

Debating U.S. History

***U.S. History and Government
NYS Regents Exam Review Packet***

A project of



Name: _____

Class: _____

U.S. History – Regents Review Packet

1. Colonial America (1607-1763)

Main Facts to Remember

- The earliest colonies in North America were:
 - JAMESTOWN, Virginia – settled by businessmen from England who sought to make money by growing and selling tobacco; the area had fertile soil and Virginia grew into a powerful colony of tobacco **plantations** (large farms where slaves did most of the work).
 - MASSACHUSETTS BAY (sometimes called Plymouth) – settled by Puritans from England who were seeking religious freedom for themselves; the Puritans built towns, with small farms on the outskirts.
 - NEW AMSTERDAM – settled by Dutch traders who settled on Manhattan island; in the beginning they mainly traded furs; New Amsterdam was later taken over by the British and renamed “New York”.
- Each of these colonies was built on the Atlantic Coast, close to the water (better for trade). The colonies were bordered on the west by the Appalachian Mountains.
- The policy that the British followed toward the colonies was called **mercantilism** – this means that a “mother country” (like England) had colonies (like America) for two main reasons:
 1. to get raw materials; 2. to create new markets (places to sell their products); it also meant that the colony was not allowed to compete economically with the mother country.
- The British also followed a policy of **salutary neglect** toward the American colonies –this meant that the British pretty much left the Americans alone in their day-to-day lives, as long as raw materials kept being shipped to England and as long as Americans bought only British-made products.
- The North American colonies were part of the **Triangular Trade** in which merchants brought raw materials from the American colonies to Europe, European goods to Africa, and transported captured Africans to the colonies to work as slaves.
- Early examples of democracy in the American colonies:
 - The **Mayflower Compact**: An agreement made by the first Puritan settlers in Massachusetts – it said that they would follow the idea of self-government.
 - The **House of Burgesses**: In Virginia, this was the first elected legislature in the American colonies; it was a first step towards representative government (a government where people could elect their own representatives).
 - **Town Hall meetings**: Every town in New England had a meeting hall where public decision(making meetings were held).

Important Terms & People

mercantilism	Puritans	House of Burgesses
salutary neglect	Mayflower Compact	plantation
		Triangular Trade

Study Questions

1. What was the main goal of the British policy of mercantilism toward the American colonies?
2. What were the main differences between the Massachusetts and Virginia colonies?
3. In what way was the Mayflower Compact an early example of democracy in America?
4. What was the House of Burgesses?
5. Who did the work on the early plantations in Virginia?
6. How was the British policy of salutary neglect good for both the British king and the American colonies?
7. How did geography contribute to differences between the North and the South?

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2. Declaration and American Independence (1763-1776)

Main Facts to Remember

- 1763 marked the end of the **French and Indian War** – a war where the Americans and British fought against the French and Indians; the Americans and British won, but the war had a negative effect on their relationship (see next bullet point).
- After 1763 the British abandoned their policy of salutary neglect – because they felt that they had spent a lot of money on the French and Indian War and that the Americans should pay the cost; for this reason, the British put lots of new taxes on the Americans – for example, the **Stamp Act**, the **Sugar Act**, and the **Tea Act**.
- The American colonists thought the new British taxes were unfair because they had no one to represent them in the British government (“**No taxation without representation!**”).
- Eventually, the American colonists became so unhappy with the British taxes that they began to protest – some examples: the Stamp Act Congress, boycotts of British products, the Sons of Liberty, the Boston Tea Party, the First Continental Congress, the Second Continental Congress.
- The Second Continental Congress decided that America should break away from England and become an independent country; they assigned Thomas Jefferson the job of writing a document that described the reasons for American independence – this document was called the **Declaration of Independence**.
- The main ideas contained in the Declaration of Independence are:
 - “All men are created equal” – every human being has **natural rights** – rights that they are born with and which are “**unalienable**,” meaning they can’t be taken away (“life, liberty, and the pursuit of happiness”); this idea comes from John Locke and the European Enlightenment.
 - Another Enlightenment idea contained in the Declaration is **social contract** – it says that people owe loyalty only to a government that acts in their best interests. This idea comes from Jean-Jacques Rousseau.
 - The Declaration says that the main job of the government is to protect people’s natural rights; if the government fails to do this, then the people have the right to “**alter or abolish**” (change or get rid of) that government and create a new one.
 - Lastly, the Declaration of Independence argues that the government gets its power from “**the consent of the governed**.” In other words, the government gets its power from the people; they must give their “consent” (permission) to be governed.

Important Terms & People

natural rights

unalienable rights

social contract

consent of the governed

democracy

republic

Thomas Jefferson

John Locke

Jean-Jacques Rousseau

Study Questions

1. Why did the British decide to raise taxes on the American colonists? How did the Americans react? Give specific examples for both questions.
2. How did Enlightenment ideas influence the Declaration of Independence?
3. What are natural rights and what do they have to do with government?
4. Where does the government get its power from, according to the Declaration?
5. According to the Declaration, what is the primary responsibility of the government? What do people have the right to do if the government fails to live up to this responsibility?

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3. The Constitution (1787-1791)

Main Facts to Remember

- After the American Revolution, the leaders of the new United States decided to set up a weak government because they feared a government that was too strong. The document that created this new, weak government was called the **Articles of Confederation**. The government of the Articles of Confederation had a few important characteristics:
 - There was only one branch – legislative (Congress). There was no executive branch to enforce laws → this made a weak government.
 - Congress had no power to collect taxes, therefore the government had no money → this also made a weak government.
 - The states had most of the power → the result was a weak central government.
 - Since it had no money or power, the government under the Articles of Confederation was unable to defeat **Shays' Rebellion** without the financial help of wealthy Americans → yet another sign of a weak central government.
- The one positive accomplishment of the Articles of Confederation was called the **Northwest Ordinance** – this was a law that defined the procedure for adding new states into the nation.
- In 1787, American leaders decided the government they had created was too weak – they decided to write a new document that would build a stronger government. The meeting where they wrote this document was called the **Constitutional Convention**; the document they wrote is the **Constitution**. Those who wrote the Constitution are called the Framers.
- At the Constitutional Convention there was a debate about representation in Congress (how many representatives each state would have in Congress). Large states wanted **proportionate representation** – where the number of representatives would be based on a state's population; but the small states wanted **equal representation** – where each state would have the same number of representatives.
- The small and big states reached a compromise – called the **Great Compromise** – which created a **bicameral legislature** (a two-house Congress) with a House of Representatives (proportionate representation) and a Senate (equal representation).
- Northern states and Southern states also disagreed over how to count enslaved people in the census to determine representation in the House of Representatives. They resolved this disagreement through the **Three-Fifths Compromise**. (Make sure you can explain this.)
- Another argument at the Constitutional Convention was over how much power the new government should have. One group called the **Federalists** wanted a strong central government; another group (the **Anti-Federalists**) wanted a weaker government. The Anti-Federalists demanded that a **Bill of Rights** be added to the Constitution to protect people against government abuse. In the end, each side got what it wanted: the Constitution *did* create a stronger federal government *and* a Bill of Rights was added to the Constitution.
- The Constitution has a number of important main ideas [make sure you study these!]:
 - **limited government** – the idea that the gov't should not have too much power
 - **separation of powers** – there are three branches (executive, legislative, judicial)
 - **checks and balances** – each branch has the power to limit the power of the others
 - **flexibility** – the Constitution is adaptable to change (the “elastic clause” [Congress has the power to make laws about any issue it sees as necessary], amendments)
 - **federalism** – power is shared between state governments and the federal government

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Important Terms & People

Articles of Confederation	checks and balances	<i>Federalist Papers</i>
Northwest Ordinance	Great Compromise	veto
Shays' Rebellion	bicameral legislature	amendment
Constitutional Convention	equal representation	elastic clause
limited government	Three-Fifths Compromise	Electoral College
separation of powers	Federalists & Anti-Federalists	Bill of Rights

Study Questions

1. What were the main weaknesses of the government under the Articles of Confederation?
2. The Northwest Ordinance was the one positive achievement of the Articles of Confederation. What did it do?
3. Why did the Framers decide to write a new Constitution?
4. What were the main differences between the Constitution and the Articles of Confederation?
5. What issue did the Great Compromise resolve? How did it do so?
6. What are the ways that the Constitution prevents the government from becoming too powerful?
7. What are the three branches of government? Explain the main job of each.
8. Name and explain some examples of checks and balances.
9. What are the different ways that the Constitution provides for flexibility (ability to change) in the government?
10. How does the Bill of Rights guarantee people's civil liberties? Name at least five rights guaranteed to people by the Bill of Rights.

4. Early American Government (1792-1820)

Main Facts to Remember

- The early period of American government was a time when things that were left unclear in the Constitution began to be worked out.
- George Washington was the 1st president; his presidency is remembered for these reasons:
 - GW said that the **foreign policy** of the US should be **isolationism** – that the US should stay out of the affairs of Europe (remain neutral) and concentrate on its own problems.
 - After two terms (8 years), GW stepped down from the presidency, even though he could have run as many times as he wanted. His action created a tradition that every president followed until FDR in 1940.
 - A National Bank was created to help the US economy.
- Also important during this time was the fight between **Alexander Hamilton** and **Thomas Jefferson**, who were Washington's closest advisors. Jefferson was a **strict constructionist** – he believed that the words of the Constitution should be followed very strictly (closely); he feared a government that was too strong. Hamilton was a **loose constructionist** – he thought the Constitution should be more flexible; he believed in a strong government. One example of their disagreement was the creation of the National Bank – Hamilton wanted it and Jefferson didn't (since it's not mentioned in the Constitution). Hamilton won that fight – the National Bank was created.
- The fight between Hamilton and Jefferson caused the creation of the first political parties.
- The parties fought bitterly over the **XYZ Affair** (involving relations with France) and the **Alien and Sedition Acts**, passed by Federalists during John Adams' Presidency (1798). Federalists claimed that these laws would help fight against enemy spies, but really they were used to intimidate Adams' political opponents.

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- During this time the idea of the **unwritten Constitution** came up – this idea says that there are certain customs and traditions that the government is going to follow even though they are not written as laws in the Constitution. Some examples:
 - the president will run for only two terms (see above).
 - there are two main political parties (see above).
 - The President has the power to create a “cabinet” – a committee of advisors (for example, the Secretary of State, Secretary of Treasury, etc.)
 - **judicial review** – the idea that the Supreme Court has the right to declare laws unconstitutional; this idea was created by Chief Justice John Marshall in the *Marbury v. Madison* case. This increased the power of the Supreme Court and the federal government.
 - **lobbying** – to lobby means that any group in the US has the right to try and influence members of Congress to vote in a certain way.

Important Terms & People

foreign policy

unwritten Constitution

John Marshall

isolationism

judicial review

lobbying

Hamilton vs. Jefferson

unconstitutional

Marbury v. Madison

Alien and Sedition Acts

Study Questions

1. How do you think George Washington reacted to a conflict between England and France?
2. What does the power of judicial review allow the Supreme Court to do?
3. The two-party system, lobbying, and the president’s two-term tradition are examples of what idea?
4. Why was Thomas Jefferson against Alexander Hamilton’s proposal for a National Bank?
5. What was a main result of the fighting between Jefferson and Hamilton?
6. How did the actions of Chief Justice John Marshall change the US government?

5. Westward Expansion (1800-1900)

Main Facts to Remember

- **Westward expansion** refers to the time in the 1800s when the US territory spread from the original 13 states on the East Coast all the way to the Pacific Ocean.
- The idea of **manifest destiny** was important in westward expansion – this idea said that God had given the US the right to expand all the way to the Pacific Ocean, even if it meant taking the territory of other people.
- These are some of the most important examples of US territorial growth:
 - **Louisiana Purchase** (1803) – Thomas Jefferson bought a huge territory from France (it doubled the size of the United States). The US gained new territory and also New Orleans (an important port on the Gulf of Mexico), as well as control of the Mississippi River (important for the transportation of goods and people).
 - **Texas Annexation** (1845) – Texas broke away from Mexico and was eventually annexed (added on to) the US.
 - The **Mexican Cession** (1848) – As a result of the Mexican-American War (which the US won), Mexico was forced to give up over 1/3 of its territory (the modern-day states of California, Arizona, New Mexico, Nevada).
- Other important factors in territorial growth were: the **Erie Canal** (which connected the Hudson River with Lake Erie), Andrew Jackson’s policy of “**Indian removal**,” the

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Homestead Act, the **transcontinental railroad**, and the **California Gold Rush**.

You should be familiar with how each of these contributed to westward expansion.

- As the 1800s progressed, westward expansion eventually resulted in a growth in **sectionalism** (divisions between North and South) and increased tensions over the issue of slavery – the North and South began to fight more and more over whether or not to allow slavery in the new territories of the United States.

Important Terms & People

manifest destiny

Louisiana Purchase

Erie Canal

Andrew Jackson

Indian Removal Act

Trail of Tears

reservation

Texas Annexation

James Polk

Mexican-American War

Mexican Cession

Homestead Act

transcontinental railroad

California Gold Rush

sectionalism

Study Questions

1. What were the main steps in US territorial growth during the 1800s?
2. In what ways did the US government encourage westward expansion in the 1800s?
3. How was the idea of manifest destiny used to justify US westward expansion?
4. What advantages did the US gain with the Louisiana Purchase?
5. What was Andrew Jackson's policy of Indian removal, and how did it affect Native Americans during the period of westward expansion?
6. Why did westward expansion lead to increased tensions over slavery in the US?

