

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

# UNITED STATES HISTORY AND GOVERNMENT

Thursday, August 12, 1999 — 12:30 to 3:30 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 A necessary characteristic of a democracy is a
  - 1 government headed by an elected President
  - 2 written constitution that guarantees the right to earn a living
  - 3 system of majority rule and the legal protection of individual rights
  - 4 judicial branch that interprets and enforces all laws
- 2 The Articles of Confederation and the United States Constitution are similar in that both provide for
  - 1 a lawmaking body
  - 2 a system of Federal taxation
  - 3 an elected chief executive
  - 4 the power of judicial review
- 3 The purpose of the Three-fifths Compromise, which was adopted by the Constitutional Convention of 1787, was to
  - 1 balance power between states with large populations and those with smaller populations
  - 2 provide a means of deciding disputed Presidential elections
  - 3 allow Congress to override a Presidential veto of an act passed by both Houses
  - 4 reduce the fear of loss of representation by Southern States with large slave populations
- 4 The elastic clause and the amending process were included in the United States Constitution to
  - 1 prevent states from becoming too powerful
  - 2 allow the Constitution to adjust to changing times
  - 3 prevent any branch of government from exceeding its power
  - 4 protect the liberties of the people from abuse by the government
- 5 “No freeman shall be . . . imprisoned . . . or in any way harmed . . . except by the lawful judgment of his peers. . . .”

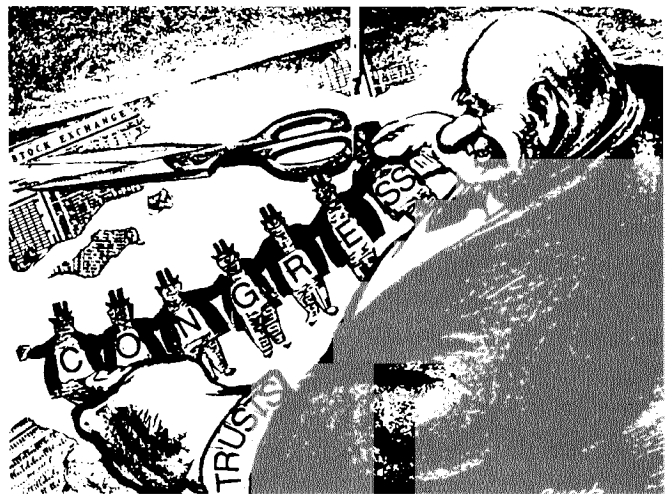
— Magna Carta, 1215

This statement is the basis for the democratic principle of the right to
  - 1 trial by jury
  - 2 freedom from cruel and unusual punishment
  - 3 freedom from double jeopardy
  - 4 protection against self-incrimination
- 6 The term “unwritten constitution” is best defined as
  - 1 the government of the United States before the Articles of Confederation
  - 2 political customs and traditions that have become part of the United States Government
  - 3 government policies that are based on Supreme Court decisions
  - 4 powers reserved for state governments
- 7 In the United States Supreme Court case *Engel v. Vitale* (1962), concerning the separation of church and state, the Court banned
  - 1 state-required student prayer in public schools
  - 2 the study of religions in public schools
  - 3 released time for religious instruction for public school students
  - 4 transportation of students to parochial schools at public expense
- 8 Why will the United States Senate *not* be directly affected by any reapportionment resulting from the census to be taken in 2000?
  - 1 Senators are elected by the people.
  - 2 The most powerful Senators are those with the most seniority.
  - 3 Senators tend to make decisions based on personal beliefs rather than on the voters’ wishes.
  - 4 The Federal Constitution provides each state with equal representation in the Senate.

