

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.

UNITED STATES HISTORY AND GOVERNMENT — *continued*

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.
