

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

**UNITED STATES HISTORY  
AND  
GOVERNMENT**

Wednesday, January 26, 2000 — 1:15 to 4:15 p.m., only

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

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

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

**Part I (55 credits)**

**Answer all 48 questions in this part.**

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

- |  |                 |             |                        |              |   |
|--|-----------------|-------------|------------------------|--------------|---|
| <p>1 The Declaration of Independence contributed to the political development of the United States by</p> <ol style="list-style-type: none"><li>1 condemning the practice of slavery</li><li>2 presenting a clear statement of the social contract theory of government</li><li>3 providing the nation with a strong bill of rights</li><li>4 demonstrating the need for a strong chief executive</li></ol> <p>2 The United States Constitution attempted to solve a major problem that existed under the Articles of Confederation by providing for</p> <ol style="list-style-type: none"><li>1 Federal control of interstate commerce</li><li>2 the direct election of the President by the people</li><li>3 stronger state governments</li><li>4 a balanced Federal budget</li></ol> <p>3 “The powers not delegated to the United States by the Constitution, nor prohibited by it to the states, are reserved to the states respectively, or to the people.”</p> <p style="text-align: right;">— 10th amendment</p> <p>This part of the Bill of Rights was intended to</p> <ol style="list-style-type: none"><li>1 give the people the right to vote on important issues</li><li>2 assure the same rights to citizens of all states</li><li>3 limit the powers of the Federal Government</li><li>4 limit the power of the states over their citizens</li></ol> <p>4 “There can be no liberty if the same man or the same group has executive, legislative, and judicial control.”</p> <p>Which political idea would the author of this statement most likely support?</p> <table border="0"><tr><td>1 States rights</td><td>3 socialism</td></tr><tr><td>2 separation of powers</td><td>4 federalism</td></tr></table> | 1 States rights | 3 socialism | 2 separation of powers | 4 federalism | <p>5 What is an example of the unwritten constitution in the United States?</p> <ol style="list-style-type: none"><li>1 system of political parties</li><li>2 operation of checks and balances</li><li>3 guarantee of freedom of religion</li><li>4 sharing of power between state and national governments</li></ol> <p>6 Those who supported the ratification of the United States Constitution promised to add a bill of rights in order to</p> <ol style="list-style-type: none"><li>1 encourage economic development</li><li>2 prevent the return of English control over the new nation</li><li>3 increase the power of the National Government over the states</li><li>4 persuade the anti-Federalists to accept the Constitution</li></ol> <p>7 What has been the most frequent criticism of the electoral college system?</p> <ol style="list-style-type: none"><li>1 An excessive number of third-party candidates have been encouraged to run for office.</li><li>2 Electors frequently ignore the vote of the people.</li><li>3 The person who wins the popular vote has not always been chosen as President.</li><li>4 The electors are not chosen by political parties.</li></ol> <p>8 The main political function of lobbyists for special interest groups is to</p> <ol style="list-style-type: none"><li>1 influence public officials to support or oppose specific programs</li><li>2 provide a source of unbiased information for legislators</li><li>3 nominate candidates for elective offices</li><li>4 simplify the process of developing and passing laws</li></ol> |
| 1 States rights  | 3 socialism     |             |                        |              |   |
| 2 separation of powers   | 4 federalism    |             |                        |              |   |

- 9 Which statement best describes a foreign policy followed by President George Washington?
  - 1 He sent aid to French revolutionaries.
  - 2 He formed alliances with European nations.
  - 3 He supported expansion into British Canada.
  - 4 He adopted a position of neutrality.
- 10 The decision in the case *Marbury v. Madison* is important in United States history because the Supreme Court
  - 1 stressed the need for strict construction of the Constitution
  - 2 declared secession to be a proper action for a state to take, if necessary
  - 3 assumed the power to declare laws unconstitutional
  - 4 increased the power of the executive branch over the legislative branch
- 11 As a result of the establishment of the Monroe Doctrine (1823), the United States was able to
  - 1 acquire parts of South America as land for settlement
  - 2 expand its influence in the Western Hemisphere
  - 3 increase its trade with Asia
  - 4 form military alliances with European nations
- 12 By the time of the Civil War, slavery had nearly disappeared in the North mainly because
  - 1 slave rebellions in Northern states had forced the end of slavery
  - 2 the United States Constitution required the end of slavery in Northern states
  - 3 slaves had become too expensive for Northern farmers
  - 4 slavery did not fit the economic interests of the North
- 13 What was the impact of the 14th amendment on the power of state governments?
  - 1 It allowed the National Government to place more restrictions on the actions of state governments.
  - 2 It increased the power of state government over its citizens.
  - 3 It prevented congressional interference with the reserved powers of states.
  - 4 It reduced the power of the President over the states.
- 14 Which statement best describes the status of African Americans immediately after the end of Reconstruction in 1877?
  - 1 Most African Americans held factory jobs in urban areas.
  - 2 Most African Americans were able to take advantage of educational opportunities at colleges.
  - 3 Despite the passage of several constitutional amendments, African Americans found that gaining equal rights was very difficult.
  - 4 Political rights for African Americans were guaranteed in the South, but restrictions and discrimination increased in the North.
- 15 In the late 1800's, many American farmers believed that their economic problems would be solved by which action of the Federal Government?
  - 1 enacting a protective tariff on manufactured goods
  - 2 putting more money into circulation
  - 3 suspending pollution laws affecting agriculture
  - 4 paying farmers not to grow certain crops
- 16 Which statement can be supported by a study of the Populist and the Progressive movements in United States history?
  - 1 Ideas that seem radical in one time period often become accepted in later times.
  - 2 Third-party movements have often been successful in winning Presidential elections.
  - 3 The main goal of third-party movements has been to influence United States foreign policy.
  - 4 Protest movements have usually ended in complete failure.
- 17 The creation of the Interstate Commerce Commission (1887) and the passage of the Sherman Antitrust Act (1890) showed that
  - 1 laissez-faire capitalism would be upheld by the Federal Government
  - 2 the Federal Government could not challenge state regulation of business
  - 3 Federal civil servants would be hired based on merit rather than political patronage
  - 4 the Federal Government could regulate business practices

