

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

UNITED STATES HISTORY AND GOVERNMENT

Wednesday, August 16, 2000 — 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 47 questions in this part.

Directions (1–47): 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 “That to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed.”
This statement from the Declaration of Independence indicates that government has a responsibility to
 - 1 promote economic development
 - 2 control the lives of citizens
 - 3 respond to the will of the people
 - 4 provide for the defense of the nation
- 2 By establishing a two-house legislature, the framers of the United States Constitution agreed to a compromise on the issue of
 - 1 control of interstate commerce
 - 2 civilian control of the military
 - 3 limits on the power of the President
 - 4 representation in Congress
- 3 One difference between the Constitution and the Articles of Confederation is that the Constitution
 - 1 created separate, independent branches of government
 - 2 granted greater power to the States than to the Federal Government
 - 3 granted more authority to the Chief Executive than to the national legislature
 - 4 reduced the power of the Federal courts
- 4 Soon after the United States Constitution was adopted, disagreements arose over the proper role of government in the economy. These disagreements led to the development of the first
 - 1 corporations
 - 2 political parties
 - 3 Cabinet offices
 - 4 civil rights movements
- 5 Which geographical advantage did the United States gain with the Louisiana Purchase?
 - 1 a Mississippi River port on the Gulf of Mexico
 - 2 access to southern ports on the Pacific Ocean
 - 3 control of land west of the Rocky Mountains
 - 4 more natural harbors on the Atlantic Ocean
- 6 Which part of government is *least* influenced by lobbying and political pressure?
 - 1 executive branch of the United States Government
 - 2 United States Supreme Court
 - 3 United States Congress
 - 4 New York State Legislature
- 7 **“President Roosevelt Proposes Wide Range of New Deal Programs”**
“Supreme Court Orders President Nixon To Release Watergate Tapes”
“Congress Calls Cabinet Member To Testify”
Which concept is best illustrated by these newspaper headlines?
 - 1 federalism
 - 2 States rights
 - 3 the elastic clause
 - 4 separation of powers
- 8 In the years immediately after the ratification of the 14th and 15th amendments, the experiences of African Americans in the South indicate that
 - 1 Congress and the Federal Courts have historically had the same goals regarding civil rights
 - 2 Reconstruction met all of the goals of the Radical Republicans
 - 3 legal equality leads to social equality
 - 4 constitutional changes have not always achieved their goals

Base your answers to questions 9 and 10 on the table below and on your knowledge of social studies.

Popular Vote vs. Electoral Vote, 1996

1996	Popular Vote	%	Electoral Vote	%
Clinton	47,125,563	49.2	379	70.4
Dole	39,079,735	40.8	159	29.6
Perot	8,141,611	8.5	—	—
Others	1,436,755	0.5	—	—

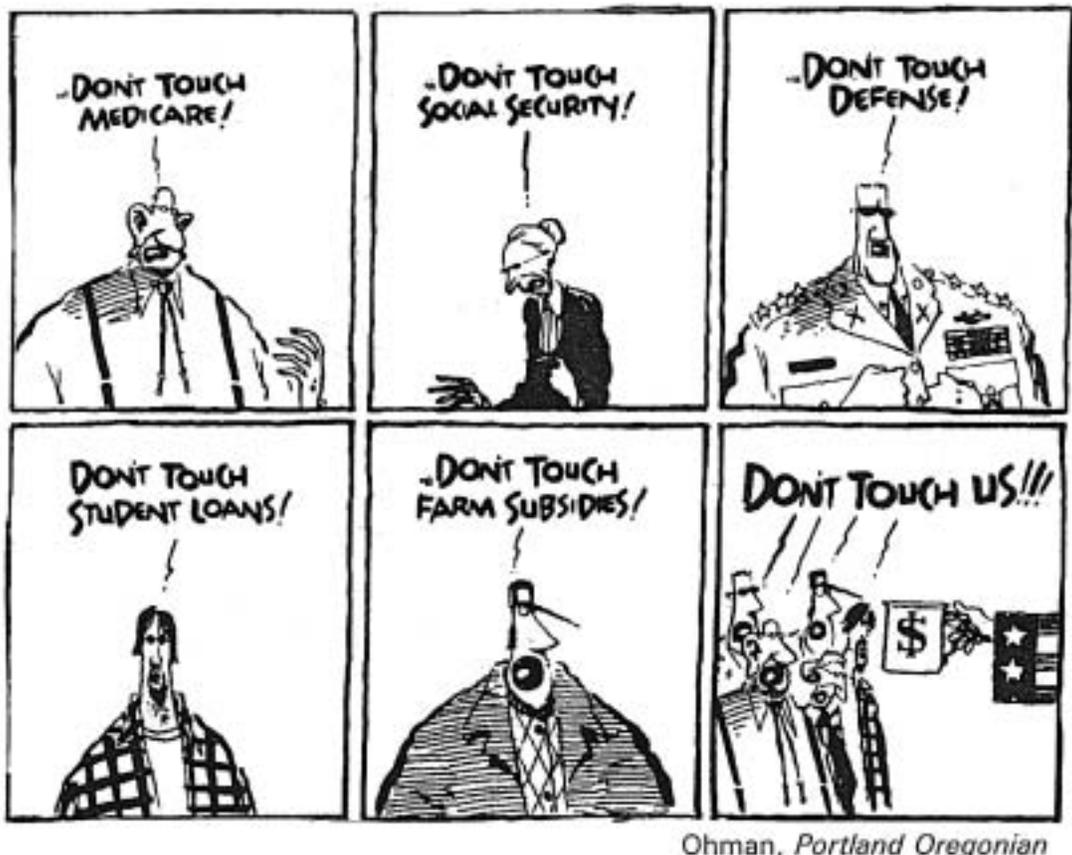
- 9 Which proposal has most commonly been made to deal with the situation shown in the table?
- 1 prohibiting third-party candidates from Presidential elections
 - 2 allowing the direct popular election of the President
 - 3 requiring electors to campaign for the candidate of their choice
 - 4 counting only the popular vote of the top two candidates
- 10 Which conclusion can best be drawn from the information in the table?
- 1 Incumbent Presidents usually win reelection.
 - 2 Third-party candidates threaten the electoral process.
 - 3 A candidate can be elected President with less than half the popular vote.
 - 4 Candidates are more interested in winning the popular vote than in winning the electoral vote.
-
- 11 The term “robber barons” was used during the Gilded Age to characterize
- 1 plantation owners
 - 2 carpetbaggers
 - 3 leaders of big business
 - 4 union organizers
- 12 In his book *How the Other Half Lives*, Jacob Riis focused attention on the living conditions of
- 1 residents of urban slums
 - 2 sharecroppers in the South
 - 3 Native American Indians on reservations
 - 4 small farmers on the Great Plains

