

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

**UNITED STATES HISTORY
AND
GOVERNMENT**

Wednesday, January 29, 2003 — 1:15 to 4:15 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.

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 The Virginia House of Burgesses was important to the development of democracy in the thirteen colonies because it
 - (1) provided an example of a representative form of government
 - (2) created the first written constitution in America
 - (3) provided for direct election of senators
 - (4) began the practice of legislative override of executive vetoes
- 2 “It is not the cause of one poor printer, nor of New York alone, which you are now trying. No! It may in its consequence affect every free man that lives under a British government on the main [continent] of America. It is the best cause. It is the cause of liberty. . . . Nature and the laws of our country have given us a right to liberty of both exposing and opposing arbitrary power (in these parts of the world at least) by speaking and writing the truth.”

— Andrew Hamilton, 1735

This courtroom summation helped establish which democratic principle in colonial America?
 - (1) trial by jury
 - (2) equal voting rights
 - (3) protection of private property
 - (4) freedom of the press
- 3 The pamphlet *Common Sense*, by Thomas Paine, aided the American cause in the Revolutionary War because it
 - (1) convinced France to join in the fight against England
 - (2) led to the repeal of the Stamp Act
 - (3) created a new system of government for the United States
 - (4) persuaded individuals who were undecided to support independence
- 4 Which geographic factor had the greatest influence on early patterns of industrialization in the United States?
 - (1) scarcity of flat land on which to build factories
 - (2) shortages of timber and coal
 - (3) desire of workers to live in mild climates
 - (4) availability of waterpower to operate machines
- 5 The United States Constitution corrected a weakness of the Articles of Confederation by
 - (1) creating three branches of government
 - (2) giving greater power to state governments
 - (3) providing a clear definition of states’ rights
 - (4) granting the right to vote to all white males
- 6 A significant compromise reached at the Constitutional Convention of 1787 was the agreement to
 - (1) exclude slaves from census counts
 - (2) forbid tariffs on imports
 - (3) establish a bicameral legislature
 - (4) limit the number of terms a president could serve
- 7 Which group had the most influence on the ideas stated in the Declaration of Independence and United States Constitution?
 - (1) political leaders of Spain and Portugal
 - (2) religious leaders of the medieval period
 - (3) writers of the Renaissance
 - (4) philosophers of the Enlightenment
- 8 The writers of the United States Constitution included the requirement for a census every ten years primarily to
 - (1) regulate numbers of immigrants
 - (2) determine representation in Congress
 - (3) decide when new states were needed
 - (4) set goals for population growth

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

Preparations for War

| | England | Thirteen Colonies |
|----------------------|---|---|
| Population | Approximately 12,000,000 | Approximately 2,800,000 |
| Manufacturing | Highly developed and flourishing | Practically none |
| Money | Richest country in the world | No money to support the war effort |
| Army | Large, well-trained army plus mercenary Hessians | All-volunteer forces — willing to fight but poorly equipped |
| Leaders | Many dedicated and able officers | Few officers capable of leading |
| Geography | Strange land with long distance to base of supplies | Familiar land with easy access to limited amounts of supplies |

9 Which conclusion about the American Revolutionary War is most clearly supported by information in this chart?

- (1) England had few advantages in a war with her American colonies.
- (2) The thirteen colonies had more advantages than disadvantages upon entering the war.
- (3) England did not believe that the thirteen colonies were worth the expense of a war.
- (4) The thirteen colonies had few, but important advantages in the war with England.

