

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

**UNITED STATES HISTORY  
AND GOVERNMENT**

**Thursday, January 28, 2010 — 9:15 a.m. to 12:15 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 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.**

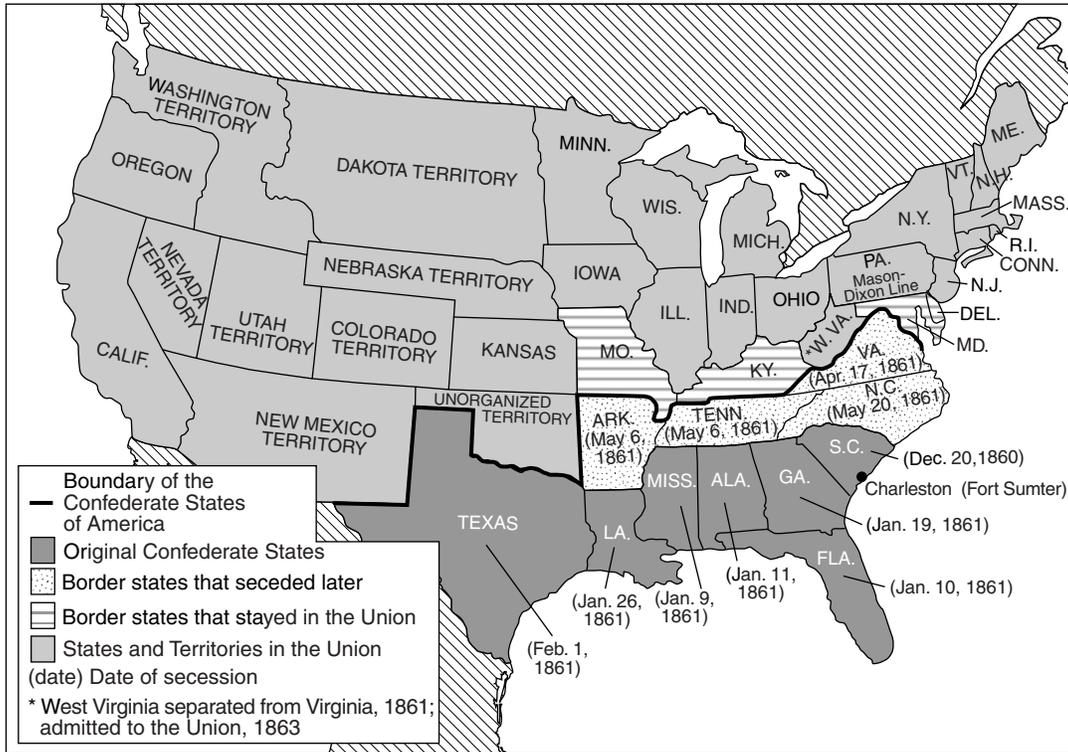
## Part I

### 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.

- 1 In which area did good harbors, abundant forests, rocky soil, and a short growing season most influence the colonial economy?
  - (1) Southern colonies
  - (2) Middle Atlantic region
  - (3) Northwest Territory
  - (4) New England colonies
- 2 The Mayflower Compact and the Virginia House of Burgesses are most closely associated with
  - (1) abuses by absolute monarchs
  - (2) establishment of religious toleration
  - (3) steps toward colonial self-government
  - (4) adoption of universal suffrage
- 3 The authors of the Declaration of Independence used the phrase “Life, Liberty and the pursuit of Happiness” to identify
  - (1) natural rights
  - (2) legal rights
  - (3) States rights
  - (4) economic rights
- 4 In order to win ratification of the United States Constitution, supporters agreed to
  - (1) add a bill of rights
  - (2) admit new states to the Union
  - (3) establish an electoral college
  - (4) give the Senate the power to ratify treaties
- 5 Which action did Alexander Hamilton support during the 1790s?
  - (1) restrictions on trade with England
  - (2) distribution of free land
  - (3) creation of the national bank
  - (4) elimination of the whiskey tax
- 6 Which power did the United States Supreme Court gain through the Court’s decision in *Marbury v. Madison*?
  - (1) judicial review
  - (2) hearing appeals from lower federal courts
  - (3) deciding cases involving two or more states
  - (4) judicial independence through lifetime appointments
- 7 One way in which the Kentucky and Virginia Resolutions (1798) and the South Carolina Ordinance of Nullification (1832) are similar is that each
  - (1) claimed that individual states have the right to interpret federal laws
  - (2) formed part of the unwritten constitution
  - (3) supported the federal government’s power to declare war
  - (4) provided a way for new states to enter the Union
- 8 During the early 1800s, which factor contributed the most to the start of the Industrial Revolution in the United States?
  - (1) a restriction on European immigration
  - (2) the end of the slave labor system
  - (3) an abundance of natural resources
  - (4) the availability of electricity
- 9 A primary goal of the Monroe Doctrine (1823) was to
  - (1) prevent European intervention in Latin America
  - (2) create an opportunity for the annexation of Canada
  - (3) protect the site of a canal across Central America
  - (4) help European nations establish new Western Hemisphere colonies
- 10 What was an immediate effect of the completion of the Erie Canal in 1825?
  - (1) Prices increased for food products along the Atlantic Coast.
  - (2) Farmers could more easily ship grain to eastern markets.
  - (3) A territorial conflict began with Canada over the Great Lakes.
  - (4) Railroads were forced to reduce their shipping rates.

