

REGENTS EXAM IN U.S. HISTORY AND GOVERNMENT

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

**UNITED STATES HISTORY
AND GOVERNMENT**

Tuesday, January 23, 2018 — 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 During the colonial period in British North America, the major geographic barrier to westward expansion was the
 - (1) Ohio River
 - (2) Great Plains
 - (3) Rocky Mountains
 - (4) Appalachian Mountains
- 2 The United States purchase of the Louisiana Territory in 1803 was geographically important because it
 - (1) assured sole ownership of the Great Lakes
 - (2) ended Spanish control of the Southwest
 - (3) provided full access to the Mississippi River
 - (4) allowed completion of the first railroad in California
- 3 The Mayflower Compact (1620) and the Virginia House of Burgesses (1619) are early examples of
 - (1) restrictions on religious freedom
 - (2) steps toward representative government
 - (3) resistance to British rule
 - (4) economic systems in the colonies
- 4 In writing the Declaration of Independence, Thomas Jefferson was most directly influenced by the social contract theory of
 - (1) Benjamin Franklin
 - (2) James Madison
 - (3) John Locke
 - (4) Baron de Montesquieu
- 5 One way in which the Declaration of Independence (1776) and the original United States Constitution (1789) are similar is that both documents
 - (1) include a specific bill of rights
 - (2) guarantee voting rights to all persons
 - (3) list grievances against the British monarchy
 - (4) state that government receives its power from the people

- 6 One way the original Constitution of the United States addressed the issue of congressional representation was by
 - (1) not counting women as part of a state's population for representation
 - (2) counting three-fifths of the enslaved population when determining representation
 - (3) setting a four-year term of office for all members of Congress
 - (4) giving every state the same number of representatives in the House

Base your answer to question 7 on the passage below and on your knowledge of social studies.

To what expedient [method], then, shall we finally resort, for maintaining in practice the necessary partition of power among the several departments, as laid down in the Constitution? The only answer that can be given is, that as all these exterior provisions are found to be inadequate, the defect must be supplied, by so contriving the interior structure of the government as that its several constituent parts may, by their mutual relations, be the means of keeping each other in their proper places. . . .

— *The Federalist No. 51, 1788*

- 7 Which principle of the United States Constitution is most directly described in this passage?
 - (1) States rights
 - (2) checks and balances
 - (3) the elastic clause
 - (4) concurrent powers

- 8 Most of the amendments to the United States Constitution have dealt with
 - (1) expanding the powers of the presidency
 - (2) setting immigration restrictions
 - (3) strengthening the authority of state governments
 - (4) guaranteeing civil and political rights

9 Which statement is a fact rather than an opinion?

- (1) The power of judicial review was established by a Supreme Court decision.
- (2) Supreme Court Justices should have a mandatory retirement age.
- (3) The Supreme Court achieved its greatest accomplishments under the leadership of Chief Justice John Marshall.
- (4) The Supreme Court's decision in *Roe v. Wade* is its most controversial decision.

10 An example of the unwritten constitution is the

- (1) impeachment process
- (2) two-house legislature
- (3) presidential veto power
- (4) formation of political parties

11 Alexander Hamilton believed that creation of the Bank of the United States would help the nation's economy by

- (1) loaning money to monopolies
- (2) prohibiting foreign investment in United States businesses
- (3) reducing tariffs on foreign imports
- (4) providing for a stable currency

12 A major goal of the Monroe Doctrine (1823) was to

- (1) encourage immigration from Latin American nations
- (2) strengthen the national commitment to Manifest Destiny
- (3) prevent further European colonization in the Western Hemisphere
- (4) improve trade opportunities with Asian nations

13 Which event most directly contributed to the growth of New York City as the nation's leading trade center?

- (1) use of steamboats on the Mississippi River
- (2) opening of the Erie Canal
- (3) construction of the National Road
- (4) passage of the Pacific Railway Act

14 Which statement was included in the Declaration of Sentiments written at Seneca Falls in 1848?

- (1) “. . . We hold these truths to be self-evident: that all men and women are created equal; . . .”
- (2) “. . . I know not what course others may take; but as for me, give me liberty or give me death!”
- (3) “Four score and seven years ago our fathers brought forth upon this continent, a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal. . . .”
- (4) “. . . I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character. . . .”

15 What was one result of the Supreme Court's decision in *Dred Scott v. Sanford* (1857)?

- (1) Sectional tension increased.
- (2) The slave trade was abolished.
- (3) Northern states were more willing to compromise.
- (4) Southern states immediately seceded from the Union.

16 Which situation was a direct result of the Civil War?

- (1) emergence of the United States as a world power
- (2) rapid growth of industry in the North
- (3) elimination of all Jim Crow laws
- (4) end of the sharecropping system

