

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

**UNITED STATES HISTORY
AND
GOVERNMENT**

Tuesday, January 26, 1999 — 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 Which political belief is expressed by the quotation “we . . . will not hold ourselves bound by any Laws in which we have no voice, or Representation”?
 - 1 necessity for separation of powers
 - 2 government by consent of the governed
 - 3 freedom of press and assembly
 - 4 right to a writ of habeas corpus
- 2 The Articles of Confederation created a
 - 1 republic with a chief executive
 - 2 strong central government
 - 3 government with legislative and judicial branches
 - 4 league of free and independent states
- 3 At the Constitutional Convention of 1787, a major obstacle to drafting a new constitution was the
 - 1 disagreement between the states over representation in Congress
 - 2 controversy over the separation between church and state
 - 3 delegates’ lack of talent and lack of government experience
 - 4 hostility of the Federalists
- 4 Which political development in the United States is considered part of the unwritten constitution?
 - 1 system of checks and balances
 - 2 system of political parties
 - 3 power of the President to grant pardons
 - 4 power of Congress to issue patents
- 5 Which action would most likely result in the greatest increase in the power of the executive branch?
 - 1 abolishing the electoral college
 - 2 borrowing money from the World Bank
 - 3 broadening the President’s wartime authority
 - 4 lowering the age at which a person can be elected President
- 6 “The powers not delegated to the United States by the Constitution, nor prohibited by it to the states, are reserved to the states respectively, or to the people.”

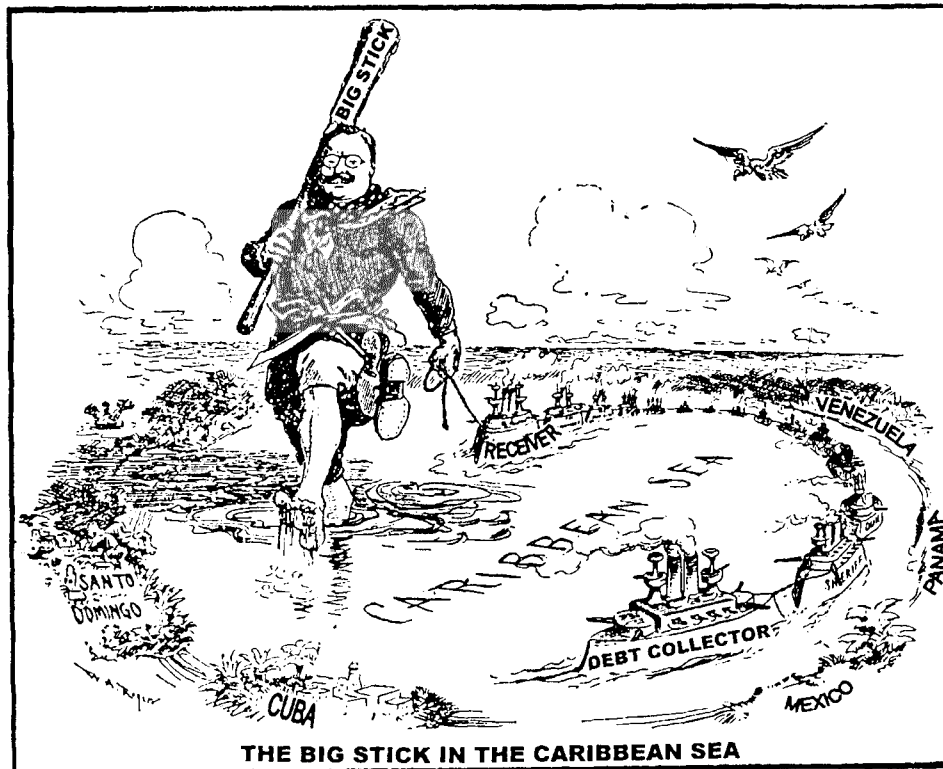
— United States Constitution
10th amendment

Which principle of government is expressed in this amendment?

 - 1 The states have only those powers that are listed in the Constitution.
 - 2 Congress decides which powers the states can exercise.
 - 3 Congress has the power to pass any law that it wishes.
 - 4 The powers of the National Government are limited.
- 7 Throughout United States history, the Supreme Court has developed several principles such as “clear and present danger” and “wall of separation between church and state.” These principles show that
 - 1 the states have been allowed to apply their individual interpretation to the Bill of Rights
 - 2 judicial review has been used to clarify issues concerning civil liberties
 - 3 the application of the Bill of Rights has been consistent since the 1790’s
 - 4 civil rights are clearly defined in the Constitution
- 8 President Thomas Jefferson used the implied powers of the Constitution when he
 - 1 expressed support for States rights
 - 2 purchased the Louisiana Territory
 - 3 started the Republican Party
 - 4 founded the University of Virginia

