Regents Exam in U.S. History and Government

Friday, June 18, 2010

8:15am
Preparing for the Regents Exam in U.S. History and Government
• Attend a review session
• Find a study partner
• Do not “over-study” or cram
• Eat a good meal
• Know your exam site
• Be prepared
• Wear a watch
• Stay for the full three hours
Taking the Regents Exam
• Arrive on time
• Get to your seat
• Dress comfortably
• Listen to instructions
• Read directions carefully
• Be an active test-taker
• Don’t leave blanks
Exam Structure

Part I – 50 Multiple choice questions.
Part II – One thematic essay question.
Part IIIA – Document based question.
Part IIIB – One essay based on the documents.
Units of Study

• Geography
• Constitutional Foundations
• Industrialization
• Progressivism
• Prosperity and Depression
• Global Crisis
• Uncertain Times
Number of multiple-choice items by unit

• 1/ 0-2
• 2/ 10-14
• 3/ 4-8
• 4/ 4-8
• 5/ 4-8
• 6/ 4-8
• 7/ 4-8 (2-6 questions from 1980-present)
Geography

• Location (absolute/relative)
• Place (climate/demographics)
• Movement (people/ideas)
• Region (common characteristics)
• Human/Environment interaction (adaptation/pollution)
The relatively flat, grassy region of the United States between the Mississippi River and the Rocky Mountains is known as the

(1) Great Plains
(2) Great Basin
(3) Coastal Plain
(4) Piedmont
Unit II – The Constitution

- Influences (ideas, experiences)
- Structure (functions of government)
- Principles (basic ideals)
- Application (how it’s used)
- Federalism (national v. state)
Influences

• Ancient Greece & Rome (democracy and republicanism)
• The Enlightenment (natural rights)
• English Documents (individual rights)
• The Colonial experience (self-government)
"We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights..."
Structure

- Article I – Describes the legislative branch and what they do (make laws)
- Article II – Describes the executive branch and what the president does (executes/enforces laws)
- Article III – Describes the judicial branch and what they do (judge/interpret laws)
In the United States Constitution, the power to impeach a federal government official is given to the
(1) House of Representatives
(2) president
(3) state legislatures
(4) Supreme Court
Principles

• Popular Sovereignty (power of authority belongs to the people)
• Limited Government (limitations by law)
• Separation of Powers (divided functions of the government)
• Checks and Balances (checking power)
• Flexibility (changing for conditions)
Application

- How has the constitution been used throughout history?
  - Congressional action (laws)
  - Presidential actions (decisions, ideas)
  - Judicial interpretations (court cases)
Marbury v. Madison (1803)

"It is emphatically the province and duty of the judicial department to say what the law is. Those who apply the rule to particular cases, must of necessity expound and interpret that rule. If two laws conflict with each other, the courts must decide on the operation of each."

— Chief Justice John Marshall
Federalism

Federalism is the idea that the National and State governments divide the power rule between themselves.

- Delegated powers = spelled out for each
- Implied powers = not stated in writing
- Denied powers = things that cannot be done
- Concurrent powers = something both can do
- Reserved powers = Not delegated to the national government or denied to states
Elastic Clause

“The Congress shall have Power - To make all Laws which shall be necessary and proper for carrying into Execution the foregoing Powers, and all other Powers vested by this Constitution in the Government of the United States, or in any Department or Officer thereof.”
Federalism

A constitutional power specifically delegated to the federal government is the power to

(1) regulate marriage and divorce
(2) establish education standards
(3) declare war
(4) issue driver’s licenses
Testing the Constitution

- Nationalism
- Sectionalism
- The Age of Jackson
- Ante-Bellum reform
- Territorial Expansion
- The American Civil War
AMENDMENT XIII

Passed by Congress January 31, 1865. Ratified December 6, 1865.

Section 1.
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.

Section 2.
Congress shall have power to enforce this article by appropriate legislation.
Painting of the idea of Manifest Destiny
Industrialization Topics

- The Reconstructed Nation
- American Society & Industrialization
- American People and Places
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<td>Canada and Newfoundland</td>
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Progressivism

• American Reform Movements (changes to government, society and economics in reaction to industrialization)

• The Rise of American Power (acquisition of lands beyond the continent)
Progressive Movements

- Temperance (anti-alcohol)
- Labor (women & children)
- Government
- Conservation
- Financial and business
- Consumer protection
- Women’s suffrage
Prosperity and Depression

- War and Prosperity (WWI, the Roaring 20’s)
- The Great Depression (the Great Crash, New Deal)
Wilson’s 14 Points

1) no more secret treaties
2) countries must seek to reduce their weapons and their armed forces
3) national self-determination should allow people of the same nationality to govern themselves and one nationality should not have the power to govern another
4) all countries should belong to the League of Nations.
JOBLESS MEN
KEEP GOING
WE CAN'T TAKE CARE OF OUR OWN
CHAMBER OF COMMERCE

FOR A NEW DEAL
Prosperity & Depression question

What was one factor that led to the Great Depression?

