

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

**UNITED STATES HISTORY  
AND GOVERNMENT**

**Thursday**, January 26, 2017 — 9:15 a.m. to 12:15 p.m., only

Student Name \_\_\_\_\_

School Name \_\_\_\_\_

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

Print your name and the name of your school on the lines above. A separate answer sheet for Part I has been provided to you. Follow the instructions from the proctor for completing the student information on your answer sheet. Then fill 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 to Parts II, III A, and III B.

**Part I** contains 50 multiple-choice questions. Record your answers to these questions as directed on the 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. When you reach this part of the test, enter your name and the name of your school on the first page of this section.

Each document is followed by one or more questions. Write your answer to each question in this examination booklet on the lines following that question.

**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 declaration 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

### Answer all questions in this part.

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

1 New England's geographic features most directly influenced the region's development of

- (1) industry
- (2) sugar mills
- (3) large plantations
- (4) tenant farming

2 • Colonists protest the Stamp Act.  
• Sons of Liberty groups are formed.  
• Crates of tea are thrown into Boston Harbor.  
• Parliament passes Coercive Acts.

These events helped lead to the

- (1) French and Indian War
- (2) Revolutionary War
- (3) Whiskey Rebellion
- (4) War of 1812

3 Which heading best completes the partial outline below?

- |   |
|---|
| I. _____<br>A. National government unable to levy direct taxes<br>B. No single national currency<br>C. Lack of an elected chief executive |
|---|

- (1) Weaknesses of the Articles of Confederation
- (2) Strengths of the Continental Congress
- (3) Provisions of the United States Constitution
- (4) Influence of Treaties with European Governments

4 During the debate over ratification of the United States Constitution, Antifederalists argued that a bill of rights should be added to

- (1) preserve the interests of slaveholders
- (2) list the responsibilities of citizens
- (3) protect individual liberties
- (4) ensure federal supremacy

Base your answer to question 5 on the passage below and on your knowledge of social studies.

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

—First amendment, United States Constitution

5 What is one impact of this amendment on American society?

- (1) Congress cannot mandate a national religion.
- (2) Religious groups cannot lobby Congress.
- (3) Members of the press cannot hold public office.
- (4) The Supreme Court cannot limit free speech during wartime.

6 The Supreme Court can influence the actions of the other two branches of the federal government by

- (1) vetoing legislation
- (2) pardoning criminals
- (3) exercising judicial review
- (4) impeaching the president

7 In 1790, the first census of the United States was taken in order to

- (1) create immigration quotas
- (2) determine each state's representation in Congress
- (3) establish the number of appointed federal judges
- (4) justify funding for public education

- 8 Which group benefited the most from the United States acquisition of the port of New Orleans?
- (1) farmers in the Ohio River valley
  - (2) Native American Indians in the Southwest
  - (3) fur trappers in the Hudson River valley
  - (4) gold miners in northern California
- 9 A major reason for the issuance of the Monroe Doctrine (1823) was to
- (1) improve trade relations with Asia
  - (2) gain new colonies in Latin America
  - (3) acquire land to build a canal in Central America
  - (4) limit European influence in the Western Hemisphere
- 10 A major reason for President Andrew Jackson's policy toward the Cherokee Nation was to
- (1) provide Native American Indians with better farmland
  - (2) enforce the United States Supreme Court decision in *Worcester v. Georgia* (1832)
  - (3) obtain land from Native American Indians for white settlers
  - (4) gain the political support of Native American Indians
- 11 Which quotation best represents the idea of Manifest Destiny?
- (1) "American interests are best served by strict isolationism."
  - (2) "The passage of protective tariffs will encourage industrial development."
  - (3) "Immigration is the key to the nation's economic growth."
  - (4) "The United States has a duty to spread American ideals westward."
- 12 . . . "We hold these truths to be self-evident: that all men and women are created equal; . . ."  
—Seneca Falls Convention, 1848
- Which document most influenced the authors of this statement?
- (1) Mayflower Compact
  - (2) Albany Plan of Union
  - (3) Declaration of Independence
  - (4) Articles of Confederation
- 13 The Homestead Act (1862) encouraged the settlement of the West because it provided
- (1) forty acres of land and a mule to formerly enslaved persons
  - (2) land to people who would live on it for at least five years
  - (3) mining claims for prospectors seeking gold and silver
  - (4) land to companies to build transcontinental railroads
- 14 What was one major result of the North's victory in the Civil War?
- (1) The power of the Supreme Court was limited.
  - (2) Slave owners were compensated for their losses.
  - (3) The influence of corporations on government was reduced.
  - (4) The supremacy of the national government was upheld.
- 15 One way in which Andrew Carnegie and John D. Rockefeller are similar is that they both
- (1) served in the United States Congress
  - (2) treated their workers with respect
  - (3) gave large sums of money to charitable causes
  - (4) made fortunes in the automobile industry
- 16 During the late 1800s, the use of child labor in United States factories was most opposed by
- |               |                    |
|---------------|--------------------|
| (1) parents   | (3) labor unions   |
| (2) nativists | (4) factory owners |
- 17 In the late 1800s, an increased demand for raw materials and a desire for new markets contributed to the United States adopting a policy of
- |                 |                         |
|-----------------|-------------------------|
| (1) imperialism | (3) collective security |
| (2) pacifism    | (4) isolationism        |

