

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

**UNITED STATES HISTORY  
AND  
GOVERNMENT**

**Thursday, August 12, 1999 — 12:30 to 3:30 p.m., only**

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

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

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

## Part I (55 credits)

### Answer all 48 questions in this part.

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

- 1 A necessary characteristic of a democracy is a
  - 1 government headed by an elected President
  - 2 written constitution that guarantees the right to earn a living
  - 3 system of majority rule and the legal protection of individual rights
  - 4 judicial branch that interprets and enforces all laws
- 2 The Articles of Confederation and the United States Constitution are similar in that both provide for
  - 1 a lawmaking body
  - 2 a system of Federal taxation
  - 3 an elected chief executive
  - 4 the power of judicial review
- 3 The purpose of the Three-fifths Compromise, which was adopted by the Constitutional Convention of 1787, was to
  - 1 balance power between states with large populations and those with smaller populations
  - 2 provide a means of deciding disputed Presidential elections
  - 3 allow Congress to override a Presidential veto of an act passed by both Houses
  - 4 reduce the fear of loss of representation by Southern States with large slave populations
- 4 The elastic clause and the amending process were included in the United States Constitution to
  - 1 prevent states from becoming too powerful
  - 2 allow the Constitution to adjust to changing times
  - 3 prevent any branch of government from exceeding its power
  - 4 protect the liberties of the people from abuse by the government
- 5 “No freeman shall be . . . imprisoned . . . or in any way harmed . . . except by the lawful judgment of his peers. . . .”

— Magna Carta, 1215

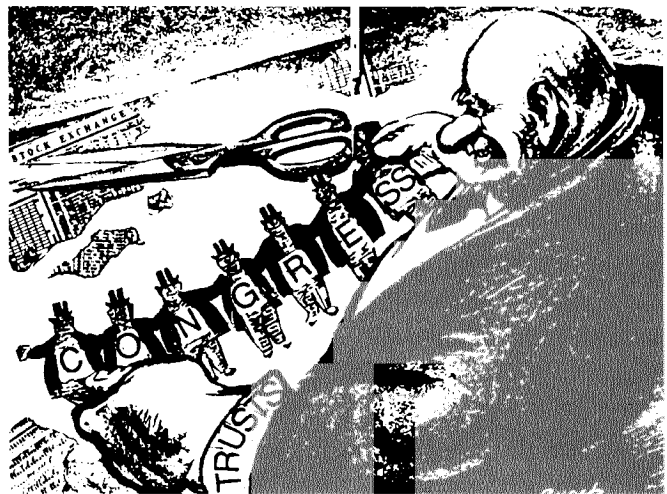
This statement is the basis for the democratic principle of the right to

  - 1 trial by jury
  - 2 freedom from cruel and unusual punishment
  - 3 freedom from double jeopardy
  - 4 protection against self-incrimination
- 6 The term “unwritten constitution” is best defined as
  - 1 the government of the United States before the Articles of Confederation
  - 2 political customs and traditions that have become part of the United States Government
  - 3 government policies that are based on Supreme Court decisions
  - 4 powers reserved for state governments
- 7 In the United States Supreme Court case *Engel v. Vitale* (1962), concerning the separation of church and state, the Court banned
  - 1 state-required student prayer in public schools
  - 2 the study of religions in public schools
  - 3 released time for religious instruction for public school students
  - 4 transportation of students to parochial schools at public expense
- 8 Why will the United States Senate *not* be directly affected by any reapportionment resulting from the census to be taken in 2000?
  - 1 Senators are elected by the people.
  - 2 The most powerful Senators are those with the most seniority.
  - 3 Senators tend to make decisions based on personal beliefs rather than on the voters’ wishes.
  - 4 The Federal Constitution provides each state with equal representation in the Senate.

- 9 The United States Supreme Court decision in *Miranda v. Arizona* (1966) shows that the Court can
  - 1 suspend civil liberties in times of national crisis
  - 2 increase the power of state governments
  - 3 expand the constitutional rights of individuals
  - 4 limit the powers of Congress and the President
- 10 In his Farewell Address, President George Washington advised the United States to
  - 1 avoid commercial relations with European nations
  - 2 avoid permanent alliances with foreign countries
  - 3 engage in territorial expansion west of the Mississippi
  - 4 support the establishment of democratic governments in other nations
- 11 With the purchase of the Louisiana Territory, President Thomas Jefferson demonstrated that he had modified his view of the
  - 1 need for high protective tariffs
  - 2 ability of the masses to participate in government
  - 3 benefits of an agricultural society
  - 4 strict interpretation of the Constitution
- 12 The main purpose of the Homestead Act of 1862 was to
  - 1 encourage settlement of public lands in the West
  - 2 provide land for building a transcontinental railroad
  - 3 raise revenue for the Federal Government
  - 4 maintain a balance between slave states and free states
- 13 During Reconstruction, what was a belief of the Radical Republicans?
  - 1 The former Confederate States should be brought back into the Union as quickly as possible.
  - 2 Reconstruction should be used to force political and social reform in the Southern States.
  - 3 The North and South should take equal responsibility for causing the Civil War.
  - 4 The freedmen should be denied equal civil rights.

