

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

**UNITED STATES HISTORY
AND
GOVERNMENT**

Tuesday, January 27, 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.

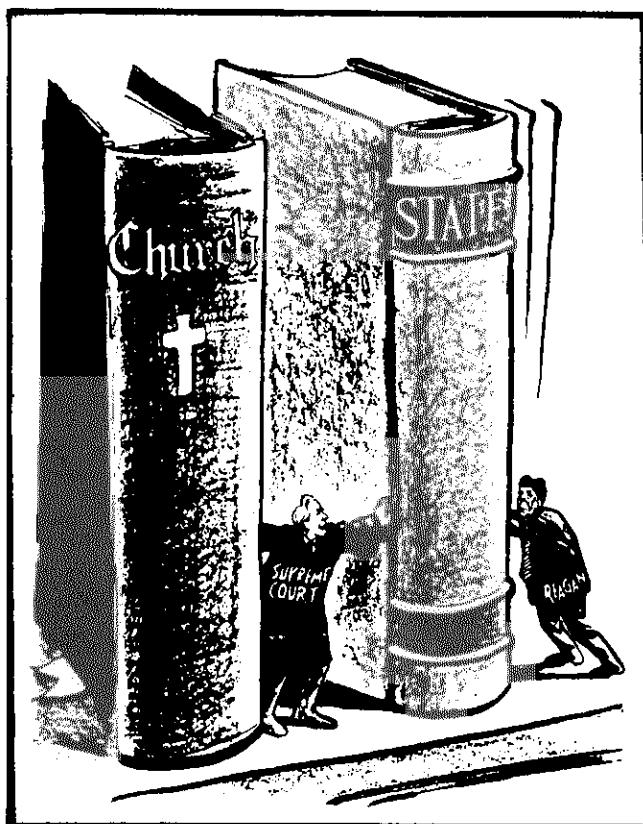
Part I (55 credits)

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 document is best described as a statement of democratic principles rather than a framework for government?
 - 1 Albany Plan of Union
 - 2 Articles of Confederation
 - 3 Declaration of Independence
 - 4 United States Constitution
- 2 The United States Government is considered a federal system because
 - 1 national laws must be passed by both houses of Congress
 - 2 powers are divided between the State and National Governments
 - 3 the States are guaranteed a republican form of government
 - 4 the President is selected by the electoral college
- 3 The United States Constitution grants certain powers only to the Federal Government. For example, only Congress can declare war. These powers are called
 - 1 police powers
 - 2 reserved powers
 - 3 delegated powers
 - 4 concurrent powers
- 4 Which action would be necessary before the government could deny a person a public trial by an impartial jury?
 - 1 a national referendum
 - 2 passage of a law by Congress
 - 3 a unanimous ruling by the Supreme Court
 - 4 ratification of a constitutional amendment
- 5 Which feature of the Presidency is a result of a constitutional amendment?
 - 1 two-term limit in office
 - 2 power to appoint ambassadors
 - 3 duty to act as Commander in Chief
 - 4 responsibility to nominate Justices to the Supreme Court

Base your answer to question 6 on the cartoon below and on your knowledge of social studies.



Bill Mauldin
Chicago Sun-Times
News America Syndicate

- 6 What is the main idea of the cartoon?
 - 1 Different branches of the Federal Government have disagreed about important constitutional issues.
 - 2 The wishes of the President should not have been opposed by the United States Supreme Court.
 - 3 The Federal Government operates without any real checks and balances.
 - 4 Issues related to the church-state relationship no longer create controversy in the United States.

Base your answer to question 7 on the cartoon below and on your knowledge of social studies.



7 What is the main idea of the cartoon?

- 1 The electoral college has more value now than it did in the past.
- 2 Only the Congress should have the power to elect a President.
- 3 The electoral college decreases the value of a citizen's vote.
- 4 Free elections in the United States have almost disappeared.

8 Which aspect of lawmaking is a result of the unwritten constitution?

- 1 Congress overriding the President's veto
- 2 special-interest groups lobbying to try to influence legislation
- 3 bills passing both houses of Congress by majority vote
- 4 revenue bills originating in the House of Representatives

9 In the United States Government, members of the Cabinet are directly responsible to the

- | | |
|------------|-----------------|
| 1 Congress | 3 Supreme Court |
| 2 Senate | 4 President |

10 The Supreme Court's power of judicial review is a result of

- 1 an order by the President
- 2 the Court's own interpretation of the Constitution
- 3 a provision in the Bill of Rights
- 4 the Court's decision to hear appeals regarding taxation

11 The label "Solid South" was applied to the former Confederate States after Reconstruction because they

- 1 consistently supported the Democratic Party
- 2 could not participate in national politics
- 3 rejected efforts to pass Jim Crow laws
- 4 continued to support abolitionist causes

