writers of this passage were protesting

- (1) British treatment of American colonists
- (2) the absence of a bill of rights in the Constitution
- (3) gender discrimination against women
- (4) lack of legal protection for African Americans

14 The underlying reason for the impeachment of President Andrew Johnson was

- (1) the Credit Mobilier scandal
- (2) a power struggle with Congress over Reconstruction
- (3) his refusal to appoint new justices to the Supreme Court
- (4) his policies toward Native American Indians

15 The Indian Wars that occurred between 1860 and 1890 were mainly the result of

- (1) disputes over the spread of slavery
- (2) conflict with Mexico over Texas and California
- (3) the search for gold in California
- (4) the movement of settlers onto the Great Plains

16 One factor that furthered industrialization in the United States between 1865 and 1900 was the

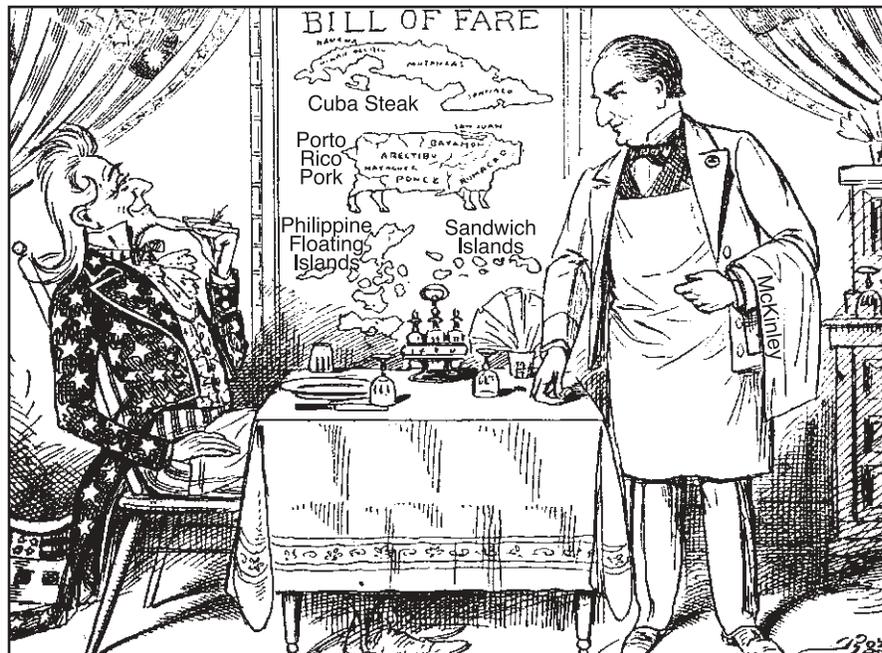
- (1) development of the airplane
- (2) expansion of the railroads
- (3) mass production of automobiles
- (4) widespread use of steamboats

17 When Susan B. Anthony refused to pay a fine for voting illegally in the election of 1872, she stated: "Not a penny shall go to this unjust claim." Her action was an example of

- | | |
|---------------------|------------------------|
| (1) anarchy | (3) civil disobedience |
| (2) judicial review | (4) vigilante justice |