18 “. . . You come to us and tell us that the great cities are in favor of the gold standard; we reply that the great cities rest upon our broad and fertile prairies. Burn down your cities and leave our farms, and your cities will spring up again as if by magic; but destroy our farms and the grass will grow in the streets of every city in the country. . . .”

—William Jennings Bryan, 1896

In the late 19th century, farmers attempted to address the issue raised by William Jennings Bryan by

- (1) supporting the Populist Party
- (2) demanding higher tariffs
- (3) providing jobs for the unemployed
- (4) lobbying Congress to cut income taxes

19 What was one result of the Supreme Court decision in *Plessy v. Ferguson* (1896)?

- (1) Public schools were integrated nationwide.
- (2) Civil rights for African Americans were strengthened.
- (3) Northern states were forced to segregate public facilities.
- (4) The “separate but equal” doctrine was established.

20 One major result of the Spanish-American War was that the United States

- (1) formed an alliance with England
- (2) gained recognition as a world power
- (3) repealed the Monroe Doctrine
- (4) decreased the size of its navy

21 A common goal of Lincoln Steffens, Frank Norris, and Ida Tarbell was to

- (1) encourage government officials to decrease the regulation of business
- (2) publicize the achievements of the captains of industry
- (3) create a demand for new political parties to replace the two major parties
- (4) increase public awareness of social, political, and economic problems

22 During the Progressive Era, direct primary elections were adopted to

- (1) raise additional campaign funds for candidates
- (2) increase the power of voters in the political process
- (3) strengthen the role of political machines
- (4) expand the power of the federal government

23 President Theodore Roosevelt was called a trustbuster because he

- (1) directed the building of the Panama Canal
- (2) encouraged conservation of natural resources
- (3) supported legal action against business monopolies
- (4) resigned from the Republican Party

24 What was President Woodrow Wilson’s stated policy toward the warring nations of Europe prior to United States entry into World War I?

- (1) neutrality
- (2) containment
- (3) internationalism
- (4) dollar diplomacy

25 Which statement about the United States economy during the 1920s is true?

- (1) Federal regulation of business was strengthened.
- (2) The purchase of stocks steadily declined.
- (3) Mass production increased the supply of consumer goods.
- (4) Republican Party presidents supported unemployment insurance.

Base your answer to question 26 on the cartoon below and on your knowledge of social studies.



Source: Clifford Berryman, *Washington Star*, August 31, 1930

- 26 This cartoon is portraying a situation that resulted from the
- (1) public rejection of the New Deal
  - (2) economic downturn of the late 1920s
  - (3) failure of the Civilian Conservation Corps
  - (4) opposition to the Treaty of Versailles

27 President Franklin D. Roosevelt believed that declaring a bank holiday and creating the Federal Deposit Insurance Corporation (FDIC) would aid the nation's banking system by

- (1) restricting foreign investments
- (2) eliminating government regulation of banks
- (3) restoring public confidence in banks
- (4) granting tax relief

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

. . . I see one-third of a nation ill-housed, ill-clad, ill-nourished.