- 13 Between 1865 and 1900, what was the general attitude of the Federal Government concerning labor unions?
- 1 hostile toward union efforts to improve workers’ conditions
 - 2 eager to act as a mediator between labor and management
 - 3 indifferent to the struggles between workers and industry
 - 4 supportive of labor’s goals
- 14 In the late 1800’s, the policy of the Federal Government toward Native American Indians, as exemplified by the Dawes Act, was to
- 1 grant immediate and full citizenship rights to Native American Indians
 - 2 encourage assimilation of Native American Indians into the mainstream of American culture
 - 3 move Native American Indians into the cities to supply labor for developing industries
 - 4 restore lands to the Native American Indian tribes that had lost lands to white settlers
- 15 Between 1865 and 1920, railroad companies contributed to the economic development of the United States by
- 1 eliminating the need for water transportation
 - 2 concentrating on military rather than civilian tasks
 - 3 encouraging the formation of farmworkers’ unions
 - 4 providing the most efficient means of transportation over long distances
- 16 Which action was taken by President Theodore Roosevelt’s administration?
- 1 forcing Southern States to eliminate Jim Crow laws
 - 2 setting aside land for national forests and water projects
 - 3 refusing to intervene in Latin American affairs
 - 4 using Federal troops to break illegal strikes

- 17 “In short, our aim should be, not to destroy, but effectively . . . to regulate and control, in the public interest, the great instrumentalities [corporations] of modern business. . . .”
— Theodore Roosevelt, 1913
- During the early 20th century, a supporter of this statement would most likely have favored
- 1 a hands-off policy toward big business
 - 2 a return to an agrarian economy
 - 3 laws prohibiting unfair business practices
 - 4 tax incentives for business mergers and consolidations
- 18 The Chinese Exclusion Act (1882) and the Gentlemen’s Agreement with Japan (1907) are examples of
- 1 international humanitarian programs
 - 2 actions that reflected widespread nativist sentiment
 - 3 successful negotiations to encourage trade
 - 4 United States attempts to stay out of foreign wars
- 19 Reforms such as initiative, referendum, and recall were designed to
- 1 strengthen the power of the National Government
 - 2 speed up the Presidential election process
 - 3 involve voters more directly in the political process
 - 4 improve economic opportunities for minority groups
- 20 Congress created the Federal Reserve System in 1913 mainly to
- 1 create national mints to coin money
 - 2 make consumer loans
 - 3 regulate increases and decreases in Federal income taxes
 - 4 control the amount of money in circulation
- 21 During the Progressive Era, an amendment to the United States Constitution provided for greater representative democracy by changing the method of selecting the
- 1 members of the United States Senate
 - 2 electoral college
 - 3 President’s Cabinet
 - 4 judges for Federal Courts
- 22 The Espionage Act (1917) and the Sedition Act (1918) were used by President Woodrow Wilson’s administration during World War I to
- 1 discourage congressional support for the war effort
 - 2 place German Americans in internment camps
 - 3 remove Communists from government positions
 - 4 silence critics of the war effort
- 23 The League of Nations, the Washington Naval Conference, and the Kellogg-Briand Pact were designed to keep peace in the Northern Hemisphere. Why did these agreements fail to prevent World War II?
- 1 Independence movements in developing countries were too strong to be stopped.
 - 2 The United States was not a participant in any of the agreements.
 - 3 The agreements lacked enforcement powers.
 - 4 The United States was too involved in military rearmament.
- 24 Which event of the 1920’s was most *inconsistent* with the racial and ethnic intolerance of the decade?
- 1 Red Scare
 - 2 Harlem Renaissance
 - 3 Sacco-Vanzetti trial
 - 4 resurgence of the Ku Klux Klan
- 25 A study of the “flappers” of the 1920’s would indicate that
- 1 some women rejected traditional feminine roles
 - 2 many women were elected to national political office
 - 3 women were fired from traditionally male occupations
 - 4 the earning power of women was equal to that of men in the same occupation

