

# 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)

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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 ...

### 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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