

REGENTS IN U.S. HISTORY AND GOVERNMENT

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY AND GOVERNMENT

Tuesday, June 19, 2007 — 1:15 to 4:15 p.m., only

Student Name _____

School Name _____

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

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

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

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

Part III is based on several documents:

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

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

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

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

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

REGENTS IN U.S. HISTORY AND GOVERNMENT

Part I

Answer all questions in this part.

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

- 1 In the pamphlet *Common Sense*, Thomas Paine urged the American colonists to
 - (1) oppose the French colonization of North America
 - (2) compromise with the British
 - (3) reaffirm their loyalty to King George III
 - (4) declare their independence from Great Britain
- 2 What was the primary reason for holding the Constitutional Convention of 1787?
 - (1) outlaw slavery in both the North and the South
 - (2) place taxes on imports and exports
 - (3) revise the Articles of Confederation
 - (4) reduce the power of the federal government
- 3 Which idea did the Founding Fathers include in the Constitution that allows Congress to meet the needs of a changing society?
 - (1) federalism
 - (2) separation of powers
 - (3) the elastic clause
 - (4) States rights
- 4 The major reason Antifederalists opposed ratification of the Constitution was because they believed
 - (1) amending the Constitution was too easy
 - (2) too much power was given to the states
 - (3) a federal court system would be too weak
 - (4) individual rights were not adequately protected
- 5 Which power was delegated to the federal government in the United States Constitution?
 - (1) establishing an official religion
 - (2) controlling interstate commerce
 - (3) regulating marriage and divorce
 - (4) granting titles of nobility

Base your answers to questions 6 and 7 on the quotation below and on your knowledge of social studies.

. . . The Privilege of the Writ of Habeas Corpus shall not be suspended, unless when in Cases of Rebellion or Invasion the public Safety may require it. . . .

— Article I, Section 9, Clause 2,
United States Constitution

- 6 This clause of the Constitution expresses the idea that
 - (1) civil liberties are not absolute
 - (2) revolution is essential to democracy
 - (3) national defense is less important than individual rights
 - (4) freedom of the press is guaranteed
- 7 During which war was the writ of habeas corpus suspended by the president?
 - (1) Revolutionary War (3) Mexican War
 - (2) War of 1812 (4) Civil War

- 8 Which heading best completes the partial outline below?

- | |
|---|
| I. _____ <ol style="list-style-type: none">A. Political partiesB. Committee system in CongressC. Judicial reviewD. President's cabinet |
|---|

- (1) Unwritten Constitution
- (2) Constitutional Amendments
- (3) Electoral Process
- (4) Checks and Balances

- 9 • The United States government taxes gasoline.
• New York State law requires a sales tax on many goods.

These two statements best illustrate the principle of

- (1) concurrent powers
 - (2) property rights
 - (3) reserved powers
 - (4) popular sovereignty
- 10 Which statement about the United States House of Representatives is accurate?
- (1) Representatives are chosen by the legislatures of their states.
 - (2) The Constitution allows each state two representatives.
 - (3) The number of representatives from each state is based on its population.
 - (4) The political party of the president always holds a majority of House seats.
- 11 Lobbying groups like the National Rifle Association (NRA) and the National Education Association (NEA) can influence government decisions because they
- (1) directly choose the leaders of Congress
 - (2) work to elect legislators who support their views
 - (3) pay the salaries of elected officials
 - (4) become members of third political parties
- 12 The Mississippi River system was an important economic resource during the first half of the 1800s because it was used to
- (1) irrigate desert lands
 - (2) transport farm goods to market
 - (3) move immigrants to the Northeast
 - (4) produce hydroelectric power
- 13 Washington's Proclamation of Neutrality (1793), Jefferson's Embargo Act (1807), and the Monroe Doctrine (1823) were all efforts to
- (1) avoid political conflicts with European nations
 - (2) directly support European revolutions
 - (3) aid Great Britain in its war against France
 - (4) promote military alliances

- 14 Under the leadership of Chief Justice John Marshall (1801–1835), the United States Supreme Court issued decisions that

- (1) declared racial segregation laws unconstitutional
- (2) gave states the power to tax the Bank of the United States
- (3) increased the ability of Congress to limit the powers of the president
- (4) established the supremacy of federal laws over state laws

- 15 What was a major reason that slavery expanded in the South in the first half of the 1800s?