12 In response to the demands of farmers and small business owners, Congress enacted laws in the late 19th century that

- 1 supported the organization of farm cooperatives
- 2 regulated the activities of railroads and trusts
- 3 provided direct payments to farmers to help them buy modern machinery
- 4 dropped tariff rates to the lowest point in the century

13 A negative effect of holding companies, mergers, and pools on the United States during the late 19th century was that these combinations

- 1 encouraged the Federal Government to spend more than its income
- 2 reduced the need for labor unions
- 3 decreased competition between businesses
- 4 ended United States participation in international trade

14 Nativism in the late 19th century was motivated primarily by

- 1 hostility toward immigrant workers
- 2 the need to reduce overcrowding in western states
- 3 cultural conflicts with Native American Indians
- 4 the migration of African Americans to northern cities

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

Speaker A: Consumers in the marketplace must be allowed to choose the goods they want to buy, and their demand for those goods will establish a fair and reasonable price.

Speaker B: The factories are dangerous to work in and wages are at the poverty level. Only labor unions can convince managers to improve wages and working conditions.

Speaker C: The economy is far too complex to remain unregulated! Businesses have gotten big and powerful. Too many monopolies and too many companies ignore the public good.

Speaker D: This government has fostered economic growth through its willingness to allow businesses to compete with one another. Government regulation will discourage, not encourage, economic growth!

15 The focus of these statements is a concern over the

- 1 future of the free enterprise system
- 2 growing power of unions
- 3 effects of the Great Depression
- 4 safety of consumer products

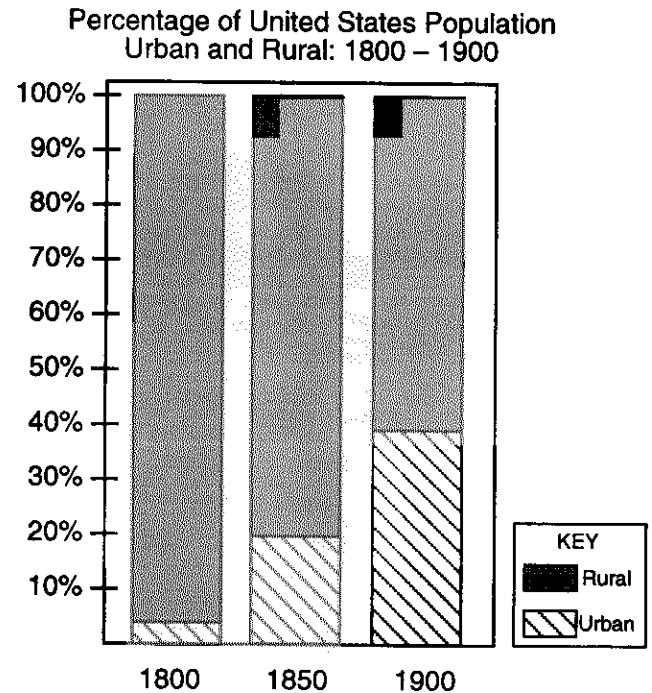
16 Which individual held ideas most like those of speaker B?

- | | |
|-----------------------|------------------|
| 1 Andrew Carnegie | 3 Henry Ford |
| 2 John D. Rockefeller | 4 Samuel Gompers |

17 The activities of the muckrakers led Congress to pass laws that

- 1 curbed the power of labor unions
- 2 placed strict limits on immigration
- 3 protected the consumer
- 4 increased taxes on imports

Base your answer to question 18 on the graph below and on your knowledge of social studies.



18 Which generalization concerning population trends during the 19th century is most clearly supported by the information provided by the graph?

- 1 Jobs attracted about 60% of the population to urban areas.
- 2 Most immigrants moved to rural areas.
- 3 Family size was greater in rural areas than in urban areas.
- 4 The percentage of the population living in urban areas grew.

19 During the late 1800's, labor unions in the United States had their greatest success in

- 1 persuading the government to limit most immigration
- 2 organizing skilled workers into craft unions
- 3 winning the great majority of strikes
- 4 achieving a legally guaranteed minimum wage

20 "I took the Canal and let Congress debate."