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



Source: John M. Blum et al., *The National Experience: A History of the United States*, Harcourt Brace Jovanovich, 1981 (adapted)

11 What is the most accurate title for this map?

- (1) Closing the Frontier
- (2) Results of Reconstruction
- (3) A Nation Divided
- (4) Compromise of 1850

12 The Supreme Court ruling in *Dred Scott v. Sanford* (1857) helped to increase sectional conflict because the decision

- (1) denied Congress the power to regulate slavery in the territories
- (2) allowed for the importation of enslaved persons for ten years
- (3) prohibited slavery in lands west of the Mississippi River
- (4) gave full citizenship to all enslaved persons

13 In 1862, the Homestead Act and the Pacific Railway Act were passed primarily to

- (1) achieve Northern victory in the Civil War
- (2) develop the Midwest and western parts of the country
- (3) improve the lives of freed slaves
- (4) expand overseas markets to Asia and Europe

14 Following the Civil War, fewer immigrants settled in the South because

- (1) most of the new arrivals chose to settle on the Great Plains
- (2) freedmen had been given most of the available farmland in the South
- (3) jobs were more plentiful for immigrants on the West Coast
- (4) more factories that employed unskilled laborers were located in the North

15 The most direct effect of poll taxes and literacy tests on African Americans was to

- (1) prevent them from voting
- (2) limit their access to public facilities
- (3) block their educational opportunities
- (4) deny them economic advancements

- 16 During the late 1800s, what was a major effect of industrialization on workers in the United States?
- (1) Membership in labor unions declined.
  - (2) Workers migrated to rural regions.
  - (3) Most factory jobs became service industry jobs.
  - (4) Skilled craftsmen were replaced by semiskilled machine operators.

Base your answers to questions 17 and 18 on the speakers' statements below and on your knowledge of social studies.

*Speaker A:* Feeding and clothing the poor is a mistake. Just as nature weeds out unfit members, a capitalist society should be allowed to do the same.

*Speaker B:* To provide for the common good and protect the people, the government should pass laws to prevent the sale of alcohol.

*Speaker C:* To promote economic growth, the government should expand United States markets overseas.

*Speaker D:* Since transportation is a public necessity, the government should own and operate the railroads in the public interest.

- 17 Which speaker would most likely support the theory of Social Darwinism?
- |       |       |
|-------|-------|
| (1) A | (3) C |
| (2) B | (4) D |
- 18 Which third party held beliefs most similar to those expressed by *Speaker D*?
- |                  |                |
|------------------|----------------|
| (1) Know-Nothing | (3) Populist   |
| (2) Greenback    | (4) Bull Moose |

- 19 During the late 1800s, presidents and governors most often used military force during labor-management conflicts as a way to
- (1) support industrialists and end strikes
  - (2) make employers sign collective bargaining agreements
  - (3) protect workers from the private armies of employers
  - (4) replace striking factory workers with soldiers

- 20 Between 1880 and 1920, the majority of the "new" immigrants to the United States came from
- (1) northern and western Europe
  - (2) southern and eastern Europe
  - (3) Canada and Latin America
  - (4) China and Southeast Asia

- 21 Which factor is most closely associated with the decision of the United States to declare war on Spain in 1898?
- (1) isolationist policy
  - (2) labor union pressure
  - (3) yellow journalism
  - (4) unrestricted submarine warfare

- 22 A major purpose of President Woodrow Wilson's Fourteen Points (1918) was to
- (1) ask Congress to enter World War I
  - (2) set goals for achieving peace after World War I
  - (3) provide an aid program for rebuilding war-torn nations
  - (4) retaliate for the sinking of the *Lusitania*

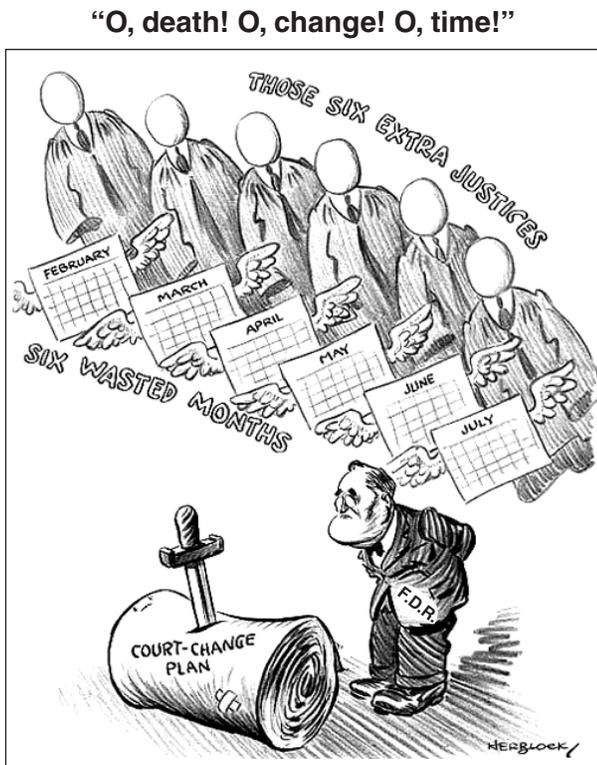
- 23 The "clear and present danger" doctrine established in *Schenck v. United States* (1919) concerned the issue of
- (1) freedom of speech
  - (2) the right to bear arms
  - (3) the right to an attorney
  - (4) separation of church and state

- 24 Why did many United States farmers fail to benefit from the economic prosperity of the 1920s?
- (1) No technological advances were made in agriculture.
  - (2) Levels of farm production declined.
  - (3) Farm exports were heavily taxed.
  - (4) Agricultural goods were overproduced.