- 9 Which problem did the Missouri Compromise, the Compromise of 1850, and the Kansas-Nebraska Act attempt to solve?
- 1 extension of slavery into the western territories
 - 2 equitable distribution of frontier lands to the owners of small farms
 - 3 placement of protective tariffs on foreign imports
 - 4 need for internal improvements in transportation
- 10 Which United States Supreme Court decision assured accused persons the right to be informed of certain constitutional rights at the time of their arrest?
- 1 *Engel v. Vitale*
 - 2 *Baker v. Carr*
 - 3 *Miranda v. Arizona*
 - 4 *Gideon v. Wainwright*
- 11 Since the 1950's, some of the greatest public controversies about United States Supreme Court decisions have resulted from the Court's interpretation of the
- 1 power of the House of Representatives to initiate revenue bills
 - 2 power of state governors to pardon criminals
 - 3 right of individuals to criticize public officials
 - 4 right of individuals and groups to equal protection of the law
- 12 After 1877, which economic changes were encouraged in the "New South"?
- 1 free land and public education for the freedmen
 - 2 return to small family-owned farms and introduction of cottage industries
 - 3 industrial development and agricultural diversification
 - 4 elimination of sharecropping and increased subsistence farming
- 13 The term "robber barons" is used to describe many industrialists of the late 19th century mainly because they
- 1 made large charitable donations to worthy causes
 - 2 sought to maximize their profits by eliminating competition and exploiting workers
 - 3 attempted to stimulate the economy by keeping the prices of their products as low as possible
 - 4 opposed the entry of poor and uneducated immigrants into the United States
- 14 A major purpose of the Granger movement of the early 1870's was to
- 1 eliminate the abuses of the railroads
 - 2 support the policies of laissez-faire economics
 - 3 correct injustices in the civil service system
 - 4 reduce the importation of manufactured goods
- 15 Which group in the United States presented the strongest opposition to unlimited immigration during the late 19th century?
- 1 steel-producing industrialists
 - 2 steamship company owners
 - 3 recent immigrants
 - 4 organized labor
- Base your answers to questions 16 and 17 on the song lyrics below and on your knowledge of social studies.
- "I once was a tool of oppression
 As green as a sucker could be
 And monopolies banded together
 To beat a poor hayseed like me."
 — Populist Party song (1892)
- 16 Most of the supporters of the movement symbolized by this song were
- 1 business leaders
 - 2 women
 - 3 farmers
 - 4 government employees
- 17 The song suggests that the Populists supported a policy of
- 1 enforcement of antitrust laws
 - 2 expansion of United States overseas trade
 - 3 increased national defense spending
 - 4 high tariffs to protect United States manufacturers
-
- 18 Social Darwinism promoted the idea that
- 1 new immigrants were equal to native-born Americans
 - 2 stronger businesses would succeed at the expense of weaker businesses
 - 3 the poor should be protected by government action
 - 4 natural selection is contrary to democratic principles

Base your answers to questions 19 and 20 on the cartoon below and on your knowledge of social studies.



Culver Pictures (adapted)

- | | |
|---|--|
| <p>19 The primary goal of the United States foreign policy referred to in the cartoon was to</p> <ol style="list-style-type: none"> 1 build United States factories in the Caribbean region 2 improve relations with Caribbean nations 3 provide defense for nations in the Caribbean 4 protect United States interests in the Caribbean region | <p>20 To carry out the foreign policy referred to in the cartoon, President Theodore Roosevelt added a corollary to the</p> <ol style="list-style-type: none"> 1 Monroe Doctrine 2 Open Door policy 3 Good Neighbor policy 4 Panama Canal Treaty |
|---|--|
-
- | | |
|---|---|
| <p>21 The Chinese Exclusion Act, the Gentlemen's Agreement, and the National Origins Act all show that at times the United States</p> <ol style="list-style-type: none"> 1 opposed the principle of open immigration 2 supported the restriction of immigration from western Europe 3 encouraged immigrants who would provide cheap labor 4 favored immigration from all parts of the world | <p>22 In the late 1890's and early 1900's, the public became aware of the poor housing conditions and the economic distress of many immigrant urban dwellers through the</p> <ol style="list-style-type: none"> 1 writings of Harriet Beecher Stowe 2 activities of the pacifist movement 3 photographs of Jacob Riis 4 campaign platform of the Know-Nothing Party |
|---|---|

