

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

UNITED STATES HISTORY AND GOVERNMENT

Wednesday, January 26, 2000 — 1:15 to 4:15 p.m., only

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

When you have completed the examination, you must sign the statement printed at the end of the answer sheet, indicating that you had no unlawful knowledge of the questions or answers prior to the examination and that you have neither given nor received assistance in answering any of the questions during the examination. Your answer sheet cannot be accepted if you fail to sign this declaration.

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

Part I (55 credits)

Answer all 48 questions in this part.

Directions (1–48): 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 Declaration of Independence contributed to the political development of the United States by
 - 1 condemning the practice of slavery
 - 2 presenting a clear statement of the social contract theory of government
 - 3 providing the nation with a strong bill of rights
 - 4 demonstrating the need for a strong chief executive

- 2 The United States Constitution attempted to solve a major problem that existed under the Articles of Confederation by providing for
 - 1 Federal control of interstate commerce
 - 2 the direct election of the President by the people
 - 3 stronger state governments
 - 4 a balanced Federal budget

- 3 “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.”

— 10th amendment

This part of the Bill of Rights was intended to

 - 1 give the people the right to vote on important issues
 - 2 assure the same rights to citizens of all states
 - 3 limit the powers of the Federal Government
 - 4 limit the power of the states over their citizens

- 4 “There can be no liberty if the same man or the same group has executive, legislative, and judicial control.”

Which political idea would the author of this statement most likely support?

1 States rights	3 socialism
2 separation of powers	4 federalism

- 5 What is an example of the unwritten constitution in the United States?
 - 1 system of political parties
 - 2 operation of checks and balances
 - 3 guarantee of freedom of religion
 - 4 sharing of power between state and national governments

- 6 Those who supported the ratification of the United States Constitution promised to add a bill of rights in order to
 - 1 encourage economic development
 - 2 prevent the return of English control over the new nation
 - 3 increase the power of the National Government over the states
 - 4 persuade the anti-Federalists to accept the Constitution

- 7 What has been the most frequent criticism of the electoral college system?
 - 1 An excessive number of third-party candidates have been encouraged to run for office.
 - 2 Electors frequently ignore the vote of the people.
 - 3 The person who wins the popular vote has not always been chosen as President.
 - 4 The electors are not chosen by political parties.

- 8 The main political function of lobbyists for special interest groups is to
 - 1 influence public officials to support or oppose specific programs
 - 2 provide a source of unbiased information for legislators
 - 3 nominate candidates for elective offices
 - 4 simplify the process of developing and passing laws

- 9 Which statement best describes a foreign policy followed by President George Washington?
- 1 He sent aid to French revolutionaries.
 - 2 He formed alliances with European nations.
 - 3 He supported expansion into British Canada.
 - 4 He adopted a position of neutrality.
- 10 The decision in the case *Marbury v. Madison* is important in United States history because the Supreme Court
- 1 stressed the need for strict construction of the Constitution
 - 2 declared secession to be a proper action for a state to take, if necessary
 - 3 assumed the power to declare laws unconstitutional
 - 4 increased the power of the executive branch over the legislative branch
- 11 As a result of the establishment of the Monroe Doctrine (1823), the United States was able to
- 1 acquire parts of South America as land for settlement
 - 2 expand its influence in the Western Hemisphere
 - 3 increase its trade with Asia
 - 4 form military alliances with European nations
- 12 By the time of the Civil War, slavery had nearly disappeared in the North mainly because
- 1 slave rebellions in Northern states had forced the end of slavery
 - 2 the United States Constitution required the end of slavery in Northern states
 - 3 slaves had become too expensive for Northern farmers
 - 4 slavery did not fit the economic interests of the North
- 13 What was the impact of the 14th amendment on the power of state governments?
- 1 It allowed the National Government to place more restrictions on the actions of state governments.
 - 2 It increased the power of state government over its citizens.
 - 3 It prevented congressional interference with the reserved powers of states.
 - 4 It reduced the power of the President over the states.
- 14 Which statement best describes the status of African Americans immediately after the end of Reconstruction in 1877?
- 1 Most African Americans held factory jobs in urban areas.
 - 2 Most African Americans were able to take advantage of educational opportunities at colleges.
 - 3 Despite the passage of several constitutional amendments, African Americans found that gaining equal rights was very difficult.
 - 4 Political rights for African Americans were guaranteed in the South, but restrictions and discrimination increased in the North.
- 15 In the late 1800's, many American farmers believed that their economic problems would be solved by which action of the Federal Government?
- 1 enacting a protective tariff on manufactured goods
 - 2 putting more money into circulation
 - 3 suspending pollution laws affecting agriculture
 - 4 paying farmers not to grow certain crops
- 16 Which statement can be supported by a study of the Populist and the Progressive movements in United States history?
- 1 Ideas that seem radical in one time period often become accepted in later times.
 - 2 Third-party movements have often been successful in winning Presidential elections.
 - 3 The main goal of third-party movements has been to influence United States foreign policy.
 - 4 Protest movements have usually ended in complete failure.
- 17 The creation of the Interstate Commerce Commission (1887) and the passage of the Sherman Antitrust Act (1890) showed that
- 1 laissez-faire capitalism would be upheld by the Federal Government
 - 2 the Federal Government could not challenge state regulation of business
 - 3 Federal civil servants would be hired based on merit rather than political patronage
 - 4 the Federal Government could regulate business practices

