

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

**UNITED STATES HISTORY
AND GOVERNMENT**

Wednesday, August 13, 2008 — 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 questions. 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.

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

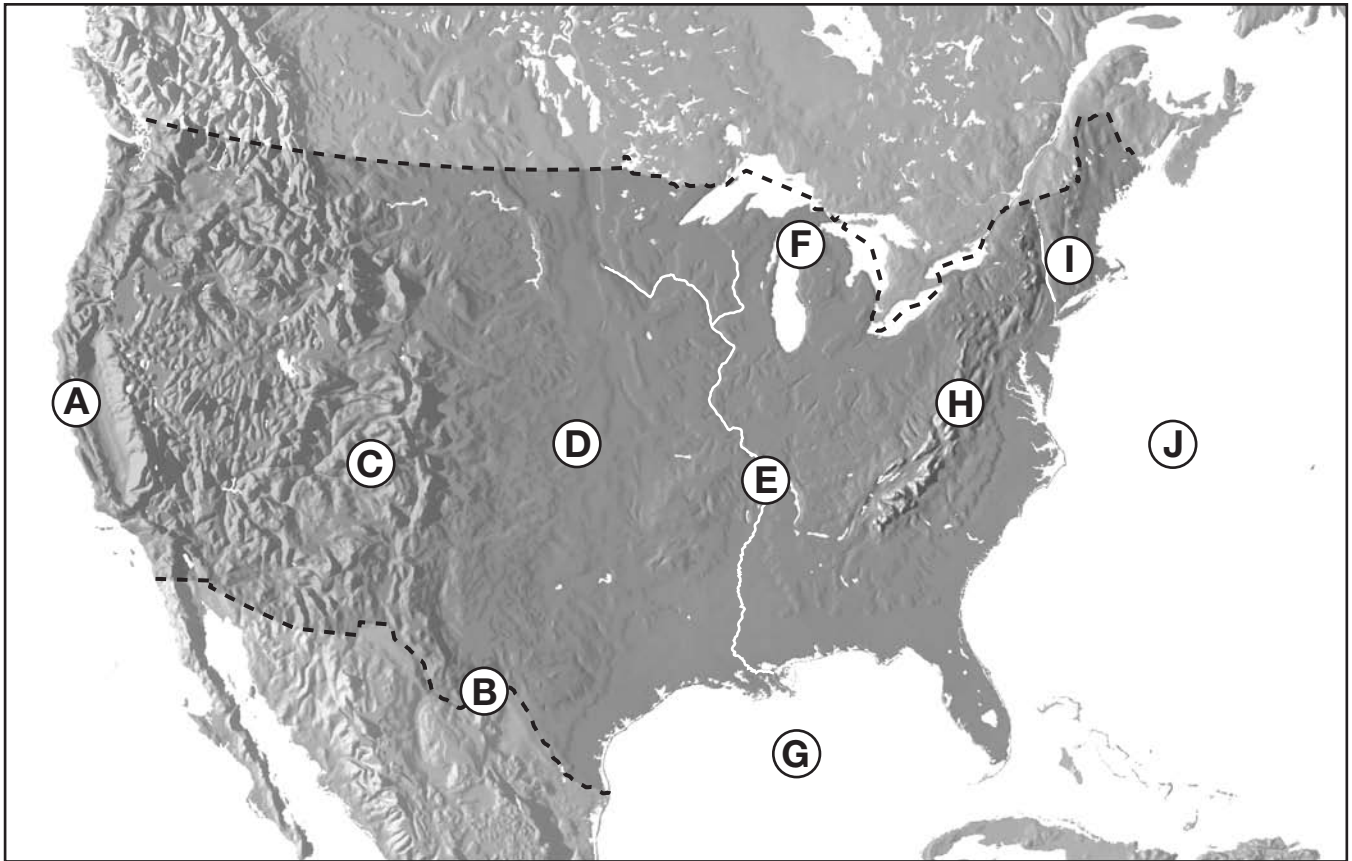
DO NOT OPEN THIS EXAMINATION BOOKLET UNTIL THE SIGNAL IS GIVEN.

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.

Base your answers to questions 1 and 2 on the map below and on your knowledge of social studies. Each letter on the map represents a specific geographic feature.



Source: *Mountain High Maps* (adapted)