17 Which heading best completes the partial outline below?

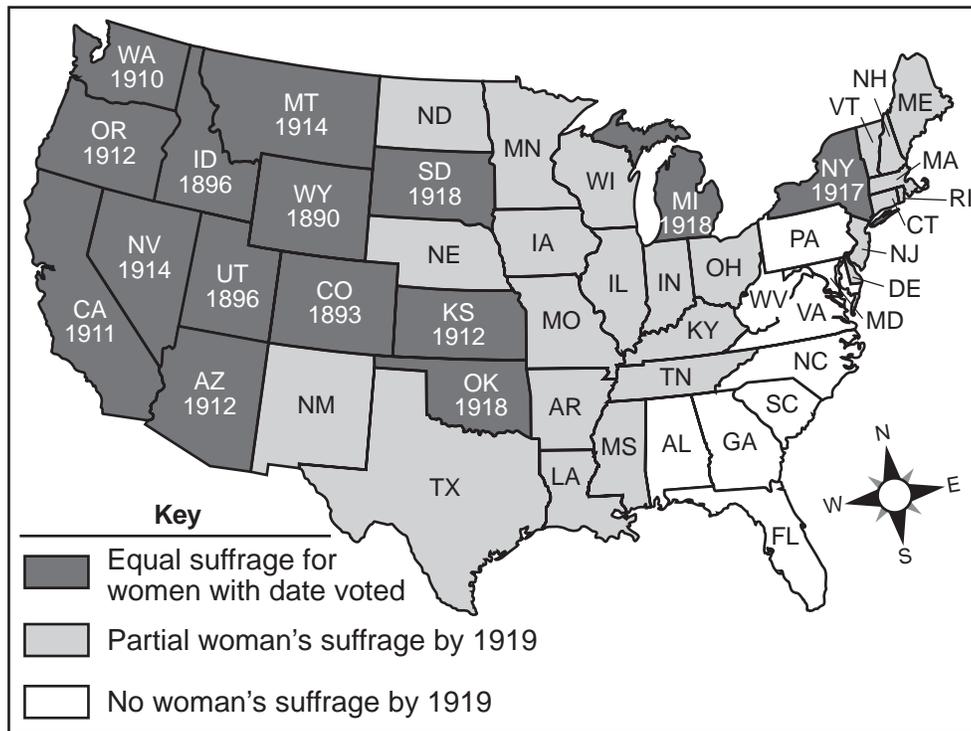
I. _____ A. Protective tariffs B. Railroad subsidies C. Use of troops to end strikes

- (1) The New South
- (2) Government Support of Big Business
- (3) Technology of the Industrial Revolution
- (4) Use of Collective Bargaining

- 18 In the late 1800s, major industrialists formed trusts as a way to
- (1) secure government loans
 - (2) negotiate more effectively with labor unions
 - (3) influence lawmakers to lower taxes
 - (4) limit competition
- 19 One way the “new immigrants” of the late 1800s differed from the “old immigrants” of the early 1800s was that the “new immigrants”
- (1) were generally better educated
 - (2) settled on Midwestern farms
 - (3) came from southern and eastern Europe
 - (4) adopted American culture more quickly
- 20 During the late 19th century, labor union members generally believed that immigrants would
- (1) help workers achieve higher wages
 - (2) provide necessary skills for the labor force
 - (3) create a threat to their job security
 - (4) refuse to become United States citizens
- 21 Which action by the federal government would Progressive reformers be most likely to support?
- (1) regulating business practices to protect consumers and workers
 - (2) ending federal regulation of the banking system
 - (3) passing high tariffs to protect domestic industries from foreign competition
 - (4) authorizing tax breaks for large corporations
- 22 What was the major reason that African Americans migrated to northern cities during and after World War I?
- (1) A surplus of cotton led to widespread farm foreclosures in the South.
 - (2) Discrimination had been eliminated in the North.
 - (3) Political opportunities had expanded in the South.
 - (4) Industrial jobs were available in the North.
- 23 What was a goal of Progressive Era reforms such as recall, referendum, and the direct primary?
- (1) supporting third-party candidates
 - (2) increasing citizens’ control of their government
 - (3) establishing term limits for congressmen
 - (4) reducing campaign spending
- 24 One major goal of President Woodrow Wilson’s Fourteen Points (1918) was to
- (1) collect war reparations for the United States
 - (2) maintain United States naval superiority
 - (3) punish the nations that started World War I
 - (4) create a League of Nations to prevent future wars
- Base your answers to questions 25 and 26 on the passage below and on your knowledge of social studies.
- . . . It has been impossible in so short a space to review the entire menace of the internal revolution in this country as I know it, but this may serve to arouse the American citizen to its reality, its danger, and the great need of united effort to stamp it out, under our feet, if needs be. It is being done. The Department of Justice will pursue the attack of these “Reds” upon the Government of the United States with vigilance, and no alien, advocating the overthrow of existing law and order in this country, shall escape arrest and prompt deportation. . . .
- Attorney General A. Mitchell Palmer,
“The Case Against the ‘Reds,’” 1920
- 25 Based on this passage, in 1920 the Attorney General of the United States advocated the deportation of
- (1) communist and anarchist immigrants
 - (2) men who avoided the draft in World War I
 - (3) citizens who criticized the government
 - (4) wartime workers from Latin America
- 26 The alleged danger referred to in this passage contributed to the
- (1) elimination of the military draft
 - (2) ratification of the Treaty of Versailles
 - (3) changing of United States immigration policy
 - (4) failure of the American Federation of Labor

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

Woman's Suffrage Before 1920



Source: Sandra Opdycke, *The Routledge Historical Atlas of Women in America*, Routledge (adapted)

- 27 Which statement is accurate about the information contained in the map?
- (1) Before 1920, many states allowed women some voting privileges.
 - (2) Before 1920, southern states allowed women full voting rights.
 - (3) Western states lagged behind other states in granting women voting rights.
 - (4) Suffrage was not sought by American women until 1920.

28 During the 1920s, the Scopes trial and the dispute over Prohibition showed the clash between

- (1) rich people and poor people
- (2) traditional values and modernism
- (3) business owners and labor unions
- (4) the national government and state governments

29 Which economic condition of the 1920s was a major cause of the Great Depression?

- (1) Farm prices rose dramatically.
- (2) Industry overproduced consumer goods.
- (3) Banks were reluctant to lend money.
- (4) Demand increased faster than supply.