- 18 The success of the American Federation of Labor in the late 19th century can be attributed to its policy of
- 1 supporting candidates of its own political party
 - 2 focusing on gains in wages and working conditions
 - 3 using violence to combat big corporations
 - 4 allowing only steel workers into the union
- 19 During the late 19th century, the Federal Government helped the transcontinental railroad companies by
- 1 breaking up railroad monopolies
 - 2 providing free land for railroad construction
 - 3 setting safety standards for railroad operations
 - 4 establishing uniform shipping rates
- 20 In the late 1800's and early 1900's, most nativists feared continued immigration to the United States because they believed that immigrants would
- 1 become the dominant groups in colleges and universities
 - 2 lead antigovernment protests
 - 3 obtain the best farmland
 - 4 work for cheaper wages
- 21 In the late 19th century, the major goal of trusts was to
- 1 help workers improve their relations with management
 - 2 cooperate with government agencies
 - 3 eliminate competition
 - 4 encourage the formation of new businesses
- 22 During the late 19th century, the growth of capitalism encouraged United States imperialism because of the desire of business to
- 1 obtain new markets for American products
 - 2 compete with foreign industries
 - 3 provide humanitarian aid to poor nations
 - 4 industrialize underdeveloped nations
- 23 The works of Upton Sinclair, Frank Norris, and Lincoln Steffens popularized the idea that
- 1 government should not interfere in the lives of individual citizens
 - 2 newspapers should not try to change public policy
 - 3 women needed equal political rights to become full citizens
 - 4 problems in government and industry needed to be corrected
- 24 A graduated (progressive) income tax is based on the idea that tax rates should
- 1 be the same for all individuals and businesses
 - 2 be adjusted to achieve a balanced Federal budget
 - 3 rise as individual or business incomes rise
 - 4 increase more rapidly for business profits than for personal incomes
- 25 Which action could the Federal Reserve System take to reduce the problem of recession?
- 1 lowering spending on social programs
 - 2 lowering interest rates
 - 3 raising tariffs on imports
 - 4 raising Federal income taxes
- 26 The national effort to ratify the women's suffrage amendment was strengthened by
- 1 the economic opportunities created by World War I
 - 2 public outrage over corruption in the Federal Government
 - 3 a backlash against the adoption of national Prohibition
 - 4 active support from the nation's business leaders

- 27 A primary aim of United States immigration policy in the 1920's was to
- 1 encourage immigration of well-educated and wealthy persons
 - 2 increase the number of immigrants from Asia and Latin America
 - 3 limit immigration from southern and eastern European nations
 - 4 help solve the World War I refugee problem

- 28 Which change in the buying habits of American consumers occurred during the 1920's?
- 1 The number of credit purchases increased.
 - 2 Locally made products were preferred over national brands.
 - 3 Preferences for imported goods greatly increased.
 - 4 Homemade products experienced a revival in popularity.