- 18 The success of the American Federation of Labor in the late 19th century can be attributed to its policy of
  - 1 supporting candidates of its own political party
  - 2 focusing on gains in wages and working conditions
  - 3 using violence to combat big corporations
  - 4 allowing only steel workers into the union
- 19 During the late 19th century, the Federal Government helped the transcontinental railroad companies by
  - 1 breaking up railroad monopolies
  - 2 providing free land for railroad construction
  - 3 setting safety standards for railroad operations
  - 4 establishing uniform shipping rates
- 20 In the late 1800's and early 1900's, most nativists feared continued immigration to the United States because they believed that immigrants would
  - 1 become the dominant groups in colleges and universities
  - 2 lead antigovernment protests
  - 3 obtain the best farmland
  - 4 work for cheaper wages
- 21 In the late 19th century, the major goal of trusts was to
  - 1 help workers improve their relations with management
  - 2 cooperate with government agencies
  - 3 eliminate competition
  - 4 encourage the formation of new businesses
- 22 During the late 19th century, the growth of capitalism encouraged United States imperialism because of the desire of business to
  - 1 obtain new markets for American products
  - 2 compete with foreign industries
  - 3 provide humanitarian aid to poor nations
  - 4 industrialize underdeveloped nations
- 23 The works of Upton Sinclair, Frank Norris, and Lincoln Steffens popularized the idea that
  - 1 government should not interfere in the lives of individual citizens
  - 2 newspapers should not try to change public policy
  - 3 women needed equal political rights to become full citizens
  - 4 problems in government and industry needed to be corrected
- 24 A graduated (progressive) income tax is based on the idea that tax rates should
  - 1 be the same for all individuals and businesses
  - 2 be adjusted to achieve a balanced Federal budget
  - 3 rise as individual or business incomes rise
  - 4 increase more rapidly for business profits than for personal incomes
- 25 Which action could the Federal Reserve System take to reduce the problem of recession?
  - 1 lowering spending on social programs
  - 2 lowering interest rates
  - 3 raising tariffs on imports
  - 4 raising Federal income taxes
- 26 The national effort to ratify the women's suffrage amendment was strengthened by
  - 1 the economic opportunities created by World War I
  - 2 public outrage over corruption in the Federal Government
  - 3 a backlash against the adoption of national Prohibition
  - 4 active support from the nation's business leaders

- 27 A primary aim of United States immigration policy in the 1920's was to
- 1 encourage immigration of well-educated and wealthy persons
  - 2 increase the number of immigrants from Asia and Latin America
  - 3 limit immigration from southern and eastern European nations
  - 4 help solve the World War I refugee problem

- 28 Which change in the buying habits of American consumers occurred during the 1920's?
- 1 The number of credit purchases increased.
  - 2 Locally made products were preferred over national brands.
  - 3 Preferences for imported goods greatly increased.
  - 4 Homemade products experienced a revival in popularity.

- 29 A major goal of the Government in creating the Securities and Exchange Commission (SEC) and the Federal Deposit Insurance Corporation (FDIC) was to
- 1 increase the government's tax revenue
  - 2 provide jobs for the unemployed
  - 3 restore the public's faith in financial institutions
  - 4 stimulate economic growth

- 30 "The tools of government which we had in 1933 are outmoded. We have had to forge new tools for a new role of government in a democracy — a role of new responsibility for new needs and increased responsibility for old needs, long neglected."

— Franklin D. Roosevelt

President Roosevelt made this statement in order to

- 1 justify an increase in the number of new Supreme Court Justices
- 2 defend the New Deal programs
- 3 support a renewal of laissez-faire government
- 4 secure aid for democratic countries in Europe

- 31 In 1933, President Franklin D. Roosevelt announced the Good Neighbor policy primarily to
- 1 increase immigration from Latin America
  - 2 grant diplomatic recognition to the Soviet Union
  - 3 promote free trade with the nations of Europe
  - 4 improve relations with Latin American nations

- 32 In 1939, the immediate response of the United States to the start of World War II in Europe was to
- 1 modify its neutrality policy by providing aid to the Allies
  - 2 declare war on Germany and Italy
  - 3 strengthen its isolationist position by ending trade with England
  - 4 send troops to the Allied Nations to act as advisors

- 33 Toward the end of World War II, the Servicemen's Readjustment Act (first GI bill, 1944) attempted to benefit American society by
- 1 guaranteeing racial equality in the Armed Forces
  - 2 providing educational and financial assistance to veterans
  - 3 abolishing the draft during peacetime
  - 4 strengthening the concept of civilian control of the military

- 34 "There shall be a loyalty investigation of every person entering the civilian employment of any department or agency of the Executive Branch of the Federal Government."