6. Civil War and Reconstruction (1820-1877)

Main Facts to Remember

- As the US expanded westward, disputes between the North and South over slavery increased. The two sides tried to resolve the issue through a number of compromise laws, such as: the **Missouri Compromise**, the **Compromise of 1850**, the **Kansas-Nebraska Act**, and the passage of a **fugitive slave law**. You should be familiar with each of these laws. In the end, these compromises failed to prevent civil war.
- In the **Dred Scott** decision, the Supreme Court said that slaves were not citizens and therefore had no rights and that the "property rights" of slave owners could not be violated – in effect, they said that slavery would always be legal in the US. This was a major push towards the Civil War because it caused greater division between the North and the South.
- In 1860, Abraham Lincoln was elected president – soon after, the South **seceded** because they feared that he would try to get rid of slavery.
- Lincoln refused to allow the South to secede. He sent military troops to the South in order to force them to remain part of the U.S. This was how the Civil War started.
- After the Civil War ended, three important Amendments were added to the Constitution – the 13th, 14th, and 15th. You must know what these amendments said and how they attempted to protect the rights of African-Americans in the South.
- The period after the Civil War ended is called **Reconstruction (1865-1877)**. During the first two years, known as Presidential Reconstruction, white Democrats held power in the South and passed "black codes" which limited African Americans' freedom. Anger over this injustice led to support for Radical Republicans in Congress, who then led the period known as Radical Reconstruction & passed the 14th & 15th Amendments. With their rights now protected by federal soldiers, African American men could vote and hold office, but this promising period did not last long. A combination of racist violence in the South and decreasing Northern support for Reconstruction led to the removal of federal troops in 1877 and the return of white Democrats to power in the South.
- Then, the Southern states stopped following the Reconstruction Amendments (they wanted to deny African Americans their rights) so they passed **Jim Crow laws** to segregate public facilities and prevent blacks from voting – for example, literacy tests, the "grandfather clause" and the poll tax.
- In 1896, the Supreme Court upheld [supported] Southern **segregation** laws in the **Plessy v. Ferguson** case. They said that "separate but equal" facilities were legal.

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Important Terms & People

abolition	Abraham Lincoln	sharecropping
Missouri Compromise	secession/secede	Reconstruction Amendments
Compromise of 1850	Confederacy	equal protection
Kansas-Nebraska Act	emancipation	Jim Crow laws segregation
fugitive slave law	freedmen	<i>Plessy v. Ferguson</i>
<i>Dred Scott</i> case	Reconstruction	

Study Questions

1. What compromises did the North and South try to make over the issue of slavery? Why didn't they work?
2. How did the *Dred Scott* case and the election of Lincoln help lead to the Civil War?
3. What reason did the Southern states give for secession?
4. How did the Reconstruction Amendments attempt to protect the rights of newly freed slaves?
5. What were the main methods used by state governments in the South to deny African Americans their constitutional rights?
6. How did most former slaves in the South make a living in the years following the Civil War?
7. What did the Supreme Court say about segregation in the *Plessy v. Ferguson* case?

7. Industrialization (late 1800s – early 1900s)

Main Facts to Remember

- These were the main reasons (causes) for industrial growth in the late 1800s:
 - US **population was increasing** rapidly, helped by a revolution in agriculture which produced much more food for more people. As the population increased, so did the demand for products – the economy got stronger.
 - **Advances in transportation** – first the canal system, later on the railroads and automobiles. These were especially important for trade.
 - **Advances in communication** – the telegraph and, later, the telephone made communications over long distances much faster and easier.
 - **New sources of energy** – such as oil and electricity made new kinds of factory production possible.
 - The **rise of corporations** – huge groups of companies with lots of money; some became **monopolies**.
 - The government's **open immigration policy**, which fed industry's need for labor.
- Two important IDEAS associated with industrialization were:
 - **laissez-faire capitalism** – the idea that government should not interfere in business; in other words, the government shouldn't make a lot of regulations (rules) for businesses to follow. This idea allowed businesses to pretty much do whatever they wanted – including forming monopolies, using child labor, giving workers low pay and dangerous conditions, and selling unsafe food and medicine to the public.
 - **social Darwinism** – also known as “survival of the fittest.” This idea said that the rich were rich because they deserved to be rich (they were the “fittest”), while the poor were blamed for being poor (it was their own fault). Social Darwinism was used to justify large economic inequalities (big differences between rich and poor).
- One important result of laissez-faire was the growth of **monopolies** and **trusts**, headed

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by business leaders such as Andrew Carnegie and John D. Rockefeller. Some people called these business leaders **robber barons**, because of their unfair business practices.

- Workers who suffered during industrialization eventually formed **labor unions** – organizations of workers who united in order to have more power to fight the bosses. This led to strikes and violence – for example, the Railroad Strike of 1877, the Haymarket Riot, the Homestead Strike, and the Pullman Strike.
- The **Populist Party** rose in the 1890s, mainly to protect the interests of farmers who were economically hurt by the railroad monopolies and corrupt banking practices.
- Most industrial workers were “**new immigrants**” (people from Southern and Eastern Europe). They were culturally different from “**old immigrants**” (mostly people from Northern and Western Europe), and suffered a high amount of **nativism** (prejudice against immigrants). The worst example of anti-immigrant feeling was the Chinese Exclusion Act of 1882, which outlawed all immigration from China, for reasons of race.

Important Terms & People

Gilded Age	J. P. Morgan	Haymarket Riot
laissez-faire capitalism	Interstate Commerce Act	Homestead Strike
social Darwinism	Sherman Antitrust Act	Pullman Strike
corporation	mass production	Populists
monopoly / trust	assembly line	urbanization
robber baron	labor union	old & new immigrants
Andrew Carnegie	strike	nativism
John D. Rockefeller	Railroad Strike of 1877	Chinese Exclusion Act

Study Questions

1. Why was the late 1800s in the US sometimes called the “Gilded Age”?
2. What were the main causes and results of industrial growth in the mid- to late-1800s?
3. What were some of the results of the idea of laissez-faire capitalism?
4. How did the philosophy of Social Darwinism justify economic inequalities?
5. Why were some industrial leaders of the late 1800s called “robber barons”?
6. Why are monopolies bad for the economy? What were early examples of US monopolies?
7. How did the government finally try to control monopolies? Were they successful?
8. What were the problems that labor unions were most concerned with fixing?
9. What were some examples of conflict between corporations and workers in the late 1800s?
10. Why did the US follow a policy of open immigration during most of the 1800s?
11. What was the difference between “old” and “new” immigrants?
12. Where did most immigrants to the US settle in the late 1800s and early 1900s? Why?

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8. The Progressive Era (1890-1920)

Main Facts to Remember

- Social **reformers** of the Progressive Era wanted the government to fix many of the problems caused by rapid industrialization and urbanization. This chart shows the main social improvements that reformers wanted to make, along with actions the government took:

Desired Reform	Description	Reform Actions	New Legislation
consumer protection	People buying food and medicine were always in danger of getting sick or dying because of unsanitary conditions in the making and packaging of these products.	<ul style="list-style-type: none"> • muckraker Upton Sinclair writes <i>The Jungle</i> • Prez Teddy Roosevelt demands new consumer protection laws 	<ul style="list-style-type: none"> • Meat Inspection Act • Pure Food and Drug Act
child labor	Children as young as six or seven were working in factories, as house cleaners, in street jobs – conditions were dangerous and many died.	<ul style="list-style-type: none"> • social reformer Jacob Riis publishes photos of child labor in his book <i>How The Other Half Lives</i> • local & national child labor committees fight for reform • soon after, government investigations begin 	<ul style="list-style-type: none"> • most states pass laws outlawing child labor (making it illegal)
working conditions	Jobs in many industries were incredibly dangerous and if a worker got hurt it often meant losing the job; pay was low.	<ul style="list-style-type: none"> • Triangle Shirtwaist fire and protests • photos by Jacob Riis 	<ul style="list-style-type: none"> • new minimum wage laws • laws about worker safety
living conditions	Conditions in the cities were extremely dirty, overcrowded and full of disease; most immigrants lived in small, dark tenements	<ul style="list-style-type: none"> • Jane Addams opens the first “settlement house” (city community center) • Riis photographs 	<ul style="list-style-type: none"> • new building safety laws
expanding democracy	Government corruption was widespread and regular people had little say in government decisions.	<ul style="list-style-type: none"> • Lincoln Steffens and other muckrakers expose how businesses controlled the gov’t 	<ul style="list-style-type: none"> • 17th Amendment (direct election of senators) • referendum, recall, secret ballot
business corruption	Monopolies and trusts existed in many industries – consumers suffered from high prices and low-quality products.	<ul style="list-style-type: none"> • Teddy Roosevelt proclaims himself the “trust-busting” President 	<ul style="list-style-type: none"> • Clayton Antitrust Act • Federal Trade Commission Act • Federal Reserve Act
women’s suffrage	Women in most states still did not have the right to vote.	<ul style="list-style-type: none"> • Protests led by Elizabeth Cady Stanton, Lucretia Mott, and Susan B. Anthony and the National Woman Suffrage Association 	<ul style="list-style-type: none"> • 19th Amendment passed in 1920 (women’s right to vote)
conservation	Much of the forest land in the US was being destroyed by development and industry.	<ul style="list-style-type: none"> • Teddy Roosevelt tells America its natural resources and forests must be protected 	<ul style="list-style-type: none"> • creation of the National Parks system – which sets aside land which can never be developed (built on)

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Important Terms & People

reform	Meat Inspection Act	temperance
muckraker	Pure Food and Drug Act	Susan B. Anthony
Teddy Roosevelt	Jacob Riis	conservation
trust-busting	Jane Addams	referendum
child labor	Lincoln Steffens	recall
minimum wage	tenement	secret ballot
consumer protection	settlement house	17 th Amendment
Upton Sinclair	suffrage	Federal Reserve Act

Study Questions

1. What were the main social problems that reformers of the Progressive Era cared about?
2. What was a “muckraker” and who were some important examples of muckrakers?
3. How did Jacob Riis and Jane Addams try to help the urban poor?
4. Which consumer protection laws were inspired by the muckraking of Upton Sinclair?
5. Which Progressive laws were passed by the federal government to regulate big business?
6. How did the 17th Amendment attempt to reduce corruption in government? What other changes in government helped to expand democracy?
7. Why did the Progressive Era US government create the Federal Reserve system?
8. Which President is remembered for conservation and the creation of national parks?

9. American Imperialism & World War I (late 1800s-1920)

Main Facts to Remember

- Because of industrialization in the late 1800s, US demand for raw materials and new markets to sell products increased dramatically. Additionally, the growing military power of the US led the government (especially Teddy Roosevelt) to seek new sites for military bases. These factors led to the rise of **imperialism** as the new US foreign policy.
- The **Monroe Doctrine** (1823) was the US telling Europe to stay out of the Western Hemisphere; the **Roosevelt Corollary** (“Speak softly and carry a big stick”) added on to this, saying that the US had the right to be the “policeman” in the Western Hemisphere – in other words, the US gave itself the right to interfere in the affairs of Latin American and Caribbean countries.
- In 1898, the US went to war with Spain – the **Spanish-American War**. Spain was defeated quickly and the US gained the territories of Puerto Rico, Guam, and the Philippines, as well as control of Cuba. This began a long period of US intervention in Latin America – for instance, the US took over Panama in order to build the **Panama Canal**.
- When World War I broke out in Europe in 1914, the US tried to stay out of it by declaring a policy of **neutrality**. But a number of events eventually drew the US into the war – British propaganda, German **submarine warfare** (sinking of the ship **Lusitania**), the **Zimmermann Note**. Be familiar with how these events led the US into involvement in World War I.
- During and after World War I, the US government restricted the civil liberties of citizens (took away some of their rights) – for example, laws such as the **Espionage Act** and the **Sedition Act** basically made it illegal to publicly criticize the government. In the **Schenck v. United States** case, the Supreme Court said that speech could be a crime if it presented a “**clear and present danger**” to national security.

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- After WW I ended, President Wilson presented his **14 Points** for peace – one idea was that the US should join the newly-created League of Nations; but the Senate rejected this because it feared that this could get the US involved in more European conflicts.

Important Terms & People

imperialism	Spanish-American War	Wilson's 14 Points
Monroe Doctrine	Panama Canal	League of Nations
Roosevelt Corollary	neutrality	Espionage & Sedition Acts
yellow journalism	Zimmermann Note	<i>Schenck v. United States</i>
"Remember the Maine!"	the <i>Lusitania</i>	"clear and present danger"

Study Questions

1. How was US imperialism related to industrialization and the rise of big business?
2. What did the Roosevelt Corollary say the US had the right to do?
3. Which territories did the US gain after victory in the Spanish-American War?
4. How did America's role in the world change after the Spanish-American War?
5. Why was the US interested in building a canal across Panama?
6. At the beginning, what was the US attitude toward World War I?
7. What factors drew the US into entering World War I?
8. What did Wilson's "14 Points" say about the League of Nations? Did Congress agree?
9. What effect did the *Schenck v. United States* case and its "clear and present danger" test have on the Bill of Rights' protection of freedom of speech?

10. The Roaring Twenties (1920s)

Main Facts to Remember

- The 1920s – also known as the **Roaring Twenties** – are remembered as a period of great change in America – the time when America became a truly "modern" nation. At times, new, modern ideas came into conflict with traditional ideas. Some examples:
 - **jazz music** was seen by many people as kind of evil – especially the dancing.
 - the **flapper** was a symbol of freedom for many young women, but other people saw the flapper as a sign that America was headed down the wrong road.
 - the **Scopes Monkey Trial** was a symbol of the battle between science and religion in the US at the time; new scientific ideas (like "**evolution**") challenged traditional religious beliefs (like "**creation**").
 - the failure of **Prohibition** (the 18th Amendment): banning liquor was supposed to "clean up" America; instead it created problems (e.g., the rise in organized crime).
- The 1920s are known as a time of an "economic boom" – a strong economy fueled by developments such as Henry Ford's innovations in factory production (the **assembly line**) and the tremendous growth in the market for new consumer products.
- The 1920s are also remembered as a period that saw an increase in **nativism** (prejudice against immigrants); examples: the rebirth of the KKK; the Sacco and Vanzetti Trial; the Red Scare; and the Immigration Acts of 1921 and 1924.
- The **Harlem Renaissance** was a movement of African American arts and culture; the center of this movement was in Harlem, where many African American writers, artists, musicians, and actors came to live and work. Langston Hughes, Zora Neale Hurston, and Duke Ellington were main figures.
- Beginning during World War I, the **Great Migration** continued through the 1920s, as millions of African Americans left the South for factory jobs in the North, Midwest, and West and to escape the Jim Crow South (though they also encountered racism in the North).