- 18 Between 1870 and 1920, the federal government placed few restrictions on immigration primarily because it wanted to
- (1) sell land in the West
 - (2) recruit men for the military
 - (3) ensure that there would be workers for the factories
 - (4) avoid offending foreign governments
- 19 The term *business monopoly* can best be described as
- (1) the most common form of business in the United States
 - (2) government control of the means of production
 - (3) an agreement between partners to manage a corporation
 - (4) a company that controls or dominates an industry
- 20 During the late 19th century, Samuel Gompers, Terence Powderly, and Eugene Debs were leaders in the movement to
- (1) stop racial segregation of Native American Indians
 - (2) limit illegal immigration
 - (3) gain fair treatment of Native American Indians
 - (4) improve working conditions
- 21 The 19th-century philosophy of Social Darwinism maintained that
- (1) the government should have control over the means of production and the marketplace
 - (2) all social class distinctions in American society should be eliminated
 - (3) economic success comes to those who are the hardest working and most competent
 - (4) wealth and income should be more equally distributed
- 22 During the late 1800s, leaders of big business gave the greatest support to the passage of
- (1) antitrust laws
 - (2) higher tariff rates
 - (3) immigration restrictions
 - (4) railroad regulation
- 23 The Jim Crow legal system, which expanded in the South after *Plessy v. Ferguson* (1896), was based on the Supreme Court's interpretation of the
- (1) due process clause of the 5th Amendment
 - (2) states' rights provision of the 10th Amendment
 - (3) equal protection clause in the 14th Amendment
 - (4) voting rights provision in the 15th Amendment
- 24 Reformers of the Progressive Era sought to reduce corruption in government by adopting a constitutional amendment that provided for
- (1) a maximum of two terms for presidents
 - (2) term limits on members of Congress
 - (3) voting rights for African Americans
 - (4) direct election of United States senators
- 25 The 1919 Supreme Court decision in *Schenck v. United States* established the "clear and present danger" test as a method of
- (1) controlling the activities of organized crime
 - (2) determining the limits of freedom of expression
 - (3) limiting the powers of the president during wartime
 - (4) establishing qualifications for United States participation in the League of Nations
- 26 Which law was passed as a result of muckraking literature?
- (1) Interstate Commerce Act
 - (2) Sherman Antitrust Act
 - (3) Meat Inspection Act
 - (4) Federal Reserve Act
- 27 Which argument did President Woodrow Wilson use to persuade Congress to enter World War I?
- (1) making the world safe for democracy
 - (2) retaliating against the Japanese bombing of Pearl Harbor
 - (3) assisting the neutral nations with their defense
 - (4) removing the Nazi threat from the Western Hemisphere

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



Source: Library of Congress (adapted)

28 Which title best describes the message of this cartoon?

- (1) "Neutrality is the Best Policy"
- (2) "Isolationism: Our Old Ally"
- (3) "Temptations of the Imperialist Menu"
- (4) "The Dangers of Overeating"

29 In *How the Other Half Lives*, Jacob Riis described the living conditions of

- (1) workers in urban slums
- (2) African Americans in the segregated South
- (3) the rich in their mansions
- (4) Native American Indians on reservations

30 The Harlem Renaissance of the 1920s can best be described as

- (1) an organization created to help promote African-American businesses
- (2) a movement that sought to draw people back to the inner cities
- (3) a relief program to provide jobs for minority workers
- (4) a period of great achievement by African-American writers, artists, and performers

31 What was a major reason American farmers failed to obtain a fair share of the economic prosperity of the 1920s?

- (1) Crops failed due to poor weather conditions.
- (2) The government controlled food prices.
- (3) Farm crops were overproduced.
- (4) Banks refused to lend money to farmers.

32 The major purpose of President Franklin D. Roosevelt's bank holiday of 1933 was to

- (1) restore public confidence in the nation's banks
- (2) reinforce strict laws to punish banks charging high interest rates
- (3) reduce the number of banks to a manageable number
- (4) encourage the nation's banks to loan more money to failing businesses

Base your answer to question 33 on the song excerpt below and on your knowledge of social studies.

“Come all of you good workers,
Good news to you I’ll tell
Of how the good old union
Has come in here to dwell . . .
Don’t scab for the bosses,
Don’t listen to their lies.
Us poor folks haven’t got a chance
Unless we organize.”

— Florence Reece,
“Which Side Are You On?”

