

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

**UNITED STATES HISTORY
AND
GOVERNMENT**

Thursday, August 13, 1998 — 12:30 to 3:30 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)

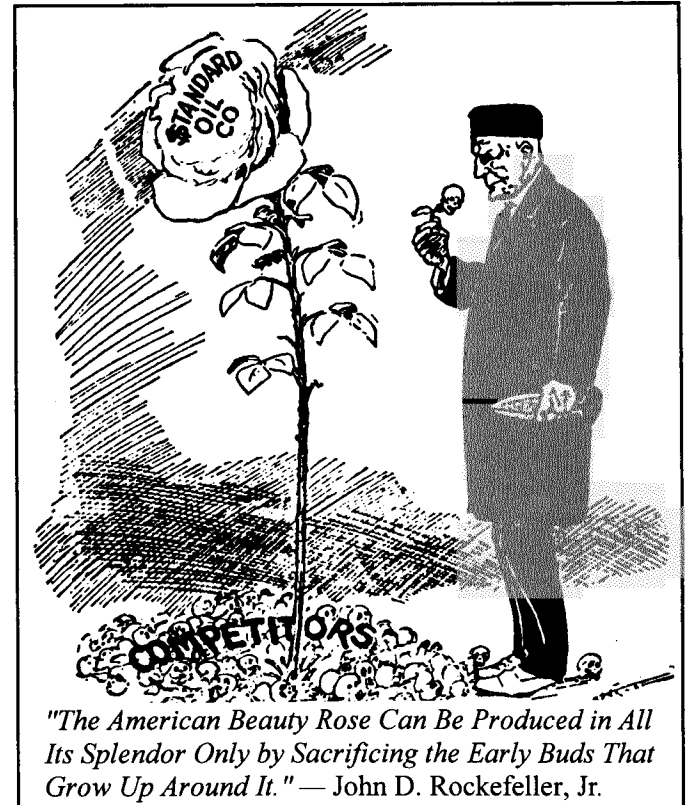
Answer all 48 questions in this part.

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 In United States history, the phrase “a government of laws, not of men” has been used to express the idea that
 - 1 sexism should legally be ended
 - 2 all laws should apply equally to all persons
 - 3 government should interfere as little as possible in people’s lives
 - 4 newly elected government leaders should not be allowed to initiate changes in the law
- 2 John Locke’s theory of the social contract, as developed in the United States Declaration of Independence, stated that
 - 1 the people should revolt against a government that did not protect their rights
 - 2 monarchs could rule autocratically, but they had to grant certain rights to their subjects
 - 3 legislatures should have more power than kings
 - 4 government should guarantee equal economic conditions to all people
- 3 Which statement best explains why the Articles of Confederation established a weak rather than a strong central government?
 - 1 Americans were following the plan of government set up in the Declaration of Independence.
 - 2 The absence of national problems made a strong government unnecessary.
 - 3 Colonial experiences under Great Britain had created a fear of unlimited government.
 - 4 Revenues were not adequate to support a strong central government.
- 4 “Our true policy is to steer clear of permanent alliances” — George Washington
President Washington made this statement to warn against United States involvement in
 - 1 European military conflicts
 - 2 international trade
 - 3 the race for overseas colonies
 - 4 westward expansion
- 5 Which action in the process of electing a President of the United States is provided for in the Federal Constitution?
 - 1 the opening of a national nominating convention
 - 2 the President making an inaugural address
 - 3 the electoral college casting ballots
 - 4 a political party adopting a platform
- 6 After the President has proposed the Federal budget, the next step in the process of adopting the budget is to submit it to the
 - 1 Internal Revenue Service
 - 2 Treasury Department
 - 3 Cabinet
 - 4 House of Representatives
- 7 The significance of the Supreme Court case *Marbury v. Madison* is that the decision
 - 1 advanced civil rights for minorities
 - 2 upheld the constitutionality of a national bank
 - 3 limited Presidential control of foreign policy
 - 4 established the power of judicial review
- 8 The Dred Scott decision on the issue of slavery upheld the Southern viewpoint that
 - 1 the power of the Supreme Court does not extend to cases of race
 - 2 Congress could not pass a law depriving territorial residents of their property
 - 3 a national vote should be held to decide the legality of slavery
 - 4 the economic well-being of the western states depended on slave labor
- 9 Which method resulted in both “separate but equal” public facilities (1896) and Miranda warnings against self-incrimination (1966)?
 - 1 decisions of the United States Supreme Court
 - 2 proclamations of state governors
 - 3 executive orders of the President
 - 4 congressional actions

- 10 The provision of the Radical Republicans' plan for Reconstruction that Southern States found most objectionable was that a former Confederate State could *not* be readmitted to the Union unless that State
- 1 gave land and money to former slaves
 - 2 granted full citizenship to former Confederate leaders
 - 3 ratified the 14th amendment
 - 4 agreed to modernize its economy
- 11 Booker T. Washington and W.E.B. Du Bois shared the belief that African Americans should
- 1 use force to bring an immediate end to segregation in public facilities
 - 2 pursue education as the key to improving social status
 - 3 recognize that the growth of labor unions was the major barrier to economic advancement
 - 4 strive for immediate social equality with whites
- 12 In the decades after the Civil War, the major result of the shift from single proprietorship to corporate organization was that business was able to
- 1 make more efficient use of natural resources
 - 2 concentrate on improving the quality of manufactured goods
 - 3 provide workers with higher wages
 - 4 raise large sums of money
- 13 In the late 19th century, the pattern of United States immigration changed in that
- 1 far fewer immigrants arrived in the United States than in previous years
 - 2 most immigrants chose to settle in the rural, farming regions of the western United States
 - 3 increasing numbers of immigrants came from eastern and southern Europe
 - 4 most immigrants were political refugees
- 14 During the period from 1865 to 1900, disputes between labor and management were often marked by
- 1 the use of violence by both sides
 - 2 cooperative efforts to resolve differences
 - 3 government support of striking workers
 - 4 arbitration by the Federal Government

Base your answers to questions 15 and 16 on the cartoon below and on your knowledge of social studies.