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Important Terms & People

Jazz Age	Scopes (Monkey) Trial	Prohibition
consumer goods	nativism	18 th Amendment
mass consumption	Ku Klux Klan	21 st Amendment
installment buying	Red Scare	Harlem Renaissance
mass media	Sacco and Vanzetti	Langston Hughes
flapper	quota	false prosperity
		Great Migration

Study Questions

1. What new kinds of consumer products were introduced in the 1920s? How did the production of new consumer goods affect the economy in the 1920s?
2. How were the Sacco and Vanzetti case, the Scopes Trial, and the debate about “flappers” examples of a conflict between traditional and modern cultures in the 1920s?
3. Why did Prohibition fail? What were the main effects of its failure?
4. What were the main results of the rise in nativism during the 1920s?
5. What were the goals of the immigration laws of 1921 and 1924?
6. How did the Red Scare threaten the civil liberties of American citizens?
7. What was the Harlem Renaissance and how did it reflect the experiences of African-Americans in the 1920s? Who were the main figures of the Harlem Renaissance?
8. During the 1920s farm crops were overproduced. What effect did this have on farmers?
9. Explain how the “boom” economy of the ‘20s was actually an example of “false prosperity.”

11. The Great Depression (1929-1941)

Main Facts to Remember

- The main **causes of the Depression** were:
 - **overproduction of consumer goods:** by the late 1920s people weren’t buying as many toasters, washing machines, cars, etc. anymore; but the factories kept on making them in high numbers – many companies went bankrupt (out of business).
 - **overproduction of farm crops:** as Europe recovered from WW I, they didn’t need food from the US anymore, but US farmers kept growing many crops; this led to an oversupply of farm crops and very low prices –many farmers had trouble surviving.
 - **too much credit** – many people and businesses were buying the new consumer products on credit; when the economy slowed, many couldn’t pay their debts.
 - **speculation on the stock market** –people got rich in the 1920s buying risky stocks “on margin” (with credit); when the stock market crashed, many lost their life savings.
- President Herbert Hoover did not respond well to the Depression – he ignored people’s suffering and kept telling the country that things would get better soon. Homeless people built villages of shacks they called “**Hoovervilles**.” Sometimes newspapers were called “Hoover blankets” – since people who couldn’t afford blankets used newspapers instead.
- Here are some other important effects of the Great Depression:
 - Many people were hungry, they did not have money for food; **bread lines** formed in order to feed people.
 - Thousands of **hobos** roamed the US, wandering from city to city by hitching on

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- railroad cars, searching for food and work.
- In the Great Plains, drought (no rain), combined with overfarming, led to the **Dust Bowl** – when the sky of the Great Plains was filled with so much dust that many farmers had to leave their farms and flee (many went to California).
- The **Bonus March**: WW I veterans marched on Washington, demanding the bonus that the government had promised them; they camped out in city parks – eventually, military troops were used to chase them out; the violence used against the Bonus Marchers was seen by many Americans as wrong, another bad mark for Hoover.
- Franklin Delano Roosevelt was elected President in 1932, the worst year of the Depression. He began the program known as the **New Deal** – a combination of **work relief** (jobs in public works projects such as the Works Progress Administration [WPA] or the Civilian Conservation Corps [CCC]), **direct relief** (money, such as the Social Security program), and **bank reform** (improvements in the banking system, such as FDIC insurance of savings accounts).
- FDR’s New Deal is remembered as a big success in helping the US survive the Depression and as a shift to establishing a modern welfare state.
- The one negative for FDR in the ‘30s was the **court-packing scandal** – when FDR tried to increase the number of Supreme Court justices from 9 to 15. He wanted to appoint new justices who would be more friendly to his New Deal programs, but Congress stopped him.

Important Terms & People

overproduction	bread line	FDR
speculation	soup kitchen	relief programs
credit	hobo	bank reform
stock market crash	Dust Bowl	FDIC
Hooverville	Bonus March	Social Security
Hoover blanket	New Deal programs	court packing

Study Questions

1. What did overproduction of consumer goods and farm products have to do with the beginning of the Great Depression?
2. What were other main causes of the Great Depression?
3. How did the Depression affect the everyday lives of Americans?
4. What was the Dust Bowl? How did it affect farmers in the Great Plains?
5. How was FDR’s response to the Depression different from that of Herbert Hoover?
6. What was the New Deal? What has been a major lasting effect of the New Deal?
7. Give some examples of New Deal programs and how they tried to help Americans survive the Great Depression.
8. Why did some people think that the New Deal went too far in the direction of socialism?
9. Why did FDR try to “pack” the Supreme Court, and how did this action challenge the principle of checks and balances?

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12. World War II (1941-1945)

Main Facts to Remember

- When WW II broke out in Europe in the late 1930s, the US maintained a policy of **neutrality** – Congress passed a number of laws called the **Neutrality Acts** which said the US couldn't take sides in the war.
- But slowly the US began to take the side of England against Germany – the **Lend-Lease Act**, “**cash and carry**,” the **Atlantic Charter** were all signals that the US was moving away from neutrality. FDR said the US would be the “arsenal of democracy” [arsenal = weapon supply].
- The US officially entered the war after the Japanese attack on Pearl Harbor in 1941.
- These are the important things that happened inside the US during World War II:
 - in order to build the first atomic bomb, the government pursued a top-secret program called the **Manhattan Project**; the first A-bomb was exploded in 1945.
 - Japanese-Americans were placed in **internment camps** during most of the war; the Supreme Court ruled that this was legal in the **Korematsu v. United States** case (1944). Later, in 1988, the US government apologized and paid reparations to survivors of the camps, recognizing that the internment was racist.
 - wartime industries employed many women (since many men were away at war); the symbol of the woman wartime worker was **Rosie the Riveter**.
 - in order to support the war effort, Americans at home followed a **rationing** program – supplies of most products were limited so that there was more for soldiers; people also showed support by buying **war bonds** and planting **Victory gardens**.
- WW II ended when the US dropped **atomic bombs** on Hiroshima and Nagasaki in 1945.
- After the war, the US government helped US veterans with the **GI Bill** – a law that gave veterans a free college education and money towards buying a house.
- Also important after the war: the **Nuremberg trials** of Nazi War criminals; and the creation of the **United Nations**.

Important Terms & People

Neutrality Acts	Rosie the Riveter	atomic bomb
Lend-Lease Act	internment camp	Hiroshima
“cash and carry”	<i>Korematsu v. United States</i>	Nuremberg Trials
Pearl Harbor	rationing	GI Bill
Manhattan Project	Victory garden	
	war bonds	

Study Questions

1. Why and how did the US seek to remain neutral at the beginning of World War II?
2. How were the Lend-Lease Act and the idea of “cash and carry” the first steps toward US involvement in World War II?
3. What event led America directly into involvement in World War II?
4. What was rationing and how did it help the war effort?
5. Who was Rosie the Riveter and what did she represent during World War II?
6. What happened to Japanese Americans during World War II? What did the Supreme Court say about this?
7. How did President Harry Truman justify the use of atomic bombs against Japan?

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13. The Cold War (1945-1991)

Main Facts to Remember

- At the end of WW II there were two **superpowers**: the US and the Soviet Union.
- The USSR was a communist dictatorship, while the US was a capitalist democracy; the Cold War involved these 2 countries competing to see whose way of life would rule the world.
- During the Cold War, the main US foreign policy was called **containment** – its goal was to stop the spread of communism. Some examples of how containment was used are: the **Marshall Plan, Truman Doctrine, Berlin Airlift, Korean War, Bay of Pigs, Cuban Missile Crisis, Vietnam War**. Be sure to review details of these examples!
- During the Cold War, the US and USSR were involved in an **arms race** and a **space race**. After the USSR launched the first satellite (Sputnik), the US was determined to be the first to the moon, which it was in 1969.
- Inside the US, the Cold War was a time of fear – the two main fears were:
 - the **fear of communism**: McCarthyism and the “witch hunt” for communists inside the US (people who were called **subversives**) illustrated that sometimes fear can lead to the violation of people’s rights
 - the **fear of atomic war**: the US was obsessed with atomic war – people built bomb shelters in their back yards and schoolchildren were told to “**duck and cover**.”
- Besides being remembered as a time when the Cold War was at its height, the 1950s are also remembered as a time of economic prosperity; automobiles became even more important after a **US highway system** was built; many people from the cities moved out to the newly-constructed **suburbs**.

Important Terms & People

containment	arms race	subversive
Marshall Plan	space race	witch hunt
Truman Doctrine	Sputnik	blacklist
Berlin Airlift	domino theory	bomb shelter
Bay of Pigs	McCarthyism	“duck and cover”
Cuban Missile Crisis	HUAC	

Study Questions

1. How did World War II lead to the Cold War?
2. What was the primary US foreign policy during the Cold War? What was the main goal of this policy?
3. What was the Marshall Plan? What was its main purpose?
4. What did the Truman Doctrine say and where was it first implemented [used]?
5. Describe the events of the incident known as the Berlin Airlift.
6. Name and describe the two examples where the US got caught up in a Cold War conflict involving Cuba.
7. What was McCarthyism? Why was it called a “witch hunt” and how did it damage the rights of individuals in the US during the 1950s?
8. What did the government tell Americans about the dangers of atomic weapons during the Cold War? What was the government’s main goal?

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14. Civil Rights Movement (1950s - 1960s)

Main Facts to Remember

- The 14th Amendment was very important for the civil rights movement because it guaranteed African-Americans **equal protection of the law**.
- In the ***Plessy v. Ferguson*** case in 1896 the Supreme Court had ruled that **segregation** was legal – they said that “**separate but equal**” facilities were constitutional. But this ruling was overturned (reversed) by the ***Brown v. Board of Education*** case (1954) which made school segregation illegal.
- After the *Brown* decision, the movement for African-American rights gained strength and Martin Luther King, Jr. emerged as a leader. He promoted tactics of **civil disobedience** and **nonviolence**. Events such as the **Montgomery Bus Boycott**, **Freedom Rides**, and the **March on Washington** are important examples of civil disobedience.
- The two main issues for the civil rights movement of late 1950s and early 1960s were desegregation (getting rid of segregation) and voting rights.
- The three major laws that were made because of the civil rights movement were:
 - Civil Rights Act of 1964 – made segregation officially illegal everywhere and banned employment discrimination based on race, sex, religion, etc.
 - Voting Rights Act of 1965 – made literacy tests and other voter restrictions illegal
 - 24th Amendment – made the poll tax illegal
- As time progressed, the civil rights movement became somewhat divided between those who followed MLK’s ideas of civil disobedience and nonviolence versus those (such as Malcolm X and the Black Panther Party) who promoted **black power** – the idea that African Americans should be more forceful in demanding equality and maybe even use violence as a means of self-defense.
- One lasting effect of the civil rights movement is **affirmative action** – the legal program that sets aside educational and job positions for minority groups as a way of making up for past inequalities.

Important Terms & People

equal protection of the law	nonviolence	Martin Luther King, Jr.
“separate but equal”	integration	Malcolm X
segregation	desegregation	black power
W.E.B. Du Bois	Freedom Rides	Civil Rights Act of 1964
Booker T. Washington	Montgomery Bus Boycott	Voting Rights Act of 1965
civil disobedience	March on Washington	24 th Amendment

Study Questions

1. Explain the main differences in the philosophies of WEB Du Bois & Booker T. Washington.
2. Which constitutional principle was tested in the cases of *Plessy v. Ferguson* and *Brown v. Board of Education*? How was the outcome of these two cases different?
3. What were the major events of the Civil Rights movement?
4. How did Martin Luther King, Jr. and his followers try to attain integration and equality?
5. Explain the ways that different groups or people in the civil rights movement had common goals but had different ways of attaining [achieving] those goals.
6. What kinds of legislation did the US government pass in order to support civil rights?
7. How does the affirmative action program try to correct past racial injustices?

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15. The 1960s

Main Facts to Remember

- The 1960s (similar to the 1920s) were a time of great change in the US. For example:
 - the government became more active in citizens' well-being; President Lyndon Johnson's **Great Society** campaign aimed to make a "**War on Poverty**" – with programs like Head Start, Medicaid, Medicare, housing projects.
 - Women's rights movements became active again – the idea of **women's liberation** drove the formation of the **National Organization for Women** (NOW), the movement to pass an **Equal Rights Amendment** (ERA), and the **Roe v. Wade** decision legalizing abortion.
 - Other groups also began to demand equality, such as the Chicanos/Latinos led by Cesar Chavez.
- The Supreme Court of the 1960s made decisions on many cases where people's civil liberties [rights] were expanded: **Mapp v. Ohio**; **Engel v. Vitale**; **Gideon v. Wainwright**; **Miranda v. Arizona**; **Tinker v. Des Moines** [see handout: "Landmark Supreme Court Cases"].
- The **Vietnam War** was a major part of the 1960s. Here are the main facts:
 - the US government said the war needed to be fought to stop the spread of communism (containment, the **domino theory**); over 50,000 Americans died.
 - many people inside the US were against the war (the **peace movement**); protests against the war often became violent (usually by the authorities).
 - one effect of the war: people began to have less trust in the government.
- Other important results of the Vietnam War were: the **26th Amendment**, the **War Powers Act** of 1973, and the **New York Times v. United States** Supreme Court case.

Important Terms & People

Peace Corps	Betty Friedan	hippies/counterculture
Lyndon Johnson	women's liberation	26 th Amendment
Great Society	Equal Rights Amendment	Pentagon Papers
War on Poverty	<i>Roe v. Wade</i>	<i>New York Times v. U.S.</i>
Medicare/Medicaid	Chicanos	War Powers Act
NOW	César Chavez	Gloria Steinem
	peace movement	Dolores Huerta

Study Questions

1. How did Johnson's Great Society program attempt to end poverty in the US?
2. How was the domino theory used to justify US involvement in Vietnam?
3. How did public opinion inside the US affect the Vietnam War?
4. How did US participation in the Vietnam War lead to the 26th Amendment?
5. In the *New York Times v. United States* case, what did the Supreme Court say about the right of the press to publish "secret" government documents?
6. Why did Congress pass the War Powers Act of 1973?
7. Who were the main people, events, and organizations of the women's rights movement?
8. How did Latinos, Native Americans, and people with disabilities use the civil rights movement as an inspiration for their own demands for equality?
9. How did Supreme Court decisions of the 1960s strengthen civil liberties? [look at *Mapp v. Ohio*; *Engel v. Vitale*; *Gideon v. Wainwright*; *Miranda v. Arizona*; *Tinker v. Des Moines*...]