10 Which important reason for the American victory in the Revolutionary War is missing from the chart?

- (1) naval superiority of the thirteen colonies
 - (2) aid from foreign nations
 - (3) control of railroads and canals
 - (4) greater number of Indian allies
-

- 11 Which newspaper headline shows the operation of the system of checks and balances?
- (1) **“Senate Rejects President’s Choice of Supreme Court Justice”**
 - (2) **“Florida To Gain Two Seats in the United States House of Representatives”**
 - (3) **“Albany County Receives \$4 Million from Congress for Transportation Development”**
 - (4) **“New York State Rejects Federal Regulations on Drug Testing”**
- 12 The change to the direct election of senators, the lowering of the voting age to eighteen, and the establishment of a two-term limit for presidents are all examples of the use of
- (1) judicial review
 - (2) checks and balances
 - (3) executive privilege
 - (4) the amendment process
- 13 One reason the United States Constitution is considered a flexible document is that it
- (1) can be rewritten every ten years
 - (2) allows for the creation of a multiparty political system
 - (3) gives the states the power to change federal laws
 - (4) includes the elastic clause
- 14 Most historians consider Alexander Hamilton to have been a successful Secretary of the Treasury because he
- (1) expanded trade with all nations
 - (2) established a sound financial plan for the new nation
 - (3) eliminated tariffs between the states
 - (4) opposed payment of previous federal government debts
- 15 Which event was most influenced by the principle of Manifest Destiny?
- (1) founding of Jamestown
 - (2) defeat of Britain in the Revolutionary War
 - (3) purchase of Florida
 - (4) acquisition of the Mexican Cession
- 16 During John Marshall’s years as Chief Justice (1801–1835), the Supreme Court increased its powers by
- (1) limiting the spread of slavery in the West
 - (2) expanding the federal supremacy clause of the Constitution
 - (3) joining the president in disputes with Congress
 - (4) staying out of disputes between the two political parties
- 17 “A house divided against itself cannot stand. . . . I do not expect the Union to be dissolved; I do not expect the house to fall; but I do expect it will cease to be divided. It will become all one thing, or all the other. . . .”
- Abraham Lincoln, 1858
- The “divided house” referred to in this speech was caused primarily by
- (1) expansionism
 - (2) war with Mexico
 - (3) slavery
 - (4) the suffrage movement
- 18 What effect did the system of sharecropping have on the South after the Civil War?
- (1) It kept formerly enslaved persons economically dependent.
 - (2) It brought investment capital to the South.
 - (3) It encouraged Northerners to migrate south.
 - (4) It provided for a fairer distribution of farm profits.
- 19 During the late 1800s, industrialization in the United States led to
- (1) the growth of the middle class
 - (2) an overall decline in labor union membership
 - (3) the creation of affirmative action programs
 - (4) a decrease in the use of natural resources
- 20 In the late 19th century, the major argument used by labor union leaders against immigrants was that immigrants
- (1) took jobs from United States citizens
 - (2) contributed little to enrich American life
 - (3) placed financial drains on social services
 - (4) refused to assimilate into American culture

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

**Rural and Urban Populations
in the United States**

| Year | Rural | Urban |
|------|------------|------------|
| 1860 | 25,226,803 | 6,216,518 |
| 1870 | 28,656,010 | 9,902,361 |
| 1880 | 36,059,474 | 14,129,735 |
| 1890 | 40,873,501 | 22,106,265 |
| 1900 | 45,997,336 | 30,214,832 |
| 1910 | 50,164,495 | 42,064,001 |
| 1920 | 51,768,255 | 54,253,282 |

Source: Bureau of the Census

21 Which generalization about population growth is supported by information in this chart?

- (1) For every census listed, rural population exceeded urban population.
- (2) By 1920, more people lived in cities than in rural areas.
- (3) The Civil War significantly slowed the rate of population growth.
- (4) Most urban population growth was due to people migrating from rural areas.

22 A goal of the Granger and Populist movements was to

- (1) expand rights for African Americans
- (2) help western farmers fight unjust economic practices
- (3) provide support for the banking industry
- (4) enable big business to expand without government interference

23 The aim of the Dawes Act of 1887 was to

- (1) restore previously taken land to Native American Indian tribes
- (2) maintain traditional Native American Indian cultures
- (3) assimilate Native American Indians into American culture
- (4) end all governmental contact with Native American Indians

24 The slogan “Eight hours for work, eight hours for sleep, eight hours for what we will” was used in the late 1800s to promote a major goal of

- (1) farmers
- (2) politicians
- (3) industrialists
- (4) organized labor

25 “But today we are raising more than we can consume. Today we are making more than we can use. Today our industrial society is congested; there are more workers than there is work; there is more capital than there is investment. We do not need more money—we need more circulation, more employment. Therefore, we must find new markets for our produce, new occupation for our capital, new work for our labor. . . .”