— Theodore Roosevelt

This quotation best demonstrates

- 1 an effort by a President to maintain a policy of isolationism
 - 2 a decline in the use of militarism as a defense policy
 - 3 an increased reliance on the legislative process
 - 4 a Presidential action that achieved a foreign policy objective
- 21 Theodore Roosevelt, Woodrow Wilson, and Robert M. LaFollette are all considered progressives because they
- 1 supported the formation of the first trade union
 - 2 used Presidential power to break up strikes
 - 3 worked to limit the power of big business
 - 4 formed the first civil rights organizations
- 22 Early in the 20th century, Presidents William Taft and Woodrow Wilson used the concept of dollar diplomacy to
- 1 help European nations avoid war
 - 2 expand United States influence in China
 - 3 protect United States investments in Latin America
 - 4 support welfare programs for immigrants to the United States
- 23 A progressive income tax is based on the idea that
- 1 taxpayers with larger incomes should be taxed at a higher rate
 - 2 all taxpayers should be taxed equal amounts of money
 - 3 all income should be taxed at the same rate
 - 4 taxation should be used to encourage social programs
- 24 President Woodrow Wilson's Fourteen Points were intended to
- 1 make the United States, Great Britain, and France into leading world powers
 - 2 redistribute Germany's colonies among the Allied nations
 - 3 prevent international tensions from leading to war
 - 4 punish Germany for causing World War I
- 25 Which generalization most accurately describes the literary works of Langston Hughes, Sinclair Lewis, and John Steinbeck?
- 1 Politics and art seldom mix well.
 - 2 The best literature concerns the lives of the wealthy.
 - 3 Literature often reflects the times in which it is created.
 - 4 Traditional American themes are the most popular.
- 26 One reason for the economic decline in the United States in the late 1920's was
- 1 a drastic reduction in tariffs
 - 2 industrial and agricultural overproduction
 - 3 excessive government regulation
 - 4 insufficient capital for investment
- 27 The election of Franklin D. Roosevelt to the Presidency in 1932 reflected the desire of many Americans to
- 1 return to a policy of laissez faire
 - 2 abandon capitalism in favor of socialism
 - 3 continue the domestic policies of the Hoover administration
 - 4 have government take an active role in solving economic problems
- 28 A major effect of the National Labor Relations Act (Wagner Act, 1935) was that labor unions
- 1 were soon controlled by large corporations
 - 2 experienced increasing difficulty in gaining new members
 - 3 obtained the right to bargain collectively
 - 4 lost the right to strike
- 29 The effectiveness of the New Deal in ending the Great Depression is difficult to measure because
- 1 President Franklin D. Roosevelt died during his fourth term
 - 2 United States involvement in World War II rapidly accelerated economic growth
 - 3 the Supreme Court declared most New Deal laws unconstitutional
 - 4 later Presidents failed to support most New Deal reforms

30 "Section 202. (a) Every qualified individual shall be entitled to receive . . . on the date he attains the age of sixty-five, . . . and ending on the date of his death, an old-age benefit . . ."

A major purpose of this section of Federal legislation was to

- 1 guarantee an annual income to experienced employees
- 2 assure adequate medical care for the elderly
- 3 reward workers for their support of the union movement
- 4 provide economic assistance to retired workers

31 The Lend-Lease Act and the Destroyers-for-Bases deal were adopted prior to World War II primarily because these actions would

- 1 help Allied nations without the United States entering the war
- 2 stop the spread of communism
- 3 convince the American people that war was necessary
- 4 create jobs to end the Great Depression

32 Which statement about Japanese Americans interned during World War II is most accurate?

- 1 Many were forced to return to Japan at the conclusion of the war.
- 2 No Japanese Americans were allowed to serve in the United States armed services during the war.
- 3 Most were released after signing a loyalty oath.
- 4 Many lost their homes and businesses.

33 President Harry Truman's decision to use atomic bombs against Japan was primarily based on his belief that

- 1 an invasion of Japan would result in excessive casualties
- 2 Germany would refuse to surrender in Europe
- 3 an alliance was developing between Japan and the Soviet Union
- 4 Japan was in the process of developing its own atomic weapons

34 After World War II, the United States departed most sharply from its traditional foreign policy when it

- 1 stopped foreign-aid programs
- 2 sponsored disarmament treaties
- 3 organized global systems of alliances
- 4 recognized revolutionary governments

35 What was the main purpose of the Truman Doctrine, the Marshall Plan, and the Berlin airlift?

- 1 controlling Nazism in Europe
- 2 establishing friendly relations between the United States and the Soviet Union
- 3 spreading democracy to developing nations
- 4 limiting Soviet expansion