- (1) Federal government regulations favored Southern exports.
- (2) New inventions led to an increase in cotton production.
- (3) Most early textile mills were built in the South.
- (4) The federal government encouraged the importation of enslaved persons.

- 16 President Andrew Jackson used the spoils system to

- (1) veto bills he disliked
- (2) enforce Supreme Court decisions
- (3) move Native American Indians off their traditional lands
- (4) provide jobs to political party supporters

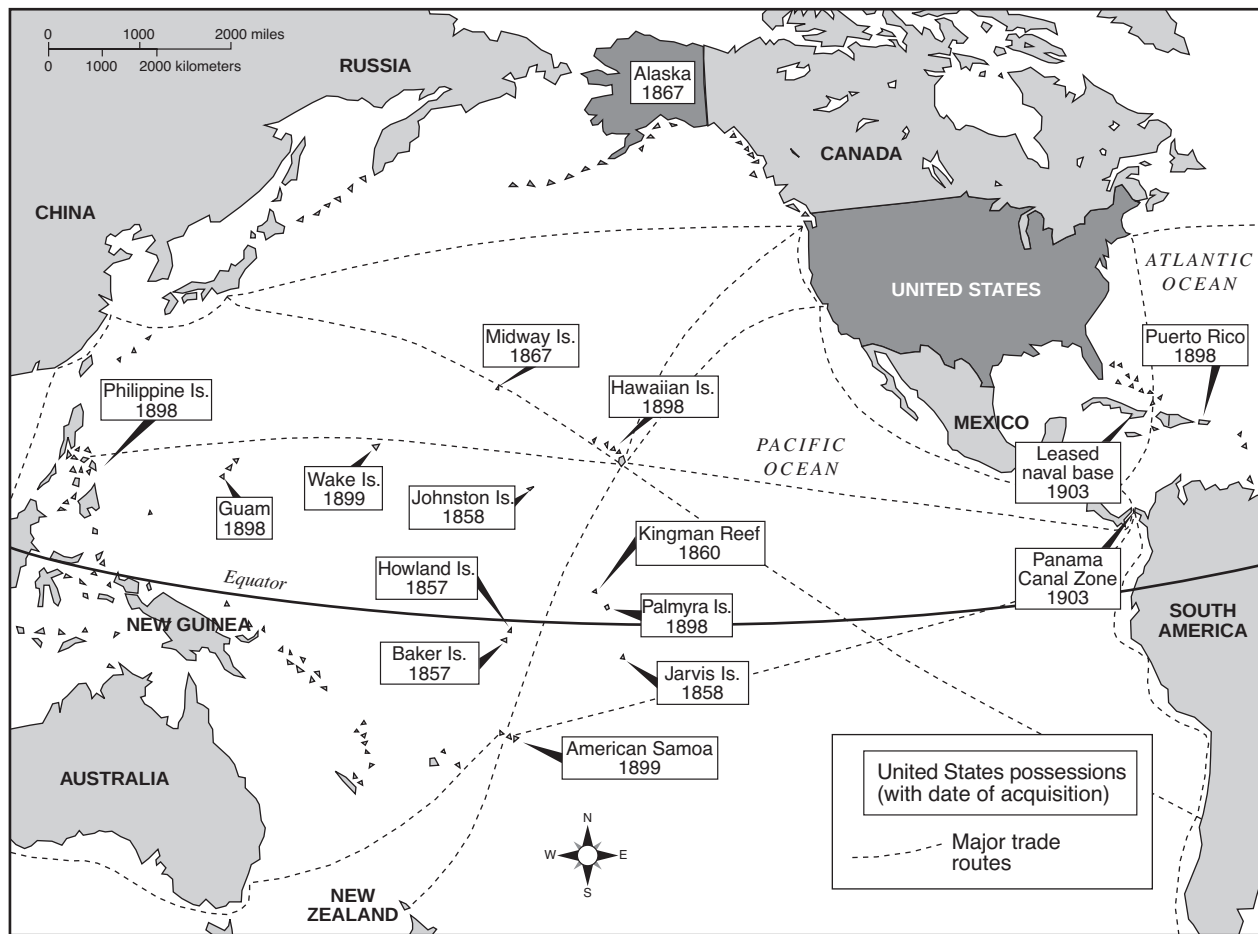
- 17 The slogan "Fifty-four forty or fight!," the annexation of Texas, and the Mexican War all relate to the