- 14 The grandfather clause and the literacy test were similar in that both were designed to
  - 1 drive the carpetbaggers permanently from the South
  - 2 force Southern leaders to agree with Northern views on Reconstruction
  - 3 prevent African Americans in the South from voting
  - 4 stop former slaves from obtaining an education
- 15 After the Civil War, the corporation became an important form of business organization in the United States because corporations
  - 1 enabled management to have close contact with workers
  - 2 received the support of organized labor
  - 3 were owned by local governments
  - 4 created large amounts of investment capital

Base your answer to question 16 on the cartoon below and on your knowledge of social studies.



(adapted)

- 16 What is the main idea of the cartoon?
  - 1 Big business has excessive influence on governmental decisions.
  - 2 Congress has placed too many regulations on the stock exchange.
  - 3 Big business is distressed because it cannot control congressional actions.
  - 4 The members of Congress desire to curb the abuses of big business.

- 17 In the late 19th century, what was a problem of American farmers that led to government regulation of business?
- 1 high railroad rates
  - 2 high tariffs on imported products
  - 3 high wheat prices
  - 4 scarcity of farmland
- 18 A major criticism of the Dawes Act of 1887 was that it
- 1 gave Native American Indians better job opportunities than white workers had
  - 2 forced Native American Indians to make changes that conflicted with their culture
  - 3 granted the most valuable Western lands to Native American Indians
  - 4 had too many loopholes to be enforceable
- 19 The main purpose of the Open Door policy, announced by the United States in 1899, was to
- 1 encourage the introduction of modern government into China
  - 2 establish United States domination of Asian affairs
  - 3 increase United States trade with China
  - 4 provide China with military weapons
- 20 Frank Norris' novel *The Octopus* (1901) and Upton Sinclair's novel *The Jungle* (1906) both played a significant role in
- 1 involving the United States in World War I
  - 2 ending the Great Depression
  - 3 bringing about government support for economic reform
  - 4 easing hostilities between Western farmers and Eastern industrialists
- 21 In times of economic recession, the Federal Reserve Board often tries to encourage economic growth by
- 1 decreasing the money supply
  - 2 ending unemployment benefits
  - 3 raising taxes
  - 4 lowering interest rates

Base your answers to questions 22 and 23 on the quotation below and on your knowledge of social studies.

"Chronic wrongdoing . . . may . . . ultimately require intervention by some civilized nation, and . . . adherence . . . to the Monroe Doctrine may force the United States . . . to the exercise of an international police power."

— Theodore Roosevelt, 1904

- 22 Which world region was the focus of the foreign policy expressed in this statement?
- |                  |                 |
|------------------|-----------------|
| 1 Middle East    | 3 Soviet Union  |
| 2 Southeast Asia | 4 Latin America |
- 23 This statement helped provide justification for President Theodore Roosevelt's use of the
- 1 policy of Dollar Diplomacy
  - 2 Big Stick policy
  - 3 conservation policy
  - 4 Peace Corps
- 
- 24 A major feature of a graduated income tax is that it
- 1 bases taxation on the ability to pay
  - 2 eliminates the need for taxes on exports
  - 3 creates a stable flow of currency
  - 4 guarantees a balanced Federal budget
- 25 The principal reason the Senate refused to ratify the Treaty of Versailles after World War I was the belief that the treaty
- 1 failed to reduce international tariffs
  - 2 provided little incentive to end colonialism
  - 3 threatened United States sovereignty
  - 4 rejected many of the Fourteen Points
- 26 Immediately following World War I, the emphasis of United States foreign policy was on
- 1 a return to isolationism
  - 2 the acquisition of colonies
  - 3 containment of communism and collective security
  - 4 formation of international peacekeeping organizations

27 Which statement concerning immigration to the United States during the early part of the 20th century is most accurate?

- 1 Immigration generally had little influence on American society.
- 2 Heavy immigration from eastern and southern Europe led to the establishment of quotas.
- 3 Border patrols were set up to check illegal immigration from Latin America.
- 4 Most immigrants were middle class and upper class people from northern Europe.

28 "The business of America is business."