- 26 A main reason that demand for American farm goods dropped dramatically in the 1920's was that
- 1 European need for imported farm products declined after World War I
 - 2 fashion styles required less cotton material than previous styles
 - 3 Americans refused to buy foods that were genetically altered
 - 4 people left the cities to return to the farms
- 27 In the 1930's, the United States responded to the rise of fascism in Europe by
- 1 invading Germany and Italy
 - 2 forming military alliances
 - 3 passing a series of neutrality laws
 - 4 joining the League of Nations
- 28 A major goal of the New Deal was to
- 1 keep the United States out of war
 - 2 provide work for the unemployed
 - 3 conserve natural resources
 - 4 establish wage and price controls
- 29 The primary purpose of President Franklin D. Roosevelt's Good Neighbor policy was to
- 1 reduce United States military intervention in Latin America
 - 2 use United States troops to stop Axis aggression in the Western Hemisphere
 - 3 help Latin American nations combat the effects of the Great Depression
 - 4 repeal the principles of the original Monroe Doctrine
- 30 During the New Deal period, Congress blocked President Franklin D. Roosevelt's attempt to
- 1 pay farmers not to produce crops
 - 2 decrease Federal spending
 - 3 regulate the banking industry
 - 4 appoint additional Justices to the Supreme Court
- 31 President Franklin D. Roosevelt's election to an unprecedented third term was most strongly influenced by
- 1 his policy on immigration
 - 2 his popularity among business executives
 - 3 the beginning of the Great Depression
 - 4 the advent of World War II in Europe
- 32 Which statement describes a major social and economic impact on American society during World War II?
- 1 The Great Depression continued to worsen.
 - 2 More women and minorities found employment in factories.
 - 3 The United States became an agricultural society.
 - 4 Consumer goods became easier to obtain.
- 33 A reason that President Harry Truman decided to use atomic weapons against Japan was to
- 1 end the war while limiting the loss of American lives
 - 2 punish the Japanese people by destroying their country
 - 3 increase Japan's potential as a future aggressor
 - 4 divert forces to fight Germany
- 34 A population movement that developed in the United States immediately after World War II was the migration of white, middle-class Americans from
- 1 the west coast to the east coast
 - 2 the Northeast to the Sunbelt
 - 3 the cities to the suburbs
 - 4 the suburbs to renewal areas in inner cities
- 35 The constitutional basis for the 1954 decision of the Supreme Court in *Brown v. Board of Education* is the guarantee of
- 1 freedom of assembly
 - 2 due process of law
 - 3 state control of interstate commerce
 - 4 equal protection of the law
- 36 President John F. Kennedy's New Frontier program was most successful in
- 1 establishing social welfare programs to end poverty
 - 2 passing civil rights legislation assuring fair housing and equal employment opportunities
 - 3 removing restrictions on the number of immigrants entering the United States
 - 4 expanding the United States space program

Base your answers to questions 37 and 38 on the cartoon below and on your knowledge of social studies.



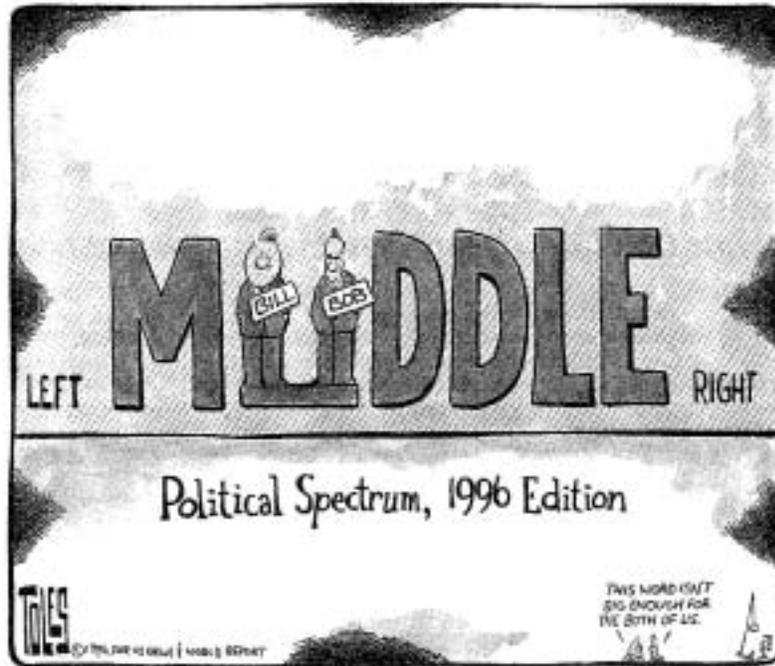
- 37 According to the cartoon, the most difficult task for the Federal Government in the 1990's was
- 1 reforming the welfare system
 - 2 balancing the Federal budget
 - 3 providing affordable medical insurance
 - 4 cutting defense spending

- 38 The main obstacle to solving the problem shown in the cartoon was the
- 1 failure of Congress to respond to public opinion
 - 2 Government's inability to fund social programs
 - 3 inefficiency of the Government's tax-collection system
 - 4 demands of a variety of special interest groups

- 39 A major purpose of the Americans with Disabilities Act (1990) is to
- 1 eliminate physical barriers for persons with disabilities
 - 2 create separate but equal facilities for all persons
 - 3 encourage political participation by persons with disabilities
 - 4 decrease government welfare payments for persons with disabilities

- 40 Throughout the Cold War, most United States foreign policy was based on the belief that the United States had the responsibility to
- 1 avoid foreign entanglements
 - 2 prevent the spread of communism
 - 3 support worldwide revolutions
 - 4 provide economic aid to the nations of the Warsaw Pact

Base your answer to question 41 on the cartoon below and on your knowledge of social studies.