— Senator Albert J. Beveridge, 1898

This statement provides a reason why political leaders of the late 1800s adopted the policy of

- (1) imperialism
- (2) isolationism
- (3) protectionism
- (4) collective security

26 Muckrakers contributed to the rise of Progressivism in the early years of the 20th century by

- (1) challenging big government and urging a return to past conditions
- (2) exposing widespread corruption in business and government
- (3) writing favorable biographies about wealthy Americans
- (4) aligning themselves with the women’s suffrage movement

27 A significant contribution to the industrialization of the United States was Henry Ford’s development of

- (1) the assembly line
- (2) electric-powered vehicles
- (3) the first holding company
- (4) a new process for making steel

28 Which long-awaited goal of the women’s rights movement was achieved during the Progressive Era?

- (1) right to vote
- (2) right to own property
- (3) equal pay for equal work
- (4) equal access to employment and education

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

One Way Ticket

I am fed up
With Jim Crow laws,
People who are cruel
And afraid,
Who lynch and run,
Who are scared of me
And me of them.
I pick up my life
And take it away
On a one-way ticket
Gone Up North
Gone Out West
Gone!

— Langston Hughes, 1926

29 The author states that he has “Gone” because

- (1) jobs were available in northern industries
- (2) there was no racial prejudice in the West
- (3) farmland was more available in the North
- (4) racial discrimination drove him away

30 During the 1890s, Joseph Pulitzer and William Randolph Hearst used yellow journalism to generate public support for the

- (1) election of Populist Party candidates
- (2) presidential candidacy of William McKinley
- (3) goals of workers in the Pullman strike
- (4) Spanish-American War

31 The treaties signed at the Washington Conference (1921–1922) and the Kellogg-Briand Pact (1928) were efforts to

- (1) limit the spread of military dictatorships
- (2) maintain peace through international agreements
- (3) form new military alliances after World War I
- (4) bring democratic government to eastern Europe

32 Which event represents an expression of nativism during the 1920s?

- (1) trial of John Scopes for teaching evolution
- (2) adoption of a quota system to limit immigration
- (3) Charles Lindbergh’s solo transatlantic flight
- (4) rise in popularity of spectator sports

33 Which statement most accurately describes conditions of American farmers during the economic boom of the mid-1920s?

- (1) Shortages of fertile land and farm equipment lowered farm income.
- (2) Overproduction helped keep farmers from participating in the prosperity of the times.
- (3) Subsidies and other government programs dramatically increased farmers’ incomes.
- (4) Higher prices for farm products resulted in a higher standard of living for farmers.

