

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

**UNITED STATES HISTORY
AND
GOVERNMENT**

Wednesday, June 17, 1998 — 9:15 a.m. to 12:15 p.m., only

The last page of the booklet is the answer sheet. Fold the last page along the perforations and, slowly and carefully, tear off the answer sheet. Then fill in the heading of your answer sheet.

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

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

Part I (55 credits)

Answer all 48 questions in this part.

Directions (1–48): For each statement or question, write on the separate answer sheet the *number* of the word or expression that, of those given, best completes the statement or answers the question.

1 Which idea had a major influence on the authors of the Articles of Confederation?

- 1 A strong central government threatens the rights of the people and the states.
- 2 All of the people must be granted the right to vote.
- 3 Three branches of government are needed to protect liberty.
- 4 The central government must have the power to levy taxes and to control trade.

Base your answers to questions 2 and 3 on the discussion below and on your knowledge of social studies.

Speaker A: States must be represented in the national government solely on the basis of population. It is indeed the only fair situation.

Speaker B: The national legislature must be based on equal representation of the states to protect the interests of the small states.

Speaker C: States must accept the supremacy of the national government on all issues; otherwise, the system will fail.

Speaker D: The national Congress should consist of two houses: one in which representation is based on population, and one in which states are equally represented.

2 Which document was being written when this discussion most likely occurred?

- 1 Declaration of Independence
- 2 United States Constitution
- 3 Covenant of the League of Nations
- 4 Charter of the United Nations

3 Which speaker's idea about representation was actually included in the document that was written?

- | | |
|-------|-------|
| (1) A | (3) C |
| (2) B | (4) D |
-

4 Which United States governmental principle includes the concepts of reserved powers, delegated powers, and concurrent powers?

- 1 the amending process
- 2 judicial review
- 3 federalism
- 4 the unwritten constitution

5 The majority of cases heard by the United States Supreme Court come to the Court because of its constitutional power to

- 1 exercise jurisdiction in legal situations involving foreign governments
- 2 advise Congress on the legality of bills
- 3 mediate disagreements between states
- 4 act on decisions appealed from lower courts

6 The major reason the Bill of Rights was added to the United States Constitution was to

- 1 limit the power of state governments
- 2 protect individual liberties against abuse by the Federal Government
- 3 provide for equal treatment of all people
- 4 separate powers between the three branches of government

7 "... I desire you would Remember the Ladies, and be more generous and favorable to them than your ancestors. Do not put such unlimited power into the hands of the Husbands. . . . If particular care and attention is not paid to the Ladies, we . . . will not hold ourselves bound by any Laws in which we have no voice, or Representation."

—Abigail Adams, 1776

This statement was an early expression of women's support for

- | | |
|----------------------|-------------------|
| 1 abolition | 3 suffrage rights |
| 2 affirmative action | 4 divorce rights |