It is not in despair that I paint you that picture. I paint it for you in hope—because the Nation, seeing and understanding the injustice in it, proposes to paint it out. We are determined to make every American citizen the subject of his country's interest and concern; and we will never regard any faithful, law-abiding group within our borders as superfluous. The test of our progress is not whether we add more to the abundance of those who have much; it is whether we provide enough for those who have too little. . . .

—President Franklin D. Roosevelt, Second Inaugural Address, January 20, 1937

28 President Franklin D. Roosevelt addressed the situation described in this speech by

- (1) reducing the influence of labor unions
- (2) supporting programs to aid the poor and unemployed
- (3) promoting the interests of big business
- (4) adopting the trickle-down economic theory

29 The Neutrality Acts of 1935 and 1937 were enacted by Congress to

- (1) help the United States recover from the Great Depression
- (2) stop Nazi Germany from conquering Europe
- (3) aid the Americans who fought in the Spanish Civil War
- (4) prevent the United States from being drawn into another world war

30 “Yesterday, December 7, 1941—a date which will live in infamy—the United States of America was suddenly and deliberately attacked by naval and air forces of the Empire of Japan. . . .”

—President Franklin D. Roosevelt, Address to Congress, December 8, 1941

In this statement, President Roosevelt was addressing Congress about the

- (1) sinking of merchant ships in the Atlantic Ocean
- (2) D-Day invasion of France
- (3) bombing of Pearl Harbor
- (4) air raids on the Panama Canal

31 During World War II, the federal government was accused of violating constitutional rights by

- (1) signing the Yalta Agreement
- (2) implementing a draft to expand the armed forces
- (3) relocating Japanese Americans to internment camps
- (4) initiating the secret Manhattan Project

Base your answer to question 32 on the posters below and on your knowledge of social studies.



Source: N.C. Wyeth,  
U.S. Department of the Treasury, 1942



Source: Weimer Pursell,  
Office of Price Administration, 1943

32 These World War II posters encouraged Americans to

- (1) demand higher wages
- (2) enlist in the armed services
- (3) purchase new automobiles
- (4) support home-front war efforts

33 Which standard of justice was applied to Nazi leaders who were tried at Nuremberg after World War II?

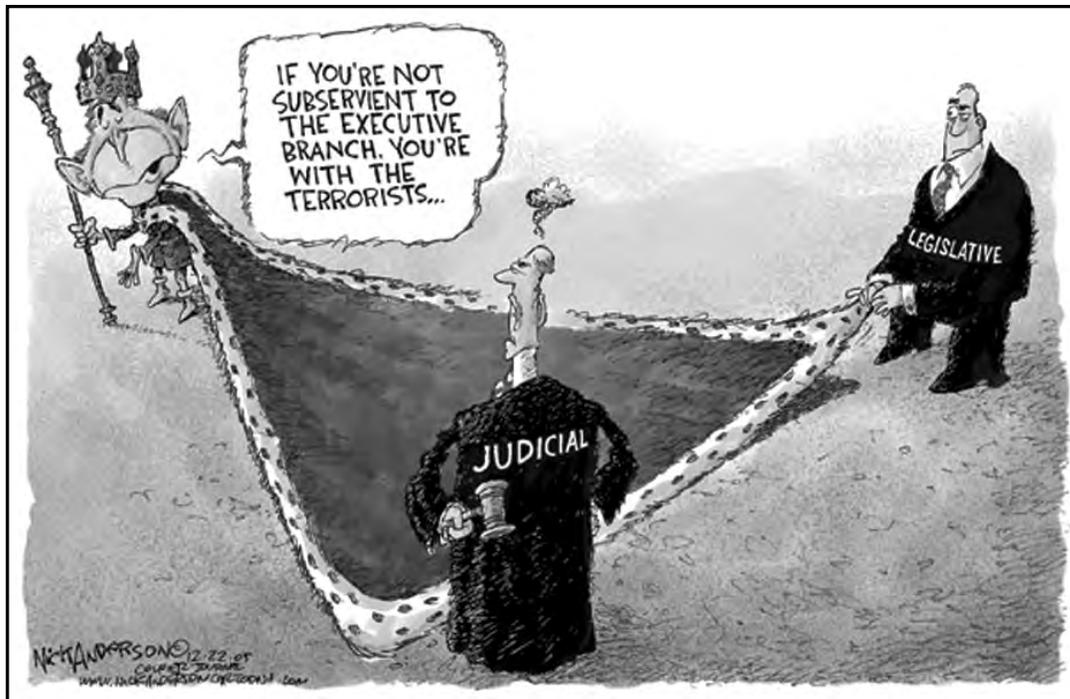
- (1) Military attacks on civilian populations are legal.
- (2) Individuals can be held personally responsible for war crimes.
- (3) Military officers are not accountable for crimes if they were obeying orders.
- (4) Only the League of Nations can determine international law.