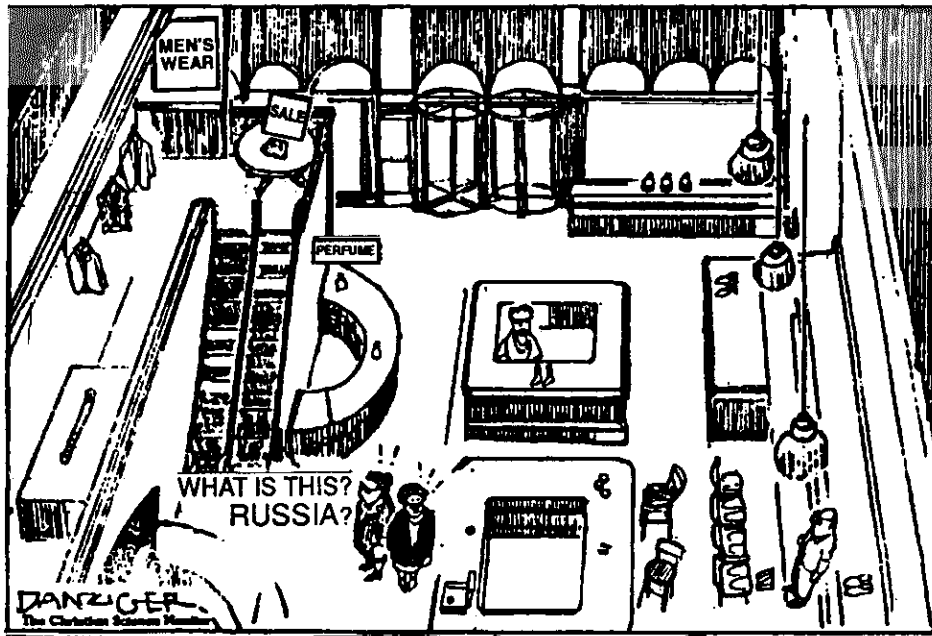
36 Which situation resulted from Senator Joseph McCarthy's search for Communists within the United States during the 1950's?

- 1 Thousands of American citizens who believed in communism were either jailed or deported.
- 2 The reputations of many people were ruined by false accusations of disloyalty.
- 3 Many high-ranking government officials were exposed as spies of the Soviet Union.
- 4 Organized groups of Communists began a wave of violent political terrorism.

37 The equal protection clause of the 14th amendment has been used to challenge the death penalty on the grounds that

- 1 tremendous differences exist from state to state in the application of capital punishment laws
- 2 media coverage severely limits a defendant's ability to receive a fair trial
- 3 judges lack the necessary experience to hear capital cases
- 4 trials are often delayed for trivial reasons

Base your answer to question 38 on the cartoon below and on your knowledge of social studies.



Doing their patriotic bit, Floogle's Department Store stops selling imported goods.

38 What is the main idea of the cartoon?

- 1 Shortages of consumer goods have become a serious problem in the United States.
- 2 The economies of the United States and Russia are similar.
- 3 Economic recession leads to a severe decline in trade.
- 4 Imported products make up a significant part of the American economy.

39 Constitutional amendments have been proposed to ban forced busing, forbid abortion, and prohibit burning the United States flag. These proposals indicate that

- 1 the Constitution is an inflexible document
- 2 amending the Constitution is a simple process
- 3 some people disagree with certain Supreme Court decisions
- 4 American society has been unwilling to deal with complex social issues

40 The power of the Presidency has increased in the 20th century mainly because

- 1 Congress has granted much of its authority to the President
- 2 events have often required the personal diplomacy and leadership of the President
- 3 constitutional amendments have increased the power of the executive branch
- 4 Supreme Court rulings have enhanced Presidential authority

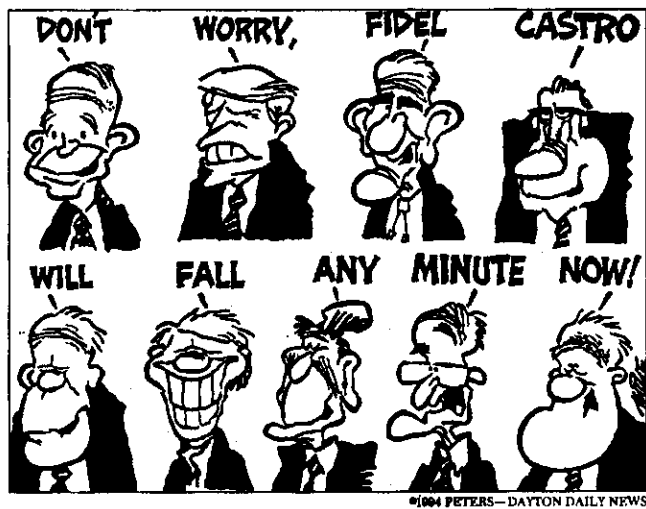
41 The successful launching of *Sputnik* by the Soviet Union in 1957 signaled the beginning of

- 1 American fears that the Soviets had achieved technological superiority
- 2 the Cold War with the United States
- 3 Soviet aggression in Afghanistan and China
- 4 disarmament discussions between the super-powers

42 Since the Russian people rejected communism in the early 1990's, the United States has provided support to the new nation by

- 1 creating a military alliance with Russia
- 2 destroying most United States nuclear weapons
- 3 opposing the independence of the other Russian republics
- 4 giving foreign aid to Russia in the form of low-interest loans

Base your answer to question 43 on the cartoon below and on your knowledge of social studies.



