

The University of the State of New York
REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY AND GOVERNMENT

Tuesday, January 23, 2001 — 1:15 to 4:15 p.m., only

The last page of the booklet is the answer sheet. 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.

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

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

Part I (55 credits)

Answer all 48 questions in this part.

Directions (1–48): 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 The Declaration of Independence contributed to the development of democracy by
 - 1 guaranteeing trial by jury to all men
 - 2 allowing women to take part in government
 - 3 indicating that people are the source of power
 - 4 providing for Presidential elections every four years

- 2 The Great Compromise at the Constitutional Convention of 1787 contained a provision for
 - 1 the direct election of Senators
 - 2 judicial review
 - 3 regulation of commerce
 - 4 a bicameral legislature

- 3 “. . . an equality [of votes in the Senate] will enable the minority to control . . . the majority.”

— James Wilson
Pennsylvania delegate,
Constitutional Convention of 1787

Which conclusion can be drawn from this statement?
 - 1 Delegates from the smaller states should have opposed the ratification of the Constitution.
 - 2 Some delegates believed that equal representation in the Senate would give smaller states too much influence.
 - 3 Some delegates believed the term of office for Senators would be too long.
 - 4 Delegates from the smaller states favored a legislature in which representation was based on population.

- 4 Separation of powers and federalism are constitutional principles that
 - 1 establish limits on the powers of government
 - 2 ensure legislative and executive equality
 - 3 increase the power of the national government and decrease the power of the states
 - 4 settle conflicts between state and national authorities

- 5 The ratification of the Bill of Rights in 1791 illustrated a commitment to
 - 1 limiting the power of state governments
 - 2 expanding the power of Congress
 - 3 protecting individual liberties
 - 4 safeguarding citizens against excessive taxation

- 6 Which aspect of the Presidency is part of the unwritten constitution?
 - 1 consultation with members of the Cabinet
 - 2 election under the electoral college system
 - 3 role as Commander in Chief
 - 4 duty to inform Congress about the state of the Union

- 7 The creation of the first political parties in the United States resulted from a controversy over
 - 1 declaring independence from Great Britain
 - 2 recognizing women’s equality
 - 3 expanding slavery into the newly acquired territories
 - 4 interpreting the Constitution

- 8 In the early 1800’s, a series of Supreme Court decisions made under the leadership of Chief Justice John Marshall led to
 - 1 a weakening of the power of corporations
 - 2 a strengthening of the power of the Federal Government
 - 3 the abolition of slavery
 - 4 guarantees of free public education for minorities

- 9 The United States Supreme Court decisions in *Gideon v. Wainwright* and *Miranda v. Arizona* extended the rights of the accused to
 - 1 a speedy trial
 - 2 reasonable bail
 - 3 legal counsel
 - 4 an impartial jury

Base your answer to question 10 on the cartoon below and on your knowledge of social studies.



10 What is the main idea of this cartoon?

- 1 Wealthy persons should be discouraged from running for public office.
- 2 Efforts to limit political contributions from special interest groups are not successful.
- 3 Special interest groups from foreign nations have too much influence on American politics.
- 4 Placing limits on terms in office for elected officials would solve campaign funding problems.

11 Territorial expansion during the first half of the 19th century contributed to

- 1 balancing the Federal budget
- 2 escalating the debate over slavery
- 3 weakening the traditional policy of isolationism
- 4 improving the living conditions of Native American Indians

12 “The great rule of conduct for us in regard to foreign nations is, in extending our commercial relations to have with them as little political connection as possible.”

— George Washington, Farewell Address, 1796

According to President Washington, the interests of the United States would be best served by

- 1 placing tariffs on imported goods
- 2 forming military alliances with other nations
- 3 avoiding trade agreements with foreign nations
- 4 maintaining a foreign policy based on neutrality

13 Presidents are prohibited from running for a third term of office by

- 1 an amendment to the Constitution
- 2 the unwritten constitution
- 3 an Executive order
- 4 a law of Congress

14 Since 1823, which United States policy has limited foreign influence in the Western Hemisphere?

- 1 the Eisenhower Doctrine
- 2 popular sovereignty
- 3 imperialism
- 4 the Monroe Doctrine

15 Elizabeth Cady Stanton and Lucretia Mott were best known for their struggle to

- 1 prohibit the manufacture and sale of alcohol
- 2 form labor unions
- 3 secure the right of women to vote
- 4 expose government corruption

