

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

**UNITED STATES HISTORY
AND
GOVERNMENT**

Tuesday, June 22, 1999 — 9:15 a.m. to 12:15 p.m., only

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

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

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

Part I (55 credits)

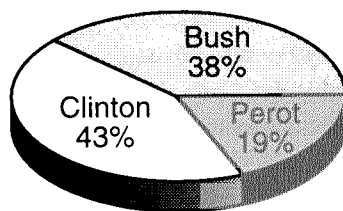
Answer all 48 questions in this part.

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

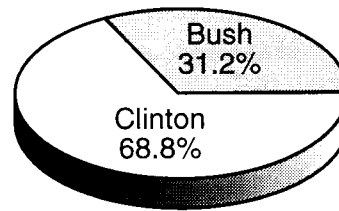
- | | |
|--|--|
| <p>1 Which governmental problem occurred under the Articles of Confederation?</p> <ol style="list-style-type: none">1 Congress constantly overrode the President's vetoes.2 The Supreme Court issued a series of unenforceable decisions.3 The states frequently did not cooperate with each other.4 The President often ignored the advice of his Cabinet. <p>2 Under mercantilism, the thirteen American colonies were expected to provide Great Britain with</p> <ol style="list-style-type: none">1 finished American-manufactured goods2 raw materials and markets for British products3 officials to represent colonial interests in Parliament4 laborers to work in British factories <p>3 "The accumulation of all powers, legislative, executive, and judicial, in the same hands . . . may justly be pronounced the very definition of tyranny."
The writers of the United States Constitution intended to prevent the situation described in this quotation by</p> <ol style="list-style-type: none">1 developing a system of checks and balances2 relying on an electoral college3 establishing political parties4 including the implied powers clause <p>4 The purpose of adding the Bill of Rights to the United States Constitution was to</p> <ol style="list-style-type: none">1 assure the end of slavery2 strengthen the power of the Federal Government3 allow the adoption of new amendments4 protect the people from abuse by the Federal Government | <p>5 Under the United States Constitution, the states are given the power to</p> <ol style="list-style-type: none">1 issue paper money2 provide for education3 negotiate treaties with foreign nations4 regulate interstate commerce <p>6 Which action would be necessary to place a legal limit on the number of terms served by members of Congress?</p> <ol style="list-style-type: none">1 an amendment to the Federal Constitution2 a United States Supreme Court ruling3 an agreement between political parties4 a Presidential order <p>7 Which statement best reflects the political philosophy of Alexander Hamilton regarding the power of a federal government?</p> <ol style="list-style-type: none">1 The government which governs least governs best.2 The central government should cede most of its authority to the local governments.3 The government may exercise all powers necessary and proper to meet its responsibilities.4 The executive branch may exercise only those powers specifically given to it by the Supreme Court. <p>8 Which action is an example of lobbying by a special interest group?</p> <ol style="list-style-type: none">1 labor union members threatening to strike if their company opens a factory in a foreign nation2 members of Congress introducing a bill that will provide for low-interest college loans3 a congressional committee investigating the activities of organized crime4 several lumber companies asking Senators to allow logging on Federal lands |
|--|--|

Base your answer to question 9 on the graphs below and on your knowledge of social studies.

1992 Presidential Election Results



Popular Vote



Electoral Vote

9 Which generalization is supported by the information provided by the graphs?

- 1 The electoral vote often fails to reflect the popular vote.
- 2 The House of Representatives settles Presidential elections in which third-party candidates participate.
- 3 The electoral college system weakens the two-party system.
- 4 Electoral college members often vote against their party's candidates.

10 Which feature of government is considered part of the unwritten constitution?

- 1 Presidential veto
- 2 judicial review
- 3 Senate ratification of treaties
- 4 Presidential appointment of ambassadors

11 The President of the United States can influence the judicial branch of government by

- 1 removing members of the Supreme Court
- 2 choosing the chairperson of the Senate Judiciary Committee
- 3 nominating Federal judges who support his programs
- 4 requiring the Supreme Court to declare certain laws unconstitutional

12 "The great rule of conduct for us in regard to foreign nations is, in extending our commercial relations to have with them as little *political* connection as possible."

— George Washington
Farewell Address, 1796

This statement helped establish the United States foreign policy called

- | | |
|--------------------|---------------|
| 1 containment | 3 imperialism |
| 2 internationalism | 4 neutrality |

Base your answers to questions 13 and 14 on the speakers' statements below and on your knowledge of social studies.

Speaker A: "Secession from the Union caused this war, and all those who supported it must now be punished."

Speaker B: "The nation's wounds will heal most quickly if we forgive the Southerners and welcome them back into the Union."

Speaker C: "The freedmen must be given economic assistance and guaranteed the constitutional right to protect themselves."

Speaker D: "The war may have ended, but the fight must continue to preserve the system of white supremacy in the South."