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16. The U.S. Since 1970

Main Facts to Remember

- These are the main **international** issues involving the US since 1970:
 - **détente**: early 1970s; a slowing down of the Cold War; Nixon visited China (1st prez to do so); signed SALT treaty with the USSR, which limited nuclear weapons on both sides
 - **Camp David**: 1979; Jimmy Carter negotiated a peace treaty between Israel & Egypt
 - **end of Cold War**: 1980s; President Reagan increased the arms race (Star Wars program); some give him credit for “defeating” the USSR; Berlin Wall torn down in 1989
 - **Persian Gulf War** (1991): Under President Bush (Senior), the US sent 500,000 troops to defeat Iraq after Saddam Hussein invaded Kuwait; Hussein was allowed to remain in power, until 2003 invasion
 - **NAFTA**: a “free-trade” treaty between US, Mexico, and Canada; makes trade easier
 - **global interdependence**: also called “globalization” – the idea that the US economy has become more entwined and interdependent with the economies of other countries
 - **9/11 and the war on terrorism**: after terrorist attacks on the World Trade Center and the Pentagon on 9/11/2001, the US started wars in Afghanistan (where leaders of the terrorist group were hiding) and in Iraq, expanded military spending, increased intelligence operations (spying), and detained suspected terrorists in a US military prison in Guantanamo Bay, Cuba.
- These have been the main **domestic** issues:
 - **Watergate** – scandal involving President Richard Nixon when he tried to cover up a burglary committed by people working for him; when Nixon refused to hand over tapes he made of his office conversations to Congress (as the Supreme Court ordered him to in **United States v. Nixon**), the House of Representatives began the process to impeach him; but before the process was complete, Nixon resigned (the first & only president to do so). Nixon's abuse of power led Congress to pass several laws to limit presidential power, including the Federal Election Campaign Act & the Freedom of Information Act.
 - **oil crisis/inflation**: mid-1970s oil shortage caused high prices and long lines at gas stations; this combined with high **inflation** to cause bad economic times in the US
 - **supply-side economics**: Reagan's idea that tax cuts for the rich combined with cuts in government spending would generate wealth for all Americans; unfortunately, Reagan's policies seemed to make things worse for poor people, not better
 - **election of 2000**: George Bush won even though Al Gore received more popular votes, because of the way the Electoral College votes came out (also happened in 1876). The Supreme Court decided the election in favor of Bush by stopping a vote recount.
 - **war on terrorism**: The Bush Administration created the Department of Homeland Security and led Congress to pass the USA PATRIOT Act, which it claimed would help protect Americans against terrorism. Critics see these measures as harmful to civil rights.

Important Terms & People

Richard Nixon

Watergate Scandal impeachment

oil embargo & crisis

inflation

Jimmy Carter

Camp David Accord

Ronald Reagan

supply-side economics

Star Wars

Iran-Contra Affair

Persian Gulf War

Bill Clinton

NAFTA

globalization

Election of 2000

SALT

détente

9/11

Patriot Act

Study Questions

1. What actions were taken to support the foreign policy of détente?
2. What has been a lasting effect of the Watergate Scandal on US politics and government?
3. How did President Ronald Reagan's idea of supply-side economics work? Why did most rich people favor the idea, and why did most poor people oppose it?
4. What were the causes and effects of the Persian Gulf War?
5. In the 2000 presidential election, George Bush won the election even though Al Gore received more votes. How was this possible?
6. How is the aging of the baby boomers affecting the Social Security system today?
7. What are the two main things the Federal Reserve system does?
8. What is America's role in today's era of “globalization”?

Name of Event & Year	Description of historical circumstances / causes	Impacts / effects on U.S. history (with specific examples)
1776		
1789		
1803		
1848		
1865		

Name of Event & Year	Description of historical circumstances / causes	Impacts / effects on U.S. history (with specific examples)
1898		
1920		
1929		
1945		
1954		

Amendment	Topic	How did it expand individual rights?
1 st		
4 th		
5 th		
6 th		
8 th		
14 th		
15 th		
17 th		
19 th		
24 th		
26 th		

REGENTS REVIEW – Matching #1

Fill in the blanks with the term that best matches.

clear and present danger
three branches
overproduction
suffrage
spoils system

taxation & representation
westward expansion
civil disobedience
self-government
nativism

women workers
no government regulation
muckraker
space race
weak government

- 1. Mayflower Compact _____
- 2. Articles of Confederation _____
- 3. Andrew Jackson _____
- 4. laissez-faire _____
- 5. *Schenck v. United States* _____
- 6. Sacco and Vanzetti _____
- 7. Sputnik _____
- 8. Stamp Act & Sugar Act _____
- 9. separation of powers _____
- 10. Manifest Destiny _____
- 11. 19th Amendment _____
- 12. Upton Sinclair _____
- 13. Stock Market Crash _____
- 14. Rosie the Riveter _____
- 15. sit-in _____

<i>ISOLATIONISM: The idea that the U.S. should not involve itself with other countries.</i>		
Example	Historical Context	How did it protect US national interests?
Washington's Farewell Address (1796)		
Monroe Doctrine (1823)		
<i>IMPERIALISM: The idea that the U.S. should take over/control other territories around the world.</i>		
Example	Historical Context	How did it protect US national interests?
Mexican-American War (1846-1848)		
Annexation of Hawaii (1898)		
Spanish-American War (1898)		
Roosevelt Corollary (1904)		
Panama Canal (early 1900s)		

<i>NEUTRALITY: The idea that the U.S. should not get involved in other countries' conflicts.</i>		
Example	Historical Context	Why did the US abandon neutrality?
U.S. entry in World War I (1917)		
U.S. entry in World War II (1941)		
<i>CONTAINMENT: The idea that the U.S. must stop the spread of communism around the world.</i>		
Example	Historical Context	How did it protect US national interests?
Marshall Plan		
Truman Doctrine		
Berlin Airlift		
Korean War		
Bay of Pigs		
Vietnam War		

REGENTS REVIEW – Matching #2

U.S. History

Fill in the blanks with the term that best matches.

internment
 new markets
 work relief
 literacy test
 natural rights

bicameral legislature
 yellow journalism
 Anti-Federalists
 containment
 Indian Removal

Prohibition
 consumer goods
 drought
 farmers
 monopoly

1. Trail of Tears _____
2. Declaration of Independence _____
3. Populist movement _____
4. *Korematsu v. United States* _____
5. 1920s economic boom _____
6. imperialism _____
7. Great Compromise _____
8. Jim Crow _____
9. laissez-faire _____
10. The *Maine* _____
11. 18th Amendment _____
12. Dust Bowl _____
13. New Deal _____
14. Truman Doctrine _____
15. Bill of Rights _____

THEMATIC ESSAY: Sample Questions

REMEMBER!

It is extremely important that in writing your essay you follow all directions and complete all parts of the task. A great way to be sure of this is to deconstruct the prompt, brainstorm paragraph topics, and use an outline. Use the checklist provided below and see the samples of step 2 (brainstorming paragraph topics) and steps 4 and 5 (outline and draft intro & conclusion) also provided below.

CHECKLIST

Steps to writing an essay given a prompt

1. Annotate and deconstruct the prompt to identify topic, purpose and audience
2. Brainstorm topics for each body paragraph
3. Draft your thesis statement, including the topic and summary of body paragraph topics.
4. Create and complete an outline in note form
5. Draft your introduction, using a General, Specific then Thesis Statement, and a conclusion (now or at the end), flipping the order (rephrased thesis statement, new specific statement, new general statement).
6. Draft your essay and make sure to introduce and cite text from documents and explain how each detail supports your topic sentence / thesis.

What should these steps look like for thematic essay question #1?

Select **two** specific actions taken by the United States to limit the expansion of communism during the Cold War and for **each**

- Describe the historical circumstances that led to the action
- Discuss the extent to which the action was successful in limiting the expansion of Communism

Brainstorming Paragraph Topics

Once you have identified the purpose of the essay (what they want you to write about) brainstorm the topics of your body paragraphs (sample answer below).

Note: You should do this step quickly and write your ideas in note form. This sample uses complete sentences to be more easily readable by everyone, but your own draft should just use notes.

	Action #1: Berlin Airlift (1948)	Action #2 Blockade of Cuba (1962)
<p>Historical circumstances (CAUSES)</p>	<ul style="list-style-type: none"> • <i>The Soviet Union blocked all ground entrances to West Berlin in order to force West Berlin to surrender and become communist</i> • <i>This went against the US policy of containment</i> • <i>The US led an airlift of supplies (food, fuel, etc.) into West Berlin</i> • <i>They sent hundreds of airplane flights in order to defeat the blockade</i> 	<ul style="list-style-type: none"> • <i>In 1962 the USSR placed nuclear missiles in Cuba</i> • <i>The US found out about it by spy photographs taken by U2 aircraft</i> • <i>These nuclear missiles could reach far into the US; they were a threat</i> • <i>The US put a blockade of military ships around Cuba in order to prevent more missiles being brought in by the USSR</i> • <i>The US demanded that the USSR remove the missiles from Cuba</i>
<p>Extent / success (EFFECTS)</p>	<ul style="list-style-type: none"> • <i>The airlift succeeded</i> • <i>The people of West Berlin were not forced to surrender to communism</i> • <i>The USSR eventually gave up the blockade</i> • <i>The US demonstrated the use of the policy of containment</i> • <i>Later, the Soviet Union built a wall between East and West Berlin</i> 	<ul style="list-style-type: none"> • <i>The US action succeeded in that the USSR removed the missiles from Cuba</i> • <i>The U.S., in return, removed its nuclear missiles from Turkey</i> • <i>The US and USSR began to talk about reducing the number of nuclear weapons they had, which led to the signing of the Nuclear Test Ban Treaty</i>

Multiple Paragraph Outline

Note: You should write your ideas in note form. This sample uses complete sentences to be more easily readable by everyone, but your own draft should just use notes.

Topic: U.S. actions to limit the expansion of communism during the Cold War

Main Ideas	Details
<p>1st ¶ – Introduction</p>	<p>G: During the Cold War, from the late 1940s to early 1990s, the U.S. aimed to stop the spread of communism from the USSR and China.</p> <p>S: To contain what it saw as the communist threat, the US engaged in a series of actions around the world, including the 1948 Berlin Airlift and 1962 Blockade of Cuba.</p> <p>Th: While the Berlin Airlift succeeded in stopping the USSR from taking over West Berlin, the US blockade of Cuba led to more mixed results in limiting the spread of communism.</p>
<p>2nd ¶ –</p> <p>Action 1</p> <p style="text-align: center;">↓</p> <p>T.S. (Berlin Airlift)</p>	<p>Causes:</p> <ul style="list-style-type: none"> • <i>The Soviet Union blocked all ground entrances to West Berlin in order to force West Berlin to surrender + become communist</i> • <i>This went against the US policy of containment</i> • <i>The US led an airlift of supplies (food, fuel, etc.) into West Berlin</i> • <i>They sent hundreds of airplane flights in order to defeat the blockade</i> <p>Extent / success:</p> <ul style="list-style-type: none"> • <i>The airlift succeeded</i> • <i>The people of West Berlin were not forced to surrender to communism</i> • <i>The USSR eventually gave up the blockade</i> • <i>The US demonstrated the use of the policy of containment</i> • <i>Later, the Soviet Union built a wall between East and West Berlin</i>
<p>3rd ¶ –</p> <p>Action 2</p>	<p>Causes:</p> <ul style="list-style-type: none"> • <i>In 1962 the USSR placed nuclear missiles in Cuba</i> • <i>The US found out about it by spy photographs taken by U2 aircraft</i> • <i>These nuclear missiles could reach far into the US; they were a threat</i> • <i>The US put a blockade of military ships around Cuba in order to prevent more missiles being brought in by the USSR</i> • <i>The US demanded that the USSR remove the missiles from Cuba</i>

<p style="text-align: center;">↓</p> <p style="text-align: center;">T.S. (Blockade/Cuba)</p>	<p>Extent / success</p> <ul style="list-style-type: none"> • <i>The US action succeeded in that the USSR removed the missiles from Cuba</i> • <i>The U.S., in return, removed its nuclear missiles from Turkey</i> • <i>The US and USSR began to talk about reducing the number of nuclear weapons they had, which led to the signing of the Nuclear Test Ban Treaty</i>
<p>4th ¶–Conclusion</p>	<p>Th. St. (rephrased): With two of its major Cold War actions – the Berlin Airlift of 1948 and the Blockade of Cuba of 1962 – the US had varying degrees of success in limiting the spread of communism.</p> <p>SS (new) These events were part of a series of many other US efforts around the world to contain communism, including diplomacy, military interventions, and economic actions.</p> <p>GS (new) The Cold War was characterized by ongoing tensions and conflicts until the USSR fell in 1991, leaving the US as the world’s dominant superpower.</p>

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



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: Foreign Policy (Cold War)

Following World War II, the threat of communist expansion led the United States to take diplomatic, military, and economic actions to limit the global influence of the Soviet Union and China. These Cold War actions met with varying degrees of success.

Task:

Select **two** specific actions taken by the United States to limit the expansion of communism during the Cold War and for **each**

- Describe the historical circumstances that led to the action
- Discuss the extent to which the action was successful in limiting the expansion of communism

You may use any action taken by the United States to limit the expansion of communism during the Cold War. Some suggestions you might wish to consider include the implementation of the Marshall Plan (1947–1952), the establishment of the North Atlantic Treaty Organization [NATO] (1949), intervention in Korea (1950–1953), the blockade of Cuba (1962), the escalation of the Vietnam War (1964–1973), the visit of President Richard Nixon to China (1972), and the pursuit of the Strategic Defense Initiative [SDI] (1983–1989).

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

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”

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

In developing your answer, 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: Change — Turning Points

Major historical events are often referred to as turning points because they have led to important political, social, and economic changes.