- 25 The Scopes trial of the 1920s dealt with a conflict between
- (1) communism and capitalism
  - (2) Protestants and Catholics
  - (3) science and religion
  - (4) labor and management

- 26 Which economic factor contributed most directly to the start of the Great Depression?
- (1) low worker productivity
  - (2) high income taxes
  - (3) decreasing tariff rates
  - (4) buying stocks on margin

Base your answer to question 27 on the cartoon below and on your knowledge of social studies.



Source: Herblock, *NEA Service*, 1937 (adapted)

- 27 Which constitutional principle is illustrated in this cartoon?
- (1) federalism
  - (2) checks and balances
  - (3) States rights
  - (4) executive privilege
- 
- 28 What was a guiding principle of the New Deal economic policies?
- (1) Pro-business tax breaks would solve the problems associated with urban poverty.
  - (2) Antitrust legislation would destroy the free market economy of the United States.
  - (3) Rugged individualism must be allowed to solve social inequality.
  - (4) Government must assume more responsibility for helping the poor.

- 29 The Neutrality Acts of 1935 and 1937 were intended to
- (1) enforce the policies of the League of Nations
  - (2) stimulate economic growth in the United States
  - (3) avoid the policies that drew the nation into World War I
  - (4) support the use of peacekeeping troops in Europe
- 30 What was a primary goal of Franklin D. Roosevelt, Winston Churchill, and Joseph Stalin when they met at the Yalta Conference in 1945?
- (1) setting up postwar aid for Great Britain
  - (2) sharing the development of atomic weapons
  - (3) protecting the colonial empires of the warring nations
  - (4) settling major wartime issues of the Allied powers
- 31 What effect did the end of World War II have on American women who worked in defense industries during the war?
- (1) They were invited to join labor unions.
  - (2) Their jobs were taken by returning servicemen.
  - (3) Their wages were increased to match those of male workers.
  - (4) Their contributions were rewarded by the government.
- 32 The war crimes trials in Nuremberg and Tokyo following World War II established the concept that
- (1) nations could be made to pay for wartime damages
  - (2) pardons should be granted to all accused war criminals
  - (3) those convicted should be given shorter sentences than ordinary criminals
  - (4) individuals could be held accountable for their actions in a war
- 33 In the 1960s, which issue was the focus of the Supreme Court decisions in *Mapp v. Ohio*, *Gideon v. Wainwright*, and *Miranda v. Arizona*?
- (1) freedom of the press
  - (2) racial segregation
  - (3) rights of the accused
  - (4) interstate commerce

Base your answers to questions 34 and 35 on the passage below and on your knowledge of social studies.

“This Government, as promised, has maintained the closest surveillance of the Soviet Military buildup on the island of Cuba. Within the past week, unmistakable evidence has established the fact that a series of offensive missile sites is now in preparation on that imprisoned island. The purpose of these bases can be none other than to provide a nuclear strike capability against the Western Hemisphere. . . .”

— President John F. Kennedy, October 22, 1962

34 Which action did President Kennedy take following this statement?

- (1) urging Allied forces to remove Soviet weapons from Cuba
- (2) ordering a naval quarantine of Cuba
- (3) breaking off diplomatic relations with the Soviet Union
- (4) asking the United Nations to stop grain shipments to the Soviet Union

35 The crisis described in this passage was resolved when

- (1) Cuba became a capitalist nation
- (2) the United States seized control of Cuba
- (3) Soviet Premier Nikita Khrushchev met with President Kennedy
- (4) the Soviet Union withdrew its missiles from Cuba

36 President Richard Nixon’s foreign policy of détente was an attempt to

- (1) resolve Middle East conflicts
- (2) improve relations with the Soviet Union
- (3) defend United States interests in Latin America
- (4) increase the power of the United Nations Security Council

37 Which action did President Gerald Ford take in an attempt to end the national controversy over the Watergate affair?

- (1) pardoning Richard Nixon
- (2) declaring a war on poverty
- (3) declining to run for reelection
- (4) asking Congress to impeach Richard Nixon

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



Source: Bill Mauldin, *Chicago Sun-Times*, 1975

38 In the 1970s, many women’s rights advocates reacted to the situation shown in the cartoon by

- (1) rejecting the provisions of Title IX
- (2) opposing affirmative action programs
- (3) demanding the right to vote in all elections
- (4) supporting the Equal Rights Amendment to the Constitution

- 39 President Jimmy Carter's decision to pardon Vietnam War draft evaders who had fled to Canada is an example of the president's role as
- (1) chief diplomat                      (3) chief executive  
 (2) head of party                        (4) world leader
- 40 The United States Congress can check the executive branch of government by
- (1) appointing ambassadors  
 (2) overriding vetoes  
 (3) nominating judges  
 (4) declaring laws unconstitutional

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

**Number of Americans Age 85 and Older**

Year	(in millions)
1900	0.1
1950	0.6
1960	0.9
2000	4.2
2010*	6.1
2020*	7.3

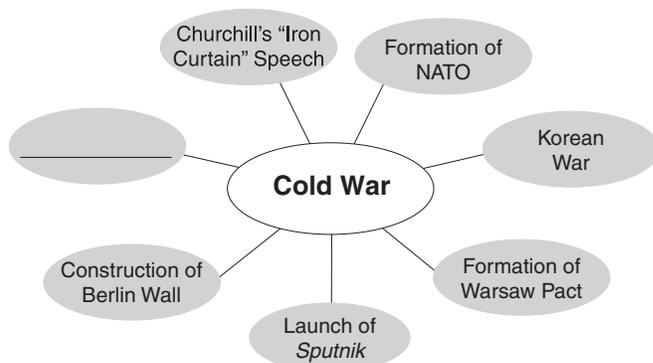
\*Projected

Source: Federal Interagency Forum on Aging-Related Statistics

- 41 Which statement is most clearly supported by the information in the chart?
- (1) Elderly men outnumber elderly women.  
 (2) In 1960, more than 10 percent of Americans were age 85 or older.  
 (3) The number of Americans living past the age of 85 is increasing.  
 (4) In 1900, only 1 million Americans were age 85.
- 