30 President Franklin D. Roosevelt's New Deal reflected his belief that during a depression the federal government should

- (1) assume ownership of failed corporations
- (2) return to laissez-faire capitalistic principles
- (3) take a leadership role in economic recovery
- (4) help farmers instead of industrial workers

Base your answer to question 31 on the photograph below and on your knowledge of social studies.



Source: Library of Congress

- 31 The conditions shown in this 1936 photograph were caused mainly by
- (1) periods of widespread flooding
 - (2) deforestation and overgrazing
 - (3) global warming
 - (4) drought and poor farming techniques

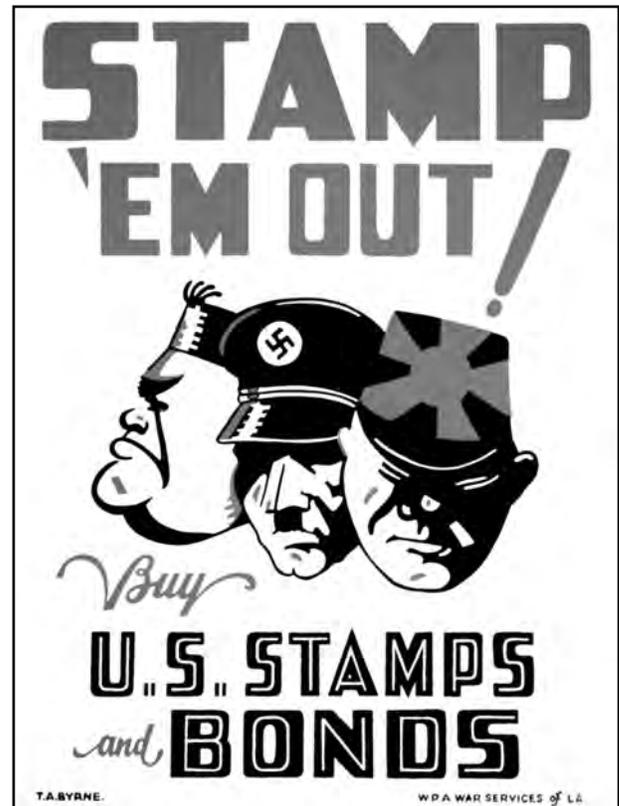
Base your answer to question 32 on the passage below and on your knowledge of social studies.

. . . There are many such interventionists in America, but there are more people among us of a different type. That is why you and I are assembled here tonight. There is a policy open to this nation that will lead to success—a policy that leaves us free to follow our own way of life, and to develop our own civilization. It is not a new and untried idea. It was advocated by Washington. It was incorporated in the Monroe Doctrine. . . .

— Charles Lindbergh, April 23, 1941

- 32 In this 1941 passage, Charles Lindbergh is supporting the idea that the United States should
- (1) isolate itself from the war
 - (2) decrease its military spending
 - (3) commit to the defense of East Asia
 - (4) enter the war on the side of the democratic nations

Base your answer to question 33 on the poster below and on your knowledge of social studies.



Source: Library of Congress

- 33 The primary goal of this World War II poster was to convince the American public to
- (1) register for the draft
 - (2) provide financial support for the war
 - (3) support the internment of Italian Americans
 - (4) defeat congressmen who voted to go to war
- 34 In what way did the traditional role of many women change during World War II?
- (1) They won leadership roles in Congress.
 - (2) They accepted high-level management positions in war industries.
 - (3) They were assigned to combat positions in the armed forces.
 - (4) They took jobs in support of the war effort.

Base your answer to question 35 on the cartoon below and on your knowledge of social studies.

“I THOUGHT WE LANDED AT RHEIN MAIN TO PICK UP PASSENGERS!!”



Source: Jake Schuffert, *The Task Force Times*, 1949 (adapted)

35 Which Soviet Union action led to the situation shown in this cartoon?

- (1) blockade of Berlin
- (2) creation of the Warsaw Pact
- (3) reunification of Germany
- (4) construction of the Berlin Wall

36 A goal of the Supreme Court decision in *Brown v. Board of Education of Topeka* (1954) and the Civil Rights Act of 1964 was to

- (1) eliminate discrimination in housing
- (2) implement job-training programs
- (3) increase equal rights for African Americans
- (4) end barriers to voting faced by African Americans

37 Which two issues led to protests and riots in many American cities during the 1960s?

- (1) space exploration and environmental pollution
- (2) the Vietnam War and racial injustice
- (3) inadequate health care and women's liberation
- (4) gasoline shortages and illegal immigration

Base your answers to questions 38 and 39 on the cartoon below and on your knowledge of social studies.

“HOW MUCH DO YOU FIGURE THIS ONE WOULD COST?”



Source: Herblock, *Washington Post*, September 12, 1950 (adapted)

38 What is the main idea of this cartoon?

- (1) Special interest groups often influence elections.
- (2) Lobbyists have limited influence on candidates.
- (3) Candidates seeking reelection are harmed by campaign restrictions.
- (4) Federal laws have banned private interests from lobbying Congress.