— The Truman Loyalty Order, March 22, 1947

President Harry Truman issued this Executive order in response to the

- 1 fear of Communist Party influence in government
- 2 election of Socialist Party representatives to Congress
- 3 discovery of spies in defense industries
- 4 arrest and trial of high-ranking government employees for terrorism

- 35 Immediately after World War II, the relationship between the United States and the Soviet Union became strained because
- 1 both nations were competing for supremacy in space exploration
  - 2 the United States prevented the Soviet Union from joining the United Nations
  - 3 each nation believed that the other was a threat to its national security
  - 4 the United States used military forces in Cuba and South Vietnam

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



(adapted)

- 36 The man holding the sign is objecting to Supreme Court decisions that
- 1 redefined the right to assemble peacefully
  - 2 strengthened the separation of church and state
  - 3 expanded the right to bear arms
  - 4 increased the rights of the accused

- 37 Which statement is a valid conclusion based on President Dwight D. Eisenhower's approach to applying the *Brown v. Board of Education* ruling to the desegregation of Central High School in Little Rock, Arkansas?
- 1 State governors do not have to obey Supreme Court rulings.
  - 2 Presidents refuse to allow military intervention in local disputes.
  - 3 Some Supreme Court decisions are not effective unless the President enforces them.
  - 4 Presidents have been unwilling to enforce laws pertaining to minorities.

- 38 The main reason the Voting Rights Act of 1965 removed the literacy test as a voting qualification was that
- 1 different standards of literacy had been applied to different groups of voters
  - 2 a majority of voters were unable to read election ballots
  - 3 technology had made voter literacy unnecessary
  - 4 the cost of achieving literacy was too high

- 39 "In this present crisis, government is not the solution to our problems. . . . It is my intention to curb the size and influence of the Federal establishment and to demand recognition of the distinction between the powers granted to the Federal Government and those reserved to the States or to the people. All of us need to be reminded that the Federal Government did not create the States; the States created the Federal Government."

— President Ronald Reagan  
First Inaugural Address  
January 20, 1981

Which action did the Reagan administration take based on the belief expressed in these statements?

- 1 It increased government spending on social programs.
- 2 It reduced defense spending.
- 3 It increased corporate and personal income taxes.
- 4 It reduced government regulation of business.

40 Which issue continues to be a major goal of the women's rights movement in the United States?

- 1 having women serve as officers in the military
- 2 guaranteeing women equal pay for equal work
- 3 enabling women to serve in the President's Cabinet
- 4 admitting women to top-ranked universities

41 In the late 1990's, congressional opposition to granting a more favorable trade status to China was based primarily on China's

- 1 persecution of Hong Kong residents
- 2 high-priced exports
- 3 history of unstable governments
- 4 disregard for human rights

Base your answers to questions 42 and 43 on the quotation below and on your knowledge of social studies.

"I object in the strongest possible way to having the United States agree, directly or indirectly, to be controlled by a league [of nations] which may at any time . . . be drawn in to deal with internal conflicts in other countries. . . . We should never allow the United States to be involved in any internal conflict in another country."

— Senator Henry Cabot Lodge

42 Senator Lodge was raising objections to the

- 1 ratification of the Treaty of Versailles, which ended World War I
- 2 decision to provide economic aid to Western Europe after World War II
- 3 participation of the United States in the Korean War
- 4 approval of the nuclear test-ban treaty with the Soviet Union

43 Senator Lodge was expressing support for a foreign policy of

- |                |                   |
|----------------|-------------------|
| 1 containment  | 3 interventionism |
| 2 isolationism | 4 imperialism     |

Base your answers to questions 44 and 45 on the cartoon below and on your knowledge of social studies.



Bill Mauldin (adapted)

44 The cartoon reflects conflicting opinions held during the United States involvement in

- 1 the Spanish-American War
- 2 World War I
- 3 the Vietnam War
- 4 the Persian Gulf War

45 In presenting the positions taken by the two "strategists," the cartoonist intended to emphasize the idea that

- 1 religion has no place in United States foreign policy
- 2 extremist attitudes are not helpful in solving difficult foreign policy problems
- 3 increasing military force is the only way to combat aggression
- 4 the United States should focus on domestic reform rather than foreign conflicts

46 What would be an expected result of the public financing of election campaigns?

- 1 Personal income taxes would be reduced.
- 2 Political parties would no longer be necessary.
- 3 People who contribute large amounts of money would lose their influence.
- 4 Incumbents would be guaranteed reelection.