- 42 What is one reason for the increases in worldwide oil prices since the 1970s?
- (1) construction of the Trans-Alaska oil pipeline  
 (2) political unrest in the Middle East  
 (3) promotion of conservation efforts by United States oil companies  
 (4) doubling of tariffs on oil imports by the United States government
- 43 The United States has had a trade deficit over the past two decades because the nation
- (1) imposed protective tariffs on imports  
 (2) placed high taxes on exports  
 (3) refused to enter international free trade agreements  
 (4) imported more goods than it exported

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



- 44 Which event best completes this graphic organizer?
- (1) Vietnam War                      (3) Persian Gulf War  
 (2) Holocaust                         (4) D-Day invasion
-

Base your answer to question 45 on the cartoon below and on your knowledge of social studies.

### SUPREME COURT NOMINEE



Source: Joe Heller, *Green Bay Press-Gazette*, July 20, 2005 (adapted)

45 What is the main idea of this cartoon?

- (1) The president is responsible for helping hurricane victims.
- (2) Members of the Supreme Court can often ignore political issues.
- (3) Nominating a justice to the Supreme Court often creates controversy.
- (4) The Constitution should be amended so that Supreme Court Justices are elected.

46 Radical Republicans' passage of the Civil War amendments, President Theodore Roosevelt's Square Deal, and President Lyndon Johnson's Great Society programs were all attempts to

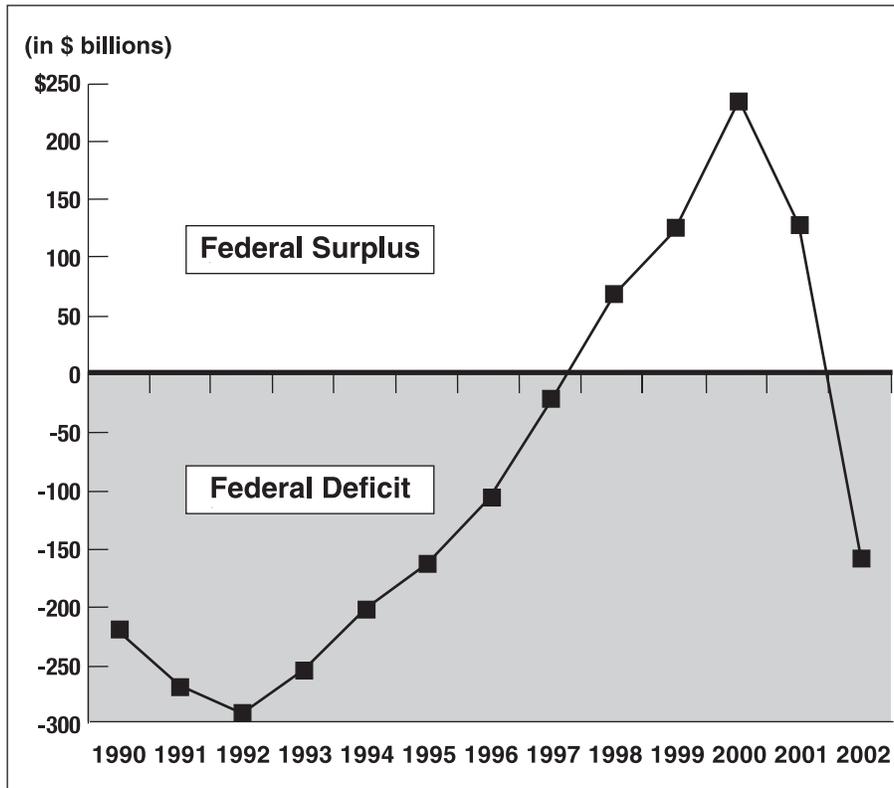
- (1) promote the theory of laissez-faire
- (2) improve society through government action
- (3) reduce the economic role of government
- (4) increase the influence of large corporations

47 One way in which the Pearl Harbor attack of December 7, 1941, and the attacks of September 11, 2001, are similar is that both led to

- (1) increasing isolation
- (2) the creation of a military draft
- (3) the impeachment of the president
- (4) major changes in United States foreign policy

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

**Federal Budget Deficits and Surpluses  
(1990–2002)**



Source: CQ Researcher, 2003 (adapted)

48 Which statement about the federal budget is most clearly supported by the information in the graph?

- (1) The budget was balanced throughout most of the 1990s.
- (2) The budget surplus began declining in 1998.
- (3) The budget deficit became smaller between 1992 and 1997.
- (4) The budget deficit remained unchanged between 1992 and 2000.

49 The passage of the Alien and Sedition Acts in 1798, the McCarthy hearings in the 1950s, and the passage of the USA Patriot Act in 2001 created controversy because they

- (1) required large sums of money to enforce
- (2) raised questions about the protection of civil liberties
- (3) created alliances with foreign governments
- (4) limited the power of the executive branch

50 The policy of Dollar Diplomacy, the Good Neighbor policy, and the Alliance for Progress were designed to

- (1) increase United States influence in Latin America
- (2) open trade with Southeast Asia
- (3) maintain peace with European nations
- (4) provide foreign aid to African nations

**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: Individuals, Groups, Institutions — Writing and Reform**

Throughout United States history, individuals have used writing as a way to focus attention on issues facing the American people. To resolve the issues raised in these writings, actions have been taken by the government, groups, or individuals.