39 After the Watergate scandal of the 1970s, Congress made an effort to deal with the problem shown in this cartoon by

- (1) banning wealthy individuals from financing their own campaigns
- (2) requiring that all elections be financed by the federal government
- (3) limiting donations to campaigns by individuals and political action committees
- (4) requiring all candidates to spend the same amount on campaigns

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

“KINDLY MOVE OVER A LITTLE, GENTLEMEN”



Source: Herblock, *Washington Post*, January 26, 1965 (adapted)

40 Which statement regarding Lyndon B. Johnson’s presidency is best supported by the information in this cartoon?

- (1) Domestic programs had been the main priority in previous budgets.
- (2) Domestic programs were eliminated during the 1960s.
- (3) Military spending had negatively affected domestic programs.
- (4) Military spending was completely eliminated to fund domestic programs.

- 41 The terms *brinkmanship*, *peaceful coexistence*, and *détente* are most closely associated with
- (1) periodic border disputes between Canada and the United States
 - (2) problems the United States experienced with Germany prior to its reunification
 - (3) techniques used by terrorists to intimidate United States citizens
 - (4) Cold War relations between the United States and the Soviet Union

- 42 The Supreme Court ruling in *United States v. Nixon* (1974) upheld the principle that the president
- (1) is not above the law
 - (2) can be allowed greater powers during national emergencies
 - (3) must accept limits on his veto power
 - (4) can freely dismiss members of his cabinet

- 43 Which development has resulted from the creation of the North American Free Trade Agreement (NAFTA) and the World Trade Organization (WTO) in the 1990s?
- (1) growth in membership of labor unions in the United States
 - (2) greater global economic interdependence
 - (3) fewer industries leaving the United States
 - (4) more protective tariffs between the member nations

- 44 Which United States foreign policy action best illustrates the concept of containment?
- (1) adopting the Truman Doctrine in 1947
 - (2) ratifying the Nuclear Test Ban Treaty in 1963
 - (3) returning control of the Panama Canal to Panama in 1978
 - (4) granting diplomatic recognition to the People’s Republic of China in 1979

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



Source: Mike Keefe, *The Denver Post*, November 8, 2003

- 45 Which statement most accurately expresses the point of view of the cartoonist?
- (1) Middle Eastern leaders favor isolationism over international cooperation.
 - (2) Middle Eastern leaders prefer representative government to military dictatorship.
 - (3) The peoples of the Middle East are well prepared for democratic rule.
 - (4) The United States version of government is unlikely to work in the Middle East.

46 Which constitutional issue was tested by President Abraham Lincoln's suspension of habeas corpus and the Supreme Court case *Korematsu v. United States* (1944)?

- (1) restriction of civil liberties during wartime
- (2) supremacy of federal laws over state laws
- (3) use of military tribunals during wartime
- (4) limits on antiwar protests

47 Before entry into World War I and before entry into World War II, the United States adopted foreign policies that

- (1) stopped the spread of European aggression
- (2) supported peace efforts of international organizations
- (3) favored democratic nations but were officially neutral
- (4) encouraged war by signing collective security treaties

48 “. . . They call it a ‘negotiated peace.’ Nonsense! Is it a negotiated peace if a gang of outlaws surrounds your community and on threat of extermination makes you pay tribute to save your own skins? . . .”

— President Franklin D. Roosevelt, Fireside Chat, December 29, 1940

In this quotation, the expression “gang of outlaws” was meant to apply to the

- (1) Maoist rebels in China
- (2) fascist dictators in Europe
- (3) communist revolutionaries in Poland
- (4) North Korean invaders of South Korea

49 Samuel Gompers, John L. Lewis, and Cesar Chavez are best known for their efforts to

- (1) create a universal health-care system
- (2) ensure the profits of farm owners
- (3) expand the rights of workers
- (4) promote the development of big business

Base your answer to question 50 on the table below and on your knowledge of social studies.

Final Election Returns

Election of 1876	Popular Vote		Electoral College Vote
	Total	Percentage	
Hayes*	4,033,497	47.95	185
Tilden	4,288,191	50.98	184
Cooper	78,501	0.90	—
Election of 1888	Popular Vote		Electoral College Vote
	Total	Percentage	
Harrison*	5,449,825	47.82	233
Cleveland	5,539,118	48.61	168
Fisk	249,492	2.19	—
Streeter	146,602	1.29	—
Election of 2000	Popular Vote		Electoral College Vote
	Total	Percentage	
George W. Bush*	50,456,062	47.89	271
Albert Gore	50,996,582	48.40	266
Ralph Nader	2,858,843	2.71	—

*Elected by Electoral College

Source: 1876 and 1888, *Presidential Elections, 1789–2000*, CQ Press, 2002;
2000, “Historical Election Results,” U.S. Electoral College, National Archives (adapted)

50 Which conclusion most accurately explains the election results found on this table?

- (1) A candidate can win the popular vote and lose the election.
- (2) Candidates who won the popular vote won the presidency.
- (3) The House of Representatives chose the winner in each of these elections.
- (4) The Supreme Court determined the outcome of each of these elections.

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: United States Government Actions

At various times in United States history, actions taken by the federal government have had effects beyond their original intent. These effects have been both positive and negative.

Task:

- Identify **two** actions taken by the federal government and for **each**
- Describe the historical circumstances that led to the action
 - Discuss the *positive and/or negative* effects of the action

You may use any action taken by the federal government from your study of United States history. Some suggestions you might wish to consider include passage of the whiskey excise tax (1791), purchase of the Louisiana Territory (1803), passage of the Indian Removal Act (1830), passage of the Kansas-Nebraska Act (1854), adoption of the 14th amendment (1868), ratification of the Prohibition amendment (1919), passage of the Social Security Act (1935), dropping atomic bombs on Hiroshima and Nagasaki (1945), invasion of Cuba at the Bay of Pigs (1961), and intervention in South Vietnam (1965–1975).