(1) government limitations on the amount of money in circulation
(2) high wages paid by employers
(3) increases in the tax rate for corporations
(4) excessive speculation in the stock market
Prosperity & Depression

question

Much of the domestic legislation of the New Deal period was based on the idea that the federal government should

(1) favor big business over labor and farming
(2) assume some responsibility for the welfare of people
(3) own and operate the major industries of the country
(4) require local communities to be responsible for social welfare programs
The U.S. in Global Crisis

- Peace in Peril (The inter-war period, 1930-1945, World War II)
- Peace with Problems (The Cold War, 1945-1960)
“Arms Sales to Warring Nations Banned”
“Americans Forbidden to Travel on Ships of Warring Nations”
“Loans to Nations at War Forbidden”
“War Materials Sold Only on Cash-and-Carry Basis”

These headlines from the 1930s reflect the efforts of the United States to
(1) maintain freedom of the seas
(2) send military supplies to the League of Nations
(3) limit the spread of international communism
(4) avoid participation in European wars
Global Crisis question

Before entering World War II, the United States acted as the “arsenal of democracy” by

(1) creating a weapons stockpile for use after the war
(2) financing overseas radio broadcasts in support of democracy
(3) providing workers for overseas factories
(4) supplying war materials to the Allies
Uncertain Times Topics

• Containment (The Cold War, 1945-1960)
• Decade of Change (1960’s, Civil Rights)
• Limits of Power (Viet Nam, 1970’s, Watergate)
• Trend towards Conservatism (the 1980’s)
• The 21\textsuperscript{st} Century (War in Iraq, Afghanistan)
• The Post-Industrial Society (Global Warming, terrorism, financial crisis)
...REMIND ME AGAIN WHY WE SHOULD FEAR GLOBAL WARMING?

OUR IGLOO MELTED...
Multiple Choice Strategies

• Process of Elimination (POE)
• Positive or Negative
• Contextual Clues
• Word Association
Delegates to the Constitutional Convention of 1787 adopted the Great Compromise to settle differences over

1. slavery
2. representation in Congress
3. interstate trade
4. taxation
Some questions are based on reading passages, cartoons, charts, quotes and other pieces of “data”. These questions often require an ability to recognize opinions expressed in the data.

Sometimes the source of the data may help you understand the context of what’s being asked.

Read the actual question first to look for clues as to what the answer might be.
“...That to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed, ...” — Declaration of Independence

Which provision of the original United States Constitution was most influenced by this ideal?

(1) enabling the president to select a cabinet
(2) providing for direct election of the House of Representatives
(3) allowing the Senate to try articles of impeachment
(4) authorizing the Supreme Court to rule on disputes between states
Recall Questions

Some questions require you to know specific information about people, events, topics, concepts and vocabulary.

Look for contextual clues in the question itself. Often, a time period, historical/political concept or event contained within the question will help you find the answer.
In the late 19th century, critics of big business claimed that monopolies most harmed the economy by

(1) limiting competition
(2) decreasing the urban growth rate
(3) preventing technological innovation
(4) failing to keep pace with European industries
Some questions test your understanding of cause and effect.

A cause is an event or action that usually results in another event or action.

Often by understanding the cause, a likely reaction or effect will become obvious.
Henry Ford’s use of the assembly line in the production of automobiles led directly to

(1) a decrease in the number of automobiles available
(2) a decrease in the cost of automobiles
(3) an increase in the unemployment rate
(4) an increase in the time needed to produce a single automobile
Time Reference questions

These types of questions make reference to a particular time period.