#### **Task:**

Select **two** pieces of writing that have focused attention on issues facing American society and for **each**

- Describe the historical circumstances surrounding the issue addressed by the author
- Discuss an action taken by the government *or* a group *or* an individual in response to the issue raised by the author

You may use any piece of writing from your study of United States history that focuses attention on an issue facing American society. Some suggestions you might wish to consider include *Common Sense* by Thomas Paine (1776), *Uncle Tom's Cabin* by Harriet Beecher Stowe (1852), *How the Other Half Lives* by Jacob Riis (1890), *The Jungle* by Upton Sinclair (1906), "I, Too, Sing America" by Langston Hughes (1925), *The Other America* by Michael Harrington (1962), *Silent Spring* by Rachel Carson (1962), *The Feminine Mystique* by Betty Friedan (1963), and "Letter from Birmingham Jail" by Dr. Martin Luther King Jr. (1963).

**You are *not* limited to these suggestions.**

#### **Guidelines:**

##### **In your essay, be sure to**

- Develop all aspects of the task
- Support the theme with relevant facts, examples, and details
- Use a logical and clear plan of organization, including an introduction and a conclusion that are beyond a restatement of the theme

**In developing your answer, be sure to keep these general definitions in mind:**

- (a) **describe** means "to illustrate something in words or tell about it"
- (b) **discuss** means "to make observations about something using facts, reasoning, and argument; to present in some detail"

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:

From colonial times to the present, water has played an important role in the history of the nation. Water resources such as rivers, lakes, oceans, canals, natural harbors, and abundant ground water have influenced the political and economic development of the United States in a number of ways. These ways included exploration and settlement, expansion westward and into the Pacific, agricultural and industrial development, migration patterns, and environmental concerns.

**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 influence of water on the development of the United States

## Part A

### Short-Answer Questions

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

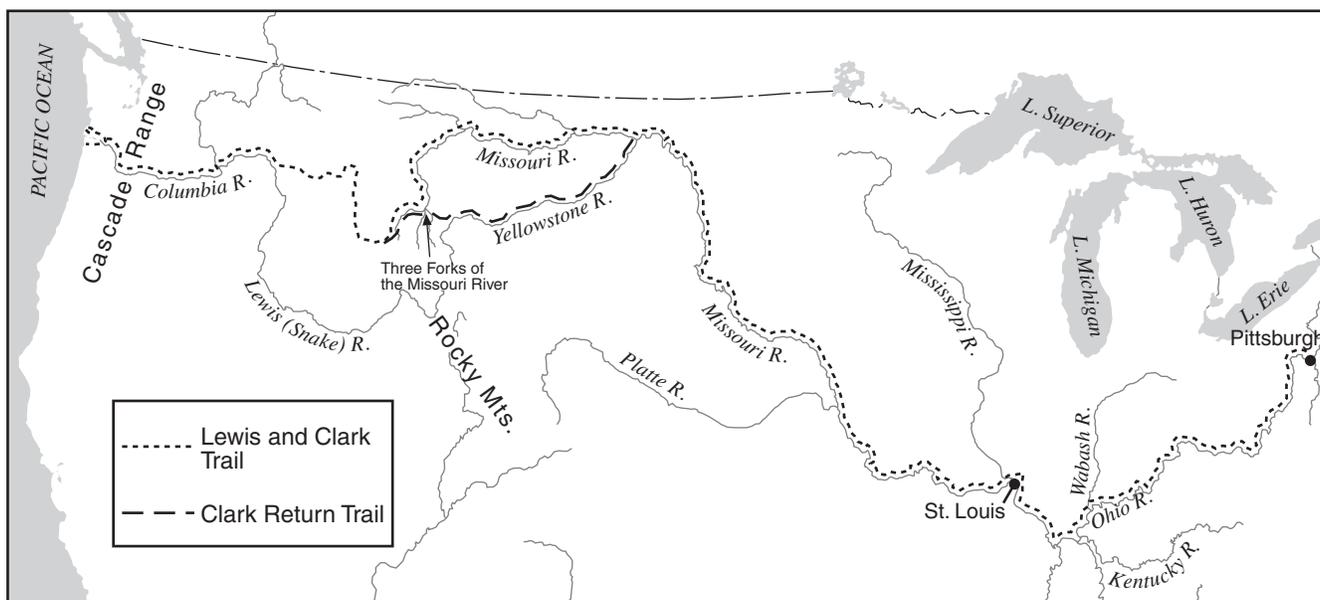
#### Document 1a

. . . Nearness to the ocean and to navigable streams as well as local factors of site governed the location of the nucleuses [settlements] at and about which the initial footholds on the Atlantic seaboard were made. How well these elements were recognized by the colonizing agencies early determined success or failure. The James, Potomac, Delaware, Hudson, and Connecticut Rivers became the principal lines of penetration. In most of the English colonies settlers crossed the Fall Line shortly before 1700, set up forts and trading posts along this break in navigation, and entered both the Piedmont in the southern and middle colonies and the hill lands of New England and New York. Always the rivers were the spearheads of penetration. Traders and explorers crossed the mountain barriers to the west and learned of the headwaters of the Ohio; the Dutch and later the English followed the Hudson to and above Albany; the New Englanders advanced rapidly into the Connecticut Valley. Boston, New York, Philadelphia, and smaller settlements approaching urban size became centers of growth and commerce. By 1700 the total population in Colonial America was about 275,000. . . .