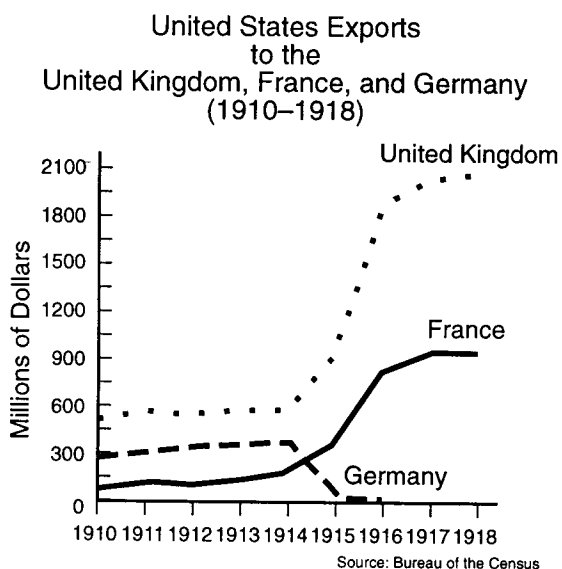
23 “Fifty years ago, there was a cry against slavery and men gave up their lives to stop the selling of black children on the block. Today the white child is sold for two dollars a week to the manufacturers. Fifty years ago the black babies were sold [for cash]. Today the white baby is sold on the installment plan.”

— Mother Jones, 1903

In this passage the author is protesting the

- 1 use of child labor in industry
- 2 exploitation of African-American children in the inner cities
- 3 sale of children into slavery
- 4 ability of children to use credit in company stores

Base your answer to question 24 on the graph below and on your knowledge of social studies.



24 This graph supports the idea that the United States entered World War I to

- 1 limit the spread of communism in Europe
- 2 protect its economic interests
- 3 stop attacks on its warships
- 4 punish Germany for war crimes

25 Which social movement was most affected by World War I?

- 1 repealing Prohibition
- 2 ending restrictions on immigration
- 3 adopting women's suffrage
- 4 providing aid to the unemployed

26 The Fourteen Points proposed by President Woodrow Wilson are best described as a

- 1 statement of principles that would govern the postwar world
- 2 program the United States could follow to achieve victory in World War I
- 3 list of reasons for the United States to remain neutral in World War I
- 4 policy dealing with the threat of international communism

27 A major reason for the emergence of a “consumer culture” in the 1920's was that

- 1 the Federal Government encouraged labor to unionize
- 2 enforcement of antitrust laws resulted in higher prices
- 3 minimum-wage laws expanded buying power
- 4 advertising and installment payments encouraged buying

28 The 1925 trial of John Scopes involved a conflict between

- 1 communists and industrialists
- 2 science and religion
- 3 the Ku Klux Klan and civil rights advocates
- 4 supporters and opponents of a ban on the sale of alcoholic beverages

29 “Europeans can't buy goods from Americans because Europeans can't sell goods in the American market. Obviously, they don't have the chance to earn the money they need to buy our goods.”

This statement focuses on which cause of the Great Depression?

- 1 restriction of credit by banks
- 2 high protective tariffs
- 3 low wages of American workers
- 4 overspeculation on the stock market

30 Soon after Franklin D. Roosevelt became President in 1933, he supported

- 1 stronger civil rights laws to protect African Americans
- 2 increased enforcement of Federal antitrust laws
- 3 expanded programs of direct relief to the unemployed
- 4 increased farm output to feed the hungry

31 Which groups were most helped by the Wagner Act and the Fair Labor Standards Act, passed during the New Deal?

- 1 workers and labor unions
- 2 stockbrokers and investors
- 3 large businesses and corporations
- 4 farmers and landowners

32 During the New Deal, the main purpose of the Agricultural Adjustment Acts was to

- 1 stimulate farm production to provide food for unemployed city workers
- 2 assist farmers in relocating to towns and cities
- 3 produce a farm surplus for export to foreign countries
- 4 increase farm income by controlling production

33 The main reason the United States entered World War II was to

- 1 gain additional overseas territories
- 2 stop totalitarian aggression
- 3 honor its treaty commitments
- 4 spread capitalist economic ideas to poor nations

34 President Harry Truman advanced the cause of civil rights for African Americans by

- 1 ordering the desegregation of the Armed Forces
- 2 appointing the first African American to the Supreme Court
- 3 supporting the ratification of the 14th and 15th amendments
- 4 establishing affirmative action policies for industry

35 "After World War II, some United States foreign policy principles were significantly different from those followed prior to the War."

This statement is best supported by a United States post-World War II policy of

- 1 sending troops to various areas of the world to prevent communist takeovers
- 2 maintaining friendly relations with Great Britain and France
- 3 abandoning the Monroe Doctrine in relations with Latin American nations
- 4 closing military bases around the world to save money for domestic programs

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



Rosie the Riveter Steps Out (adapted)

36 In this cartoon, the main idea is that after World War II, many women might

- 1 insist that men be given back their pre-World War II jobs
- 2 demand the right to serve in combat in future wars
- 3 resist a return to their traditional role as homemakers
- 4 demand the right to vote and to seek public office

37 Since the end of the Cold War, the most persistent problem facing United States foreign policy has been

- 1 using higher tariffs to protect United States markets
- 2 dealing with the conflicts in other nations and regions
- 3 supporting command economies in Western Europe
- 4 increasing the preparedness of the Armed Forces

38 "... the Great Society is not a safe harbor, a resting place, a final objective, a finished work. It is a challenge constantly renewed, beckoning us toward a destiny where the meaning of our lives matches the marvelous products of our labor. . . ."

