

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

**UNITED STATES HISTORY
AND GOVERNMENT**

Thursday, August 16, 2007 — 12:30 to 3:30 p.m., only

Student Name _____

School Name _____

Print your name and the name of your school on the lines above. Then turn to the last page of this booklet, which is the answer sheet for Part I. Fold the last page along the perforations and, slowly and carefully, tear off the answer sheet. Then fill in the heading of your answer sheet. Now print your name and the name of your school in the heading of each page of your essay booklet.

This examination has three parts. You are to answer **all** questions in all parts. Use black or dark-blue ink to write your answers.

Part I contains 50 multiple-choice questions. Record your answers to these questions on the separate answer sheet.

Part II contains one thematic essay question. Write your answer to this question in the essay booklet, beginning on page 1.

Part III is based on several documents:

Part III A contains the documents. Each document is followed by one or more questions. In the test booklet, write your answer to each question on the lines following that question. Be sure to enter your name and the name of your school on the first page of this section.

Part III B contains one essay question based on the documents. Write your answer to this question in the essay booklet, beginning on page 7.

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

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

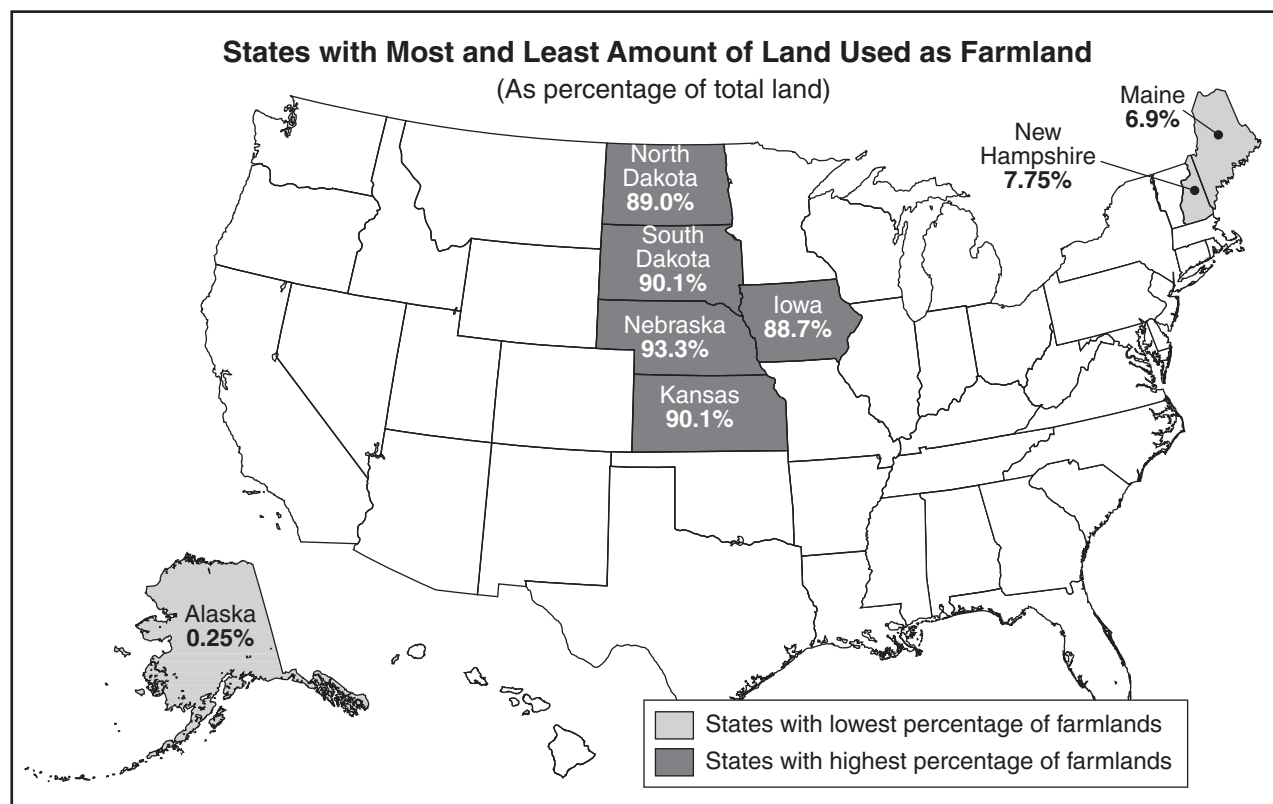
DO NOT OPEN THIS EXAMINATION BOOKLET UNTIL THE SIGNAL IS GIVEN.

Part I

Answer all questions in this part.

Directions (1–50): For each statement or question, write on the separate answer sheet the *number* of the word or expression that, of those given, best completes the statement or answers the question.

Base your answer to question 1 on the map below and on your knowledge of social studies.