- 15 In the cartoon, the figure of John D. Rockefeller represents a
- 1 philanthropist
 - 2 robber baron
 - 3 government economist
 - 4 small-business owner
- 16 Which feature of the United States economy in the late 1800's is symbolized by the rose in the cartoon?
- 1 technological improvements in agriculture
 - 2 dependence on imported oil
 - 3 creation of monopolies
 - 4 governmental success in regulating business competition

Base your answer to question 17 on the table below and on your knowledge of social studies.

Output of Heavy Industry 1870–1910			
Year	Rolled Iron and Steel (thousands of tons)	Copper (tons)	Industrial Machinery (millions of dollars)
1870	850*	14,112	\$110.4 †
1880	3,301	30,240	98.6 ‡
1890	6,746	129,882	185.6
1900	10,626	303,059	347.6
1910	24,216	544,119	512.4

* Approximate total
† Data for 1869
‡ Data for 1874

Source: *America's History*, Worth Publishers, 1993
(adapted)

17 Between 1870 and 1910, the changes in output shown in the table were most directly the result of

- 1 shifts in consumer tastes
- 2 competition from European industries
- 3 efforts by industry to meet government production quotas
- 4 improvements in technology and worker productivity

18 The Federal Civil Service System was begun in the late 19th century primarily to

- 1 reward political party supporters
- 2 reduce the practice of political patronage
- 3 secure political campaign contributions
- 4 provide government contracts for big business

19 During the 19th century, what was the major reason that an increasing number of states established public schools and passed compulsory education laws?

- 1 Reformers argued that an educated, literate population was necessary for a successful democracy.
- 2 The Supreme Court required the states to do so.
- 3 Most jobs required a high school diploma.
- 4 The United States had begun a massive program of technical training to enhance its international economic position.

20 Jacob Riis, Jane Addams, and Margaret Sanger are most closely associated with efforts to

- 1 educate and train formerly enslaved persons
- 2 preserve the natural environment
- 3 advance the interests of organized labor
- 4 improve conditions for the poor

21 A major function of the Federal Reserve System is to

- 1 suggest ways for the Federal Government to save money
- 2 lend money to state governments
- 3 manage the supply of currency and bank credit
- 4 issue United States Savings Bonds

22 During the late 19th and early 20th centuries, United States intervention in Latin America was motivated by the United States desire to

- 1 protect its growing investments in Latin America
- 2 encourage Latin American trade with Europe
- 3 end Latin American independence movements
- 4 reduce the influence of communism in Latin America

23 During the early 1900's, the initiative, recall, and referendum were changes made in many states to give

- 1 citizens the right to choose Presidential candidates
- 2 voters greater direct participation in government
- 3 workers more rights in the collective bargaining process
- 4 business leaders more control over their industries

24 Which action best demonstrated the United States effort to isolate itself from European conflicts after World War I?

- 1 lowering tariff rates
- 2 attempting to improve relations with Asia
- 3 failing to sign international disarmament agreements
- 4 refusing to join the League of Nations

25 • Free and unlimited coinage of silver
• Government ownership of railroads
• Graduated income tax

Which of these political parties first proposed these reforms in its platform?

- 1 Republican Party in 1876
- 2 Populist Party in 1892
- 3 "Bull Moose" Party in 1912
- 4 Democratic Party in 1932

- 26 Which generalization is consistent with the ruling of the United States Supreme Court in *Schenck v. United States*?
- 1 The freedoms guaranteed in the Bill of Rights are virtually unlimited.
 - 2 Government has the right to suspend any rights at any time.
 - 3 Individual rights can be limited in the national interest.
 - 4 The balance between individual rights and the general social welfare almost always favors individual rights.
- 27 Which feature of the immigration laws of the 1920's was different from prior laws?
- 1 Quotas were set to limit immigration from many countries.
 - 2 Preference was granted to Chinese immigrants.
 - 3 Refugees from war-torn Europe were encouraged to enter the United States.
 - 4 Efforts were made to stop illegal immigration from Latin America.
- 28 Which combination of factors contributed most to the start of the Great Depression of the 1930's?
- 1 immigration restrictions and a lack of skilled workers
 - 2 high taxes and overspending on social welfare programs
 - 3 United States war debts and the declining value of the dollar
 - 4 overproduction and the excessive use of credit
- 29 The clash between President Franklin D. Roosevelt and the United States Supreme Court over New Deal laws best illustrates the operation of
- 1 federalism
 - 2 due process
 - 3 checks and balances
 - 4 the two-party system
- 30 The National Industrial Recovery Act and the National Labor Relations Act are often cited as evidence that New Deal legislation
- 1 tried to keep the costs of labor down
 - 2 sympathized with the interests of workers
 - 3 blamed unions for slowing economic recovery
 - 4 favored management over unions
- 31 An immediate effect of the Lend-Lease program was that
- 1 Western Europe recovered from the damage caused by World War I
 - 2 the Soviet Union formed the Warsaw Pact
 - 3 Japan declared war against the United States
 - 4 the United States provided critical aid to Great Britain and the Soviet Union
- 32 The Japanese attack on Pearl Harbor in 1941 is an illustration of the
- 1 impact a single event can have on public opinion in a time of crisis
 - 2 effectiveness of a policy of appeasement in stopping aggression
 - 3 success of the pacifist movement in the United States
 - 4 role of communism as a negative influence in global affairs
- 33 Which congressional action not only raised money for World War II but also contributed to the national debt?
- 1 requiring employers to withhold taxes from workers' paychecks
 - 2 raising income tax rates
 - 3 selling war bonds
 - 4 enacting wage and price controls
- 34 Which would be the most appropriate entry for line *D* in the list below?
- I. The Cold War at home