- 9 The United States Supreme Court decision in *Miranda v. Arizona* (1966) shows that the Court can
- 1 suspend civil liberties in times of national crisis
  - 2 increase the power of state governments
  - 3 expand the constitutional rights of individuals
  - 4 limit the powers of Congress and the President
- 10 In his Farewell Address, President George Washington advised the United States to
- 1 avoid commercial relations with European nations
  - 2 avoid permanent alliances with foreign countries
  - 3 engage in territorial expansion west of the Mississippi
  - 4 support the establishment of democratic governments in other nations
- 11 With the purchase of the Louisiana Territory, President Thomas Jefferson demonstrated that he had modified his view of the
- 1 need for high protective tariffs
  - 2 ability of the masses to participate in government
  - 3 benefits of an agricultural society
  - 4 strict interpretation of the Constitution
- 12 The main purpose of the Homestead Act of 1862 was to
- 1 encourage settlement of public lands in the West
  - 2 provide land for building a transcontinental railroad
  - 3 raise revenue for the Federal Government
  - 4 maintain a balance between slave states and free states
- 13 During Reconstruction, what was a belief of the Radical Republicans?
- 1 The former Confederate States should be brought back into the Union as quickly as possible.
  - 2 Reconstruction should be used to force political and social reform in the Southern States.
  - 3 The North and South should take equal responsibility for causing the Civil War.
  - 4 The freedmen should be denied equal civil rights.

- 14 The grandfather clause and the literacy test were similar in that both were designed to
- 1 drive the carpetbaggers permanently from the South
  - 2 force Southern leaders to agree with Northern views on Reconstruction
  - 3 prevent African Americans in the South from voting
  - 4 stop former slaves from obtaining an education
- 15 After the Civil War, the corporation became an important form of business organization in the United States because corporations
- 1 enabled management to have close contact with workers
  - 2 received the support of organized labor
  - 3 were owned by local governments
  - 4 created large amounts of investment capital

Base your answer to question 16 on the cartoon below and on your knowledge of social studies.



(adapted)

- 16 What is the main idea of the cartoon?
- 1 Big business has excessive influence on governmental decisions.
  - 2 Congress has placed too many regulations on the stock exchange.
  - 3 Big business is distressed because it cannot control congressional actions.
  - 4 The members of Congress desire to curb the abuses of big business.

- 17 In the late 19th century, what was a problem of American farmers that led to government regulation of business?
- 1 high railroad rates
  - 2 high tariffs on imported products
  - 3 high wheat prices
  - 4 scarcity of farmland
- 18 A major criticism of the Dawes Act of 1887 was that it
- 1 gave Native American Indians better job opportunities than white workers had
  - 2 forced Native American Indians to make changes that conflicted with their culture
  - 3 granted the most valuable Western lands to Native American Indians
  - 4 had too many loopholes to be enforceable
- 19 The main purpose of the Open Door policy, announced by the United States in 1899, was to
- 1 encourage the introduction of modern government into China
  - 2 establish United States domination of Asian affairs
  - 3 increase United States trade with China
  - 4 provide China with military weapons
- 20 Frank Norris' novel *The Octopus* (1901) and Upton Sinclair's novel *The Jungle* (1906) both played a significant role in
- 1 involving the United States in World War I
  - 2 ending the Great Depression
  - 3 bringing about government support for economic reform
  - 4 easing hostilities between Western farmers and Eastern industrialists
- 21 In times of economic recession, the Federal Reserve Board often tries to encourage economic growth by
- 1 decreasing the money supply
  - 2 ending unemployment benefits
  - 3 raising taxes
  - 4 lowering interest rates

Base your answers to questions 22 and 23 on the quotation below and on your knowledge of social studies.

"Chronic wrongdoing . . . may . . . ultimately require intervention by some civilized nation, and . . . adherence . . . to the Monroe Doctrine may force the United States . . . to the exercise of an international police power."