- (1) theory of nullification
- (2) practice of secession
- (3) belief in Manifest Destiny
- (4) idea of due process

- 18 The Homestead Act (1862) attempted to promote development of western lands by
- (1) creating a system of dams for crop irrigation
 - (2) providing free land to settlers
 - (3) removing all restrictions on immigration
 - (4) placing Native American Indians on reservations
- 19 Which two geographic features most influenced United States foreign policy throughout the 19th century?
- (1) Atlantic Ocean and Pacific Ocean
 - (2) Gulf of Mexico and Missouri River
 - (3) Great Lakes and Hudson River
 - (4) Appalachian Mountains and Rocky Mountains
- 20 In the second half of the 1800s, the federal government encouraged the building of transcontinental railroads by
- (1) giving land to the railroad companies
 - (2) purchasing large amounts of railroad stock
 - (3) forcing convicts to work as laborers
 - (4) taking control of the railroad trust
- 21 Which action marked the end of Reconstruction in the United States?
- (1) ratification of the 14th amendment
 - (2) withdrawal of federal troops from the South
 - (3) creation of the Freedmen's Bureau
 - (4) impeachment of President Andrew Johnson
- 22 During the late 1800s, which group strongly supported an open immigration policy?
- (1) conservationists
 - (2) nativists
 - (3) factory owners
 - (4) southern farmers
- 23 What was a major goal of the Dawes Act (1887)?
- (1) to provide a tribal legislature to govern all reservations
 - (2) to remove the Cherokees from the southeastern United States
 - (3) to strengthen Native American Indian tribal unity
 - (4) to encourage assimilation of Native American Indians
- 24 The theory of Social Darwinism was often used to justify the
- (1) creation of the Ku Klux Klan
 - (2) formation of business monopolies
 - (3) use of strikes by labor unions
 - (4) passage of antitrust laws
- 25 The national income tax, free and unlimited coinage of silver, and the direct election of senators were proposals that were included in the
- (1) Declaration of Sentiments
 - (2) Republican plan for Reconstruction
 - (3) Populist Party platform
 - (4) Federal Reserve System
- 26 Prior to entering World War I, the United States protested Germany's use of submarine warfare primarily because it
- (1) violated the Monroe Doctrine
 - (2) discouraged immigration to the United States
 - (3) posed a direct threat to American cities
 - (4) violated the principle of freedom of the seas
- 27 What was a primary reason for the great migration of African Americans to northern cities during World War I?
- (1) Job opportunities were available in northern factories.
 - (2) Jim Crow laws in the South had been repealed.
 - (3) Voting rights laws had been passed in northern states.
 - (4) The federal government had guaranteed an end to discrimination.
- 28 Which characteristic of the 1920s is illustrated by the trial of Sacco and Vanzetti?
- (1) hostility toward woman's suffrage
 - (2) support for segregation
 - (3) opposition to separation of church and state
 - (4) intolerance toward immigrants

Base your answers to questions 29 and 30 on the map below and on your knowledge of social studies.

United States Territory and Leases, 1857–1903



Source: Maps.com (adapted)