1 Which geographic feature most limited the westward movement of American colonists before 1750?

(1) *H*

(2) *I*

(3) *C*

(4) *F*

2 At the end of the Revolutionary War, which geographic feature became the western boundary of the United States?

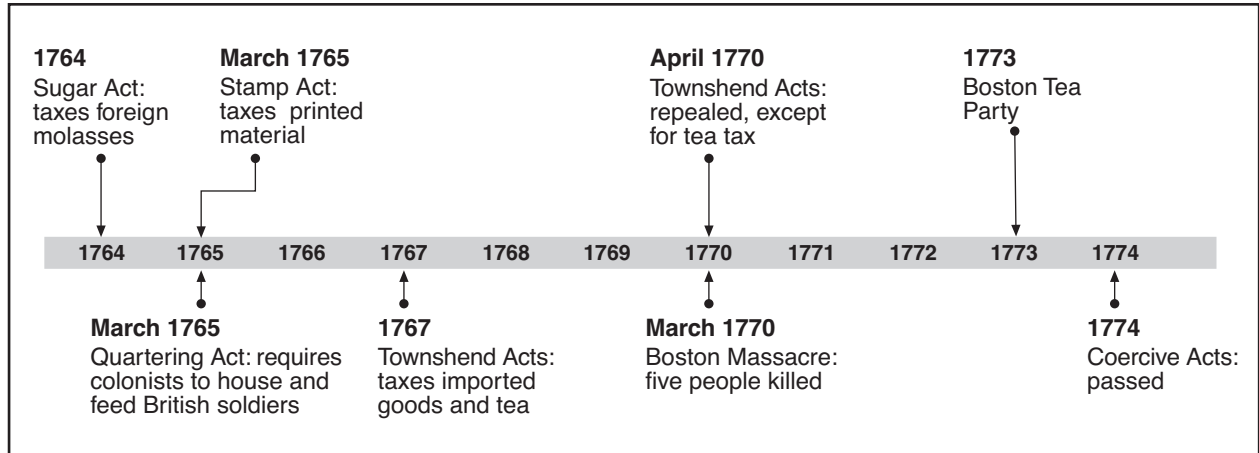
(1) *A*

(2) *B*

(3) *E*

(4) *G*

Base your answer to question 3 on the time line below and on your knowledge of social studies.



3 Which title is most accurate for this time line?

- (1) Forms of Colonial Protest
- (2) Effects of British Navigation Laws
- (3) Causes of the American Revolution
- (4) Abuse of Power by Colonial Legislatures

- 4 The Land Ordinance of 1785 and the Northwest Ordinance of 1787 are considered achievements under the Articles of Confederation because they
- (1) established processes for settling and governing the western territories
 - (2) settled boundary disputes with Great Britain and Spain
 - (3) provided the basic methods of collecting taxes and coining money
 - (4) created a system of state and federal courts

- 5 “The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.”
- United States Constitution, 10th amendment

- This part of the Bill of Rights was intended to
- (1) give the people the right to vote on important issues
 - (2) reduce the rights of citizens
 - (3) limit the powers of the federal government
 - (4) assure federal control over the states

- 6 The creation of the presidential cabinet and political parties are examples of
- (1) the unwritten constitution
 - (2) separation of powers
 - (3) the elastic clause
 - (4) judicial review

- 7 The term *supreme law of the land* refers to which document?
- (1) Fundamental Orders of Connecticut
 - (2) Constitution of the United States
 - (3) Articles of Confederation
 - (4) Declaration of Independence

- 8 Which principle of the United States Constitution is intended to ensure that no one branch of government has more power than another branch?
- (1) checks and balances
 - (2) federalism
 - (3) limited government
 - (4) rule of law

- 9 A geographic and economic motivation for the Louisiana Purchase (1803) was the desire to
- (1) annex California
 - (2) secure land for the Erie Canal
 - (3) control the port of New Orleans
 - (4) own all of the Great Lakes
- 10 The principal goal of the supporters of Manifest Destiny in the 1840s was to
- (1) convince Canada to become part of the United States
 - (2) expand United States territory to the Pacific Ocean
 - (3) build a canal across Central America
 - (4) acquire naval bases in the Caribbean
- 11 The climate and topography of the southeastern United States had a major impact on the history of the United States before 1860 because the region
- (1) became the center of commerce and manufacturing
 - (2) developed as the largest domestic source of steel production
 - (3) was the area in which most immigrants chose to settle
 - (4) provided agricultural products that were processed in the North and in Europe
- 12 Abolitionists in the pre-Civil War period were most likely to support the
- (1) removal of the Cherokee Indians from Georgia
 - (2) passage of the Fugitive Slave Act
 - (3) activities of the Underground Railroad
 - (4) use of popular sovereignty in the territories
- 13 Which Supreme Court decision created the need for a constitutional amendment that would grant citizenship to formerly enslaved persons?
- (1) *Marbury v. Madison*
 - (2) *McCulloch v. Maryland*
 - (3) *Worcester v. Georgia*
 - (4) *Dred Scott v. Sanford*

Base your answer to question 14 on the quotation below and on your knowledge of social studies.

... With malice toward none, with charity for all, with firmness in the right as God gives us to see the right, let us strive on to finish the work we are in, to bind up the nation's wounds, to care for him who shall have borne the battle and for his widow and his orphan, to do all which may achieve and cherish a just and lasting peace among ourselves and with all nations.

— Abraham Lincoln, Second Inaugural Address,
March 4, 1865

- 14 This statement reveals President Lincoln's support for
- (1) a new peace treaty with Great Britain
 - (2) universal male suffrage
 - (3) a fair and generous peace
 - (4) harsh punishment for Confederate leaders
-
- 15 The passage of Jim Crow laws in the South after Reconstruction was aided in part by
- (1) a narrow interpretation of the 14th amendment by the United States Supreme Court
 - (2) a change in the southern economy from agricultural to industrial
 - (3) the growth of Republican-dominated governments in the South
 - (4) the rise in European immigration to the South
- 16 During the late 1800s, pools and trusts were used by big business in an effort to
- (1) increase imports
 - (2) limit competition
 - (3) improve working conditions
 - (4) reduce corporate income taxes
- 17 In the late 1800s, which group most often supported the views of the Populist Party?
- | | |
|--------------------|------------------|
| (1) factory owners | (3) farmers |
| (2) nativists | (4) labor unions |

18 . . . “You are our employers, but you are not our masters. Under the system of government we have in the United States we are your equals, and we contribute as much, if not more, to the success of industry than do the employers.” . . .