47 Which social practice has done the most to assimilate immigrants into American culture?

- 1 educating immigrant children in public schools
- 2 housing immigrants in tenements
- 3 making low-cost medical care available
- 4 forming ethnic neighborhoods in cities

48 The decisions of the United States Supreme Court in *Schenck v. United States* (1919) and *Korematsu v. United States* (1944) show that civil liberties are

- 1 considered more important than military goals
- 2 not guaranteed to immigrants
- 3 affected by state laws
- 4 limited in certain situations

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 Throughout United States history, important principles of government have been used in different historical situations.

*Principles of Government*

Civilian control of the military  
Constitutional amendment  
Due process of law  
Elastic clause  
Federalism  
Impeachment process  
Judicial review

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

- Explain the meaning of the principle of government
- Identify a specific historical situation in which the principle was used and show how this situation involved the use of the principle [Use a *different* historical situation for each principle chosen.] [5,5,5]

- 2 Decisions of the United States Supreme Court have both expanded and limited some of the rights of individuals provided for in the Bill of Rights.

*Rights of Individuals*

Freedom of the press  
Freedom of religion  
Right to privacy  
Right to counsel  
Protection against unreasonable search and seizure  
Protection against cruel and unusual punishment  
Protection against self-incrimination

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

- Discuss a specific United States Supreme Court case that dealt with the right [Use a *different* case for each right chosen. The exact name of the case does *not* have to be given.]
  - Show how the Court's decision in this case either expanded or limited the right [5,5,5]
- 

**Part III**

**ANSWER TWO QUESTIONS FROM THIS PART.** [30]

- 3 Since the end of World War II (1945), the United States has followed foreign policies to achieve various goals.

*Foreign Policy Goals*

Containing the spread of communism  
Maintaining world peace  
Promoting human rights  
Reducing international terrorism  
Defending the United States from attack  
Improving economic conditions

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

- Describe a specific United States action taken to achieve the foreign policy goal since the end of World War II [You must use a *different* action for each goal chosen.]
- Discuss the extent to which the goal was achieved by that action [5,5,5]

- 4 During the 20th century, United States Presidents have often faced domestic economic problems. Some Presidents are listed below.

*20th-Century Presidents*

Theodore Roosevelt  
Woodrow Wilson  
Herbert Hoover  
Franklin D. Roosevelt  
Lyndon B. Johnson  
Richard Nixon  
Jimmy Carter

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

- Identify a domestic economic problem faced by the President
- Describe a specific Presidential action taken to correct the problem
- Evaluate the effectiveness of the President's action in correcting the economic problem [5.5.5]

- 5 In the United States, influential individuals have disagreed about specific domestic issues. Pairs of individuals are listed below.

*Pairs of Individuals*

Alexander Hamilton — Thomas Jefferson  
Abraham Lincoln — Thaddeus Stevens  
Booker T. Washington — W.E.B. Du Bois  
Eugene V. Debs — Samuel Gompers  
Ida Tarbell — John D. Rockefeller  
Malcolm X — Martin Luther King, Jr.  
Gloria Steinem — Phyllis Schlafly

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

- Identify *one* specific domestic issue on which the two individuals disagreed
- Discuss a viewpoint expressed by *each* individual regarding that issue
- State *one* outcome of the disagreement [5.5.5]

- 6 Changes in the United States have had positive and negative effects on American life. Some important changes are listed below.

*Changes*

Mechanization of farming (1865–1900)  
Federal regulation of private business (1880–1920)  
Increased government responsibility for the unemployed (1932–1940)  
Abolition of the immigration quota system (1965–present)  
Decrease in the number of factory jobs (1970–present)  
Increasing environmental awareness (1970–present)  
Existence of new communication technologies (1990's)

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

- Explain *one* reason that the change occurred
- Discuss a positive *or* negative effect of the change on American life [5,5,5]

- 7 Throughout United States history, many individuals have made statements that have raised an awareness of the need for change. Several of these statements are quoted below.

*Statements*

O ye that love mankind! Ye that dare oppose, not only the tyranny, but the tyrant, stand forth!

*Common Sense* — Thomas Paine

I proceed, gentlemen, briefly to call your attention to the present state of insane persons . . . in cages, closets, cellars, stalls, pens! Chained, naked, beaten with rods, and lashed into obedience.

*Report to the Massachusetts Legislature* —  
Dorothea Dix

He toils that another may reap the fruit; he is industrious that another may live in idleness . . . he labors in chains at home, under burning sun and biting lash.

*Speech* — Frederick Douglass

They were not farm men anymore, but migrant men. And the thought, the planning, the long staring silence that had gone out to the fields, went now to the roads, to the distance, to the West.

*The Grapes of Wrath* — John Steinbeck

As I got up on the bus and walked to the seat I saw there was only one vacancy that was just back of where it was considered the white section. . . . [The bus driver ordered Mrs. Parks to give up her seat to a white man.] . . . I remained where I was. When the driver saw that I was still sitting there, he asked if I was going to stand up. I told him, no, I wasn't.

*An account* — Rosa Parks

[Women] were taught to pity the neurotic, unfeminine, unhappy women who wanted to be poets or physicists or presidents. They learned that truly feminine women do not want careers, higher education, political rights — the independence and the opportunities that the old-fashioned feminists fought for.