- 33 This song from the 1930s expresses
- (1) criticism of labor unions
 - (2) support for the rights of workers
 - (3) sympathy for Communist Party protests
 - (4) anger against government welfare programs
-
- 34 Critics charged that New Deal policies favored socialism because the federal government
- (1) took ownership of most major industries
 - (2) favored farmers over workers and business owners
 - (3) increased its responsibility for the welfare of the economy
 - (4) declined to prosecute business monopolies
- 35 During the early years of World War II, the Destroyer Deal and the Lend-Lease Act were efforts by the United States to
- (1) help the Allies without formally declaring war
 - (2) maintain strict neutrality toward the war
 - (3) negotiate a settlement of the war
 - (4) provide help to both sides in the war
- 36 One result of the Cold War between the United States and the Soviet Union was that the two nations
- (1) broke all diplomatic ties
 - (2) refused to trade with each other
 - (3) formed competing military alliances
 - (4) clashed over control of the Mediterranean Sea

- 37 Which foreign policy term would be the most appropriate title for the partial outline below?

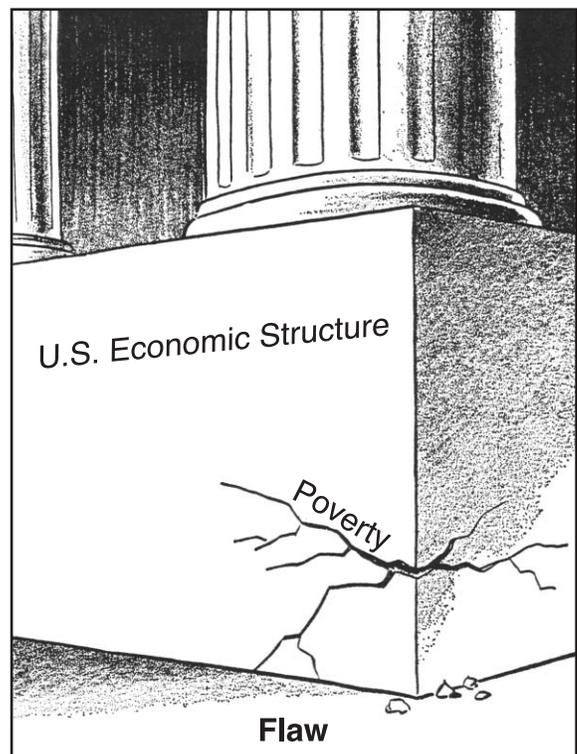
I. _____ A. Truman Doctrine B. Marshall Plan C. Berlin Blockade D. Korean War

- (1) Imperialism
 - (2) Appeasement
 - (3) Noninvolvement
 - (4) Containment
- 38 Who led a “witch hunt” for Communist spies in the United States government during the early 1950s?
- (1) Supreme Court Justice Earl Warren
 - (2) President Dwight Eisenhower
 - (3) Senator Joseph McCarthy
 - (4) Secretary of State Dean Acheson
- 39 Martin Luther King, Jr. first emerged as a leader of the civil rights movement when he
- (1) led the bus boycott in Montgomery, Alabama
 - (2) refused to give up his seat on a bus to a white man
 - (3) challenged the authority of the Supreme Court
 - (4) was elected as the first black congressman from the South
- 40 One reason the United States became involved in the Vietnam War was to
- (1) prevent the spread of communism in Indochina
 - (2) reduce French influence in Vietnam
 - (3) stop China from seizing Vietnam
 - (4) support the government of North Vietnam
- 41 An effect of the War Powers Act of 1973 was that
- (1) the authority of the president as commander in chief was limited
 - (2) the North Atlantic Treaty Organization (NATO) became more involved in world conflicts
 - (3) congressional approval was not needed when appropriating funds for the military
 - (4) women were prevented from serving in combat roles during wartime