— testimony, United States Congress, April 29, 1911

The point of view expressed in the quotation was most likely that of a

- (1) recent immigrant responding to discrimination
- (2) government official campaigning for reelection
- (3) woman demanding the right of suffrage
- (4) labor leader speaking about the rights of workers

19 In the late 1800s and early 1900s, many members of Congress supported legislation requiring literacy tests for immigrants in an attempt to

- (1) stop illegal immigration from Latin America
- (2) provide highly skilled workers for industry
- (3) limit the power of urban political machines
- (4) restrict immigration from southern and eastern Europe

20 **“Hawaiian Planters Urge American Annexation”**
“U.S. and Germany Negotiate for Control of the Samoan Islands”
“U.S. Gains Control of Wake Island and Guam”

Which conclusion can best be drawn from these headlines?

- (1) The Anti-Imperialist League strongly influenced Congress.
- (2) Respect for native cultures motivated United States foreign policy.
- (3) United States territorial expansion increased in the Pacific Ocean.
- (4) Construction of a railroad to Alaska was a major policy goal.

21 The Federal Reserve System was created in 1913 to

- (1) protect endangered species
- (2) reduce tariff rates
- (3) collect income taxes
- (4) regulate the nation’s money supply

22 The initiative and referendum are considered democratic reforms because they

- (1) permit citizens to have a more direct role in lawmaking
- (2) let all registered voters select their state’s presidential electors
- (3) extend the right to vote to 18-year-old citizens
- (4) allow residents of one state to bring lawsuits against residents of another state

23 During the early 1900s, the term *muckrakers* was used to describe

- (1) pacifists who demonstrated against war
- (2) writers who exposed the evils in American society
- (3) newspaper columnists who reported on celebrities
- (4) politicians who criticized Progressive Era presidents

24 President Woodrow Wilson’s policy of strict neutrality during the early years of World War I was challenged by

- (1) German violations of freedom of the seas
- (2) British disrespect for the Roosevelt corollary
- (3) attacks by Mexicans on United States border towns
- (4) the refusal of the League of Nations to supply peacekeepers

25 What was a main result of national Prohibition during the 1920s?

- (1) Respect for the law decreased.
- (2) Woman’s suffrage was restricted.
- (3) Racial prejudice increased.
- (4) Religious tolerance grew.

26 Which foreign policy did Warren G. Harding support when he used the phrase “return to normalcy” during his presidential campaign of 1920?

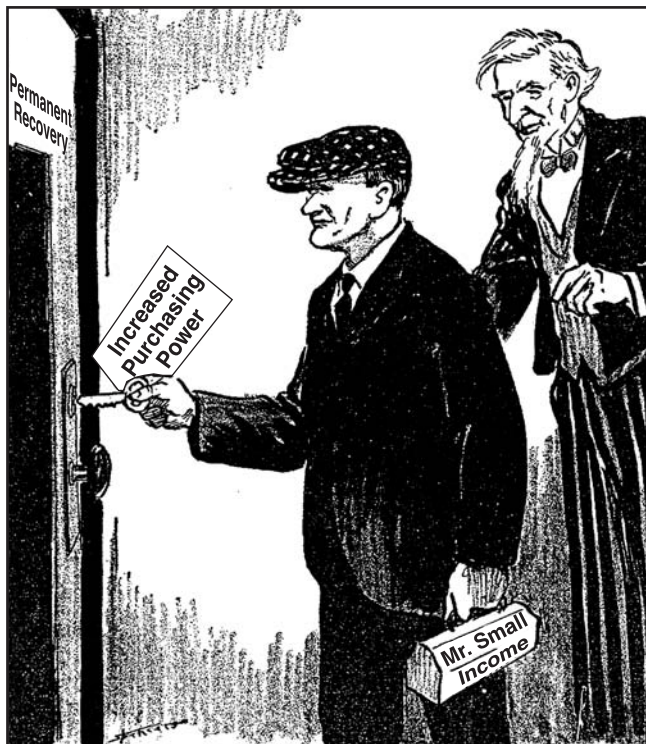
- (1) appeasement
- (2) internationalism
- (3) containment
- (4) isolationism

27 Which event led to the start of the Great Depression?

- (1) Red Scare (1919–1920)
- (2) election of President Herbert Hoover (1928)
- (3) stock market crash (1929)
- (4) passage of the Emergency Banking Act (1933)

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

**Until He Gets the Key the Door
Cannot Be Opened**



“The people in this country whose incomes are less than two thousand dollars a year buy more than two-thirds of the goods sold.”

— President Roosevelt

Source: G. R. Spencer, *Omaha World-Herald*, 1934 (adapted)

28 Based on this cartoon, economic recovery would require

- (1) fewer regulations by the federal government
- (2) increased taxes on the working class
- (3) more money in the hands of lower-income families
- (4) protective tariffs on foreign goods

Base your answers to questions 29 and 30 on the song below and on your knowledge of social studies.

Brother, Can You Spare a Dime?

