

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

UNITED STATES HISTORY AND GOVERNMENT

Tuesday, June 20, 2000 — 9:15 a.m. to 12:15 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 Which aspect of the American political system was most influenced by the ideas of John Locke and Baron de Montesquieu?
 - 1 executive control of foreign policy
 - 2 limitations on the power of government
 - 3 government regulation of the economy
 - 4 creation of the electoral college

- 2 Which principle of government is proposed in the Declaration of Independence?
 - 1 Political power originates with a strong central government.
 - 2 The primary function of government is to protect natural rights.
 - 3 A system of checks and balances is the most effective way to prevent governmental abuse of power.
 - 4 Individual liberties must be guaranteed by a strong bill of rights.

- 3 “We, the people of the United States, in order to form a more perfect union, establish justice, . . . and secure the blessings of liberty . . . do ordain and establish this Constitution for the United States of America.”

— Preamble to the United States Constitution

This quotation from the Preamble illustrates the constitutional principle that people

 - 1 have a right to a trial by jury
 - 2 are guaranteed an adequate standard of living
 - 3 are the true source of political power
 - 4 have the right to assemble

- 4 During the ratification debates of 1788 to 1791, the activities of the Antifederalists led to the
 - 1 drafting of the Declaration of Independence
 - 2 strengthening of the Articles of Confederation
 - 3 adoption of the Northwest Ordinance
 - 4 addition of the Bill of Rights to the Constitution

- 5 The framers of the United States Constitution showed the strongest commitment to democratic principles in their decisions regarding the
 - 1 method for choosing members of the Cabinet
 - 2 election of members of the House of Representatives
 - 3 election of Senators
 - 4 selection of Supreme Court Justices

- 6 What was a major impact of many of the Supreme Court decisions under Chief Justice John Marshall?
 - 1 strengthening of the powers of the Federal Government
 - 2 restrictions on big business
 - 3 reduction of racial discrimination
 - 4 expansion of the rights of the accused

- 7 “The Constitution is as the Supreme Court interprets it.”

— President Dwight D. Eisenhower

Which constitutional principle does this quotation best describe?

1 judicial review	3 federalism
2 reserved powers	4 concurrent powers

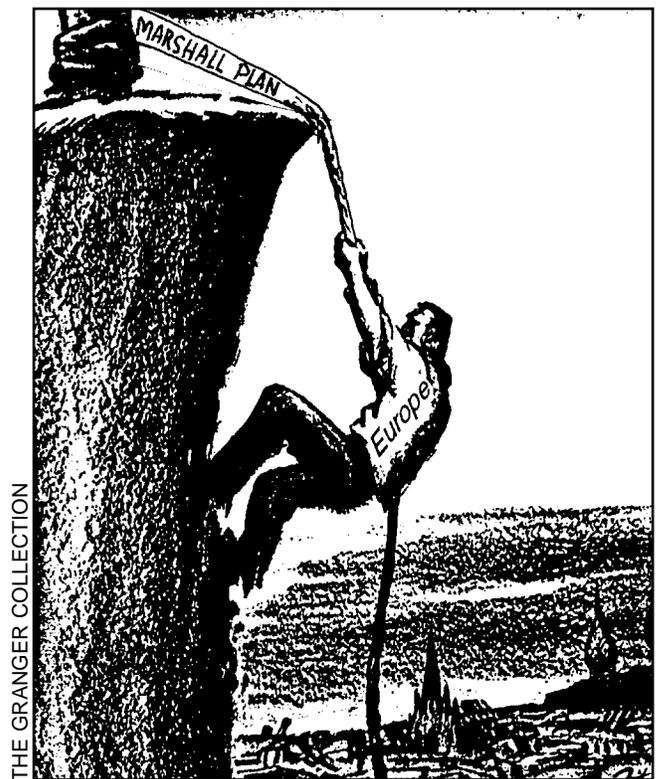
- 8 What is a primary role of lobbyists in the political process?
 - 1 to draft bills for legislators
 - 2 to present the views of special interest groups on proposed legislation
 - 3 to locate citizens willing to run for public office
 - 4 to provide legislators with unbiased information on important issues