— President Lyndon B. Johnson

This statement supports President Johnson's belief that the Federal Government has a responsibility to

- 1 protect the national security
- 2 guarantee the rights of workers
- 3 assume the responsibilities of state governments
- 4 improve the general welfare

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

**Life Expectancy of Men and Women
in the United States**

Year	Men	Women
1900*	46.3	48.3
1950	65.6	71.1
1960	66.6	73.1
1970	67.1	74.7
1980	70.0	77.4
1990	71.8	78.8
1993†	72.1	78.9

* Based on 10 states and the District of Columbia,
Age 65 Data from 1900–1902 period

† Provisional data

Source: National Center for Health Statistics

39 A valid conclusion based on the data in the table is that

- 1 men have received better medical attention than women
- 2 Americans are healthier than people in any other country
- 3 the average life expectancy in the United States has increased steadily during the 20th century
- 4 most of the change in the average lifespan for men and women has occurred since 1950

40 A writer who publishes articles revealing political corruption might be called a modern-day

- 1 nativist
- 2 muckraker
- 3 philanthropist
- 4 abolitionist

41 "Let every nation know, whether it wishes us well or ill, that we shall pay any price, bear any burden, meet any hardship, support any friend, oppose any foe to assure the survival and the success of liberty."

— President John F. Kennedy, 1961

"Clearly there are limits to what outside forces can do to solve the severe internal problems of countries."

— President Bill Clinton, 1993

The best explanation for the difference between these two statements is that the United States has

- 1 reduced its support for the United Nations
- 2 rejected the principle of collective security
- 3 abandoned the policy of terrorism
- 4 been influenced by its experiences in the Vietnam War

42 "Though I have found no Negroes who want to see the [Allies] lose this war, I have found many who, before the war ends, want to see the stuffing knocked out of white supremacy . . . to win democracy for ourselves at home and to help win the war for democracy the world over . . ."

— A. Philip Randolph

Which war is most likely being discussed in this statement?

- 1 Revolutionary War
- 2 Civil War
- 3 World War II
- 4 Vietnam War

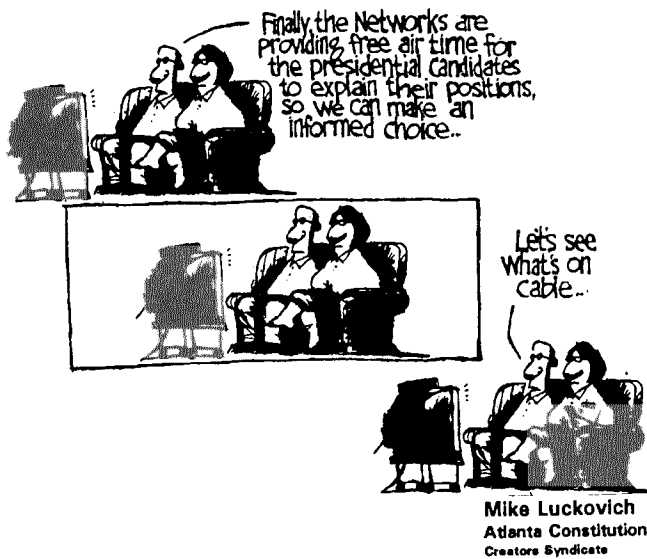
43 One similarity between the 1920's and the 1960's in the United States is that during both decades

- 1 traditional standards of dress, conduct, and conformity were challenged
- 2 involvement in international peacekeeping organizations was rejected
- 3 economic conditions led to a severe depression
- 4 civil rights legislation improved conditions for minorities

44 *Uncle Tom's Cabin*, *The Jungle*, and *The Feminine Mystique* are significant books because they all

- 1 exposed corrupt government practices
- 2 led to Federal legislation to protect the environment
- 3 led to the adoption of constitutional amendments
- 4 influenced socioeconomic changes

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



- 45 What is the main idea of the cartoon?
- 1 Families that watch television are the most informed about politics.
 - 2 The speeches of candidates often fail to attract the voters' attention.
 - 3 More voters should watch cable television.
 - 4 Television networks are not acting in politically responsible ways.

- 46 **"Year of the Rat Celebrated in Chinatown"**
"St. Patrick's Day Parade Draws a Crowd of 10,000"
"Martin Luther King Day Recognized in Schools Across the United States"

Which characteristic of United States society is illustrated by these headlines?