They used to tell me I was building a dream
And so I followed the mob.
When there was earth to plow or guns to bear,
I was always there, right on the job.
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, I made it run,
Made it race against time.

Once I built a railroad, now it's done —
Brother, can you spare a dime? . . .

Once in khaki suits, gee, we looked swell
Full of that Yankee Doodle-de-dum.
Half a million boots went slogging through hell,
And I was the kid with the drum. . . .

— E. Y. Harburg and J. Gorney, 1932

29 Which statement most accurately expresses the main idea of this song?

- (1) Railroad workers were often overpaid.
- (2) The average wage in 1930 was 10 cents an hour.
- (3) Soldiers never have difficulty finding jobs when they return from war.
- (4) Hard times threaten economic opportunity.

30 Which program was created to deal with the problem identified in this song?

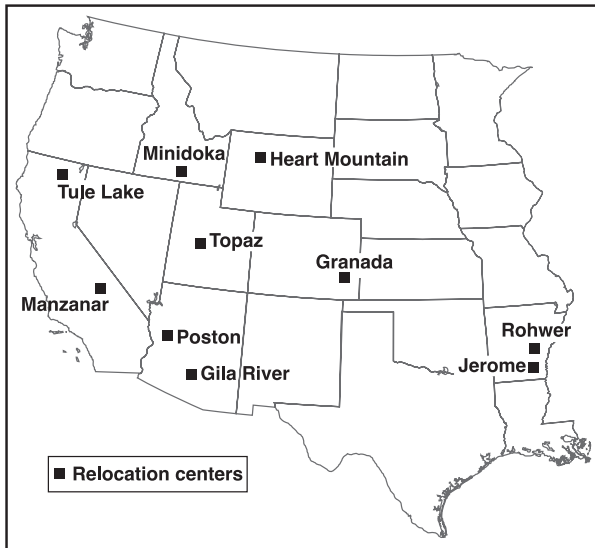
- (1) Interstate Commerce Commission (ICC)
- (2) Works Progress Administration (WPA)
- (3) Federal Trade Commission (FTC)
- (4) Federal Deposit Insurance Corporation (FDIC)

31 President Franklin D. Roosevelt's reelection in 1940 created a controversy that eventually led to

- (1) the Supreme Court declaring the election unconstitutional
- (2) the establishment of presidential term limits
- (3) an effort to increase voter participation
- (4) an attempt to increase the number of Justices on the Supreme Court

Base your answers to questions 32 and 33 on the map below and on your knowledge of social studies.

Relocation Centers for Japanese Americans from the West Coast, 1942–1945



Source: National Park Service, U.S. Department of the Interior (adapted)

32 Which statement is best supported by the information on the map?

- (1) Government officials used abandoned mining towns to house Japanese Americans.
- (2) Western states did not support the decision to create the relocation centers.
- (3) Relocation centers had to be placed near rivers.
- (4) The government considered Japanese Americans a threat to national security.

33 The relocation camps shown on the map were mainly a reaction to the

- (1) Japanese military attack on Pearl Harbor
- (2) capture of Japanese war prisoners
- (3) need to train Japanese Americans for military service
- (4) attacks by Japanese Americans on United States military bases

34 The D-Day invasion in June 1944 was important to the outcome of World War II because it

- (1) opened a new Allied front in Europe
- (2) avoided use of the atomic bomb against civilian targets
- (3) forced Italy to surrender
- (4) stopped Soviet advances in eastern Europe

35 The Marshall Plan (1948–1952) was a United States effort to assist the nations of Europe by

- (1) forming a strong military alliance
- (2) providing economic aid
- (3) sending United States troops to trouble spots
- (4) continuing Lend-Lease aid to the Soviet Union

Base your answers to questions 36 and 37 on the statement below and on your knowledge of social studies.

... But this secret, swift, and extraordinary buildup of Communist missiles—in an area well known to have a special and historical relationship to the United States and the nations of the Western Hemisphere, in violation of Soviet assurances, and in defiance of American and hemispheric policy—this sudden, clandestine [secret] decision to station strategic weapons for the first time outside of Soviet soil—is a deliberately provocative and unjustified change in the status quo which cannot be accepted by this country, if our courage and our commitments are ever to be trusted again by either friend or foe. . . .

— President John F. Kennedy, October 22, 1962

36 This statement is most closely associated with the

- (1) Bay of Pigs invasion
- (2) Cuban missile crisis
- (3) United States-Soviet space race
- (4) nuclear test ban controversy

37 What is a valid conclusion based on this statement?

- (1) Strategic weapons of the United States should be stationed on foreign soil.
- (2) An isolationist foreign policy is the most effective way to preserve peace.
- (3) Presidential attempts were made to end military alliances.
- (4) Geographic location plays an important role in determining foreign policy.

- 38 **“Martin Luther King Jr. Delivers ‘I Have a Dream’ Speech to Civil Rights Demonstrators in D.C.”**
“Rachel Carson Awakens Conservationists with Her Book, *Silent Spring*”
“Cesar Chavez Organizes Migrant Farm Workers”

A valid conclusion based on these headlines is that

- (1) individuals have a great impact on movements for change
- (2) social reforms progress faster with support from big business
- (3) the press discouraged efforts at reform in the 1960s
- (4) mass movements often continue without strong leaders

Base your answers to questions 39 and 40 on the statement below and on your knowledge of social studies.