- 9 The Supreme Court has ruled that burning the United States flag is a form of protest protected by the first amendment. Which action would be necessary to overturn this ruling?
- 1 issue of an Executive order by the President
 - 2 passage of a law by Congress
 - 3 ratification of an amendment to the Constitution
 - 4 adoption of a formal resolution by each state's legislature
- 10 Which action is an example of the use of the elastic clause of the United States Constitution?
- 1 purchase of the Louisiana Territory by President Thomas Jefferson
 - 2 impeachment of President Andrew Johnson
 - 3 ratification of the 19th amendment
 - 4 creation of the United States Navy
- 11 What was the most important advantage the North had during the Civil War?
- 1 unified popular support for the war effort
 - 2 superior military leadership
 - 3 economic aid from Great Britain and France
 - 4 more human resources and war material
- 12 One similarity between the Know-Nothings and the Ku Klux Klan is that both
- 1 opposed the spread of communism
 - 2 exposed abuses in big business and government
 - 3 believed the problems of society were caused by the growth of labor unions
 - 4 fostered resentment against minority groups in American society
- 13 Which statement is accurate about state legislatures in the South following the period of Reconstruction?
- 1 They established bureaus to assist the freedmen.
 - 2 They provided 40 acres of land and a mule to all former slaves.
 - 3 They tried to deprive the freedmen of their legal rights.
 - 4 They were generally dominated by former slaves.
- 14 The Dawes Act of 1887 granted farmland to Native American Indians as part of a plan to
- 1 give them enough space to raise buffalo
 - 2 assimilate them into American society
 - 3 preserve tribal cultural traditions
 - 4 promote peace between warring tribes
- 15 The corporate form of business became dominant in the late 19th century mainly because of the need of business for
- 1 protective tariffs
 - 2 assembly-line production
 - 3 a supply of cheap labor
 - 4 large amounts of investment capital
- 16 The railroad strikes of 1877, the Haymarket Affair of 1886, and the Pullman strike of 1894 show that labor unions of that period were
- 1 willing to use force to achieve their goals
 - 2 unable to organize large groups of workers
 - 3 firmly committed to laissez-faire capitalism
 - 4 supported by the Federal Government during disputes with big business
- 17 The Populist Party can be considered a successful third party because
- 1 its Presidential candidate won the election of 1892
 - 2 it maintained control of Congress for several years during the 1890's
 - 3 workers and business owners united to support reductions in the tariff
 - 4 laws were eventually passed that attained some of its goals
- 18 The works of Jacob Riis and Upton Sinclair exposed the problems associated with
- 1 poverty among Native American peoples
 - 2 rapid industrialization and urbanization
 - 3 segregation of public facilities in the South
 - 4 colonial expansion in Asia
- 19 The Sherman Antitrust Act and the Clayton Antitrust Act were both designed to
- 1 establish safe working conditions in factories
 - 2 promote fair competition in business
 - 3 force industry to use natural resources wisely
 - 4 decrease Federal income taxes on corporations

- 20 Reform legislation of the Progressive Era provided for
- 1 increased direct participation in government
 - 2 employment for the poor
 - 3 tax incentives for business investment
 - 4 the elimination of racial segregation in public places
- 21 During the first 100 years of its history, the United States followed a foreign policy of
- 1 forming military defense alliances with European nations
 - 2 establishing overseas spheres of influence
 - 3 remaining neutral from political connections with other nations
 - 4 providing leadership in international organizations
- 22 Late in the 19th century, many Americans believed that the United States should establish a colonial empire because
- 1 additional farmlands were needed to feed the growing American population
 - 2 many sections of the world wanted to become part of the United States
 - 3 American industries needed raw materials and markets
 - 4 colonies would provide cheap labor for southern plantations
- 23 President Theodore Roosevelt's policy regarding big business was to
- 1 replace private ownership with public ownership
 - 2 encourage a laissez-faire attitude toward business
 - 3 support the deregulation of business
 - 4 distinguish between "good" and "bad" trusts
- 24 United States Senators who opposed the Treaty of Versailles mainly objected to
- 1 United States membership in the League of Nations
 - 2 payment of reparations by Germany to the Allied Nations
 - 3 the transfer of Germany's colonial possessions to the League of Nations
 - 4 the creation of new and independent nations in Eastern Europe
- 25 The main reason President Theodore Roosevelt supported a Panamanian rebellion against Colombia in 1903 was to
- 1 increase the number of democratic nations in Latin America
 - 2 gain the right to complete a canal linking the Atlantic and Pacific Oceans
 - 3 reduce European colonialism in the Western Hemisphere
 - 4 prevent a foreign power from seizing land in Central America
- 26 In 1920, when Presidential candidate Warren G. Harding called for "a return to normalcy," he was advocating
- 1 increased support for Progressive Era programs and the League of Nations
 - 2 increased farm production and an emphasis on the rural lifestyle
 - 3 reduced international involvement and less government regulation of business
 - 4 reduced racial segregation and the elimination of discrimination against women
- Base your answers to questions 27 and 28 on the quotation below and on your knowledge of social studies.
- "The quotas established by the immigration act of 1921 . . . were unsatisfactory for two reasons: they admitted too large a number of immigrants; they did not discriminate sufficiently in favor of immigration from Northern and Western Europe."
- Henry Steele Commager
- 27 This quotation can be used to demonstrate the way in which the United States Government was influenced by
- | | |
|-----------------|-------------------|
| 1 nativism | 3 humanitarianism |
| 2 progressivism | 4 containment |
- 28 To achieve the goals stated in the quotation, Congress passed the Immigration Act of 1924, which provided for
- 1 an increase in the number of immigrants admitted annually
 - 2 the elimination of most aspects of the quota system
 - 3 a reduction in immigration from southern and eastern Europe
 - 4 a return to an open immigration policy