- 42 What was a lasting effect of the Watergate scandal under President Richard Nixon?
- (1) The system of checks and balances was weakened.
 - (2) The scope of executive privilege was broadened.
 - (3) Trust in elected officials was undermined.
 - (4) Presidential responsiveness to public opinion was lessened.
- 43 The easing of Cold War tensions between the United States and the Soviet Union during the 1970s was called
- (1) containment
 - (2) détente
 - (3) neutrality
 - (4) isolationism
- 44 During the 1980s, President Ronald Reagan used the ideas of supply-side economics to justify
- (1) increases in social welfare spending
 - (2) expansion of the Social Security program
 - (3) tax cuts for businesses
 - (4) reductions in military spending
- 45 The Civil Rights Act of 1964, the Fair Housing Act, and the Americans with Disabilities Act were government efforts to
- (1) eliminate restrictions on immigration
 - (2) end discrimination against various groups
 - (3) provide federal aid for children
 - (4) require equal treatment of men and woman
- 46 President Bill Clinton's decision to send troops to Bosnia in 1995 and to participate in the bombing of Kosovo in 1999 were both in response to international concern over
- (1) trade agreement violations
 - (2) access to world oil reserves
 - (3) human rights violations
 - (4) monetary policies
- 47 Which change in the demographic pattern of the United States is currently contributing most to the problems facing the Social Security system?
- (1) aging of the baby boomers
 - (2) shorter life span of the elderly
 - (3) migration to the Sunbelt
 - (4) decline in the rate of immigration

- 48 The National Bank proposed by Alexander Hamilton in 1790 and the Federal Reserve System established in 1913 are similar in that both
- (1) provided low-interest loans to farmers
 - (2) were declared unconstitutional by the United States Supreme Court
 - (3) had as their primary responsibility the regulation of the stock market
 - (4) sought to provide a sound currency for the nation
- 49 The case of John Peter Zenger (1735) and *New York Times Co. v. United States* (1971) both involved a government's attempt to limit
- (1) freedom of religion
 - (2) freedom of the press
 - (3) the right to bear arms
 - (4) the right to counsel

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



Source: Palmer, *The Springfield (Mo.) Leader & Press* (adapted)

- 50 Which federal government program was designed to solve the problem illustrated in this cartoon?
- (1) Great Society
 - (2) Peace Corps
 - (3) New Federalism
 - (4) Dollar Diplomacy

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

In developing your answers to Parts II and III, be sure to 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) **evaluate** means “to examine and judge the significance, worth, or condition of; to determine the value of”

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: Territorial Expansion (1800–1900)

Various events or developments have influenced the territorial expansion of the United States. In 1800, the United States was a new nation of approximately 895,000 square miles of territory. By 1900, the nation had grown to about 3,000,000 square miles of territory.

Task:

Identify **two** events or developments that had a significant impact on United States territorial expansion between 1800 and 1900 and for **each** event or development identified:

- Discuss the historical circumstances surrounding the event or development
- Evaluate the importance of the event or development on the growth of the United States

You may use any example from your study of United States history. Some suggestions you might wish to consider include Louisiana Purchase (1803), completion of the Erie Canal (1825), War with Mexico (1846–1848), Homestead Act (1862), completion of the first transcontinental railroad (1869), and Native American Indian policies (1800–1900).

You are *not* limited to these suggestions.

Guidelines:

In your essay, be sure to:

- Address all aspects of the *Task*
- Support the theme with relevant facts, examples, and details
- Use a logical and clear plan of organization
- Introduce the theme by establishing a framework that is beyond a simple restatement of the *Task* and conclude with a summation of the theme

NAME _____

SCHOOL _____

Part III

DOCUMENT-BASED QUESTION

This question is based on the accompanying documents (1–7). 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 both the source of each document and any point of view that may be presented in the document.

Historical Context:

The women's rights movement had all but disappeared after the adoption of the 19th Amendment in 1920. However, in the post–World War II period, women increasingly realized that they continued to face obstacles in achieving equality in American society.

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

- Discuss why women were dissatisfied with their roles after World War II
- Discuss specific attempts by women to achieve equality after World War II

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

Within two months after the war, some 800,000 women had been fired from jobs in the aircraft industry; the same thing was happening in the auto industry and elsewhere. In the two years after the war, some two million women had lost their jobs.