Source: Herman R. Friis, "A Series of Population Maps of the Colonies and the United States, 1625–1790," *Geographical Review*, July 1940 (adapted)

#### Document 1b

### The Lewis and Clark Expedition, 1803–1806



Source: Stephen E. Ambrose, *Undaunted Courage*, Simon and Schuster, 1996 (adapted)

1 Based on these documents, what is **one** way rivers influenced the settlement and exploration of the United States? [1]

Score

## Document 2

According to historian Norman Graebner, expansionists in the 1840s increasingly viewed Oregon and California as “two halves of a single ambition” to stretch the nation’s boundary to the Pacific Coast.

... With the Oregon treaty of 1846 the United States had reached the Pacific. Its frontage along the sea from 42° to Fuca Strait and Puget Sound fulfilled half the expansionist dream. On those shores the onward progress of the American pioneer would stop, but commercial expansionists looked beyond to the impetus [momentum] that the possession of Oregon would give to American trade in the Pacific. “Commercially,” predicted Benton [United States Senator Thomas Hart Benton from Missouri], “the advantages of Oregon will be great—far greater than any equal portion of the Atlantic States.” This Missourian believed that Oriental [Asian] markets and export items would better complement the mercantile [trade] requirements of the United States than would those of Europe. . . .

Source: Norman Graebner, *Empire on the Pacific: A Study in American Continental Expansion*, Ronald Press Co., 1955 (adapted)

2 According to Norman Graebner, what was **one** major reason for the expansion of the United States to the Pacific Coast in the 1840s? [1]

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Score

### Document 3

. . . Mahan was not in the vanguard [forefront] of those imperialists in 1898 who, like Roosevelt, Lodge, Senator Albert J. Beveridge, of Indiana, and others, saw in a victorious war with Spain for Cuba Libre [independence] an opportunity also to annex the distant Philippines. Mahan had seen since 1896 both the need and the opportunity for American commercial expansion in the Pacific and into the markets of China. But there is no persuasive evidence that he linked the annexation of the entire Philippine archipelago with that particular goal. The acquisition of naval coaling stations at Manila, in Guam, and at the mouth of the Yangtze he deemed entirely adequate to sustain future American commercial ambitions in China.

To be sure, he had long advocated the annexation of Hawaii, his arguments invariably [always] centering on defense of the Pacific coast, control of Oriental immigration, and the strategic implications of Japanese expansion into the Central Pacific. He had again demanded Hawaiian annexation as recently as February 1898 when Senator James H. Kyle, of South Dakota, asked him for a statement on the strategic virtues and values of the islands. He cheered in July 1898 when the United States, almost as a national-defense reflex, blinked twice, gulped, and finally swallowed whole the Hawaiian group. As he wrote in mid-August, "In the opinion of the Board, possession of these islands, which happily we now own, is militarily essential, both to our transit to Asia, and to the defense of our Pacific coast." . . .

Source: Robert Seager II, *Alfred Thayer Mahan: The Man and His Letters*, Naval Institute Press, 1977

- 3 According to the author, what was **one** reason Alfred Thayer Mahan thought control of Pacific islands was important to the development of the United States? [1]

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Score

**Document 4a**

. . . The Ogallala Aquifer\* (also known as the High Plains Aquifer) is now [in 2000] facing declining water levels and deteriorating water quality. More than 90% of the water pumped from the Ogallala irrigates at least one fifth of all U.S. cropland. This water accounts for 30% of all groundwater used for irrigation in America. Crops that benefit from the aquifer are cotton, corn, alfalfa, soybeans, and wheat. These crops provide the Midwest cattle operations with enormous amounts of feed and account for 40% of the feedlot beef output here in the U.S. Since the advancement of agricultural irrigation in the earlier part of the 20th century, the Ogallala has made it possible so that states such as Nebraska and Kansas can produce large quantities of grain required to feed livestock. . . .

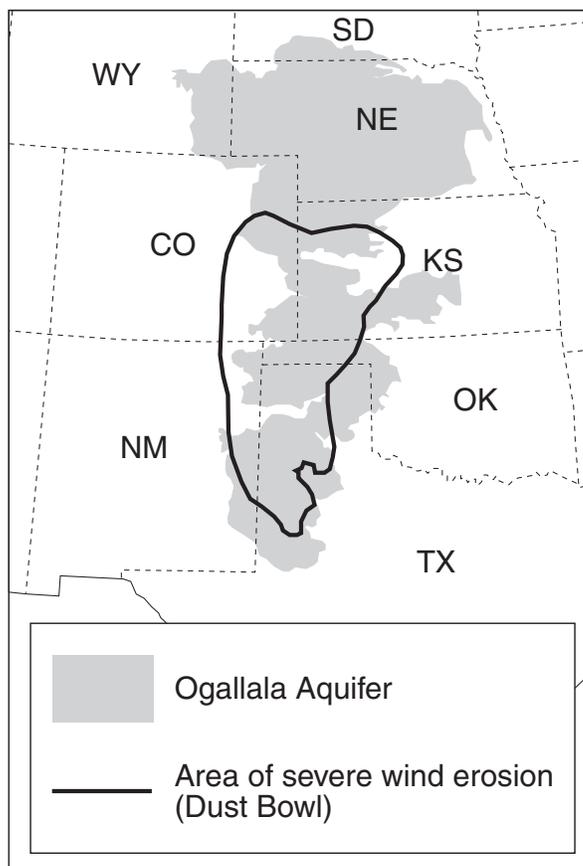
Without irrigation, the High Plains region would have remained a hostile and unproductive frontier environment. Even today dry-land farming remains high-risk farming about which the producers in the region have doubts. But while the Dust Bowl label is appropriate, the High Plains has become one of the most productive farming regions of the world. However, now as groundwater levels decline, workable alternatives for sustainable development have to be further explored. . . .