In this 1924 statement, President Calvin Coolidge was expressing the idea that

- 1 workers should have a greater role in influencing business decisions
- 2 the United States should end trade with other countries and become economically self-sufficient
- 3 basic industries should be owned by the Federal Government
- 4 the economy functions best if government allows business to operate freely

29 The "flappers" of the 1920's gained public attention mainly because they

- 1 often refused to conform to society's expectations
- 2 fought for the right of women to vote
- 3 fled the United States to live in Europe
- 4 worked for equal status in employment

30 "In times of economic depression, it is the responsibility of government to create programs that would provide jobs to the unemployed. The revenues that would be generated will repay the government expenditures."

This philosophy was most clearly carried out by the Presidential administration of

- 1 Woodrow Wilson
- 2 Warren G. Harding
- 3 Herbert Hoover
- 4 Franklin D. Roosevelt

31 A major impact of New Deal legislation has been

- 1 the dominance of the judiciary over the legislative and executive branches
- 2 a weakening of the President's influence in lawmaking
- 3 a stronger link between the national and local levels of government
- 4 a reduction in the power of the Federal Government over the states

32 Many members of President Franklin D. Roosevelt's own political party opposed his plan to add more Justices to the Supreme Court. These Democrats were against this plan because they

- 1 disagreed with most New Deal legislation
- 2 wanted to weaken President Roosevelt's image for the next election
- 3 wanted to protect the concept of separation of powers
- 4 agreed with the Court's rulings on civil rights legislation

33 During World War II, labor conditions in the United States resulted in

- 1 an expansion of economic opportunities for women
- 2 the creation of forced labor camps
- 3 a governmental takeover of most industries
- 4 a shortage of most military supplies

34 In 1944, Franklin D. Roosevelt was elected to a fourth term as President. Which action was taken to prevent future Presidents from breaking the two-term tradition?

- 1 Both major political parties agreed to nominate a new candidate for President after an incumbent's second term.
- 2 A constitutional amendment was adopted, placing term limits on the Presidency.
- 3 The Supreme Court ruled that a President could serve for only eight years.
- 4 An unwritten agreement was made by Presidential candidates that they would serve for no more than two terms.

- 35 An important effect of World War II on United States foreign policy was a
- 1 refusal to become involved in world affairs
  - 2 smaller role for the President in foreign policy and national security issues
  - 3 stronger commitment to collective security and world leadership
  - 4 willingness to intervene only when the national economy is involved

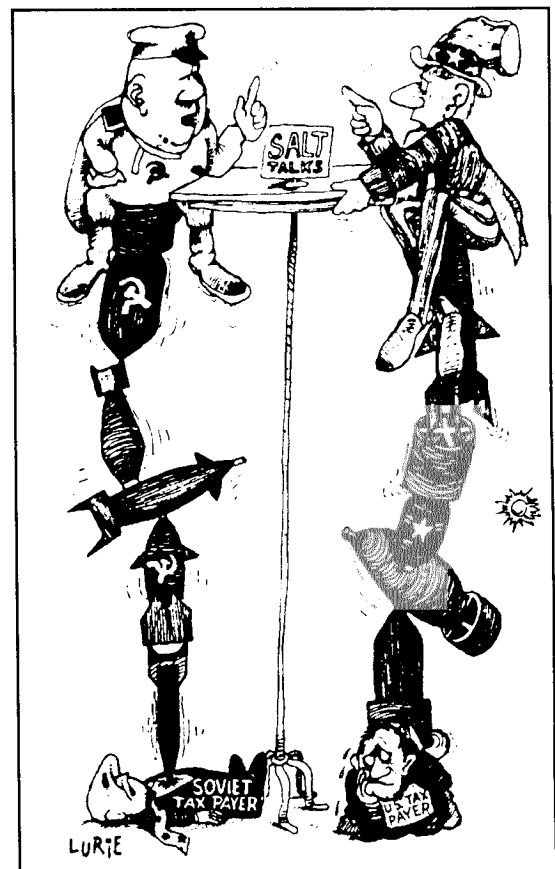
Base your answer to question 36 on the cartoon below and on your knowledge of social studies.



- 36 The main idea of this 1947 cartoon is that the United States was
- 1 concentrating on foreign affairs while ignoring domestic problems
  - 2 alienating its traditional Western European allies by aiding Eastern European nations
  - 3 creating a debt that the American economy could not afford
  - 4 initiating a risky program with unknown consequences
- 
- 37 President John F. Kennedy's most significant foreign policy failure involved the
- 1 invasion at the Bay of Pigs in Cuba
  - 2 development of the Peace Corps
  - 3 signing of a nuclear test-ban treaty
  - 4 sending of troops to Berlin