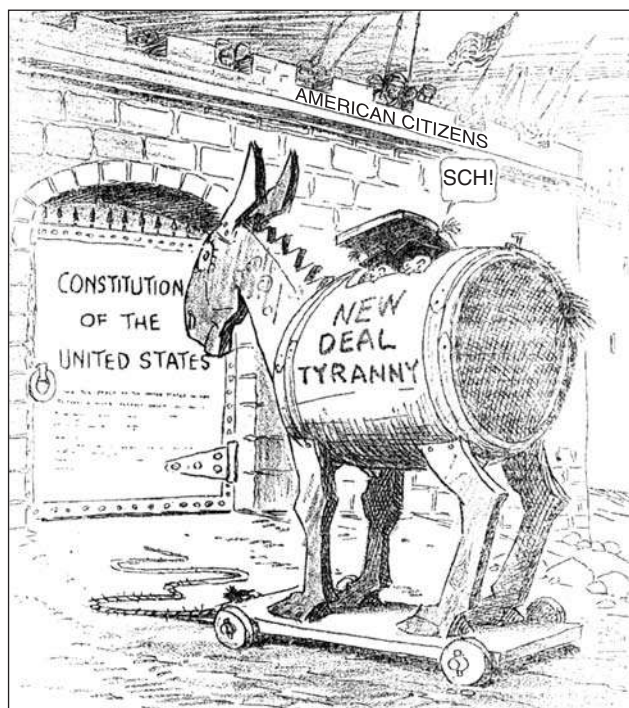
- 29 The main purpose of this map is to illustrate the
- (1) sources of important natural resources
 - (2) development of United States imperialism
 - (3) growth of the Atlantic slave trade
 - (4) results of the Spanish-American War

- 30 The conclusion that can best be supported by the information on this map is that construction of the Panama Canal was motivated by the desire of the United States to
- (1) raise the living standards of Latin American people
 - (2) increase naval mobility and expand overseas markets
 - (3) improve relations with Latin American and Asian nations
 - (4) maintain a policy of collective security

- 31 The national policy of Prohibition ended when the states
- (1) strengthened food and drug laws
 - (2) legalized alcohol for medical purposes
 - (3) ratified the 21st amendment
 - (4) banned interstate shipment of alcoholic beverages

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

The Trojan Horse at Our Gate



Source: Carey Orr, *The Chicago Tribune*, September 17, 1935 (adapted)

- 32 The main idea of the cartoon is that the New Deal
- (1) threatens the Constitution and the American people
 - (2) threatens the two-party political system
 - (3) provides American citizens with greater political freedom
 - (4) provides protection from foreign tyranny

- 33 President Franklin D. Roosevelt's Good Neighbor policy was designed mainly to
- (1) reduce border conflicts with Canada
 - (2) increase acceptance of minorities within the United States
 - (3) encourage Germany and the Soviet Union to resolve their differences
 - (4) improve relations with Latin America

- 34 One result of President Franklin D. Roosevelt's New Deal was that it
- (1) raised the national debt
 - (2) weakened labor unions
 - (3) deregulated the stock market
 - (4) repealed federal antitrust laws

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



Source: Library of Congress (adapted)

- 35 The main purpose of the World War II coupons shown in this illustration was to
- (1) choose men for the draft
 - (2) conserve essential goods for military use
 - (3) encourage increased production of consumer goods
 - (4) pay defense contractors for military hardware

- 36 In which pair of events is the second event a response to the first?
- (1) Truman Doctrine → D-Day Invasion
 - (2) Manhattan Project → Lend-Lease Act
 - (3) Holocaust → Nuremberg War Crimes trials
 - (4) Germany's invasion of Poland → Munich Conference
- 37 United States foreign policy changed following World War II as the United States
- (1) became more involved in world affairs
 - (2) returned to a policy of isolationism
 - (3) rejected membership in the United Nations
 - (4) pursued a policy of appeasement toward the Soviet Union
- 38 President Harry Truman's order requiring loyalty checks and the Senate hearings led by Joseph McCarthy were both responses to
- (1) excessive spending by the armed forces after World War II
 - (2) racial discrimination against African Americans
 - (3) fear of communist influence in government
 - (4) control of labor unions by known criminals
- 39 As a result of the Interstate Highway Act of 1956, the United States experienced
- (1) increased suburban growth
 - (2) the elimination of urban renewal programs
 - (3) less air pollution from motor vehicles
 - (4) a reduction in United States dependence on foreign oil
- 40 The Supreme Court decisions in *Gideon v. Wainwright* (1963) and *Miranda v. Arizona* (1966) resulted in
- (1) an increase in the power of the police to obtain evidence
 - (2) a clarification of rules pertaining to cruel and unusual punishment
 - (3) a limitation of a citizen's right to an attorney
 - (4) an expansion of rights for persons accused of crimes
- 41 A major effect of the Watergate scandal of the 1970s was that it
- (1) led to the Arab oil embargo
 - (2) reduced people's trust in government
 - (3) resulted in term limits for elected officials
 - (4) increased presidential power
- 42 In the Camp David Accords (1978), President Jimmy Carter succeeded in
- (1) returning the Panama Canal Zone to Panama
 - (2) suspending grain sales to the Soviet Union and China
 - (3) providing a foundation for a peace treaty between Egypt and Israel
 - (4) freeing hostages being held in Iran
- 43 Which event is most closely associated with the end of the Cold War?
- (1) passage of the North American Free Trade Agreement (NAFTA)
 - (2) establishment of a policy of détente with the Soviet Union
 - (3) invasion of Afghanistan by the Soviet Union
 - (4) fall of the Berlin Wall
- 44 Which event led to the other three?
- (1) United States overthrow of the Taliban in Afghanistan
 - (2) passage of the Patriot Act
 - (3) September 11, 2001, terrorist attacks against the United States
 - (4) creation of the Department of Homeland Security
- 45 Which person's action was most closely associated with the abolitionist movement?
- (1) William Lloyd Garrison's publication of *The Liberator*
 - (2) Booker T. Washington's commitment to African American education
 - (3) Thurgood Marshall's legal argument in *Brown v. Board of Education of Topeka*
 - (4) Martin Luther King, Jr.'s leadership of the Birmingham march