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:

The United States expanded its territory on the North American continent in the 1840s and then expanded its territory overseas between 1890 and 1917. These periods of expansion had positive and negative effects on the United States and on other peoples.

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 on territorial expansion.

For territorial expansion in the 1840s *and* for territorial expansion between 1890 and 1917

- Describe the historical circumstances surrounding *each* period of expansion
- Discuss positive *and/or* negative effects of *each* period of United States expansion

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

. . . Although the United States had no shortage of unoccupied lands, expansionists [in the 1840s] argued that the republic must continue to grow in order to survive. Echoing the political philosophy of Thomas Jefferson, they viewed an abundance of land as the mainstay of a prosperous republic, and warned against the concentration of political and economic power. Troubled by creeping urbanization and a rising tide of immigrants from Germany and Ireland, expansionists viewed Manifest Destiny as a means to obtain a new, long-term lease on the Jeffersonian ideal. Far from weakening the republic, they argued, territorial growth would actually serve to strengthen it, providing unlimited economic opportunities for future generations.

Expansionists were also motivated by more immediate, practical considerations. Southerners anxious to enlarge the slave empire were among the most ardent champions of the crusade for more territory. New slave states would enhance the South's political power in Washington and, equally important, serve as an outlet for its growing slave population. For American commercial interests, expansion offered greater access to lucrative foreign markets. Washington policymakers, anxious to compete with Great Britain for the Asia trade, had long been convinced of the strategic and commercial advantages of San Francisco and other ports on the Pacific coastline of Mexican-owned California. The disastrous Panic of 1837, which had resulted in huge surpluses and depressed prices for American farm products, also focused attention on the need to develop new foreign markets. . . .

Source: Sam W. Haynes, "Manifest Destiny," *U.S.–Mexican War, 1846–1848*, pbs.org

1 According to Sam W. Haynes, what were **two** reasons for United States expansion in the 1840s? [2]

(1) _____

Score

(2) _____

Score

Document 2

... Advocates of Manifest Destiny included Oregon on their list. Sentiment in the old northwestern states, such as Michigan, Ohio, Indiana, and Illinois, was strongly disposed toward [in favor of] the acquisition of Oregon—perhaps all of Oregon. Political leaders in Congress from those states were quite insistent upon expanding to the Pacific Northwest. They and others of like mind felt a strong affinity [attraction] for that region, partly because they perceived of the Oregon country as fertile soil for the nation's agricultural development and for future markets for the farm surpluses of the northwestern states. Many exponents [supporters] of the Oregon crusade also shared a common hatred or hostility toward Great Britain; they looked for opportunities to cause trouble for the British and to acquire economic advantages over them. . . .

Source: Harold Faber, *From Sea to Sea: The Growth of the United States*, Farrar, Straus and Giroux, 1967 (adapted)

2 According to Harold Faber, what was **one** reason for interest in the Oregon Territory? [1]

Score

Document 3

. . . The expansionist spree was not to pass without a sobering aftermath. For two decades before the Mexican War the spectre [threat] of sectional conflict increasingly haunted the United States as North and South drifted apart over the slavery issue; now the Treaty of Guadalupe Hidalgo brought the American people face to face with the whole terrifying question. What should happen to the lands acquired from Mexico? Should they be thrown open to slavery, or should Congress ban the southern institution there? Should they be divided into slave states to bolster the waning political strength of the South, or made into free states to increase the North's congressional supremacy? Four years [1846–1850] of bitter debate, four years of frayed nerves and flaring tempers that brought the nation close to war, were needed before those pressing queries were temporarily answered. . . .