*The Feminine Mystique* — Betty Friedan

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

- Discuss the historical circumstances that prompted the person to make the statement
- Show how the statement influenced a social, economic, *or* political change in the United States [5,5,5]



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REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY  
AND GOVERNMENT

Wednesday, January 26, 2000 — 1:15 to 4:15 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	54
45	53
44	52
43	51
42	51
41	50
40	49
39	48
38	48
37	47
36	46
35	45
34	45
33	44
32	43
31	43
30	42
29	41
28	40
27	40
26	39
25	38

No. Right	Credits
24	37
23	37
22	36
21	35
20	35
19	34
18	33
17	32
16	32
15	31
14	30
13	29
12	29
11	27
10	24
9	22
8	19
7	17
6	15
5	12
4	10
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

Wednesday, January 26, 2000 — 1:15 to 4:15 p.m., only

### SCORING KEY

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

#### Part I

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

#### United States History and Government

January 26, 2000

#### Part I (55 credits)

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

Cut Here

Cut Here

### The Mechanics of Rating

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

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

### Parts II and III Guide to Evaluating Essays

#### *General:*

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

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

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

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

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

**Essay 1 —**

**Objectives**

- Demonstrate an understanding of the meanings of various principles of government
- Demonstrate an ability to identify specific historical situations and show how the situations involved uses of the principles chosen

**Criteria for rating**

An appropriate response should indicate an understanding of the meaning of a particular principle of government, identify a specific historical situation in which the principle was used, and show how the situation involved the use of the principle. Explanations of meaning must be accurate. For example, if a student chooses impeachment, a response such as “The President is removed from office when he is impeached” is unacceptable because it shows a lack of understanding of the principle. Appropriate responses may include, but are not limited to, these examples:

*Civilian control of the military*

Civilian control of the military rests on the principle that the President of the United States, an elected civilian official, is empowered by the Constitution to act as Commander in Chief of all United States forces. This empowerment was established to prevent the military from assuming too much power. A specific historical situation in which this principle was used involved the firing of General Douglas MacArthur after he disobeyed President Harry Truman during the Korean War. President Truman, fearing a more extensive war involving Communist China, ordered MacArthur to limit the fighting to the Korean Peninsula and not to expand it into Communist China. When MacArthur wrote a letter proposing “There is no substitute for victory” and suggesting that the war be extended, Truman fired him for insubordination because MacArthur had publicly expressed views in opposition to the President’s policy.

*Impeachment process*

The impeachment process is the method used by the House of Representatives to bring charges of wrongdoing against Federal officeholders such as judges, the President, and the Vice President for high crimes and misdemeanors, treason, and/or bribery. A specific historical situation in which this principle was used involved the impeachment of President Bill Clinton in December 1998. President Clinton was impeached by the House of Representatives on two counts of lying under oath in a Federal grand jury proceeding and for obstructing justice in the Monica Lewinsky investigation. President Clinton became the first elected United States President ever to be impeached and only the second President in United States history to have impeachment charges brought against him.

*Judicial review*

Judicial review is the process by which the Supreme Court can determine the constitutionality of laws passed by Congress and the States or executive actions of the President of the United States. It is a powerful check of the Court on the possible abuses of power by the executive and legislative branches of government. A specific historical situation in which this principle was used involved the Supreme Court ruling in the case *Marbury v. Madison*, which first established the principle of judicial review. At the end of his Presidency, John Adams granted last-minute appointments to several Federalists. These appointments were known as “midnight appointments.” William Marbury was granted an appointment as the justice of the peace for Washington, D.C., but the new President, Thomas Jefferson, ordered his Secretary of State, James Madison, to withhold Marbury’s appointment. Marbury sued Madison and sought a writ of mandamus from the Supreme Court ordering Madison to deliver the appointment. The Supreme Court refused Marbury’s request, ruling that the 1789 Judiciary Act that Marbury used to bring his case to the Supreme Court was unconstitutional on the grounds that Marbury had not sought redress in the lower courts first.

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**Essay 2 —****Objectives**

- Demonstrate knowledge of specific Supreme Court cases that dealt with rights of individuals
- Demonstrate an understanding of how the Court's decisions either expanded or limited rights of individuals

**Criteria for rating**

An appropriate response should discuss a specific Supreme Court case that dealt with the rights of individuals and show how the Court's ruling either expanded or limited that right. Although the student does not have to identify the specific name of the case, the student must discuss a case directly related to the right chosen. Vague answers such as "The case upset many people" or "The ruling was unfair" are unacceptable. Appropriate responses may include, but are not limited to, these examples:

*Freedom of religion*

In 1962, the Supreme Court ruled in *Engel v. Vitale* that state-sponsored prayer violated the constitutional principle of the separation of church and state. The New York State Board of Regents wrote a prayer to be recited by students each day in New York public schools. Although this prayer had the support of many churches and religious leaders, some parents complained that their children's religious freedom was violated by mandating recitation of a state-sponsored prayer. The decision created a national debate on school prayer that has led many to support a constitutional amendment supporting school prayer. The decision in this case effectively expanded the principle of freedom of religion by limiting the states' ability to mandate such a prayer.