A. The McCarthy hearings

B. Alger Hiss case

C. House Un-American Activities Committee

D. _____
- 1 Labor unrest
 - 2 Racial segregation
 - 3 Wage and price controls
 - 4 Loyalty oaths

- 35 "Separate educational facilities are inherently unequal."

— *Brown v. Board of Education*

The effect of this Supreme Court ruling was to

- 1 establish affirmative action programs in higher education
 - 2 require the integration of public schools
 - 3 desegregate the armed forces and the military academies
 - 4 force states to spend an equal amount on each public school student
- 36 In a farewell message to the American public, President Dwight D. Eisenhower warned of the growth of the "military-industrial complex." This term refers to the
- 1 influence of defense contractors on Congress
 - 2 threat from the Soviet Army
 - 3 internal danger from Communist spies
 - 4 economy's dependence on oil imported from the Middle East
- 37 "... 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."
- Which conclusion is best supported by this quotation from the Inaugural Address of President John F. Kennedy in 1961?
- 1 The Cold War was over, and the Soviet Union was beginning to unravel.
 - 2 President Kennedy was encouraging a very strong presence in foreign policy in the post-World War II period.
 - 3 Compromise and appeasement were the best avenues to world peace.
 - 4 President Kennedy understood the limitations of power, even for a strong nation like the United States.
- 38 Most Americans who opposed sending United States troops to fight in the Vietnam War believed that
- 1 nuclear weapons should be used to end the war
 - 2 the war should be extended into China
 - 3 the United States should not police the world
 - 4 international trade would be interrupted

- 39 The intent of the War Powers Act of 1973 is to limit the President's power to

- 1 send troops to rescue Americans held captive by terrorists in a foreign nation
- 2 use troops to defend against an armed attack on the United States
- 3 send troops to suppress a riot in an American city
- 4 commit troops to major military operations in a foreign nation

Base your answers to questions 40 and 41 on the statements below concerning United States foreign policy and on your knowledge of social studies.

Speaker A: There was nothing left for us to do but to take the Philippines, to educate the Filipinos, and to uplift, civilize, and Christianize them.

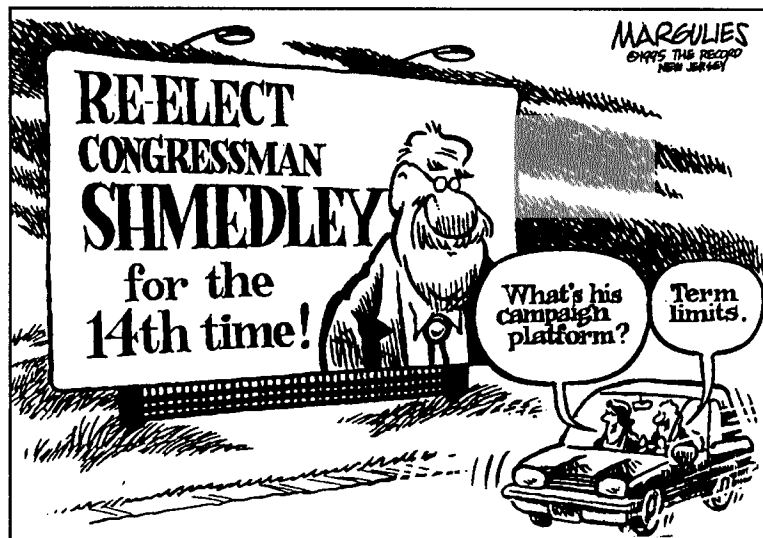
Speaker B: If we wish to compete with other nations for foreign possessions, we must have navies and armies like theirs. Happily, the United States has no need to drain its resources in this way.

Speaker C: We must insure that a canal across Central America is built. The United States needs an efficient shipping route between the east and west coasts.

Speaker D: The principles of the Declaration of Independence should guide United States policy toward other nations.

- 40 When did this discussion most likely take place?
- 1 during the American Revolution
 - 2 during the Civil War
 - 3 just after the Spanish-American War
 - 4 just after the announcement of the Good Neighbor policy
- 41 Which foreign policy action is supported by the statement of Speaker A?
- 1 assuming the "White Man's Burden"
 - 2 guaranteeing free trade
 - 3 implementing collective security
 - 4 instituting economic sanctions
-

Base your answer to question 42 on the cartoon below and on your knowledge of social studies.



42 What is the main idea of the cartoon?

- 1 Experienced officeholders more effectively represent the people's wishes than newly elected officeholders do.
- 2 Members of Congress are not making sincere efforts to curb their tenure in office.
- 3 The average voter does not support the idea of term limits.
- 4 Campaign platforms accurately reflect the views of Members of Congress.