- 8 Once an amendment has been added to the United States Constitution, which process must be used to change that amendment?
- 1 ratifying a new amendment
 - 2 convincing the states to ignore the amendment
 - 3 having Congress pass a law repealing the amendment
 - 4 having the President issue an executive order canceling the amendment
- 9 Which governmental practice established under the unwritten constitution was later included in the written Constitution by an amendment?
- 1 appointing members of the Cabinet
 - 2 exercising judicial review
 - 3 holding political party conventions
 - 4 limiting the President's time in office to two terms
- 10 Which statement best explains why critics have called for a change in the electoral college system?
- 1 A person who did not receive the largest percentage of popular votes can be elected President.
 - 2 The system is a threat to the two-party system.
 - 3 Electors often vote for candidates not listed on the ballot.
 - 4 States with small populations have greater influence on Presidential elections than more populated states do.
- 11 "Compromise Enables Maine and Missouri To Enter Union" (1820)
 "California Admitted to Union as Free State" (1850)
 "Kansas-Nebraska Act Sets Up Popular Sovereignty" (1854)
- Which issue is reflected in these headlines?
- 1 enactment of protective tariffs
 - 2 extension of slavery
 - 3 voting rights for minorities
 - 4 universal public education
- 12 The main goal of the Seneca Falls Convention (1848) was to
- 1 obtain equal rights for women
 - 2 make the public aware of environmental problems
 - 3 correct the abuses of big business
 - 4 organize the first labor union in the United States
- 13 A major reason the Radical Republicans opposed President Abraham Lincoln's Reconstruction plan was that his plan
- 1 demanded payments from the South that would have damaged its economy
 - 2 postponed the readmission of Southern States into the Union for many years
 - 3 granted too many rights to formerly enslaved persons
 - 4 offered amnesty to nearly all Confederates who would swear allegiance to the United States
- 14 How were many African Americans in the South affected after Reconstruction ended in 1877?
- 1 A constitutional amendment guaranteed their social advancement.
 - 2 The Freedmen's Bureau helped them become farmowners.
 - 3 Jim Crow laws placed major restrictions on their rights.
 - 4 Southern factories offered them job training and employment opportunities.
- 15 In which pair of events did the first event most directly influence the second?
- 1 discovery of gold in California → Louisiana Purchase
 - 2 building of the transcontinental railroad → disappearance of the frontier
 - 3 settling of the Oregon Territory → passage of the Homestead Act
 - 4 assimilation of Native American Indians into American society → passage of the Dawes Act
- 16 "I am tired of fighting. . . . Hear me, my chiefs. I am tired. My heart is sick and sad. From where the sun now stands, I shall fight no more forever!"
 — Chief Joseph, 1877
- In this statement, Chief Joseph of the Nez Percé expressed his reluctant acceptance of a government policy of
- 1 placing Native American Indian tribes on reservations
 - 2 requiring Native American Indians to settle west of the Mississippi River
 - 3 granting immediate citizenship to Native American Indians
 - 4 forcing Native American Indians to assimilate into American culture

- 17 Although the Populist Party failed to elect its candidates to the Presidency, some of the Party's aims were later achieved by the
- 1 adoption of the gold standard
 - 2 elimination of racial segregation laws in the South
 - 3 creation of a graduated income tax and the direct election of Senators
 - 4 establishment of higher protective tariffs on manufactured goods

Base your answers to questions 18 and 19 on the chart below and on your knowledge of social studies.

UNITED STATES CROP PRICES, 1878–1897

Years	Wheat (per bushel)	Corn (per bushel)	Cotton (per pound)
1878–1881	\$1.00	\$.43	\$.09
1882–1885	\$.80	\$.39	\$.09
1886–1889	\$.74	\$.35	\$.08
1890–1893	\$.70	\$.41	\$.07
1894–1897	\$.63	\$.29	\$.05

Source: *History of the United States*, Houghton Mifflin, 1991

- 18 Which factor was a major cause of the farm problem indicated by the data in the chart?
- 1 major droughts in the Midwest
 - 2 low farm prices set by government regulations
 - 3 widespread crop failures during the late 1800's
 - 4 overproduction of these farm crops
- 19 To help solve the problem indicated by the data in the chart, American farmers wanted the Federal Government to
- 1 reduce regulation of the railroads
 - 2 increase the money supply
 - 3 provide funds to increase crop yields
 - 4 raise tariffs on foreign manufactured goods
- 20 The principle that the United States has the right to act as the "policeman of the Western Hemisphere" and intervene in the internal affairs of Latin American nations was established by the
- 1 Good Neighbor policy
 - 2 Open Door policy
 - 3 Roosevelt Corollary to the Monroe Doctrine
 - 4 Marshall Plan