You probably won’t have to identify specific dates but knowledge of general time periods and time sequences in order of events are necessary to properly answer these questions.
Which series of events leading to World War II is in the correct chronological order?
(1) Neutrality Acts → Japanese attack on Pearl Harbor → Lend-Lease Act → United States declaration of war on Japan
(2) Lend-Lease Act → Neutrality Acts → United States declaration of war on Japan → Japanese attack on Pearl Harbor
(3) United States declaration of war on Japan → Japanese attack on Pearl Harbor → Lend-Lease Act → Neutrality Acts
(4) Neutrality Acts → Lend-Lease Act → Japanese attack on Pearl Harbor → United States declaration of war on Japan
Generalizations

Some questions require you to draw a conclusion about a particular event, time period or body of information.

Look for key words in these questions such as, primary, one, two reasons etc...

You need to be able recall basic events, concepts or individuals in such a question.
What was a primary goal of Franklin D. Roosevelt, Winston Churchill, and Joseph Stalin when they met at the Yalta Conference in 1945?

(1) setting up postwar aid for Great Britain
(2) sharing the development of atomic weapons
(3) protecting the colonial empires of the warring nations
(4) settling major wartime issues of the Allied Powers
Fact and Opinion

These types of questions ask you to find a statement that is clearly fact or opinion.

Signal words for these questions such as most, greatest, chief, main etc…

Often process of elimination or ranking the answers works best with these questions.
A major purpose of President Woodrow Wilson’s Fourteen Points (1918) was to

(1) ask Congress to enter World War I
(2) set goals for achieving peace after World War I
(3) provide an aid program for rebuilding war-torn nations
(4) retaliate for the sinking of the Lusitania
The Thematic Essay

Part II of the exam requires you to write a thematic essay. This is an essay written completely from your knowledge of Social Studies.

You will not have a choice of a question but you will be provided with suggested examples to work from.
The 2 required essays are chosen from themes in U.S. History

- At least one essay must have a government theme. Some possible topics are:
  - 1. Laws and social change
  - 2. Roles of the Supreme Court
  - 3. Checks and Balances
  - 4. Citizenship
  - 5. Equal Rights
Other possible themes

1. Geographic Factors
2. Intellectual Life and Reform
3. Technology
4. Twentieth Century Problems
5. Tradition Versus Change
6. Economic Policies and Systems
7. Environmental Issues
8. Factors of Production and Growth
9. Foreign Policies
Other possible themes

10. Human Rights
11. Migration and Immigration
12. Individuals and Groups
13. Minorities
14. Diversity and Intolerance
15. Territorial Expansion
SAMPLE THEMATIC ESSAY QUESTION

Theme: Change — War
United States participation in wars has resulted in political, social, and economic changes for various groups of Americans. These changes have had varying impacts on American society both during and after each war.

Task:
Identify two different groups of Americans that were affected by United States participation in a war and for each

• Describe a social, political, or economic change the group experienced because of the war

• Discuss the extent to which that change affected American society
Suggestions

You may use any appropriate group from your study of United States history. Some suggestions you might wish to consider include enslaved persons during the Civil War, Native American Indians during the Indian Wars, women during World War I or World War II, Japanese Americans during World War II, and American college students or army draftees during the Vietnam War. You are not limited to these suggestions.
Thematic Suggestions

• Outline your answer (block diagrams and T-charts work best).

• Restate the question or task as a thesis by including specific references to what you plan to write about in the essay.

• If you are stuck, review the multiple choice section for possible information. There be a question that addressed the topic.
Guidelines

• 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, body paragraphs and a conclusion.
• Do not just re-phrase the theme but illustrate your ability to analyze ideas.
Document Based Questions

There is one document based question on the exam.

Part A of the DBQ will require you to answer scaffolding questions based on the Documents.

Part B requires you to analyze the documents and write an essay that includes your knowledge of social studies.
Guidelines

• Read the historical context carefully (be careful not to re-state it word for word).

• Read and understand the task.

• Do not leave any blanks on the scaffolding and answer with complete sentences.

• Keep track of the main ideas and outline or block your essay (follow the requirements of the task).
Historical Context:
Historians who have evaluated presidential leadership have generally agreed that George Washington, Abraham Lincoln, and Franklin D. Roosevelt were great presidents because each successfully addressed a critical challenge faced by the nation during his administration.

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

Select two presidents mentioned in the historical context and for each
• Describe a challenge that faced the nation during his administration
• Explain an action taken by the president to address this challenge
• Discuss the impact of this action on the United States
At daybreak on July 16, 1794, about fifty men armed with rifles and clubs marched to the house of John Neville, regional supervisor for collection of the federal excise tax in western Pennsylvania. They demanded that Neville resign his position and turn over to them all records associated with collection of the tax on domestically distilled spirits. He refused. Shots were fired. In the ensuing battle five of the attackers fell wounded. One of them later died. Neville and his slaves, who together had defended the premises from secure positions inside the house, suffered no casualties. The mob dispersed. . . .