- | | |
|-------------------|----------------------|
| 1 nativism | 3 urbanization |
| 2 social mobility | 4 cultural pluralism |

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



- 47 The cartoon makes the point that decisions of the Supreme Court

- 1 sometimes do not resolve controversial issues
- 2 are usually accepted by both sides in a controversy
- 3 avoid dealing with controversial issues
- 4 ignore public opinion

- 48 **"Johnson Decides Not To Run"**
"Nixon Resigns Presidency"
"Bush Defeated by Clinton"

Based on these headlines, a valid conclusion about the Presidency since the 1960's is that

- 1 incumbent Presidents are guaranteed success in the next election
- 2 Vice Presidents seldom become President
- 3 the people hold a President accountable for his performance
- 4 Presidential power has become nearly unlimited

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 Since the United States Constitution was written, it has been amended to deal with specific issues.

Issues

Voting rights
Freedom of expression
Rights of the accused
Right to bear arms
Taxation
Prohibition

Select *three* of the issues listed and for *each* one selected:

- State *one* way an amendment dealt with that issue [Use a *different* amendment for each issue selected. The number of the amendment does *not* have to be given.]
- Discuss the historical background that led to the adoption of that amendment
- Discuss a *specific* effect that amendment had on American society [5,5,5]

- 2 The chart below lists some individuals or groups involved in specific actions that have been considered by some Americans to be abuses of governmental power.

<i>Individual/Group — Action</i>
President John Adams — appointment of the “midnight judges”
Radical Republicans — impeachment of President Andrew Johnson
President Franklin D. Roosevelt — attempt to “pack” the Supreme Court
Senator Joseph McCarthy — hearings to expose suspected Communists in the United States
President Lyndon B. Johnson — sending forces to fight in Vietnam without a formal declaration of war
President Richard Nixon — attempt to cover up the Watergate break-in

Select *three* of the actions listed and for *each* one selected:

- Explain why some Americans considered the action to be an abuse of governmental power
 - Explain why some Americans supported the action
 - Describe an outcome of the action [5,5,5]
-

Part III

ANSWER TWO QUESTIONS FROM THIS PART. [30]

- 3 Some individuals have made significant efforts to bring about change in the United States.

Individuals

Frederick Douglass
Jane Addams
Henry Ford
Jackie Robinson
Betty Friedan
Cesar Chavez
Sarah and James Brady
Eleanor Roosevelt

Select *three* individuals (or pair) from the list and for *each* one selected:

- Identify *one* specific change that individual (or pair) attempted to bring about in the United States
 - Discuss efforts made by that individual (or pair) to bring about that change
 - Describe an impact of those efforts on the United States [5,5,5]
- 4 The chart below lists several controversial issues and two individuals associated with those issues who held differing viewpoints on them.

<i>Issues</i>	<i>Pairs of Individuals</i>
Creation of a national bank	Thomas Jefferson — Alexander Hamilton
Right of labor to organize	Andrew Carnegie — Samuel Gompers
Free coinage of silver	William McKinley — William Jennings Bryan
Achievement of equal rights for African Americans	W.E.B. Du Bois — Booker T. Washington
Overcoming the Great Depression	Herbert Hoover — Franklin D. Roosevelt
Civilian control of the military	Harry Truman — Douglas MacArthur

Select *three* pairs of individuals listed and the issue on which they held differing viewpoints. For *each* pair selected:

- Explain why the issue was controversial [Use specific historical information about the circumstances surrounding the controversy.]
- Discuss *each* individual's viewpoint concerning the issue
- Describe a resolution of the controversy [5,5,5]

- 5 The United States has pursued a variety of foreign policy goals.

Foreign Policy Goals

Containment
Global involvement
Humanitarianism
Isolationism
Neutrality
Territorial expansion

Select *three* of the foreign policy goals listed and for *each* one selected:

- Identify a specific action taken by the United States to carry out that foreign policy goal [Use a *different* action for each foreign policy goal selected.]
- Discuss the specific historical circumstances that led to that action
- Discuss the extent to which the action was successful in achieving that foreign policy goal [5.5.5]

- 6 Some groups of people have not been treated equally in the United States. Some of these groups are listed below.

Groups

Native American Indians (1865–today)
African Americans (1890–today)
Latinos (1930–today)
Japanese Americans (1940–today)
Persons with disabilities (1970–today)
Individuals with AIDS (1980–today)

Select *three* of the groups listed and for *each* one selected:

- Show how the group was not treated equally during the time period indicated [You must use *different* information and *different* actions for each group selected.]
- Discuss *one* specific action taken during the time period indicated to overcome this unequal treatment
- Discuss an impact of this action on the group [5.5.5]

- 7 Economic conditions have prompted the United States Congress to pass various laws.