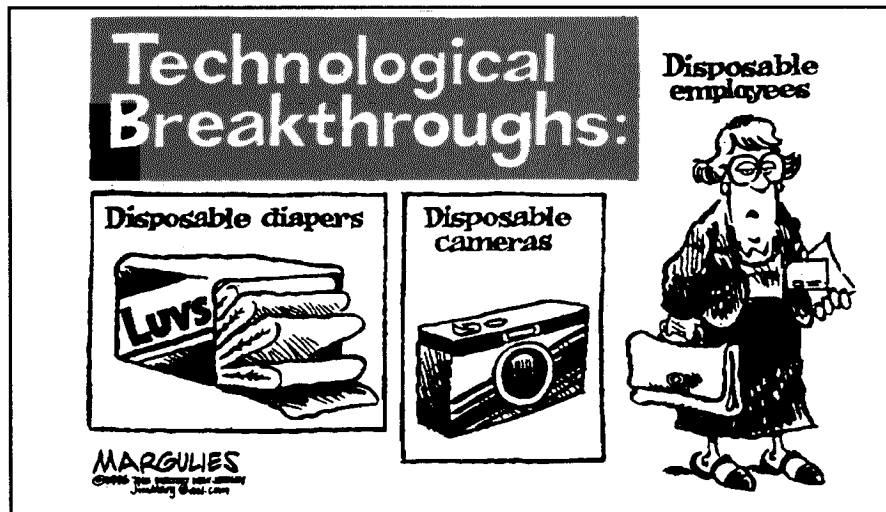
- 38 One similarity between the actions of Presidents Franklin D. Roosevelt and Lyndon B. Johnson is that both
- 1 led the United States to victory in war
  - 2 expanded the role of government in citizens' lives
  - 3 vetoed legislation on the issue of rights for minorities
  - 4 achieved a balanced Federal budget during their terms in office

Base your answer to question 39 on the cartoon below and on your knowledge of social studies.



- 39 The main point of this 1970's cartoon is that
- 1 the SALT talks were effectively resolving the problem of nuclear weapons buildup
  - 2 the buildup of nuclear weapons provided employment for the populations of both nations
  - 3 the lack of progress of the talks placed a burden on the national budgets of both countries
  - 4 each side was willing to compromise
-

Base your answer to question 40 on the cartoon below and on your knowledge of social studies.



40 The main idea of this cartoon is that businesses in the United States have

- 1 generated a great quantity of solid waste
- 2 eliminated the jobs of many workers through downsizing
- 3 solved most environmental problems
- 4 improved workers' lives as well as the quality of products

41 The quotations below are from two United States Supreme Court decisions.

- I. "Separation of the races does not place a badge of inferiority upon one group over another, thus it is not a violation of the 14th amendment." (1896)
- II. "To separate [children in grade school and high school] from others of similar age and qualifications solely because of their race generates a feeling of inferiority as to their status . . . that may affect their hearts and minds in a way unlikely ever to be undone." (1954)

The difference in opinion between these two rulings best shows

- 1 a change in judicial philosophy and public attitudes
- 2 the persistent efforts of the major political parties to increase equal opportunity
- 3 a recognition that democracy depends on economic equality for all citizens
- 4 the refusal of the Supreme Court to deal with controversial issues

42 One way in which some environmentalists want the United States Government to protect lakes and forests from acid rain is by

- 1 requiring factories to use coal rather than other forms of energy
- 2 spraying lakes and forests with protective chemicals
- 3 replacing nuclear energy with fossil fuels
- 4 requiring industries to reduce their smoke-stack emissions

43 "Heavy duties should be placed on goods shipped from Japan to the United States."

This statement best supports

- 1 free trade
- 2 a trade embargo
- 3 economic assistance
- 4 protective tariffs

44 The Chinese Exclusion Act, the Gentlemen's Agreement, and the National Origins Acts are all examples of

- 1 attempts to encourage scientists and intellectuals to settle in the United States
- 2 efforts to end immigration from Latin America
- 3 discriminatory immigration policies of the United States
- 4 programs to promote cultural diversity in the United States

45 Which amendment to the United States Constitution realized the principal goal of the Seneca Falls Convention of 1848?

- (1) 13th, ending slavery
- (2) 16th, creating a graduated income tax
- (3) 18th, establishing Prohibition
- (4) 19th, providing for women's suffrage

46 The Palmer Raids of 1919 and 1920 and McCarthyism of the 1950's were similar in that both were

- 1 responses to the large numbers of immigrants entering the United States
- 2 reactions to the fear of communist influence in the United States
- 3 direct causes of United States entry into war
- 4 long-term results of Presidential foreign policies

47 **"Henry David Thoreau Refuses To Pay Tax During Mexican War!"**

**"Students Sit In at Segregated Lunch Counters in Greensboro, N.C."**

The events described in these headlines involve persons who have demonstrated a commitment to

- |                      |                      |
|----------------------|----------------------|
| 1 civil disobedience | 3 affirmative action |
| 2 laissez faire      | 4 pacifism           |

48 Credit Mobilier, Teapot Dome, and Watergate are all examples of

- 1 congressional attempts to limit Presidential power
- 2 efforts that failed to regulate government spending
- 3 scandals that damaged the reputations of various Presidents
- 4 foreign policies designed to contain the spread of communism

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 The President of the United States fulfills many roles. Actions taken by Presidents to fulfill these roles have increased the power of the Presidency.