The Whiskey Rebellion, as it is traditionally known and studied, had begun. Before it was over, some 7000 western Pennsylvanians advanced against the town of Pittsburgh, threatened its residents, feigned [pretended] an attack on Fort Pitt and the federal arsenal there, banished seven members of the community, and destroyed the property of several others. Violence spread to western Maryland, where a Hagerstown crowd joined in, raised liberty poles, and began a march on the arsenal at Frederick. At about the same time, sympathetic “friends of liberty” arose in Carlisle, Pennsylvania, and back-country regions of Virginia and Kentucky. Reports reached the federal government in Philadelphia that the western country was ablaze and that rebels were negotiating with representatives of Great Britain and Spain, two of the nation’s most formidable European competitors, for aid in a frontier-wide separatist movement. In response, President Washington nationalized 12,950 militiamen from New Jersey, Pennsylvania, Maryland, and Virginia—an army approximating in size the Continental force that followed him during the Revolution—and personally led the “Watermelon Army”* west to shatter the insurgency [rebellion]. . . .


*Watermelon Army was a nickname by whiskey tax rebels mocking the physical fitness and fighting skills of federal troops, particularly those from New Jersey.

1 According to Thomas P. Slaughter, what was one problem that resulted from the collection of the federal excise tax in western Pennsylvania? [1]
To Major-General Lee

Sir:—I have it in special instruction from the President [George Washington] of the United States, now at this place, to convey to you the following instructions for the general direction of your conduct in the command of the militia army, with which you are charged.

The objects [reasons] for which the militia have been called forth are:

1st. To suppress the combinations [groups] which exist in some of the western counties in Pennsylvania, in opposition to the laws laying duties upon spirits distilled within the United States, and upon stills.

2nd. To cause the laws to be executed.

These objects are to be effected in two ways:

1. By military force.
2. By judiciary process and other civil proceedings.

The objects of the military force are twofold:

1. To overcome any armed opposition which may exist.
2. To countenance [approve] and support the civil officers in the means of executing the laws.

Your obedient servant,
Alexander Hamilton


2a According to Alexander Hamilton, what action is President George Washington ordering in response to the Whiskey Rebellion? [1]

b According to Alexander Hamilton, what is one reason President Washington gave this order? [1]
. . . The [whiskey] rebellion has long been interpreted as a milestone in the creation of federal authority, and in most respects that is its chief significance. Certainly to the Federalists, who had long been striving for a strong national government, it was a major test: the new government successfully crushed organized and violent resistance to the laws. As Hamilton put it, the rebellion “will do us a great deal of good and add to the solidity [stability] of every thing in this country.” . . .


3 According to Richard H. Kohn, what was the significance of the Whiskey Rebellion? [1]
Based on the information on this map, state one problem the United States faced under President Abraham Lincoln.  [1]
By the President of the United States
A Proclamation.

 Whereas, the laws of the United States have been for some time past, and now are opposed, and the execution thereof obstructed [interfered with], in the States of South Carolina, Georgia, Alabama, Florida, Mississippi, Louisiana and Texas, by combinations too powerful to be suppressed by the ordinary course of judicial proceedings, or by the powers vested in the Marshals by law,

 Now therefore, I, Abraham Lincoln, President of the United States, in virtue of the power in me vested by the Constitution, and the laws, have thought fit to call forth, and hereby do call forth, the militia of the several States of the Union, to the aggregate [total] number of seventy-five thousand [75,000], in order to suppress said combinations, and to cause the laws to be duly executed. The details, for this object, will be immediately communicated to the State authorities through the War Department. . . .

ABRAHAM LINCOLN

By the President
WILLIAM H. SEWARD, Secretary of State.


5 According to this proclamation, what is one action President Abraham Lincoln took to enforce the laws of the United States? [1]
The greatest names in American history are Washington and Lincoln. One is forever associated with the independence of the States and formation of the Federal Union; the other with universal freedom and the preservation of that Union. Washington enforced the Declaration of Independence as against England; Lincoln proclaimed its fulfillment not only to a downtrodden race in America, but to all people for all time, who may seek the protection of our flag. These illustrious men achieved grander results for mankind within a single century—from 1775 to 1865—than any other men ever accomplished in all the years since first the flight of time began. Washington engaged in no ordinary revolution. With him it was not who should rule, but what should rule. He drew his sword, not for a change of rulers upon an established throne, but to establish a new government, which should acknowledge no throne but the tribune [authority] of the people. Lincoln accepted war to save the Union, the safeguard of our liberties, and re-established it on “indestructible foundations” as forever “one and indivisible.” To quote his own grand words:

“No we are contending that this Nation under God, shall have a new birth of freedom; and that government of the people, by the people, for the people, shall not perish from the earth.”