34 What was the purpose of the Berlin airlift?

- (1) supplying West Berlin with necessities during the Soviet blockade
- (2) helping defeat the German military
- (3) assisting people trying to escape from East Berlin
- (4) forcing the Soviet Union to end its occupation of East Germany

- 35 During the 1960s, members of the Student Nonviolent Coordinating Committee (SNCC) used sit-ins primarily to
- (1) protest high college tuition costs
  - (2) promote passage of clean air laws
  - (3) support voting rights for 18-year-old citizens
  - (4) challenge racially segregated public facilities
- 36 What was a major result of the Cuban missile crisis of 1962?
- (1) Fidel Castro was removed from power.
  - (2) Steps were taken to relax Cold War tensions.
  - (3) United Nations forces invaded Cuba.
  - (4) Trade between Cuba and the United States increased.
- 37 President Kennedy created the Peace Corps in the 1960s to
- (1) fight revolutionaries in democratic nations with military force
  - (2) improve economic conditions in developing countries
  - (3) rebuild United States cities through urban renewal
  - (4) overthrow Soviet control in Eastern Europe
- 38 Which statement about the Vietnam War is an opinion?
- (1) President Lyndon B. Johnson's escalation of the war was a mistake.
  - (2) United States forces withdrew from Vietnam during the presidency of Gerald Ford.
  - (3) Disagreement over the war divided the American public.
  - (4) The Vietnam War had been the longest military conflict in United States history.
- 39 The SALT I and SALT II agreements of the 1970s tried to improve Cold War relations between the United States and the Soviet Union by
- (1) encouraging space exploration
  - (2) increasing cultural exchanges
  - (3) lowering barriers to trade
  - (4) limiting nuclear weapons
- 40 What was a major achievement of the presidency of Jimmy Carter?
- (1) uniting East Germany and West Germany
  - (2) negotiating the peace accord between Egypt and Israel at Camp David
  - (3) ending United States dependence on imported oil
  - (4) rescuing United States hostages in Iran
- 41 President Ronald Reagan supported supply-side economics through reduced tax rates to
- (1) encourage economic growth
  - (2) create more public-works jobs
  - (3) increase government regulation of business
  - (4) decrease defense spending
- 42 The North American Free Trade Agreement (NAFTA) and the General Agreement on Tariffs and Trade (GATT) were created primarily to
- (1) support environmentalism
  - (2) maintain mutual defense
  - (3) improve public health worldwide
  - (4) promote economic interdependence

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



Source: Nick Anderson, *Louisville Courier-Journal*, December 22, 2005

- 43 This cartoon illustrates that actions taken during times of crisis have sometimes led to concerns about the functioning of
- (1) federalism
  - (2) salutary neglect
  - (3) checks and balances
  - (4) bicameral legislatures

- 44 The decisions of the Supreme Court under Chief Justice John Marshall and under Chief Justice Earl Warren demonstrate that
- (1) the Supreme Court can greatly influence economic and social change
  - (2) chief justices have little influence over the rest of the Supreme Court
  - (3) Supreme Court decisions must be approved by the president
  - (4) states can overturn decisions of the Supreme Court

- 45 “. . . Under a government which imprisons any unjustly, the true place for a just man is also a prison. . . .”