43 From the end of World War II until the 1980's, the United States carried out its foreign policy mainly by

- 1 giving in to foreign demands
- 2 avoiding any situation that might involve the nation in a conflict
- 3 acting forcefully to obtain and control colonies
- 4 taking a variety of actions to prevent the spread of communism

44 One similarity between the Korean War and the Persian Gulf War is that in each conflict the

- 1 United States attempted to limit traffic through the Suez Canal
- 2 sentiment of the American public turned against the conflict
- 3 United Nations took action to halt the aggression
- 4 dictators of North Korea and Iraq were removed from office

45 One similarity between President Franklin D. Roosevelt and President Lyndon B. Johnson is that both

- 1 believed strongly in States rights
- 2 expanded the power of the Presidency
- 3 supported a strict construction of the Constitution
- 4 opposed most civil rights legislation

46 **"President Nixon Plans Trip to China To Meet with Chairman Mao"**
"President Carter Signs New Panama Canal Treaty"
"President Clinton Concludes Trade Agreement with Japan"

Each headline illustrates an action of a President fulfilling his role as

- 1 head of his political party
- 2 Commander in Chief
- 3 chief diplomat
- 4 chief legislator

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

**Selected Statistics for Women
Who Worked Full Time in 1993**

Major Occupation Group	Percent of Men's Earnings
Professional	73.3
Sales and administrative support	70.4
Service	74.0
Craft and repair	67.3
Laborer	72.2

Source: U.S. Department of Labor

47 Which statement is best supported by the data in the table?

- 1 Women earn more in service jobs than in craft and repair jobs.
- 2 Men can more easily find jobs that require little skill or education.
- 3 More women are working as professionals than as laborers.
- 4 A discrepancy exists between the earnings of men and women in similar jobs.

48 Which statement about immigration to the United States is most accurate?

- 1 The desire for economic advancement has been a major reason for immigration to the United States.
- 2 The ethnic mix of immigrants to the United States has remained mostly unchanged.
- 3 The number of immigrants has remained constant in each decade during most of United States history.
- 4 Nearly all immigrants have easily assimilated into American culture.

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

Students Please Note:

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

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

Part II

ANSWER ONE QUESTION FROM THIS PART. [15]

- 1 United States Presidents have used various powers of the Presidency to confront challenging situations. Some Presidents and the challenging situations they faced are listed below.

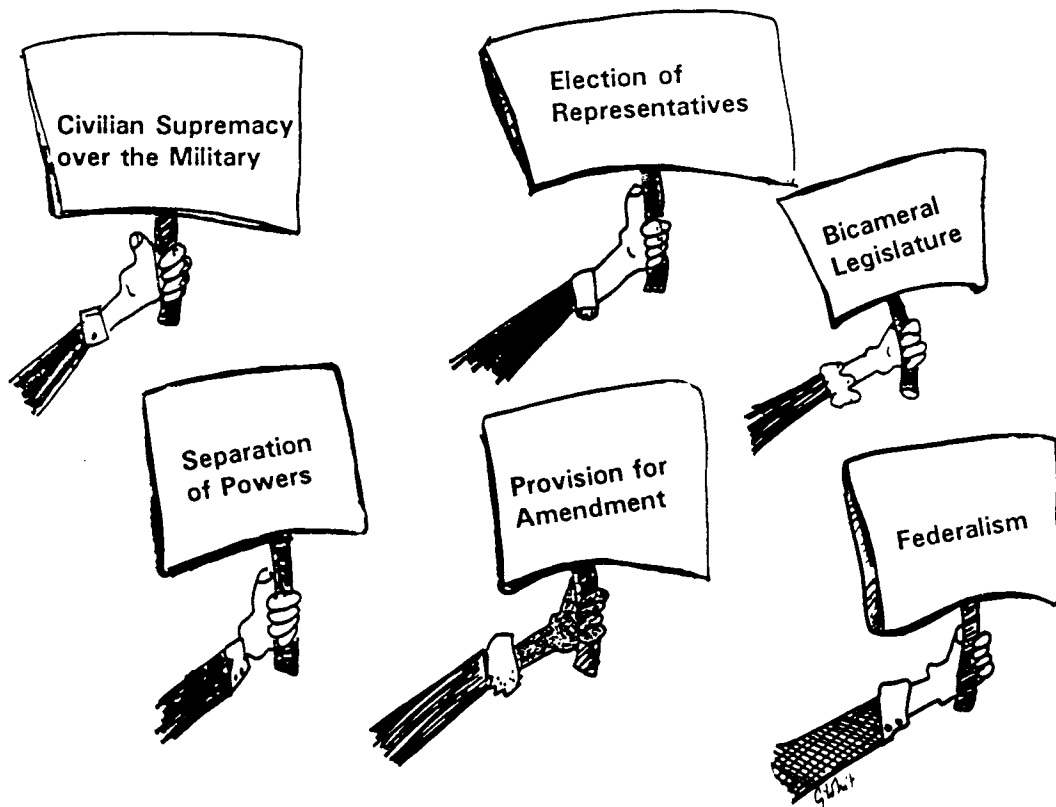
Presidents — Situations

Thomas Jefferson — Territorial expansion
Andrew Johnson — Reconstruction
Theodore Roosevelt — Business monopolies
Woodrow Wilson — Achieving world peace
Franklin D. Roosevelt — Great Depression
Harry Truman — Threat of communism
Jimmy Carter — Conflict in the Middle East

Select *three* of the Presidents and the situation with which each is paired and for *each* President selected:

- Describe *one* specific challenge the President confronted in dealing with the situation
- Identify a Presidential power used to meet this challenge
- Show how the President used this power to address the challenge [5,5,5]

2 The United States Constitution includes many concepts. Some of these concepts are illustrated below.



Select *three* of the concepts shown in the illustration and for *each* one selected:

- Explain the meaning of the concept
 - Explain why the concept was included in the United States Constitution
 - Discuss the use or application of the concept in United States history [Be sure to refer to a specific historical circumstance in your answer.] [5.5.5]
-

Part III

ANSWER TWO QUESTIONS FROM THIS PART. [30]

- 3 The United States Government has passed many laws in response to the needs of society. Some of these laws are listed below.