- 43 The main point of the cartoon is that Fidel Castro has
- 1 tried to spread communism to the United States
 - 2 frustrated many Presidential administrations
 - 3 allowed many Cuban refugees to come to the United States
 - 4 failed to influence United States foreign policy

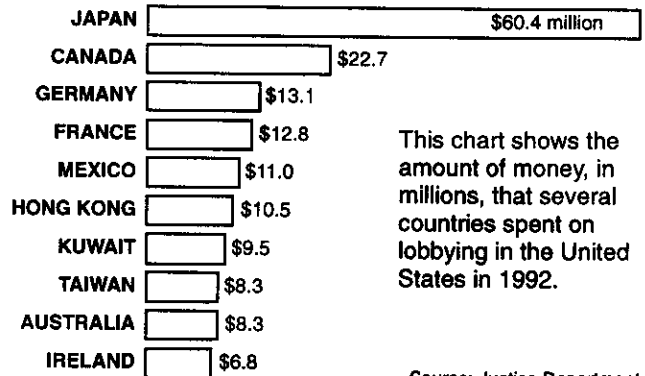
- 44 Which heading would be most appropriate for this list?

- I. _____
- A. Presidents appearing on major television networks to announce important policies
 - B. Candidates for public office spending large amounts on political advertisements
 - C. Presidents delivering "State of the Union" addresses to Congress at 9:00 p.m. Eastern Standard Time

- 1 Political corruption
- 2 Reforms in television
- 3 Influence of the media
- 4 Duties of the President

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

**Lobbying America in 1992
Who Spends The Most?**



This chart shows the amount of money, in millions, that several countries spent on lobbying in the United States in 1992.

Source: Justice Department
(adapted)

- 45 Based on the chart, which statement is a valid conclusion?

- 1 Japan needs more United States foreign aid than any other country listed.
- 2 The United States has a balance-of-payments problem.
- 3 Foreign countries may have major influence on United States legislation.
- 4 The American economy has come under the control of other nations.

- 46 The Sherman Antitrust Act, the Social Security Act, and the Federal Deposit Insurance Corporation (FDIC) are examples of

- 1 Federal laws designed to protect consumers from unsafe products
- 2 the Federal Government's response to changes in the economy
- 3 Federal laws designed to control spending
- 4 the Federal Government's attempts to regulate big business

47 What was one similarity between the Red Scare following World War I and the Cold War following World War II?

- 1 Fear of communism led to the suppression of the civil liberties of some Americans.
 - 2 Large numbers of Russian revolutionaries settled in the United States.
 - 3 Congressional investigations proved that the Federal Government was heavily infiltrated by Communist spies.
 - 4 Renewed fighting between wartime enemies was a constant threat.
-

48 Which historical event best demonstrates the operation of checks and balances?

- 1 President George Washington used the Army to suppress a tax rebellion by Pennsylvania farmers.
- 2 South Carolina seceded from the Union over the issues of slavery and States rights.
- 3 President Dwight D. Eisenhower sent Federal troops to enforce the integration of public schools in Little Rock, Arkansas.
- 4 The Senate approved the appointment of Clarence Thomas to the Supreme Court.

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 Since 1860, actions taken by the United States Government in various historical situations have involved democratic principles.

Democratic Principles

Due process
Religious freedom
Representative government
Right to privacy
Right to bear arms
Freedom of the press

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

- Show how a specific action taken by the Federal Government since 1860 dealt with that principle [Discuss a different action for each principle chosen.]
- Discuss how this action expanded or limited that principle [5,5,5]

- 2 Many features of the political process in the United States today are not part of the Federal Constitution. Some of these features are listed below.

Features

Primary elections
Political parties
The Cabinet
Congressional committee system
Presidential press conferences

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

- Explain a reason for the development of the feature
- Describe a positive *or* a negative effect of the feature on the political process in the United States [5,5,5]

Part III

ANSWER TWO QUESTIONS FROM THIS PART. [30]

- 3 Throughout United States history, various domestic issues have led to governmental actions. Some of these domestic issues are listed below.

Domestic Issues

Railroad rates
Meatpacking practices
Child labor
Banking practices
Automobile safety
Music lyrics
Political campaign financing

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

- Describe a specific problem associated with the issue that led to a governmental action
- Discuss a specific governmental action that was taken to address this problem [4,4,4]

- b* For *one* of the governmental actions discussed in part *a*, discuss the extent to which the action was successful in addressing the problem. [3]

- 4 The struggle by various groups to gain civil rights has been a constant theme in United States history. Some of these groups are listed below.