Task:

Identify **two** major events in United States history that were important turning points and for **each**:

- Describe the historical circumstances that led to the event
- Discuss the political, social, **and/or** economic changes that resulted from the event.

You may use any major event from your study of United States history. Some suggestions you might wish to consider include the signing of the Declaration of Independence (1776), end of Reconstruction (1877), Henry Ford’s use of the assembly line (1913), United States entry into World War I (1917), *Brown v. Board of Education of Topeka* (1954), passage of the Gulf of Tonkin Resolution (1964), and the fall of the Berlin Wall (1989).

You are *not* limited to these suggestions.

Guidelines

In your essay, be sure to

- Develop all aspects of the task
- Support the theme with many 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

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



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: Change — Constitutional Amendments

When the Founding Fathers wrote the United States Constitution, they included the amendment process. The amendments that have been passed brought political, social, and economic changes to American society.

Task:

Select **two** constitutional amendments that have changed American society and for **each**

- Describe the historical circumstances that led to the adoption of the amendment
- Discuss the political, social, **and/or** economic changes the amendment brought to American society

You may use any constitutional amendments that have changed American society. Some suggestions you might wish to consider include the 13th amendment (abolition of slavery, 1865), 17th amendment (direct election of senators, 1913), 18th amendment (Prohibition, 1919), 19th amendment (woman's suffrage, 1920), 22nd amendment (presidential term limits, 1951), 24th amendment (elimination of the poll tax, 1964), and 26th amendment (suffrage for 18-year-old citizens, 1971).

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

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”

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



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: Foreign Policy — National Interests

Throughout the history of the United States, the primary goal of its foreign policy has been to protect the nation's interests. The United States has taken military and economic foreign policy actions to achieve that goal. These actions have resulted in varying degrees of success.

Task:

Select *two* military *and/or* economic foreign policy actions taken by the United States to protect its national interests and for *each*

- Describe the historical circumstances that led to the action
- Discuss the extent to which this action was successful in protecting the national interests

You may use any military and/or economic foreign policy action taken by the United States to protect its national interests. Some suggestions you might wish to consider include fighting the Mexican-American War (1846–1848), declaring war on Spain (1898), implementing the Open Door Policy (1899), building the Panama Canal (1904–1914), carrying out the Marshall Plan (1947–1952), confronting the Soviets during the Cuban missile crisis (1962), fighting the Vietnam War (1964–1973), and fighting the Persian Gulf War (1990–1991).

You are *not* limited to these suggestions.

Do *not* write about the Confederacy during the Civil War as one of your examples.

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

In developing your answer to Part II, be sure to keep these general definitions in mind:

- describe means “to illustrate something in words or tell about it”**
- discuss means “to make observations about something using facts, reasoning, and argument; to present in some detail”**

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

5

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: Supreme Court decisions

Decisions of the United States Supreme Court have had a significant impact on the nation.

Task:

Identify **two** important United States Supreme Court cases and for **each**

- Describe the historical circumstances surrounding the case
- Explain the Supreme Court's decision
- Discuss the impact of the Court's decision on the United States

You may use any appropriate Supreme Court case. Some suggestions you might wish to consider include *Marbury v. Madison* (1803), *Gibbons v. Ogden* (1824), *Worcester v. Georgia* (1832), *Plessy v. Ferguson* (1896), *Schenck v. United States* (1919), *Korematsu v. United States* (1944), *Brown v. Board of Education of Topeka* (1954), *Miranda v. Arizona* (1966), *Roe v. Wade* (1973), and *New Jersey v. T.L.O.* (1985).

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

In developing your answer to Part II, be sure to keep these general definitions in mind:

- describe means “to illustrate something in words or tell about it”**
- explain means “to make plain or understandable; to give reasons for or causes of; to show the logical development or relationships of”**
- discuss means “to make observations about something using facts, reasoning, and argument; to present in some detail”**

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

6

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: Geography — Development of the United States

Many important events in United States history have been influenced by geography. Geographic factors or conditions include location, size, climate, natural resources, and physical features. These events in turn have had political, social, and economic impacts on the development of the United States.

Task:

Identify *two* important events in United States history and for *each*

- Describe how a geographic factor or condition influenced the event
- Discuss the political, social, *and/or* economic impacts of this event on the development of the United States

You may use any important event that was influenced by geographic factors or conditions. Some suggestions you might wish to consider include the Louisiana Purchase, the construction of the Erie Canal, migration to California in the late 1840s, the Civil War, the purchase of Alaska, the building of the transcontinental railroad, the acquisition of the Philippines, the building of the Panama Canal, the creation of the Tennessee Valley Authority (TVA), and the construction of the interstate highway system.

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

In developing your answer to Part II, be sure to keep these general definitions in mind:

- describe means “to illustrate something in words or tell about it”**
- discuss means “to make observations about something using facts, reasoning, and argument; to present in some detail”**

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) **explain** means “to make plain or understandable; to give reasons for or causes of; to show the logical development or relationships of”
- (b) **discuss** means “to make observations about something using fact, reasoning, and argument; to present in some detail”

7

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: Change — Industrialization

During the 19th century, the United States experienced tremendous industrial growth. This industrial growth resulted in many changes in American life.

Task:

Identify **two** changes in American life that resulted from industrial growth in the United States and for **each** change

- Explain how industrialization contributed to this change
- Discuss **one** positive **or** **one** negative effect of this change on American life

You may use any appropriate change in American life that resulted from industrial growth. Some suggestions you might wish to consider include increased immigration, new inventions or technologies, growth of labor unions, growth of monopolies, growth of reform movements, and increased urbanization.

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

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



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: Constitutional Principles — Individual Rights

Throughout United States history, many different groups have faced discrimination. The federal and state governments have taken actions that have either protected or limited the rights of these groups in American society.

Task:

Select **two** different groups in American society who have faced discrimination and for **each**

- Describe **one** specific example of discrimination faced by the group
- Describe **one** action taken by the federal or state governments related to this example of discrimination
- Discuss how the action taken by the federal or state governments either protected **or** limited the rights of the group

You may use any example from your study of United States history. Some groups you might wish to consider include Native American Indians, African Americans, Asian Americans, Hispanic Americans, women, the elderly, and the disabled.

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

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”

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



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: Presidential Actions

United States presidents have taken actions that have had a significant effect on United States foreign or domestic policies.

Task:

Identify **two** presidential actions that have had significant effects on United States history and for **each**

- Describe the historical circumstances surrounding the action
- Discuss the impact of the presidential action on United States foreign policy or on American society

You may use any presidential action that has had a significant effect on United States history. Some suggestions you might wish to consider include George Washington issuing the Proclamation of Neutrality, Abraham Lincoln issuing the Emancipation Proclamation, William McKinley calling for war against Spain, Theodore Roosevelt supporting the Meat Inspection Act, Woodrow Wilson proposing the Fourteen Points, Franklin D. Roosevelt proposing the New Deal, Harry Truman making the decision to drop the atomic bomb, and Lyndon B. Johnson signing the Civil Rights Act of 1964.

You are *not* limited to these suggestions.

Do *not* use Thomas Jefferson purchasing the Louisiana Territory as your example of a presidential action.

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

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”

REGENTS REVIEW – Matching #3

Fill in the blanks with the term that best matches.

consent of the governed
national bank
cultural conflict
black list
submarine warfare

sharecropping
homelessness
separate but equal
regulate money supply
atomic bomb

strike
veto
social reform
rights of the accused
equal protection

1. Federal Reserve System _____
2. *Miranda v. Arizona* _____
3. Alexander Hamilton _____
4. checks and balances _____
5. 14th Amendment _____
6. labor union _____
7. Progressive Era _____
8. *Lusitania* _____
9. Hooverville _____
10. Manhattan Project _____
11. McCarthyism _____
12. Reconstruction _____
13. people give power to government _____
14. Scopes Monkey Trial _____
15. *Plessy v. Ferguson* _____

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.

Base your answers to questions 1 and 2 on the map below and on your knowledge of social studies.



Source: Robert A. Divine et al., *America: Past and Present*, Scott, Foresman (adapted)

- 1 What is the best title for this map?
- (1) Eastward Migration (3) Territorial Expansion
(2) Results of the Revolution (4) Immigration Before the Civil War
- 2 Which geographic feature formed the western border of the United States in 1783?
- (1) Pacific Ocean (3) Great Lakes
(2) Mississippi River (4) Rocky Mountains
-

- 3 The primary purpose of the Articles of Confederation was to
- (1) provide revenues for the national government
 - (2) establish the basic framework of the national government
 - (3) give the national government the power to regulate interstate commerce
 - (4) guarantee a bill of rights to protect citizens from the national government
- 4 The Northwest Ordinance of 1787 established a model for later settlement by providing for the
- (1) legal expansion of slavery
 - (2) creation of national parks
 - (3) distribution of free land to war veterans
 - (4) process for territories to become states
- 5 The writings of John Locke, Jean-Jacques Rousseau, and Baron de Montesquieu are significant in United States history because they
- (1) opposed the use of slave labor in the Americas
 - (2) supported the absolute right of the king to impose taxes
 - (3) encouraged the formation of political parties and political machines
 - (4) influenced the authors of the Declaration of Independence and the Constitution
- 6 Which presidential action is an example of the use of the unwritten constitution?
- (1) holding a cabinet meeting at the White House
 - (2) submitting a treaty to the Senate for ratification
 - (3) nominating an ambassador to France
 - (4) vetoing a bill passed by Congress
- 7 Which statement most accurately describes federalism?
- (1) The judicial branch of government has more power than the other two branches.
 - (2) The president and vice president divide executive power.
 - (3) Power is divided between the national government and the states.
 - (4) Power is shared between the two houses of Congress.

- 8 On the issue of creating a national bank, Secretary of State Thomas Jefferson and Secretary of the Treasury Alexander Hamilton differed on whether to
- (1) apply a strict or loose interpretation of the Constitution
 - (2) establish a tariff to raise revenue
 - (3) use deposits to finance a new navy
 - (4) issue loans to farmers

Base your answer to question 9 on the cartoon below and on your knowledge of social studies.



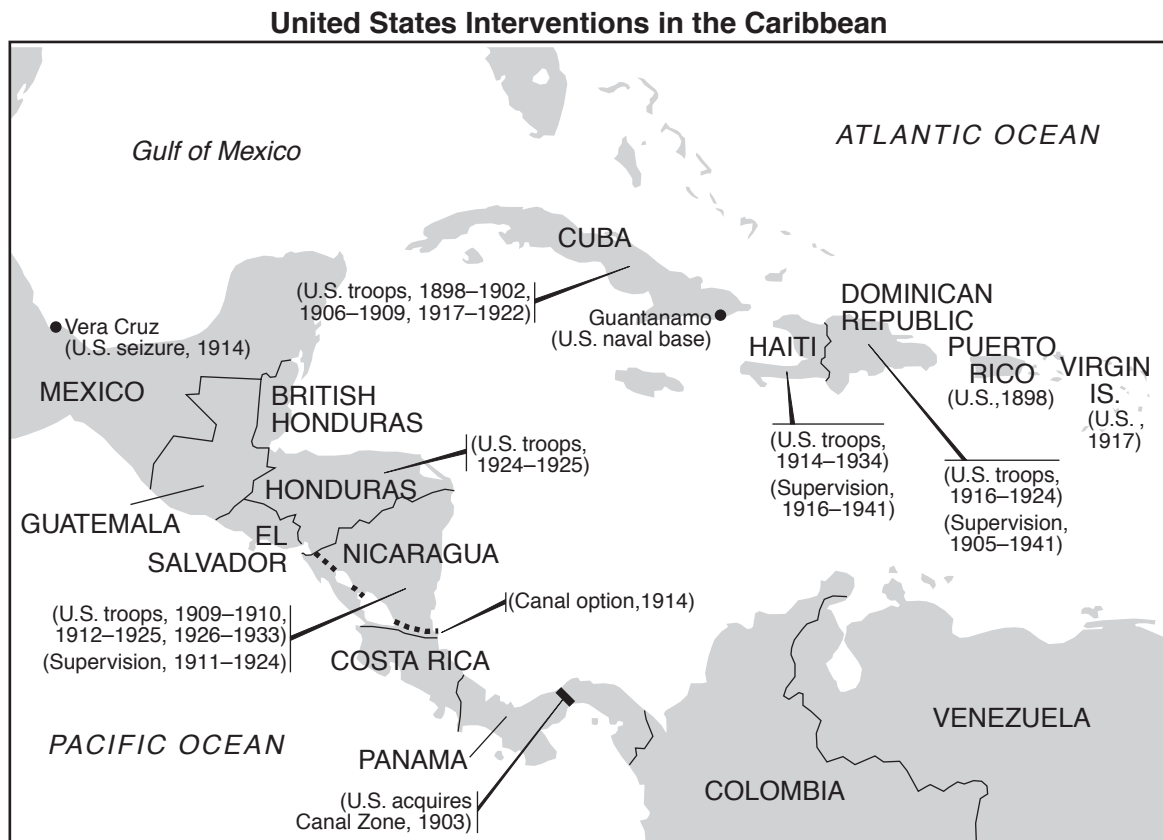
Source: Clifford Berryman, National Archives (adapted)

- 9 Which statement regarding the United States Congress is best supported by the information in this cartoon?
- (1) Congress must meet at least once every year.
 - (2) Members of the House of Representatives must be chosen every two years.
 - (3) Each house of Congress must publish a journal of its proceedings.
 - (4) Representation in the House of Representatives is based on state population.