- 41 This cartoon concerning the 1996 Presidential election supports the generalization that
- 1 major political parties try to be successful by avoiding extreme positions on issues
 - 2 political opponents try to conform to each other's platforms to show patriotism
 - 3 Presidential candidates usually present clear and distinct positions on the issues
 - 4 the views of political candidates tend to be rigid and unchanging

42 Some critics of affirmative action claim that these programs

- 1 reintroduce Jim Crow practices into the workplace
- 2 apply to private business but not to public education
- 3 lead to reverse discrimination and racial quotas
- 4 fail to provide any assistance to persons with disabilities

43 The main reason President Bill Clinton sent United States military forces into Haiti and Bosnia was to

- 1 remove communist threats in these nations
- 2 stop illegal immigration to the United States from these nations
- 3 help secure peace in these nations
- 4 establish permanent military bases in these nations

44 One way in which Harriet Beecher Stowe, Ida Tarbell, and Betty Friedan were similar is that each

- 1 fought to protect the environment
- 2 exposed problems in society through literature
- 3 supported the Women's Christian Temperance Union
- 4 attempted to end racial discrimination

45 One similarity between the presidencies of Woodrow Wilson and Jimmy Carter is that both leaders

- 1 emphasized moral principles in foreign policy
- 2 supported imperialism throughout the world
- 3 rejected human rights initiatives in Congress
- 4 sought to end the nuclear arms race

Base your answers to questions 46 and 47 on the speakers' statements below and on your knowledge of social studies.

Speaker A: "In the hundred days from March to June, we again became an organized nation confident of our power to provide for our own security and control our own destiny."

Speaker B: "We must share our wealth. Every American family should be provided a house, a car, education for the children, a pension for the elderly, and an adequate income."

Speaker C: "Our problems are the fault of an international conspiracy of bankers. Justice can only come through a powerful military leader."

Speaker D: "The country needs and demands bold, persistent experimentation. It is common sense to take a method and try it. If it fails, admit it frankly and try another. But above all, try something."

46 These speakers are commenting on conditions most directly related to

- 1 domestic life during World War I
- 2 the prosperity of the 1920's
- 3 the uncertainties of the Great Depression
- 4 preparations for entering World War II

47 Support for socialist ideals is most clearly expressed by Speaker

- | | |
|--------------|--------------|
| (1) <i>A</i> | (3) <i>C</i> |
| (2) <i>B</i> | (4) <i>D</i> |

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

Students Please Note:

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

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

Part II

ANSWER ONE QUESTION FROM THIS PART. [15]

- 1 In United States history, the system of checks and balances has operated to limit or to strengthen the powers of the branches of the Federal Government.

Areas of Checks and Balances

Judicial review
Impeachment process
Presidential appointment of Supreme Court Justices
Presidential veto
Presidential war powers
Treaty ratification

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

- Describe a specific historical conflict between two branches of the Federal Government
- Explain how one branch of Government either lost or gained power as a result of this conflict [5,5,5]

- 2 The United States Constitution has been amended 27 times since its ratification in 1788. Amendments have dealt with various topics.

Amendments/Topics

Amendment 1 — Personal liberties
Amendment 13 — Slavery
Amendment 16 — Income tax
Amendment 19 — Women's suffrage
Amendment 22 — Presidential tenure
Amendment 24 — Poll tax
Amendment 25 — Presidential succession

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

- State the main provision of the amendment
 - Describe the historical circumstances that created a need for the amendment
 - Discuss *one* viewpoint of supporters of the amendment [5,5,5]
-

Part III

ANSWER TWO QUESTIONS FROM THIS PART. [30]

- 3 The United States Government has made various foreign policy statements in response to specific historical circumstances. Some of these statements are listed below.

Foreign Policy Statements

Proclamation of Neutrality (1793)
Monroe Doctrine (1823)
Open Door Policy (1899)
Fourteen Points (1918)
Lend-Lease Act (1941)
Marshall Plan (1947)
Gulf of Tonkin Resolution (1964)

Choose *three* of the foreign policy statements listed and for *each* one chosen:

- Identify *one* major idea of the statement
- Discuss the specific historical circumstances that led to the statement
- Describe a specific result of the statement [5,5,5]

- 4 Since the end of the Civil War, the United States economy has been influenced by various factors.

Factors

Introduction of new sources of power
Corporate structure
Organization of workers
Industrialization of agriculture
Automation
Computer technology
Foreign control of energy sources

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

- Describe a specific historical example of that factor
- Discuss *one* positive and *one* negative effect of that example on the United States economy [5,5,5]

- 5 Throughout United States history, many individuals have spoken out for changes within American society. Some of these individuals are listed below.