13 Which speakers best represent the attitudes of the Radical Republicans who controlled Congress during Reconstruction?

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

14 The position taken by Speaker B is closest to the beliefs expressed by

- | | |
|--------------------|---------------------|
| 1 Abraham Lincoln | 3 the carpetbaggers |
| 2 Thaddeus Stevens | 4 the Ku Klux Klan |

- 15 During the second half of the 19th century, a major goal of new types of business organizations was to
- 1 introduce safer and less expensive products to consumers
 - 2 consolidate the manufacture and distribution of products
 - 3 support the large number of government regulations
 - 4 compete successfully with Japanese imports
- 16 A cause of economic hardship for farmers in the decades following the Civil War was
- 1 cheap money, which inflated prices for farm machinery
 - 2 many railroad lines disappearing in the West
 - 3 overproduction lowering prices of farm goods
 - 4 high prices for land, which limited agricultural expansion
- 17 A belief in manifest destiny, the passage of the Dawes Act, and the completion of the transcontinental railroad are most closely associated with the
- 1 rise of big business
 - 2 growth of the labor movement
 - 3 abolitionist movement
 - 4 expansion and settlement of the West
- 18 African-American leaders Booker T. Washington and W.E.B. Du Bois differed most in their
- 1 proposed methods for achieving racial equality
 - 2 attitudes toward the implementation of the 15th amendment
 - 3 interpretations of the "separate but equal" ruling of the Supreme Court
 - 4 views on the ultimate goal of civil rights efforts
- 19 Which person would have been most likely to support the Granger movement and the Populist Party in the 1890's?
- 1 a banker in Philadelphia
 - 2 a farmer in Kansas
 - 3 a factory worker in Pittsburgh
 - 4 a small-business owner in New York City
- 20 The process of collective bargaining is best described as
- 1 meetings of joint congressional committees to achieve compromise on different versions of a proposed law
 - 2 diplomatic strategies used to make treaties between two nations
 - 3 discussions between labor union leaders and management to agree on a contract for workers
 - 4 negotiations between a multinational company and a nation with which the company wishes to do business
- 21 Which 1890's headline is the best example of yellow journalism?
- 1 **"President Supports Child Labor Legislation"**
 - 2 **"McKinley Asks Congress To Annex Hawaii"**
 - 3 **"Populists Demand Change in the Gold Standard"**
 - 4 **"Spanish Authorities Butcher Innocent Cubans"**
- 22 The main purpose of antitrust legislation passed by Congress is to
- 1 promote corporate mergers
 - 2 restrict foreign access to American markets
 - 3 restore competition between similar businesses
 - 4 reduce the average size of businesses
- Base your answer to question 23 on the quotation below, in which Jane Addams describes Chicago in the early 1900's, and on your knowledge of social studies.
- "Between Halsted Street and the river live about ten thousand Italians. . . . To the south on Twelfth Street are many Germans, and side streets are given over almost entirely to Polish and Russian Jews. Still farther south, these Jewish colonies merge into a huge Bohemian colony."
- 23 Which term most accurately applies to the situation described by Jane Addams?
- | | |
|-------------------|----------------------|
| 1 social mobility | 3 cultural pluralism |
| 2 populism | 4 individualism |
-

- 24 Many of Theodore Roosevelt's actions as President indicate that he believed the role of the President was to
- 1 act vigorously in the public interest
 - 2 follow the lead of Congress and the courts
 - 3 remain free from politics
 - 4 improve the economy by freeing businesses from governmental regulation
- 25 In the early 20th century, a major goal of Robert M. LaFollette and other Progressives was to
- 1 start a civil rights movement for African Americans
 - 2 increase opportunities for citizen participation in government
 - 3 build support for imperialistic ventures in Latin America
 - 4 bring recognition to American artists and authors
- 26 In the decade after World War I, both organized labor and nativist groups favored passage of laws that would
- 1 reduce immigration
 - 2 end racial segregation
 - 3 guarantee pensions for retired workers
 - 4 provide citizenship for Native American Indians
- 27 A condition of the 1920's that helped cause the Great Depression of the 1930's was
- 1 overspeculation in land in the West
 - 2 overdependence on foreign trade
 - 3 overproduction of goods by factories and farms
 - 4 overspending on social programs by the government
- 28 Motion pictures were popular during the Great Depression partly because
- 1 they were regarded as the best source of education and culture
 - 2 they were an inexpensive means of escaping the reality of economic hardship
 - 3 few other forms of leisure-time activities were available
 - 4 Americans wanted to imitate European lifestyles
- 29 The growth of the automobile industry after World War I changed the United States economy by
- 1 stimulating the development of other new industries
 - 2 decreasing employment opportunities for assembly-line workers
 - 3 increasing the number of railroad passengers
 - 4 encouraging government operation of major industries
- 30 Many opponents of New Deal programs claimed that these programs violated the American tradition of
- 1 welfare capitalism
 - 2 governmental regulation of business
 - 3 collective bargaining
 - 4 individual responsibility
- 31 A major long-term result of the New Deal was that
- 1 state governments increased their powers of taxation
 - 2 the government established a "safety net" to protect the poor
 - 3 the executive branch gave up much of its decisionmaking power to Congress
 - 4 Congress was required to balance the Federal budget before instituting new programs
- 32 "The people of Europe who are defending themselves do not ask us to do their fighting. They ask us for [weapons] . . . which will enable them to fight for their liberty and our security. Emphatically we must get these weapons to them in sufficient volume and quickly enough, so that we and our children will be saved the agony and suffering of war which others have had to endure. . . ."
- President Franklin D. Roosevelt
December 29, 1940
- The foreign policy objective stated by President Roosevelt in this address was to
- 1 provide military aid to the Allies without sending troops
 - 2 maintain an isolationist policy toward the war in Europe
 - 3 expand the military power of the United States
 - 4 secure a declaration of war against the Axis powers