Laws

Interstate Commerce Act (1887)
Clayton Antitrust Act (1914)
Glass-Steagall Act (FDIC) (1933)
Social Security Act (1935)
GI Bill of Rights (Servicemen's Readjustment Act) (1944)
Medicare Act (1965)
Economic Recovery Tax Act (President Reagan's tax program)(1981)
Gramm-Rudman Hollings Act (Balanced Budget Act) (1985)

Select *three* of the laws from the list and for *each* one selected:

- Describe *one* economic condition that led to the passage of that law
- Explain *one* way the law dealt with this economic condition
- Discuss an impact of the law on American society [5.5.5]

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY AND GOVERNMENT

Tuesday, January 26, 1999 — 1:15 to 4:15 p.m., only

ANSWER SHEET

☐ Male

☐ Female

Student

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

Rater's Initials:

Total Score

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
48	55
47	54
46	53
45	53
44	52
43	51
42	50
41	50
40	49
39	48
38	47
37	47
36	46
35	45
34	44
33	44
32	43
31	42
30	41
29	41
28	40
27	39
26	38
25	38

No. Right	Credits
24	37
23	36
22	35
21	34
20	34
19	33
18	32
17	31
16	31
15	30
14	29
13	28
12	28
11	26
10	23
9	21
8	19
7	16
6	14
5	12
4	9
3	7
2	5
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

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY AND GOVERNMENT

Tuesday, January 26, 1999 — 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 26, 1999

Part I (55 credits)

1... 2 ...	25... 3 ...
2... 4 ...	26... 1 ...
3... 1 ...	27... 4 ...
4... 2 ...	28... 2 ...
5... 3 ...	29... 2 ...
6... 4 ...	30... 3 ...
7... 2 ...	31... 1 ...
8... 2 ...	32... 4 ...
9... 1 ...	33... 2 ...
10... 3 ...	34... 1 ...
11... 4 ...	35... 1 ...
12... 3 ...	36... 3 ...
13... 2 ...	37... 2 ...
14... 1 ...	38... 4 ...
15... 4 ...	39... 3 ...
16... 3 ...	40... 2 ...
17... 1 ...	41... 4 ...
18... 2 ...	42... 3 ...
19... 4 ...	43... 1 ...
20... 1 ...	44... 4 ...
21... 1 ...	45... 2 ...
22... 3 ...	46... 4 ...
23... 1 ...	47... 1 ...
24... 2 ...	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 specific amendments to the United States Constitution
- Demonstrate knowledge of the historical background that led to amending the Constitution
- Demonstrate an understanding of the effects of specific constitutional amendments on American society

Criteria for rating

Appropriate responses will state how a specific constitutional amendment dealt with the issue. Each response must use a different amendment but need not cite the amendment's number. The response will discuss the historical background that led to changing the Constitution. To receive full credit, the response must discuss a specific effect of the amendment on American society. Appropriate responses may include, but are not limited to, these examples:

Voting rights

Amendment:

Citizens between the ages of 18 and 21 were given the right to vote. (26th amendment)

Historical background:

The right to vote had been expanded to include formerly enslaved persons (15th) and women (19th). During the Vietnam conflict, young men were drafted at the age of 18 and were dying for their country. The students on college campuses began to mobilize to secure the franchise for 18- to 21-year-old citizens.

Effect:

Young Americans as a group have not had a significant impact on the political scene because, as a group, they do not exercise their franchise.

Taxation

Amendment:

Congress passes an amendment to permit an income tax law. (16th amendment)

Historical background:

Until the passage of the 16th amendment, money collected from tariffs was the major source of revenue for the Federal Government. Reformers sought to legislate a tariff that would provide needed revenue, ensure adequate protection for industry, and lower prices on imported goods. During President Grover Cleveland's administration, a law lowered tariffs and included a 2% tax on incomes over \$4,000. The Supreme Court rejected the income tax part of the law.

Effect:

In 1913, the 16th amendment addressed the objections to the income tax. The Underwood Tariff lowered rates and included a graduated income tax on incomes over \$4,000. By 1917, revenue from the income tax exceeded receipts from tariffs.

Essay 2 —

Objectives

- Demonstrate an understanding of why some Americans considered some actions of specific individuals or groups to be abuses of governmental power
- Demonstrate an understanding of why some Americans supported these actions
- Demonstrate an understanding of the outcome of controversial actions

Criteria for rating

Appropriate responses must show knowledge of the specific action. Furthermore, the response must indicate why some Americans considered the action an abuse of power and why other Americans supported the action. To receive full credit, the response must describe a specific outcome of the action. Appropriate responses may include, but are not limited to, these examples:

President John Adams — appointment of the “midnight judges”

Argument as an abuse of power:

After the election of 1800, President John Adams made a series of last-minute appointments of Federalists to various government posts. Newly elected President Thomas Jefferson believed Adams did not have the right to make these appointments and ordered his Secretary of State, James Madison, not to deliver the appointments of Federal judges. William Marbury, an appointee, sued Madison, asking for a writ of mandamus requiring Madison to deliver the appointment.

Argument in support of action:

The Constitution and subsequent legislation provides for the orderly selection of judicial members. The President was fulfilling his duties by appointing judges.