— Theodore Roosevelt, 1904

- 22 Which world region was the focus of the foreign policy expressed in this statement?
- |                  |                 |
|------------------|-----------------|
| 1 Middle East    | 3 Soviet Union  |
| 2 Southeast Asia | 4 Latin America |
- 23 This statement helped provide justification for President Theodore Roosevelt's use of the
- 1 policy of Dollar Diplomacy
  - 2 Big Stick policy
  - 3 conservation policy
  - 4 Peace Corps
- 
- 24 A major feature of a graduated income tax is that it
- 1 bases taxation on the ability to pay
  - 2 eliminates the need for taxes on exports
  - 3 creates a stable flow of currency
  - 4 guarantees a balanced Federal budget
- 25 The principal reason the Senate refused to ratify the Treaty of Versailles after World War I was the belief that the treaty
- 1 failed to reduce international tariffs
  - 2 provided little incentive to end colonialism
  - 3 threatened United States sovereignty
  - 4 rejected many of the Fourteen Points
- 26 Immediately following World War I, the emphasis of United States foreign policy was on
- 1 a return to isolationism
  - 2 the acquisition of colonies
  - 3 containment of communism and collective security
  - 4 formation of international peacekeeping organizations

27 Which statement concerning immigration to the United States during the early part of the 20th century is most accurate?

- 1 Immigration generally had little influence on American society.
- 2 Heavy immigration from eastern and southern Europe led to the establishment of quotas.
- 3 Border patrols were set up to check illegal immigration from Latin America.
- 4 Most immigrants were middle class and upper class people from northern Europe.

28 "The business of America is business."

In this 1924 statement, President Calvin Coolidge was expressing the idea that

- 1 workers should have a greater role in influencing business decisions
- 2 the United States should end trade with other countries and become economically self-sufficient
- 3 basic industries should be owned by the Federal Government
- 4 the economy functions best if government allows business to operate freely

29 The "flappers" of the 1920's gained public attention mainly because they

- 1 often refused to conform to society's expectations
- 2 fought for the right of women to vote
- 3 fled the United States to live in Europe
- 4 worked for equal status in employment

30 "In times of economic depression, it is the responsibility of government to create programs that would provide jobs to the unemployed. The revenues that would be generated will repay the government expenditures."

This philosophy was most clearly carried out by the Presidential administration of

- 1 Woodrow Wilson
- 2 Warren G. Harding
- 3 Herbert Hoover
- 4 Franklin D. Roosevelt

31 A major impact of New Deal legislation has been

- 1 the dominance of the judiciary over the legislative and executive branches
- 2 a weakening of the President's influence in lawmaking
- 3 a stronger link between the national and local levels of government
- 4 a reduction in the power of the Federal Government over the states

32 Many members of President Franklin D. Roosevelt's own political party opposed his plan to add more Justices to the Supreme Court. These Democrats were against this plan because they

- 1 disagreed with most New Deal legislation
- 2 wanted to weaken President Roosevelt's image for the next election
- 3 wanted to protect the concept of separation of powers
- 4 agreed with the Court's rulings on civil rights legislation

33 During World War II, labor conditions in the United States resulted in

- 1 an expansion of economic opportunities for women
- 2 the creation of forced labor camps
- 3 a governmental takeover of most industries
- 4 a shortage of most military supplies

34 In 1944, Franklin D. Roosevelt was elected to a fourth term as President. Which action was taken to prevent future Presidents from breaking the two-term tradition?

- 1 Both major political parties agreed to nominate a new candidate for President after an incumbent's second term.
- 2 A constitutional amendment was adopted, placing term limits on the Presidency.
- 3 The Supreme Court ruled that a President could serve for only eight years.
- 4 An unwritten agreement was made by Presidential candidates that they would serve for no more than two terms.