Base your answer to question 33 on the poster below and on your knowledge of social studies.



33 This poster was used during World War II to

- 1 encourage citizens to volunteer to serve in the Armed Forces
- 2 remind citizens not to be wasteful during the war
- 3 promote the sale of war bonds
- 4 encourage women to seek jobs in war-related industries

34 Today, the term “McCarthyism” is used to describe the practice of

- 1 removing members of Congress for abuses of power
- 2 investigating civil service employees for corruption
- 3 accusing a person of subversive activities without sufficient evidence
- 4 using illegal means to obtain evidence in criminal trials

35 In the late 1940's, an American statesman made this comment.

“There is nothing [the Soviets] admire so much as strength, and there is nothing for which they have less respect than for weakness, especially military weakness.”

This perception of the Soviet Union by United States leaders contributed most to the creation of the

- (1) Lend-Lease policy
- (2) North Atlantic Treaty Organization (NATO)
- (3) United Nations
- (4) GI bill

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

Little boxes on the hillside,
Little boxes made of ticky tacky,
Little boxes on the hillside,
Little boxes all the same.
There's a green one and a pink one
And a blue one and a yellow one
And they're all made out of ticky tacky,
And they all look just the same.

—Malvina Reynolds

36 This song from the 1950's expresses

- 1 criticism of suburban growth
- 2 encouragement for families to build backyard fallout shelters
- 3 praise for the variety of goods available to American consumers
- 4 excitement over the expansion of public housing programs

37 What has been one of the greatest obstacles to achieving racial integration of public schools in the United States?

- 1 Federal courts have avoided dealing with public education.
- 2 Many cities have local laws requiring children of different races to attend different schools.
- 3 “Separate but equal” public education is still legal in many states.
- 4 Segregated housing patterns are still common in many communities.

- 38 "The Congress approves and supports the determination of the President, as Commander in Chief, to take all necessary measures to repel any armed attack against the forces of the United States and to prevent further aggression."

— Tonkin Gulf Resolution
August 7, 1964

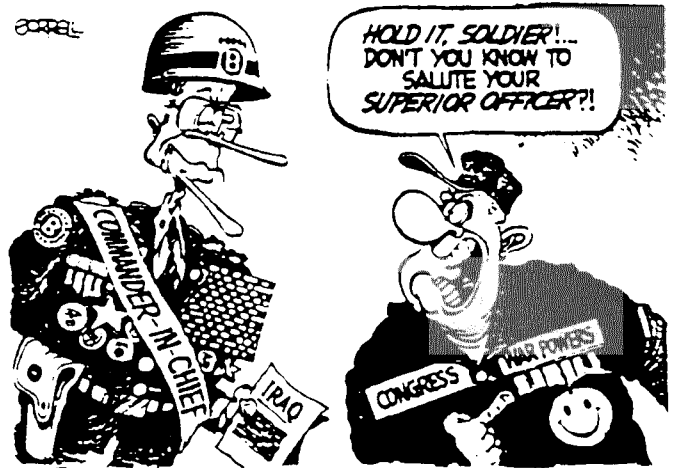
The passage of this resolution led to

- 1 the building of the Berlin Wall
 - 2 settlement of the Cuban missile crisis
 - 3 increased United States involvement in the Vietnam War
 - 4 the seizure of American hostages by Iran
- 39 Which method is contrary to the principles of Martin Luther King, Jr.?
- 1 sit-ins at a segregated restaurant
 - 2 use of violence to express frustration in achieving racial equality
 - 3 demonstrations by minorities in front of a government building
 - 4 marches on Washington to draw attention to the needs of minorities
- 40 The Great Society legislation enacted under President Lyndon B. Johnson is an example of
- 1 the increased power of the states to deal with economic problems
 - 2 a reliance on laissez-faire capitalism to combat continuing inflation
 - 3 direct Federal involvement in the United States economy to address the problems of poverty
 - 4 decreased support for the concerns of minority groups
- 41 Several United States Presidents committed military troops to serve in Vietnam in an effort to
- 1 react to violations of United States neutrality
 - 2 support the policy of containment
 - 3 oppose the Chinese occupation of Indochina
 - 4 protect United States economic interests in East Asia