. . . In 1961, James Farmer orchestrated and led the famous Freedom Rides through the South, which are renowned for forcing Americans to confront segregation in bus terminals and on interstate buses. In the spring of that year, James Farmer trained a small group of freedom riders, teaching them to deal with the hostility they were likely to encounter using nonviolent resistance. This training would serve them well. . . .

— Senator Charles Robb, “A Tribute to an American Freedom Fighter,” U.S. Senate

- 39 The principal goal of the activity described in this statement was to
- (1) achieve racial integration of public facilities
 - (2) encourage change through violent means
 - (3) expand voting rights for African Americans
 - (4) force the president to send military troops into the South
- 40 The activities described in this statement helped lead to
- (1) President Harry Truman’s order to desegregate the military
 - (2) passage of the Civil Rights Act of 1964
 - (3) ratification of the Equal Rights Amendment
 - (4) a decision by the Supreme Court to integrate public schools

- 41 Which term is most commonly used to describe President Richard Nixon’s foreign policy toward the Soviet Union?
- (1) collective security
 - (2) brinkmanship
 - (3) détente
 - (4) neutrality

- 42 Since the 1970s, many people have moved from the Midwest and Northeast to the South, Southwest, and West Coast. This migration has resulted in
- (1) support for increasing the membership of Congress
 - (2) a decrease in immigration from Asia and Latin America
 - (3) increased pressure to eliminate the electoral college
 - (4) some states gaining and others losing seats in the House of Representatives

Base your answer to question 43 on the cartoon below and on your knowledge of social studies.



Source: Dana Summers, *The Orlando Sentinel*, 1999

- 43 Which issue in the United States is the focus of this cartoon?
- (1) poor diets of many older Americans
 - (2) high cost of many medicines
 - (3) increased competition among drug manufacturers
 - (4) government-controlled prices of prescription drugs

Base your answer to question 44 on the cartoon below and on your knowledge of social studies.



Source: Etta Hulme, *The Fort Worth Star-Telegram*, 2004

- 44 The graduating student pictured in this cartoon is confronted by a problem caused in part by
- (1) cheaper foreign labor
 - (2) increasing tariff rates
 - (3) high-cost imports
 - (4) lack of education

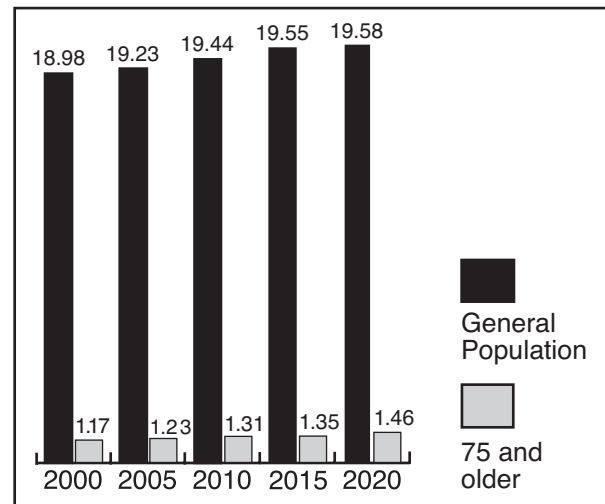
- 45 **“Gasoline Prices Soar in 2008”**
“U.S. Oil Consumption and Imports Continue to Rise”
“OPEC Votes to Reduce Oil Production”

Which conclusion is most clearly supported by these headlines?

- (1) The United States exports more oil than it imports.
- (2) Energy policies are not affected by domestic events.
- (3) The demand for alternative energy sources is declining.
- (4) United States dependence on foreign oil is a major problem.

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

Projected New York State Population
(in millions)



Source: U.S. Bureau of the Census, 2005 (adapted)

- 46 Which generalization about the projected population in New York State is most clearly supported by the information on the graph?
- (1) The death rate will slowly increase by 2020.
 - (2) The number of citizens 75 and older will double by 2020.
 - (3) The number of citizens 75 and older will steadily decline by 2020.
 - (4) The population of both groups shown on the graph will increase by 2020.
- 47 The decision in *Gibbons v. Ogden* (1824) and the decision in *Wabash, St. Louis & Pacific Railroad v. Illinois* (1886) addressed the issue of
- (1) congressional privileges
 - (2) regulation of interstate commerce
 - (3) state taxation of federal property
 - (4) contract rights
- 48 Which economic policy argues that government should limit, as much as possible, any interference in the economy?
- (1) socialism
 - (2) laissez-faire
 - (3) mercantilism
 - (4) protectionism

49 Which pair of Supreme Court cases demonstrates that the Supreme Court can change an earlier decision?

- (1) *Schenck v. United States* and *United States v. Nixon*
- (2) *Korematsu v. United States* and *Miranda v. Arizona*
- (3) *Gideon v. Wainwright* and *Heart of Atlanta Motel v. United States*
- (4) *Plessy v. Ferguson* and *Brown v. Board of Education of Topeka*

50 The disputed elections of 1876 and 2000 were similar because in both contests the

- (1) winner was chosen by a special electoral commission
- (2) states were required to hold a second election
- (3) winner of the popular vote did not become president
- (4) election had to be decided in the House of Representatives

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: Government Role in the Economy

Throughout history, the United States government has taken various actions to address problems with the nation's economy.