*Presidents — Roles*

Abraham Lincoln — Chief executive  
Woodrow Wilson — Chief diplomat  
Franklin D. Roosevelt — Chief economist  
Harry Truman — Commander in Chief  
Lyndon B. Johnson — Chief legislator  
Ronald Reagan — Political party leader

Select *three* of the Presidents and the roles with which they are paired. For *each* pair selected:

- Discuss *one* specific action taken by the President to fulfill that role
- Show the extent to which the power of the Presidency was increased as a result of that Presidential action [5.5.5]

- 2 Since the Civil War, laws passed by Congress have increased the power of the Federal Government.

*Congressional Laws*

Reconstruction Act, 1867  
Interstate Commerce Act, 1887  
Meat Inspection Act, 1906  
Social Security Act, 1935  
Clean Air Act, 1963  
Civil Rights Act, 1964

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

- Discuss the specific historical circumstances that led to the passage of the law
  - Explain how the law increased the power of the Federal Government [5,5,5]
- 

**Part III**

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

- 3 The economy of the United States has undergone periods of change.

*Periods of Economic Change*

Westward movement (1860–1890)  
Progressive economic reform (1900–1920)  
Mass consumption (1920's)  
Wartime economy (1941–1945)  
Postwar consumption (1950's)  
Information age (1980–present)

Select *three* of the periods of economic change listed and for *each* one selected:

- Identify *one* specific economic change that occurred during the period that illustrates the name given to that period
- Discuss *one* positive and *one* negative effect of that economic change on United States society [5,5,5]

4 The United States has pursued a variety of foreign policy goals during different wars.

*Wars*

Spanish-American War (1898)

World War I (1917–1918)

World War II (1941–1945)

Korean War (1950–1953)

Vietnam War (1964–1973)

Persian Gulf War (1991)

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

- Describe *one* specific foreign policy goal that the United States hoped to achieve in the war [Describe a different foreign policy goal for each war selected.]
- Discuss the extent to which the United States was successful in achieving the goal [5,5,5]

5 Government has attempted to solve many of the problems currently facing the United States.

*Problems*

AIDS epidemic

Terrorism

Drug abuse

Homelessness

Violent crime

Social welfare reform

Abortion issue

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

- Describe the nature of the problem
- Discuss an effect of the problem on United States society
- Discuss *one* specific action taken by government to attempt to solve the problem [5,5,5]

- 6 Throughout United States history, reform movements have developed in response to political, economic, and social problems.

*Reform Movements*

Abolitionism (1830–1865)  
Populism (1870–1900)  
Labor movement (1870–1900)  
Prohibition (1920's)  
Civil rights (1950–1970)  
Consumerism (1960–present)

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

- Identify *one* specific problem that led to the development of that reform movement
- Describe *one* specific proposal made by that reform movement or during that reform movement to deal with the problem
- Discuss the extent to which the proposal was successful in dealing with the problem [5.5.5]

- 7 In United States history, many women have taken actions to pursue specific social, economic, and political goals. These actions have affected United States society.

*Women*

Sojourner Truth  
Susan B. Anthony  
Jane Addams  
Ida Tarbell  
Betty Friedan  
Maya Angelou  
Hillary Rodham Clinton

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

- Identify a specific social, economic, *or* political goal that she pursued [Describe a different goal for each woman selected.]
  - Describe an action she took to achieve that goal
  - Discuss an effect of the action on United States society [5.5.5]
-





The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY  
AND GOVERNMENT

Thursday, August 12, 1999 — 12:30 to 3:30 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	49
40	49
39	48
38	47
37	46
36	45
35	45
34	44
33	43
32	42
31	42
30	41
29	40
28	39
27	38
26	38
25	37

No. Right	Credits
24	36
23	35
22	34
21	34
20	33
19	32
18	31
17	30
16	30
15	29
14	28
13	27
12	26
11	24
10	22
9	20
8	17
7	15
6	13
5	11
4	9
3	7
2	4
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

Thursday, August 12, 1999 — 12:30 to 3:30 p.m., only

## SCORING KEY

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

### Part I

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

## United States History and Government

August 12, 1999

### Part I (55 credits)

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

Cut Here

Cut Here

### The Mechanics of Rating

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

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

### Parts II and III Guide to Evaluating Essays

#### *General:*

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

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

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

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

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

**Essay 1 —**

**Objectives**

- Demonstrate knowledge of various roles of the President
- Demonstrate knowledge of specific actions taken by Presidents to fulfill the roles
- Demonstrate an understanding of the extent to which the power of the Presidency was increased as a result of the Presidential actions