- 16 The main reason for the passage of the Homestead Act in 1862 was to provide for
- 1 farms on the Great Plains
 - 2 national parks
 - 3 irrigation of desert lands
 - 4 reservations for Native American Indians
- 17 During Reconstruction, President Andrew Johnson tried to incorporate most of President Abraham Lincoln's plan for
- 1 granting suffrage to former slaves
 - 2 readmitting the Southern States into the Union
 - 3 increasing the power of the North over the South
 - 4 punishing the secessionist states
- 18 What was a major result of the Reconstruction Period?
- 1 The political and economic rights of women were expanded and strengthened.
 - 2 The power of the states increased at the expense of the Federal Government.
 - 3 Racial segregation in United States schools ended.
 - 4 The 13th, 14th, and 15th amendments were added to the United States Constitution.
- 19 After the Civil War, the poll tax, literacy test, and grandfather clause were used to ensure that
- 1 all citizens exercised the right to vote
 - 2 poor people were given equal voting rights
 - 3 the voting rights of most former slaves were denied
 - 4 the elderly in the South could vote in Federal elections
- 20 What was the main reason the United States did *not* limit immigration during most of the 19th century?
- 1 Political parties wanted to gain new voters.
 - 2 Most immigrants arrived with large amounts of capital to invest in American industries.
 - 3 The expanding economy needed a supply of cheap labor.
 - 4 Immigrants were more willing to serve in the military than native-born Americans.
- 21 According to the theory of laissez-faire capitalism, prices of products are determined by the
- 1 interaction of supply and demand
 - 2 cost of producing the products
 - 3 government
 - 4 bankers
- 22 One reason big business often employed court injunctions against labor unions during the late 1800's was that
- 1 unions insisted on the open shop in the workplace
 - 2 most efforts at collective bargaining failed
 - 3 right-to-work laws encouraged court actions
 - 4 many tactics used by unions were illegal at that time
- 23 One advantage of a corporation over an individually owned business is that the corporation has
- 1 a closer relationship between labor and management
 - 2 easier access to investment capital
 - 3 unlimited legal liability for damages
 - 4 exemption from prosecution under antitrust laws
- 24 During the late 19th century, which governmental action was most strongly supported by farmers in the United States?
- 1 regulation of railroads
 - 2 reduction of the Federal income tax
 - 3 limits on the amount of money in circulation
 - 4 establishment of a minimum wage for farm laborers
- 25 The reforms advocated by the Progressive movement were intended mainly to
- 1 expand the civil rights of African Americans and Native American Indians
 - 2 reduce restrictions on immigration
 - 3 increase the spirit of patriotism throughout the nation
 - 4 promote political and economic change through government intervention

26 “I have always been fond of the . . . proverb: ‘Speak softly and carry a big stick; you will go far.’ ”

—Theodore Roosevelt

This philosophy was used by President Roosevelt primarily to

- 1 deal with problems of racial segregation
 - 2 conduct his foreign policy
 - 3 expand the western frontier
 - 4 win the Spanish-American War
- 27 In the early 20th century, which policy for the advancement of African Americans was favored by W.E.B. Du Bois and the newly formed National Association for the Advancement of Colored People (NAACP)?
- 1 mass migration to northern cities
 - 2 immediate action to end segregation and win equal rights
 - 3 establishment of a new republic in Africa for freedmen
 - 4 emphasis on economic advancement over social equality
- 28 A primary function of the Federal Reserve System is to
- 1 prevent abuses in stock market trading
 - 2 preserve competition in business
 - 3 provide a stable supply of money and credit
 - 4 insure savings account deposits in member banks
- 29 The groups that comprised the majority of immigrants to the United States between 1890 and 1920 were called “new immigrants” because they
- 1 were the last immigrants to enter the United States before World War I
 - 2 settled in frontier areas of the country
 - 3 stayed only for a short time before returning to their homelands
 - 4 came from different regions of the world than most of the groups who came before 1890
- 30 In the 1920’s, the growth of the Ku Klux Klan and the passage of restrictive immigration laws reflected a growing American belief in
- | | |
|-------------|--------------------|
| 1 nativism | 3 imperialism |
| 2 socialism | 4 internationalism |

31 After World War I, the United States demonstrated its return to a policy of isolationism by

- 1 lowering tariffs on imports
- 2 refusing to sign the Treaty of Versailles
- 3 promoting the Marshall Plan
- 4 liberalizing immigration policies

32 The “clear and present danger” ruling of the United States Supreme Court in *Schenck v. United States* established that

- 1 third political parties must suspend their activities during wartime
- 2 accused persons must be advised of their rights
- 3 due process of law does not apply to the military
- 4 certain circumstances may limit the exercise of free speech

33 After the election of 1932, a friend told President Franklin D. Roosevelt that if he succeeded he would go down in history as the greatest American President. Roosevelt replied, “Yet if I fail, I may be the last one.” This response reflected President Roosevelt’s belief that the

- 1 Constitution limited him to two terms in the Presidency
- 2 military was seriously considering a takeover of the government
- 3 Great Depression threatened the people’s faith in democracy
- 4 American people were opposed to major changes in the role of government