- 35 An important effect of World War II on United States foreign policy was a
- 1 refusal to become involved in world affairs
  - 2 smaller role for the President in foreign policy and national security issues
  - 3 stronger commitment to collective security and world leadership
  - 4 willingness to intervene only when the national economy is involved

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

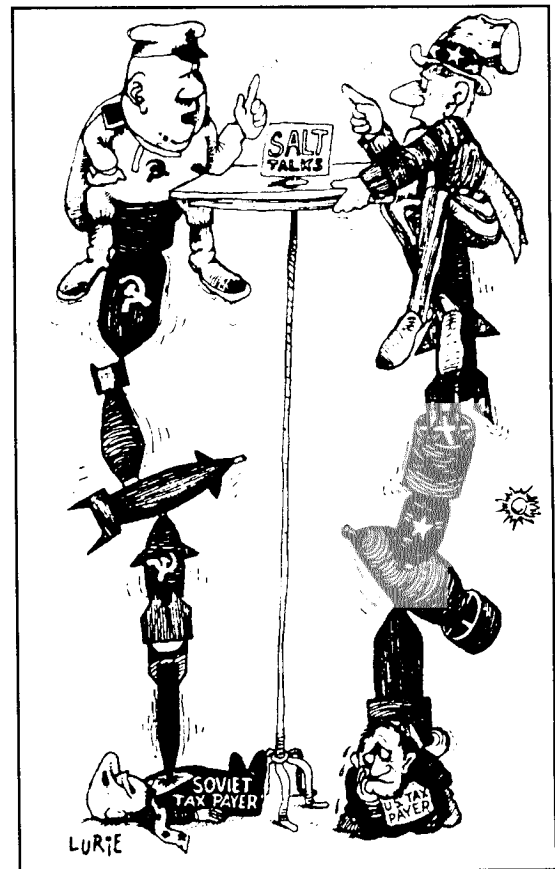


- 36 The main idea of this 1947 cartoon is that the United States was
- 1 concentrating on foreign affairs while ignoring domestic problems
  - 2 alienating its traditional Western European allies by aiding Eastern European nations
  - 3 creating a debt that the American economy could not afford
  - 4 initiating a risky program with unknown consequences

- 37 President John F. Kennedy's most significant foreign policy failure involved the
- 1 invasion at the Bay of Pigs in Cuba
  - 2 development of the Peace Corps
  - 3 signing of a nuclear test-ban treaty
  - 4 sending of troops to Berlin

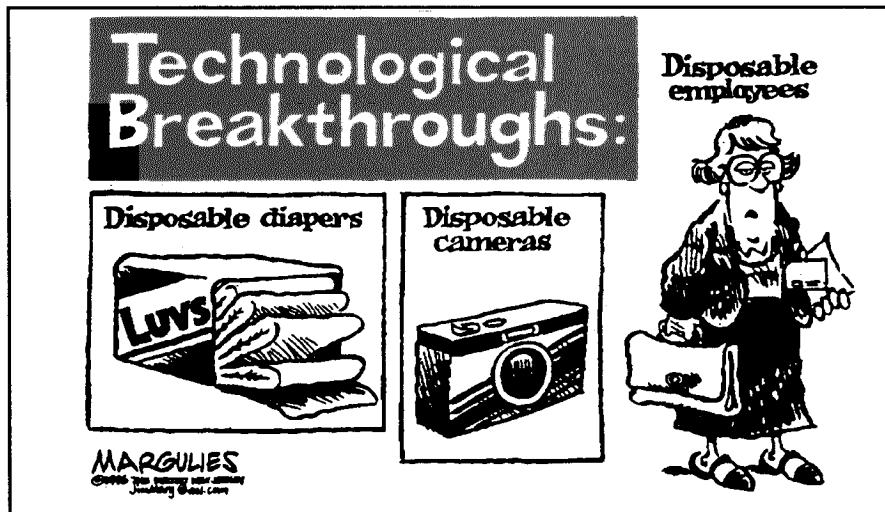
- 38 One similarity between the actions of Presidents Franklin D. Roosevelt and Lyndon B. Johnson is that both
- 1 led the United States to victory in war
  - 2 expanded the role of government in citizens' lives
  - 3 vetoed legislation on the issue of rights for minorities
  - 4 achieved a balanced Federal budget during their terms in office

Base your answer to question 39 on the cartoon below and on your knowledge of social studies.