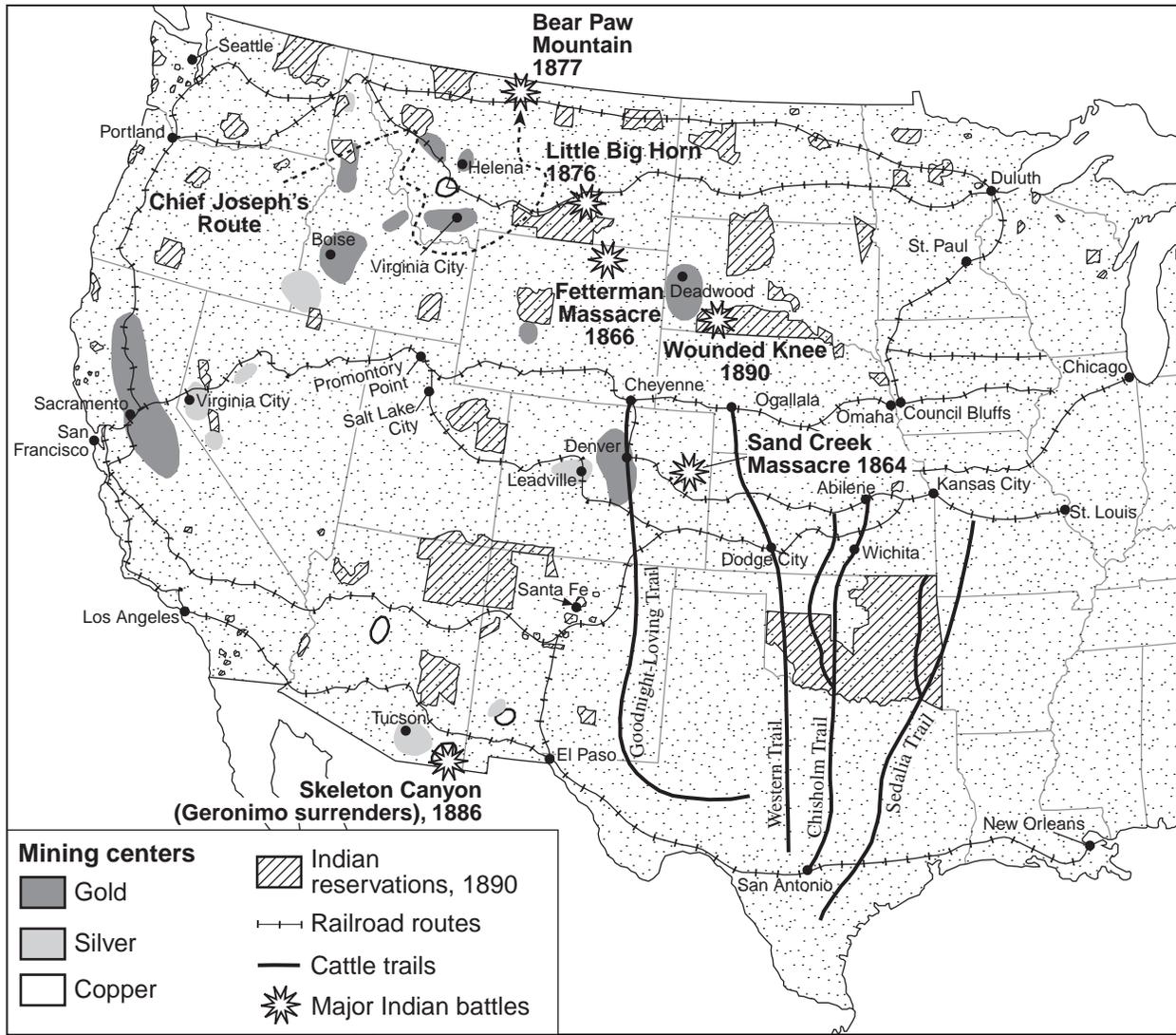
Source: Ray Allen Billington, *Westward Expansion: A History of the American Frontier*, The Macmillan Company, 1960

- 3 According to Ray Allen Billington, what was **one** effect of the Mexican-American War on the United States?
[1]

Score

Document 4

The American West, 1860–1890



Source: Mary Beth Norton et al., *A People and a Nation*, Houghton Mifflin and Robert A. Divine et al., *America: Past and Present*, HarperCollins (adapted)