Groups That Have Struggled To Gain Civil Rights

Native Americans (1800–1900)
Women (1865–1920)
Asian immigrants (1870–1920)
African Americans (1945–present)
Hispanic immigrants (1950–present)
Persons with disabilities (1960–present)

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

- Describe *one* specific way in which this group was denied its civil rights during the time period indicated [You must use a different civil rights issue for each group chosen.]
- Discuss *one* action taken by an individual, a group, or government during the time period indicated to overcome this denial of civil rights [5,5,5]

- 5 Throughout United States history, some national actions have caused serious debates between supporters and opponents of these actions.

National Actions

Ratification of the United States Constitution
Expansion westward to the Pacific Ocean
Adoption of the Radical Republican's plan for Reconstruction
United States refusal to join the League of Nations
Passage of restrictive immigration laws in the 1920's
Use of affirmative action programs

- a* Choose *three* of the actions listed and for *each* one chosen, explain *one* argument often given by supporters of the action and *one* argument often given by opponents of the action. [4,4,4]
- b* For *one* action chosen in part *a*, discuss a specific social, economic, or political impact of the action on the United States. [3]
- 6 In the 1990's, the United States has faced some foreign policy concerns involving different nations.

Foreign Policy Concerns — Nations

Civil war — former Yugoslavia
Famine — Somalia
Human rights violations — China
Oil supplies and prices — Kuwait
Spread of nuclear weapons — former Soviet Union
Trade — Mexico
Political instability — Haiti

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

- Describe an action the United States Government has taken in the 1990's regarding this concern
- Discuss the extent to which the action has been successful in dealing with the concern [5,5,5]

- 7 Technology has brought about great change in many areas of American life.

Areas of American Life

Worker productivity
Education
Transportation
Environment
Communication

Choose *three* of the areas of American life listed and for *each* one chosen:

- Identify a specific technological development that brought about a change in this area of American life [You must use a different technological development for each area chosen.]
- Show how the technological development brought about this change
- Discuss the extent to which this change had a positive *or* a negative effect on American life [5,5,5]

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY AND GOVERNMENT

Tuesday, January 27, 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.

FOR TEACHER USE ONLY

Part I Score

(Use table below)

Part II Score

Part III Score

Rater's Initials:

Total Score

PART I CREDITS

Directions to Teacher:

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

No. Right	Credits
48	55
47	54
46	53
45	53
44	52
43	51
42	50
41	50
40	49
39	48
38	47
37	47
36	46
35	45
34	44
33	44
32	43
31	42
30	41
29	41
28	40
27	39
26	38
25	38
24	37

No. Right	Credits
23	36
22	35
21	34
20	34
19	33
18	32
17	31
16	31
15	30
14	29
13	28
12	28
11	26
10	23
9	21
8	19
7	16
6	14
5	12
4	9
3	7
2	5
1	2
0	0

Part I (55 credits)

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

No.
Right

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

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

Signature

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY AND GOVERNMENT

Tuesday, January 27, 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
January 27, 1998

Part I (55 credits)

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

Cut Here

Cut Here

UNITED STATES HISTORY AND GOVERNMENT — *continued*

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.

UNITED STATES HISTORY AND GOVERNMENT — *continued*

Essay 1 —

Objectives

- Demonstrate knowledge of specific actions taken by the Federal Government since 1860 that relate to specific democratic principles
- Demonstrate an understanding of the way government actions either limit or expand these specific democratic principles

Criteria for rating

Appropriate responses should identify a specific action taken by the Federal Government since 1860, show how that action dealt with that specific democratic principle, and discuss how this action either expanded or limited that democratic principle. If *Representative government* is chosen, a response such as “The government passed laws giving more people the right to vote” is incomplete because it is too vague. It fails to identify the specific action taken by the Federal Government or the effect of that action. Appropriate responses may include, but are not limited to, these examples:

Representative government

Action: Ratification of the 17th amendment in 1913, providing for direct popular election of Senators

Effect: Extended the principle of representative government by making Senators directly accountable to the voters in their states

Right to privacy

Action: Supreme Court decision in *Roe v. Wade* (1973)

Effect: Extended the right to privacy by providing that abortion could be regulated, but not prohibited, during the first 24 weeks of pregnancy

Freedom of the press

Action: Supreme Court decision to reverse injunction against the publication of the Pentagon Papers in 1971

Effect: Extended freedom of the press by removing the President's attempt to exercise prior restraint against the press

Essay 2 —

Objectives

- Demonstrate an understanding of the reasons for the development of features in the United States political process that are not included in the Federal Constitution
- Demonstrate an understanding of the positive and negative effects of political features in the United States political process

Criteria for rating

An appropriate response will discuss a specific reason for the development of that particular feature, indicate whether this feature has had a positive or a negative impact on the political process, and describe that effect. Only partial credit should be given to a response such as “Primary elections are needed to get rid of corruption in nominating candidates for office” because this response fails to examine the positive or negative impact on the political process. Appropriate responses may include, but are not limited to, these examples:

The Cabinet

Situation: President George Washington decided that he needed expert advice on finance, defense, foreign relations, and legal matters to make policy decisions and carry out the laws passed by Congress.