Individuals

Susan B. Anthony
William Jennings Bryan
Rachel Carson
Frederick Douglass
Ralph Nader
Eleanor Roosevelt

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

- State a change that the individual attempted to bring about
- Describe a specific historical circumstance in American society that led the individual to speak out for change
- Discuss the extent to which the individual was successful in bringing about change [5,5,5]

- 6 Some songs reflect conditions that existed in United States society during different time periods. Each song excerpt below is paired with a time period.

Choose *three* of the excerpts. For *each* one chosen, describe how the excerpt reflects conditions in the United States during the time period indicated. Include specific references from the excerpt in your discussion. [5,5,5]

Excerpt 1 — 1860's

The Union forever, Hurrah! boys, hurrah!
Down with the traitor and up with the star;
While we rally 'round the flag, boys, rally once again,
Shouting the battle-cry of freedom.

—George F. Root

Excerpt 2 — 1870–1890

Oh, give me a home,
Where the buffalo roam,
Where the deer and the antelope play;
Where seldom is heard a discouraging word,
And the skies are not cloudy all day . . .

Where the air is so pure, the zephyrs so free,
The breezes so balmy and light,
That I would not exchange my home on the range,
For all the cities so bright.

—Anonymous

Excerpt 3 — 1880–1910

Solidarity forever!
Solidarity forever!
Solidarity forever!
For the Union makes us strong.

They have taken untold millions, that they never toiled to earn,
But without our brain and muscle not a single wheel could turn;
We can break their haughty power, gain our freedom when we learn—
That the Union makes us strong.

—Ralph Chaplin

Excerpt 4 — 1930's

They used to tell me I was building a dream
With peace and glory ahead
Why should I be standing in line
Just waiting for bread?

Once I built a railroad, made it run,
Made it race against time.
Once I built a railroad,
Now it's done
Brother, can you spare a dime?

—E. Y. Harburg

Excerpt 5 — 1950–1970

We shall overcome,
We shall overcome,
We shall overcome,
Someday.
Oh, deep in my heart,
I do believe, that
We shall overcome
Someday.

We'll walk hand in hand,
We'll walk hand in hand,
We'll walk hand in hand,
Someday.
Oh, deep in my heart,
I do believe, that
We shall overcome
Someday.

—Anonymous

Excerpt 6 — 1980's

What's the matter with the crowd I'm seeing?
"Don't you know that they're out of touch?"
Should I try to be a straight 'A' student?
"If you are then you think too much."
Don't you know about the new fashion honey?
All you need are looks and a whole lotta money."
—Billy Joel

7 The United States has followed different policies toward immigration during different time periods.

Time Periods

1789–1850
1880–1910
1920–1930
1945–1960
1965–today

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

- State the policy followed by the United States during that time period
 - Explain why the United States followed that policy during the time period [Use different information for each time period.]
 - Describe *one* result of the application of that policy [5,5,5]
-

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REGENTS HIGH SCHOOL EXAMINATION

**UNITED STATES HISTORY
AND GOVERNMENT**

Wednesday, August 16, 2000 — 12:30 to 3:30 p.m., only

ANSWER SHEET

Male

Student Sex: Female

Teacher

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

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

FOR TEACHER USE ONLY

Part I Score

(Use table below)

Part II Score

Part III Score

Total Score

Rater's Initials:

.....

PART I CREDITS

Directions to Teacher:

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

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

No. Right

The declaration below should be signed when you have completed the examination.

I do hereby affirm, at the close of this examination, that I had no unlawful knowledge of the questions or answers prior to the examination and that I have neither given nor received assistance in answering any of the questions during the examination.

Signature

Tear Here

Tear Here

Tear Here

Tear Here

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UNITED STATES HISTORY AND GOVERNMENT

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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 16, 2000

Part I (55 credits)

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

Cut Here

Cut Here

The Mechanics of Rating

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

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

Parts II and III Guide to Evaluating Essays

General:

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

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

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

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

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

Essay 1 —

Objectives

- Demonstrate knowledge of a specific historical conflict between two branches of Government
- Demonstrate an understanding of how one branch of Government either lost or gained power as a result of the conflict

Criteria for rating

Acceptable responses will describe a specific historical conflict between two branches of the Federal Government and explain how one branch of Government either lost or gained power as a result of this conflict. An incomplete response such as “Presidential powers were weakened” should not be accepted for full credit since descriptive and supporting details are missing. Appropriate responses may include, but are not limited to, these examples:

Judicial review

Prior to leaving office, President John Adams made some Federal judiciary appointments, including the appointment of William Marbury as a justice of the peace for the District of Columbia. The new President, Thomas Jefferson, asked Secretary of State James Madison not to deliver the appointment. Marbury then asked the Supreme Court to force Madison to ratify the appointment. The Judiciary Act of 1789 had given the Supreme Court the authority to deal directly with controversies of this nature. The Marshall Court declared that the Judiciary Act of 1789 contradicted the Constitution and was therefore unconstitutional. This ruling prevented the appointment of Marbury. Thus, the powers of Congress were weakened because from this time on, the Court assumed the power to review an act of Congress and to declare the act unconstitutional. Conversely, this action strengthened the power of the Federal judiciary.