- 42 A major result of the Camp David accords was the

- 1 establishment of diplomatic relations between Egypt and Israel
- 2 creation of permanent United States military bases in Latin America
- 3 commitment of United States combat troops to Bosnia
- 4 end of the Cold War in Europe

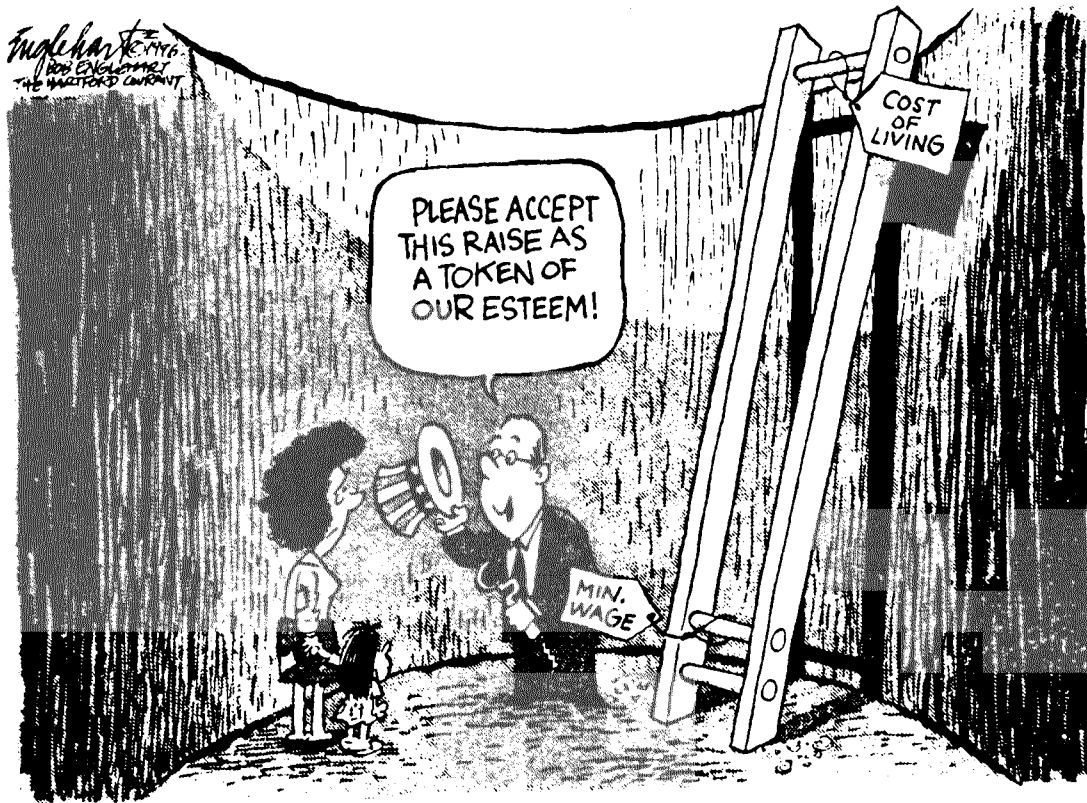
Base your answers to questions 43 and 44 on the cartoon below and on your knowledge of social studies.



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- 43 The controversy shown in the cartoon occurred when President George Bush
- 1 sided with Iraq against Iran
 - 2 increased foreign aid to Iraq
 - 3 sent United States troops to defend Kuwait
 - 4 was threatened with impeachment by Congress
- 44 The main idea expressed by the cartoonist is that
- 1 discipline has broken down in the United States military
 - 2 a majority of the people must support the conflict before the United States enters a war
 - 3 the President's use of military power may depend on congressional cooperation
 - 4 Congress often opposes Presidential proposals for increased military spending

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



45 The point of view expressed in this cartoon is that the 1997 increase in the minimum wage would

- 1 significantly reduce the gap between the rich and the poor
- 2 encourage the poor to appreciate the concern of politicians
- 3 help workers climb the ladder of success
- 4 be unlikely to provide any major benefit to the poor

46 The Populist and Bull Moose parties were third political parties that disappeared because their ideas were

- 1 rejected by the general public
- 2 based on impractical concepts
- 3 absorbed by the major parties
- 4 ratified as constitutional amendments

47 The controversy over Federal power versus States rights was a basic cause of the

- 1 Revolutionary War
- 2 Civil War
- 3 Spanish-American War
- 4 Korean War

48 • In 1861, President Abraham Lincoln suspended the writ of habeas corpus.

- The Sedition Act was passed during the administration of President Woodrow Wilson.

These actions show that in times of war the Federal Government has

- 1 placed limits on individual rights
- 2 relied on a military draft
- 3 regulated the railroad industry
- 4 nationalized private property

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, United States Supreme Court cases have dealt with many major issues. Some of these cases are listed below.