Effect: A positive effect has been that the President usually bases his decisions on the expert advice he receives from the Cabinet.

or

A negative effect has been that a President who relies only on information from his Cabinet members may not get a wide spectrum of information from these particular people or he may not seek advice from other people who might present other perspectives.

Presidential press conferences

Situation: Presidents need an effective way to communicate efficiently with the public. Press conferences provide an open forum for responding to current issues.

Effect: A positive effect is that Presidents who are effective communicators and have good relations with the press have enhanced their popularity with the public through the use of press conferences. This popularity may make it easier for the President to have his programs approved by Congress.

or

A negative effect is that Presidents who do not communicate effectively on television, or who have poor relations with the press, may risk negative public perceptions based on their image rather than a more positive one based on their substantive accomplishments. A poor public image may decrease the chances of success for the President’s policies.

Essay 3 —

Objectives

- Demonstrate knowledge of a specific problem associated with specific domestic issues
- Demonstrate knowledge of specific governmental actions taken to address these issues
- Demonstrate an understanding of the extent to which governmental actions successfully addressed these issues

Criteria for rating

Appropriate responses must identify a specific problem, indicate its relationship to the specific issue, and describe a specific governmental action (Federal, state, or local) taken to address the problem. The governmental action must be correctly paired with the problem. A response that links automobile safety with higher tariffs on foreign automobiles is unacceptable because that government action is not directly related to solving the problem of safety. For part *b*, the extent to which *one* government action was successful must be discussed. Either a positive or a negative response is acceptable so long as it provides support for the position with appropriate detail. For example, the response could argue that the Pure Food and Drug Act established an inspection program that has successfully protected Americans from disease or it could conclude that this law is a failure as evidenced by recent outbreaks of disease related to contaminated beef served at some fast-food restaurants. Appropriate responses may include, but are not limited to, these examples:

Meatpacking practices

Problem: Hazardous products, sold to the public, cause disease and death.

Government action: Congress passed the Pure Food and Drug Act, which established standards for food products sold to the public and instituted government inspection in meatpacking plants.

Banking practices

Problem: Before 1933, banks used the funds of their depositors to invest in the stock market, and depositors' accounts were not insured.

Government action: Congress passed the Emergency Banking Act of 1933 that prohibited banks from using depositors' funds to purchase stock. The Federal Deposit Insurance Corporation, established by Congress, insured deposit accounts up to \$5,000.

Music lyrics

Problem: Many people consider the lyrics in some popular music to be obscene and violent and they believe that these lyrics incite violent actions.

Government action: Some state and local governments have begun a rating system of music and now designate the age group that may purchase certain types of music. The music industry is being encouraged to identify and label compact discs and cassette tapes that may contain "objectionable" material.

Essay 4 —

Objectives

- Demonstrate knowledge of the specific ways civil rights have been denied to various groups during stated time periods
- Demonstrate knowledge of specific actions taken by individuals, groups, and governments during the stated time periods to gain these civil rights

Criteria for rating

An appropriate response should include a specific right denied to a group during the time period indicated and an action taken during that time period to gain greater civil rights for that group. If a response describes a denial of rights not occurring during the stated time period or an action not taken during that period, no credit should be given. For example, discussing the effort of the National Organization for Women to pass the Equal Rights Amendment would be incorrect because this response is not in the time period required by the question. Appropriate responses may include, but are not limited to, these examples:

Women (1865–1920)

Right denied: Right to vote in national elections in all states

Action taken: Suffragists marched, demonstrated, petitioned, lobbied Congress, and organized the National Woman Suffrage Association. An amendment that gave women the right to vote in all elections was added to the Constitution.

African Americans (1945–present)

Right denied: Job equality, voting opportunities, and equal access to public facilities

Action taken: Martin Luther King, Jr., led civil rights workers in protest marches throughout the South in the 1950's and 1960's. Their goal was to outlaw job discrimination, strengthen the right to vote, and remove segregation laws restricting access of African Americans to all public facilities. Congress passed the Civil Rights Acts of 1964, 1965, and 1968.

Persons with disabilities (1960–present)

Right denied: Equal opportunity in the workplace

Action taken: Congress passed the Americans with Disabilities Act, requiring employers to make reasonable accommodations in the workplace so that disabled people can be hired and become productive employees.