Source: 2002 Census in Agriculture, United States Department of Agriculture

1 The states with the largest percentage of land used for agriculture are located in areas with

- (1) relatively flat terrain
- (2) the warmest year-round climate
- (3) easy access to the West Coast
- (4) ocean ports

2 According to the theory of mercantilism, the principal purpose of the thirteen original colonies was to provide Great Britain with

- (1) naval bases
- (2) raw materials and markets
- (3) workers and manufactured goods
- (4) military recruits

3 The colonists' slogan, "No taxation without representation," expresses a belief in

- (1) free trade
- (2) economic interdependence
- (3) the supremacy of Parliament
- (4) the consent of the governed

Base your answer to question 4 on the quotation below and on your knowledge of social studies.

. . . I challenge the warmest advocate for reconciliation, to shew [show], a single advantage that this continent can reap, by being connected with Great Britain. I repeat the challenge, not a single advantage is derived. Our corn will fetch its price in any market in Europe, and our imported goods must be paid for, buy them where we will. . . .

— Thomas Paine, 1776

4 In this statement, Thomas Paine suggested that the American colonies should

- (1) negotiate an end to the conflict with England
 - (2) form an alliance with England
 - (3) declare independence from England
 - (4) boycott goods from England
-

5 The Great Compromise reached at the Constitutional Convention of 1787 settled a dispute over how

- (1) state boundaries would be determined
- (2) the states would be represented in Congress
- (3) power would be divided between the states and the national government
- (4) a leader would be selected for the executive branch

6 The United States Constitution corrected a weakness in the Articles of Confederation by

- (1) providing for the abolition of slavery
- (2) creating a process for territories to become states
- (3) granting Congress sole control over interstate and foreign commerce
- (4) banning the possession of guns by citizens during peacetime

7 The adoption of the Bill of Rights (1791) addressed Antifederalist criticism of the new Constitution by

- (1) providing for an indirect method of electing the president
- (2) protecting citizens from abuses of power by the national government
- (3) allowing the national government to coin money
- (4) establishing a process for impeaching federal officials

Base your answer to question 8 on the quotation below and on your knowledge of social studies.

. . . He [the President] shall have power, by and with the advice and consent of the Senate, to make treaties, provided two thirds of the senators present concur; and he shall nominate, and by and with the advice and consent of the Senate, shall appoint ambassadors, other public ministers and consuls, judges of the Supreme Court, and all other officers of the United States, whose appointments are not herein otherwise provided for, and which shall be established by law: but the Congress may by law vest the appointment of such inferior officers, as they think proper, in the President alone, in the courts of law, or in the heads of departments.

— Article II, Section 2, Clause 2, Constitution of the United States

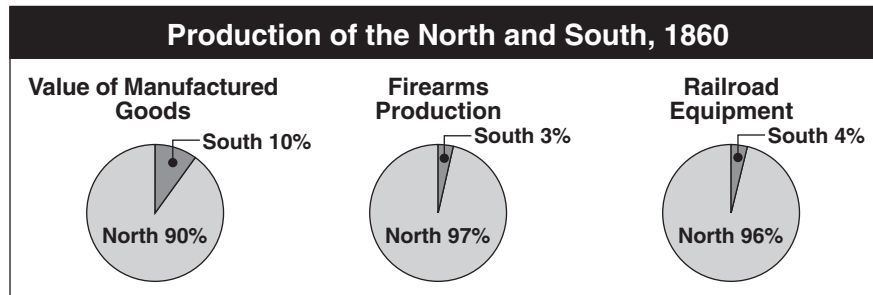
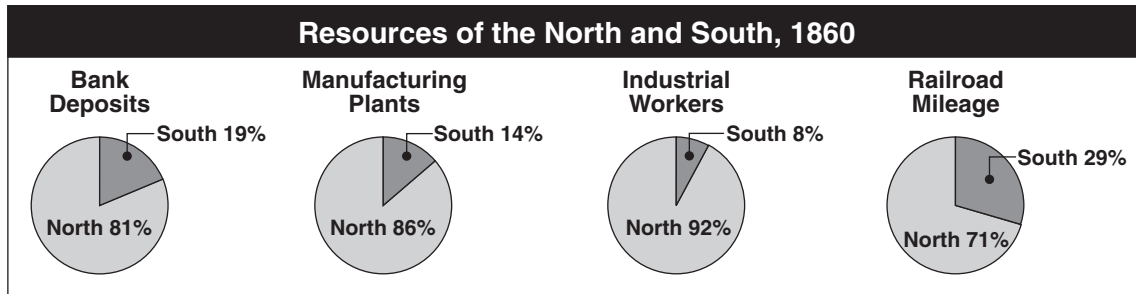
8 This portion of the Constitution illustrates the principle of