Laws

Homestead Act (1862)
Sherman Antitrust Act (1890)
Pure Food and Drug Act (1906)
National Labor Relations Act (Wagner Act) (1935)
Social Security Act (1935)
Immigration Act of 1965
Americans with Disabilities Act of 1990

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

- Describe the historical circumstances that led to the passage of the law
- Show how the law specifically addressed these circumstances [5,5,5]

- 4 The United States has several geographic features that are related to economic developments. These relationships have affected the United States.

Geographic Features → Economic Developments

Many swift-running rivers in New England → Industrial Revolution
Irregular coastlines of the United States → Shipping and commerce
Limited rainfall in the Great Plains → Agricultural technology
Generally mild climate in the Southeast → Plantation system
Few navigable rivers west of the Mississippi → Transcontinental railroad
Vast amounts of iron and coal → Expansion of industry

Select *three* of the geographic features and the economic development with which each is paired and for *each* selection:

- Describe *one* specific relationship between the geographic feature and the economic development that occurred
- Discuss how this relationship affected the United States at a specific period of time in United States history [Be sure to include specific historical information in your answer.] [5,5,5]

5 Important ideas have frequently led to change in American life. Several quotations from primary documents are listed below.

"We hold these truths to be self-evident: that all men and women are created equal;
..."

— Seneca Falls Declaration (1848)

"No state shall . . . deprive any person of life, liberty, or property, without due process of law, nor deny to any person within its jurisdiction the equal protection of the laws."

— 14th amendment (1868)

"... in all cases where any tribe or band of Indians has been . . . located upon any reservation, . . . the President of the United States . . . is, authorized, whenever any reservation or any part thereof . . . is advantageous for agriculture . . . to be surveyed . . . and to allot the lands in said reservation . . . to any Indian located thereon in quantities as follows:

To each head of a family, one-quarter of a section;

To each single person over eighteen years of age, one-eighth of a section; . . . "

—Dawes Act (1887)

"What we want to consider is, first, to make our employment more secure, and, secondly, to make wages more permanent, and, thirdly, to give these poor people a chance to work. . . . but I say to you that this labor movement has come to stay."

—Samuel Gompers (1890)

"... to enforce the constitutional right to vote, to provide . . . relief against discrimination in public accommodation, to authorize the Attorney General to institute suits to protect constitutional rights in public facilities and public education . . . [and] to establish a Committee on Equal Employment Opportunities, . . . "

—Civil Rights Act of 1964

"No person acting under color of law shall employ any literacy test as a qualification for voting in any federal election."

—Voting Rights Act of 1965

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

- Describe the historical situation that led to this quotation
- Discuss *one* way that the implementation of the idea in the quotation brought about a specific change in American life [5.5.5]

- 6 Throughout United States history, situations occur that are both similar to and different from situations of other time periods. Pairs of such situations are listed below.

Pairs of Situations

Growth of the Know-Nothing Party (1850's) — Formation of the Ku Klux Klan (1870's)
Impeachment of President Andrew Johnson (1860's) — Watergate scandal (1970's)
Women's suffrage movement (1840–1920) — Voting rights for 18-year-old citizens (1960–1971)
Urban political machines (1870–1930) — Political action committees (1970–today)
Prohibition (1919–1933) — Cigarette smoking regulations (1980–today)
“Flapper” era (1920's) — “Hippie” culture (1960's)

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

- Discuss *one* similarity between the situations by referring to specific political, social, and/or economic forces that led to their occurrence
- Discuss *one* major difference between the situations [5.5.5]

- 7 Different philosophies contributed to certain responses that have had a lasting impact on United States history. Each philosophy listed below is paired with a response.

Philosophies → Responses

States rights → Civil War
Social Darwinism → Concentration of industrialists' wealth
Imperialism → Spanish-American War
Progressivism → Government regulation
McCarthyism → Blacklisting
New Federalism → Changes in Federal and state relations
Containment → Vietnam War

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

- Explain the meaning of the philosophy
- Show how the philosophy contributed to the response with which it is paired [4.4.4]

b For *one* of the pairs discussed in part *a*, discuss a positive *or* a negative impact of the response on United States history. [3]

UNITED STATES HISTORY AND GOVERNMENT

Thursday, August 13, 1998 — 12:30 to 3:30 p.m., only

ANSWER SHEET

Student Sex: ☐ Male
 Teacher ☐ Female
 School

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

FOR TEACHER USE ONLY

Part I Score
 (Use table below)

Part II Score Rater's Initials:

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

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY AND GOVERNMENT

Thursday, August 13, 1998 — 12:30 to 3:30 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
August 13, 1998

Part I (55 credits)