Outcome:

The Supreme Court found the Judiciary Act of 1789 unconstitutional. Although the Constitution does not provide the Supreme Court with the power of judicial review, Chief Justice Marshall stated, “It is emphatically the province and duty of the judicial department to say what the law is.” Marshall established two principles with this decision: the Constitution is supreme when there is a conflict between the Constitution and/or a Federal or state law, and the job of the Court is to interpret the laws of the United States.

President Lyndon B. Johnson — sending forces to fight in Vietnam without a formal declaration of war

Argument as an abuse of power:

The Constitution grants the power to declare war to the Congress. In this case, the President was attempting to circumvent Congress, and he deployed troops without consulting Congress.

UNITED STATES HISTORY AND GOVERNMENT — *continued*

Argument in support of action:

According to the Constitution, the Commander in Chief of the Armed Forces is the President. When a military situation threatens the security of United States troops and national defense, the President must act quickly to safeguard the interests of the United States.

Outcome:

The United States committed itself to one of the longest military involvements, which eventually proved unwinnable. Congress passed the Gulf of Tonkin Resolution giving virtual war powers to the President.

Essay 3 —

Objectives

- Demonstrate knowledge of a specific change that an individual (or pair) attempted to bring about in the United States
- Demonstrate an understanding of the efforts made by a specific individual (or pair) to bring about change
- Demonstrate an understanding of the impact these efforts had on the United States

Criteria for rating

An appropriate response must identify a specific change, discuss the efforts of the individual (or pair) in bringing about the change, and describe an impact of those efforts on the United States. Appropriate responses may include, but are not limited to, these examples:

Frederick Douglass

Change:

Abolition of slavery

Efforts:

This former slave spoke effectively about the evils of enslavement to predominately white audiences and helped organize African Americans into regiments during the Civil War.

Impact:

Douglass' speeches and writings helped assure the ratification of the 13th amendment in 1865, which abolished involuntary servitude.

Cesar Chavez

Change:

Improved wages for migrant Mexican-American farmworkers

Efforts:

Chavez used nonviolent methods to gain recognition for the plight of farmworkers. He led a nationwide boycott of grapes and engaged in a personal hunger strike.

Impact:

Religious and other social groups rallied behind his cause. The United Farm Workers Committee was formed and bargained for higher wages for migrant farmworkers.

Essay 4 —

Objectives

- Demonstrate an understanding of controversial issues
- Demonstrate an understanding of the opposing viewpoints of specific individuals concerning these issues
- Demonstrate knowledge of the resolution of the controversies

Criteria for rating

Appropriate responses must use specific historical information to explain the historical background surrounding the controversial issue. Each individual's viewpoint must be discussed in detail. Merely stating that one of the individuals disagreed with the other and the disagreement caused a controversy is incomplete because it does not establish a viewpoint. In describing the resolution, the response must include the outcome. Appropriate responses may include, but are not limited to, these examples:

Free coinage of silver — William McKinley — William Jennings Bryan

Background:

The economy of the United States in the 1890's was unstable. The farmers believed that the economy would benefit and stabilize if the country turned from a gold standard to the unlimited coinage of silver.

Viewpoints:

William McKinley endorsed a gold standard and, as the Republican candidate for President in 1896, was supported by the moneyed interests of industrialists and by factory workers. These groups feared economic ruin if silver was freely coined.

William Jennings Bryan represented the interest of midwestern farmers and was supported by the Democratic and Populist parties. His speech at the Democratic convention, supporting the free coinage of silver, became known as the "Cross of Gold" speech.

Resolution:

Bryan and McKinley were opponents in the Presidential elections of 1896 and 1900. In both cases, McKinley prevailed. The United States remained on a gold standard until the 1930's.

Civilian control of the military — Harry Truman — Douglas MacArthur

Background:

According to the Constitution, the President, a civilian, is the Commander in Chief of the Armed Forces. In June 1950, when the forces of North Korea invaded South Korea, President Harry Truman requested that the United Nations pass a resolution in support of South Korea. He then ordered General Douglas MacArthur to provide naval and air support to South Korea.

Viewpoints:

Because of the many global anti-Communist initiatives, Truman wanted to wage a limited war in Korea. He ordered MacArthur to limit United States military aid in Korea to naval and air support. Although this went beyond the United Nations resolution, it showed the intention of the United States to contain communism. The war was to remain in Korea.

MacArthur wanted to bomb mainland China and invade with troops. He spoke publicly and wrote letters against a limited war.

Resolution:

The open conflict that developed in the press caused Truman to hold a press conference in which he asserted his power by removing MacArthur from his command. Truman maintained that with atomic weapons in the hands of the Soviet Union there were no little wars and this conflict could easily become a nuclear war.