46 “Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction.”

This statement is part of the

- (1) Missouri Compromise
- (2) Kansas-Nebraska Act
- (3) Dred Scott decision
- (4) 13th amendment to the Constitution

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

Brother, Can You Spare a Dime?

. . . Once I built a tower, up to the sun,
brick and rivet and lime.

Once I built a tower, now it's done--

Brother, can you spare a dime? . . .

— E. Y. Harburg and J. Gorney

47 These song lyrics are most closely related to

- (1) the writers of the Harlem Renaissance
- (2) unemployment during the Great Depression
- (3) the “Lost Generation” following World War I
- (4) business expansion during the 1950s

48 Which pair of events shows a correct cause-and-effect relationship?

- (1) secession of South Carolina → election of Abraham Lincoln
- (2) United States enters the Spanish-American War → sinking of the USS *Maine*
- (3) passage of the Meat Inspection Act → publication of *The Jungle*
- (4) Soviets launch *Sputnik* → United States lands astronauts on the Moon

49 The Marshall Plan (1948) and the Cuban missile crisis (1962) are most closely associated with

- (1) the establishment of the Peace Corps
- (2) the creation of the Alliance for Progress
- (3) United States–Soviet relations during the Cold War
- (4) an increase in trade between the United States and Cuba

50 Which federal government program has been most affected by the longer life expectancy of people in the United States?

- (1) Medicare
- (2) Americans with Disabilities Act
- (3) War on Poverty
- (4) No Child Left Behind Act

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”

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

In developing your answers to Part III, be sure to keep this general definition in mind:

discuss means “to make observations about something using facts, reasoning, and argument; to present in some detail”

Part III

DOCUMENT-BASED QUESTION

This question is based on the accompanying documents. It is designed to test your ability to work with historical documents. Some of the documents have been edited for the purposes of the question. As you analyze the documents, take into account the source of each document and any point of view that may be presented in the document.

Historical Context:

The woman’s suffrage movement of the 1800s and early 1900s and the civil rights movement of the 1950s and 1960s had many similar goals and used similar methods to achieve these goals. Yet these movements also had many different goals and used different methods to achieve them.

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

- Discuss the similarities ***and/or*** the differences between the woman’s suffrage movement of the 1800s and early 1900s and the civil rights movement of the 1950s and 1960s in terms of
 - the goals of the movements ***and***
 - the methods used by the movements to achieve these goals

Part A

Short-Answer Questions

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

Document 1

On November 5, 1872, Susan B. Anthony, along with sixteen other women, went to the local polling booth in Rochester to vote in the general election. She was arrested and made this statement during her trial. In the trial, she was convicted and fined.