According to William McKinley, what is one impact of President Abraham Lincoln’s actions on the United States? [1]
Interview with Aaron Barkham, a coal miner in West Virginia

... It got bad in '29. The Crash caught us with one $20 gold piece. All mines shut down—stores, everything. One day they was workin', the next day the mines shut down. Three or four months later, they opened up. Run two, three days a week, mostly one. They didn't have the privilege of calling their souls their own. Most people by that time was in debt so far to the company itself, they couldn't live.

Some of them been in debt from '29 till today [c. 1970], and never got out. Some of them didn't even try. It seem like whenever they went back to work, they owed so much. The company got their foot on 'em even now. . .


7 According to this interview with coal miner Aaron Barkham, what was one problem faced by mine workers during the Great Depression? [1]
In the consistent development of our previous efforts toward the saving and safeguarding of our national life, I have continued to recognize three related steps. The first was relief, because the primary concern of any Government dominated by the humane ideals of democracy is the simple principle that in a land of vast resources no one should be permitted to starve. Relief was and continues to be our first consideration. It calls for large expenditures and will continue in modified form to do so for a long time to come. We may as well recognize that fact. It comes from the paralysis that arose as the after-effect of that unfortunate decade characterized by a mad chase for unearned riches and an unwillingness of leaders in almost every walk of life to look beyond their own schemes and speculations. In our administration of relief we follow two principles: First, that direct giving shall, wherever possible, be supplemented by provision for useful and remunerative [paid] work and, second, that where families in their existing surroundings will in all human probability never find an opportunity for full self-maintenance, happiness and enjoyment, we will try to give them a new chance in new surroundings.

Source: Franklin D. Roosevelt, Address of the President, “Review of the Achievements of the Seventy-third Congress,” June 28, 1934, FDR Library

According to President Franklin D. Roosevelt, what was one action needed to safeguard the life of the nation? [1]
8b According to this document, what was one step taken by President Franklin D. Roosevelt to solve the problems of the Great Depression? [1]
But was the New Deal answer really successful? Did it work? Other scholarly experts almost uniformly praise and admire Roosevelt, but even the most sympathetic among them add a number of reservations. “The New Deal certainly did not get the country out of the Depression,” says Columbia’s William Leuchtenburg, author of *Franklin D. Roosevelt and the New Deal*. “As late as 1941, there were still 6 million unemployed, and it was really not until the war that the army of the jobless finally disappeared.” “Some of the New Deal legislation was very hastily contrived [planned],” says Williams College’s James MacGregor Burns, author of a two-volume Roosevelt biography. Duke’s James David Barber, author of *The Presidential Character*, notes that Roosevelt “was not too open about his real intentions, particularly in the court-packing episode.”

After all the criticisms, though, the bulk of expert opinion agrees that Roosevelt’s New Deal changed American life substantially, changed it permanently and changed it for the better. While the major recovery programs like the NRA and AAA have faded into history, many of Roosevelt’s reforms—Social Security, stock market regulation, minimum wage, insured bank deposits—are now taken for granted. . . .

But what actually remains today of the original New Deal? Alexander Heard, 64, who is retiring soon as chancellor of Vanderbilt University, remembers working in the CCC as a youth, remembers it as a time when a new President “restored a sense of confidence and morale and hope—hope being the greatest of all.” But what remains? “In a sense,” says Heard, “what remains of the New Deal is the United States.”


9 According to this document, what were two effects of President Franklin D. Roosevelt’s New Deal policies on the nation?  [2]

(1) ____________________________________________

(2) ____________________________________________

Score [ ]
Part B
Essay

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

Use evidence from at least four documents in your essay. Support your response with relevant facts, examples, and details. Include additional outside information.

Historical Context:
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Task: Using information from the documents and your knowledge of United States history, write an essay in which you
Select two presidents mentioned in the historical context and for each
• Describe a challenge that faced the nation during his administration
• Explain an action taken by the president to address this challenge
• Discuss the impact of this action on the United States