Essay 5 —

Objectives

- Demonstrate an understanding of the different points of view or controversies surrounding specific national actions
- Demonstrate knowledge of the arguments used by supporters and opponents of these actions
- Demonstrate understanding of the social, economic, and political impact of these actions

Criteria for rating

An appropriate response should demonstrate that the student understands the different points of view surrounding the national action by discussing one argument used by supporters and one argument used by opponents. For part *b*, the response must show an understanding of a specific social, political, or economic impact of one of the actions on the nation. A response such as “Ratification of the United States Constitution made the United States a strong nation” would be incomplete because it fails to provide a specific political, social, or economic impact of the action. Appropriate responses may include, but are not limited to, these examples:

United States refusal to join the League of Nations

Supporters: American membership in the League would help prevent wars.

Opponents: The United States might be involved in wars without the approval of Congress, which would violate the United States Constitution.

Impact: The failure of the United States to join the League fostered isolationism in the 1920’s and 1930’s. The lack of opposition to German aggression led to World War II.

Passage of restrictive immigration laws in the 1920’s

Supporters: Restricting immigration would give more jobs and higher wages to American workers.

Opponents: The workforce would be reduced, leading to a decline in productivity. In addition, these laws would reverse the American tradition of welcoming a diverse population.

Impact: Substantial reduction in the number of immigrants from southern Europe, eastern Europe, and Asia occurred in the 1920’s and 1930’s.

Use of affirmative action programs

Supporters: These programs are needed to provide equal opportunities to groups who have suffered previous discrimination.

Opponents: These programs led to reverse discrimination against the majority.

Impact: Women and minority groups have gained admission to universities and the professions in increasing numbers in the last three decades.

Essay 6 —

Objectives

- Demonstrate knowledge of specific actions taken by the United States to address specific foreign policy concerns
- Demonstrate an ability to evaluate the success of these actions

NOTE: Many of these concerns are ongoing issues in foreign policy. The latest developments in each area of foreign policy may be considered in accurately rating this essay.

Criteria for rating

An appropriate response should describe a specific action taken by the United States in the 1990's to address a foreign policy concern and evaluate the extent of the success of that action. A response such as "The United States increased its trade with China to solve the issue of human rights" is incomplete because it fails to detail the connection between "most favored nation" trade status and human rights violations in China. Appropriate responses may include, but are not limited to, these examples:

Civil war — former Yugoslavia

Action: The United States hosted a conference for the leaders in the Bosnian conflict. A peace agreement was signed. The United States has also sent military forces to Bosnia to enforce the cease-fire and has given humanitarian aid.

Success: Most of the fighting in the area has ceased; United States military forces remain in Bosnia; investigation of war crimes continues; some elections have been held; and the war-torn areas are being rebuilt.

Oil supplies and prices — Kuwait

Action: After Iraq invaded Kuwait, the United States led an international armed force in 1991 that returned the control of the oil fields to Kuwait.

Success: Kuwait continues to be an independent country. The success of this military operation strengthened economic ties between the United States and Kuwait. When Kuwait again began exporting large quantities of oil, thus increasing supplies and reducing prices, the United States again became a large importer of Kuwaiti oil.

Trade — Mexico

Action: The United States signed the North American Free Trade Agreement (NAFTA) with Mexico and Canada to remove trade barriers between the North American countries.

Success: Trade between the United States and Mexico has increased; some United States companies have opened factories in Mexico, creating more jobs for Mexicans and fewer jobs for Americans; the Mexican economy has become more stable in the last two years.

Essay 7 —

Objectives

- Demonstrate knowledge of specific technological developments in specific areas of American life
- Demonstrate an understanding of the changes brought about by these technological developments
- Demonstrate an understanding of the positive and negative effects of these changes on American life

Criteria for rating

An appropriate response should include a specific technological development that changed a specific area of American life, indicate how the technology changed that area, and discuss a positive *or* a negative impact of each change on the area with which it is linked. A response such as “The environment has become more polluted because of more waste products” would be incomplete because it fails to identify the specific technological development that caused greater pollution or explain how that development caused greater pollution. Appropriate responses may include, but are not limited to, these examples:

Worker productivity

The greatest impact on worker productivity has been the assembly line. On an automobile assembly line, each worker becomes an expert in one operation of production, making the worker more efficient and reducing the time needed to produce a finished product. This change made it possible to produce automobiles more cheaply. The positive impact on American life was that the rapid growth of industry provided many jobs for workers in related industries. The reduction in the cost of automobiles made ownership possible for many families, thus increasing mobility and providing new opportunities.

Education

The computer has had a great impact on education, giving students access to a wide range of information for their research projects and the ability to communicate with students in other locations. Instruction can be provided to homebound and disabled students. Wider access to all aspects of education, from sources to instruction, has had a positive effect on American education. Students who receive computer training will be technologically prepared to work in the business environment of the next century.

Communication

Fiber-optic cables that transmit telephone and television signals have had a major impact on communication. These cables transmit millions of messages instantaneously. Direct communication with most of the nations in the world is rapid and cheap. The positive effect of this development has been to increase international business opportunities and develop a global marketplace.