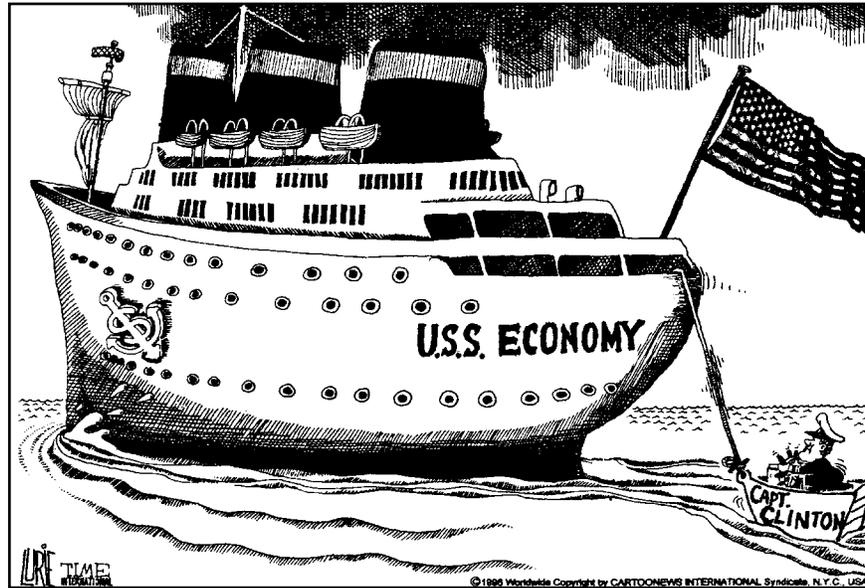
- 29 During the New Deal, the Federal Government attempted to improve conditions for farmers by
- 1 ending the practice of sharecropping
 - 2 supporting the formation of farmworker unions
 - 3 raising tariffs on farm imports
 - 4 paying farmers to take land out of production
- 30 Most conservatives who opposed President Franklin D. Roosevelt's policies believed that the New Deal was
- 1 endangering the free enterprise system
 - 2 threatening national security
 - 3 ignoring problems faced by rural Americans
 - 4 failing to enact needed social welfare reforms
- 31 Which aspect of the New Deal programs was most clearly a continuation of Progressive Era policies?
- 1 government regulation of business activities
 - 2 restoration of the cultural and tribal traditions of Native American Indians
 - 3 free health care for all Americans
 - 4 government purchase of surplus farm products
- 32 The election of Franklin D. Roosevelt to a third term as President in 1940 was controversial primarily because this action
- 1 upset the system of checks and balances
 - 2 violated an amendment to the Constitution
 - 3 challenged a long-held political tradition
 - 4 interfered with the functioning of the electoral college
- 33 The neutrality laws passed in the 1930's were based on the assumption that the surest way to avoid war was for the United States to
- 1 maintain a superior army and navy
 - 2 restrict loans to and limit trade with warring nations
 - 3 discourage aggressors by threatening military reprisals
 - 4 enter alliances with other democratic nations

Base your answer to question 34 on the cartoon below and on your knowledge of social studies.



- 34 The main idea of this cartoon from the late 1940's is that
- 1 Europe is slipping into chaos and revolution
 - 2 American economic aid is assisting European recovery
 - 3 containment is failing as a policy for stopping Soviet expansion into Western Europe
 - 4 Europeans are not making serious attempts to solve their economic problems
-
- 35 The main reason that the North Atlantic Treaty Organization (NATO) was formed after World War II was to
- 1 provide collective security against international Communist aggression
 - 2 increase trade between European nations
 - 3 encourage "people-to-people" peaceful diplomacy
 - 4 rebuild Western European economies

Base your answer to question 36 on the cartoon below and on your knowledge of social studies.