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

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 challenges faced by Presidents
- Demonstrate an understanding of specific Presidential powers
- Demonstrate an understanding of how Presidents have used those powers to address challenging situations

Criteria for rating

An appropriate response should include a description of a particular challenge and show how a President addressed that challenge using one of his powers. The power cited must be specific to the particular challenge. An inappropriate response would be “Thomas Jefferson became a great President when he negotiated the Louisiana Purchase and doubled the size of the United States,” because such a statement does not allude to a specific Presidential power employed by Jefferson when he negotiated the sale. Appropriate responses may include, but are not limited to, these examples:

*Thomas Jefferson — Territorial expansion***Description of challenge:**

Napoleon, hard pressed for cash on the eve of war with Britain, made an offer to sell all of the Louisiana territory to the United States. This area included the port of New Orleans, the Mississippi and Missouri Rivers, and vast uncharted land up to and including the Rocky Mountains.

Addressing the challenge:

Although initially unsure of the constitutionality of such a purchase, President Jefferson agreed to Napoleon’s terms, basing his actions on a “loose” interpretation of the President’s power to make treaties. The Senate ultimately approved the treaty. Supporting the purchase meant that Jefferson had abandoned his principle of strict construction of the Constitution for a loose construction approach. The Louisiana Purchase is considered the most significant achievement of the Jefferson Administration.

*Woodrow Wilson — Achieving world peace***Description of challenge:**

After World War I, the United States and Japan emerged as powerful nations. How the United States would use its new leadership role in preventing the massive carnage of another world war was the challenge.

Addressing the challenge:

In January 1918, President Wilson used his power to make treaties when he proposed the Fourteen Points. The Fourteen Points included open treaties, removal of economic barriers, multilateral arms reductions, and an organization of nations to guarantee political independence and territorial integrity for all members. When the war concluded, President Wilson wanted a League of Nations as part of the Treaty of Versailles. President Wilson tried to win Senate approval of United States participation in the League. Senator Henry Cabot Lodge had reservations about the treaty negoti-

ated at Versailles. When President Wilson refused to change his program, the Senate did not ratify the treaty. For his efforts to achieve world peace and establish the League, President Wilson was awarded the 1919 Nobel Peace Prize.

Jimmy Carter — Conflict in the Middle East

Description of challenge:

Since the creation of the State of Israel in 1948, the Middle East has been a region under the constant threat of war. Both Israel and the Arab world had historic claims to Palestine. Israel refused to surrender Arab territories in the Golan Heights, East Jerusalem, the West Bank, the Gaza Strip, and the Sinai Peninsula until the Arab States recognized Israel's right to exist. Palestinians and other Arabs became outraged when the Israeli Government allowed Jewish settlers to build homes in the occupied territories. The PLO (Palestine Liberation Organization) has waged guerrilla war against Israel at home and abroad.

Addressing the challenge:

In November 1977, Egyptian President Anwar el-Sadat paid a visit to Israel. He was the first Arab leader to do so. President Carter then invited President Sadat and Israeli Prime Minister Menachem Begin to Camp David. For nearly two weeks, President Carter worked to persuade the two Middle Eastern leaders to reach an accord. As Chief Diplomat of the United States, President Carter was able to achieve the Camp David accords. As a result, a peace treaty between Egypt and Israel was signed in 1979.

Essay 2 —

Objectives

- Demonstrate knowledge of constitutional concepts
- Demonstrate an understanding of the reason that these concepts were included in the United States Constitution
- Demonstrate how these concepts were applied in United States history

Criteria for rating

An appropriate response must define the concept and explain why it was included in the United States Constitution. Appropriate responses should show how the concept was applied in particular situations in the nation's history. Specific situations must be tied to each concept. Responses that include general statements unsupported by specific examples, such as "Federalism was an important part of the Constitution" or "A bicameral legislature was an improvement over a unicameral legislature," are unacceptable. Appropriate responses may include, but are not limited to, these examples:

Civilian Supremacy over the Military

Definition:

The President, a civilian, is the Commander in Chief of all United States Armed Forces.

Reason for inclusion:

The delegates to the Constitutional Convention were concerned about the power held by the standing armies of Europe and the threat they might pose. They wanted to make certain that a civilian would have power to counteract the force of the military and would have ultimate control over the military. Such control would make interventions in overseas conflicts by United States Armed Forces less likely, because the Commander in Chief would be influenced by public opinion.

Application:

During the Korean War, a bitter struggle over strategies to be used in the conduct of the war developed between President Harry Truman and General Douglas MacArthur, the popular commander of the Armed Forces. When Chinese forces entered the conflict, General MacArthur recommended massive retaliatory air strikes against China. President Truman wanted to conduct a limited war. General MacArthur made public statements in opposition to the President's policy. As a result, President Truman relieved General MacArthur of his command on the grounds of insubordination.

Bicameral Legislature

Definition:

A bicameral legislature is a two-house legislature.

Reasons for inclusion:

Bicameralism is consistent with the republican idea that laws should be made only after careful deliberation. The bicameral system slows down this deliberation. This is especially true when different parties control the two houses.

Application:

Between 1955 and 1994, the Democratic Party controlled the House of Representatives. The Democrats used their power base in the House to slow down the administrative programs of popular Republican Presidents such as Dwight D. Eisenhower and Ronald Reagan. The Democratic House also acted as a balancing power when the Senate was in Republican hands under the Reagan Administration.

Provision for Amendment

Definition:

A stated process by which a change or amendment can be made to the United States Constitution (Article V).