34 Which economic trend of the 1920s helped cause the Great Depression?

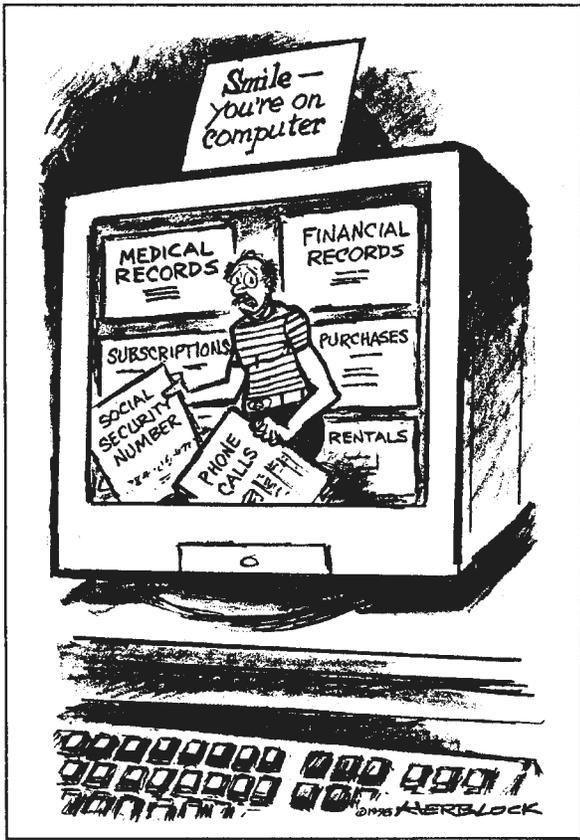
- (1) rising cost of mass-produced goods
- (2) increasing income tax rates
- (3) falling tariff rates
- (4) widening income gap between the rich and the poor

35 The strongest opposition to President Franklin D. Roosevelt’s New Deal programs came from

- (1) western farmers
- (2) business leaders
- (3) factory workers
- (4) recent immigrants

- 36 Which generalization can best be drawn from the experiment with national Prohibition (1919–1933)?
- (1) Social attitudes can make laws difficult to enforce.
 - (2) Americans resent higher taxes.
 - (3) Morality can be legislated successfully.
 - (4) People will sacrifice willingly for the common good.
- 37 The Supreme Court declared some New Deal laws unconstitutional because these laws
- (1) overextended the power of the federal government
 - (2) forced the federal government into heavy debt
 - (3) ignored the rights of minority groups and women
 - (4) failed to solve the problems for which they were intended
- 38 • Cash and Carry (1937)
• Destroyers for Naval Bases Deal (1940)
• Lend-Lease Act (1941)
- Which change in United States foreign policy is demonstrated by the passage of these acts prior to World War II?
- (1) a shift from neutrality toward more direct involvement
 - (2) an effort to become more neutral
 - (3) a movement from isolationism to containment of communism
 - (4) a desire to provide aid to both Allied and Axis powers
- 39 During World War II, many women experienced a change in role in that they
- (1) served in military combat positions
 - (2) worked in jobs formerly held by men
 - (3) controlled most corporations
 - (4) chaired several congressional committees
- 40 In the 1950s, the domino theory was used by President Dwight D. Eisenhower to justify
- (1) sending federal troops into Little Rock, Arkansas
 - (2) United States involvement in Vietnam
 - (3) joining the United Nations
 - (4) opposing Britain and France in the Suez Canal crisis
- 41 “I think it will be a safer world and a better world if we have a strong, healthy United States, Europe, Soviet Union, China, Japan, each balancing the other, not playing one against the other, an even balance.”
- Richard Nixon, 1972
- President Nixon put this idea into practice by
- (1) expanding economic relations with communist nations
 - (2) abandoning his policy of détente
 - (3) declaring an end to the Korean War
 - (4) ending collective security agreements
- 42 What was a major result of the Watergate controversy?
- (1) Presidential veto power was expanded.
 - (2) The president resigned from office.
 - (3) Congressional power was reduced.
 - (4) The Supreme Court was weakened.
- 43 During the Cold War era, the United States and the Soviet Union were hesitant to become involved in direct military conflict mainly because of
- (1) the threat of China to both nations
 - (2) pressure from nonaligned nations
 - (3) the potential for global nuclear destruction
 - (4) mutual dependence on Middle East petroleum
- 44 President Bill Clinton supported the North American Free Trade Agreement (NAFTA) primarily as a way to
- (1) normalize trade relations with Cuba
 - (2) stimulate economic growth in the United States
 - (3) restrict the flow of drugs into the United States
 - (4) increase the United States trade deficit
- 45 The main goal of affirmative action programs is to
- (1) enforce racial segregation laws
 - (2) secure equal voting rights for African Americans
 - (3) provide affordable child care
 - (4) promote economic gains for minorities and women