34 The “dust bowls” described by John Steinbeck in *The Grapes of Wrath* had the greatest impact on

- 1 residents of urban slums
- 2 workers in factory sweatshops
- 3 plantation owners in the rural south
- 4 farmers on the Great Plains

35 President Franklin D. Roosevelt’s plan to increase the size of the Supreme Court reflected his desire to make the Court

- 1 sympathetic to New Deal programs
- 2 committed to African-American rights
- 3 independent of Congress
- 4 responsive to business

- 36 The Truman Doctrine was originally designed to
- 1 stop the proliferation of nuclear weapons
 - 2 contain communism by giving aid to Greece and Turkey
 - 3 use the United Nations as a tool to eliminate threats posed by the Soviet Union
 - 4 rebuild Southeast Asia by extending economic aid
- 37 United States participation in the United Nations and the North Atlantic Treaty Organization (NATO) after World War II demonstrated that the United States
- 1 recognized the importance of international cooperation
 - 2 returned to the policy it followed after World War I
 - 3 believed in the principle of hemispheric isolation
 - 4 embraced a postwar policy of strict neutrality
- 38 In foreign affairs, the domino theory was mainly applied to
- 1 United States involvement in Latin America
 - 2 Japanese expansion in East Asia
 - 3 the communist threat in Southeast Asia
 - 4 the movement for national independence in Africa
- 39 Which conclusion can be drawn from a study of the Vietnam War?
- 1 The policy of containment was successful.
 - 2 Foreign policy can be altered by public opinion.
 - 3 The power of the President is reduced during wartime.
 - 4 Military superiority ensures military victory.
- 40 Which conclusion about the civil rights movement of the 1960's is most valid?
- 1 Groups in the movement had common goals but different methods for attaining them.
 - 2 Civil disobedience failed to bring about any legislative changes.
 - 3 The movement began with violent protests but ended with peaceful demonstrations.
 - 4 The movement failed to inspire other groups to work for change.
- 41 When Martin Luther King, Jr., spoke of his dream that the United States would reach a time “. . . when all of God's children, black men and white men, . . . will be able to join hands . . . ,” he was expressing a desire to
- 1 create a separate nation for African Americans within the United States
 - 2 unite all churches into one religious faith
 - 3 establish religious freedom for African Americans
 - 4 replace racial segregation with an integrated society
- 42 A major reason that most newer buildings are accessible to people with disabilities is that
- 1 the number of people with disabilities has dramatically increased in the past decade
 - 2 a building that is accessible to people with disabilities is less expensive to build
 - 3 people with disabilities no longer face discrimination in American society
 - 4 legislation has been passed that recognizes the rights of people with disabilities
- 43 The concept of comparable worth, or equal pay for equal work, is most closely associated with the movement to
- 1 promote equality for working women
 - 2 enact child labor laws
 - 3 gain equality for African Americans
 - 4 increase labor union membership
- 44 Which heading would be most appropriate for the outline below?
- I. _____

 - A. Congress passes the Alien and Sedition Acts.
 - B. President Abraham Lincoln suspends habeas corpus.
 - C. President Franklin D. Roosevelt orders internment of Japanese Americans.
 - D. Senator Joseph McCarthy begins hearings on identifying Communists.
- 1 Changes in Economic Policy
 - 2 Federalism and the Constitution
 - 3 Checks and Balances at Work
 - 4 Threats to Civil Liberties

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

AT the BEEP, PLEASE LEAVE a MESSAGE...



45 Which statement best expresses the main idea of the cartoon?

- 1 The United States has returned to an open immigration policy.
- 2 Current immigration policy favors those with financial security.
- 3 Today's immigrants need to have an advanced knowledge of technology.
- 4 Current immigration policy supports the spirit of the Statue of Liberty.

46 What has been the greatest success of third parties in United States political history?

- 1 winning Presidential elections
- 2 having their ideas adopted by the major parties
- 3 securing appointments to the President's Cabinet
- 4 replacing one of the two major parties

47 How does the present-day United States economy differ from the nation's economy of 1900?

- 1 Immigrants are no longer a source of labor.
- 2 Today's government plays a less active role in the economy.
- 3 The United States is less dependent on oil imports.
- 4 The growth of service industries is greater today.

- 48 • Workers paid weekly wage of \$2.00
- Immigrants work for lower wages
- Unsafe conditions in tenements and sweatshops
- Attitude of "captains of industry" toward workers' problems

In a history textbook, the items on this list would most likely appear in a chapter about the working conditions in the

- 1 colonial period under British rule
- 2 South before the Civil War
- 3 age of big business from 1865 through the early 1900's
- 4 economic recession following World War II

Answers to the following questions are to be written on paper provided by the school.