*Right to privacy*

In 1973, the Supreme Court ruled in *Roe v. Wade* that a woman's right to an abortion in the first three months of pregnancy is a private matter that cannot be denied by the States. This decision gave women the legal right to choose to have an abortion. A woman from Texas challenged a Texas state law that made it a crime to get or attempt to get an abortion, except when the mother's life was in danger. She believed that this law violated her right to personal liberty under the 14th amendment and her right to privacy protected by the Bill of Rights. The decision in this case expanded a person's right to privacy to include the right to choose to have an abortion.

*Right to counsel*

In 1963, the Supreme Court issued a landmark ruling regarding the right of the accused to have counsel in criminal trials. Clarence Gideon was convicted in a Florida court of breaking into a pool hall. Gideon claimed that he was too poor to afford an attorney and requested that one be provided for him. The judge refused, and Gideon was convicted. The Supreme Court overruled the Florida court, stating that in cases involving serious crimes, the accused has a right to an attorney paid for by the state. The decision in this case expanded the right to counsel to include all serious crimes.

**Essay 3 —****Objectives**

- Demonstrate knowledge of specific actions taken by the United States to achieve foreign policy goals
- Demonstrate an understanding of the extent to which goals were achieved by the actions taken

**Criteria for rating**

An appropriate response should describe a specific action used to achieve a foreign policy goal and discuss the extent to which the specific action taken helped achieve the stated goal. In their responses, students may argue from a variety of perspectives. For example, students may argue that the goal of maintaining world peace has or has not been achieved, depending on the example and evidence cited by the student. A student may argue that the United States has been unable to maintain peace in the Middle East in spite of (or perhaps because of) its policy of supporting the State of Israel. A student may also argue that efforts such as the Camp David accords have helped reduce tensions in this area of the world. Appropriate responses may include, but are not limited to, these examples:

*Containing the spread of communism***Specific action:**

The passage of the European Recovery Act, based on the Marshall Plan, in 1948 helped the nations of Western Europe recover from economic damages caused by World War II and resist communist influence. In 1947, Secretary of State George C. Marshall proposed that massive American aid in the form of food, money, and machinery be sent to Europe to combat the hunger, poverty, and chaos present in war-torn Europe and to help stabilize European governments.

**Extent to which the goal was achieved:**

The Marshall Plan provided over \$13 billion in American aid, which led to the restoration of much of Western Europe's damaged economies and provided stable, democratic governments that were able to help the United States resist communist aggression in Europe.

*Maintaining world peace***Specific action:**

The United States decided to support the creation of the United Nations toward the end of World War II and to become a charter member, showing how American political, economic, and military power could be used to encourage the maintenance of world peace.

**Extent to which the goal was achieved:**

In 1990, Iraqi leader Saddam Hussein ordered his army to invade and occupy neighboring Kuwait. President George Bush responded by sending American troops into Saudi Arabia to defend that nation from Iraqi aggression. President Bush urged the United Nations Security Council to pass a resolution denouncing Iraq's aggression and imposing economic sanctions to punish Iraq. Also, President Bush organized United

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Nations members into an international allied military coalition whose goal was to expel Iraqi forces from Kuwait and restore the legal government to power in that nation. Though the United States–led United Nations action was successful at the time, Iraq continued to violate United Nations sanctions by refusing to cooperate with United Nations weapons inspectors in the late 1990's. This refusal by Iraq to comply with United Nations resolutions led President Bill Clinton to order bombings of Iraq in 1998 and to respond to continued threats against peace in the region by Saddam Hussein.

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**Essay 4 —**

**Objectives**

- Demonstrate knowledge of specific economic problems faced by 20th century Presidents
- Demonstrate an ability to describe specific actions taken by Presidents to correct the problems
- Demonstrate an ability to evaluate the effectiveness of the Presidents' actions in correcting specific problems

**Criteria for rating**

An appropriate response should identify a specific economic problem faced by a President and describe a specific Presidential action that was taken to correct the problem. The response should also evaluate the effectiveness of a President's action in correcting the problem. Appropriate responses may include, but are not limited to, these examples:

*Coal miner strikes — Theodore Roosevelt*

**Problem:**

In 1902, a series of strikes by coal miners erupted in eastern Pennsylvania to protest unsafe working conditions, low wages, and frequent layoffs. These strikes threatened to leave millions of Americans without coal to heat their homes over the winter.

**Action taken:**

President Roosevelt recognized that he had no power under the law or even a precedent to force the mine owners and miners to come to an agreement. Nevertheless, he invited representatives of the mine owners to meet with United Mine Workers representative John Mitchell at the White House. When the meeting accomplished nothing, President Roosevelt considered a seizure of the mines by Federal troops, a legally questionable act. His proposed plan led to a deal arranged with J. P. Morgan, whose banking firm indirectly controlled most of the mines, to pressure mine operators to settle with the mine workers union.

**Effectiveness of action:**

President Roosevelt's willingness to use the prestige of his office and his personal influence with J. P. Morgan helped to end one of the longest strikes in United States history, while averting a winter heating disaster. President Roosevelt's actions showed how the "bully pulpit" of the Presidency could be used to solve disputes between workers and owners peacefully.