Essay 5 —

Objectives

- Demonstrate knowledge of specific actions taken by the United States in the area of foreign policy
- Demonstrate knowledge of the historical circumstances that led to that action
- Demonstrate an understanding of the extent to which a specific action achieved foreign policy goals

Criteria for rating

Appropriate responses should identify a specific action taken by the United States to carry out a foreign policy goal. Each response must use a different action. The response should include the specific historical circumstances that led to the action and explore the extent to which the action achieved that foreign policy goal. A response addressing neutrality as a foreign policy goal, such as “The United States traded with both sides to remain neutral,” is incomplete because it fails to detail the specific historical circumstances. Appropriate responses may include, but are not limited to, these examples:

Containment

Specific action:

Passage of the Marshall Plan (European Recovery Program) in 1948

Historical circumstance:

As a result of World War II, much of Europe faced homelessness, hunger, and economic chaos. To the European nations of France, Italy, and Germany, communism seemed to offer solutions to these problems.

Success of action:

To prevent the spread of communism, George C. Marshall, President Harry Truman’s Secretary of State, announced a program providing \$12 billion in aid to rebuild Western Europe. The aid received by the Western European nations helped to stabilize the region and improve economic conditions.

Territorial expansion

Specific action:

The annexation of the Philippine Islands

Historical circumstance:

After the alleged sinking of the U.S.S. *Maine* in Havana Harbor by the Spanish, American journalists persuaded the United States to declare war on Spain. The Spanish were easily defeated and the United States acquired such former Spanish territories as the Philippines.

Success of action:

The acquisition of former Spanish territories created an overseas empire for the United States. To support this empire, the United States expanded its Navy, built the Panama Canal, and involved itself more deeply in foreign affairs.

Essay 6 —

Objectives

- Demonstrate knowledge of how specific groups were not treated equally in certain time periods
- Demonstrate knowledge of specific actions taken to overcome this unequal treatment
- Demonstrate an understanding of the impact the specific action had on the group

Note: The action taken may be by an individual, a group, or government.

Criteria for rating

Appropriate responses should include an example of discrimination toward or unequal treatment of the selected group. The response should address a specific action taken during the specific time period to overcome the unequal treatment. If a response describes an example not occurring during the stated time period, no credit should be given. For example, discussing the importation of enslaved peoples from Africa would be inappropriate because this response is not in the time period specified by the question. To receive full credit, the response must address the impact the action had on the group. Each response must use different information and different actions. Appropriate responses may include, but are not limited to, these examples:

African Americans (1890–today)

Unequal treatment:

As a result of Jim Crow laws and the Supreme Court case *Plessy v. Ferguson* (1896), segregated facilities were considered acceptable in American society.

Specific action:

The Supreme Court in *Brown v. Board of Education* (1954) declared “separate but equal is inherently unequal.”

Impact:

Communities were forced to desegregate their public schools “with all due deliberate speed.” This Supreme Court decision marked a new era in race relations. Throughout the 1960’s, the Court under Chief Justice Earl Warren continued to extend the civil rights of African Americans.

Japanese Americans (1940–today)

Unequal treatment:

During World War II, many West Coast descendants of Japanese immigrants were sent to relocation centers because they were believed to be potential threats to the security of the United States.

Specific action:

One of the internees, Fred Korematsu, filed a lawsuit against the United States, but the Supreme Court decided that the actions of the United States were justified. In 1983, Japanese Americans petitioned Congress for an investigation.

Impact:

In 1988, Congress passed a bill formally apologizing to the survivors and granting each survivor \$20,000.

Essay 7 —

Objectives

- Demonstrate knowledge of a specific economic condition that led to a specific law
- Demonstrate an understanding of the way the law dealt with the economic condition
- Demonstrate an understanding of the impact of the law on American society

Criteria for rating

Appropriate responses should demonstrate an understanding that Congress often passes legislation to deal with specific economic conditions that affect the country. The response should include a description of an economic condition that led to congressional action. A complete response must also include an explanation of how the law addressed the condition. For full credit, the response must discuss an impact of the law on American society. Appropriate responses may include, but are not limited to, these examples:

Interstate Commerce Act (1887)

Economic condition:

Railroads were charging higher rates to small businesses, and the states were restricted from regulating the railroads because they were interstate businesses.

Provisions of law:

The law prohibited rebates to large shippers and required that rates be made available to the public.

Impact:

The attempts by Congress to regulate big business pleased the farmers of the Midwest and showed that government was responsive to their needs.

GI Bill of Rights (Servicemen's Readjustment Act) (1944)

Economic condition:

At the end of World War II, millions of servicemen and servicewomen, who fought the Axis powers, returned to an economy that was unprepared to absorb them.

Provision of the law:

Veterans returning to a peacetime economy were given free tuition and books, and their expenses for training were reimbursed. [Other provisions of the bill are also acceptable.]

Impact:

Most of the veterans used this program to attend college, get vocational training, or start businesses. This bill helped the wartime economy of the United States become a viable peacetime economy.