- (1) checks and balances
 - (2) executive privilege
 - (3) judicial review
 - (4) implied powers
-

- 9 A major criticism of the electoral college is that it
- (1) limits the influence of the two-party political system
 - (2) allows a president to be elected without a majority of the popular vote
 - (3) forces each political candidate to campaign in every state
 - (4) makes the federal election process too expensive
- 10 Which action is an example of the unwritten constitution?
- (1) formation of the first cabinet by President George Washington
 - (2) admission of Vermont and Kentucky as states
 - (3) enforcement of the Alien and Sedition Acts by President John Adams
 - (4) declaration of war by Congress in 1812
- 11 A major purpose of the Monroe Doctrine (1823) was to
- (1) limit European influence in the Western Hemisphere
 - (2) establish United States colonies in South America
 - (3) form military alliances with Latin American nations
 - (4) avoid involvement in Canadian conflicts
- 12 Most tariffs in the 19th century were intended to
- (1) allow access to cheap foreign imports
 - (2) raise revenue and protect domestic manufacturing
 - (3) redistribute wealth among the social classes
 - (4) limit American exports
- 13 Which Supreme Court case best completes the partial outline below?
- I. _____

 - A. Heard under Chief Justice John Marshall
 - B. Established judicial review
 - C. Strengthened the judiciary
- (1) *Marbury v. Madison* (1803)
- (2) *McCulloch v. Maryland* (1819)
- (3) *Gibbons v. Ogden* (1824)
- (4) *Dred Scott v. Sanford* (1857)
- 14 Increased immigration from Ireland to the United States during the 1840s was primarily a result of
- (1) crop failures in Ireland that led to mass starvation
 - (2) refugees fleeing the new monarchy in Ireland
 - (3) unemployment in Ireland caused by industrialization
 - (4) religious warfare in Ireland between Catholics and Protestants
- 15 Which situation was the most immediate result of Abraham Lincoln's election to the presidency in 1860?
- (1) Kansas and Nebraska joined the Union as free states.
 - (2) A constitutional amendment was adopted to end slavery.
 - (3) Missouri entered the Union as a slave state.
 - (4) Several Southern States seceded from the Union.

Base your answers to questions 16 and 17 on the graphs below and on your knowledge of social studies.



Source: *The Americans: In-Depth Resources*, McDougal Littell (adapted)

- 16 The data shown in the graphs best support the conclusion that the North
- (1) was better prepared economically to fight the Civil War
 - (2) lagged behind the South in bank deposits
 - (3) produced more agricultural products than the South
 - (4) lacked several important resources to fight the war
- 17 The South won many battles and the Civil War lasted four years. These two facts support the conclusion that
- (1) the Underground Railroad was important to the Southern cause
 - (2) factors other than those shown in the graphs were important
 - (3) the North was more dependent on foreign aid than the South
 - (4) personal wealth was a key factor in determining the outcome of the war

- 18 What was the primary goal of President Abraham Lincoln's post-Civil War policy?
- (1) establishing military districts in the South
 - (2) extending land ownership to African American men
 - (3) restoring Southern representation in Congress
 - (4) arresting military leaders of the Confederacy

- 19 During the Reconstruction Era (1865–1877), the 15th amendment was adopted to grant African Americans
- (1) educational opportunities
 - (2) economic equality
 - (3) freedom of speech
 - (4) voting rights

Base your answer to question 20 on the cartoon below and on your knowledge of social studies.

The Rising of the Usurpers and the Sinking of the Liberties of the People



Source: Thomas Nast, 1889 (adapted)

- 20 This cartoonist is expressing
- (1) support for new tariffs
 - (2) encouragement for increased immigration
 - (3) concern for environmental pollution
 - (4) dissatisfaction with the power of big business
-
- 21 In the late 1800s, the principles of Social Darwinism were most consistent with the ideas of
- (1) Populism
 - (2) laissez-faire economics
 - (3) trustbusting
 - (4) utopian socialism

- 22 During the last quarter of the 19th century, large numbers of immigrants were admitted to the United States primarily because of the economy's need for more
- (1) skilled craftsmen
 - (2) educated professionals
 - (3) unskilled factory workers
 - (4) scientists and technicians
- 23 A major purpose of both the Chinese Exclusion Act (1882) and the Gentlemen's Agreement with Japan (1907) was to
- (1) limit immigration of certain ethnic groups
 - (2) enrich America's cultural diversity
 - (3) treat all Asian and European immigrants equally
 - (4) relocate Asians displaced by war
- 24 In his book, *How the Other Half Lives*, muckraker Jacob Riis exposed the
- (1) ruthlessness of the Standard Oil Company
 - (2) social ills of life in New York City's tenements
 - (3) unsanitary conditions in the meatpacking industry
 - (4) abuses of the railroad industry
- 25 What was a major reason most western states granted women suffrage prior to the adoption of the 19th amendment?
- (1) Western states had more college-educated women than the eastern states.
 - (2) Women outnumbered men in states west of the Mississippi River.
 - (3) A majority of western states had legislatures controlled by women.
 - (4) The important roles played by frontier women promoted equality.
- 26 Progressive Era reformers sought to expand voter participation in government by adopting
- (1) the initiative and referendum
 - (2) tougher literacy tests
 - (3) additional poll taxes
 - (4) a civil service system