(adapted)

- 36 The main idea of this cartoon is that
- 1 economic considerations dictate United States foreign policy
 - 2 a free-trade policy is largely responsible for the success of the American economy
 - 3 a President can benefit from a strong national economy
 - 4 the United States no longer has a trade deficit

37 What was the significance of the use of Federal marshals to protect African-American students in Little Rock, Arkansas, in 1957?

- 1 It was the first time martial law had been declared in the United States.
- 2 It led to Federal takeover of many Southern public schools.
- 3 It strengthened control of education by state governments.
- 4 It showed that the Federal Government would enforce court decisions on integration.

38 President Lyndon Johnson's Great Society program was aimed at reducing the social pressures caused by

- 1 poverty and urban deterioration
- 2 the war in Vietnam
- 3 environmental pollution
- 4 political corruption

Base your answer to question 39 on the song below and on your knowledge of social studies.

"It isn't nice to block the doorway,
It isn't nice to go to jail,
There are nicer ways to do it,
But the nice ways always fail,
It isn't nice, it isn't nice,
You told us once, you told us twice,
But if that is freedom's price, we don't mind."

— Malvina Reynolds, "It Isn't Nice"

39 This song from the 1960's is most likely referring to the movement to

- 1 liberalize immigration laws
- 2 expand civil rights
- 3 allow women to serve in combat roles in the military
- 4 grant voting rights to 18-year-old citizens

- 40 Protests against United States involvement in Vietnam grew in the late 1960's and early 1970's mainly because many Americans
- 1 believed that the war was unjust
 - 2 objected to the drafting of college students
 - 3 feared nuclear war with the Soviet Union
 - 4 opposed participation in conflicts involving the United Nations
- 41 Which government action most benefited the labor union movement?
- 1 sending Federal troops to end the Pullman strike
 - 2 passage of the Wagner Act, guaranteeing workers the right to organize and to bargain collectively
 - 3 imposition of wage and price controls during several Presidential administrations
 - 4 enactment of right-to-work laws at various times
- 42 “. . . there are two types of laws: There are *just* laws and there are *unjust* laws. I would be the first to advocate obeying just laws. One has not only a legal but a moral responsibility to obey just laws. Conversely, one has a moral responsibility to disobey unjust laws.”
- Martin Luther King, Jr.
- This statement is a justification of the concept of
- 1 cultural pluralism
 - 2 ethnic assimilation
 - 3 reverse discrimination
 - 4 civil disobedience
- 43 The “trickle down” economic theory of President Herbert Hoover and the “supply side” economic policies under President Ronald Reagan were based on the idea that
- 1 balanced budgets are essential to economic success
 - 2 the Federal Government needs to assume more responsibility for solving economic problems
 - 3 economic growth depends on making increased amounts of capital available to business
 - 4 economic stability is the responsibility of Federal monetary agencies
- 44 One criticism of affirmative action programs is that these programs
- 1 ignore the needs of women in business and education
 - 2 lead to discrimination against more qualified people
 - 3 have a negative effect on immigration
 - 4 have not eliminated segregated housing patterns
- 45 The main reason that United States troops were sent to Bosnia in the mid-1990's was to
- 1 guarantee the safety of American citizens living in the area
 - 2 protect American investments in the Balkans
 - 3 assure the continual production of critical natural resources
 - 4 help bring about political stability in the area
- 46 What is a major function of the Federal Reserve Board and the Securities and Exchange Commission?
- 1 writing legislation affecting economic issues
 - 2 enforcing tariff laws and collecting duties on imports
 - 3 guarding against fraud and corruption in government agencies
 - 4 regulating certain economic activities of banks and the stock market
- 47 A major argument against granting the President the line-item veto was that it
- 1 violated the principle of checks and balances
 - 2 reduced “pork barrel” spending
 - 3 encouraged Congress to be wasteful
 - 4 prevented balanced budgets
- 48 The passage of the Medicare Act of 1965 and the Americans with Disabilities Act of 1990 shows that
- 1 health care is no longer a political issue
 - 2 New Deal principles continue to have a significant influence on later legislation
 - 3 government programs have been successful in correcting discrimination
 - 4 Federal policies continue to emphasize individual responsibility for health and welfare

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 In the United States system of government, a number of features provide the flexibility necessary to respond to changing times. Some of these features are listed below.

Features

Amending process
Supreme Court decisions
Elastic clause
Political parties
Presidential actions
The Cabinet

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

- Explain how the feature provides for flexibility in government
- Show how the feature was used in a specific historical situation as a response to changing times [5,5,5]

- 2 In developing a plan of government, the framers of the United States Constitution debated and compromised on a number of issues. Some of these issues are listed below.