Cases

Marbury v. Madison (1803)
Korematsu v. United States (1944)
Brown v. Board of Education (1954)
Engel v. Vitale (1962)
Miranda v. Arizona (1966)
Roe v. Wade (1973)
Bakke v. University of California (1978)

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

- Identify the issue in the case
- Explain the historical circumstances that led to this case
- State the Court’s decision in the case [5,5,5]

- 2 Throughout United States history, certain situations have led to conflicts between branches of the Federal Government. Several of these situations are listed below.

Situations Leading to Conflicts

The House of Representatives opposes President Abraham Lincoln's plan for Reconstruction.

President Woodrow Wilson asks the Senate to ratify the Treaty of Versailles.

New Deal legislation is reviewed by the Supreme Court.

President Richard Nixon vetoes the War Powers Act.

Congress investigates President Ronald Reagan's role in the Iran-Contra affair.

President Bill Clinton is impeached by the House of Representatives.

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

- Explain the conflict between the branches of government involved
 - Discuss *one* effect the conflict had on the Federal Government or on American society [5,5,5]
-

Part III

ANSWER TWO QUESTIONS FROM THIS PART. [30]

- 3 Since 1865, United States Presidents have introduced various foreign policy initiatives that have changed the role played by the United States in world affairs.

Presidential Foreign Policy Initiatives

William McKinley calls for annexation of the Philippines (1899).

Theodore Roosevelt declares the Roosevelt Corollary (1904).

Franklin D. Roosevelt asks Congress for a declaration of war (1941).

Harry Truman issues the Truman Doctrine (1947).

Richard Nixon makes an official visit to the People's Republic of China (1972).

George Bush assembles the Allied coalition during the Persian Gulf War (1990–1991).

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

- Describe the historical circumstances that motivated that initiative
- Identify a goal of that initiative
- Discuss how that initiative changed the role of the United States in world affairs [5,5,5]

- 4 Laws have often been enacted to address problems in American society. Some laws enacted by the United States Congress are listed below.

Laws

Dawes Act (1887)
Pure Food and Drug Act (1906)
National Origins Act (1924)
Wagner Act (1935)
Civil Rights Act (1964)
Immigration Act of 1965
Americans with Disabilities Act of 1990
Family Leave Act (1993)

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

- Identify *one* major provision of the law
- Explain *one* problem the law was intended to address
- Discuss the extent to which the law was successful in solving the problem [5,5,5]

- 5 Developments in various areas of technology have had both positive and negative effects on American society.

Areas of Technology

Aviation
Communication
Nuclear power
Medical science
Transportation
Agriculture
Space program

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

- Identify *one* specific development in this area of technology [Use a different development for each area of technology chosen.]
- Discuss *one* positive and *one* negative effect of that development on American society [5,5,5]

GO RIGHT ON TO THE NEXT PAGE. 

- 6 A variety of economic issues have become important during different eras in United States history.

Eras

Reconstruction (1865–1877)
Progressive Era (1890–1920)
Roaring Twenties (1920–1929)
Great Depression (1929–1940)
Great Society (1964–1968)
New Federalism (1980–1988)

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

- Describe an economic issue that faced the United States during that era
- Discuss *one* way in which a state government or the Federal Government dealt with that issue [5,5,5]

- 7 The theme of many writings reflects conditions or policies in the historical period in which they were written.

Writings

The Federalist Papers — Alexander Hamilton, James Madison, and others
Uncle Tom's Cabin — Harriet Beecher Stowe
The Great Gatsby — F. Scott Fitzgerald
The Grapes of Wrath — John Steinbeck
Silent Spring — Rachel Carson
Bury My Heart at Wounded Knee — Dee Brown
"Letter from Birmingham City Jail" — Martin Luther King, Jr.

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

- Describe *one* major condition or policy addressed by the author in the writing
 - Discuss *one* change that came about as a response to that condition or policy since the writing was published [5,5,5]
-

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY
AND GOVERNMENT

Tuesday, June 22, 1999 — 9:15 a.m. to 12:15 p.m., only

ANSWER SHEET

☐ Male

Student Sex: ☐ Female

Teacher

School

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

FOR TEACHER USE ONLY

Part I Score
(Use table below)

Part II Score Rater's Initials:

Part III Score
.....

Total Score
.....

PART I CREDITS

Directions to Teacher:

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

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

No. Right	Credits
24	37
23	36
22	35
21	34
20	34
19	33
18	32
17	31
16	31
15	30
14	29
13	28
12	28
11	26
10	23
9	21
8	19
7	16
6	14
5	12
4	9
3	7
2	5
1	2
0	0

Part I (55 credits)

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

No.
Right

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

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

Signature

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY AND GOVERNMENT

Tuesday, June 22, 1999 — 9:15 a.m. to 12:15 p.m., only

SCORING KEY

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

Part I

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

United States History and Government

June 22, 1999

Part I (55 credits)

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

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 issues related to specific United States Supreme Court cases
- Demonstrate an understanding of the historical circumstances that led to these cases
- Demonstrate knowledge of the decision in these cases

Criteria for rating

An appropriate response will identify the issues involved in specific Supreme Court cases, explain the historical circumstances surrounding these cases, and state the decision reached by the Supreme Court for each case. Appropriate responses may include, but are not limited to, these examples:

Marbury v. Madison (1803)

Issue:

Does the Supreme Court have the power to decide if a law or statute passed by Congress is constitutional? This case examined the relationship between judicial and executive power as well as the concept of judicial review.