- 10 What is a principle of government that is stated in the Preamble to the United States Constitution?
- (1) Federal laws must be subject to state approval.
 - (2) The power of government comes from the people.
 - (3) The right to bear arms shall not be infringed.
 - (4) All men and women are created equal.
- 11 The outcome of the Whiskey Rebellion (1794) strengthened the authority of the
- (1) national government
 - (2) state governors
 - (3) territorial legislatures
 - (4) local police
- 12 The War of 1812 has been called the “Second War for American Independence” primarily because the
- (1) British blocked United States access to the port of New Orleans
 - (2) United States continued to resist taxes imposed by Great Britain
 - (3) British government had never fully respected the United States as a free nation
 - (4) United States and Great Britain had not signed a peace treaty after the Revolutionary War
- 13 The Erie Canal contributed to the development of the United States by
- (1) eliminating the need for railroads
 - (2) linking the Great Lakes to the Atlantic Coast
 - (3) becoming the major trade route to California
 - (4) allowing southern planters to ship their cotton westward
- 14 Which heading best completes the partial outline below?
- I. _____

 - A. Suspension of habeas corpus
 - B. Signing of Emancipation Proclamation
 - C. Election of President Lincoln to second term
- (1) Wartime Propaganda Campaigns
 - (2) Limits on Civil Liberties During Wartime
 - (3) Decreased Rights of Minorities
 - (4) Events During the Civil War
- 15 Jim Crow laws passed in the South during the late 1800s were designed to
- (1) support civil rights for African Americans
 - (2) create a system of legal segregation
 - (3) give free land to formerly enslaved persons
 - (4) compensate landowners for damage done during the Civil War
- 16 In the late 19th and early 20th centuries, a major goal of the American Federation of Labor (AFL) was to
- (1) end restrictions on child labor
 - (2) admit women to the industrial workforce
 - (3) improve wages and working conditions
 - (4) join all workers into a single union
- 17 During the 1890s, many American farmers tried to resolve their economic problems by
- (1) joining the Populist Party
 - (2) staging violent protests against the government
 - (3) supporting government aid to railroads
 - (4) asking Congress to end agricultural subsidies
- 18 One way in which the Chinese Exclusion Act (1882) and the Gentlemen’s Agreement (1907) are similar is that they
- (1) reflected nativist attitudes in the United States
 - (2) encouraged a policy of popular sovereignty
 - (3) led to an increase in Asian immigration
 - (4) eased requirements for citizenship
- 19 Which headline related to the Spanish-American War is an example of yellow journalism?
- (1) **“President McKinley Asks Congress for War Declaration Against Spain”**
 - (2) **“United States Mobilizes for War with Spain”**
 - (3) **“United States Demands Response to Spanish Actions”**
 - (4) **“Spanish Troops Slaughter Innocent Cuban Citizens”**

Base your answers to questions 20 and 21 on the map below and on your knowledge of social studies.

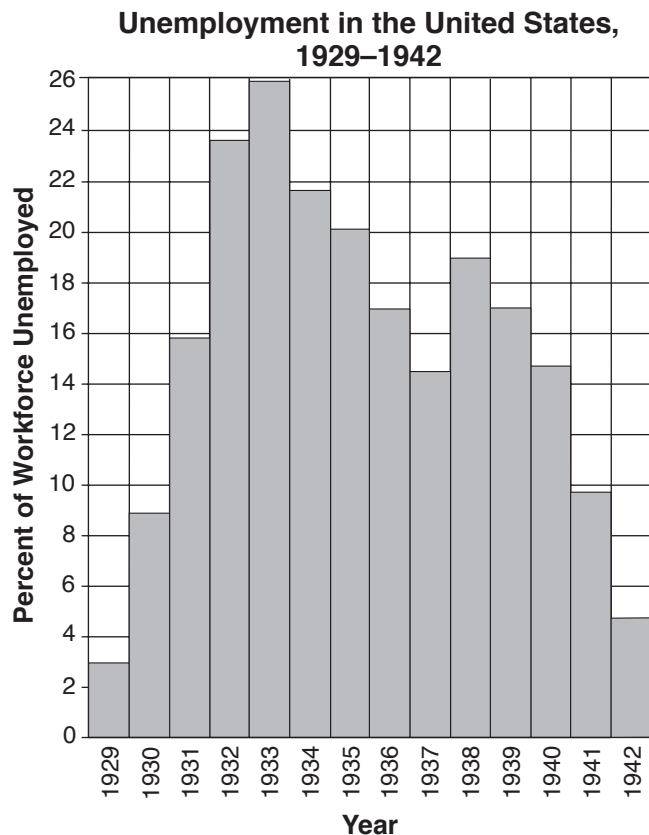


Source: Thomas G. Paterson et al., *American Foreign Policy: A History 1900 to Present*, D. C. Heath, 1991 (adapted)

- 20 Which conclusion is most clearly supported by information on the map?
- (1) The United States respected the sovereignty of Latin American nations.
 - (2) United States military action was used to protect American interests.
 - (3) The United States rarely used its armed forces in Latin America before World War II.
 - (4) United States military action in Latin America supported European colonies.
- 21 Which United States foreign policy was most often used to carry out the actions shown on the map?
- (1) Roosevelt Corollary to the Monroe Doctrine
 - (2) Wilson's Fourteen Points
 - (3) Kellogg-Briand Pact
 - (4) Open Door

- 22 "...In other words, our demand is that big business give the people a square deal and that the people give a square deal to any man engaged in big business who honestly endeavors to do what is right and proper..."
 — Theodore Roosevelt, "A Charter for Democracy,"
 February 21, 1912
- This statement reflects President Theodore Roosevelt's position that the federal government should
- (1) leave regulation of big business to the states
 - (2) cease regulation of business activities
 - (3) regulate abusive business practices
 - (4) seize control of all trusts
- 23 *The Jungle*, *The Octopus*, and *The Shame of the Cities* are all books that were written to
- (1) support the formation of a new political party
 - (2) promote environmental conservation
 - (3) encourage reform in business and government
 - (4) express opinions concerning imperialism
- 24 The Federal Reserve System was created in 1913 to
- (1) regulate the money supply
 - (2) operate mints to coin money
 - (3) collect tax revenues
 - (4) protect deposits in savings banks
- 25 During World War I, President Woodrow Wilson used his wartime powers to
- (1) win passage of quota acts
 - (2) grant all women the right to vote
 - (3) expand freedom of the press
 - (4) increase government control of the economy
- 26 The Senate's opposition to United States membership in the League of Nations was based mainly on the
- (1) cost of membership dues
 - (2) failure to give the United States veto power
 - (3) fear of being drawn into future wars
 - (4) concern that United States businesses would be damaged
- 27 The division in public opinion over the Scopes trial and Prohibition demonstrates which characteristic of the 1920s?
- (1) discrimination against immigrants
 - (2) clash of cultural values
 - (3) fear of international communism
 - (4) opposition to the Ku Klux Klan
- 28 During the 1920s, much of the debt accumulated by consumers was due to
- (1) installment buying of manufactured goods
 - (2) overproduction of farm products
 - (3) long strikes by labor unions
 - (4) rising income taxes
- 29 During the 1930s, poor land management and severe drought conditions across parts of the Midwest resulted in the
- (1) formation of the United States Department of Agriculture
 - (2) creation of wheat surpluses
 - (3) growth of the Granger movement
 - (4) development of Dust Bowl conditions on the Great Plains
- 30 What was the goal of President Franklin D. Roosevelt's plan to add more justices to the Supreme Court?
- (1) to help the Supreme Court implement its decisions
 - (2) to limit judicial opposition to New Deal programs
 - (3) to convince Congress to enact new economic laws
 - (4) to replace the Chief Justice of the Supreme Court
- 31 To help win World War II, the federal government found it necessary to
- (1) return to the gold standard
 - (2) outlaw labor unions
 - (3) impose rationing and price controls
 - (4) integrate the military

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



Source: *Historical Statistics of the United States*, U. S. Bureau of the Census (adapted)

32 The change in the rate of unemployment between 1941 and 1942 is best explained by the

- (1) response of President Herbert Hoover to the stock market crash
- (2) effects of the Wagner Act
- (3) passage of the National Recovery Act
- (4) entry of the United States into World War II

33 During World War II, Japanese Americans were sent to internment centers primarily because they

- (1) were considered illegal aliens
- (2) had been convicted of spying for Japan
- (3) refused to enlist in the United States military
- (4) were thought to be threats to national security

34 The creation of the North Atlantic Treaty Organization (NATO) illustrates a commitment to the concept of

- | | |
|------------------|--------------------|
| (1) colonialism | (3) mutual defense |
| (2) isolationism | (4) human rights |

35 In the years immediately following World War II, United States foreign policy was primarily focused on

- (1) securing peace in the Middle East
- (2) containing the spread of communism
- (3) sending volunteers to developing countries
- (4) maintaining neutrality in world conflicts

36 Between 1946 and 1954, the House Committee on Un-American Activities and Senator Joseph McCarthy attracted public attention by investigating

- (1) allegations of communist influences in government
- (2) civil rights violations against African Americans
- (3) corruption by companies in the defense industry
- (4) war crimes of German and Japanese officials

37 President Dwight D. Eisenhower sent federal troops to Little Rock, Arkansas, in 1957 to

- (1) supervise local elections
- (2) enforce school integration
- (3) end a bus boycott
- (4) break up a steel strike

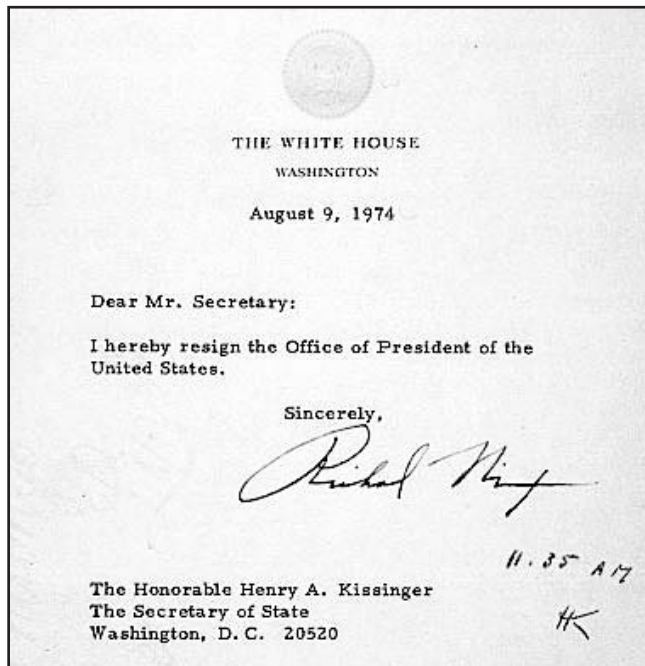
38 The Cuban missile crisis was effectively ended when the

- (1) Soviet Union agreed to withdraw weapons from Cuba
- (2) Bay of Pigs invasion removed Fidel Castro from power
- (3) Cuban authorities signed new trade agreements with the United States
- (4) United States announced the formation of the Alliance for Progress

39 A result of the publication of Rachel Carson's *Silent Spring* was that the

- (1) Americans with Disabilities Act was passed
- (2) 1964 Civil Rights Act was passed
- (3) modern environmental movement gained support
- (4) consumer protection movement began

Base your answers to questions 40 and 41 on the letter below and on your knowledge of social studies.



Source: National Archives and Records Administration

- 40 Which event led to this letter being written?
- (1) Teapot Dome scandal
 - (2) Kent State shootings
 - (3) Iran-Contra affair
 - (4) Watergate break-in
- 41 Which constitutional power was most directly responsible for the action taken in this letter?
- (1) power of Congress to override vetoes
 - (2) power of the president to appoint justices to the Supreme Court
 - (3) power of impeachment by the House of Representatives
 - (4) power of the Senate to approve proposed treaties
-
- 42 Which concept is illustrated by United States participation in both the General Agreement on Tariffs and Trade (GATT) and the North American Free Trade Agreement (NAFTA)?
- (1) interdependence
 - (2) appeasement
 - (3) nationalism
 - (4) nonalignment

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

Candidate	Popular Vote	Electoral Vote
Democrat: Al Gore	50,996,582	266
Republican: George W. Bush	50,456,062	271

Source: National Archives and Records Administration

- 43 Which statement is best supported by information in the chart?
- (1) The candidate selected by a majority of the population won the presidency.
 - (2) The popular vote is not the deciding factor in winning the presidency.
 - (3) Candidates must campaign in all states to win a presidential election.
 - (4) The electoral college system was abolished after this election.

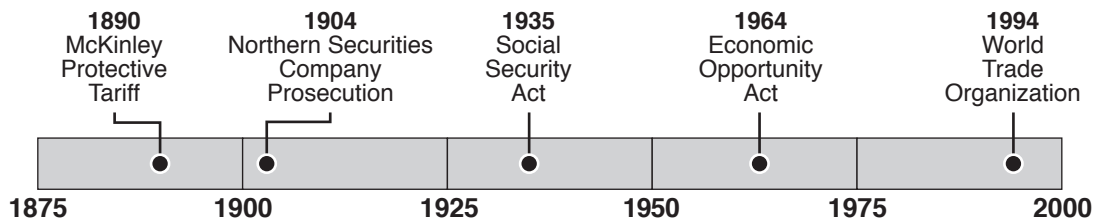
Base your answer to question 44 on the quotation below and on your knowledge of social studies.

...In the sixth year since our Nation was attacked, I wish I could report to you that the dangers have ended. They have not. And so it remains the policy of this Government to use every lawful and proper tool of intelligence, diplomacy, law enforcement, and military action to do our duty, to find these enemies, and to protect the American people....

— President George W. Bush

- 44 Which event did President Bush refer to in this quotation?
- (1) Oklahoma City bombing on April 17, 1995
 - (2) terrorist actions on September 11, 2001
 - (3) Soviet invasion of Afghanistan
 - (4) start of Operation Iraqi Freedom
-
- 45 Which pair of events shows a correct cause-and-effect relationship?
- (1) Mexican War → Trail of Tears
 - (2) Harlem Renaissance → Great Migration
 - (3) increase in organized crime → adoption of national Prohibition
 - (4) passage of Interstate Highway Act → increase in suburbanization

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



- 46 Which conclusion is most clearly supported by the information in the time line?
- (1) Government intervention in the economy has limited the growth of the gross domestic product.
 - (2) United States economic policies have been modified to meet changing conditions.
 - (3) The United States government has shown little interest in regulating big business.
 - (4) Most Americans are opposed to government intervention in the economy.