Reason for inclusion:

Many delegates to the Constitutional Convention viewed the Constitution as imperfect and knew that it would need to grow with changing times. At the same time, the delegates did not want the Constitution to be changed often and for frivolous reasons. Thus the process of amending the Constitution was made difficult. Even if two-thirds of the Congress approved an amendment, the states would have the final say in the proposing and adopting of any amendments.

Application:

The Constitution has only been amended 27 times. National Prohibition was enacted by the 18th amendment in 1919. Proponents of this amendment anticipated that crime would be reduced, deaths from alcoholism would decline, and family values would be reinforced. In reality, people who wanted to drink went to speakeasies, and organized crime became active in bootlegging enterprises. By the late 1920's and early 1930's, it became apparent that the "noble experiment" was a failure. The 21st amendment, repealing Prohibition, was passed in 1933.

Essay 3 —**Objectives**

- Demonstrate knowledge of the historical circumstances that led to the passage of specified laws
- Demonstrate how the law addressed those circumstances

Criteria for rating

An appropriate response should describe the circumstances that led to the passage of the law. Appropriate responses should clearly show how the law responded to a condition that existed during a specific historical time period. A response that merely praises the law or details its provisions would not be acceptable. Appropriate responses may include, but are not limited to, these examples:

Homestead Act (1862)

The United States had an abundance of land in the West and thousands of people seeking a better way of life. The Homestead Act was designed to populate the Great Plains region. After submitting a small registration fee and promising to stay on the land for 5 years and develop it, prospective settlers over the age of 21 received 160-acre plots. This was the first Federal law granting public lands to United States citizens or to noncitizens. The law was responsible for the rapid settlement of the Great Plains after the Civil War.

Immigration Act of 1965

This Act reversed the immigration policy of the 1920's, which severely limited non-European immigration to the United States through the establishment of quotas. The Act abolished the quota system and allowed more immigrants from the Western Hemisphere, Africa, and Asia. The Act allowed skilled workers and families of people already in the United States to enter the country. It also gives priority to political refugees.

Americans with Disabilities Act of 1990

This Act grew out of the growing national sentiment that Americans with disabilities needed an equal opportunity to contribute to American society. This legislation covers an estimated 43 million Americans. Earlier bills had outlawed discrimination against the disabled in the workplace and had required easier access for the handicapped to buildings and modes of transport. The Act of 1990 is considered the most sweeping civil rights legislation since 1964. Businesses, public transportation, and public accommodations are required to make their facilities accessible to all who are severely limited in a major life activity.

Essay 4 —

Objectives

- Demonstrate knowledge of the relationship between specific geographic features and the economic development that occurred
- Demonstrate an understanding of how this relationship affected the United States during a specific historical period

Criteria for rating

An appropriate response should discuss the relationship between a specific geographic feature and a specific economic development. For example, a response such as “Rivers help industries” is too vague to receive full credit. A discussion of the impact of this relationship on a specific United States historical period should follow. Appropriate responses may include, but are not limited to, these examples:

Many swift-running rivers in New England → Industrial Revolution

The rivers of New England provided water power to run the nation’s first textile mills. Factories built on these rivers gave New England an early advantage in the industrialization of the United States.

Irregular coastlines of the United States → Shipping and commerce

In colonial times, the sheltered bays and deep harbors of cities such as Boston became the harbors for ships plying the routes of the triangular trade. Protected bays and harbors led to the rapid development of the fishing industry. Deep-sea fishing spawned the development of New England’s shipbuilding industry. New England’s trade boomed.

Limited rainfall in the Great Plains → Agricultural technology

Much of the Great Plains region receives less than 20 inches of rainfall annually, making the region largely unsuitable for rain-fed agriculture. With so little precipitation, trees are scarce. The settlers of the Great Plains utilized the windmill as a device to bring much-needed ground water to the surface. Barbed wire was invented as a substitute for wooden fences to demarcate homesteads and contain cattle. The windmill and barbed wire paved the way for the rapid settlement of the Great Plains during the second half of the 19th century.

Essay 5 —

Objectives

- Demonstrate the ability to understand important ideas expressed in quotations
- Demonstrate knowledge of the historical situations that led to specific quotations
- Demonstrate an understanding of how the idea contained in the quotation brought about a specific change in American life

Criteria for rating

Each appropriate response should place the quotation in a particular historical situation in American history, and discuss how the implementation of the idea expressed by the quotation brought about a specific change in American life. Appropriate responses may include, but are not limited to, these examples:

Dawes Act (1887)

The United States policy of placing Native American Indians on reservations during the post-Civil War period had drawn criticism from Native American Indian leaders and white Americans sympathetic to the American Indian cause. The Dawes Act intended to reform the reservation policy by “Americanizing” the Native American Indians. They were to receive land on which to farm and were promised United States citizenship. The Dawes Act resulted in the destruction of much of the culture of the Native American Indians. Most of the good land on the reservations was claimed by whites. This policy change resulted in Native American Indians losing more than 50 percent of all their lands.

Samuel Gompers (1890)

This statement represents the kind of “bread-and-butter” ideas that American Federation of Labor leader Samuel Gompers used to rally workers. Gompers was concerned with issues of justice and human rights as he worked for better working conditions for the AFL members. Gompers’ organizing efforts were successful. Ten years after this statement was made, the ranks of the AFL totaled nearly 1.75 million members.