- 29 A major goal of the Government in creating the Securities and Exchange Commission (SEC) and the Federal Deposit Insurance Corporation (FDIC) was to
- 1 increase the government's tax revenue
 - 2 provide jobs for the unemployed
 - 3 restore the public's faith in financial institutions
 - 4 stimulate economic growth

- 30 "The tools of government which we had in 1933 are outmoded. We have had to forge new tools for a new role of government in a democracy — a role of new responsibility for new needs and increased responsibility for old needs, long neglected."

— Franklin D. Roosevelt

President Roosevelt made this statement in order to

- 1 justify an increase in the number of new Supreme Court Justices
- 2 defend the New Deal programs
- 3 support a renewal of laissez-faire government
- 4 secure aid for democratic countries in Europe

- 31 In 1933, President Franklin D. Roosevelt announced the Good Neighbor policy primarily to
- 1 increase immigration from Latin America
 - 2 grant diplomatic recognition to the Soviet Union
 - 3 promote free trade with the nations of Europe
 - 4 improve relations with Latin American nations

- 32 In 1939, the immediate response of the United States to the start of World War II in Europe was to
- 1 modify its neutrality policy by providing aid to the Allies
 - 2 declare war on Germany and Italy
 - 3 strengthen its isolationist position by ending trade with England
 - 4 send troops to the Allied Nations to act as advisors

- 33 Toward the end of World War II, the Servicemen's Readjustment Act (first GI bill, 1944) attempted to benefit American society by
- 1 guaranteeing racial equality in the Armed Forces
 - 2 providing educational and financial assistance to veterans
 - 3 abolishing the draft during peacetime
 - 4 strengthening the concept of civilian control of the military

- 34 "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."

— The Truman Loyalty Order, March 22, 1947

President Harry Truman issued this Executive order in response to the

- 1 fear of Communist Party influence in government
- 2 election of Socialist Party representatives to Congress
- 3 discovery of spies in defense industries
- 4 arrest and trial of high-ranking government employees for terrorism

- 35 Immediately after World War II, the relationship between the United States and the Soviet Union became strained because
- 1 both nations were competing for supremacy in space exploration
 - 2 the United States prevented the Soviet Union from joining the United Nations
 - 3 each nation believed that the other was a threat to its national security
 - 4 the United States used military forces in Cuba and South Vietnam

Base your answer to question 36 on the cartoon below and on your knowledge of social studies.



(adapted)

- 36 The man holding the sign is objecting to Supreme Court decisions that
- 1 redefined the right to assemble peacefully
 - 2 strengthened the separation of church and state
 - 3 expanded the right to bear arms
 - 4 increased the rights of the accused

- 37 Which statement is a valid conclusion based on President Dwight D. Eisenhower's approach to applying the *Brown v. Board of Education* ruling to the desegregation of Central High School in Little Rock, Arkansas?
- 1 State governors do not have to obey Supreme Court rulings.
 - 2 Presidents refuse to allow military intervention in local disputes.
 - 3 Some Supreme Court decisions are not effective unless the President enforces them.
 - 4 Presidents have been unwilling to enforce laws pertaining to minorities.

- 38 The main reason the Voting Rights Act of 1965 removed the literacy test as a voting qualification was that
- 1 different standards of literacy had been applied to different groups of voters
 - 2 a majority of voters were unable to read election ballots
 - 3 technology had made voter literacy unnecessary
 - 4 the cost of achieving literacy was too high

- 39 "In this present crisis, government is not the solution to our problems. . . . It is my intention to curb the size and influence of the Federal establishment and to demand recognition of the distinction between the powers granted to the Federal Government and those reserved to the States or to the people. All of us need to be reminded that the Federal Government did not create the States; the States created the Federal Government."

— President Ronald Reagan
First Inaugural Address
January 20, 1981

Which action did the Reagan administration take based on the belief expressed in these statements?

- 1 It increased government spending on social programs.
- 2 It reduced defense spending.
- 3 It increased corporate and personal income taxes.
- 4 It reduced government regulation of business.