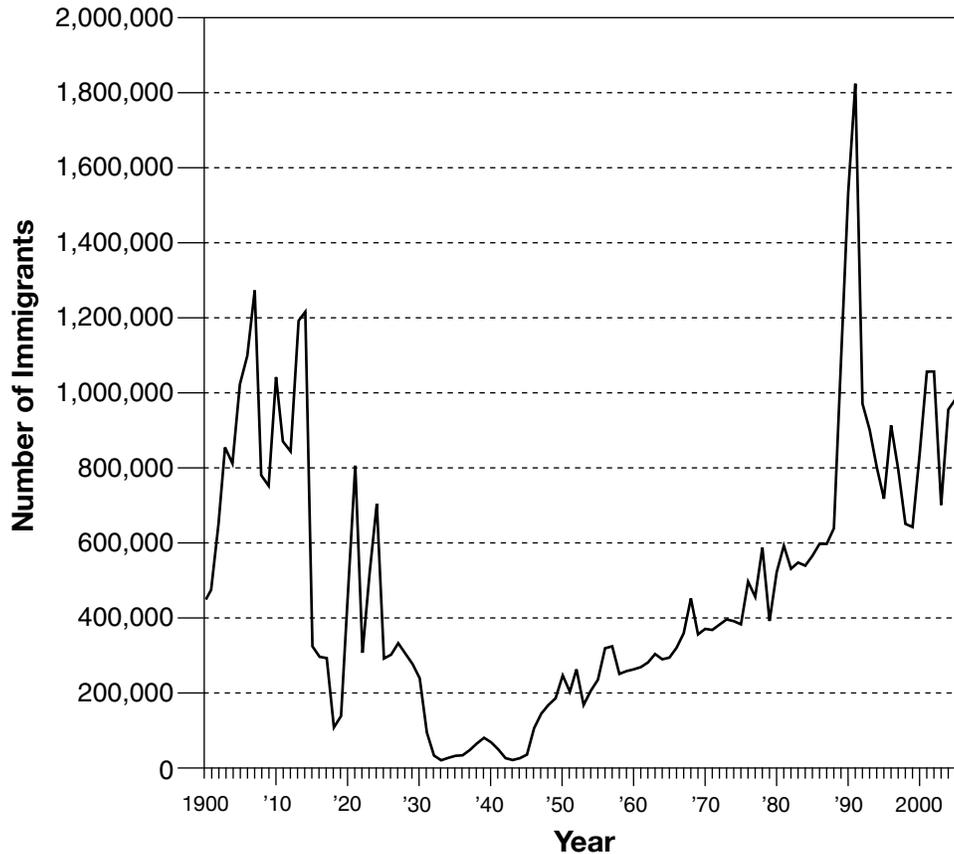
—Henry David Thoreau

Which leader’s reform efforts reflect the idea in this statement by Thoreau?

- (1) Booker T. Washington’s support for vocational education
- (2) Jane Addams’s establishment of Hull House
- (3) Rachel Carson’s books about the environment
- (4) Martin Luther King Jr.’s advocacy of civil disobedience

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

**Legal Immigration to the United States:  
1900–2005**



Source: U. S. Department of Homeland Security (adapted)

- 46 Which statement is best supported by the information provided in this graph?
- (1) Each year since 1950, immigration has increased.
  - (2) Quotas favored immigration from southern and eastern Europe.
  - (3) Immigration declined during world wars and economic hard times.
  - (4) Every year since 1920, at least one million people have come to the United States.

- 47 One way in which President Abraham Lincoln's suspension of habeas corpus (1861), the Espionage Act (1917), and the USA Patriot Act (2001) are similar is that these actions
- (1) enforced international treaties
  - (2) expanded political cooperation
  - (3) encouraged economic development
  - (4) restricted civil liberties during wartime

- 48 The Harlem Renaissance was influenced by the
- (1) migration of African Americans from the rural South to the urban North
  - (2) passage of federal laws outlawing racial discrimination in public facilities
  - (3) racial integration of the military during World War I
  - (4) use of affirmative action after World War II



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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”

## 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: Cultural and Intellectual Life—Influence of Mass Media

Since the earliest days of the nation, mass media have significantly influenced the political, economic, and social life of the United States and American society. These media include pamphlets, newspapers, books, magazines, posters, photographs, radio, films, and television.