Task:

Choose **two** actions that addressed a problem with the nation's economy and for **each**

- Discuss the historical circumstance that led to the action
- Discuss the impact of this action on the economy of the United States

You may use any example from your study of United States history. Some suggestions you might wish to consider include assumption of Revolutionary War debts, building the transcontinental railroad, passage of tariff laws, passage of the Interstate Commerce Act, creation of the Federal Deposit Insurance Corporation, adoption of the Social Security system, passage of federal minimum wage laws, Reagan Era tax cuts, and ratification of the North American Free Trade Agreement (NAFTA).

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 simple restatement of the theme

In developing your answer to Part II, be sure to keep this general definition in mind:

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 this general definition in mind:

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 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:

The automobile has had an important influence on the United States since the early 20th century. Perhaps no other invention has had such a significant impact on production methods, the American landscape, the environment, and American values.

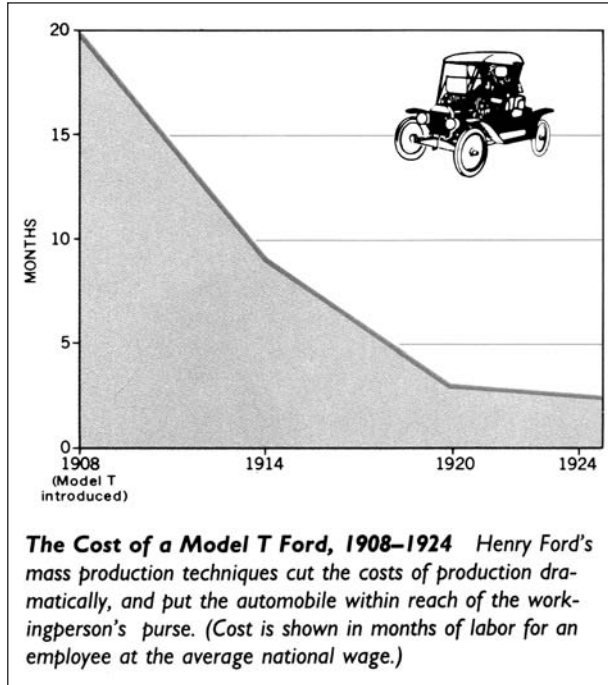
Task: Using information from the documents and your knowledge of United States history, answer the questions that follow each document in Part A. Your answers to the questions will help you write the Part B essay, in which you will be asked to

- Discuss the political, economic, *and/or* social impacts of the automobile on the United States

Part A
Short-Answer Questions

Document 1

Length of Time an Average American Employee Must Work to Purchase a Car



Source: Bailey and Kennedy, *The American Pageant*, D.C. Heath and Company, 1987

- 1 According to Bailey and Kennedy, how did Henry Ford's mass production techniques influence the cost of the automobile? [1]

Score

Document 2

. . . The result [of buying a car] upon the individual is to break down his sense of values. Whether he will or no, he must spend money at every turn. Having succumbed [given in] to the lure of the car, he is quite helpless thereafter. If a new device will make his automobile run smoother or look better, he attaches that device. If a new polish will make it shine brighter, he buys that polish. If a new idea will give more mileage, or remove carbon, he adopts that new idea. These little costs quickly mount up and in many instances represent the margin of safety between income and outgo. The over-plus [surplus] in the pay envelope, instead of going into the bank as a reserve-fund, goes into automobile expense. Many families live on the brink of danger all the time. They are car-poor. Saving is impossible. The joy of security in the future is sacrificed for the pleasure of the moment. And with the pleasure of the moment is mingled the constant anxiety entailed by living beyond one's means. . . .

Source: William Ashdown, "Confessions of an Automobilst," *Atlantic Monthly*, June 1925

2 According to William Ashdown, what were **two** negative impacts of automobile ownership in 1925? [2]

(1) _____

Score

(2) _____

Score

Document 3

. . . Massive and internationally competitive, the automobile industry is the largest single manufacturing enterprise in the United States in terms of total value of products and number of employees. One out of every six U.S. businesses depends on the manufacture, distribution, servicing, or use of motor vehicles. The industry is primarily responsible for the growth of steel and rubber production, and is the largest user of machine tools. Specialized manufacturing requirements have driven advances in petroleum refining, paint and plate-glass manufacturing, and other industrial processes. Gasoline, once a waste product to be burned off, is now one of the most valuable commodities in the world. . . .

Source: National Academy of Engineering, 2000

3 Based on this article, state **two** ways the automobile industry has had an impact on the American economy. [2]

(1) _____

Score

(2) _____

Score

Document 4a

. . . The automobile allowed a completely different pattern. Today there is often a semi-void of residential population at the heart of a large city, surrounded by rings of less and less densely settled suburbs. These suburbs, primarily dependent on the automobile to function, are where the majority of the country's population lives, a fact that has transformed our politics. Every city that had a major-league baseball team in 1950, with the exception only of New York—ever the exception—has had a drastic loss in population within its city limits over the last four and a half decades, sometimes by as much as 50 percent as people have moved outward, thanks to the automobile.