- 21 Which argument was used to support United States acquisition of overseas possessions in the late 1800's?
- 1 The United States needed to obtain raw materials and new markets.
 - 2 The spread of Marxist ideas had to be stopped because they threatened world peace.
 - 3 The United States should be the first world power to build a colonial empire.
 - 4 The doctrine of Manifest Destiny had become obsolete.
- 22 A belief shared by Presidents Theodore Roosevelt, William Taft, and Woodrow Wilson is that the Federal Government should
- 1 allow the free-enterprise system to work without regulation
 - 2 use its power to regulate unfair business practices
 - 3 provide jobs for unemployed workers
 - 4 support unions in labor-management disputes
- 23 The actions of Jane Addams, Ida Tarbell, and Booker T. Washington illustrate that reform in the United States has
- 1 utilized a variety of methods to achieve many goals
 - 2 depended on support from religious groups
 - 3 relied on programs initiated by the Federal Government
 - 4 promoted women's suffrage as its main goal
- 24 Which factors were the major causes of the Red Scare and the Palmer Raids, which followed World War I?
- 1 success of the Communist Party in congressional and Presidential elections
 - 2 race riots in Los Angeles and the revival of the Ku Klux Klan
 - 3 failure of the United States to join the League of Nations and the unpaid German war debts
 - 4 the Bolshevik Revolution of 1917 in Russia and workers' strikes in the United States

Base your answers to questions 25 through 27 on the statements below and on your knowledge of social studies.

Speaker A: To preserve our American culture, people whose national origins do not match the origins of our nation's founders must be refused admission.

Speaker B: . . . let us admit only the best educated from every racial and ethnic group . . .

Speaker C: . . . there is an appalling danger to the American wage earner from the flood of low, unskilled, ignorant, foreign workers who have poured into the country . . .

Speaker D: Give me your tired, your poor, your huddled masses yearning to breathe free . . .

25 In the early 20th century, most labor unions supported the view of Speaker

- | | |
|-------|-------|
| (1) A | (3) C |
| (2) B | (4) D |

26 People who support unrestricted immigration would agree most with Speaker

- | | |
|-------|-------|
| (1) A | (3) C |
| (2) B | (4) D |

27 United States immigration legislation of the 1920's most closely reflected the views of Speakers

- | | |
|-------------|-------------|
| (1) A and C | (3) B and C |
| (2) A and D | (4) C and D |

28 Based on a study of the trial of Sacco and Vanzetti (1920's) and the internment of Japanese Americans (1940's), which conclusion is most accurate?

- 1 The Bill of Rights is not intended to apply to naturalized citizens.
- 2 Racial and ethnic hostilities are effectively checked by adherence to due process of law.
- 3 Internment of suspected criminals is necessary during wartime.
- 4 Nativism and racism sometimes override the ideals of constitutional democracy.

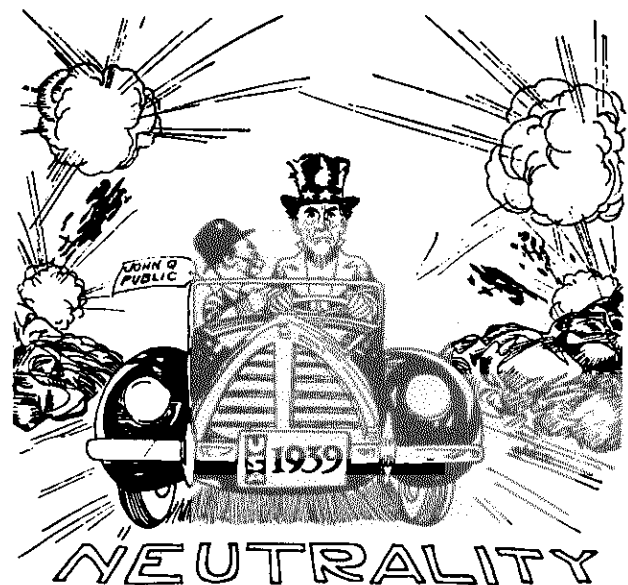
29 After World War I, which factor was the major cause of the migration of many African Americans to the North?

- 1 the start of the Harlem Renaissance
- 2 increased job opportunities in Northern cities
- 3 laws passed in Northern States to end racial discrimination
- 4 Federal Government job-training programs

30 A major criticism of President Franklin D. Roosevelt's programs to combat the Great Depression was that these programs

- 1 reduced the power of the Federal Government
- 2 ignored the plight of homeowners with mortgages
- 3 provided too much protection for big business
- 4 made people dependent on the Federal Government

Base your answer to question 31 on the cartoon below and on your knowledge of social studies.