Presidential war powers

The United States Constitution gives Congress the power to declare war. However, from the Eisenhower administration through President Richard M. Nixon’s administration, the United States was involved in an undeclared war in Vietnam. During the administration of President Lyndon Johnson, the war escalated and the American people became deeply divided over this issue. Despite its superior military power, the United States was unable to defeat the North Vietnamese, and the war dragged on. Congress was sensitive to the opposition to the war in Vietnam and held hearings. In 1973 Congress passed the War Powers Act. This law requires the President to consult with Congress whenever possible before sending troops abroad, to send an explanation of the President’s action within two days, and to withdraw troops after 60 days unless Congress votes to retain the troops. Congress reasserted its power to declare war and to limit the President’s power as Commander in Chief.

Essay 2 —

Objectives

- Demonstrate knowledge of the main provisions of the constitutional amendments
- Demonstrate knowledge of the historical circumstances that created the need for specific constitutional amendments
- Demonstrate an understanding of the viewpoints of supporters of the amendments

Criteria for rating

An appropriate response should state the main provision of the amendment, describe the historical circumstances that created a need for the amendment, and discuss one viewpoint of supporters of the amendment. Appropriate responses may include, but are not limited to, these examples:

Amendment 13 — Slavery

The 13th amendment to the Constitution abolished slavery and granted Congress the power to enforce the article by appropriate legislation. The debate over slavery was a long one. It was an issue at the Constitutional Convention and continued to be an issue throughout the first half of the 19th century. Despite the efforts of the abolitionists, slavery persisted. The Emancipation Proclamation of 1863 freed all slaves within rebel lines unless the seceded states returned to the Union. President Abraham Lincoln regarded the proclamation as a war measure that would have no standing at the end of the Civil War. Lincoln and the Republicans believed that a constitutional amendment was needed to secure peacetime emancipation. Supporters of the 13th amendment believed that slavery was morally wrong and that slavery as an institution was in direct opposition to the philosophical underpinnings of the United States as a nation. During Andrew Johnson's Presidency, the Radical Republicans dominated Congress and they passed three amendments to the United States Constitution guaranteeing the rights of freed slaves. The 13th amendment declared slavery to be illegal in every state of the Union. Through this amendment the Northern abolitionists achieved their objective.

Amendment 24 — Poll tax

Southern states used the poll tax to prevent African Americans from voting. It was a tax that everyone had to pay before they could go to the polls and vote. Most African Americans in the South were so poor that they could not afford the few dollars for the tax. If an African-American person paid the tax, the election judge often found some mistake in the tax receipt to keep that individual from voting. Supporters of the 24th amendment argued that the rights of African Americans to vote and hold office were protected in the 13th, 14th, and 15th amendments passed at the time of the Civil War. The problem was not addressed until 1964 when the 24th amendment was adopted and the poll tax was abolished in all states.

Essay 3 —

Objectives

- Demonstrate knowledge of certain foreign policy statements
- Demonstrate knowledge of specific historical circumstances that led to the foreign policy statements
- Demonstrate an ability to describe a specific result of these statements

Criteria for rating

An appropriate response will identify one major idea of the foreign policy statement, discuss the specific historical circumstances that led to the statement, and describe a specific result of the statement. Vague or general statements should not be given full credit. Appropriate responses may include, but are not limited to, these examples:

Monroe Doctrine (1823)

The Monroe Doctrine declared that (1) there would be no further European colonization in the Western Hemisphere, (2) any attempt by a European power to intervene in the Western Hemisphere would be firmly opposed, (3) the United States would not interfere with any European colonies that were already established, and (4) the United States would not get involved in the internal affairs of any European country. In the early 1820's, the British approached the Americans with a proposal that Great Britain and the United States make a joint statement of policy which recognized the independence of Latin America and pledged no further interference in Latin American affairs. The British had developed a lucrative trade with Latin America and had no desire to allow Spain to regain control. Since the British fleet stood between Europe and Latin America, the Monroe Doctrine was, in fact, enforced by the British. The response of the American people was overwhelmingly favorable, and the Monroe Doctrine came to be accepted as the cornerstone and definitive statement of United States foreign policy toward Latin America, a symbol of growth in American nationalism and pride.

Lend-Lease Act (1941)

The Lend-Lease Act replaced the cash-and-carry policy of the United States with a lend-lease plan for any nation whose defense was vital to the United States. In 1941, President Franklin D. Roosevelt convinced Congress that the United States should lend or lease war supplies to Great Britain. He argued that the United States should act as the “arsenal of democracy.” The passage of the Lend-Lease Act provided Great Britain with the economic aid needed for the war against Germany. A consequence of the Lend-Lease Act was that it ended the former policy of neutrality. Although the United States was not yet at war, it had committed many of its economic resources to help democratic Great Britain fight off the assault of a Nazi dictatorship in Germany. It was one of the first steps toward the United States entering World War II.