Students Please Note:

In developing your answers to Parts II and III, be sure to

- (1) include specific factual information and evidence whenever possible
- (2) keep to the questions asked; do not go off on tangents
- (3) avoid overgeneralizations or sweeping statements without sufficient proof; do not overstate your case
- (4) keep these general definitions in mind:
 - (a) discuss means “to make observations about something using facts, reasoning, and argument; to present in some detail”
 - (b) describe means “to illustrate something in words or tell about it”
 - (c) show means “to point out; to set forth clearly a position or idea by stating it and giving data which support it”
 - (d) explain means “to make plain or understandable; to give reasons for or causes of; to show the logical development or relationships of”
 - (e) evaluate means “to examine and judge the significance, worth, or condition of; to determine the value of”

Part II

ANSWER ONE QUESTION FROM THIS PART. [15]

- 1 United States Supreme Court decisions have dealt with major issues in United States history.

Supreme Court Decisions

Marbury v. Madison (1803)
Dred Scott v. Sanford (1857)
Korematsu v. United States (1944)
Brown v. Board of Education of Topeka (1954)
Engel v. Vitale (1962)
Roe v. Wade (1973)
United States v. Nixon (1974)

Choose *three* of the Supreme Court cases listed and for *each* one chosen:

- Identify the issue in the case
- Describe the Court’s decision in the case
- Discuss an impact of the decision on the United States [5,5,5]

- 2 Throughout United States history, branches of the United States Government have used powers granted to them by the Constitution to deal with specific issues. Listed below are several citations from the Constitution that grant powers to branches of government.

Citations from the Constitution

“The judicial power of the United States shall be vested in one Supreme Court . . . ”

“The Congress . . . shall propose amendments to this Constitution . . . ”

“He [the President] shall have power, by and with the advice and consent of the Senate, to make treaties . . . ”

“The Congress shall have power . . . To regulate commerce with foreign nations, and among the several states ”

“The Senate shall have the sole power to try all impeachments.”

“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 ”

Choose *three* of the citations listed and for *each* one chosen:

- Identify and discuss a historical example of how a branch of government used its power to deal with a specific issue [Use a different example for each citation chosen.]
- Discuss one impact on the United States of the branch’s use of its power [5.5.5]

Part III

ANSWER TWO QUESTIONS FROM THIS PART. [30]

- 3 In United States history, certain groups have been denied opportunities for some of the reasons listed below.

Reasons

Age
Ethnic background
Gender
Race
Religious beliefs

Choose *three* of the reasons listed and for *each* one chosen:

- Identify a specific group that has been denied opportunities for that reason
- Show how that group has been denied opportunities
- Describe a specific historical action taken by government to improve opportunities for that group [5,5,5]

- 4 The United States has engaged in military conflicts around the world to achieve the foreign policy goals listed below.

Goals

To acquire territory
To protect the right of freedom of the seas
To halt communist aggression
To protect overseas American economic interests
To defend the rights and freedoms of oppressed peoples

Choose *three* of the goals listed and for *each* one chosen:

- Identify a specific military conflict in which the United States became involved to achieve that goal [Use a different conflict for each goal chosen.]
- Describe the circumstances surrounding United States involvement in the conflict
- Evaluate the extent to which the United States was successful in achieving that goal [5,5,5]

- 5 Some Presidents of the United States have made statements concerning serious problems or issues they faced. Some of these statements are given below.

“. . . with malice towards none, with charity for all, with firmness in the right, as God gives us to see the right, let us strive to finish the work we are in to bind up the nation’s wounds.”

Abraham Lincoln
Second Inaugural Address (March 4, 1865)

“So first of all, let me assert my firm belief that the only thing we have to fear is fear itself—Nameless, unreasoning, unjustified terror, which paralyzes needed efforts to convert retreat into advance . . . our greatest primary task is to put people to work. This is no unsolvable problem if we face it wisely and courageously.”

Franklin D. Roosevelt
First Inaugural Address (1933)

“The final decision of where and when to use the atomic bomb was up to me. Let there be no mistake about it. I regarded the bomb as a military weapon and never had any doubt that it should be used.”

Harry Truman
Memoirs (in reference to events of 1945)

“. . . your imagination, your initiative, and your indignation will determine whether we build a society where progress is the servant of our needs, or a society where old values and new visions are buried under unbridled [unrestrained] growth. For in time we have the opportunity to move not only toward the rich society and the powerful society, but upward toward the great society.”

Lyndon B. Johnson
Speech at University of Michigan (May 1964)

“I hereby return without my approval [veto] House Joint Resolution 542—The war powers resolution. While I am in accord with the desire of the Congress to assert its proper role in the conduct of our foreign affairs, the restrictions which this resolution would impose upon the authority of the President are both unconstitutional and dangerous to the best interests of our nation. . . .”

Richard M. Nixon
Veto Message to Congress (1973)

“. . . I simply was not convinced that the country wanted to see an ex-President behind bars. We are not a vengeful people; forgiveness is one of the roots of the American tradition. And Nixon, in my opinion, had already suffered enormously. . . . But I wasn’t motivated primarily by sympathy for his plight or concern over the state of his health. It was the state of the country’s health at home and around the world that worried me. . . .”