- 27 What was the goal of those who supported the constitutional amendment that provided for direct election of United States senators?
- (1) expanding the power of the legislative branch
 - (2) providing equal voting rights to minority groups
 - (3) making the Senate more responsive to the people
 - (4) basing Senate representation on state population
- 28 President Theodore Roosevelt's Big Stick policy is most closely associated with
- (1) friendly relations with China after the Boxer Rebellion
 - (2) conservation of natural resources
 - (3) court actions to support business monopolies
 - (4) intervention in Latin American affairs
- 29 As a result of the Spanish-American War, the United States saw the need to build the Panama Canal because
- (1) new colonies had been acquired in Africa
 - (2) Spanish opposition to the canal had ended
 - (3) the United States navy could then move more quickly between oceans
 - (4) United States railroads could not transport enough manufactured goods
- 30 The United States found it difficult to remain neutral during the first three years of World War I because of its desire to
- (1) expand its interests in the Caribbean
 - (2) control the Suez Canal
 - (3) maintain freedom of the seas for trade with European nations
 - (4) obtain migrant workers for American farms
- 31 One goal of many Harlem Renaissance writers was to
- (1) increase pride in African American culture
 - (2) support existing racial barriers
 - (3) cut off connections with mainstream American values
 - (4) encourage African Americans to create their own political party
- 32 Many farmers failed to share in the general prosperity of the 1920s mainly because they
- (1) lacked new farm machinery to increase production
 - (2) did not have sufficient numbers of farm laborers
 - (3) had to pay high wages to their workers
 - (4) received low prices for crops due to overproduction
- 33 Congress opposed President Franklin D. Roosevelt's plan to increase the number of justices on the Supreme Court because the plan would have
- (1) threatened the principle of checks and balances
 - (2) abolished judicial review
 - (3) violated the elastic clause of the Constitution
 - (4) given the federal government too much power over the states
- 34 The Neutrality Acts of 1935–1937 were primarily designed to
- (1) avoid policies that had led to United States involvement in World War I
 - (2) halt the spread of communism in the Western Hemisphere
 - (3) promote United States membership in the League of Nations
 - (4) stop Japan from attacking United States territories in the Far East
- 35 In *Korematsu v. United States* (1944), the Supreme Court said that the removal of Japanese Americans from their homes was constitutional because
- (1) most Japanese Americans were not United States citizens
 - (2) many Japanese Americans refused to serve in the United States Armed Forces
 - (3) this type of action was necessary during a national emergency
 - (4) there was strong evidence of significant Japanese sabotage on the West Coast

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



Source: Office of War Information, 1943



Source: U. S. Civil Service Commission

- 36 These posters were used during World War II to encourage women to
- (1) serve in the armed forces
 - (2) exercise their vote
 - (3) buy war bonds
 - (4) contribute to the war effort

- 37 Which statement best explains why the United States mainland suffered minimal physical damage in both World War I and World War II?
- (1) The United States policy of isolationism discouraged attacks by other countries.
 - (2) Geographic location kept the United States protected from most of the fighting.
 - (3) United States military fortifications prevented attacks on United States soil.
 - (4) Latin America provided a buffer zone from acts of aggression by other countries.

- 38 The primary reason for the formation of the North Atlantic Treaty Organization (NATO) in 1949 was to
- (1) maintain peace in the Middle East
 - (2) block the German Nazi threat in Europe
 - (3) protect Western Europe from the Soviet Union
 - (4) increase United States influence in Asia

39 Most opponents of the Senate hearings led by Senator Joseph McCarthy during the 1950s argued that these investigations

- (1) weakened the armed forces of the nation
- (2) violated the constitutional rights of many people
- (3) undermined the powers of the president
- (4) encouraged the spread of communism

40 When President Dwight D. Eisenhower sent troops into Little Rock, Arkansas, in 1957, he was fulfilling his presidential role as

- (1) chief executive
- (2) chief diplomat
- (3) head of state
- (4) head of his political party

41 What was a major reason President Lyndon B. Johnson decided not to run for reelection in 1968?

- (1) He was ineligible to hold a third term as president.
- (2) He was threatened with impeachment for government scandals.
- (3) His Vietnam War policies had reduced his popularity with voters.
- (4) Most Americans were unhappy with his failure to establish social reforms.