Gulf of Tonkin Resolution (1964)

The Gulf of Tonkin Resolution provided the President with the power to take all necessary measures to repel any armed attack against the forces of the United States and to prevent further aggression. In August 1964, North Vietnamese gunboats allegedly attacked two United States ships in the Gulf of Tonkin. This incident provided President Lyndon Johnson with a specific reason to send American troops to the region. The Gulf of Tonkin Resolution was passed by Congress almost unanimously, giving President Johnson the power to use the Armed Forces in any way he saw fit. After the election of 1964, he began a major military campaign against North Vietnam. United States planes bombed North Vietnamese targets, and the number of American troops grew from 184,000 in 1965 to 536,000 in 1968. When antiwar candidate Eugene McCarthy won the New Hampshire primary in 1968, Lyndon Johnson decided not to run again for President. In 1973, Congress passed the War Powers Act, which limited the power of the President to commit American troops to long-term assignments.

Essay 4 —

Objectives

- Demonstrate knowledge of specific historical examples of various factors that have influenced the United States economy
- Demonstrate an understanding of positive and negative effects of the example on the United States economy

Criteria for rating

An appropriate response should describe a specific historical example of a factor that has influenced the United States economy, and discuss one positive and one negative effect of that example on the United States economy. Appropriate responses may include, but are not limited to, these examples:

Introduction of new sources of power

With the price of oil skyrocketing at the end of the 1970's, the United States looked to such sources of energy as coal, sun, wind, synthetic fuel, and nuclear energy to meet its power requirements. Supporters of these sources pointed out that petroleum and coal were nonrenewable resources but other sources were both renewable and in many instances cleaner. Opponents contended that nuclear energy was potentially dangerous to the environment and to humans. In 1979, the concerns of nuclear energy opponents appeared to come true as one of the nuclear reactors at a plant on Three Mile Island in Pennsylvania malfunctioned. Despite this incident, nuclear energy advocates pointed to years of safe operations at nuclear plants and called for larger, more powerful plants to meet the nation's growing energy needs. While the Government has not done away with nuclear power or the possibility of it being the energy source of the future, it has strengthened safety standards through the Nuclear Regulatory Commission.

Foreign control of energy sources

Americans first became aware of their dependence on foreign oil in 1973. An Arab-Israeli war was in progress. The Arab nations were very critical of United States support for Israel. They had formed the Organization of Petroleum Exporting Countries (OPEC) to limit production and cut down on the glut of oil in the market. Limiting the supply allowed them to charge higher prices to their customers. Saudi Arabia, Iraq, Iran, and other nations such as Kuwait, placed an embargo on the sale of their oil to the United States and other Western customers. The oil embargo made many Americans realize for the first time how dependent the nation was on Middle Eastern petroleum. As a result of OPEC's 1973 embargo, worldwide prices of oil shot up. The energy crisis resulted in long lines at gas stations and high prices on fuel oil for heating homes.

Although OPEC lifted its embargo in 1974, it continued to limit production and to keep prices at high levels. In 2000, a cutback on production by OPEC resulted in a hike from \$12 to \$30 a barrel, driving up the cost of home heating oil and gas for cars. Although the United States has oil reserves for use in crisis situations, American Presidents have urged the Department of Energy to expand its search for practical forms of energy other than oil. As a result, interest in developing alternative energy sources has gained some public support.

Essay 5 —

Objectives

- Demonstrate knowledge of the changes in American society sought by individuals
- Demonstrate knowledge of the specific historical circumstances that led to the individual speaking out for change
- Demonstrate understanding of the extent to which the individual was successful in bringing about change

Criteria for rating

An appropriate response should state a change the individual attempted to bring about, describe a specific historical circumstance in American society that led the individual to speak for change, and discuss how successful the individual was in bringing about the change. Appropriate responses may include, but are not limited to, these examples:

Frederick Douglass

Frederick Douglass was the first runaway slave to speak out publicly against the evils of slavery. The institution of slavery was seen as an economic necessity in the South. Plantation owners believed that they needed the slaves if the plantation system was to survive. The industrialized North with its thousands of immigrants did not depend on slaves for labor. The abolitionists were a small number of people in the North who wanted to free the slaves. Frederick Douglass joined the American Antislavery Society and made speeches calling for the end of slavery. He created his own antislavery newspaper, *The North Star*. Many historians believe that Douglass used his influence to help convince President Lincoln to issue the Emancipation Proclamation and to allow African Americans to serve in the Union Army. Douglass became the conscience of the abolitionist movement to free the enslaved in the Confederacy. When the 13th, 14th, and 15th amendments freed the slaves and guaranteed the right of citizenship to African Americans, he succeeded in bringing about this change.

Susan B. Anthony

Throughout the 18th and 19th centuries, most women did not have the right to vote in the United States. Susan B. Anthony persuaded Senator Aaron Sargent of California to introduce an amendment to the United States Constitution stating that a person should not be denied the right to vote because of gender. A Senate committee killed the amendment, and activists fought to have it reintroduced for the next 18 years, but it was invariably rejected. During this period, female reformers were not allowed to vote or run for office, but they did apply their skills to other needed social reforms. For example, Susan B. Anthony fought for temperance. In 1851, Anthony met Elizabeth Cady Stanton, with whom she founded the National Women's Suffrage Movement. This group tried to get state legislatures to give women the vote, and they petitioned the Supreme Court over the 14th amendment. Susan B. Anthony died 14 years before women got the right to vote. The 19th amendment was passed in 1920. She spent her life pursuing this dream and it would be hard to judge her efforts as a failure. She was successful in bringing about change in American life.