Gerald Ford
Autobiography (in reference to events of 1974)

Choose *three* of the quotations and for *each* one chosen:

- Identify and discuss the problem or issue referred to in the quotation
- Using specific historical information, explain how the President attempted to solve the problem or deal with the issue [5,5,5]

6 At various times, Congress has acted to try to solve economic problems.

Congressional Acts

Alexander Hamilton's Financial Plans (1790–91)
Interstate Commerce Act (1887)
Sherman Antitrust Act (1890)
Social Security Act (1935)
Fair Labor Standards Act (minimum wage act) (1938)
Medicare Act (1965)
Family and Medical Leave Act (1993)

Choose *three* of the congressional acts listed and for *each* one chosen:

- Identify and describe an economic problem that the act was intended to solve
- Discuss the extent to which the act was successful in solving that economic problem [5,5,5]

7 In United States history, national issues have often created controversy.

National Issues

Writing of the United States Constitution
Expansion of slavery into the territories
Growth of labor unions
Regulation of alcoholic beverages
Limits on immigration
Censorship of the Internet
Affirmative action programs

Choose *three* of the issues listed and for *each* one chosen:

- Describe the historical background of the controversial issue
 - Explain the opinions held by two opposing sides of the issue [5,5,5]
-

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REGENTS HIGH SCHOOL EXAMINATION

**UNITED STATES HISTORY
AND GOVERNMENT**

Tuesday, January 23, 2001 — 1:15 to 4:15 p.m., only

ANSWER SHEET

Student Sex: Male

Teacher Female

School

Write your answers for Part I on this answer sheet, and write your answers for Part II and Part III on the paper provided by the school.

Part I (55 credits)

- 1 25
- 2 26
- 3 27
- 4 28
- 5 29
- 6 30
- 7 31
- 8 32
- 9 33
- 10 34
- 11 35
- 12 36
- 13 37
- 14 38
- 15 39
- 16 40
- 17 41
- 18 42
- 19 43
- 20 44
- 21 45
- 22 46
- 23 47
- 24 48

FOR TEACHER USE ONLY

Part I Score
(Use table below)

Part II Score

Part III Score

Total Score

Rater's Initials:

.....

PART I CREDITS

Directions to Teacher:

In the table below, draw a circle around the number of right answers and the adjacent number of credits. Then write the number of credits (not the number right) in the space provided above.

No. Right	Credits	No. Right	Credits
48	55	24	35
47	54	23	34
46	53	22	34
45	53	21	33
44	52	20	32
43	51	19	31
42	50	18	30
41	49	17	29
40	48	16	29
39	48	15	28
38	47	14	27
37	46	13	26
36	45	12	25
35	44	11	23
34	43	10	21
33	43	9	19
32	42	8	17
31	41	7	15
30	40	6	12
29	39	5	10
28	38	4	8
27	38	3	6
26	37	2	4
25	36	1	2
		0	0

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 _____

Tear Here

Tear Here

Tear Here

Tear Here

FOR TEACHERS ONLY

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REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY AND GOVERNMENT

Tuesday, January 23, 2001 — 1:15 to 4:15 p.m., only

SCORING KEY

The Guide to Evaluating Essays starts on page 2. It should be read carefully before the rating of papers.

Part I

Refer to the table on the answer sheet for the number of credits to be given for Part I.

United States History
and Government
January 23, 2001

Part I (55 credits)

1... 3 ...	25... 4 ...
2... 4 ...	26... 2 ...
3... 2 ...	27... 2 ...
4... 1 ...	28... 3 ...
5... 3 ...	29... 4 ...
6... 1 ...	30... 1 ...
7... 4 ...	31... 2 ...
8... 2 ...	32... 4 ...
9... 3 ...	33... 3 ...
10... 2 ...	34... 4 ...
11... 2 ...	35... 1 ...
12... 4 ...	36... 2 ...
13... 1 ...	37... 1 ...
14... 4 ...	38... 3 ...
15... 3 ...	39... 2 ...
16... 1 ...	40... 1 ...
17... 2 ...	41... 4 ...
18... 4 ...	42... 4 ...
19... 3 ...	43... 1 ...
20... 3 ...	44... 4 ...
21... 1 ...	45... 2 ...
22... 4 ...	46... 2 ...
23... 2 ...	47... 4 ...
24... 1 ...	48... 3 ...

Cut Here

Cut Here

The Mechanics of Rating

The following steps and procedures are suggested for rating papers in the United States History and Government examination.