\*An aquifer is an underground source of natural clean water. In the 1930s, farmers lacked the technology to reach the Ogallala Aquifer.

Source: Guru and Horne, *The Ogallala Aquifer*, The Kerr Center for Sustainable Agriculture, 2000 (adapted)

**Document 4b**

**Dust Bowl and Ogallala Aquifer**



Source: <http://www.wadsworth.com> and The Kerr Center for Sustainable Agriculture (adapted)

4a Based on these documents, what is **one** reason the Ogallala Aquifer is important to United States farm production in the High Plains region? [1]

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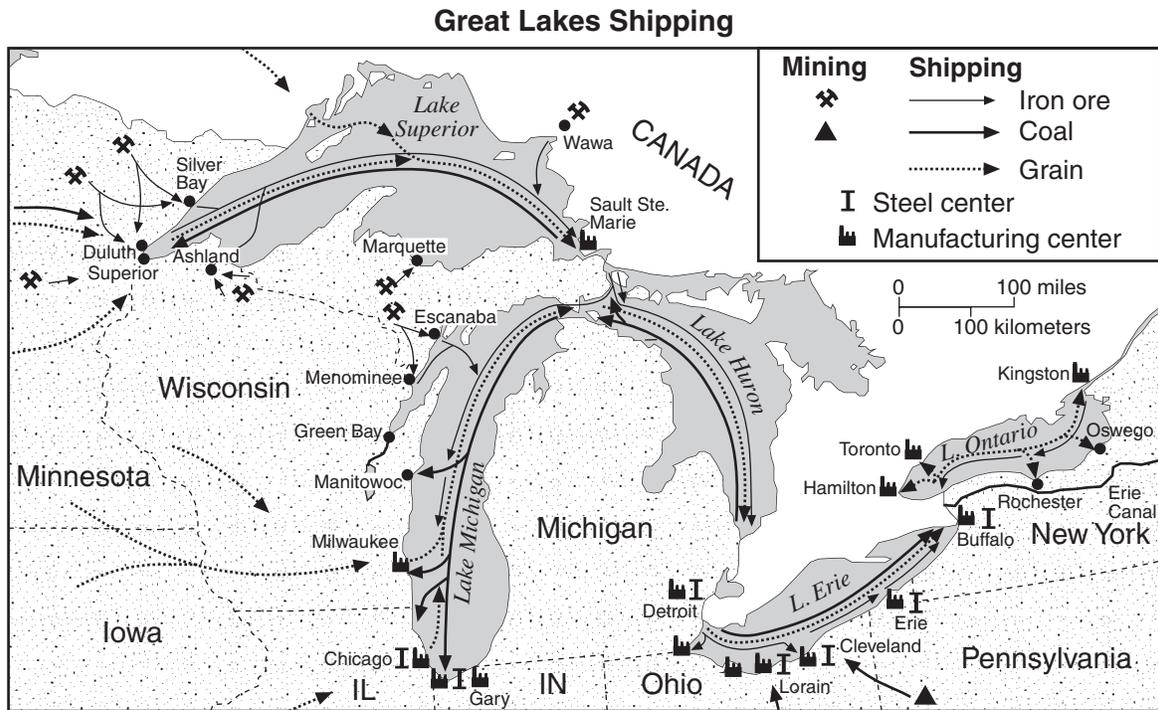
Score

b Based on document 4b, how did the lack of water influence parts of the Great Plains in the 1930s? [1]

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Score

Document 5a



Source: <http://www.geo.msu.edu> (adapted)

Document 5b

On May 29, 1890, the ship *W. R. Stafford* left Marquette, Michigan, on a routine voyage, carrying a load of iron ore to Ohio and returning with a load of coal.

. . . Thousands of times that year, hundreds of ships plying [sailing] the Great Lakes between the rich ore fields along the southern and western shores of Lake Superior and the industrial centers in Ohio and Michigan repeated her [the *W. R. Stafford*] schedule. The abundance and quality of the ore these ships transported helped fuel unprecedented industrial growth in the United States in the last decades of the 19th century. Great Lakes transportation played a critical role in that growth. Without this link, it is doubtful the growth of American industry could have occurred as rapidly as it did. . . .

Source: [http://www.geo.msu.edu/geogmich/iron\\_ore\\_\\_taconite.html](http://www.geo.msu.edu/geogmich/iron_ore__taconite.html)

5 Based on these documents, what is **one** way the Great Lakes affected industrialization in the United States? [1]

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Score

## Document 6

This excerpt describes an impact of the Mississippi River flood of 1927.

. . . By early 1928 the exodus of blacks [African Americans] from Washington County [Mississippi], and likely the rest of the Delta, did reach 50 percent. Ever since the end of Reconstruction, blacks had been migrating north and west, out of the South. But it had been only a slow drain, with the South losing about 200,000 blacks between 1900 and 1910. During World War I “the Great Migration” began; the South lost 522,000 blacks between 1910 and 1920, mostly between 1916 and 1919. Now from the floodplain of the Mississippi River, from Arkansas, from Louisiana, from Mississippi, blacks were heading north in even larger numbers. In the 1920s, 872,000 more blacks left the South than returned to it. (In the 1930s the exodus fell off sharply; the number of blacks leaving Arkansas, Louisiana, and Mississippi fell by nearly two-thirds, back to the levels of the early 1900s.)