#### Task:

Select **two** examples in which mass media have influenced the United States and for **each**

- Describe the historical circumstances surrounding the issue addressed by mass media
- Discuss *positive and/or negative* effects of this use of mass media on the United States and/or American society

You may use any example in which mass media have influenced the political, economic, and/or social life of the United States. Some suggestions you might wish to consider include:

*Common Sense*—Thomas Paine

*Uncle Tom’s Cabin*—Harriet Beecher Stowe

yellow journalism—William Randolph Hearst and Joseph Pulitzer

*How the Other Half Lives*—Jacob Riis

*The Jungle*—Upton Sinclair

fireside chats—President Franklin D. Roosevelt

photo journalism—civil rights protests

televised nightly newscasts—Vietnam War

*Washington Post*—investigation of the Nixon administration

**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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## 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 these documents have been edited for the purposes of this 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. Keep in mind that the language used in a document may reflect the historical context of the time in which it was written.

**Historical Context:**

Throughout United States history, presidents have made proposals to deal with important issues facing the nation. Members of Congress have not always agreed with these proposals. The outcomes of these situations have affected the United States and American society. These issues have included **the Mexican-American War and President James K. Polk, Reconstruction and Presidents Abraham Lincoln and Andrew Johnson, and Supreme Court decisions and President Franklin D. Roosevelt.**

**Task:** Using the 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

Select **two** issues mentioned in the historical context and for **each**

- Describe the president's position on the issue
- Describe congressional opposition to the president's position
- Discuss how the outcome of the situation influenced the United States and/or American society

In developing your answers to Part III, 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”

## Part A

### Short-Answer Questions

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

#### Document 1

. . . The grievous wrongs perpetrated by Mexico upon our citizens throughout a long period of years remain unredressed [uncorrected], and solemn treaties pledging her public faith for this redress have been disregarded. A government either unable or unwilling to enforce the execution of such treaties fails to perform one of its plainest duties. . . .

Instead of this, however, we have been exerting our best efforts to propitiate [gain] her good will. Upon the pretext that Texas, a nation as independent as herself, thought proper to unite its destinies with our own she has affected to believe that we have severed her rightful territory, and in official proclamations and manifestoes has repeatedly threatened to make war upon us for the purpose of reconquering Texas. In the meantime we have tried every effort at reconciliation. The cup of forbearance [patience] had been exhausted even before the recent information from the frontier of the Del Norte [Rio Grande]. But now, after reiterated menaces, Mexico has passed the boundary of the United States, has invaded our territory and shed American blood upon the American soil. She has proclaimed that hostilities have commenced, and that the two nations are now at war.

As war exists, and, notwithstanding [despite] all our efforts to avoid it, exists by the act of Mexico herself, we are called upon by every consideration of duty and patriotism to vindicate [justify] with decision the honor, the rights, and the interests of our country. . . .

Source: President James K. Polk, Special Message to Congress on Mexican Relations, May 11, 1846

- 1 According to his message to Congress, what is **one** reason President James Polk supports war with Mexico? [1]

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Score

## Document 2

. . . The prompt and overwhelming vote in Congress for war—174 to 14 in the House and 40 to 2 in the Senate—is deceptive. Aroused by the loss of American lives, all sections and all parties at first enthusiastically endorsed the conflict. Popular slogans were “Ho for the Halls of the Montezumas!” and “Mexico or Death!” But gradually considerable sentiment developed against fighting “Jimmy Polk’s War,” especially among the opposition Whig party and the antislavery men. One abolitionist Congressman denounced the conflict as “unholy, unrighteous, and damnable.” The distinguished Whig orator, Senator [Thomas] Corwin of Ohio, declared in a memorable speech [February 11, 1847] that if he were a Mexican he would say to the Americans, “Have you not room in your own country to bury your dead men? If you come into mine, we will greet you with bloody hands; and welcome you to hospitable graves.”

Abraham Lincoln, who entered the House as a Whig some months after the war began, joined the dissenters. Through his famous “spot resolutions,” which caused him to be dubbed the “spotty Lincoln,” he demanded to know the precise “spot” on American soil where the shooting had begun. Certainly Polk would have been much nearer the truth if he had said that “American blood has been shed on soil in dispute between the United States and Mexico”—soil to which Mexico perhaps had a better technical claim than the United States. . . .