42 The Supreme Court ruling in *United States v. Nixon* (1974) was significant because it directly

- (1) increased the power of the legislative branch
- (2) showed that the Court controlled the executive branch
- (3) limited the president's power of executive privilege
- (4) weakened the principle of federalism

43 The Camp David Accords negotiated by President Jimmy Carter were important because they

- (1) reduced tensions in the Middle East
- (2) renewed diplomatic relations between the United States and China
- (3) slowed the pace of the nuclear arms race
- (4) provided for cooperation with the Soviet Union in the exploration of outer space

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

ESTIMATED PERCENTAGE OF VOTING-AGE AFRICAN AMERICANS REGISTERED IN 1965 AND 1988		
STATE	March 1965	November 1988
Alabama	19.3	68.4
Georgia	27.4	56.8
Louisiana	31.6	77.1
Mississippi	6.7	74.2
N. Carolina	46.8	58.2
S. Carolina	37.3	56.7
Virginia	38.3	63.8

Source: U.S. Department of Justice, Civil Rights Division (adapted)

44 Which state had the largest increase in the percentage of African Americans registered to vote between 1965 and 1988?

- (1) Alabama
- (2) Georgia
- (3) Louisiana
- (4) Mississippi

45 Which conclusion is best supported by the changes shown on the chart?

- (1) African American voters would have little impact on presidential elections.
- (2) The income of African Americans had increased between 1965 and 1988.
- (3) Efforts to encourage African American voter registration were successful.
- (4) After 1988, no further effort was made to register African Americans.

46 The Supreme Court decisions in *New Jersey v. T.L.O.* (1985) and *Vernonia School District v. Acton* (1995) show that

- (1) a student's right to privacy is limited under certain conditions
- (2) prayer in public schools must be limited
- (3) racially segregated schools are unconstitutional
- (4) a student has no guaranteed rights while in school

Base your answer to question 47 on the cartoon below and on your knowledge of social studies.



Source: Signe Wilkinson, *San Jose Mercury News*, 1984 (adapted)

47 The cartoonist is directing criticism at the

- (1) use of unskilled workers
- (2) government policy toward illegal immigrants
- (3) poor quality of domestic textiles
- (4) use of nonunion labor in the workplace

48 One similarity in the policies of President Herbert Hoover and President Ronald Reagan is that both supported

- (1) a reduction of military spending
- (2) the end of Social Security
- (3) appointment of a woman to the Supreme Court
- (4) economic changes favoring big business

49 Which sequence shows the correct order of events related to the history of African Americans in the United States?

- (1) Radical Reconstruction → Emancipation Proclamation → *Brown v. Board of Education* decision → Great Migration
- (2) Emancipation Proclamation → Radical Reconstruction → Great Migration → *Brown v. Board of Education* decision
- (3) Great Migration → Emancipation Proclamation → *Brown v. Board of Education* decision → Radical Reconstruction
- (4) *Brown v. Board of Education* decision → Great Migration → Radical Reconstruction → Emancipation Proclamation

50 Evidence that the United States has become more economically interdependent since 1990 is shown by its

- (1) participation in the North American Free Trade Agreement (NAFTA)
- (2) change from a service economy to a manufacturing economy
- (3) increased dependence on domestic farm products
- (4) policy of restricting imports

Answers to the essay questions are to be written in the separate essay booklet.

In developing your answer to Part II, 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”
- (c) **evaluate** means “to examine and judge the significance, worth, or condition of; to determine the value of ”

Part II

THEMATIC ESSAY QUESTION

Directions: Write a well-organized essay that includes an introduction, several paragraphs addressing the task below, and a conclusion.

Theme: Contributions of Individuals to American Life

Throughout the 20th century, individuals attempted to address problems within American society. Their efforts have had a significant impact on American life.

Task:

Identify *two* individuals who have had a significant impact on American life during the 20th century and for *each*

- Describe a problem in American society that the individual tried to change
- Discuss an important contribution made by the individual to address this problem
- Evaluate the impact of the contribution on American life

You may use any historically significant individual from your study of 20th-century United States history. Some suggestions you might wish to consider include Upton Sinclair, Henry Ford, Langston Hughes, Eleanor Roosevelt, Jackie Robinson, Martin Luther King, Jr., Betty Friedan, Rachel Carson, Cesar Chavez, and Bill Gates.

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

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NAME _____ SCHOOL _____

In developing your answer 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. It 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:

Between 1800 and 1900, the United States experienced great economic growth. Two factors that contributed to this growth were government policies and technological developments.