- (1) Use *red* pencil or *red* ink in scoring papers. Do not correct the pupil's work by making insertions or changes of any kind.
- (2) Indicate by means of a checkmark each incorrect or omitted answer in Part I; do not place a checkmark beside a correct answer. Indicate the total number of credits allowed for Part I in the appropriate space on the answer sheet.
- (3) Check the number of questions answered in Parts II and III. If more than one question has been answered from Part II, rate only the first answer. If more than two questions have been answered from Part III, rate only the first two answers.
- (4) In rating answers for Parts II and III, do *not* allow fractional credit such as $2\frac{1}{2}$.
- (5) Indicate the total number of credits allowed for Parts II and III in the appropriate spaces on the answer sheet.
- (6) Check carefully for mechanical errors (addition, etc.).

Parts II and III Guide to Evaluating Essays

General:

The questions are designed to make the pupil think logically by using specific information found in events and movements in the social sciences.

In rating essay answers, problems may arise in which a pupil's interpretation or subjective judgment varies widely from the teacher's. In all instances, the teacher should base the rating of the answer on its logical development, factual accuracy, and the use of appropriate information to support positions taken.

The following guide to rating the answers is by no means all-inclusive and is not intended to be mandatory; it only sets forth **some** of the possibilities and provides **some** guidelines for the rating process.

For each question, one or more basic objectives are listed. It must be pointed out that these basic objectives are also not all-inclusive, since questions may measure many different objectives.

The teacher must evaluate carefully the content and effectiveness of each essay answer.

Essay 1 —

Objectives

- Demonstrate knowledge of issues related to specific Supreme Court cases
- Demonstrate knowledge of the Court’s decisions in these cases
- Demonstrate an understanding of an impact of the decision on the United States

Criteria for rating

An appropriate response will identify the issue involved in a specific Supreme Court case, describe the decision of the Court, and discuss an impact of the decision on the United States. Appropriate responses may include, but are not limited to, these examples:

Dred Scott v. Sanford (1857)

Issue:

Was Dred Scott a slave or a citizen of the United States, and did he have the right to sue in a Federal court? Also, did his residency in a free territory make him free?

Decision:

The decision, written by Justice Roger Taney, said that Scott had no rights as a citizen. Living in a free territory did not grant Scott any rights because he was property, protected by the 5th amendment. Taney said that freeing Scott would be a violation of this amendment because it would deprive Sanford of his property without due process of law.

Impact:

The Court declared the Missouri Compromise unconstitutional, and reaction to the Court’s decision was intense. In the South, people were jubilant because the highest court in the land had endorsed their reasoning. In the North, the decision was denounced. The issue of slavery inflamed the country and eventually led to the Civil War.

United States v. Nixon (1974)

Issue:

Did the President have the right to edit tapes recorded in his office and withhold them from investigators in the Watergate scandal? By requesting the tapes, was the United States Congress violating President Richard Nixon’s constitutional right of executive power, his need to maintain separation of powers, and his executive privilege?

Decision:

The United States Supreme Court ruled that Nixon’s argument about compromising national security with the release of the tapes was invalid. He was ordered to turn over the tapes. Presidential power was not above the law. Evidence could not be withheld in a criminal trial.

Impact:

Nixon’s Presidency came to an end. The case showed that no President is “above the law,” nor is the President allowed to withhold evidence that can cover up possible criminal activity. Under threat of impeachment, President Nixon chose to resign his Presidency.

Essay 2 —

Objectives

- Demonstrate the ability to understand quotations within a specific historical context
- Demonstrate knowledge of a power used by a branch of the Federal Government to deal with a specific issue
- Demonstrate an understanding of how the branch's use of its power affected the United States

Criteria for rating

Acceptable responses will identify and clearly show how a branch of government used its power to deal with a specific issue. The responses will also discuss one impact of that branch's use of its power. Appropriate responses may include, but are not limited to, these examples:

“The Congress . . . shall propose amendments to this Constitution. . . .”

Example:

The 13th amendment was passed and ratified in 1865 to end slavery. The issue began with the adoption of the Constitution in 1787 and continued through the acquisition of territories, the Dred Scott decision of the Supreme Court, and the Civil War.

Impact:

With this amendment, the slaves were liberated and became a new part of the economic reconstruction of the South. Their emancipation led to the 14th amendment in 1868, to provide for their right to citizenship, and the 15th amendment in 1870, which gave them the right to vote.

NOTE: Should the student incorrectly identify an amendment by number only but correctly discuss another amendment, partial credit may be awarded.

“The Senate shall have the sole power to try all impeachments.”

Example:

Following the assassination of President Abraham Lincoln, Andrew Johnson assumed the Presidency. He tried to impede the Radical Republican plan for Reconstruction by removing military commanders who supported it. He dismissed Secretary of War Edwin Stanton from office without Senate approval, in violation of the Tenure of Office Act. In 1868, the House of Representatives voted on articles of impeachment and forwarded them to the Senate for trial. The Senate was obliged to conduct the trial. President Johnson was acquitted by one vote.