- 40 Which issue continues to be a major goal of the women's rights movement in the United States?
- 1 having women serve as officers in the military
 - 2 guaranteeing women equal pay for equal work
 - 3 enabling women to serve in the President's Cabinet
 - 4 admitting women to top-ranked universities

- 41 In the late 1990's, congressional opposition to granting a more favorable trade status to China was based primarily on China's
- 1 persecution of Hong Kong residents
 - 2 high-priced exports
 - 3 history of unstable governments
 - 4 disregard for human rights

Base your answers to questions 42 and 43 on the quotation below and on your knowledge of social studies.

"I object in the strongest possible way to having the United States agree, directly or indirectly, to be controlled by a league [of nations] which may at any time . . . be drawn in to deal with internal conflicts in other countries. . . . We should never allow the United States to be involved in any internal conflict in another country."

— Senator Henry Cabot Lodge

- 42 Senator Lodge was raising objections to the
- 1 ratification of the Treaty of Versailles, which ended World War I
 - 2 decision to provide economic aid to Western Europe after World War II
 - 3 participation of the United States in the Korean War
 - 4 approval of the nuclear test-ban treaty with the Soviet Union
- 43 Senator Lodge was expressing support for a foreign policy of
- | | |
|----------------|-------------------|
| 1 containment | 3 interventionism |
| 2 isolationism | 4 imperialism |

Base your answers to questions 44 and 45 on the cartoon below and on your knowledge of social studies.



Bill Mauldin (adapted)

- 44 The cartoon reflects conflicting opinions held during the United States involvement in
- 1 the Spanish-American War
 - 2 World War I
 - 3 the Vietnam War
 - 4 the Persian Gulf War
- 45 In presenting the positions taken by the two "strategists," the cartoonist intended to emphasize the idea that
- 1 religion has no place in United States foreign policy
 - 2 extremist attitudes are not helpful in solving difficult foreign policy problems
 - 3 increasing military force is the only way to combat aggression
 - 4 the United States should focus on domestic reform rather than foreign conflicts

46 What would be an expected result of the public financing of election campaigns?

- 1 Personal income taxes would be reduced.
- 2 Political parties would no longer be necessary.
- 3 People who contribute large amounts of money would lose their influence.
- 4 Incumbents would be guaranteed reelection.

47 Which social practice has done the most to assimilate immigrants into American culture?

- 1 educating immigrant children in public schools
- 2 housing immigrants in tenements
- 3 making low-cost medical care available
- 4 forming ethnic neighborhoods in cities

48 The decisions of the United States Supreme Court in *Schenck v. United States* (1919) and *Korematsu v. United States* (1944) show that civil liberties are

- 1 considered more important than military goals
- 2 not guaranteed to immigrants
- 3 affected by state laws
- 4 limited in certain situations

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

Students Please Note:

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

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

Part II

ANSWER ONE QUESTION FROM THIS PART. [15]

- 1 Throughout United States history, important principles of government have been used in different historical situations.

Principles of Government

Civilian control of the military
Constitutional amendment
Due process of law
Elastic clause
Federalism
Impeachment process
Judicial review

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

- Explain the meaning of the principle of government
- Identify a specific historical situation in which the principle was used and show how this situation involved the use of the principle [Use a *different* historical situation for each principle chosen.] [5,5,5]

- 2 Decisions of the United States Supreme Court have both expanded and limited some of the rights of individuals provided for in the Bill of Rights.

Rights of Individuals

Freedom of the press
Freedom of religion
Right to privacy
Right to counsel
Protection against unreasonable search and seizure
Protection against cruel and unusual punishment
Protection against self-incrimination

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

- Discuss a specific United States Supreme Court case that dealt with the right [Use a *different* case for each right chosen. The exact name of the case does *not* have to be given.]
 - Show how the Court's decision in this case either expanded or limited the right [5,5,5]
-

Part III

ANSWER TWO QUESTIONS FROM THIS PART. [30]

- 3 Since the end of World War II (1945), the United States has followed foreign policies to achieve various goals.

Foreign Policy Goals

Containing the spread of communism
Maintaining world peace
Promoting human rights
Reducing international terrorism
Defending the United States from attack
Improving economic conditions

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

- Describe a specific United States action taken to achieve the foreign policy goal since the end of World War II [You must use a *different* action for each goal chosen.]
- Discuss the extent to which the goal was achieved by that action [5,5,5]

- 4 During the 20th century, United States Presidents have often faced domestic economic problems. Some Presidents are listed below.