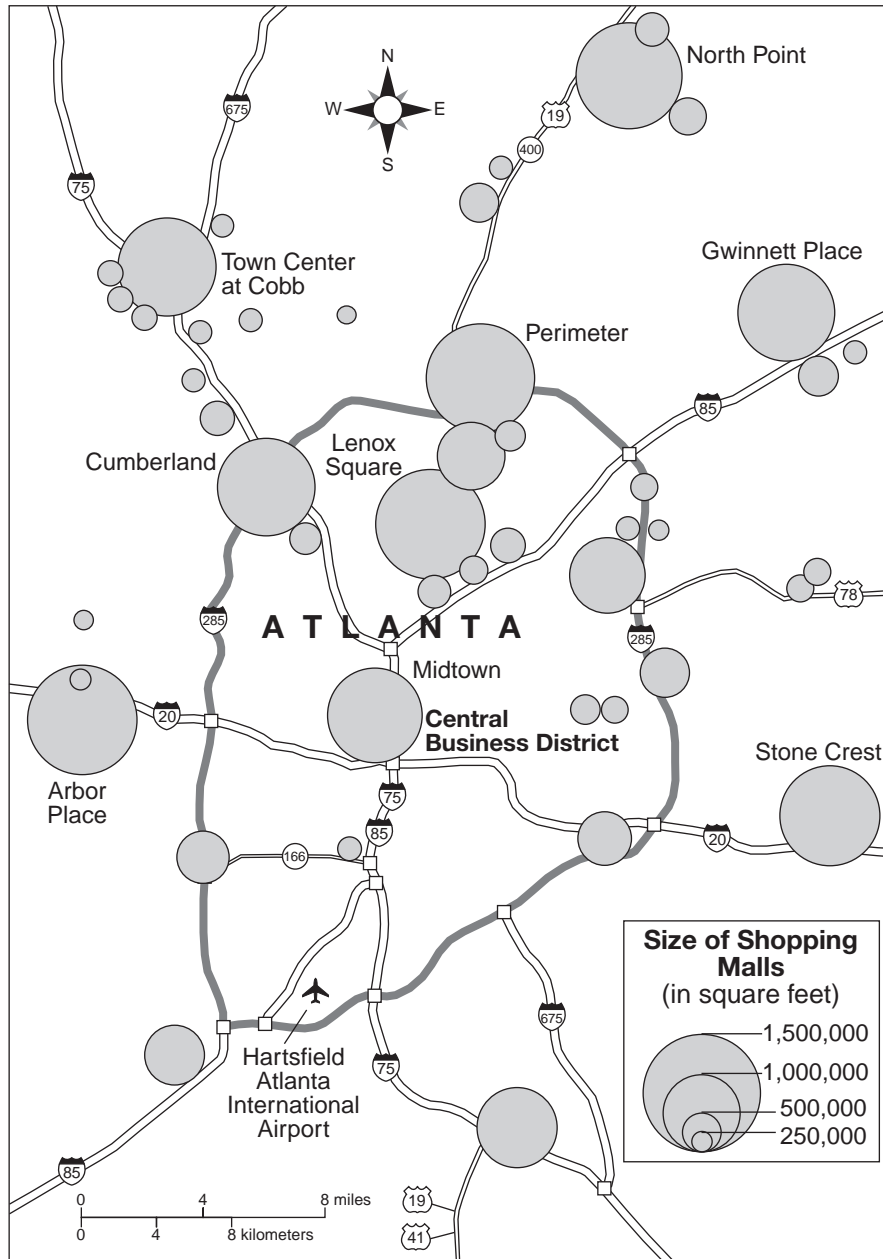
In more recent years the automobile has had a similar effect on the retail commercial sectors of smaller cities and towns, as shopping malls and superstores such as the Home Depot and Wal-Mart have sucked commerce off Main Street and into the surrounding countryside. . . .

Source: John Steele Gordon, "Engine of Liberation," *American Heritage*, November 1996

4a According to John Steele Gordon, what has been **one** impact of the automobile on cities? [1]

Score

Shopping Malls and Interstate Highways in and around the Suburbs of Atlanta, Georgia



Source: James M. Rubenstein, *The Cultural Landscape: An Introduction to Human Geography*, Pearson Prentice Hall, 2005 (adapted)

4b Based on the information on this map, what is **one** impact of the automobile on suburbs? [1]

Score

Document 5

. . . What did the automobile mean for the housewife? Unlike public transportation systems, it was convenient. Located right at her doorstep, it could deposit her at the doorstep that she wanted or needed to visit. And unlike the bicycle or her own two feet, the automobile could carry bulky packages as well as several additional people. Acquisition of an automobile therefore meant that a housewife, once she had learned how to drive, could become her own door-to-door delivery service. And as more housewives acquired automobiles, more businessmen discovered the joys of dispensing with [eliminating] delivery services—particularly during the Depression. . . .