Impact:

The impeachment trial exposed the animosity smoldering in the country over the issues of Reconstruction and the balance of power between the legislative and executive branches. The impeachment proceeding was not employed again until 131 years later in 1999.

Essay 3 —

Objectives

- Demonstrate knowledge of the way specific groups have been denied opportunities
- Demonstrate knowledge of the specific historical actions taken by government to improve opportunities for that group

Criteria for rating

An appropriate response should identify and show how a specific group has been denied opportunities for specific reasons. The response should also describe a specific historical action taken by government to improve the group's opportunities. Appropriate responses may include, but are not limited to, these examples:

Age

Specific group:

Individuals who were in the 18- to 20-year-old age group were not allowed to vote in elections prior to 1970. Members of that age group were being drafted into the Armed Forces and sent to Vietnam, but were not permitted to elect national or local officials.

Action:

In 1970, Congress passed and the President signed the Voting Rights Act granting all 18-year-olds the right to vote in elections. When the law was challenged, the Supreme Court ruled that states must allow 18-year-olds to vote in national elections, but states could retain higher age requirements for state and local elections. To eliminate this dual requirement, Congress passed the 26th amendment in March 1971. This amendment, ratified in July 1971, granted 18-year-olds the right to vote in national, state, and local elections.

Race

Specific group:

African Americans were denied equal access to educational opportunities with enforcement of the Jim Crow laws and the Supreme Court case of *Plessy v. Ferguson* (1896). The Court upheld separate facilities for the races in *Plessy v. Ferguson*.

Action:

In 1954, the NAACP was successful in prosecuting the case of Linda Brown against the Board of Education of Topeka, Kansas. The Supreme Court ruled that “separate but equal” facilities were inherently unequal. The implementation of that decision continues.

Essay 4 —

Objectives

- Demonstrate knowledge of military conflicts that the United States has been involved in to achieve foreign policy goals
- Demonstrate an understanding of the circumstances surrounding United States involvement in these military conflicts
- Demonstrate an understanding of the extent to which the United States was successful in achieving the foreign policy goals

Criteria for rating

Acceptable responses will identify and clearly show how a specific military conflict attempted to achieve the listed goal. The responses will also describe the circumstances surrounding United States involvement in these military conflicts and evaluate the extent to which the United States was successful in achieving that goal. Appropriate responses may include, but are not limited to, these examples:

Goal: To halt communist aggression

Conflict: The Korean War

Circumstances:

Following World War II, the United States identified communism as a threat to international peace and security. Through the Truman Doctrine and the Marshall Plan, the United States successfully provided economic aid to Europe. In Asia, the Communist forces of Mao Zedong in China were fueling Communist insurgents in Korea. Korea had been divided into North Korea and South Korea because Japanese troops had surrendered to Russia in the north and to the Americans in the south. On June 25, 1950, the Communist forces of North Korea invaded South Korea. The United States, through the United Nations, entered the conflict.

Evaluation:

The United Nations forces battled to provide assistance to the South Koreans until 1953. By 1953, over 50,000 Americans had been killed and no decisive victory had been won. A cease-fire was declared at the 38th parallel, and American forces were stationed in Korea as peacekeepers. The United States achieved a partial victory in that Communist forces were kept out of South Korea, enabling that country to prosper and remain free.

UNITED STATES HISTORY AND GOVERNMENT — *continued*

Goal: To defend the rights and freedoms of oppressed peoples

Conflict: The Spanish-American War of 1898

Circumstances:

In 1895, Cuba launched a revolution against Spain. Spain sent General Valeriano Weyler to restore order. He forced rural populations into internment camps, where many died of hunger and disease. The “yellow press” made the United States public aware of the mistreatment of many Cubans by the Spanish Government. The impact of yellow journalism, the desire of many Americans to acquire overseas territory, and the mysterious explosion of the USS *Maine* led the United States into war with Spain.

Evaluation:

The Treaty of Paris (1898) granted Cuba its freedom, even though it remained a protectorate of the United States until 1934. As part of the treaty, the United States Army governed Cuba for four years after the war. The Army provided food and clothing for families, helped farmers, organized schools, and helped to eradicate yellow fever.

Essay 5 —

Objectives

- Demonstrate the ability to interpret important Presidential statements
- Demonstrate knowledge of problems and issues faced by various Presidents
- Demonstrate knowledge of specific historical information that explains how Presidents attempted to solve problems or deal with issues

Criteria for rating

Acceptable responses will identify and discuss a specific problem or issue encountered by a President. The responses will also use specific historical information to explain how the President attempted to solve the problem or deal with the issue. Appropriate responses may include, but are not limited to, these examples:

Lincoln quote: “. . . with malice towards none, with charity for all, with firmness in the right, as God gives us to see the right, let us strive to finish the work we are in to bind up the nation’s wounds.”