Issues

Choosing a President
Federalism
Representation
Slavery
Taxation
Trade

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

- Explain the arguments on both sides of the debate
 - Describe the compromise that resulted from the argument in the debate [You must use a different compromise for each issue chosen.] [5,5,5]
-

Part III

ANSWER TWO QUESTIONS FROM THIS PART. [30]

- 3 Throughout United States history, individuals have made a difference in American society. Listed below are several of these individuals, paired with the areas in which they made significant contributions.

Individuals — Areas

Jane Addams — Social reform
Susan B. Anthony — Women’s rights
Thomas Edison — Technological advancement
Ralph Nader — Consumer protection
Rosa Parks — Civil rights
Eleanor Roosevelt — Human rights

Choose *three* of the pairs listed and for *each* pair chosen:

- Describe an action taken by the individual to bring about change in that area
- Discuss the impact of the individual’s action on American society [5,5,5]

- 4 Throughout United States history, some governmental actions have been taken in response to changes in American society. Some of these actions are listed below.

Governmental Actions

Jim Crow laws (1880’s)
Chinese Exclusion Act (1882)
Gentleman’s Agreement (1907)
Palmer raids (1919)
Internment of Japanese Americans (1940’s)
McCarthy Senate hearings (1950’s)

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

- Describe the action
- Discuss the historical change that led to the action
- Discuss the effects of the action on American society [5,5,5]

- 5 United States Presidents have adopted a variety of foreign policies that have had an impact on the United States role in the world. The Presidents listed below are paired with a foreign policy they adopted.

Presidents — Foreign Policies

George Washington (1789–1797) — Neutrality
James Monroe (1817–1825) — Protection of the Western Hemisphere
William McKinley (1897–1901) — Imperialism
Harry Truman (1945–1953) — Containment
Richard Nixon (1969–1974) — Détente
Jimmy Carter (1977–1981) — Promotion of international human rights
Ronald Reagan (1981–1989) — Buildup of military defenses

Choose *three* of the pairs listed and for *each* pair chosen:

- Explain the President’s foreign policy
- Discuss why the President adopted the policy
- Describe an impact of the policy on the United States role in the world [5,5,5]

- 6 Forms of mass communication have been used both to inform and to influence the American public. The forms listed below are paired with various topics.

Forms of Mass Communication — Topics

Political cartoons — Government corruption
Newspapers — War coverage
Radio — Presidential addresses
Literature — Social reform
Movies — Cultural values
Television — Political campaigns
Internet — Access to information

Choose *three* of the pairs listed and for *each* pair chosen:

- Describe *one* specific historical example of how the form of mass communication informed or influenced the American public about that topic
- Evaluate the extent to which this form of mass communication had a positive *or* a negative effect on that topic [5,5,5]

- 7 Inventions have led to social and economic change in the United States. Some inventions are listed below.

Inventions

Steel plow
Steam engine
Telephone
Automobile
Airplane
Laser technology

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

- Discuss how the invention led to *either* a social *or* an economic change in the United States
- Describe the extent to which this change had a positive *or* a negative effect on the United States [5,5,5]

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

**UNITED STATES HISTORY
AND GOVERNMENT**

Tuesday, June 20, 2000 — 9:15 a.m. to 12:15 p.m., only

ANSWER SHEET

Male

Student Sex: Female

Teacher

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.

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	37
47	54	23	37
46	54	22	36
45	53	21	35
44	52	20	35
43	51	19	34
42	51	18	33
41	50	17	32
40	49	16	32
39	48	15	31
38	48	14	30
37	47	13	29
36	46	12	29
35	45	11	27
34	45	10	24
33	44	9	22
32	43	8	19
31	43	7	17
30	42	6	15
29	41	5	12
28	40	4	10
27	40	3	7
26	39	2	5
25	38	1	2
		0	0

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

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

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY AND GOVERNMENT

Tuesday, June 20, 2000 — 9:15 a.m. to 12:15 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
June 20, 2000

Part I (55 credits)

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

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 how specific features provide for flexibility in government
- Demonstrate knowledge of how these features were used in specific historical situations as responses to changing times

Criteria for rating

Appropriate responses will explain how specific features provide the flexibility that has enabled the government to respond to changing times. Student responses will show how the features were used in specific historical situations as the government responded to changing times. Appropriate answers may include, but are not limited to, these examples:

Amending process

Article V of the United States Constitution describes how the Constitution may be formally amended. Both Congress and a two-thirds majority of the states must agree to the changes.