In the post-war years, the sheer affluence [wealth] of the country meant that many families could now live in a middle-class existence on only one income. In addition, the migration to the suburbs physically separated women from the workplace. The new culture of consumerism told women they should be homemakers and saw them merely as potential buyers for all the new washers and dryers, freezers, floor waxers, pressure cookers, and blenders.

— David Halberstam, *The Fifties*

- 1a According to David Halberstam, when World War II ended, what happened to many of the women who had been employed during the war? [1]

Score

- b What does this passage indicate about the role women were expected to play in the 1950s? [1]

Score

Document 2

Each suburban wife struggled with it [a sense of dissatisfaction] alone. As she made the beds, shopped for groceries, matched slipcover material, ate peanut butter sandwiches with her children, chauffeured Cub Scouts and Brownies, lay beside her husband at night — she was afraid to ask even of herself the silent question—“Is this all [there is]?”

— Betty Friedan, *The Feminine Mystique*, 1963

- 2 According to this document, why were some American women dissatisfied with their lives during the 1950s and 1960s? [1]

Score

Document 3

Women comprise less than 1% of federal judges; less than 4% of all lawyers; 7% of doctors. Yet women represent 51% of the U.S. population. . . .

Discrimination in employment on the basis of sex is now prohibited by . . . the Civil Rights Act of 1964. But although nearly one-third of the cases brought before the Equal Employment Opportunity Commission during the first year dealt with sex discrimination, . . . the Commission has not made clear its intention to enforce the law with the same seriousness on behalf of women as of other victims of discrimination.

Join us in taking action to work toward these goals:

- Ratification of the Equal Rights Amendment
- Equal employment opportunities
- Developmental child care
- Paid maternity leave
- Right to control our own reproductive lives
- Improvement of the image of women in the mass media

— National Organization for Women, 1966

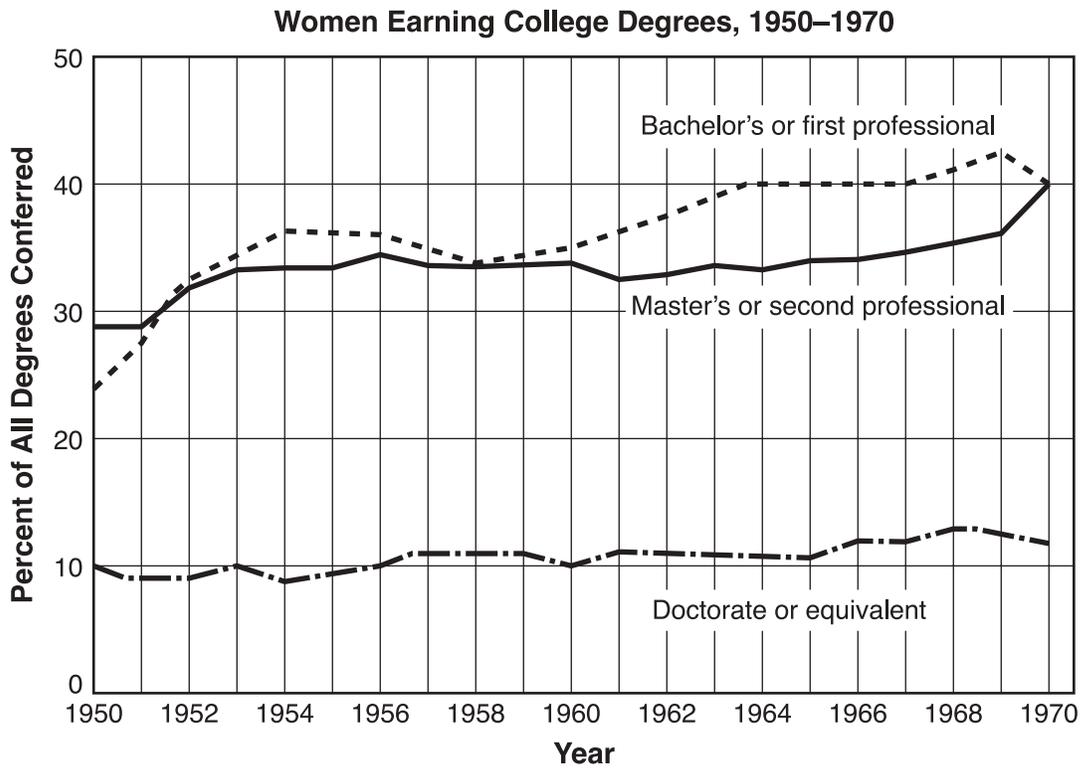
3a Why did the National Organization for Women (NOW) believe it had to continue to support equal opportunities for women after the passage of the Civil Rights Act of 1964? [1]