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

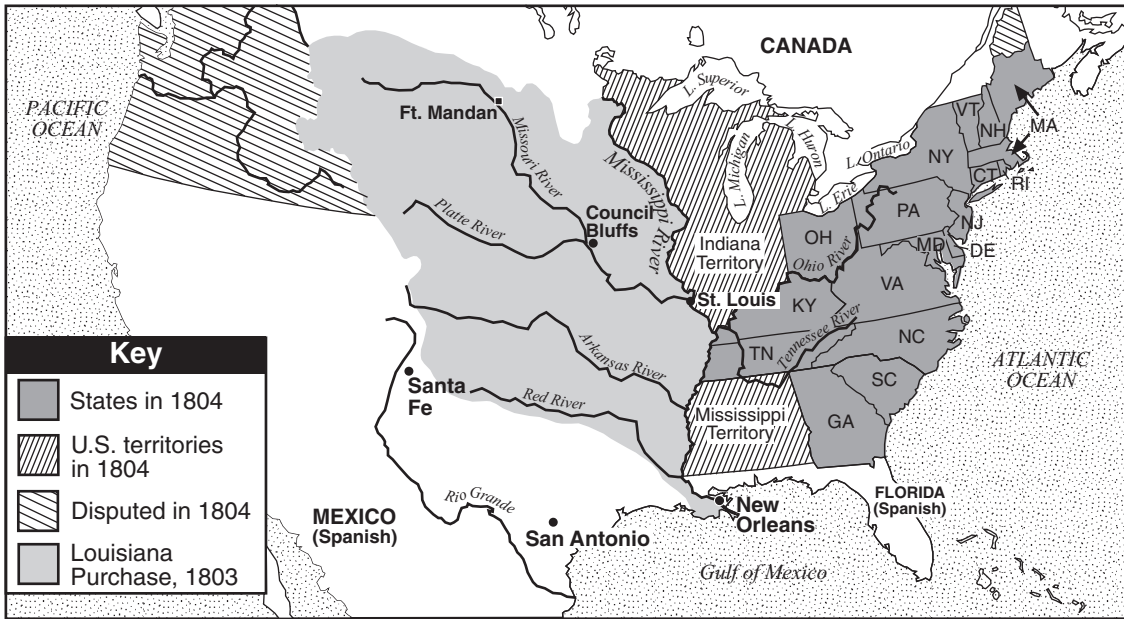
- Discuss how government policies *and* technological developments influenced the growth of the United States economy between 1800 and 1900

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



Source: Paul Boyer, *Boyer's The American Nation*, Holt, Rinehart and Winston (adapted)

1a Based on the information on this map, what action did President Thomas Jefferson take to encourage the economic growth of the United States? [1]

Score

Document 1b

**Value of Produce From the Interior
Received at the Port of New Orleans, 1816–1860**

Time Period	Value in Dollars
1816–1820	61,432,458
1821–1825	75,675,672
1826–1830	107,886,410
1831–1835	143,477,674
1836–1840	220,408,589
1841–1845	266,614,052
1846–1850	425,893,436
1851–1855	671,653,147
1856–1860	827,736,914

Source: Douglass C. North, *The Economic Growth of the United States, 1790–1860*, W.W. Norton & Co., 1966 (adapted)

1b Based on this chart, what was **one** way that control of the port of New Orleans affected the United States economy? [1]

Score

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Document 2

The Effects of the Cotton Gin

. . . After the invention of the cotton gin, the yield of raw cotton doubled each decade after 1800. Demand was fueled by other inventions of the Industrial Revolution, such as the machines to spin and weave it and the steamboat to transport it. By midcentury America was growing three-quarters of the world's supply of cotton, most of it shipped to England or New England where it was manufactured into cloth. During this time tobacco fell in value, rice exports at best stayed steady, and sugar began to thrive, but only in Louisiana. At midcentury the South provided three-fifths of America's exports — most of it in cotton.

However, like many inventors, [Eli] Whitney (who died in 1825) could not have foreseen the ways in which his invention would change society for the worse. The most significant of these was the growth of slavery. While it was true that the cotton gin reduced the labor of removing seeds, it did not reduce the need for [use of] slaves to grow and pick the cotton. In fact, the opposite occurred. Cotton growing became so profitable for the planters that it greatly increased their demand for both land and slave labor. In 1790 there were six slave states; in 1860 there were 15. From 1790 until Congress banned the importation of slaves from Africa in 1808, Southerners imported 80,000 Africans. By 1860 approximately one in three Southerners was a slave. . . .

Source: Joan Brodsky Schur, "Eli Whitney's Patent for the Cotton Gin,"
U.S. National Archives & Records Administration

2a According to Joan Brodsky Schur, how did the cotton gin contribute to the growth of the United States economy?
[1]

Score

b According to Joan Brodsky Schur, what was **one negative** impact of the cotton gin on American society? [1]

Score

Document 3a

. . . The war [War of 1812] exposed not only weaknesses in defense, but also in transportation. Modes and methods of transportation were totally inadequate. Generals moved troops slowly by carriages, or on foot, on poorly developed roads. President James Madison supported the idea of internal improvements, yet he vetoed an internal improvements bill, which would have provided for the construction of roads. He felt that roads and canals that would benefit local communities should be funded by the respective states and private enterprises. He did, however, approve monies for a National Road, solely on the grounds that it would benefit national defense. This road began in Maryland and stretched all the way to Ohio, joining the Northeast with the western frontier. An equally significant improvement was the completion of the Erie Canal, linking the Great Lakes with New York City and the Atlantic Ocean. . . .