The Constitution was amended several times to extend the right to vote to more Americans as times changed. Until the Civil War, only white males over 21 years of age could vote. However, in 1870, African Americans were granted the right to vote by the 15th amendment; in 1920, women were granted the right to vote by the 19th amendment; in 1961, people in the District of Columbia were granted the right to vote by the 23rd amendment; and in 1971, people over 18 years of age were granted the right to vote by the 26th amendment.

Supreme Court decisions

The most important power of the Supreme Court is the right of judicial review. The power enables the Court to have the final voice in interpreting the Constitution. As times have changed, the Supreme Court has shown flexibility by reflecting public sentiment regarding certain situations. In 1896, the Supreme Court upheld segregation by declaring “separate but equal” public facilities legal (*Plessy v. Ferguson*). However, in 1954, the Court reversed its own interpretation of the 14th amendment by declaring segregation in public schools unconstitutional (*Brown v. Board of Education*). The reversal reflected changing views on racial equality and race relations in the United States.

Elastic clause

Article 1, Section 8, Clause 18, of the United States Constitution states that Congress can make all laws “necessary and proper” for carrying out the tasks listed in the Constitution.

Alexander Hamilton argued that the Constitution’s “necessary and proper” clause authorized Congress to do whatever was necessary to carry out its enumerated powers. Therefore, he supported the creation of a national banking system, even though it was not expressly included in the Constitution. In 1791, Congress approved the creation of the system, despite Thomas Jefferson’s opposition. (Other historical examples of the use of the elastic clause to provide flexibility during changing times include the establishment of the Federal Reserve System, the establishment of minimum wage laws, and the creation of the EPA.)

Essay 2—

Objectives

- Demonstrate knowledge of specific issues faced by the framers of the United States Constitution
- Demonstrate knowledge of both sides of the debates that occurred
- Demonstrate an understanding of the compromises that resulted from the arguments of the debates

Criteria for rating

Appropriate responses will explain the arguments on both sides of the debates on specific issues. While specific names or individuals are not required, knowledge of positions on both sides of the issues must be presented for full credit. Proper responses must also describe the compromises that resulted from the arguments in the debates. Appropriate responses may include, but are not limited to, these examples:

Representation

Issue/Positions:

Especially divisive was the issue of how states were to be represented in Congress. Larger states such as Virginia were in favor of a bicameral legislature with membership based on each state's population. Smaller states supported a one-house legislature in which each state had an equal vote.

Compromise:

The Great Compromise (or Connecticut Compromise) provided for a two-house Congress. Each state would be given equal representation in the Senate, but in the larger body, the House of Representatives, each state would be represented according to population.

Slavery

Issue/Positions:

The debate was over the way slaves were to be counted in the population of the states. The North wanted slaves counted for the purpose of taxation, while the South wanted them counted only for the purpose of representation in the House. A second debate arose over whether the slave trade and slavery itself were to be allowed under the Constitution.

Compromise:

The Three-fifths Compromise counted each slave as three-fifths of a person for the purposes of determining a state's level of both taxation and representation. Also, a guarantee was made that slaves could be imported for another 20 years, at which time (1808) Congress could vote to abolish the practice.

UNITED STATES HISTORY AND GOVERNMENT — *continued*

Trade

Issue/Positions:

The Northern States wanted the Federal Government to regulate interstate trade and foreign commerce. The South feared export taxes would be placed on its products, such as tobacco and rice, and opposed this idea.

Compromise:

The Commercial Compromise allowed Congress to regulate both foreign and interstate commerce, including placing tariffs on imports, but prohibiting taxes on exports.

Essay 3—

Objectives

- Demonstrate an understanding of actions taken by individuals to bring about changes in specific areas
- Demonstrate an understanding of the impact of these actions on American society

Criteria for rating

Appropriate responses must describe specific actions taken by individuals in an effort to bring about changes in areas of American society. Responses also must discuss the impact of these actions on American society. Appropriate responses may include, but are not limited to, these examples:

Jane Addams — Social reform

Action:

Jane Addams, concerned about the lives of the poor, settled into an immigrant neighborhood to learn about the problems immigrants faced. Addams hoped to relieve the effects of poverty by providing social services. She opened Hull House in Chicago in 1889 and taught English to immigrants, pioneered early-childhood education, and established neighborhood theaters and music schools.

Impact:

By 1910, there were over 400 settlement houses in the United States. Many settlement workers became political activists who crusaded for more social reform, including child labor laws, housing reforms, and women's rights.

Susan B. Anthony — Women's rights

Action:

Susan B. Anthony and others were opposed to the accepted norm of women's roles in society in the mid- to late-19th century. Anthony opposed the emphasis on domesticity and attempted to reform suffrage, women's property rights, and the rights of married women. Anthony was also part of the Seneca Falls Convention (1848), which issued the "Declaration of Sentiments" that declared that "all men and women are created equal."