- 39 The main point of this 1970's cartoon is that
- 1 the SALT talks were effectively resolving the problem of nuclear weapons buildup
  - 2 the buildup of nuclear weapons provided employment for the populations of both nations
  - 3 the lack of progress of the talks placed a burden on the national budgets of both countries
  - 4 each side was willing to compromise

Base your answer to question 40 on the cartoon below and on your knowledge of social studies.



- 40 The main idea of this cartoon is that businesses in the United States have
- 1 generated a great quantity of solid waste
  - 2 eliminated the jobs of many workers through downsizing
  - 3 solved most environmental problems
  - 4 improved workers' lives as well as the quality of products

41 The quotations below are from two United States Supreme Court decisions.

- I. "Separation of the races does not place a badge of inferiority upon one group over another, thus it is not a violation of the 14th amendment." (1896)
- II. "To separate [children in grade school and high school] from others of similar age and qualifications solely because of their race generates a feeling of inferiority as to their status . . . that may affect their hearts and minds in a way unlikely ever to be undone." (1954)

The difference in opinion between these two rulings best shows

- 1 a change in judicial philosophy and public attitudes
- 2 the persistent efforts of the major political parties to increase equal opportunity
- 3 a recognition that democracy depends on economic equality for all citizens
- 4 the refusal of the Supreme Court to deal with controversial issues

42 One way in which some environmentalists want the United States Government to protect lakes and forests from acid rain is by

- 1 requiring factories to use coal rather than other forms of energy
- 2 spraying lakes and forests with protective chemicals
- 3 replacing nuclear energy with fossil fuels
- 4 requiring industries to reduce their smoke-stack emissions

43 "Heavy duties should be placed on goods shipped from Japan to the United States."

This statement best supports

- 1 free trade
- 2 a trade embargo
- 3 economic assistance
- 4 protective tariffs

44 The Chinese Exclusion Act, the Gentlemen's Agreement, and the National Origins Acts are all examples of

- 1 attempts to encourage scientists and intellectuals to settle in the United States
- 2 efforts to end immigration from Latin America
- 3 discriminatory immigration policies of the United States
- 4 programs to promote cultural diversity in the United States

45 Which amendment to the United States Constitution realized the principal goal of the Seneca Falls Convention of 1848?

- (1) 13th, ending slavery
- (2) 16th, creating a graduated income tax
- (3) 18th, establishing Prohibition
- (4) 19th, providing for women's suffrage

46 The Palmer Raids of 1919 and 1920 and McCarthyism of the 1950's were similar in that both were

- 1 responses to the large numbers of immigrants entering the United States
- 2 reactions to the fear of communist influence in the United States
- 3 direct causes of United States entry into war
- 4 long-term results of Presidential foreign policies

47 **"Henry David Thoreau Refuses To Pay Tax During Mexican War!"**  
**"Students Sit In at Segregated Lunch Counters in Greensboro, N.C."**

The events described in these headlines involve persons who have demonstrated a commitment to

- |                      |                      |
|----------------------|----------------------|
| 1 civil disobedience | 3 affirmative action |
| 2 laissez faire      | 4 pacifism           |

48 Credit Mobilier, Teapot Dome, and Watergate are all examples of

- 1 congressional attempts to limit Presidential power
- 2 efforts that failed to regulate government spending
- 3 scandals that damaged the reputations of various Presidents
- 4 foreign policies designed to contain the spread of communism



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. The President of the United States fulfills many roles. Actions taken by Presidents to fulfill these roles have increased the power of the Presidency.

*Presidents — Roles*

Abraham Lincoln — Chief executive  
Woodrow Wilson — Chief diplomat  
Franklin D. Roosevelt — Chief economist  
Harry Truman — Commander in Chief  
Lyndon B. Johnson — Chief legislator  
Ronald Reagan — Political party leader

Select *three* of the Presidents and the roles with which they are paired. For *each* pair selected:

- Discuss *one* specific action taken by the President to fulfill that role
- Show the extent to which the power of the Presidency was increased as a result of that Presidential action [5.5.5]

- 2 Since the Civil War, laws passed by Congress have increased the power of the Federal Government.