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



Source: Herblock (adapted)

- 46 The cartoonist is critical of computers mainly because
- (1) important personal records are frequently lost
 - (2) personal information may no longer be private
 - (3) computers are becoming more difficult to use
 - (4) computer technology becomes obsolete too quickly
-
- 47 President Lyndon Johnson’s Great Society programs were similar to Progressive Era programs in that both
- (1) strictly enforced antitrust laws
 - (2) focused on expanding civil rights for African Americans
 - (3) used federal government power to improve social conditions
 - (4) made urban renewal their primary concern
-

Base your answers to questions 48 and 49 on the speakers’ statements below and on your knowledge of social studies.

- Speaker A:* “The use of the bomb shortened the war and saved American lives.”
- Speaker B:* “The United States might have been able to force the Japanese to surrender simply by demonstrating the power of the bomb on a deserted island.”
- Speaker C:* “The use of the bomb was justified because of the Japanese attack on Pearl Harbor.”
- Speaker D:* “In Hiroshima, the bomb instantly incinerated more than 60,000 people. Most were civilians.”

- 48 Which speakers hold the view that using the bomb was an appropriate military action?
- (1) A and B
 - (2) A and C
 - (3) B and C
 - (4) B and D
- 49 These statements most likely were made during the
- (1) Versailles Peace Conference (1919)
 - (2) 1920s
 - (3) Great Depression
 - (4) post-World War II period
-
- 50 Social scientists use the expression “the graying of America” to describe the
- (1) aging of the nation’s population
 - (2) declining political power of older Americans
 - (3) possible failure of the Social Security System
 - (4) increasing number of babies born to older couples

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) **explain** means “to make plain or understandable; to give reasons for or causes of; to show the logical development or relationships 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: Constitutional Principles

United States Supreme Court cases have dealt with a variety of important issues that have affected American society.

Task:

Select **two** Supreme Court cases that have affected American society. For **each** case selected:

- Discuss the historical circumstances of the case
- Explain the Court’s decision in the case
- Discuss the impact of the decision on American society

You may use any example from your study of United States history. Some suggestions you might wish to consider include:

McCulloch v. Maryland (1819) — federal supremacy
Schenck v. United States (1919) — freedom of speech
Korematsu v. United States (1944) — equal protection under the law
Brown v. Board of Education of Topeka (1954) — equal protection under the law
Engel v. Vitale (1962) — separation of church and state
Miranda v. Arizona (1966) — rights of the accused
Roe v. Wade (1973) — right to privacy
Vernonia School District v. Acton (1995) — search and seizure

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 (1–8). The question is designed to test your ability to work with historical documents. Some of the documents have been edited for the purposes of the question. As you analyze the documents, take into account the source of each document and any point of view that may be presented in the document.

Historical Context:

Following World War II, the United States and the Soviet Union emerged as the two superpowers. This created a rivalry between these two nations that became known as the Cold War. While the Cold War affected United States foreign policy, it also had a great effect on United States domestic policy and on 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 how the Cold War affected United States domestic policy and American society

Part A

Short-Answer Questions

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

Document 1

Part I

INVESTIGATION OF APPLICANTS

There shall be a loyalty investigation of every person entering the civilian employment of any department or agency of the executive branch of the Federal Government. . . .

Part V

STANDARDS [for Employment]

Activities and associations of an applicant or employee which may be considered in connection with the determination of disloyalty may include one or more of the following:

Membership in, affiliation with or sympathetic association with any foreign or domestic organization, association, movement, group or combination of persons, designated by the Attorney General as totalitarian, fascist, communist, or subversive, or as having adopted a policy of advocating or approving the commission of acts of force or violence to deny other persons their rights under the Constitution of the United States, or as seeking to alter the form of government of the United States by unconstitutional means. . . .