Circumstances:

Just before leaving office, President John Adams appointed a large group of Federalists to fill various government positions. One of these appointments was given to William Marbury as a Federal justice of the peace. Upon taking over the Presidency, Thomas Jefferson, a Republican, told his Secretary of State, James Madison, not to deliver the appointments. Marbury asked the Court to force the delivery of his appointment based on the Judiciary Act of 1789, which he claimed permitted the Supreme Court to issue a writ of mandamus.

Decision:

The Court decided that the Judiciary Act, passed by Congress in 1789, contradicted the Constitution and, as such, was unconstitutional. This decision effectively established the Supreme Court's power of judicial review.

Engel v. Vitale (1962)

Issue:

May a local public school board require the recitation of a nondenominational prayer during the school day with the understanding that students who do not wish to take part would not be compelled to participate?

Circumstances:

The school board was sued by parents who argued that the district violated the separation of church and state provision of the first amendment because the rule placed undue pressure on nonconforming students.

Decision:

The Supreme Court ruled that government-sponsored prayer in public schools is a violation of the first amendment and does place undue pressure on nonconforming students.

Korematsu v. United States (1944)

Issue:

Was the equal protection clause and the right to liberty and property clause of the 14th and 5th amendments violated when President Franklin D. Roosevelt ordered Americans of Japanese ancestry to leave their homes and enter relocation camps during World War II?

Circumstances:

Fred Korematsu, an American citizen of Japanese ancestry, was arrested and convicted of violating a Federal order when he refused to be relocated to an internment camp in California. This camp had been set up for citizens of Japanese ancestry after the United States was attacked by Japan in 1941. Fearing acts of sabotage by some Japanese Americans, the Federal Government acted to limit the freedom of these citizens by forcing them to enter various internment camps.

Decision:

The Supreme Court ruled that the relocation order was lawful and that constitutional rights in wartime may be abridged by the President and Congress if national security concerns require it.

Essay 2 —

Objectives

- Demonstrate knowledge of specific situations in United States history that have led to a conflict between the branches of the Federal Government
- Demonstrate an understanding of the main arguments made by the branches involved in the conflict
- Demonstrate knowledge of the effect of the conflict on the Federal Government or on American society

Criteria for rating

An appropriate response will explain the issues involved in each situation, including the main arguments made by the branches involved, and an effect of the conflict on the Federal Government or on American society. Appropriate responses may include, but are not limited to, these examples:

The House of Representatives opposes President Abraham Lincoln's plan for Reconstruction.

President Abraham Lincoln proposed a series of policies aimed at bringing the defeated Confederate States back into the Union. As part of an effort to restore the Union, Lincoln's plan showed leniency to the South. It offered amnesty to almost all Southerners who would take a loyalty oath to the United States. Once 10% of a state's population took that oath, Congress would readmit the state to the Union. Though Lincoln did support suffrage for African Americans who had served in the Union Army and/or those who could vote, his plan did not address the many problems associated with freeing the slaves, an issue he was willing to let the South handle.

The Radical Republicans in Congress opposed many aspects of this plan. In addition, they felt strongly that it was the responsibility of Congress, not the President, to determine Reconstruction policy. These differences of opinion are exemplified by congressional passage of the Wade-Davis Bill, which permitted readmission of Southern States under stricter conditions than under Lincoln's plan. Lincoln refused to sign this bill.

The disagreements between the executive and legislative branches deteriorated into open hostility after Lincoln's death and resulted in the impeachment of President Andrew Johnson and the implementation of a harsh Reconstruction program in the Southern States.

President Woodrow Wilson asks the Senate to ratify the Treaty of Versailles.

President Woodrow Wilson asked the Senate to ratify the Treaty of Versailles after World War I because the Treaty provided for a League of Nations, which President Wilson believed was an effective vehicle for settling disputes between nations and preventing wars. The League would be empowered to reduce armaments and employ military force and economic sanctions, forcing aggressor nations to settle international problems peacefully. The Senate leadership had serious objections to the League of Nations concept. They feared United States participation in future wars and the repudiation of the long-standing American tradition of avoiding entangling alliances. Joining the League would have required the United States to serve on the League Council, which had the power to use force against nations when needed. The Treaty was rejected by the Senate.