20th-Century Presidents

Theodore Roosevelt
Woodrow Wilson
Herbert Hoover
Franklin D. Roosevelt
Lyndon B. Johnson
Richard Nixon
Jimmy Carter

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

- Identify a domestic economic problem faced by the President
- Describe a specific Presidential action taken to correct the problem
- Evaluate the effectiveness of the President's action in correcting the economic problem [5.5.5]

- 5 In the United States, influential individuals have disagreed about specific domestic issues. Pairs of individuals are listed below.

Pairs of Individuals

Alexander Hamilton — Thomas Jefferson
Abraham Lincoln — Thaddeus Stevens
Booker T. Washington — W.E.B. Du Bois
Eugene V. Debs — Samuel Gompers
Ida Tarbell — John D. Rockefeller
Malcolm X — Martin Luther King, Jr.
Gloria Steinem — Phyllis Schlafly

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

- Identify *one* specific domestic issue on which the two individuals disagreed
- Discuss a viewpoint expressed by *each* individual regarding that issue
- State *one* outcome of the disagreement [5.5.5]

- 6 Changes in the United States have had positive and negative effects on American life. Some important changes are listed below.

Changes

Mechanization of farming (1865–1900)
Federal regulation of private business (1880–1920)
Increased government responsibility for the unemployed (1932–1940)
Abolition of the immigration quota system (1965–present)
Decrease in the number of factory jobs (1970–present)
Increasing environmental awareness (1970–present)
Existence of new communication technologies (1990's)

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

- Explain *one* reason that the change occurred
- Discuss a positive *or* negative effect of the change on American life [5,5,5]

- 7 Throughout United States history, many individuals have made statements that have raised an awareness of the need for change. Several of these statements are quoted below.

Statements

O ye that love mankind! Ye that dare oppose, not only the tyranny, but the tyrant, stand forth!

Common Sense — Thomas Paine

I proceed, gentlemen, briefly to call your attention to the present state of insane persons . . . in cages, closets, cellars, stalls, pens! Chained, naked, beaten with rods, and lashed into obedience.

Report to the Massachusetts Legislature —
Dorothea Dix

He toils that another may reap the fruit; he is industrious that another may live in idleness . . . he labors in chains at home, under burning sun and biting lash.

Speech — Frederick Douglass

They were not farm men anymore, but migrant men. And the thought, the planning, the long staring silence that had gone out to the fields, went now to the roads, to the distance, to the West.

The Grapes of Wrath — John Steinbeck

As I got up on the bus and walked to the seat I saw there was only one vacancy that was just back of where it was considered the white section. . . . [The bus driver ordered Mrs. Parks to give up her seat to a white man.] . . . I remained where I was. When the driver saw that I was still sitting there, he asked if I was going to stand up. I told him, no, I wasn't.

An account — Rosa Parks

[Women] were taught to pity the neurotic, unfeminine, unhappy women who wanted to be poets or physicists or presidents. They learned that truly feminine women do not want careers, higher education, political rights — the independence and the opportunities that the old-fashioned feminists fought for.

The Feminine Mystique — Betty Friedan

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

- Discuss the historical circumstances that prompted the person to make the statement
- Show how the statement influenced a social, economic, *or* political change in the United States [5,5,5]



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**UNITED STATES HISTORY
AND GOVERNMENT**

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ANSWER SHEET

Male

Female

Student

Teacher

School

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

Part I (55 credits)

- 1 25
- 2 26
- 3 27
- 4 28
- 5 29
- 6 30
- 7 31
- 8 32
- 9 33
- 10 34
- 11 35
- 12 36
- 13 37
- 14 38
- 15 39
- 16 40
- 17 41
- 18 42
- 19 43
- 20 44
- 21 45
- 22 46
- 23 47
- 24 48

FOR TEACHER USE ONLY

Part I Score

(Use table below)

Part II Score

Part III Score

Total Score

Rater's Initials:

PART I CREDITS

Directions to Teacher:

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

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

No. Right

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

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

Signature

Tear Here