31 The cartoon indicates the foreign policy position of the United States in response to the

- 1 start of the League of Nations
- 2 collapse of the global economy
- 3 beginning of World War II
- 4 spread of communism to Eastern Europe

41 During the 1990's, which issue has led to the greatest tension between the United States and Japan?

- 1 immigration quotas
- 2 use of natural resources
- 3 trade policies
- 4 military preparedness

42 What is the main criticism of affirmative action in recent years?

- 1 The program has been extremely costly to the Federal Government.
- 2 Hiring quotas for minorities may have denied opportunities to other qualified persons.
- 3 Very few minority persons have been hired.
- 4 Most state governments have been unwilling to enforce the program.

43 A study of the women's movement in the United States would show that

- 1 the National Government granted rights to women long before state governments did
- 2 the gains made by women usually took considerable periods of time
- 3 women received voting rights before African-American males did
- 4 wartime employment slowed progress toward gender equality

44 *How the Other Half Lives*, Jacob Riis (1890)
The Jungle, Upton Sinclair (1906)
The Grapes of Wrath, John Steinbeck (1939)
Unsafe at Any Speed, Ralph Nader (1965)

What has been the impact of these authors and their books on American society?

- 1 Most Americans have developed a preference for escapist and romantic literature.
- 2 Most American authors have adopted a conservative viewpoint.
- 3 American business has corrected poor conditions quickly.
- 4 These works have had significant influence on social, political, and economic reforms.

45 The response of President George Washington to warring European nations in the 1790's was most similar to the response of President

- 1 Woodrow Wilson to the start of World War I
- 2 Harry Truman to the invasion of South Korea
- 3 Lyndon Johnson to communist expansion in Southeast Asia
- 4 George Bush to the invasion of Kuwait

46 The concept of collective security is best exemplified by the role of the United States in

- 1 forming the North Atlantic Treaty Organization (NATO)
- 2 negotiating the Camp David accords
- 3 granting China most-favored-nation status
- 4 becoming a member of the North American Free Trade Agreement (NAFTA)

47 "Resolved. . . , that the Congress approves and supports the determination of the President, as Commander in Chief, to take all necessary measures to repel any armed attack against the forces of the United States . . ."

— Gulf of Tonkin Resolution

This congressional resolution provided justification for

- 1 William Howard Taft's Dollar Diplomacy
- 2 Woodrow Wilson's Fourteen Points
- 3 Lyndon Johnson's involvement in Vietnam
- 4 Ronald Reagan's invasion of Grenada

48 "I suppose that history will remember my term of office as the years when the 'cold war' began to overshadow our lives. I have hardly had a day in office that has not been dominated by this all-embracing struggle. . . and always in the background there has been the atomic bomb."

This quotation best reflects the Presidential administration of

- 1 Franklin D. Roosevelt
- 2 Harry Truman
- 3 Richard Nixon
- 4 George Bush

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”

Part II

ANSWER ONE QUESTION FROM THIS PART. [15]

- 1 United States Supreme Court cases deal with controversial issues. Some of these issues are listed below.

Issues

Rights of the accused
Free speech
Separation of church and state
Powers of government
Civil rights
Education
Right to privacy

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

- Identify a Supreme Court case that dealt with the issue [Use a different case for each issue chosen. The exact name of the case does *not* have to be given.]
- Discuss the controversy involved in the case
- State the Court’s decision *and* describe an impact of the decision on American society [5,5,5]

- 2 The United States Government includes a system of checks and balances. Some features of the system of checks and balances are listed below.

Features

Judicial review
Presidential veto
Treaty ratification
Impeachment
Investigative powers of Congress

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

- Explain how the feature operates to limit the power of a specific branch of the United States Government
- Describe a specific historical situation in which the feature was used
- Discuss the extent to which the power of a specific branch of the United States Government was limited in this situation [5,5,5]

Part III

ANSWER TWO QUESTIONS FROM THIS PART. [30]

- 3 United States Presidents have taken actions to achieve their foreign policy goals. Several Presidents and foreign policy goals they attempted to achieve are listed below.