4 Based on this map, what were **two** effects of westward expansion on the United States? [2]

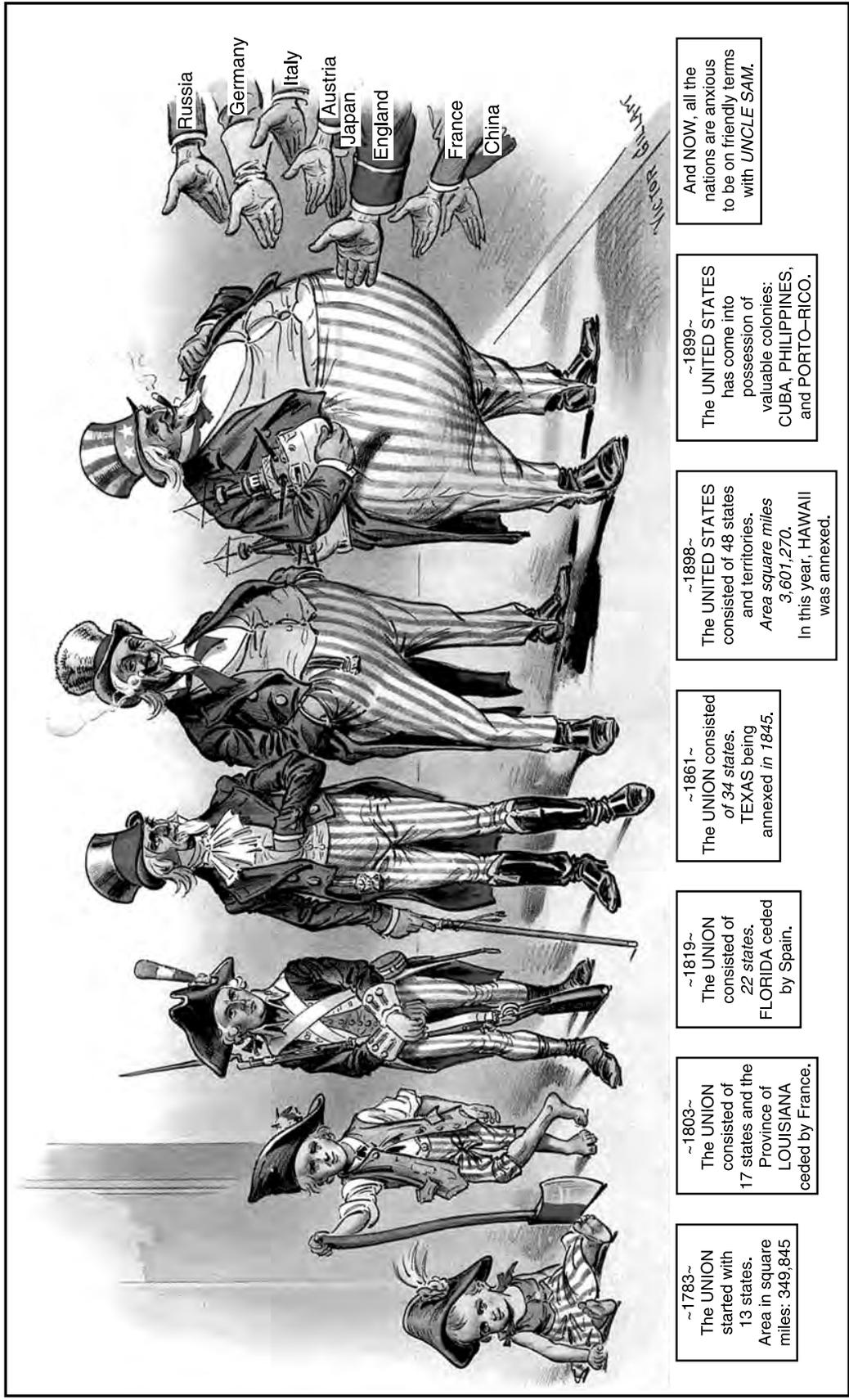
(1) _____

Score

(2) _____

Score

“A LESSON FOR ANTI-EXPANSIONISTS.”
“Showing how Uncle Sam has been an expansionist first, last, and all the time.”



Source: Victor Gillam, *Judge*, 1899 (adapted)

Document 5b

As the nineteenth century neared its sunset, potent new forces were astir that finally prodded America onto the global stage as a major world power. Isolationism had served the nation well during most of its formative years, for citizens remembered the warning in Washington’s Farewell Address against “permanent alliances” and Jefferson’s counsel in 1801 against “entangling alliances.” But the nation was filling up, and conditions were changing. In 1890—a red-letter year—the Superintendent of the Census could announce that a frontier line could no longer be traced, although there were still large undeveloped areas. Energies that had once been funneled into reconstruction were now being diverted to the West and to the great industrial centers of the East. By 1898 America, with its bulging warehouses, was a major producer of steel and other manufactured goods that were crying for overseas markets. “Expand or explode” is a fundamental law of economic physics—and Americans would not calmly choose explosion. . . .

Source: Thomas A. Bailey, *Voices of America: The Nation’s Story in Slogans, Sayings, and Songs*, The Free Press, 1976

5 Based on these documents, state **two** reasons for United States expansion overseas in the 1890s. [2]

(1) _____

Score

(2) _____

Score

Document 6

. . . The Hawaiian group consists of eight inhabited and a few uninhabited islands lying within the tropics at a distance from San Francisco of about two thousand miles. In the aggregate [sum total] their area is nearly equal to that of Massachusetts. Agriculturally they have not begun to be developed. They are situated in the most fertile part of the world, with a climate simply perfect, and are capable of producing all the sugar and coffee which this country can consume, to say nothing of rice and all kinds of tropical fruits. They would provide us with three excellent harbors for commerce and coaling stations, and would control the cable communication of the Western [Pacific] Ocean, besides aiding our shipping by giving the carrying trade to American vessels. . . .

Source: Arthur Curtiss James, "Advantages of Hawaiian Annexation," *The North American Review*, December 1897

6 According to Arthur Curtiss James, what was **one** reason to annex Hawaii in the 1890s? [1]

Score

Document 7

. . . When I [President McKinley] next realized that the Philippines had dropped into our laps I confess I did not know what to do with them. I sought counsel from all sides—Democrats as well as Republicans—but got little help. I thought first we would take only Manila; then Luzon; then other islands perhaps also. I walked the floor of the White House night after night until midnight; and I am not ashamed to tell you, gentlemen, that I went down on my knees and prayed Almighty God for light and guidance more than one night. And one night late it came to me this way—I don't know how it was, but it came: (1) That we could not give them back to Spain—that would be cowardly and dishonorable; (2) that we could not turn them over to France and Germany—our commercial rivals in the Orient—that would be bad business and discreditable; (3) that we could not leave them to themselves—they were unfit for self-government—and they would soon have anarchy and misrule over there worse than Spain's was; and (4) that there was nothing left for us to do but to take them all, and to educate the Filipinos, and uplift and civilize and Christianize them, and by God's grace do the very best we could by them, as our fellow-men for whom Christ also died. And then I went to bed, and went to sleep, and slept soundly, and the next morning I sent for the chief engineer of the War Department (our map-maker), and I told him to put the Philippines on the map of the United States (pointing to a large map on the wall of his office), and there they are, and there they will stay while I am President! . . .

Source: General James Rusling, "Interview with President William McKinley," November 21, 1899, published in *The Christian Advocate*, January 22, 1903

7 According to President William McKinley, what is **one** reason the United States should annex the Philippines? [1]

Score

Document 8

The following is an excerpt from Brian Lamb's interview of diplomat Warren Zimmermann about his book, *First Great Triumph: How Five Americans Made Their Country A World Power*. Zimmermann was explaining why the United States sent additional troops after annexing the Philippines.

. . . **LAMB:** Why 130,000 troops?

ZIMMERMANN: The Philippines is over 7,000 islands, so it was an enormously difficult country to pacify. Once we had gotten the Spanish out, we then had to deal with the Philippine revolutionaries, who had been revolting against Spain. They wanted to be independent, and they thought they had guarantees from the United States that they could be independent. They were probably wrong. I don't think they got any guarantees, but maybe some of the American military officers and diplomats around Asia were giving Emilio Aguinaldo, the Filipino leader, some intimations and some implications that, "If you help us, we'll help you get independence." There may have been some promises made.