Impact:

Although Susan B. Anthony did not live to see it (she died in 1906), women did receive the right to vote under the 19th amendment, ratified in 1920. Today, women have achieved equality in legal and property rights. Anthony influenced Betty Friedan (author of *The Feminine Mystique*), who was a leader in the formation of the National Organization for Women (NOW). Congress enacted the Equal Pay Act of 1963, and in contemporary society women succeed in professions previously dominated by males, including business, law, medicine, and politics.

UNITED STATES HISTORY AND GOVERNMENT — *continued*

Ralph Nader — Consumer protection

Action:

Ralph Nader became a leader in the consumer protection movement of the 1960's. Nader wrote a book, *Unsafe at Any Speed* (1965), which detailed safety hazards in automobiles.

Impact:

Congress passed programs to regulate the automobile industry. Motivated by Nader's example, other reformers worked to bring about legislation benefiting the interests of consumers.

Essay 4—

Objectives

- Demonstrate knowledge of actions taken by government as a reaction to changes in American society
- Demonstrate an understanding of the historical changes that led to the governmental actions
- Demonstrate knowledge of the effects of the governmental actions on society

Criteria for rating

Appropriate responses will describe actions taken by government in reaction to changes in American society. Responses will also discuss the historical changes that led to the actions and the effects of the actions on American society. Appropriate responses may include, but are not limited to, these examples:

Jim Crow laws (1880's)

In the Supreme Court civil rights cases of 1883, the Court ruled that Congress could not legislate against the racial discrimination practiced by private citizens, as well as railroads, hotels, and other businesses used by the public. Southern States began to pass legislation establishing social segregation. Jim Crow laws prohibited African Americans from riding in the same railroad cars as whites or drinking from the same water fountains as did whites. The Supreme Court upheld segregation in *Plessy v. Ferguson*, and most public facilities (schools, hospitals, and transportation facilities) remained segregated until the 1950's.

Palmer raids (1919)

In 1919, there was widespread discontent with the peace process and growing fears of the spread of communism. This anticommunist hysteria became known as the Red Scare. Attorney General A. Mitchell Palmer established a special office to gather information on suspected radicals. Palmer also ordered mass arrests of anarchists, socialists, and labor agitators. During one year, 6,000 people were arrested — many of whom had immigrated to the United States — and 500 were deported. The effect was an increase in nativist Ku Klux Klan activity and the passage of restrictive immigration policies in the 1920's, particularly against southern and eastern Europeans.

McCarthy Senate hearings (1950's)

Senator Joseph McCarthy of Wisconsin began a hunt for communist subversives in government positions. In 1950, he charged that he had a list of State Department employees known to be communists. He led Senate hearings in which he ruined the reputations of people he accused of being communists. The espionage case against Julius and Ethel Rosenberg gave credence to his position, and the Federal Government passed the McCarran Act aimed at restricting potential immigrants who might be subversives. By 1954, McCarthy began to charge that there were communists in the Armed Forces. The hearings were televised. In December 1954, his tactics and reputation questioned by his Senate colleagues, McCarthy was censured. While McCarthy's downfall helped end the excesses of the anticommunism movement, anticommunist attitudes would endure throughout the remainder of the Cold War.

Essay 5—

Objectives

- Demonstrate knowledge of specific foreign policies adopted by Presidents of the United States
- Demonstrate an understanding of why the Presidents adopted the foreign policies
- Demonstrate an understanding of the impact the foreign policies had on the United States role in the world

Criteria for rating

Appropriate responses will explain specific foreign policies adopted by Presidents and discuss why the Presidents adopted these policies. Appropriate responses will also describe impacts of the policies on the United States role in the world. Appropriate responses may include, but are not limited to, these examples:

George Washington (1789–1797) — Neutrality

A major concern during President Washington’s eight years as President was the question of whether to give United States support to France, France’s enemies, or neither side. Washington believed that the young nation was not strong enough to engage in a European war, despite public concern over issues such as impressment. With his Proclamation of Neutrality in 1793 and his Farewell Address in 1796, President Washington set the pattern of United States foreign policy well into the 19th century. He urged the nation to take independent action in foreign affairs. Presidents Adams, Jefferson, and Monroe followed similar doctrines.