Presidents — Foreign Policy Goals

George Washington — neutrality
James Monroe — isolation
Theodore Roosevelt — imperialism
Franklin D. Roosevelt — international involvement
John F. Kennedy — containment
Richard M. Nixon — détente
Bill Clinton — post-Cold War stability

Choose *three* of the Presidents listed and the foreign policy goal with which each is paired. For *each* one chosen:

- Show how a specific action taken by that President was designed to achieve his foreign policy goal
- Discuss the extent to which the President's action was successful in achieving his goal [5,5]

- 4 Titles are often used to describe various time periods in United States history.

Titles (Time Periods)

Critical Period (1781–1789)
Reconstruction (1865–1877)
Gilded Age (1880–1900)
Progressive Era (1900–1920)
Roaring Twenties (1920–1929)
New Deal Era (1933–1940)

- a* Choose *two* of the titles and time periods listed. For *each* one chosen, explain how the title describes the time period. Include specific social, political, and/or economic information to support your explanation. [5,5]
- b* Choose *one* of the decades listed below. Suggest a title for the decade and explain how this title reflects American society during that decade. Support your explanation with specific information. [5]

Decades

1950's
1960's
1970's
1980's

5 Many individuals have tried to bring about change in American society.

Individuals

Harriet Beecher Stowe
Susan B. Anthony
Samuel Gompers
William Jennings Bryan
Margaret Sanger
Rachel Carson
Malcolm X

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

- Describe a condition in American society that the individual tried to change
- Discuss a method this individual used to try to bring about change
- Discuss the extent to which the individual was successful in bringing about change [5.5.5]

6 At the end of the 20th century, many problems challenge American society.

Problems That Challenge American Society

AIDS
Juvenile crime
Social Security reform
Social welfare reform
Deficits and the national debt
Environmental quality
Health care reform

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

- Identify and discuss a major cause or origin of the problem
- Identify and discuss a specific policy or action designed to deal with or solve the problem
- State *one* argument made by opponents of the policy or action [5.5.5]

7 Many factors contributed to the economic growth of the United States from 1860 to 1920.

Factors

Agricultural developments
Business practices
Transportation
Labor supply
Natural resources
Communications

- a* Choose *three* factors from the list and for *each* one chosen, discuss how *each* factor contributed to the economic growth of the United States from 1860 to 1920. [4.4.4]
- b* Show how a specific law or policy of the United States Government contributed to economic growth from 1860 to 1920. [You may *not* repeat information used in part *a*.] [3]
-

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

**UNITED STATES HISTORY
AND GOVERNMENT**

Wednesday, June 17, 1998 — 9:15 a.m. to 12:15 p.m., only

ANSWER SHEET

Male

Student Sex: Female

Teacher

School

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

Part I (55 credits)

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

FOR TEACHER USE ONLY

Part I Score	Rater's Initials:
<small>(Use table below)</small>		
Part II Score	
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

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

Wednesday, June 17, 1998 — 9:15 a.m. to 12:15 p.m., only

SCORING KEY

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

Part I

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

United States History
and Government
June 17, 1998

Part I (55 credits)

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

Cut Here

Cut Here

The Mechanics of Rating

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

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

Parts II and III Guide to Evaluating Essays

General:

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

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

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

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

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

Essay 1 —

Objectives

- Demonstrate an understanding of controversial issues that the Supreme Court has dealt with in United States history
- Demonstrate an understanding of specific Supreme Court decisions that have dealt with these controversies
- Demonstrate how these Supreme Court decisions have had an impact on American society

Criteria for rating

Acceptable responses should identify and describe a Supreme Court case which dealt with the issue chosen. [It is not necessary to cite the exact name of the case.] The response should discuss the controversy involved in the case, state the Court's decision, and describe an impact the decision had on American society. Responses should be specific and relate to the issues being discussed. Vague answers such as "the case upset many people" or "the case was very controversial" are unacceptable. Appropriate responses may include, but are not limited to, these examples:

Free speech

In 1918, socialist leader Eugene V. Debs spoke out against American involvement in the war and attacked the World War I military draft laws. He was sentenced to prison for violating the Espionage Act of 1917. Debs and his supporters protested that his arrest violated his right to free speech. The Government argued that Debs' speech had been a clear violation of the Espionage Act in that it openly encouraged young men to defy the draft laws. The Supreme Court upheld the Government's position and ruled that Debs' speech was not protected by the Constitution because it represented a "clear and present danger" to the safety of the United States. Most Americans approved of the Court's decision. Several similar decisions encouraged a decade of intolerance and numerous violations of civil rights.

Separation of church and state

Until 1962, many students in New York State public schools began each morning by reciting the Regents Prayer. Although many churches and religious leaders supported school prayer, some students and their parents opposed this practice, arguing that by requiring students to recite a prayer, schools violated the constitutional separation of church and state. The Supreme Court, in the 1962 case of *Engel v. Vitale*, ruled that the Regents Prayer and other similar school prayers were illegal because they violated the establishment clause of the first amendment. This decision sparked a national debate that continues to divide American society. Many Americans favor a constitutional amendment that would allow public schools to mandate daily student prayer.

Essay 2 —

Objectives

- Demonstrate an understanding of the operation of the constitutional system of checks and balances
- Demonstrate an understanding of historical situations in which the system of checks and balances operated to limit the power of a specific branch of the Federal Government

Criteria for rating

Acceptable responses should explain how the feature operates to limit the power of a specific branch of the Federal Government, describe a specific historical situation in which the feature was used, and discuss the extent to which the power of the specific branch of government was limited. Responses must relate to the Federal system of checks and balances. An example that applies to branches of state or local governments is unacceptable. Appropriate responses may include, but are not limited to, these examples:

Judicial review

Since the early 1800's, the Supreme Court has asserted its implied right to review Federal laws. This practice is called judicial review. In 1935, in a case dealing with the National Recovery Administration's (NRA) authority to regulate business practices, the Supreme Court overturned the law establishing the NRA because the law delegated Congress' authority to regulate interstate commerce to the President. This attempt by the Supreme Court to limit the authority of both the President and Congress to regulate the economy was not totally successful. In his second term, President Franklin Roosevelt was able to appoint some pro-New Deal Justices and influence the Court to rule in favor of the Wagner Act and the Social Security Act.

Treaty ratification

Although the Constitution grants the executive branch great authority over foreign affairs, it also specifies that treaties made by the executive branch must be approved by at least two-thirds of the United States Senate before they become effective. Soon after the end of World War I, the Senate refused to ratify the Treaty of Versailles, which had been negotiated by President Woodrow Wilson. Political partisanship, personal rivalries, and resurgent isolationism help explain the treaty's defeat, but the rejection also signaled the public's dissatisfaction with Presidential dominance in foreign and domestic policies. The influence of the next three Presidents over foreign affairs was greatly reduced as Congress reasserted its powers.

Essay 3 —

Objectives

- Demonstrate knowledge of foreign policy goals of specific Presidents
- Demonstrate an understanding of specific actions taken by Presidents to achieve their foreign policy goals
- Demonstrate an understanding of the results of specific foreign policy initiatives

Criteria for rating

Acceptable responses will identify and clearly show how a specific action taken by a specific President attempted to achieve the foreign policy goal. The responses will also discuss the extent to which the action taken was successful in achieving the goal. Appropriate responses may include, but are not limited to, these examples:

Franklin D. Roosevelt — international involvement

By the late 1930's, President Roosevelt realized that American isolationism was no longer a tenable policy in the face of international aggression by Germany and Japan. In 1937, President Roosevelt, in a Chicago speech, called for collective action by the peace-loving nations of the world to stop the aggressor nations. This "Quarantine Speech" was greeted by a wave of public opposition. Initially, President Roosevelt retreated from further efforts to awaken Americans to the need for international involvement, but in succeeding months as world aggression continued, public opinion began to support further efforts by the President to involve the nation in efforts to stop Germany and Japan.