**Criteria for rating**

An appropriate response should discuss the specific action a President has taken to fulfill his role and show the extent to which the power of the Presidency was increased as a result of the Presidential action. The specific action taken may be positive or negative. A response such as “President Wilson was the chief diplomat for the United States during World War I” is too general and should not receive full credit. Appropriate responses may include, but are not limited to, these examples:

*Abraham Lincoln — Chief executive*

Action taken:

Suspended habeas corpus. (Thousands of Confederate sympathizers were jailed.)

Extent to which the power of the President was increased:

Lincoln’s action expanded Presidential powers to meet wartime crises, setting a precedent. Since then, many Presidents have cited war or a threat to national security as reasons for expanding the power of the executive branch.

*Franklin D. Roosevelt — Chief economist*

Actions taken:

Proposed New Deal legislation to combat the Depression of the 1930’s.

- Glass-Steagall Banking of 1933
- Securities and Exchange Commission (1934)
- AAA, CCC, PWA, CWA, NIRA, TVA, HOLC
- Social Security Act

Used deficit spending to stimulate the economy.

Extent to which the power of the President was increased:

Historians disagree on the issues of the success of the New Deal programs and the increase in the role of the President. Some historians argue that the New Deal strengthened the role of the Federal Government in the economy but not the role of the President.

UNITED STATES HISTORY AND GOVERNMENT — *continued*

*Lyndon B. Johnson — Chief legislator*

Action taken:

Proposed legislation passed to eliminate poverty and racial injustice as part of the Great Society program.

- Poverty: Equal Opportunity Act (1964)
- Cities: Department of Housing and Urban Development (1965)
- Education: Elementary and Secondary Education Act (1965)
- Discrimination: Civil Rights Act (1964) and Immigration Act (1964)
- Environment: Air Quality Act (1967)
- Consumerism: Truth in Packaging Act (1966)

Extent to which the power of the President was increased:

Johnson was able to influence Congress to support his Great Society programs. More legislation was passed during his administration than had been passed since the New Deal.

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**Essay 2 —****Objectives**

- Demonstrate knowledge of specific historical circumstances that led to the passage of congressional laws since the Civil War
- Demonstrate an understanding of how those laws increased the power of the Federal Government

**Criteria for rating**

An appropriate response should discuss the historical circumstances that led to the passage of specific post-Civil War legislation. A response such as “Abuses by the railroads led to the passage of the Interstate Commerce Act of 1887” is inappropriate for consideration because it lacks a description of the abuses by the railroads. An appropriate response should also explain how the law increased the power of the Federal Government. Appropriate responses may include, but are not limited to, these examples:

*Reconstruction Act, 1867*

The issue of how the Southern States were to be readmitted to the Union after the Civil War created a bitter power struggle between the President and many Radical Republicans in Congress. Congress accused President Andrew Johnson of being too sympathetic to the South. The Radical Republicans also sought to grant African Americans political equality. Over President Johnson’s vetoes, the Congress passed three Reconstruction acts in early 1867 that placed the South under military occupation. In addition, the Reconstruction acts increased the requirements for gaining readmission to the Union. To gain readmission, a Confederate State had to ratify the 14th amendment and place guarantees in its constitution for granting the franchise to all adult males regardless of race. Under the 14th amendment, the states were required by the United States Constitution to uphold the rights of citizens.

*Social Security Act, 1935*

Early in the Depression, Americans had no “safety net” to protect them from the problems caused by unemployment, serious illness, or the death of the major wage earner in the family. The Social Security Act created a Federal insurance program based on the automatic collection of taxes from employees and employers throughout people’s working careers. The Social Security trust fund would then be used to make monthly payments to retired workers age 65 or older, disabled persons, persons who lost their jobs, and dependent children and their mothers. This act led to increased Federal involvement in the economy. Franklin D. Roosevelt established the idea that the Federal Government was responsible for protecting Americans from financial ruin.

*Clean Air Act, 1963*

Many of the pollutants released into the air by various industries and by automobile exhausts turn into acids. These acids are returned to the earth in the form of acid rain. The Clean Air Act imposed limits on the levels of some chemicals allowed in the air. This act increased the Federal Government’s role in the regulation of the economy by enacting stricter standards on businesses to control acid-forming agents.