William McKinley (1897–1901) — Imperialism

President McKinley led the United States into war against Spain in 1898 to “free” Cuba from Spanish domination. The outcome was the acquisition by the United States of many former Spanish territories, which touched off a national debate among imperialists and anti-imperialists. The President sided with the imperialists because he believed that to compete, the United States needed colonies; to be a true world power it needed naval bases; expansion was its destiny; and its duty was to care for poor, weak peoples. As a result, the United States acquired many new territories (Samoa, Wake Island, and the Panama Canal Zone), and its role, particularly in Latin America, became paternalistic with the passage of the Roosevelt Corollary.

Jimmy Carter (1977–1981) — Promotion of international human rights

The hallmark of President Carter’s foreign policy was human rights. He strongly believed that as a nation the United States had the moral obligation to eliminate human rights violations whenever and wherever possible. In 1975, the United States and other nations signed the Helsinki Agreement promising to respect basic human rights. President Carter felt that, based on that agreement, the United States should withhold aid from nations that violated human rights. In response, the United States denounced the oppression of the black majority in South Africa and Rhodesia, and in Latin America, human rights violations by the military governments of Argentina and Chile led President Carter to cut off United States aid to those countries.

Essay 6—

Objectives

- Demonstrate knowledge of forms of mass communication
- Demonstrate knowledge of how forms of mass communication influenced the American public about various topics
- Demonstrate an understanding of the extent to which forms of mass communication had positive or negative effects on various topics

Criteria for rating

Appropriate responses will describe how the forms of mass communication influenced the American public about the topics with which they are paired. Full-credit responses must explain the positive or negative impacts of the forms of communication on the topics. Appropriate responses may include, but are not limited to, these examples:

Political cartoons — Government corruption

Thomas Nast's use of political cartoons to highlight government scandal and the big-city political rings (Tweed) could be cited. The fact that the Progressives were successful in obtaining legislation to stop corruption demonstrates a positive effect. The works of contemporary cartoonists such as Trudeau, Oliphant, and Toles could also be used. It is not necessary to use specific names of cartoonists to receive full credit.

Radio — Presidential addresses

President Franklin D. Roosevelt used the radio to speak to the American people. This earned him the nickname "the Great Communicator." President Roosevelt held press conferences and used the radio for "fireside chats" with the American people. He involved the public emotionally in his explanations of what he was doing to solve the nation's economic problems during the Great Depression and as the United States entered World War II. He was able to convince people that he had confidence in himself and in the nation under the most trying of circumstances.

Television — Political campaigns

Perhaps the best known impact of television on campaigns was in 1960. Television was a critical factor in a close Presidential race between Richard M. Nixon and John F. Kennedy. In the first of four televised debates — the first such debates in campaign history — Kennedy appeared on screen as more vigorous and comfortable than Nixon. In this case, appearance mattered as much as substance on issues, and those appearances are often credited with Kennedy's victory in that election.

Note: If movies are chosen, students must link the movies to specific historical examples/events.

Essay 7—

Objectives

- Demonstrate knowledge of specific inventions
- Demonstrate knowledge of how inventions led to social or economic changes in the United States
- Demonstrate an understanding of the extent to which the changes had positive or negative effects on the United States

Criteria for rating

Appropriate responses will discuss how inventions led to either social or economic changes and describe the extent to which the changes had positive or negative effects on the United States. Appropriate responses may include, but are not limited to, these examples:

Steel plow

On the sod-covered Great Plains, the farmers had to work hard to make the land arable. The invention of the steel plow allowed farmers to develop fertile farmland more efficiently and cheaply, making farming more profitable. It also enabled farmers to replace their oxen with horses. By the late 1850's, thousands of steel plows were increasing agricultural productivity throughout the United States. As a result, the cost of many agricultural products declined.

Steam engine

The age of mechanized steam-powered travel began in 1807 with the voyage of the *Clermont* up the Hudson River. Commercially operated steamboat lines soon made shipping on United States rivers both faster and cheaper. The steam engine was installed in steam locomotives, and the railroads soon began to compete, providing more rapid and reliable links between United States cities. The railroad soon changed small western towns such as Cleveland, Cincinnati, and Chicago into booming commercial centers and connected the east and west coasts, accelerating westward movement.

Automobile

Perhaps more than any other invention, the automobile changed the pattern of American life. By 1929, 26 million automobiles were registered, which meant there was an average of nearly one car per family. In economic terms, the automobile industry replaced the railroad industry as the key promoter of economic growth. Other industries — steel, glass, rubber, gasoline, and highway construction — now depended on automobile sales. In social terms, the automobile positively affected America's ability to shop, travel for pleasure, and commute to work. On the negative side, the increased use of the automobile brought increasing numbers of traffic injuries, increased use of fossil fuels, and increased pollution.