Source: Thomas A. Bailey, *A Diplomatic History of the American People*, Prentice-Hall, 1974 (adapted)

2 According to Thomas A. Bailey, what was **one** reason members of Congress opposed war with Mexico? [1]

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Score

Document 3a

United States Acquisitions from Mexico, 1848



Source: *Historical Maps on File, Facts on File, 2002* (adapted)

Document 3b

... But Congress itself was split over the question of slavery, and California's statehood threatened that balance. Congress had once hoped that the issue of slavery's extension had been settled forever by the Missouri Compromise of 1820, which barred slavery in most of the West. But the defeat of Mexico—and the sudden acquisition of so many hundreds of thousands of square miles—had changed everything. . . .

Source: Geoffrey C. Ward et al., *The West: An Illustrated History*, Little, Brown and Company, 1996

3 Based on these documents, what were **two** effects of the Mexican-American War on the United States? [2]

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

Score

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

Score

## Document 4a

. . . Abraham Lincoln believed the President should take the lead in peacemaking, and he was disposed to grant relatively mild conditions of peace. In 1863 he announced his willingness to pardon all rebels (except for certain of the leaders) who would lay down their arms and take an oath of future loyalty to the United States. He also proposed his “ten per cent plan” of reconstruction. According to this plan, ten per cent of the qualified voters (as of 1860) in a seceded state, upon taking the oath, could form a new state government and apply for readmission to the Union. They would have to accept the antislavery measures of Congress and the President, including the Emancipation Proclamation. Before the end of the war, the statemaking process had begun under Lincoln’s plan in Louisiana, Arkansas, and Tennessee. . . .

Source: Richard N. Current, ed., *Reconstruction [1865–1877]*, Prentice-Hall, 1965

4a Based on this document, what was **one** proposal made by President Abraham Lincoln concerning the readmission of the South to the Union? [1]

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Score

## Document 4b

. . . Although Johnson thundered against the Confederate leaders and called for their personal punishment, he believed the states they represented were, in fact, still part of the Union and therefore guaranteed representation in Congress. Thus he desired their immediate restoration—not readmission, because in his view they’d never left. He preferred that this restoration take place after each state had ratified the Thirteenth Amendment abolishing slavery, but he wasn’t inclined to insist on even this condition. Nor did he seek any safeguards for the freed people. . . .

Source: Hans L. Trefousse, “Andrew Johnson,” in *“To the Best of My Ability”: The American Presidents*, edited by James M. McPherson, DK Publishing, 2001

4b Based on this document, what was **one** position taken by President Andrew Johnson concerning the restoration of the South to the Union? [1]

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Score



5 Based on this time line and map, identify **two** ways Congress dealt with Reconstruction. [2]

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

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

**Document 6**

The long ordeal of slavery came to an end in 1865 for 4 million African Americans. Suddenly the freedom they had longed for during two centuries of bondage was theirs. The world opened before them: they could freely visit loved ones, attend schools, or run for public office. Blacks soon realized, however, that chains other than slavery still held them. Penniless, they could not afford to buy farms; untrained, they could not move into better jobs. In the 1870s and 1880s they lost many of the privileges they had gained when freed, including the right to vote. Booker T. Washington grew to maturity in years when blacks experienced both the exhilaration of freedom and the humiliation of segregation. He proved in his early life that an ex-slave could prosper by hard work. When in his later years he saw the cords of prejudice tightening around his people, he responded in the best way he knew, advocating self-help in the face of prejudice and segregation. . . .

Source: J. William T. Youngs, "Beyond Emancipation," *American Realities: Historical Episodes*, Longman, 2001

6 According to J. William T. Youngs, what were **two** ways African Americans were affected by the end of slavery and by Reconstruction? [2]

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

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

Document 7a



Source: Ray O. Evans, *Columbus Dispatch*, February 10, 1937 (adapted)

7a Based on this political cartoon, why is President Franklin D. Roosevelt upset with the Supreme Court? [1]

Score

**Document 7b**

President Franklin D. Roosevelt presented a proposal to encourage more cooperation between the three branches of government.