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



Source: Joe Heller, *Green Bay Press-Gazette*, October 16, 2007

- 47 This cartoonist is expressing a concern that the current Social Security system
- (1) imposes taxes which are too high
 - (2) does not cover most American workers
 - (3) faces threats from future increases in the number of recipients
 - (4) does not support a decent standard of living
- 48 One way in which President Andrew Johnson and President Bill Clinton are similar is that both were
- (1) forced to fight an unpopular war
 - (2) opposed to civil rights legislation
 - (3) sworn into office after the assassination of a president
 - (4) acquitted by the Senate after being impeached

49 Which statement illustrates the system of checks and balances?

- (1) The electoral college cast 435 votes for Woodrow Wilson in 1912.
- (2) President Harry Truman decided to remove General Douglas MacArthur as military commander in Korea.
- (3) The Senate rejected President Ronald Reagan's nomination of Robert Bork to the Supreme Court.
- (4) Nancy Pelosi was elected as the first female Speaker of the House of Representatives in 2007.

- 50 • Ralph Nader – *Unsafe at Any Speed*
 • Betty Friedan – *The Feminine Mystique*
 • Bob Woodward and Carl Bernstein – *All the President's Men*

Which conclusion can best be drawn from the influence of these books?

- (1) Authors often increase public awareness of significant issues.
- (2) Writers often promote big business.
- (3) Literary works often ignore controversial issues.
- (4) Journalists often expose corrupt politicians.

REGENTS REVIEW – Matching #4

U.S. History

Fill in the blanks with the term that best matches.

League of Nations
containment
Lewis and Clark
California Gold Rush
representation

Great Plains
imperialism
Andrew Carnegie
Langston Hughes
popular sovereignty

nativism
Rosa Parks
The Jungle
isolationism
Articles of Confederation

- 1. Homestead Strike _____
- 2. George Washington’s Farewell Address _____
- 3. Bay of Pigs _____
- 4. Kansas-Nebraska Act _____
- 5. Chinese Exclusion Act _____
- 6. Three-Fifths Compromise _____
- 7. Meat Inspection Act _____
- 8. Roosevelt Corollary _____
- 9. Wilson’s Fourteen Points _____
- 10. Harlem Renaissance _____
- 11. Louisiana Purchase _____
- 12. Birmingham bus boycott _____
- 13. Shays’ Rebellion _____
- 14. Homestead Act _____
- 15. Compromise of 1850 _____

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 The original settlements in the thirteen British colonies were all located
- (1) east of the Appalachian Mountains
 - (2) along the Gulf Coast
 - (3) on the Great Plains
 - (4) west of the Mississippi River

Base your answer to question 2 on the chart below and on your knowledge of social studies.

Urban and Rural Population of the United States, 1800–1920

Year	Total Population	Percent Urban	Percent Rural
1800	5,308,483	6.1	93.9
1820	9,638,453	7.2	92.8
1840	17,063,353	10.8	89.2
1860	31,443,321	19.8	80.2
1880	50,189,209	28.2	71.8
1900	76,212,168	39.6	60.4
1920	106,021,537	51.2	48.8

Source: U.S. Census Bureau

- 2 Which generalization can best be supported by the information in this chart?
- (1) Migration to urban areas slowed by 1920.
 - (2) By 1900, a majority of Americans worked in factories.
 - (3) Between 1800 and 1900, the United States population was primarily rural.
 - (4) From 1800 to 1920, the percentage of farm workers in the labor force steadily increased.
-

- 3 What was a main reason large plantations developed in the South during the colonial period?
- (1) British laws discouraged tenant farming.
 - (2) Cotton could only be grown in wetlands.
 - (3) Southern mountains led to the development of isolated, self-sufficient farms.
 - (4) The coastal plain in the South contained large areas of fertile soil.
- 4 Which statement about the British colonial policy of mercantilism is most accurate?
- (1) Raw materials from the colonies were shipped to England.
 - (2) England encouraged the colonies to seek independence.
 - (3) The colonies were required to send manufactured goods to Europe.
 - (4) The British opposed the use of slave labor in the colonies.
- 5 In colonial America, the House of Burgesses, the Mayflower Compact, and town hall meetings were all developments that led to the
- (1) regulation of trade with Native American Indians
 - (2) protection of the rights of women
 - (3) elimination of the power of the upper classes
 - (4) creation of representative government
- 6 During the early 1770s, how did the British government respond to increasing American protests of British colonial policy?
- (1) It offered self-government to the colonists.
 - (2) It increased efforts to maintain order and enforce laws.
 - (3) It agreed to grant the colonies representation in Parliament.
 - (4) It asked France for help in controlling the colonists.

- 7 Which constitutional principle best protects the public from abuse by one branch of government?
- (1) equality
 - (2) federalism
 - (3) executive privilege
 - (4) checks and balances

- 8 • A bicameral legislature is created in which states have equal representation in the Senate, but representation in the House depends on population.
- An enslaved person is counted as three-fifths of one person for purposes of both representation and taxation.

These two statements describe

- (1) grievances included in the Declaration of Independence
- (2) provisions found in the Articles of Confederation
- (3) compromises reached at the Constitutional Convention
- (4) amendments included in the Bill of Rights

Base your answer to question 9 on the passage below and on your knowledge of social studies.

... Europe has a set of primary interests which to us have none or a very remote relation. Hence she must be engaged in frequent controversies, the causes of which are essentially foreign to our concerns. Hence, therefore, it must be unwise in us to implicate [connect] ourselves by artificial ties in the ordinary vicissitudes [changes] of her politics or the ordinary combinations and collisions of her friendships or enmities [antagonisms]....

— President George Washington, *Farewell Address*, 1796

- 9 According to the passage, President Washington believed that the United States should
- (1) seek financial aid from European nations
 - (2) end all existing European friendships
 - (3) avoid involvement in the political disputes of Europe
 - (4) discontinue commercial relations with Europe

- 10 Many critics of the electoral college system point out that it
- (1) penalizes the states with the smallest population
 - (2) encourages the formation of minor political parties
 - (3) grants too much influence to the United States Senate
 - (4) might not select the candidate with the largest number of popular votes

- 11 The establishment of judicial review in *Marbury v. Madison* (1803) gave federal courts the authority to
- (1) decide whether a law is constitutional
 - (2) create lower courts
 - (3) approve foreign treaties
 - (4) appoint judges to lifetime terms

- 12 A major reason for purchasing the Louisiana Territory (1803) was to
- (1) gain access to the Ohio Territory
 - (2) remove the British from the borders of the United States
 - (3) secure control of the port of New Orleans
 - (4) open the Rocky Mountains to miners

- 13 In the 1840s, President James K. Polk's belief in Manifest Destiny led to
- (1) a war with Mexico
 - (2) an alliance with several South American nations
 - (3) the establishment of new colonies in the Caribbean
 - (4) a ban on the activities of northern abolitionists

- 14 The principle of popular sovereignty was an important part of the
- (1) Indian Removal Act
 - (2) Kansas-Nebraska Act
 - (3) Homestead Act
 - (4) Dawes Act

Base your answer to question 15 on the table below and on your knowledge of social studies.

Total Enslaved Persons (1820–1860)

Selected States	1820	1840	1860
Alabama	47,449	253,532	435,080
Georgia	149,656	280,944	462,198
Kentucky	126,732	182,258	225,483
Louisiana	69,064	168,452	331,726
Mississippi	32,814	195,211	436,631
Missouri	10,222	58,240	114,931
North Carolina	205,017	245,817	331,059
South Carolina	251,783	327,038	402,406
Tennessee	80,107	183,059	275,719
Virginia	425,153	449,087	490,865

Source: Historical Census Browser, University of Virginia, Geospatial and Statistical Data Center (adapted)

- 15 Which inference is most clearly supported by the information in this table?
- (1) Slavery decreased throughout the South with the end of the African slave trade.
 - (2) The enslaved population began to decline after 1840.
 - (3) The transcontinental railroad spread slavery outside the South.
 - (4) Slavery would likely have continued to grow had there not been a civil war.
-
- 16 A primary reason for the passage of the 14th amendment in 1868 was to
- (1) prohibit the secession of states
 - (2) uphold the legality of the Black Codes
 - (3) continue the presidential plan for Reconstruction
 - (4) guarantee citizenship rights to the newly freed slaves
- 17 After the Civil War, white Southern landowners used sharecropping to
- (1) set up schools to educate formerly enslaved persons
 - (2) encourage freedmen to migrate north
 - (3) maintain a cheap labor supply
 - (4) sell their plantations to formerly enslaved persons

Base your answers to questions 18 and 19 on the speakers' statements below and on your knowledge of social studies.

Speaker A: Until the 1880s, most immigrants came from the same European countries where colonial immigrants originated.

Speaker B: "New" immigrants of the late 1800s often experienced discrimination.

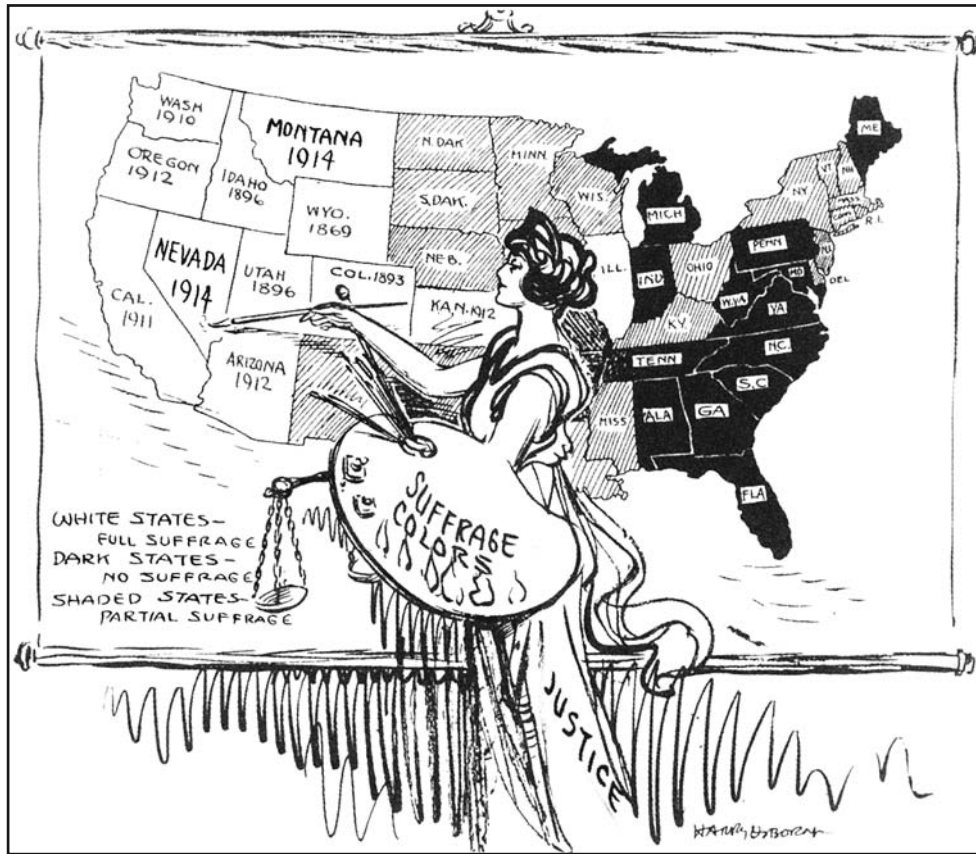
Speaker C: The use of a quota system is the best way to address the issues of immigration.

Speaker D: Today's immigrants take too many jobs away from those who were born in America.

- 18 Which two speakers are expressing an opinion related to United States immigration?
- (1) A and B
 - (2) A and C
 - (3) B and D
 - (4) C and D
- 19 The "new" immigrants referred to by *Speaker B* came mainly from
- (1) western and northern Europe
 - (2) southern and eastern Europe
 - (3) Africa and Asia
 - (4) Central America and South America
-
- 20 The Supreme Court decision in *Plessy v. Ferguson* (1896) affected African Americans by
- (1) granting voting rights
 - (2) expanding civil rights
 - (3) upholding racial segregation
 - (4) guaranteeing equal wages
- 21 The explosion of the USS *Maine* and the practice of yellow journalism played a significant role in the
- (1) public's support for the Spanish-American War
 - (2) creation of the Open Door policy
 - (3) acquisition of Florida
 - (4) purchase of Alaska
- 22 President Theodore Roosevelt's conservation efforts were influenced by a desire to
- (1) protect natural resources for the future
 - (2) increase revenues through land sales
 - (3) reduce the role of the federal government
 - (4) return tribal lands to Native American Indians

Base your answer to question 23 on the cartoon below and on your knowledge of social studies.

TWO MORE BRIGHT SPOTS ON THE MAP



Source: Harry Osborn, *Maryland Suffrage News*, November 14, 1914 (adapted)

- 23 Information in the cartoon most clearly supports the conclusion that by 1914
- (1) states along the East Coast had granted full voting rights to women
 - (2) women could vote only in state elections
 - (3) most states had approved at least some voting rights for women
 - (4) complete national suffrage for women had been achieved

- 24 The actions of muckrakers in the late 19th century and early 20th century resulted in
- (1) Supreme Court decisions that expanded the right to vote
 - (2) government regulation of unfair business practices
 - (3) increases in the power of monopolies
 - (4) reduction of the president's power to manage the economy

- 25 The United States Senate refused to ratify the Treaty of Versailles after World War I because many senators believed
- (1) President Woodrow Wilson was too ill to sign the treaty
 - (2) most Americans had sympathized with Germany during the war
 - (3) the treaty would not require reparations from Germany
 - (4) the League of Nations could draw the United States into future wars

- 26 What was one feature of the United States economy during the 1920s that contributed to the Great Depression?
- (1) increase in federal regulation
 - (2) expansion of easy credit
 - (3) growth of the trade deficit
 - (4) influence of foreign corporations
- 27 Duke Ellington, Langston Hughes, and Bessie Smith are most closely associated with efforts to
- (1) expand the Back to Africa movement
 - (2) fight discrimination through the judicial system
 - (3) promote the cultural identity of African Americans through the arts
 - (4) establish the National Association for the Advancement of Colored People

Base your answers to questions 28 and 29 on the photograph below and on your knowledge of social studies.