The favorite destination for Delta blacks was Chicago. They brought the blues to that city, and there the black population exploded, from 44,103 in 1910 to 109,458 in 1920—and 233,903 in 1930. Certainly not all of this exodus came from the floodplain of the Mississippi River. And even within that alluvial empire, the great flood of 1927 was hardly the only reason for blacks to abandon their homes. But for tens of thousands of blacks in the Delta of the Mississippi River, the flood was the final reason. . . .

Source: John M. Barry, *Rising Tide: The Great Mississippi Flood of 1927 and How It Changed America*, Simon & Schuster, 1997

6 According to this document, what impact did the Mississippi River flood of 1927 have on many African Americans? [1]

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Score

## Document 7

. . . If you begin at the Pacific rim and move inland, you will find large cities, many towns, and prosperous-looking farms until you cross the Sierra Nevada and the Cascades, which block the seasonal weather fronts moving in from the Pacific and wring out their moisture in snows and drenching rains. On the east side of the Sierra-Cascade crest, moisture drops immediately—from as much as 150 inches of precipitation on the western slope to as little as four inches on the eastern—and it doesn't increase much, except at higher elevations, until you have crossed the hundredth meridian, which bisects the Dakotas and Nebraska and Kansas down to Abilene, Texas, and divides the country into its two most significant halves—the one receiving at least twenty inches of precipitation a year, the other generally receiving less. Any place with less than twenty inches of rainfall is hostile terrain to a farmer depending solely on the sky, and a place that receives seven inches or less—as Phoenix, El Paso, and Reno do—is arguably no place to inhabit at all. Everything depends on the manipulation of water—on capturing it behind dams, storing it, and rerouting it in concrete rivers [aqueducts] over distances of hundreds of miles. Were it not for a century and a half of messianic effort [an aggressive crusade] toward that end, the West as we know it would not exist. . . .

Source: Marc Reisner, *Cadillac Desert: The American West and Its Disappearing Water*, Penguin Books, 1993

- 7 According to this document, what impact has water had on settlement in the western part of the United States? [1]

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Score

Document 8

**A Brief History of the Clean Water Act**

<b>1968</b>	According to a survey conducted in 1968, pollution in the Chesapeake Bay caused \$3 million annually in losses to the fishing industry. Meanwhile, the U.S. Bureau of Sport Fisheries measured DDT [an insecticide] in 584 of 590 samples, with levels up to nine times the FDA [Food and Drug Administration] limit.
<b>1969</b>	In 1969, bacteria levels in the Hudson River were at 170 times the safe limit. Also, record numbers of fish kills were reported in 1969—over 41 million fish. This included the largest recorded fish kill ever—26 million killed in Lake Thonotosassa, Florida, due to discharges from four food processing plants.
<b>1970</b>	In July 1970, the Department of Health, Education and Welfare’s Bureau of Water Hygiene reported that 30 percent of drinking water samples had chemicals exceeding the recommended Public Health Service limits.
<b>1971</b>	The FDA reported in February 1971 that 87 percent of swordfish samples had mercury at levels that were unfit for human consumption.
<b>1972</b>	Passed in 1972, the Clean Water Act was a response to the nearly unchecked dumping of pollution into our waterways. At the time, two-thirds of the country’s lakes, rivers and coastal waters had become unsafe for fishing or swimming. Untreated sewage was being dumped into open water. The goal of the Clean Water Act was to reduce pollution in all U.S. waters to “restore and maintain the chemical, physical, and biological integrity of our nation’s waters.” The law called for “zero discharge of pollutants into navigable waters by 1985, and fishable and swimmable waters by 1983.”

Source: “Troubled Waters: A Brief History of the Clean Water Act,” [www.pbs.org/now/science/cleanwater.html](http://www.pbs.org/now/science/cleanwater.html) (adapted)

8 Based on this chart, state **two** environmental problems that led to the Clean Water Act. [2]

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

Score

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

Score

## Document 9

The West is an oven. Much of the Midwest is as dry as tinder.

While much of the rest of the nation is contending with extreme heat and drought, it's time to revisit the issue of Great Lakes water and its diversion.

One of the most important issues that confronts the Central and Southwestern United States is the shortage of water. . . .

It is no secret that residents of many arid states look to Great Lakes water with covetous [jealous] eyes. And it won't be long before some of those envious, arid states start looking for ways to divert Great Lakes water in huge quantities. If they're successful in raiding large amounts of fresh water from the Great Lakes, expect economic and environmental damage to follow. . . .

Source: "Keep Great Lakes water in the Great Lakes," mlive.com (Everything Michigan), July 25, 2005

9 According to this document, what is **one** reason for concern over the water in the Great Lakes? [1]

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Score

## Part B

### Essay

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

#### Historical Context:

From colonial times to the present, water has played an important role in the history of the nation. Water resources such as rivers, lakes, oceans, canals, natural harbors, and abundant ground water have influenced the political and economic development of the United States in a number of ways. These ways included exploration and settlement, expansion westward and into the Pacific, agricultural and industrial development, migration patterns, and environmental concerns.

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

- |  |
|--|
| <ul style="list-style-type: none"><li>• Discuss the influence of water on the development of the United States</li></ul> |
|--|

#### 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 conclusion that are beyond a restatement of the theme



# UNITED STATES HISTORY AND GOVERNMENT

Thursday, January 28, 2010 — 9:15 a.m. to 12:15 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)

1.....	26.....
2.....	27.....
3.....	28.....
4.....	29.....
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24.....	49.....
25.....	50.....

No. Right

The declaration below must 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