In any case, he felt very disappointed when we cut him out of the surrender ceremony, when the Spanish surrendered to us. They didn't surrender to the Filipino revolutionaries. War broke out very soon after that, in February 1899, a war between Aguinaldo and his revolutionaries and the United States Army. The army had to be very quickly reinforced to deal with this war, which quickly devolved into a guerrilla war, with all the atrocities that go with guerrilla wars. We committed a lot, and the Filipinos committed a lot, as well. It was a very dirty war, and it lasted three years before we won it.

LAMB: How many casualties did we have?

ZIMMERMANN: Nobody knows entirely. It was a lot more than we lost in Cuba, which was a very short war. The Filipinos lost more. Probably most [of the] people who died in that war died of disease—the estimates for that go as high as 200,000 Filipinos dead of disease during the war. . . .

Source: Interview of Warren Zimmermann by Brian Lamb, *C-SPAN Booknotes*, program aired January 19, 2003 (adapted)

8 According to Warren Zimmermann, what was **one** effect of the United States annexation of the Philippines? [1]

Score

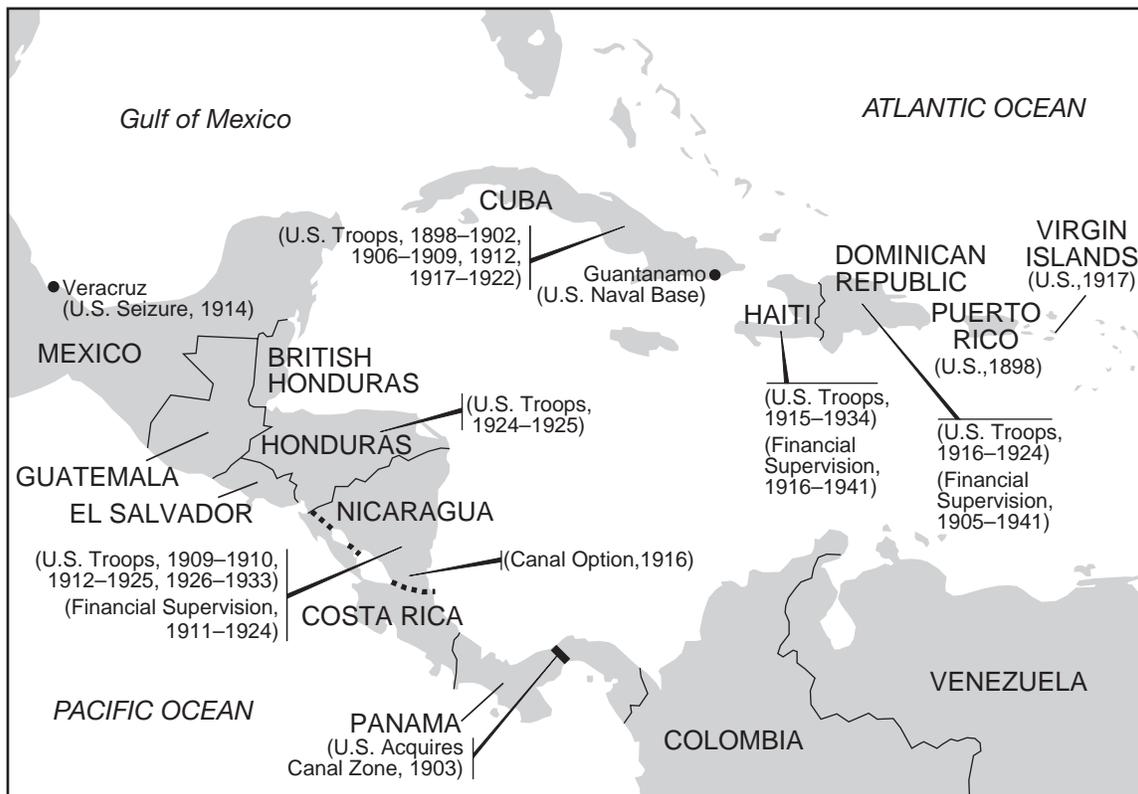
Document 9a

... The [Spanish-American] war was a turning point in the history of American foreign policy. From that time on Americans could no longer look merely inward. The United States had established undisputed dominance of the Caribbean and had extended its influence to the shores of Asia. It had become a recognized world power through its own inherent strength, and that strength affected the international politics of all the great powers of the world. Even if it wanted to, the United States in the new century could no longer remain aloof from the politics of the rest of the world.

Source: Alexander DeConde, *A History of American Foreign Policy*, Charles Scribner's Sons, 1963

Document 9b

United States Interventions in the Caribbean



Source: Thomas G. Paterson et al., *American Foreign Policy: A History, 1900 to Present*, D. C. Heath, 1991 (adapted)

9 Based on these documents, what were **two** effects of the United States expansion of the 1890s? [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:

The United States expanded its territory on the North American continent in the 1840s and then expanded its territory overseas between 1890 and 1917. These periods of expansion had positive and negative effects on the United States and on other peoples.

Task: Using the information from the documents and your knowledge of United States history, write an essay on territorial expansion.

For territorial expansion in the 1840s *and* for territorial expansion between 1890 and 1917

- Describe the historical circumstances surrounding *each* period of expansion
- Discuss positive *and/or* negative effects of *each* period of United States expansion

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 a conclusion that are beyond a restatement of the theme

REGENTS EXAM IN U.S. HISTORY AND GOVERNMENT