— Executive Order 9835, President Harry Truman, 1947

1 According to the passage, what was the specific purpose of this executive order? [1]

Score

Document 2



Source: Herblock, *The Washington Post*, 1947 (adapted)

2 What criticism was the cartoonist making of the House Committee on Un-American Activities? [1]

Score

Document 3

| The Most Important Problem Facing the United States 1953–1962 | |
|--|--|
| 1953 | Korean War |
| 1954 | Threat of war |
| 1955 | Working out a peace |
| 1956 | Threat of war |
| 1957 | Keeping out of war |
| 1958 | Economic conditions |
| 1959 | Keeping peace |
| 1960 | Relations with the Soviet Union |
| 1961 | Prices and inflation |
| 1962 | War, peace, and international tensions |

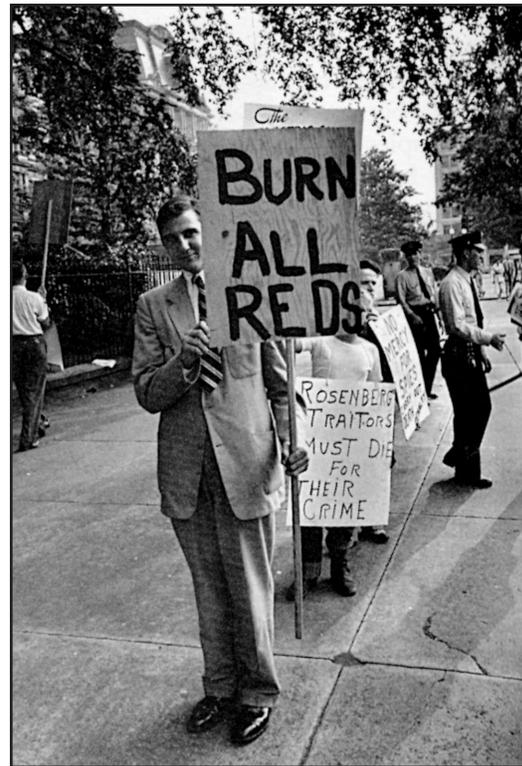
Source: The Gallup Poll of Public Opinion, Vols. 2 and 3,
Random House (adapted)

3 According to these Gallup Poll results, what was the dominant problem in the United States between 1953 and 1962? [1]

Score

Document 4

Reactions to the Trial of Julius and Ethel Rosenberg



Source: Elliot Erwitt, Magnum Photos

4 According to these photographs, what impact did the Rosenberg trial have on American society? [1]

Score

Document 5



Building a Bomb Shelter

Source: Loomis Dean, *Life Magazine*, 1951

5 What does this picture show about the effect of the Cold War on American society? [1]

Score

Sputnik's Effect on Education
in the United States

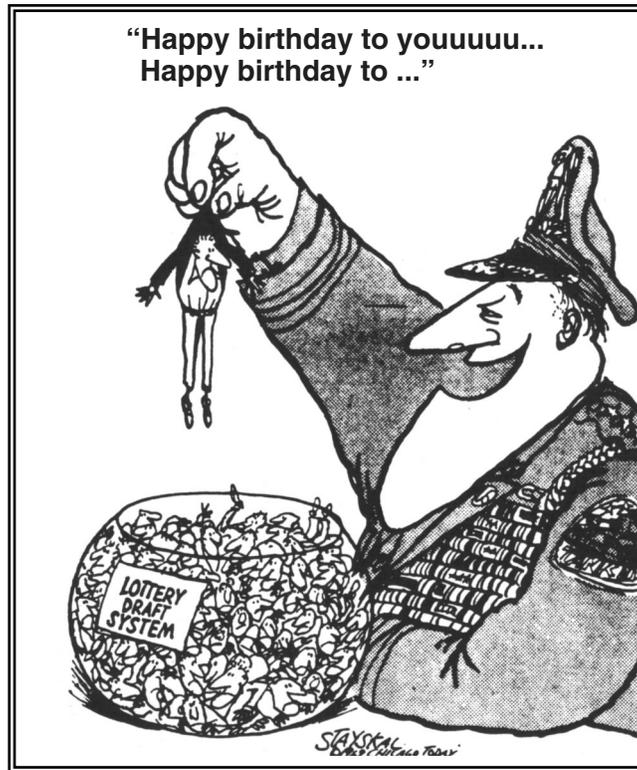


Source: Herblock, *The Washington Post*, 1957(adapted)