Problem/Issue:

When the Civil War ended, President Abraham Lincoln and Congress had to determine how to reunite the Nation and set conditions for the Confederate States and their leaders to meet. The Radical Republicans in Congress wanted to punish the Southern States, while Lincoln and most Democrats wanted a more lenient Reconstruction.

Attempted Solution:

Lincoln proposed his “ten-percent plan” for Reconstruction and readmission of the Confederate States into the Union. Under his plan, the North would pardon all Confederates except high-ranking officials and those accused of crimes against Northern prisoners. When ten percent of the voting-age population of a Confederate state pledged allegiance to the Union, that state could send delegates to Congress. Under this plan, four Confederate States made progress toward readmission to the Union: Arkansas, Louisiana, Tennessee, and Virginia.

Truman quote: “The final decision of where and when to use the atomic bomb was up to me. Let there be no mistake about it. I regarded the bomb as a military weapon and never had any doubt, that it should be used.”

Problem/Issue:

Scientists developed an atomic bomb during World War II. By May 1945, Germany surrendered, but it appeared that Japan would continue to fight. In July 1945, President Harry Truman was presented information about the atomic bomb. He had to decide if it would be used against Japan.

Attempted Solution:

The potential loss of American and Japanese lives would be great if the United States invaded the Japanese Islands. To bring the war to a speedy end, President Truman decided to use the bomb on the cities of Hiroshima and Nagasaki. Bombs were dropped in August 1945, and Japan surrendered soon thereafter.

Essay 6 —

Objectives

- Demonstrate knowledge of specific economic problems that Federal legislation has attempted to solve
- Demonstrate an understanding of the extent to which those laws were successful in solving these problems

Criteria for rating

Acceptable responses will identify and describe an economic problem that led to the enactment of the selected legislation. The responses will also discuss the extent to which the legislation was successful in solving the economic problem. Appropriate responses may include, but are not limited to, these examples:

Interstate Commerce Act (1887)

Problem:

During the late 1800's, railroad companies engaged in what many felt were unfair pricing practices, including pooling and rebates for selected customers. Supported by the Granger Movement, the Interstate Commerce Commission (ICC) was formed to give the Federal Government the power to regulate railroads.

Evaluation:

The Interstate Commerce Act was challenged by the railroads. In Supreme Court decisions, the ICC was barred from setting maximum rates. Not until the Hepburn Act of 1906 did the ICC get enough power to address the concerns of the farmers.

Medicare Act (1965)

Problem:

As they began to live longer, people faced increasing health care costs. Social Security provided an old-age pension but did not address health-care costs. During the 1960's, President Lyndon Johnson envisioned a Great Society that would raise living standards for all Americans. The Medicare Bill was passed to provide hospital insurance and medical insurance for Americans age 65 and older.

Evaluation:

The American Medical Association fought against the act, but eventually it was approved. It provides care to the elderly as an added Social Security benefit. It was further enhanced by Medicaid for welfare recipients. The added costs to the government have been scrutinized by every Presidential administration, but the program is still in existence and has benefited millions of older Americans.

Essay 7 —

Objectives

- Demonstrate knowledge of the historical background of selected controversial issues
- Demonstrate knowledge and understanding of opposing viewpoints concerning specific controversies

Criteria for rating

Acceptable responses must use specific historical information to describe the background surrounding the controversy. Two opposing sides of the issue must be explained. Merely stating that one side disagreed with the other and the disagreement caused a controversy is incomplete because it does not establish a differing opinion. A discussion of the resolution of a specific controversy is not necessary to receive full credit on this essay. Appropriate responses may include, but are not limited to, these examples:

Writing of the United States Constitution

Background:

The 13 original states were united by the Articles of Confederation. Many weaknesses had emerged by 1786. A convention was called to revise the document, especially concerning interstate trade. Only five states attended, so another convention was called in 1787. Representatives of twelve states met in Philadelphia to debate the need for a stronger central government and the rights of the states.

Opinions:

At the convention, opposing viewpoints arose among the delegates. They debated whether they should revise the Articles of Confederation or write a new document. Other opposing opinions developed over strong central government versus States rights, and representation for populous states versus small states. The Great Compromise, which provided for a two-house Congress, satisfied both the large and the small states. The Three-fifths Compromise settled the issue of representation between the North and South.

Growth of labor unions

Background:

During the Age of Industrialization, the United States provided many job opportunities for the growing number of immigrants. However, many workers were required to labor long hours in dangerous factories for low wages.

Opinions:

Workers were being exploited and needed to organize to gain strength in numbers to deal with employers. Collective bargaining was a major goal of workers. Industrialists opposed unionization. They owned the capital and could replace unskilled workers with cheap immigrant labor. Industrialists wanted to retain this power and keep costs of production as low as possible.