*Congressional Laws*

Reconstruction Act, 1867  
Interstate Commerce Act, 1887  
Meat Inspection Act, 1906  
Social Security Act, 1935  
Clean Air Act, 1963  
Civil Rights Act, 1964

Select *three* of the congressional laws listed and for *each* one selected:

- Discuss the specific historical circumstances that led to the passage of the law
  - Explain how the law increased the power of the Federal Government [5.5.5]
- 

**Part III**

**ANSWER TWO QUESTIONS FROM THIS PART.** [30]

- 3 The economy of the United States has undergone periods of change.

*Periods of Economic Change*

Westward movement (1860–1890)  
Progressive economic reform (1900–1920)  
Mass consumption (1920's)  
Wartime economy (1941–1945)  
Postwar consumption (1950's)  
Information age (1980–present)

Select *three* of the periods of economic change listed and for *each* one selected:

- Identify *one* specific economic change that occurred during the period that illustrates the name given to that period
- Discuss *one* positive and *one* negative effect of that economic change on United States society [5.5.5]

4 The United States has pursued a variety of foreign policy goals during different wars.

*Wars*

Spanish-American War (1898)

World War I (1917–1918)

World War II (1941–1945)

Korean War (1950–1953)

Vietnam War (1964–1973)

Persian Gulf War (1991)

Select *three* of the wars listed and for *each* one selected:

- Describe *one* specific foreign policy goal that the United States hoped to achieve in the war [Describe a different foreign policy goal for each war selected.]
- Discuss the extent to which the United States was successful in achieving the goal [5.5.5]

5 Government has attempted to solve many of the problems currently facing the United States.

*Problems*

AIDS epidemic

Terrorism

Drug abuse

Homelessness

Violent crime

Social welfare reform

Abortion issue

Select *three* of the problems listed and for *each* one selected:

- Describe the nature of the problem
- Discuss an effect of the problem on United States society
- Discuss *one* specific action taken by government to attempt to solve the problem [5.5.5]

- 6 Throughout United States history, reform movements have developed in response to political, economic, and social problems.

*Reform Movements*

Abolitionism (1830–1865)  
Populism (1870–1900)  
Labor movement (1870–1900)  
Prohibition (1920's)  
Civil rights (1950–1970)  
Consumerism (1960–present)

Select *three* of the reform movements listed and for *each* one selected:

- Identify *one* specific problem that led to the development of that reform movement
- Describe *one* specific proposal made by that reform movement or during that reform movement to deal with the problem
- Discuss the extent to which the proposal was successful in dealing with the problem [5.5.5]

- 7 In United States history, many women have taken actions to pursue specific social, economic, and political goals. These actions have affected United States society.

*Women*

Sojourner Truth  
Susan B. Anthony  
Jane Addams  
Ida Tarbell  
Betty Friedan  
Maya Angelou  
Hillary Rodham Clinton

Select *three* of the women listed and for *each* one selected:

- Identify a specific social, economic, *or* political goal that she pursued [Describe a different goal for each woman selected.]
  - Describe an action she took to achieve that goal
  - Discuss an effect of the action on United States society [5.5.5]
-





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**UNITED STATES HISTORY  
AND GOVERNMENT**

Thursday, August 12, 1999 — 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, 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 .....
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- 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	36
47	54	23	35
46	53	22	34
45	53	21	34
44	52	20	33
43	51	19	32
42	50	18	31
41	49	17	30
40	49	16	30
39	48	15	29
38	47	14	28
37	46	13	27
36	45	12	26
35	45	11	24
34	44	10	22
33	43	9	20
32	42	8	17
31	42	7	15
30	41	6	13
29	40	5	11
28	39	4	9
27	38	3	7
26	38	2	4
25	37	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

Tear Here