As a result, the United States continued a policy of neutrality, despite increasingly serious aggression by Japan, Germany, and Italy against their neighbors in the 1930's. Another result was the eventual entry of the United States into World War II as the United States sought to stop this aggression.

Note: *President Bill Clinton is impeached by the House of Representatives.*

Because of the current nature of this topic and the intense media coverage of this event, students may bring a variety of information and opinions to this essay. For full credit, the student must address the impeachment issue within the confines of the questions being asked. Students may correctly answer this essay from very different perspectives. In each case, the amount of credit awarded should be based on how well the student addresses each part of the question and how well the student supports a particular perspective with pertinent information.

Essay 3 —

Objectives

- Demonstrate knowledge of the historical circumstances that led to specific Presidential initiatives in foreign policy
- Demonstrate knowledge of the goals of these initiatives
- Demonstrate an understanding of the way in which Presidential initiatives have changed the role of the United States in world affairs

Criteria for rating

An appropriate response will state the historical circumstances that motivated a President to initiate a new foreign policy, identify the goal of the policy, and use specific historical examples to show how that initiative changed the role of the United States in world affairs. Appropriate responses may include, but are not limited to, these examples:

Harry Truman issues the Truman Doctrine (1947).

One result of the defeat of Nazi Germany in World War II was the liberation of nations in Eastern Europe by the Soviet Army. The Soviet Union installed Communist-led governments in these nations, restricted the people's liberties, and required them to adhere to Soviet international policies. President Truman, fearing the extension of Soviet imperialism to other nations in southern and western Europe and noting that the rebel movements in Greece had the backing of the Communist Party, asked Congress to support a new policy of containment. The goal of this policy was to control the spread of communism in Greece and Turkey. With congressional approval of the Truman Doctrine, the United States sent military advisors, arms, and economic aid to these nations. This policy set a precedent for aiding other nations threatened by internal Communist movements or by the Soviet Union. The traditional United States policy of avoiding military alliances and confining United States political influence to Latin America and situations in which American economic interests were at stake was forever changed. Future decisions regarding the role of NATO and the involvement of the United States in Southeast Asia stem from this shift in policy.

Richard Nixon makes an official visit to the People's Republic of China (1972).

After World War II, relations between the United States and China remained hostile as a result of the takeover of the Chinese mainland by the Chinese Communists in 1949, their continued threats to invade Taiwan, and their participation in the Korean War. President Nixon, in an attempt to create a larger rift between China and the Soviet Union and to secure Chinese support in efforts to end the war in Vietnam, decided to visit China in 1972. After his visit, relations between the United States and China slowly began to improve. Cultural exchanges were initiated, and in 1979, diplomatic relations were established and trade increased. In 1998, President Bill Clinton visited China. Both nations agreed to increase trade, exchange technological information, and make an effort to maintain peace in Asia. President Nixon's efforts changed United States foreign policy from a two-China policy and the isolation of the People's Republic of China to a policy of "constructive engagement." The goal of the latter policy is to encourage China to become more democratic, turn from Communist control of its economy to free enterprise, and encourage foreign investment in its businesses.

Essay 4 —

Objectives

- Demonstrate knowledge of major provisions of specific Federal laws designed to improve life in the United States
- Demonstrate knowledge of specific problems these laws were intended to address
- Demonstrate an understanding of the extent to which these laws were successful in solving these problems

Criteria for rating

An appropriate response should identify a main provision of the law, state a problem the law was designed to solve, and discuss the extent to which the law was successful in solving the problem. Appropriate responses may include, but are not limited to, these examples:

Immigration Act of 1965

This act eliminated immigration quotas based on national origin, thus ending the disproportionate immigration quotas from northern Europe. Immigrants are now allowed to enter the United States based on their work skills and family ties in the United States up to a fixed annual number (170,000). This change allows a larger proportion of immigrants from southern and eastern Europe, Latin America, and Asia. This law addressed many of the inequities of earlier quota acts and made immigration policies more equitable.

Americans with Disabilities Act of 1990

This act prohibits discrimination against persons with physical or mental disabilities in the areas of employment, accommodations, transportation, and telecommunications. The law was designed to increase job opportunities and provide equal access to recreational areas and other areas associated with daily living.

Increased numbers of persons with handicapping conditions are now working outside the home. Innovations such as cut curbs on streets, ramp access to public buildings, and special buses designed to accept wheelchairs have made this possible. Screening applicants before interviews is prohibited, and special arrangements for accommodating the needs of persons with specific disabilities are required. Schools are encouraged to mainstream students with disabilities so that they may participate in more school activities, thereby reducing prejudice against them and improving their image of self-worth.

Essay 5 —

Objectives

- Demonstrate knowledge of specific developments in technology that have affected life in the United States
- Demonstrate an understanding of the positive and negative effects of these developments on American society

Criteria for rating

An appropriate response will identify specific developments in technology and discuss positive and negative effects of the developments on American society. Appropriate responses may include, but are not limited to, these examples:

Medical Science

Machines, such as respirators and ventilators, and medical technologies, such as artificial valves and pacemakers, have saved lives and restored very ill people to a good quality of life. However, machines that sustain life can also prolong the dying of terminally ill patients, thereby causing personal distress and high medical bills for both the individual and society as a whole.