Source: Ruth Schwartz Cowan, "Less Work for Mother?," *American Heritage*, September/October 1987

- 5 According to Ruth Schwartz Cowan, what was **one** way life changed for the American housewife as a result of the automobile? [1]

Score

Document 6

The Influence of the Automobile, 1923–1960 (Selected Years)

- 1923** Country Club Plaza, the first shopping center, opens in Kansas City.
- 1924** In November, 16,833 cars cross the St. John’s River into Florida, the beginning of winter motor pilgrimages to Florida.
- 1930** Census data suggest that southern cities are becoming more racially segregated as car-owning whites move to suburbs that have no public transportation.
King Kullen, first supermarket, Queens, New York City. Supermarkets are an outgrowth of the auto age, because pedestrians cannot carry large amounts of groceries home.
- 1932** One-room rural schools decline because school districts operate 63,000 school buses in the United States.
- 1956** Car pools enable Montgomery, Alabama, blacks [African Americans] to boycott successfully the local bus company, beginning the modern civil rights movement.
National Defense and Interstate Highway Act passed. President Eisenhower argues: “In case of atomic attack on our cities, the road net [network] must allow quick evacuation of target areas.”
- 1957** Sixty-six-year-old gas station operator Harlan Sanders, facing bankruptcy because the interstate has bypassed him, decides to franchise his Kentucky Fried Chicken restaurant.
- 1960** Organization of Petroleum Exporting Countries (OPEC) formed.

Source: Clay McShane, *The Automobile: A Chronology of Its Antecedents, Development, and Impact*, Greenwood Press, 1997 (adapted)

6a According to Clay McShane, what were **two** economic impacts of the automobile on the United States? [2]

(1) _____

Score

(2) _____

Score

b According to Clay McShane, what was **one** impact of the automobile on race relations in the United States? [1]

Score

Document 7

Minor disruptions have begun to appear in the world oil trade in the wake of the renewal of hostilities between the Arabs and the Israelis, and industry executives and Government officials in many countries are waiting to see whether the Arab states will make a serious attempt to use oil as a weapon in the conflict or any political confrontation that follows. The Egyptians are reported to have attacked Israeli-held oil fields in the occupied Sinai, and if true it would be the most ominous event so far in the oil situation. It would be the first direct attack by either side on oil production facilities in any of the conflicts thus far. If the Israelis retaliate it could mean major disruptions of supplies. . . .

Source: William D. Smith, "Conflict Brings Minor Disruptions in Oil Industry: Arab States' Moves Studied for Clues to Intentions," *New York Times*, October 9, 1973

- 7 According to William D. Smith, what could be **one** impact of the conflicts in the Middle East on the United States? [1]

Score

Document 8

WASHINGTON, July 17—President Reagan, appealing for cooperation in ending the "crazy quilt of different states' drinking laws," today signed legislation that would deny some Federal highway funds to states that keep their drinking age under 21.

At a ceremony in the White House Rose Garden, Mr. Reagan praised as "a great national movement" the efforts to raise the drinking age that began years ago among students and parents.

"We know that drinking, plus driving, spell death and disaster," Mr. Reagan told visitors on a sweltering afternoon. "We know that people in the 18-to-20 age group are more likely to be in alcohol-related accidents than those in any other age group."

Mr. Reagan indirectly acknowledged that he once had reservations about a measure that, in effect, seeks to force states to change their policies. In the past, Mr. Reagan has taken the view that certain matters of concern to the states should not be subject to the dictates of the Federal Government.

But in the case of drunken driving, Mr. Reagan said, "The problem is bigger than the individual states." . . .

Source: Steven R. Weisman, "Reagan Signs Law Linking Federal Aid to Drinking Age," *New York Times*, July 18, 1984

- 8 According to Steven R. Weisman, what was **one** reason President Reagan signed the law linking federal highway funds to the drinking age? [1]

Score

Document 9

. . . After a long and bitter debate, lawmakers in California today [July 2, 2002] passed the nation's strongest legislation to regulate emissions of the main pollutant that can cause warming of the planet's climate, a step that would require automakers to sell cars that give off the least possible amount of heat-trapping gases. . . .

California is the largest market for automobiles in the United States, as well as the state with more serious air pollution problems than any other. Under federal clean air legislation, the state's air quality regulators are allowed to set standards for automobile pollution that are stricter than those imposed by federal law. In the past, many other states have followed California's lead in setting pollution rules on vehicles, and ultimately American automakers have been forced to build cars that meet California's standards and to sell them nationwide. . . .

Source: John H. Cushman Jr., "California Lawmakers Vote to Lower Auto Emissions,"
New York Times, July 2, 2002

9 According to John H. Cushman Jr., what is **one** impact of the automobile on the United States? [1]

Score

Part B

Essay

Directions: Write a well-organized essay that includes an introduction, several paragraphs, and a conclusion. Use evidence from *at least five* documents in the body of the essay. Support your response with relevant facts, examples, and details. Include additional outside information.

Historical Context:

The automobile has had an important influence on the United States since the early 20th century. Perhaps no other invention has had such a significant impact on production methods, the American landscape, the environment, and American values.

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

- Discuss the political, economic, *and/or* social impacts of the automobile on the United States

Guidelines:

In your essay, be sure to

- Develop all aspects of the task
- Incorporate information from *at least five* 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

UNITED STATES HISTORY AND GOVERNMENT

Wednesday, August 13, 2008 — 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.

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)

1.....	26.....
2.....	27.....
3.....	28.....
4.....	29.....
5.....	30.....
6.....	31.....
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8.....	33.....
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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

REGENTS EXAM IN U.S. HISTORY AND GOVERNMENT

Tear Here

Tear Here