Source: National Oceanic & Atmospheric Administration

- 28 In which geographic region of the nation was this 1935 photograph taken?
- (1) New England
 - (2) Southeast
 - (3) Pacific Northwest
 - (4) Great Plains
- 29 The conditions shown in the photograph were mainly the result of
- (1) government subsidies to increase crop production
 - (2) migrations from farms to cities
 - (3) poor farming methods and sustained drought
 - (4) reduced tariffs on farm machinery and crops

- 30 Which factor contributed most to the repeal of national Prohibition in 1933?
- (1) the inability of government to enforce the law
 - (2) an improvement in the economy
 - (3) a decline in organized crime
 - (4) the start of World War II
- 31
- Banning loans to nations at war
 - Prohibiting the sale of armaments to nations at war
 - Limiting travel by United States citizens on ships of belligerent nations

These governmental actions of the 1930s were similar in that each was intended to

- (1) support efforts of the Munich Conference
- (2) protect United States colonies from foreign aggression
- (3) limit the influence of Japan in Asia
- (4) keep the United States out of international conflicts

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

Average American Family Income, Selected Cities, 1938 and 1942

City	1938	1942
Washington, DC	\$2,227	\$5,316
Hartford, CT	\$2,207	\$5,208
New York, NY	\$2,760	\$4,044

Source: Jennings and Brewster, *The Century*, Doubleday, 1998 (adapted)

- 32 What is the most likely explanation for the changes in income shown in the chart?
- (1) World War II veterans benefited from an economic boom following the war.
 - (2) Conversion to a wartime economy created new jobs.
 - (3) New laws were passed that permitted child labor in wartime.
 - (4) Membership in labor unions was prohibited during wartime.

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



Source: J. Howard Miller, War Production Co-Ordinating Committee

- 33 This World War II poster recognizes the
- (1) return of women to the workforce after the war
 - (2) contributions of women to wartime defense
 - (3) role of women as military officers
 - (4) legal equality of women
-
- 34 The major reason for President Harry Truman's decision to use atomic bombs against Japan was the
- (1) potential loss of American lives from an invasion of Japan
 - (2) need to defeat Japan before defeating Germany
 - (3) plan to bring democratic government to Japan after the war
 - (4) failure of the island-hopping campaign against Japan

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

... War criminals and those who have participated in planning or carrying out Nazi enterprises involving or resulting in atrocities or war crimes shall be arrested and brought to judgment. Nazi leaders, influential Nazi supporters and high officials of Nazi organizations and institutions and any other persons dangerous to the occupation or its objectives shall be arrested and interned....

— Protocol of the Proceedings, Potsdam Conference, August 1945

- 35 This agreement made at the Potsdam Conference led directly to the
- (1) creation of the North Atlantic Treaty Organization (NATO)
 - (2) trials in Nuremberg, Germany
 - (3) announcement of the Truman Doctrine
 - (4) division of Germany into occupation zones
-
- 36 Which factor directly contributed to the growth of suburban communities after World War II?
- (1) Mass transit systems closed.
 - (2) Property taxes were eliminated in many towns.
 - (3) Returning veterans created a demand for housing.
 - (4) Widespread mortgage foreclosures caused farmers to leave rural areas.
- 37 Which event marked the beginning of the space race with the Soviet Union?
- (1) U-2 spy plane incident
 - (2) launch of *Sputnik*
 - (3) Berlin airlift
 - (4) creation of the space shuttle program

Base your answers to questions 38 and 39 on the letter to President Dwight D. Eisenhower below and on your knowledge of social studies.

May 13, 1958

The President
The White House
Washington, D. C.

My dear Mr. President:

I was sitting in the audience at the Summit Meeting of Negro [African-American] Leaders yesterday when you said we must have patience. On hearing you say this, I felt like standing up and saying, "Oh no! Not again." ...

17 million Negroes cannot do as you suggest and wait for the hearts of men to change. We want to enjoy now the rights that we feel we are entitled to as Americans. This we cannot do unless we pursue aggressively goals which all other Americans achieved over 150 years ago.

As the chief executive of our nation, I respectfully suggest that you unwittingly crush the spirit of freedom in Negroes by constantly urging forbearance [delay] and give hope to those pro-segregation leaders like Governor [Orval] Faubus who would take from us even those freedoms we now enjoy. Your own experience with Governor Faubus is proof enough that forbearance and not eventual integration is the goal the pro-segregation leaders seek....

Respectfully yours,

Jackie Robinson

Source: National Archives & Records Administration

- 38 Which action by the federal government would Jackie Robinson most likely have supported to achieve his stated goals?
- (1) federal assistance to expand segregated facilities
 - (2) creation of additional job training programs
 - (3) appointment of a commission to study the causes of urban race riots
 - (4) faster implementation of the decision in *Brown v. Board of Education of Topeka* (1954)
- 39 When Jackie Robinson mentions President Dwight D. Eisenhower's experience with Governor Faubus, he is referring to the action the president took in
- (1) hiring minority workers to build the interstate highway system
 - (2) sending federal troops to Central High School in Little Rock, Arkansas
 - (3) supporting the Montgomery bus boycott
 - (4) ordering that all military bases located in southern states be integrated
-

- 40 A major goal of the Great Society programs begun under President Lyndon B. Johnson was to
- (1) stimulate oil production in the United States
 - (2) provide tax concessions to manufacturers
 - (3) reduce poverty in the nation
 - (4) increase the size of the armed forces

Base your answer to question 41 on the quotation below and on your knowledge of social studies.

... Just over a month ago, General Secretary Gorbachev [of the Soviet Union] and I met for the first time in Geneva. Our purpose was to begin a fresh chapter in the relations between our two countries and to try to reduce the suspicions and mistrust between us. I think we made a good beginning. Mr. Gorbachev and I spent many hours together, speaking frankly and seriously about the most important issues of our time: reducing the massive nuclear arsenals on both sides, resolving regional conflicts, ensuring respect for human rights as guaranteed under international agreements, and other questions of mutual interest. As the elected representative of the American people, I told Mr. Gorbachev of our deep desire for peace and that the American people do not wish the Soviet people any harm....

— President Ronald Reagan, January 1, 1986

- 41 One major issue that dominated United States–Soviet relations at this time was the
- (1) war in Southeast Asia
 - (2) use of apartheid in South Africa
 - (3) danger of nuclear destruction
 - (4) threat from al Qaeda in the Middle East
-
- 42 Passage of the Americans with Disabilities Act (1990) improved conditions for the disabled by
- (1) making it illegal to criticize or fire handicapped persons
 - (2) mandating easier access to employment and public facilities
 - (3) sponsoring Olympic games for the handicapped
 - (4) requiring separate classrooms for disabled students

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

... After 20 months of negotiations, I ordered my Trade Representative, Ambassador Kantor, to impose sanctions on Japan unless they agreed to open these markets. Today Japan has agreed that it will begin to truly open its auto and auto parts markets to American companies....

— President Bill Clinton, Remarks on the Japan–United States Trade Agreement, June 28, 1995

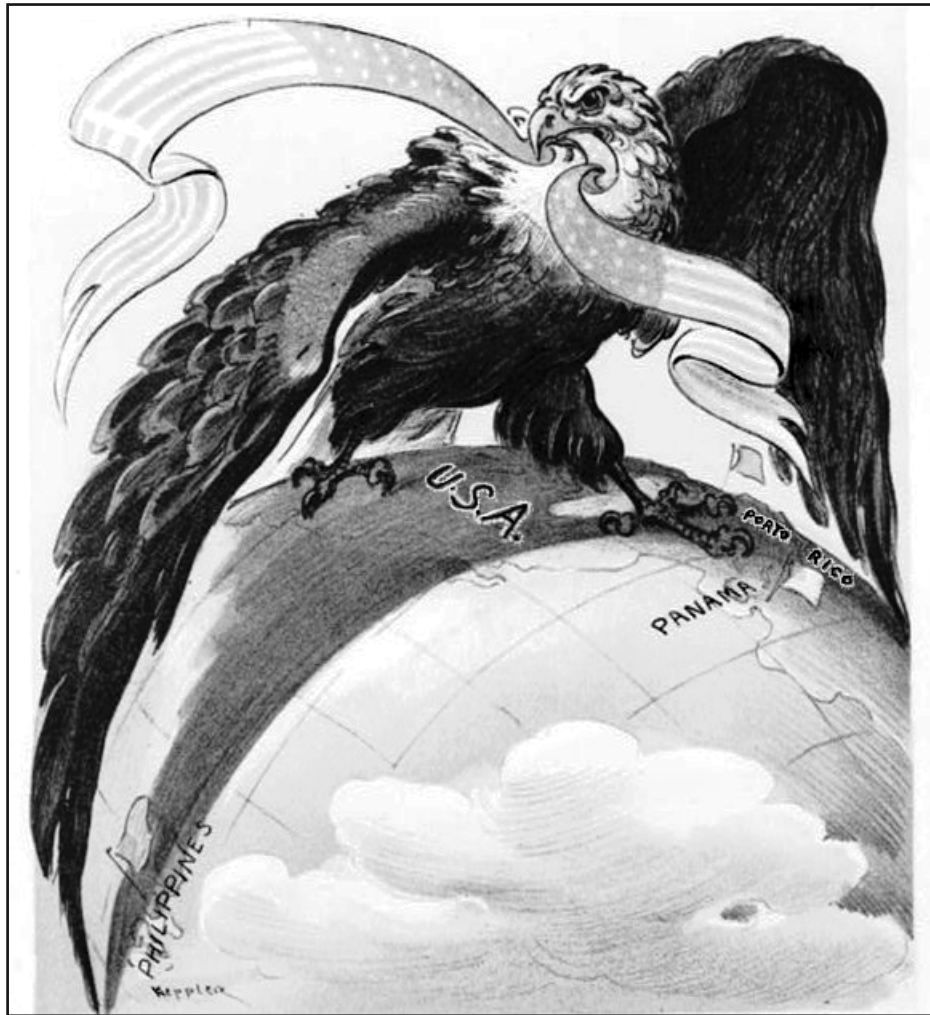
- 43 President Clinton’s actions were a reaction to
- (1) an ongoing trade deficit with Japan
 - (2) a threat of war with Japan
 - (3) the refusal of Japan to import Alaskan oil
 - (4) tension over having to protect Japan from Chinese aggression
-
- 44 Which development led to the other three?
- (1) United States invasion of Afghanistan
 - (2) increased security at airports
 - (3) creation of the Department of Homeland Security
 - (4) September 11, 2001 attacks on the United States
- 45 • Battle of Saratoga (1777)
• Battle of Gettysburg (1863)
• Battle of Midway (1942)

One way in which these battles are similar is that in each battle

- (1) American forces suffered serious defeats
- (2) large numbers of civilian casualties led to renewed peace efforts
- (3) a United States victory was a turning point in the war
- (4) the general in command later became president

Base your answers to questions 46 and 47 on the cartoon below and on your knowledge of social studies.

**HIS 128TH BIRTHDAY.
“Gee, but this is an awful stretch!”**

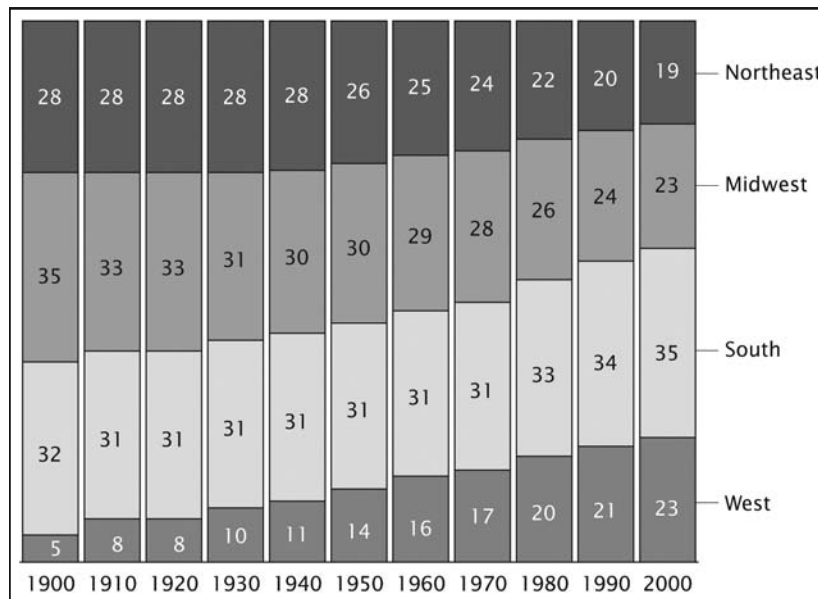


Source: Udo J. Keppler, *Puck*, June 29, 1904 (adapted)

- 46 Which United States foreign policy is the subject of this 1904 cartoon?
- (1) imperialism
 - (2) neutrality
 - (3) isolationism
 - (4) containment
- 47 The cartoonist is expressing concerns about the ability of the United States to
- (1) accept citizens from foreign countries
 - (2) control territories spread out over vast distances
 - (3) support human rights around the world
 - (4) maintain a trade surplus with new trading partners
-

Base your answer to question 48 on the graph below and on your knowledge of social studies.

Percentage Distribution of Seats in the U.S. House of Representatives by Region: 1900 to 2000



Source: U.S. Census Bureau (adapted)

48 What accounts for the changes that took place in the distribution of seats in the House of Representatives between 1900 and 2000?

- (1) The population in certain regions grew more quickly than in other regions.
- (2) Supreme Court decisions expanded the power of Congress.
- (3) The Democratic Party majority increased in strength during the 20th century.
- (4) Constitutional amendments gave large states more representation in the Senate than small states.

49 A valid generalization about presidential elections since 1960 is that

- (1) campaign finance laws have reduced spending by candidates
- (2) most of the winning candidates have come from New England
- (3) more than 90 percent of eligible voters have participated in each election
- (4) candidates have used new forms of mass media to reach voters

50 During the Great Depression of the 1930s and the economic crisis of 2008–2010, the federal government initiated reforms in the banking system to

- (1) strengthen federal control over the financial system
- (2) eliminate the flow of capital to foreign countries
- (3) promote laissez-faire business practices
- (4) provide for a more equitable distribution of wealth