**Essay 3 —**

**Objectives**

- Demonstrate knowledge of economic changes that occurred during specific time periods
- Demonstrate an understanding of positive and negative effects of the economic changes on United States society

**Criteria for rating**

An appropriate response should identify an economic change that occurred during a specific time period. A response such as “The economy of the United States was changed during World War II because we were fighting against the Axis Powers” should not be given full credit because it lacks descriptive and supporting details. The effects of the economic changes on the United States must include one negative and one positive impact and should be specific. Appropriate responses may include, but are not limited to, these examples:

*Westward movement (1860–1890)*

Specific economic changes:

Precious metals were discovered in California, Colorado, and South Dakota, luring prospectors and adventurers.

Transcontinental railroads were completed (1869), benefiting farmers and ranchers, and greatly intensifying westward expansion.

The Homestead Act was passed (1862), encouraging settlement of the frontier.

Positive effects:

Additional lands were available for new immigrants and peoples living in overcrowded cities.

A spirit of individualism was fostered.

Negative effects:

Powerful railroads were created at the expense of many farmers.

Indian Wars started.

“Americanization” of the Native American Indians was attempted under the Dawes Act (1887).

*Mass consumption (1920’s)*

Specific economic changes:

Mass production of the automobile (26.5 million by 1929) was begun.

Department stores/chain stores were developed.

Mail-order catalogs were developed.

Buying on credit was begun.

Positive effects:

Automobiles promoted mobility and independence.

Purchasing goods at stores or from home became easy.

Additional industries in steel, glass, rubber, and highway construction were developed.

UNITED STATES HISTORY AND GOVERNMENT — *continued*

Negative effects:

Automobiles replaced railroads.

The use of automobiles led to traffic jams, personal injuries, and deaths on the roads.

Too many consumers purchased on credit.

*Information age (1980–today)*

Specific economic changes:

The “information superhighway” was created.

People and institutions were linked through the Internet.

Positive effects:

Instant communication was created via the Web and e-mail.

Shopping, entertainment, and information became easily available.

Business can be conducted at home.

Negative effects:

The cost of technology includes the personal cost of PC's and large worker layoffs.

Questionable material is transmitted over the Internet.

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**Essay 4 —**

**Objectives**

- Demonstrate knowledge of United States foreign policy goals pursued during specific wars
- Demonstrate an understanding of the extent to which the United States was successful in achieving the foreign policy goals

**Criteria for rating**

An appropriate response should describe a specific foreign policy goal of the United States during a specific war. An appropriate response must also provide enough supporting information to discuss the extent to which the stated goal was achieved. A response such as “The result of the Persian Gulf War was that the relations between Iraq and the United States were strained” is too vague and lacks supporting evidence. Appropriate responses may include, but are not limited to, these examples:

*Spanish-American War (1898)*

Goals:

Protect the lives and property of United States citizens in Cuba  
Demonstrate United States strength by acquiring overseas territories  
Influence the Western Hemisphere (Monroe Doctrine)  
Free Cuba from Spanish control (Teller Amendment)

Extent of success:

Cuba became independent but with the stipulations of the Platt Amendment.  
The United States acquired territories, but the people were without the benefits of citizenship (Insular Cases).  
The Philippines were freed from Spain.

*Persian Gulf War (1991)*

Goals:

Stop the growth of Iraqi military power and threats to peace in the Persian Gulf  
Free oil-rich Kuwait from Iraqi control  
Protect Western oil sources in Saudi Arabia and the Persian Gulf

Extent of success:

United States troops and military units from 28 other nations defeated Saddam Hussein's troops.  
Hussein has remained in power and has often refused to admit United Nations inspection teams to monitor weapons production.

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**Essay 5 —**

**Objectives**

- Demonstrate an understanding of the nature of many problems currently facing the United States
- Demonstrate an understanding of the effects of the problems on United States society
- Demonstrate knowledge of specific actions taken by government to attempt to solve the problems

**Criteria for rating**

An appropriate response should describe a current problem facing the United States and discuss the effect of that problem on society. An appropriate response should also discuss a specific action taken by government to deal with the problem. A response such as “The Clinton Administration has passed a welfare reform law” is inappropriate because it fails to discuss the details of government action or its effect on American society. Appropriate responses may include, but are not limited to, these examples:

*AIDS epidemic*

**Nature of problem:**

Acquired Immune Deficiency Syndrome (AIDS) is caused by a virus that prevents the body’s internal defense system from fighting disease. An individual transmits the disease to another through the exchange of body fluids, especially through sexual contact and infected hypodermic needles, or in rare cases through blood transfusions.

**Effect on society:**

Over 160,000 Americans have contracted AIDS and over 82,000 have died as a result. Thousands have suffered with this disease. Worker productivity has declined for those contracting the disease. Health care costs have strained the health care system in the United States.

**Government action:**

Billions of dollars have been spent on research, treatment, and education in an effort to curb the disease.