*Lack of a central bank — Woodrow Wilson*

**Problem:**

The lack of a centralized banking and currency system in the United States prevented the proper circulation of money needed for investment into the economy. Also, lack of a central bank meant that no organization existed to direct banking policy, which hurt other parts of the country, especially rural areas.

Action taken:

President Wilson proposed the creation of a Federal Reserve Bank. Congress passed the Federal Reserve Act and President Wilson signed it in 1913. The act provided for 12 Federal Reserve Banks located across the country and required all national banks to join them. These “banks for bankers” concentrated reserves to provide support to smaller banks in times of difficulty, provide for local investment, and make it easier to move funds from one area of the country to another.

Effectiveness of action:

The Federal Reserve Act shifted the nation’s financial power to Washington, D.C., where the Federal Reserve Board would decide monetary policy. Because its members were appointed to 14-year terms by the President, subject to Senate approval, the Board could not be influenced by regional biases. This legislation made the banking system more responsive to the needs of the entire nation, as demonstrated by the system’s ability to finance war industries and the war effort in World War I. In addition, the Federal Reserve’s ability to regulate currency and interest rates helped to prevent the extreme highs and lows of the economic cycle.

*Oil shortage — Jimmy Carter*

Problem:

The shortage of oil as an energy source became one of the most serious domestic problems of the 1970’s. Experts warned that oil supplies would eventually become exhausted and that rising oil prices set by the Organization of Petroleum Exporting Countries (OPEC) were leading to an increase in prices of consumer goods.

Action taken:

President Carter proposed a national energy program to conserve oil resources; to promote the use of coal, an abundant resource in the United States; to investigate the use of alternative energy sources, such as solar power; and to create a new Department of Energy, which Congress agreed to do.

Effectiveness of action:

Congress, however, did not agree with many of President Carter’s proposals. The President asked Americans to reduce their energy consumption voluntarily, yet many in Congress opposed this action. In addition, public anger over a plan to place a 10% tax on imported oil and impose gas rationing led Congress to reject the Carter plan.

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**Essay 5 —****Objectives**

- Demonstrate knowledge of specific domestic issues on which individuals disagreed
- Demonstrate knowledge of opposing viewpoints expressed by the individuals toward the issues
- Demonstrate knowledge of outcomes of the disagreements

**Criteria for rating**

An appropriate response should identify a specific domestic issue on which individuals disagreed, discuss the opposing viewpoints expressed by the individuals, and state one outcome of that disagreement. An overly general or simplistic response such as “Hamilton and Jefferson disagreed because they were in different political parties” does not address a specific issue on which they disagreed and fails to demonstrate an understanding of the opposing views of the individuals. Appropriate responses may include, but are not limited to, these examples:

*Creation of National Bank — Hamilton versus Jefferson*

Because Alexander Hamilton viewed the Constitution as having flexibility under the elastic clause, he proposed that a National Bank be created to allow the Federal Government to hold its funds securely. Hamilton’s proposal was considered a “loose constructionist” view of the Constitution.

Thomas Jefferson believed that the Constitution should be read and interpreted literally. Jefferson expressed his views clearly on the subject of implied power in the Kentucky Resolutions, when he stated that implied power used by the Federal Government can give the Federal Government wider powers that were not expressly delegated to it. Thus, he believed that the right of the Federal Government to create a National Bank was unconstitutional because the Federal Government was not specifically delegated the power to create such an institution.

In this disagreement, Hamilton successfully argued that the Bank’s functions were within the implied powers granted Congress to do what was “necessary and proper” to carry out its functions. Thus, the Bank chartering bill was passed by Congress and signed by President George Washington.

*Craft unions versus industrial unions — Debs versus Gompers*

Samuel Gompers, who helped organize the American Federation of Labor (AFL) in 1886, was a strong believer in unions that represented workers in a single trade or craft. Unionizing workers in trades that required skilled workers enabled the unions to limit membership and focus on bargaining for higher wages, shorter hours, and benefits for disabled workers.

Eugene V. Debs proposed the creation of industrial unions in which all classes of workers in a single industry are joined together. In 1893, Debs created the American Railway Union, which sought to organize railroad conductors, firemen, engineers, telegraph opera-

tors, and station clerks into one union. In 1894, Debs' organization successfully forced the owners of the Great Northern Railway to restore to their employees wages that had been previously cut.

The emphasis on creating a skilled workers' union helped the AFL thrive in the late 1800's and early 1900's when other unions lost members. Debs' union eventually collapsed as a result of its support of the Pullman railway workers strike in 1894. Debs was arrested for refusing to obey an injunction, which led to the collapse of the strike and the American Railway Union.

*Equality for African Americans — Washington versus Du Bois*

Booker T. Washington, a former slave, founded the Tuskegee Institute in Alabama to train African Americans in skilled trades. Washington believed that African Americans would achieve equality by acquiring education and learning skilled trades. Skilled workers could find jobs more easily and would be paid higher wages for the quality of the goods they produced. This economic power would eventually lead to political power, which would force individuals to recognize the equality of African Americans in the workplace, the society, and the political arena.