. . . Miss Anthony.[speaking] — May it please your honor, I will never pay a dollar of your unjust penalty. All the stock in trade I possess is a debt of \$10,000, incurred by publishing my paper—The Revolution—the sole object of which was to educate all women to do precisely as I have done, rebel against your man-made, unjust, unconstitutional forms of law, which tax, fine, imprison and hang women, while denying them the right of representation in the government; and I will work on with might and main to pay every dollar of that honest debt, but not a penny shall go to this unjust claim. And I shall earnestly and persistently continue to urge all women to the practical recognition of the old Revolutionary maxim, “Resistance to tyranny is obedience to God.”. . .

Source: Ida Husted Harper, *The Life and Work of Susan B. Anthony*, Vol. I, The Hollenbeck Press, 1898

1 According to Susan B. Anthony, why did she refuse to pay a fine? [1]

Score

Document 2

Suffragists' Machine
Perfected in All States
Under Mrs. Catt's Rule

**Votes for Women Campaign Is
Now Run with All the Method
of Experienced Men Politicians**

. . . A suffrage publishing company, whose first President was Mrs. Cyrus W. Field, and whose present President is Miss Esther Ogden, is one of the important auxiliaries of the National American Suffrage Association's work. It has proved so successful as a business proposition that in January of this year, after two years of work, it declared a dividend of 3 per cent. This publishing company issues fliers, leaflets, books, posters, and suffrage maps. Incidentally, it produces, as an adjunct of the propaganda work, playing cards, stationery with "Votes for Women" printed on it, calendars, dinner cards, and postcards; also parasols, &c. [etc.], for use in parades. Last year this company issued 5,000,000 fliers. . . .

Source: *New York Times*, April 29, 1917

- 2 According to this *New York Times* article, what was **one** way that the National American Suffrage Association drew attention to its cause? [1]

Score

Document 3a

Suffragists' Parade, c. 1913



Source: Library of Congress

Wisconsin
Women Have
Had School
Suffrage
Since 1900

Connecticut
Women Have
Had School
Suffrage
Since 1893

In All But
4 States
Women Have
Some
Suffrage

White House Picketer, 1917



Source: Miles Harvey, *Women's Voting Rights*,
Children's Press

Document 3b

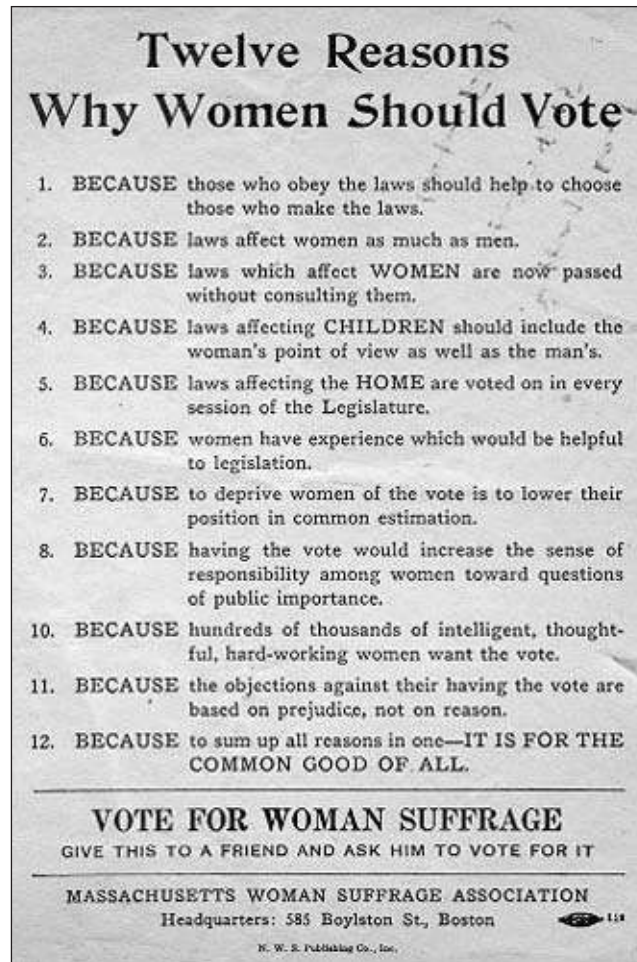
3a What was a goal of the women shown in these photographs? [1]

Score

b As shown in these photographs, what was **one** method being used by women to achieve their goal? [1]

Score

Document 4



Source: Massachusetts Woman Suffrage Association

(Note: The original version of this flier did not include a Reason 9.)