Source: Kerry C. Kelly, "Anti-railroad Propaganda Poster — The Growth of Regionalism, 1800–1860," U.S. National Archives & Records Administration

3a According to Kerry C. Kelly, what was **one** government action that improved transportation? [1]

Score

Document 3b

Roads, Canals, and Navigable Rivers, 1850



Source: *United States History*, Addison—Wesley (adapted)

3b Based on the information on this map, state **one** benefit of roads, canals, and/or navigable rivers on the United States economy. [1]

Score

Document 4

. . . And what is this tariff? It seems to have been regarded as a sort of monster, huge and deformed; a wild beast, endowed with tremendous powers of destruction, about to be let loose among our people, if not to devour them, at least to consume their substance. But let us calm our passions, and deliberately survey this alarming, this terrific being. The sole object of the tariff is to tax the produce of foreign industry, with the view of promoting American industry. The tax is exclusively leveled at foreign industry. That is the avowed and the direct purpose of the tariff. If it subjects any part of American industry to burdens, that is an effect not intended, but is altogether incidental, and perfectly voluntary. . . .

Source: Henry Clay debating the Tariff Bill, March 1824, *Annals of Congress*, Vol. 42

4 According to Henry Clay, what was the purpose of the tariff? [1]

Score

Document 5

Federal Land Policy in the 1800s

Grants	Acres
1. Land given as homestead grants	213.9 million acres
2. Land given to support railroad construction	129.0 million acres
3. Land given to states for educational purposes	
– common schools	73.2 million acres
– agricultural & mechanical colleges	11.1 million acres
4. Land given to war veterans (Revolutionary War, War of 1812, Mexican War)	68.2 million acres

Source: Anderson and Martin, "The Public Domain and Nineteenth Century Transfer Policy," *Cato Journal*, Vol. 6, No. 3, Winter 1987 (adapted)

5 Based on this chart, what were *two* examples of federal land policy in the 1800s? [2]

(1) _____

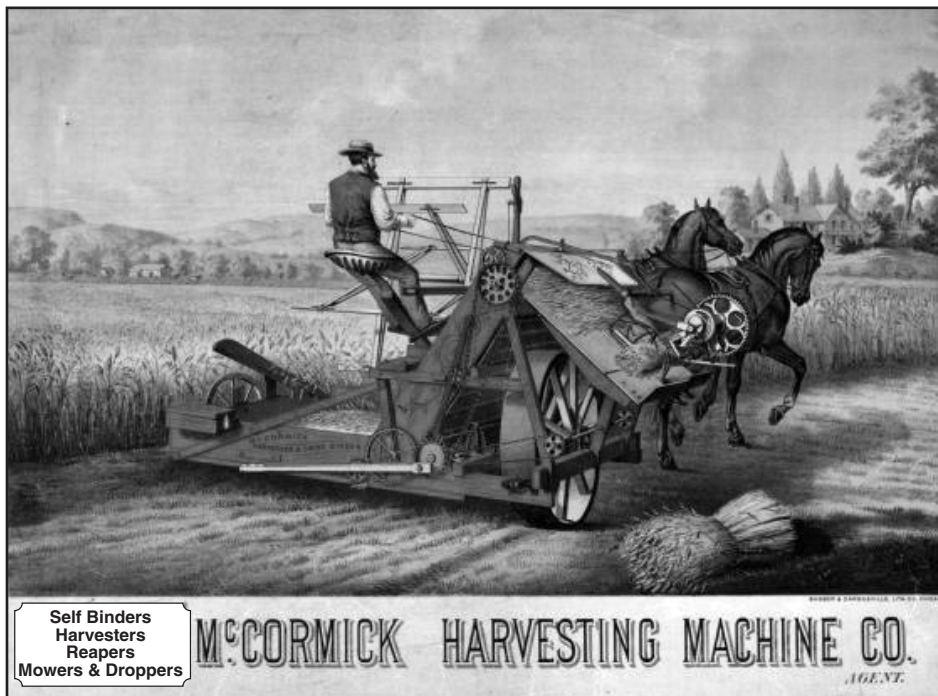
Score

(2) _____

Score

Document 6a

This poster advertised a wheat harvesting machine, one of many McCormick farm machines.