W.E.B. Du Bois, a Harvard-educated history professor at Atlanta University, rejected Washington's emphasis on job skills and argued that higher education and suffrage were the only ways to achieve equality for African Americans. Du Bois helped organize the Niagara Falls Convention at which demands were made for full political rights for African Americans and an end to racial discrimination. This action eventually led to the creation of the National Association for the Advancement of Colored People (NAACP) in 1909.

The outcome of the disagreement was that Washington's belief in skilled trades and economic power as a means of achieving equality faded as Du Bois' movement for suffrage and racial equality became a dominant theme among African American civil rights leaders.

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**Essay 6 —**

Objectives

- Demonstrate knowledge of reasons for specific changes in the United States
- Demonstrate knowledge of positive and negative effects of these changes on American life

**Criteria for rating**

An appropriate response should explain a reason that change in the United States occurred and discuss a positive or negative effect of the change on American life. Appropriate responses may include, but are not limited to, these examples:

*Mechanization of farming (1865–1900)*

Throughout the 19th century, the increasing number of markets and the movement away from self-sufficient agriculture to cash crops encouraged further mechanization of agriculture. The soil and climate conditions, coupled with the vastness of the Great Plains, also hastened the development of more efficient farm machinery. New plows and machine harvesters had a positive impact on many farming operations by increasing agricultural production, lowering overhead costs, and increasing farm profits.

*Increased government responsibility for the unemployed (1932–1940)*

When depressions occurred in the United States before the 1920's, Americans lost their jobs and government did nothing to help them. When the Great Depression began in 1929, factories shut down and thousands lost their jobs. Although President Herbert Hoover authorized some public works projects to create jobs, these projects had little effect, considering the extent of the problem. In 1932, newly elected President Franklin D. Roosevelt asked Congress for legislation allowing the Federal Government to provide direct relief to the unemployed. As part of the New Deal, President Roosevelt also asked Congress to subsidize a wide variety of public works programs throughout the country. The Civilian Conservation Corps, Tennessee Valley Authority, and Works Progress Administration were some of the programs that created jobs for millions of workers. A positive effect of these efforts was that the people who had jobs made money and therefore spent money. Consumer spending increased, demand went up, factories returned to production, and more people were employed.

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**Essay 7 —****Objectives**

- Demonstrate knowledge of the historical circumstances that prompted individuals to make statements about conditions in need of change
- Demonstrate an understanding of how the statements influenced social, economic, and political change in the United States

**Criteria for rating**

An appropriate response should discuss historical circumstances that led the individual to comment on a condition in need of change in the United States. Also, a discussion of the historical circumstances should show how the individual's statement influenced a political, social, or economic change in the United States. For example, a student may write that Betty Friedan focused her efforts on helping American women realize their full potential. In addition, she worked to help create the National Organization for Women (NOW) in an effort to lobby government for equal rights and better pay. She also sought to end separate classified job advertisements for men and women and to encourage women to enter professions previously open only to men. Appropriate responses may include, but are not limited to, these examples:

*Thomas Paine*

Thomas Paine argued in *Common Sense* that British tyranny was preventing the colonists from achieving their destiny as the true possessors of the North American Continent. British taxation laws, restrictions on colonial trade, and the suspension of colonial assemblies were stifling the colonists. Paine argued that the Colonies should not have to be ruled by a small island 3,000 miles away that could not meet the immediate needs of the people, who were capable of caring for themselves. Paine's pamphlet convinced many Americans of the need to create an independent nation that would allow them to develop a just society based on economic and social equality. Paine's account of the battle of Lexington and Concord and his attack on the King as a "sullen-tempered Pharaoh" who was immune to the slaughter of his people helped convince Americans that revolt was their only recourse.

*Dorothea Dix*

Dorothea Dix was a deeply religious teacher inspired by transcendentalist ideas who championed the cause of the mentally ill during the 1840's. Dix was shocked to find mentally ill people at that time treated as criminals and animals. Dix observed that the mentally ill were often beaten with sticks, chained, kept in cages, and left naked to suffer. In 1843, Dix compiled notes on her observations into a detailed report and sent it to the Massachusetts Legislature, hoping to find support for reform. Shocked legislators passed laws aimed at reforming prisons and creating new institutions to house the mentally ill, where they could receive more humane treatment. Also, Dix continued to speak out on the need to reform and rehabilitate the mentally ill to help them lead useful, constructive lives.

*Frederick Douglass*

Frederick Douglass was born into slavery and eventually became a fugitive when he escaped from Baltimore, Maryland, in 1838. Douglass was the first runaway slave to speak out publicly against the evils of slavery. Douglass joined the American Antislavery Society and made speeches calling for an end to the institution that allowed whites to reap economic benefits from the hard labor of enslaved people. Douglass eventually created his own antislavery newspaper, *The North Star*, naming it after the star that guided runaway slaves to freedom. During the Civil War, Douglass used his influence to convince President Abraham Lincoln to issue the Emancipation Proclamation and to allow African Americans to serve in the Union Army as a way of earning their freedom. Douglass became the conscience of the abolition movement to free African Americans enslaved in the South. The United States adopted the 13th, 14th, and 15th amendments to the Constitution abolishing slavery, granting citizenship to African Americans, and guaranteeing the right of African American males to vote.

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