Richard M. Nixon — détente

In the early 1970's, at the urging of foreign policy advisor Henry Kissinger, President Nixon decided to seek better relations with the two major Cold War rivals of the United States: China and the Soviet Union. President Nixon was convinced that détente with our Cold War enemies might help bring the Vietnam War to a successful end while lessening world tensions and the chances of future wars. To achieve détente, President Nixon attended a series of direct meetings with Soviet and Chinese leaders. These efforts opened new avenues of discussion. Later, Presidents Gerald Ford and Jimmy Carter continued these policies. Détente led to greater political, economic, and cultural contacts with China and the Soviet Union and noticeably lessened world tensions.

Essay 4 —

Objectives

- Demonstrate knowledge and understanding of specific social, political, and economic history in specific time periods
- Demonstrate the ability to analyze the historical patterns of a specific time period in American history and provide an appropriate title for that time period

Criteria for rating

- a* For each of the two titles chosen, acceptable responses will explain how the title is an apt description of the time period. Accurate facts and information about the social, political, and/or economic history of the time period must be included in the explanation. Vague and unsupported statements such as “During the Progressive Era, lots of progressive things occurred” should receive no credit.
- b* Acceptable responses must include accurate historical information to support the proposed title for one of the decades listed. Vague, unsupported, and inaccurate explanations should receive no credit. Credit should not be awarded simply for listing a possible title with no supportive explanation. Since this question invites differing viewpoints, care should be taken not to impose a particular political viewpoint. Thus, while one response might describe the 1980’s as a disastrous decade and condemn the Reagan and Bush Presidencies, another response might praise these Presidents and highlight their successes. If well-supported and argued, both responses could earn full credit.

Appropriate responses may include, but are not limited to, these examples:

Part *a*

Gilded Age (1880–1900)

The last two decades of the 19th century were appropriately coined the “Gilded Age” in the title of a book cowritten by Mark Twain. This era of corrupt public and political ethics was characterized by “get-rich-quick” schemes, ruthless business practices, and government scandals. On the surface, American society seemed to shine, but just below the “gilt” lay a materialistic and corrupt society.

Part *b*

1960’s

A Decade of Disillusionment The 1960’s opened on a note of hope and expectation. The youngest elected President replaced a much older President. John F. Kennedy promised reform at home and the defense of freedom in the world. The 1960’s appeared to be an era of liberal inspiration and commitment. Less than ten years later, assassinations, the Vietnam War, and the election of a more conservative President dashed the hopes of many Americans who had been inspired only a few years earlier. The youthful commitment of the early 1960’s had been replaced by disillusionment.

Essay 5 —

Objectives

- Demonstrate an understanding of historical conditions and methods of social change
- Demonstrate knowledge of important Americans who have helped to bring about change in society
- Demonstrate an understanding of the extent to which different Americans were successful in bringing about change in American society

Criteria for rating

Acceptable responses will describe a condition in American society that the individual tried to change, discuss the method used by the person to effect this change, and discuss the extent to which the individual's efforts were successful. Acceptable responses may focus on any changes that an individual sought. Thus, many responses about William Jennings Bryan may focus on his efforts to help American farmers in the 1890's as the Populist/Democratic Presidential candidate. Other responses may discuss his efforts to fight against American imperialism in 1900, while still others may address his efforts to oppose the teaching of Darwin's theories in public schools during the 1920's. All were efforts to bring about change, and if argued persuasively and supported with appropriate evidence and information, all would receive full credit. Appropriate responses may include, but are not limited to, these examples:

Samuel Gompers

Samuel Gompers believed that workers should organize to bargain with their employers for better working conditions, improved benefits and wages, and shorter hours. In 1886, he successfully combined many unions into a national union, which became known as the American Federation of Labor. This union, which grew to almost 2 million members, negotiated with employers for higher wages and safer working conditions. The AFL represented only skilled workers. It supported political candidates who agreed with the union's goals.