4 According to this document, what were **two** arguments suffragists used in this 1915 flier in support of their goal? [2]

(1) _____

Score

(2) _____

Score

Document 5

. . . At these meetings [about the treatment of African Americans on buses], we discussed not only the two women who had been arrested, but also a number of additional bus incidents that never found their way into court, no doubt because the victims were black passengers. Several of the white drivers were determined to harass our people at every opportunity. For example, when the bus was even slightly crowded, they would make blacks pay their fare, then get off, and go to the back door to enter. Sometimes they would even take off with a squeal as a passenger trudged toward the rear after paying. At least once a driver closed the back door on a black woman's arm and then dragged her to the next stop before allowing her to climb aboard. Clearly this kind of gratuitous [unnecessary] cruelty was contributing to an increasing tension on Montgomery buses. We tried to reason with local authorities and with bus company officials. They were polite, listened to our complaints with serious expressions on their faces, and did nothing.

On December 1, 1955, Mrs. Parks took her now-famous bus ride and set events in motion that would lead to a social revolution of monumental proportions. . . .

Source: Ralph David Abernathy, *And the Walls Came Tumbling Down*, Harper & Row

5a According to Ralph David Abernathy, what was a goal of African Americans in Montgomery, Alabama? [1]

Score

b According to Ralph David Abernathy, what was **one** method used by African Americans to address their concerns? [1]

Score

Document 6a

College students face a hostile crowd at a southern “Whites Only” lunch counter in 1963.



Source: Juan Williams, *Eyes on the Prize*, Viking

Document 6b

African American college students wait for service or forcible removal from a “Whites Only” lunch counter.



Source: Gary Nash et al., ed., *The American People*, Pearson Longman

6a Based on these photographs, identify **one** method used by these civil rights activists to achieve their goals. [1]

Score

b What was **one** specific goal of the civil rights activists shown in these photographs? [1]

Score

Document 7

April 16, 1963
Birmingham, Alabama

. . . You may well ask: “Why direct action? Why sit-ins, marches and so forth? Isn’t negotiation a better path?” You are quite right in calling for negotiation. Indeed, this is the very purpose of direct action. Nonviolent direct action seeks to create such a crisis and foster such a tension that a community which has constantly refused to negotiate is forced to confront the issue. It seeks so to dramatize the issue that it can no longer be ignored. My citing the creation of tension as part of the work of the nonviolent-resister may sound rather shocking. But I must confess that I am not afraid of the word “tension.” I have earnestly opposed violent tension, but there is a type of constructive, nonviolent tension which is necessary for growth. Just as Socrates felt that it was necessary to create a tension in the mind so that individuals could rise from the bondage of myths and half-truths to the unfettered [free] realm of creative analysis and objective appraisal, we must see the need for nonviolent gadflies [activists] to create the kind of tension in society that will help men rise from the dark depths of prejudice and racism to the majestic heights of understanding and brotherhood. . . .

Source: Martin Luther King, Jr., “Letter from Birmingham Jail,” 1963

7a According to Martin Luther King, Jr., what was **one** method of achieving the goals of the civil rights movement? [1]

Score

b According to Martin Luther King, Jr., what was a specific goal of the civil rights movement? [1]

Score

Document 8

200,000 MARCH FOR CIVIL RIGHTS IN ORDERLY WASHINGTON RALLY



WASHINGTON, Aug. 28 — More than 200,000 Americans, most of them black but many of them white, demonstrated here today for a full and speedy program of civil rights and equal job opportunities.

It was the greatest assembly for a redress of grievances that this capital has ever seen.

One hundred years and 240 days after Abraham Lincoln enjoined the emancipated slaves to “abstain from all violence” and “labor faithfully for reasonable wages,” this vast throng [crowd] proclaimed in march and song and through the speeches of their leaders that they were still waiting for the freedom and the jobs. . . .