Essay 6 —

Objective

- Demonstrate the ability to understand how the excerpts reflect conditions in the United States during the indicated time period

Criteria for rating

Each appropriate response should place the excerpt from the song in a particular historical period in United States history and describe how the excerpt reflected conditions that existed in the United States during that time. Specific references from the excerpt must be included in the student's discussion. Appropriate responses may include, but are not limited to, these examples:

Excerpt 1 — 1860's

This song represents the thoughts and beliefs of an American living in the North during the Civil War. An industrialized North, with a larger population and greater resources than the South, was bent on preserving the Union. This goal of preserving the Union is reflected in the lines of the song that states "The Union forever, Hurrah! boys, hurrah!" The Southerner who wanted to secede was viewed as a traitor and the Northerner as a hero because he or she wanted to "rally 'round the flag." The "battle-cry of freedom" suggested that the freeing of the slaves was also a moral question for the North, and that cry was a rallying point for Union troops in the Civil War. This song really represents the view of President Abraham Lincoln, who felt the Union had to remain united and that the country could not remain half slave and half free.

Excerpt 5 — 1950–1970

"We Shall Overcome" became the anthem of the civil rights movement. This song represents the African-American opposition to segregation that began well before the 1950's and is embodied in Excerpt 5. The civil rights movement gained momentum in the 1950's and 1960's. Civil rights legislation was enacted into law in 1957, 1964, and 1968. The song is associated primarily with the work of Martin Luther King, Jr., who preached nonviolence and love as the key to success. The solidarity of the civil rights movement led by Dr. King and others can be found in the words "We'll walk hand in hand." This song became a rallying point for the movement as Dr. King peacefully led his people with pride and dignity. The lines "Oh, deep in my heart, I do believe, that we shall overcome someday" proclaimed the African-American commitment to end segregation no matter how long it took. The eloquent Dr. King led the March on Washington where Mahalia Jackson sang the old Baptist hymn that had become the anthem of the civil rights movement, "We Shall Overcome."

Essay 7 —

Objectives

- Demonstrate knowledge of different immigration policies during specific time periods
- Demonstrate an understanding of why the United States followed specific policies during the specified time period
- Demonstrate an understanding of a result of the application of these policies

Criteria for rating

An appropriate response should state characteristics of the immigration policy for the time period indicated. The response should explain why the United States followed the policy and describe one result of its application. The result can be either positive or negative and should have sufficient detail to place it accurately in its time period. Appropriate responses may include, but are not limited to, these examples:

1920–1930

By the end of the 19th century, there was growing opposition to essentially unrestricted immigration. In response, the first really restrictive legislation was passed during the 1920's. A 1921 quota law limited immigration to three percent of each nationality living in America in 1910. The Immigration Act of 1924 set quotas using the 1890 census as a base, which greatly favored the “old” immigrants from western and northern Europe. The National Origins Act of 1929 further reduced the quotas. These laws were designed in part to guarantee supremacy of white Anglo-Saxon Protestants over other groups. The motives of nativist groups were social, economic, and often racial. Many nativists worried that the flow of immigrants from southern and eastern Europe and the rest of the world would take jobs from people who were already here. Labor unions also participated in lobbying for immigration restrictions. The application of this policy closed American doors to many people and strengthened the hand of the nativists and other groups that preached intolerance and bigotry.

1945–1960

Refugees from World War II and Nazism, as well as victims of Cold War communism, swelled the number of immigrants from 1 million during the decade of the 1940's to 2.5 million by 1960. The Displaced Persons Act of 1950 allowed entry for 341,000 refugees a year. The Immigration and Nationality Act of 1952 abolished the Asian exclusion provisions of 1924. It reclaimed the national origins quota system favoring western and northern Europeans over all other people, including southern and eastern Europeans. Increased immigration (both legal and illegal) from Mexico and legal migration from Puerto Rico from 1945 to 1960 was driven by a desire for political freedom and increased economic opportunity. Immigration in this period can be characterized as establishing a more varied immigration pool, with different cultures and ways of life that were not easily assimilated into the mainstream of American life.

1965–today

The Great Society under President Lyndon Johnson brought more changes to the immigration laws. The Immigration Act of 1965 replaced the national origins system with an annual quota of 170,000 from the Eastern Hemisphere and 120,000 from the Western Hemisphere. Close relatives of American residents were exempt from quotas, and preference was given to skilled workers and professionals. In addition, under a 1953 law, the President was given the authority to admit refugees fleeing from political oppression. This greatly increased the number of people from Asia, Latin America (especially Cuba), and Eastern Europe or the Balkans (Bosnia).

Now newcomers come chiefly from the Asian countries of Taiwan, Korea, India, and Vietnam; the Caribbean countries of Cuba and Haiti; and the Central American countries of Mexico and El Salvador. In addition to the millions of new immigrants admitted legally, millions of others cross the Mexican border illegally. Employers are often glad to hire them for low wages. Since the Immigration Act of 1965 opened the door for many non-European immigrants to come to the United States, there has been an influx of people from Asia, Latin America, and other non-European regions. People allowed into the country under this act have greatly influenced mainstream American culture and lifestyle.