Score

b State **one** significant goal of the National Organization for Women. [1]

Score

Document 4



4 According to this graph, what generalization can be made about the levels of education attained by women between 1950 and 1970? [1]

Score

Document 5

Why is it acceptable for women to be secretaries, librarians and teachers, but totally unacceptable for them to be managers, administrators, doctors, lawyers, and members of Congress? The unspoken assumption is that women are different. They do not have executive ability, orderly minds, stability, leadership skills, and they are too emotional.

Prejudice against women is still acceptable. There is very little understanding yet of the immorality involved in double pay scales and the classification of most of the better jobs as “for men only.” . . .

It is for this reason that I wish to introduce today a proposal that has been before every Congress for the last forty years and that sooner or later must become part of the basic law of the land—the equal rights amendment.

— Congresswoman Shirley Chisholm, 1969

5 Why did Congresswoman Chisholm support the passage of an equal rights amendment? [1]

Score

Document 6

	Women's Pay	Men's Pay
Clerical workers	\$220	\$328
Computer specialists	355	488
Editors, reporters	324	382
Engineers	371	547
Lawyers	407	574
Nurses	326	344
Physicians	401	495
Sales workers	190	366
Teachers (elementary)	311	379
Waiters	144	200

Source: *Time*, July 12, 1982

6 Based on this chart, what conclusion can be drawn from comparing the earnings of women with the earnings of men in 1981? [1]

Score

Document 7

The Equal Pay Act represented the first significant step toward ending wage discrimination for women workers. In 1963, full-time female workers were earning on average 63% less than male workers. By 1971, the disparity had dropped to 57% and in 1998, the [wage] gap had closed to under 25%.

— Deborah G. Felder, *A Century of Women*

7 According to Deborah G. Felder, what effect did the Equal Pay Act have on the wage gap for women? [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 to support your response.

Historical Context:

The women's rights movement had all but disappeared after the adoption of the 19th Amendment in 1920. However, in the post–World War II period, women increasingly realized that they continued to face obstacles in achieving equality in American society.

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

- Discuss why women were dissatisfied with their roles after World War II
- Discuss specific attempts by women to achieve equality after World War II

Guidelines:

In your essay, be sure to:

- Address all aspects of the *Task* by accurately analyzing and interpreting at least **four** documents
- Incorporate information from the documents in the body of the essay
- Incorporate relevant outside information
- Support the theme with relevant facts, examples, and details
- Use a logical and clear plan of organization
- Introduce the theme by establishing a framework that is beyond a simple restatement of the *Task* or *Historical Context* and conclude with a summation of the theme

The University of the State of New York

Part I

REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY AND GOVERNMENT

Tuesday, August 13, 2002 — 12:30 to 3:30 p.m., only

ANSWER SHEET

Male

Female

Student Teacher School

Write your answers for Part I on this answer sheet, write your answers to Part III A in the test booklet, and write your answers for Parts II and III B in the separate essay booklet.

- 1..... 26.....
2..... 27.....
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25..... 50.....

FOR TEACHER USE ONLY

Part I Score
Part III A Score
Total Part I and III A Score
Part II Essay Score
Part III B Essay Score
Total Essay Score
Final Score (obtained from conversion chart)

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