Transportation

The national highway system, begun in the 1950's, helped businesses and farmers sell their products nationwide and enabled consumers to purchase a greater variety of merchandise more cheaply and easily. The highway system has also spurred the growth of suburban living. However, the increase in the number of cars and trucks has greatly increased the amount of air pollution, helped to eliminate downtown businesses, and decreased the availability of public transportation in most small urban areas.

Note:

The student must use a different development for each area of technology chosen. Partial credit should be awarded if the student cites only positive *or* negative effects of a given development.

Essay 6 —

Objectives

- Demonstrate knowledge of important economic issues during specific eras in United States history
- Demonstrate an understanding of the ways in which these issues were dealt with by a state government or by the Federal Government

Criteria for rating

An appropriate response should describe a major economic issue during a specific era and discuss how a state government or the Federal Government dealt with that issue. Appropriate responses may include, but are not limited to, these examples:

Progressive Era (1890—1920)

Economic issues:

- Power of monopolies and holding companies that restricted competition and raised consumer prices
- Poor and unsafe working conditions, and low wages for miners and factory workers
- Child labor in factories
- Unstable money supply; unstable banks

State or Federal responses to issues:

- Passage of the Sherman Antitrust Act, restricting some monopolies; President Theodore Roosevelt's decision to add a Department of Commerce and Labor to the Cabinet; the Supreme Court decision in *Northern Securities Company v. United States* (1904)
- President Theodore Roosevelt's decision to intervene in the anthracite coal strike (1902)
- Passage of a child labor law supported by President Woodrow Wilson and passed by Congress in 1916, which limited employment of young children in mines, factories, and quarries
- Passage of the Federal Reserve Act, stabilizing the money supply and saving some banks from bankruptcy

Great Society (1964—1968)

Economic issues:

- Increasing cost of higher education for a growing number of college students
- Widespread poverty in cities; limited housing for minorities
- Cost of medical care for the elderly and poor

State or Federal responses to issues:

- Passage of the Higher Education Act, providing scholarships and loans for college students; passage of the Elementary and Secondary School Act, giving Federal funding to schools on the basis of the number of families within a school district living below the poverty line

UNITED STATES HISTORY AND GOVERNMENT — *continued*

Creation of urban renewal programs funded by the Federal Government; creation of the Department of Housing and Urban Development

Passage of the Medicare Act, providing for the payment of the major part of medical costs for persons 65 years of age or older; and passage of Medicaid legislation, giving Federal grants to individual states to set up programs to help people under the age of 65 with low incomes

Note:

The focus of this essay is on *economic* issues during specific eras. While political events and decisions have an impact on economic issues, the issue identified, described, and discussed must be an economic one. For example, a discussion of President Franklin D. Roosevelt's plan to pack the Supreme Court as an economic issue is not acceptable. A better response would examine unemployment rates and New Deal efforts to create jobs during this period.

Essay 7 —**Objectives**

- Demonstrate knowledge of major conditions or policies that some authors have addressed
- Demonstrate knowledge of how these conditions or policies have changed since the writings were published

Criteria for rating

An appropriate response should describe a major condition or policy that is addressed in specific writings and discuss the changes that have taken place since the writings were published. Responses need not be directly attributed to the influence of the author or the author's writings. Appropriate responses may include, but are not limited to, these examples:

The Federalist Papers — Alexander Hamilton, James Madison, and others

The Federalist Papers were written to convince the states to ratify the newly created Constitution, thus replacing the Articles of Confederation. The papers explained the major concepts of the Constitution, such as the separation of powers among the executive, legislative, and judicial branches and the division of power between the National Government and the states. A central argument was that the United States needed a strong national government, but one that would be limited so that it would not allow tyranny. The authors foresaw a balanced government relying on the personal self-interest of the people, who were the sovereigns of a republic.

Since the document was written, the people have instituted several changes in the Constitution. A Bill of Rights has been adopted, African Americans have been given their freedom and been granted their constitutional rights, and women have been granted suffrage. Many laws have been enacted to allow business to compete more fairly, and workers have been assured minimum wages and the right to organize into unions.

Silent Spring — Rachel Carson

Rachel Carson, a biologist, concluded that the use of pesticides posed irreparable damage to the environment and to Earth's inhabitants—animal, vegetable, and human. A silent spring was what she believed would happen if deadly poisons continued to be used. All birds would die and spring would be silent without their chirping.

Since the book was written, much has been done in the United States to clean the environment. The pesticide DDT has been banned, the Clean Air Act and the Superfund Act have provided funds to restore air quality and water quality in our streams and rivers, and endangered species have been saved. The Occupational Health and Safety Agency addresses complaints about business pollution and toxic hazards in the workforce.