. . . Last Thursday I described the American form of Government as a three horse team provided by the Constitution to the American people so that their field might be plowed. The three horses are, of course, the three branches of government—the Congress, the Executive and the Courts. Two of the horses are pulling in unison today; the third is not. Those who have intimated [suggested] that the President of the United States is trying to drive that team, overlook the simple fact that the President, as Chief Executive, is himself one of the three horses. . . .

What is my proposal? It is simply this: whenever a Judge or Justice of any Federal Court has reached the age of seventy and does not avail himself of the opportunity to retire on a pension, a new member shall be appointed by the President then in office, with the approval, as required by the Constitution, of the Senate of the United States. . . .

Source: President Franklin D. Roosevelt, March 9, 1937

7b Based on this document, what is President Franklin D. Roosevelt’s proposal regarding the Supreme Court? [1]

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Score

Document 8

**THE JUDICIARY REFORM BILL**

. . . [President Franklin D.] Roosevelt’s “court-packing” proposal shocked many people, yet constitutionally Congress had the power to decide on the size of the Supreme Court. The President believed that since the Democrats had a majority, they would support him. Instead, however, the party split and many Democrats joined those who opposed the President. There were several reasons for the opposition. Perhaps the most important was that Roosevelt had “sprung” the plan upon his supporters without warning. Another was that, although Congress might be extremely annoyed by the Court, it could not bring itself to interfere with the separation of powers. And Congress, throughout its history, has reacted strongly against executive actions which it regarded as dictatorial. . . .

Source: Leonard F. James, *The Supreme Court In American Life*, Scott, Foresman and Company, 1964

8 According to Leonard F. James, what is **one** reason Congress opposed President Franklin D. Roosevelt’s “court-packing” proposal? [1]

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Score

## Document 9

. . .The nasty fight over court packing turned out better than might have been expected. The defeat of the bill meant that the institutional integrity of the United States Supreme Court had been preserved—its size had not been manipulated for political or ideological ends. On the other hand, Roosevelt claimed that though he had lost the battle, he had won the war. And in an important sense he had: he had staved off the expected invalidation of the Social Security Act and other laws. More significantly, the switch in the court that spring resulted in what historians call “the constitutional revolution of 1937”—the legitimation of a greatly expanded exercise of powers by both the national and state governments that has persisted for decades.

The 168-day contest also has bequeathed some salutary [beneficial] lessons. It instructs presidents to think twice before tampering with the Supreme Court. FDR’s scheme, said the Senate Judiciary Committee, was “a measure which should be so emphatically rejected that its parallel will never again be presented to the free representatives of the free people of America.” And it never has been. At the same time, it teaches the justices that if they unreasonably impede the functioning of the democratic branches, they may precipitate [bring about] a crisis with unpredictable consequences. In his dissent in the AAA case in 1936, Justice Stone reminded his brethren, “Courts are not the only agency of government that must be assumed to have capacity to govern.” These are lessons—for the president and for the court—as salient [significant] today as they were in 1937.

Source: William E. Leuchtenburg, “When Franklin Roosevelt Clashed with the Supreme Court—and Lost,”  
*Smithsonian Magazine*, May 2005

9 According to William E. Leuchtenburg, what was **one** impact of President Franklin D. Roosevelt’s attempt to pack the Supreme Court? [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 four* documents in your essay. Support your response with relevant facts, examples, and details. Include additional outside information.

#### Historical Context:

Throughout United States history, presidents have made proposals to deal with important issues facing the nation. Members of Congress have not always agreed with these proposals. The outcomes of these situations have affected the United States and American society. These issues have included **the Mexican-American War and President James K. Polk, Reconstruction and Presidents Abraham Lincoln and Andrew Johnson, and Supreme Court decisions and President Franklin D. Roosevelt.**

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

Select *two* issues mentioned in the historical context and for *each*

- Describe the president's position on the issue
- Describe congressional opposition to the president's position
- Discuss how the outcome of the situation influenced the United States and/or American society

#### Guidelines:

**In your essay, be sure to**

- Develop all aspects of the task
- Incorporate information from *at least four* documents
- Incorporate relevant outside information
- Support the theme with relevant facts, examples, and details
- Use a logical and clear plan of organization, including an introduction and a conclusion that are beyond a restatement of the theme



# REGENTS EXAM IN U.S. HISTORY AND GOVERNMENT

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