Source: Shober & Carqueville Lithog. Co. for McCormick Harvesting Machine Co., Wisconsin Historical Society (adapted)

Document 6b

Year	Wheat Production (in millions of bushels)	Corn Production (in millions of bushels)
1870	260.1	874.3
1875	309.1	850.1
1880	448.8	1,547.9
1885	512.8	1,795.5
1890	490.6	2,112.9
1895	460.2	1,212.8
1900	547.3	2,078.1

Source: *Statistical Abstract of the United States*, 1901

6 According to these documents, what impact did technology have on agricultural production in the United States? [1]

Score

Document 7

. . . During the post-Civil War decades, such wartime Republican initiatives as the Homestead Act and the Morrill Act for endowing agricultural colleges bore valuable economic fruit in the form of greater agricultural productivity. Federal railroad legislation had even weightier consequences. By 1871, under the terms of the Pacific Railroad Act and subsequent measures, the federal government had given private railroad companies over 130 million acres of land in the trans-Mississippi West, about one-tenth of the entire public domain. Individual states contributed a total of forty-nine million additional acres from their own public lands. This huge mass of real estate—larger than the state of Texas—was a vital source of funds for the railroads. People with savings—especially middle-class folk—who would not buy the stocks and bonds of the railroads, did buy their land. Thousands were attracted west to take up farms in the grants of the Northern Pacific, Union Pacific, Burlington, and other land-rich railroads. Their contribution to the roads' coffers was immense. The average price at which the railroads sold their land was about \$3.30 an acre, bringing the promoters about \$435 million. . . .

Source: Irwin Unger, *These United States: The Questions of Our Past*, Little, Brown, 1978

7 According to Irwin Unger, what was **one** impact of federal land policy on the United States economy? [1]

Score

Document 8

. . . If you find it hard to believe that the Internet is merely a modern twist on a 19th-century system, consider the many striking parallels. For a start, the telegraph, like the Internet, changed communication completely. While the Internet can turn hours into seconds, the telegraph turned weeks into minutes. Before the telegraph, someone sending a dispatch to India from London had to wait months before receiving a reply. With the telegraph, communication took place as fast as operators could tap out Morse code.

. . . Before too long, many telegraph users came to see it as a mixed blessing. Businessmen, who were keen adopters of the technology because it enabled them to keep track of distant markets and overseas events, found that it also led to an acceleration in the pace and stress of life. One harassed New York executive complained in 1868: “The businessman of the present day must be continually on the jump. The slow express train will not answer his purpose, and the poor merchant has no other way in which to work to secure a living for his family. He **MUST** use the telegraph.” Information overload existed even then. . . .

Source: Tom Standage, “The 19th-Century Internet,” www.contextmag.com

8 According to Tom Standage, what was **one** effect of the telegraph on American business? [1]

Score

Document 9

. . . Like information technology [IT] today, railroads in the second half of the 19th century promised to revolutionize society—shrinking distances, dramatically lowering costs, opening new markets, and increasing competition. Railroads were the great transformational technology of the age and promised to change everything. Like IT today, railroads sucked up the bulk of the world’s investment capital, creating a speculative bubble that ultimately burst—blowing away much of the capital that investors had poured into the industry. While many investors lost their shirts, railroads did, in the end, deliver the revolution promised. Costs came down, living standards rose, markets expanded, and geography shrank. In fact, the railroad infrastructure, built with so much sweat, blood, and money a century ago, is still serving us today. . . .

Source: Barry Sheehy, “Train Wrecks: Why Information Technology Investments Derail,”
CPC Econometrics

9 According to Barry Sheehy, what were *two* effects of railroads on the American economy? [2]

(1) _____

Score

(2) _____

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 your essay. Support your response with relevant facts, examples, and details. Include additional outside information.

Historical Context:

Between 1800 and 1900, the United States experienced great economic growth. Two factors that contributed to this growth were government policies and technological developments.

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

- Discuss how government policies *and* technological developments influenced the growth of the United States economy between 1800 and 1900

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, August 16, 2007 — 12:30 to 3:30 p.m., only

ANSWER SHEET

Male

Female

Student

Teacher

School

Write your answers for Part I on this answer sheet, write your answers to Part III A in the test booklet, and write your answers for Parts II and III B in the separate essay booklet.

FOR TEACHER USE ONLY

Part I Score _____

Part III A Score _____

Total Part I and III A Score

Part II Essay Score _____

Part III B Essay Score _____

Total Essay Score

Final Score
(obtained from conversion chart)

1.....	26.....
2.....	27.....
3.....	28.....
4.....	29.....
5.....	30.....
6.....	31.....
7.....	32.....
8.....	33.....
9.....	34.....
10.....	35.....
11.....	36.....
12.....	37.....
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18.....	43.....
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22.....	47.....
23.....	48.....
24.....	49.....
25.....	50.....

No. Right

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

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

Signature _____

Tear Here

Tear Here

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