Source: *New York Times*, August 29, 1963

8a According to this *New York Times* article, what method was used by these activists to achieve their goals? [1]

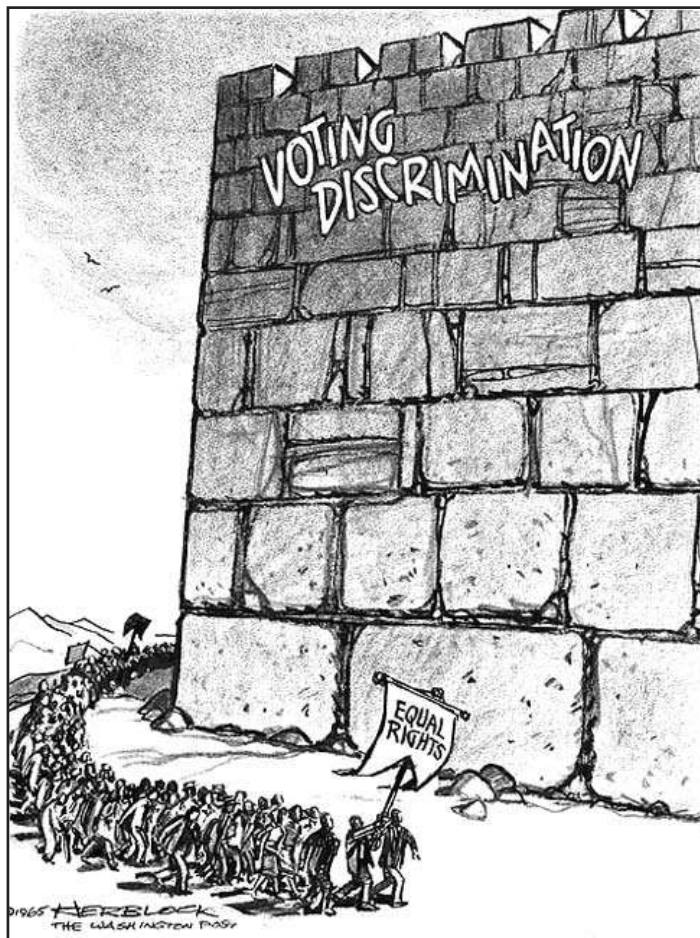
Score

b According to this *New York Times* article, what was a specific goal of these activists? [1]

Score

Document 9

JERICHO, U.S.A.



Source: Herblock, *Washington Post*, March 21, 1965 (adapted)

9 As shown in this Herblock cartoon, what was a specific goal of these marchers in their effort to gain equal rights? [1]

Score

Part B

Essay

Directions: Write a well-organized essay that includes an introduction, several paragraphs, and a conclusion. Use evidence from *at least five* documents in the body of the essay. Support your response with relevant facts, examples, and details. Include additional outside information.

Historical Context:

The woman's suffrage movement of the 1800s and early 1900s and the civil rights movement of the 1950s and 1960s had many similar goals and used similar methods to achieve these goals. Yet these movements also had many different goals and used different methods to achieve them.

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

- Discuss the similarities *and/or* the differences between the woman's suffrage movement of the 1800s and early 1900s and the civil rights movement of the 1950s and 1960s in terms of
 - the goals of the movements *and*
 - the methods used by the movements to achieve these goals

Guidelines:

In your essay, be sure to:

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

Tear Here

Tear Here

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY
AND GOVERNMENT

Tuesday, June 19, 2007 — 1:15 to 4:15 p.m., only

ANSWER SHEET

Student Sex: ☐ Male
☐ Female

Teacher

School

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

FOR TEACHER USE ONLY

Part I Score _____

Part III A Score _____

Total Part I and III A Score

Part II Essay Score _____

Part III B Essay Score _____

Total Essay Score

Final Score
(obtained from conversion chart)

Part I

- | | |
|---------|---------|
| 1..... | 26..... |
| 2..... | 27..... |
| 3..... | 28..... |
| 4..... | 29..... |
| 5..... | 30..... |
| 6..... | 31..... |
| 7..... | 32..... |
| 8..... | 33..... |
| 9..... | 34..... |
| 10..... | 35..... |
| 11..... | 36..... |
| 12..... | 37..... |
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No.
Right

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

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

Signature