6 How did the cartoonist believe education in the United States was affected by the launching of the Soviet satellite, *Sputnik*? [1]

Score

Document 7

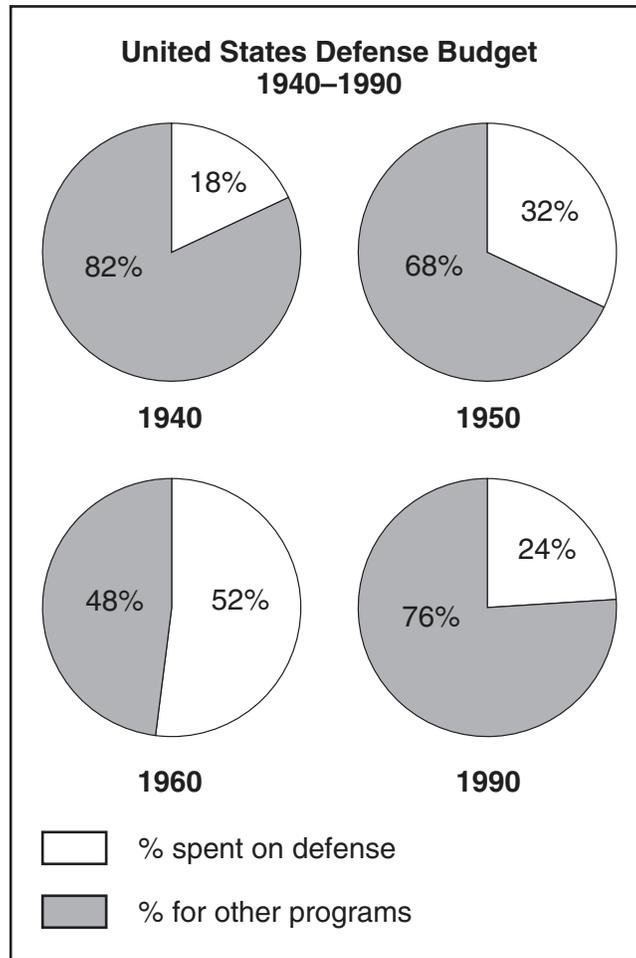


Source: Stayskal, *Chicago Today*

7 According to the cartoonist, how did the Cold War affect American males who were approaching their eighteenth birthday? [1]

Score

Document 8



— *United States Budget, Historical Tables*
Source: <http://w3.access.gpo.gov/usbudget/fy2000> (adapted)

8 According to the graph, how did the Cold War affect the United States defense budget? [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 **five** documents in the body of the essay. Support your response with relevant facts, examples, and details. Include additional outside information.

Historical Context:

Following World War II, the United States and the Soviet Union emerged as the two superpowers. This created a rivalry between these two nations that became known as the Cold War. While the Cold War affected United States foreign policy, it also had a great effect on United States domestic policy and on American society.

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

- Discuss how the Cold War affected United States domestic policy and American society

Guidelines:

In your essay, be sure to:

- Address all aspects of the *Task* by accurately analyzing and interpreting at least **five** 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

REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY AND GOVERNMENT

Wednesday, January 29, 2003 — 1:15 to 4:15 p.m., only

ANSWER SHEET

Male

Female

Student Sex:

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.

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)

Part I

- 1..... 26.....
2..... 27.....
3..... 28.....
4..... 29.....
5..... 30.....
6..... 31.....
7..... 32.....
8..... 33.....
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21..... 46.....
22..... 47.....
23..... 48.....
24..... 49.....
25..... 50.....

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