*Abortion issue*

**Nature of problem:**

In the 1973 *Roe v. Wade* decision, the Supreme Court overturned state laws prohibiting all abortions in the first three months of pregnancy. Americans continue to debate what, if any, limits government should impose on a woman’s decision to have an abortion.

**Effect on society:**

The highly controversial abortion issue has divided American society into pro-life and pro-choice factions.

UNITED STATES HISTORY AND GOVERNMENT — *continued*

Government action:

In *Webster v. Reproductive Health Services* (1989), the Supreme Court upheld a Missouri law restricting the use of state funds by clinics performing abortions. In upholding the right of the state to pass restrictive laws limiting abortion, the Court reopened the entire abortion issue on the state level.

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**Essay 6 —**

**Objectives**

- Demonstrate knowledge of problems that led to the development of reform movements
- Demonstrate knowledge of specific proposals made by reform movements or during reform movements to deal with the problems
- Demonstrate an understanding of the extent to which the proposals were successful in dealing with the problems

**Criteria for rating**

An appropriate response should identify a specific problem that led to the development of a reform movement and should describe a specific proposal made by the reform movement or during the reform movement to deal with the problem. The effectiveness of the proposal in dealing with the problem must also be discussed. A response such as “The civil rights movement wanted African Americans to gain freedoms” should not be accepted for full credit since descriptive and supporting details are missing. Appropriate responses may include, but are not limited to, these examples:

*Populism (1870–1900)*

Problems:

- Falling prices for crops, increased mortgage rates, overproduction of crops
- High prices for shipping (long haul/short haul) and for storage (grain elevators) by railroads
- Unfair taxes
- Issue of gold standard versus soft money

Specific proposals:

- Formation of alliances, granges, and cooperatives to deal with railroads, banks, and government
- Formation of the Populist Party and the Omaha Platform
- Nomination of political candidates for President in 1892 and 1896

Extent to which proposals were successful:

- Passage of the Granger Laws — *Munn v. Illinois* (1877)
- Setback of *Wabash v. Illinois* (1886)
- Formation of the Interstate Commerce Commission to regulate railroads
- Unsuccessful in Presidential elections of 1892 and 1896
- Eventual success after the collapse of the Populist Party
  - Direct election of Senators
  - Graduated income tax
  - 8-hour workday
  - Initiative and referendum

UNITED STATES HISTORY AND GOVERNMENT — *continued*

*Prohibition (1920's)*

Problems:

- Wartime concern to conserve grain and maintain a sober workforce
- Creation of a division in society
- Concern about negative effects of alcohol on society

Specific proposals:

- Passage of the 18th amendment (1919) to prohibit the manufacture and sale of alcohol
- Passage of the Volstead Act (1919) to enforce the amendment

Extent to which proposals were successful:

- Continuation of drinking
  - Illegal activities, such as establishing speakeasies and bootlegging of alcohol
  - Organized crime rings, such as that led by Al Capone in Chicago
  - Repeal of Prohibition (1933) with 21st amendment
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**Essay 7 —**

**Objectives**

- Demonstrate knowledge of specific social, economic, and political goals that a specific woman has pursued in United States history
- Demonstrate knowledge of an action taken by a specific woman to achieve the specific goal
- Demonstrate an understanding of the effect of the action on United States society

**Criteria for rating**

An appropriate response should identify a specific social, economic, or political goal pursued by a woman in United States history. An appropriate response should also describe a specific action taken to achieve this goal. The effect that the goal had on United States society may be positive or negative, but it should be specific. Appropriate responses may include, but are not limited to, these examples:

*Ida Tarbell*

**Goal:**

To inform the public about the corrupt influences of monopolies

**Action:**

In 1902, Tarbell wrote a series for *McClure's Magazine* called "The History of the Standard Oil Company," which exposed the corruption of John D. Rockefeller's oil monopoly.

**Effect:**

Combining careful research with sensationalism, Tarbell's articles helped set a standard for the deluge of muckraking that followed.

*Betty Friedan*

**Goal:**

To achieve equal treatment for women

**Action:**

In 1963, Friedan authored *The Feminine Mystique*, and she helped to found the National Organization of Women (NOW) in 1966.

**Effect:**

Friedan gave the women's liberation movement a new direction by encouraging middle class women to seek fulfillment in professional careers. Her action helped lead to the adoption of the Equal Pay Act of 1963 and the Civil Rights Acts of 1964.

*Hillary Rodham Clinton*

Goal:

To guarantee health insurance to every American

Action:

Hillary Rodham Clinton championed President Bill Clinton's program for universal health coverage.

Effect:

The insurance industry and small business organizations opposed this health care program. Other opponents feared greater government involvement in health care. No proposal received enough support to pass Congress.

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