Rachel Carson

Rachel Carson, a biologist, showed that widespread use of agricultural pesticides and other pollutants was poisoning the environment. As pesticides found their way into the food chain, they posed a danger to all natural life, including humans. Her book *Silent Spring*, published in the early 1960's, pointed out the dangers of pesticides and the larger threat of general environmental pollution. Because of her efforts, DDT was legally banned and additional laws designed to protect the environment from dangerous pollutants were passed. Major progress in cleaning up the environment has been made because of Carson's work.

Essay 6 —

Objectives

- Demonstrate knowledge of major contemporary national problems and an understanding of their causes and origins
- Demonstrate an understanding of specific policies or actions designed to deal with or solve major contemporary problems
- Demonstrate an understanding of an argument used in opposition to these policies or actions

Criteria for rating

Appropriate responses will identify and discuss a major cause or origin of the problem, discuss a specific policy or action designed to deal with or solve the problem, and state one valid argument in opposition to the proposed policy or action. Discussion of causes, proposed solutions, and arguments used in opposition to proposals will vary greatly. Credit should be awarded based on the understanding of each problem demonstrated by the response. While contemporary problems have a number of causes and many possible good solutions, responses that are vague and fail to show an understanding of the issue should receive no credit. Appropriate responses may include, but are not limited to, these examples:

Social Security reform

The large number of Americans presently in their 30's, 40's, and early 50's—the post-war baby boom generation—threatens the Social Security System's benefits. As these baby boomers reach retirement age during the next three decades, the demand for payments will be greater than the receipts of Social Security taxes. One way to solve this problem is to cut from 100% to 50% the annual cost-of-living increase paid to recipients. This would give senior citizens some protection against inflation, while protecting taxpayers from large tax increases. Many senior citizens will oppose this, arguing that earlier generations received 100% protection against inflation's reduction of their Social Security.

Health care reform

Even though millions of poor Americans receive inadequate health care, the cost per person for health care is greater than in many other nations. Over the past several decades, health care costs have risen much faster than the rate of inflation. As the number of elderly persons increases, health costs will continue to increase. Many Americans believe that the United States should adopt a governmental system of health care similar to Canada's. Funded by taxation, this system provides care for all citizens at a much lower per-person fee than Americans pay. Physicians and health insurance companies strongly oppose this proposal. They argue that a free-market system will provide better and more efficient health care than government can under a system of socialized medicine.

Essay 7 —

Objectives

- Demonstrate knowledge of various factors that contributed to the economic growth of the United States from 1860 to 1920
- Demonstrate an understanding of the way in which laws and policies of the United States Government have contributed to economic growth from 1860 to 1920

Criteria for rating

For part *a*, appropriate responses will identify a specific example of each factor and discuss how each example contributed to the economic growth of the United States. For part *b*, appropriate responses will show how a specific law or policy of the United States Government contributed to economic growth. No credit may be given if an answer discusses a local or state law or policy. Responses to part *b* may not repeat information used in part *a*. Appropriate responses may include, but are not limited to, these examples:

Note: The maximum score for each factor discussed in part *a* is 4 points.

Part *a*

Business practices

One business practice that contributed to economic growth in the early 20th century was the rise of stockholder-owned corporations. The rise of stockholder-owned corporations allowed for the accumulation of huge assets necessary for large-scale production.

Labor supply

To fuel the early industrial growth in the United States, a solution to its traditional labor shortage was necessary. One new source of labor was the huge number of immigrants arriving in the United States during the late 19th and early 20th centuries. Most immigrants were quite poor and were eager to do unskilled work in the factories, mines, and railroads.

Note: The maximum score for part *b* is 3 points.

Part *b*

The Homestead Act (1862) signed by President Abraham Lincoln offered 160 acres of public land in the West to anyone over 21 years old. The law required that the owner live on the land for five years and cultivate it. Thousands of new immigrants took advantage of this law to settle and develop lands west of the Mississippi River.