Voting Rights Act of 1965

This Act evoked the spirit of President Lyndon Johnson’s Great Society, in which rights for minorities were extended. For decades after the Civil War, whites in the South had used an assortment of tactics to disenfranchise potential African-American voters. The Act specifically outlawed literacy tests, resulting in a substantial increase in minority voting in the South. As a result, many African Americans have been elected to national, state, and local offices.

Essay 6 —

Objectives

- Demonstrate knowledge of the similarities between specific situations and the political, social, and economic forces that led to their occurrence
- Demonstrate knowledge of the differences between these situations

Criteria for rating

Each appropriate response should indicate knowledge of the historical background of situations that occurred and the forces that produced the situations. A discussion of how the paired situations are similar and different is essential. Simply stating the view that a particular situation was “good” or “bad” for the United States would not be appropriate. Appropriate responses may include, but are not limited to, these examples:

Growth of the Know-Nothing Party (1850's) —
Formation of the Ku Klux Klan (1870's)

The American (Know-Nothing) Party began as a secret society in 1849. Its motto was “Americans must rule America.” The members were nativists who were opposed to the increasing tide of Irish and German immigrants and the corresponding growth of Catholic influence in the United States. The Know-Nothings actively entered the political arena in the 1850's and won a considerable number of seats in the United States Congress.

The Ku Klux Klan was formed in the post–Civil War South as a secret army dedicated to preventing the rise of African-American political power in the region. Like the Know-Nothings, the Klan hoped to preserve a vanishing way of life. Unlike the Know-Nothings, the Klan used violence to accomplish its political ends. The Klan supported white-supremacist candidates for political office but did not enter the political arena as a party.

Women's suffrage movement (1840–1920) —
Voting rights for 18-year-old citizens (1960–1971)

Women sought equal rights with men in American society. To achieve their ends, women suffragists had a convention in 1848 and issued the Seneca Falls Declaration, which was based on the principles contained in the Declaration of Independence. The considerable contribution of women on the homefront during World War I gave impetus to the campaign for a constitutional amendment guaranteeing women the same political rights as men. By 1919, the organized women's rights movement had achieved the right to vote for women in 30 states. The 19th amendment was passed in 1920.

The 26th amendment, passed in 1971, was adopted in large part, as a consequence of United States involvement in the Vietnam War. The slogan became “Old enough to fight, old enough to vote.” However, unlike the century-long fight for women's suffrage, public pressure to lower the national voting age to 18 insured the swift adoption of this amendment.

“Flapper” era (1920’s) —

“Hippie” culture (1960’s)

The “flappers” of the 1920’s represented a certain group of young women, usually in their late teens or twenties, white, and from middle or upper class backgrounds. These women rebelled against the traditional standards of lifestyle and morality. They expressed their alienation from the older generation by wearing different clothing, listening to jazz, imbibing illegal alcohol, and generally affecting a carefree attitude. Their alienation was, in part, a reaction to the carnage of World War I.

The youth-driven culture in the post–World War II United States spawned the “hippie” movement of the 1960’s. Like the flappers, the hippies were largely composed of white, urban, relatively affluent, alienated youth. The Vietnam War was a possible source of their desire to remove themselves from the constraints of traditional American lifestyle and morality. Drugs, acid rock, different clothing, and long hair characterized the hippie movement. However, the hippie counterculture went further than the flapper movement in rejecting American materialistic lifestyles.

Essay 7 —**Objectives**

- Demonstrate knowledge of different philosophies
- Demonstrate how the philosophy contributed to the specific response with which it is paired
- Demonstrate an understanding of a positive or a negative impact of the response on United States history

Criteria for rating

Appropriate responses should discuss the meaning of the philosophy and show how it contributed to the response with which it is paired. For example, a response that does not specifically explain the nature of the linkage between *States rights* and the *Civil War* would be unacceptable. For part *b*, a discussion of one response's positive or negative impact on United States history should be included. Appropriate responses may include, but are not limited to, these examples:

a Social Darwinism → Concentration of industrialists' wealth

Social Darwinism is the belief that the process of selection determines who in society is to succeed and who is to fail. Those who successfully compete will win and continue to survive, while those who do not will become extinct. In the late 1800's, laissez-faire capitalists used the idea of Social Darwinism to justify accumulating vast riches.

McCarthyism → Blacklisting

After World War II, the United States was concerned with the spread of communism both overseas and in the United States. Efforts were made to remove those who were considered security risks from government jobs. The McCarran-Walter Security Act of 1950 required members of the Communist Party in the United States to register with the Government and restricted their activities. The trials of Julius and Ethel Rosenberg and of Alger Hiss heightened the fear of Communists. Senator Joseph McCarthy led the fight to expose the presence of Communists in the Government and in many other fields. These people were often blacklisted in their chosen profession, even if the charges brought by Senator McCarthy and others were false.

New Federalism → Changes in Federal and state relations

New Federalism was the Reagan Administration's term for a new relationship between the Federal Government and the states. The new relationship deemphasized the role of the Federal Government and gave the states a larger role in meeting the needs of their citizens. The intent of the new relationship was to produce a balanced budget for the Federal Government. Revenue sharing was eliminated under this administration, as were block grants. This approach removed funding from many of President Lyndon Johnson's Great Society programs, especially those designed to help the poor.

b New Federalism → Changes in Federal and state relations

A negative impact was that the changes brought about by New Federalism failed to produce a balanced Federal budget. The cuts in social spending were more than offset by increases in the Federal defense budget. In addition, reduced Federal aid led to fiscal crises for many state and local governments, which were faced with raising state and local taxes or cutting programs once financed by the Federal Government.