

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY AND GOVERNMENT

Thursday, August 13, 1998 — 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 13, 1998

Part I (55 credits)

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

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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 specific challenges faced by Presidents
- Demonstrate an understanding of specific Presidential powers
- Demonstrate an understanding of how Presidents have used those powers to address challenging situations

Criteria for rating

An appropriate response should include a description of a particular challenge and show how a President addressed that challenge using one of his powers. The power cited must be specific to the particular challenge. An inappropriate response would be “Thomas Jefferson became a great President when he negotiated the Louisiana Purchase and doubled the size of the United States,” because such a statement does not allude to a specific Presidential power employed by Jefferson when he negotiated the sale. Appropriate responses may include, but are not limited to, these examples:

Thomas Jefferson — Territorial expansion

Description of challenge:

Napoleon, hard pressed for cash on the eve of war with Britain, made an offer to sell all of the Louisiana territory to the United States. This area included the port of New Orleans, the Mississippi and Missouri Rivers, and vast uncharted land up to and including the Rocky Mountains.

Addressing the challenge:

Although initially unsure of the constitutionality of such a purchase, President Jefferson agreed to Napoleon’s terms, basing his actions on a “loose” interpretation of the President’s power to make treaties. The Senate ultimately approved the treaty. Supporting the purchase meant that Jefferson had abandoned his principle of strict construction of the Constitution for a loose construction approach. The Louisiana Purchase is considered the most significant achievement of the Jefferson Administration.

Woodrow Wilson — Achieving world peace

Description of challenge:

After World War I, the United States and Japan emerged as powerful nations. How the United States would use its new leadership role in preventing the massive carnage of another world war was the challenge.

Addressing the challenge:

In January 1918, President Wilson used his power to make treaties when he proposed the Fourteen Points. The Fourteen Points included open treaties, removal of economic barriers, multilateral arms reductions, and an organization of nations to guarantee political independence and territorial integrity for all members. When the war concluded, President Wilson wanted a League of Nations as part of the Treaty of Versailles. President Wilson tried to win Senate approval of United States participation in the League. Senator Henry Cabot Lodge had reservations about the treaty negoti-

ated at Versailles. When President Wilson refused to change his program, the Senate did not ratify the treaty. For his efforts to achieve world peace and establish the League, President Wilson was awarded the 1919 Nobel Peace Prize.

Jimmy Carter — Conflict in the Middle East

Description of challenge:

Since the creation of the State of Israel in 1948, the Middle East has been a region under the constant threat of war. Both Israel and the Arab world had historic claims to Palestine. Israel refused to surrender Arab territories in the Golan Heights, East Jerusalem, the West Bank, the Gaza Strip, and the Sinai Peninsula until the Arab States recognized Israel's right to exist. Palestinians and other Arabs became outraged when the Israeli Government allowed Jewish settlers to build homes in the occupied territories. The PLO (Palestine Liberation Organization) has waged guerrilla war against Israel at home and abroad.

Addressing the challenge:

In November 1977, Egyptian President Anwar el-Sadat paid a visit to Israel. He was the first Arab leader to do so. President Carter then invited President Sadat and Israeli Prime Minister Menachem Begin to Camp David. For nearly two weeks, President Carter worked to persuade the two Middle Eastern leaders to reach an accord. As Chief Diplomat of the United States, President Carter was able to achieve the Camp David accords. As a result, a peace treaty between Egypt and Israel was signed in 1979.

Essay 2 —

Objectives

- Demonstrate knowledge of constitutional concepts
- Demonstrate an understanding of the reason that these concepts were included in the United States Constitution
- Demonstrate how these concepts were applied in United States history

Criteria for rating

An appropriate response must define the concept and explain why it was included in the United States Constitution. Appropriate responses should show how the concept was applied in particular situations in the nation's history. Specific situations must be tied to each concept. Responses that include general statements unsupported by specific examples, such as "Federalism was an important part of the Constitution" or "A bicameral legislature was an improvement over a unicameral legislature," are unacceptable. Appropriate responses may include, but are not limited to, these examples:

Civilian Supremacy over the Military

Definition:

The President, a civilian, is the Commander in Chief of all United States Armed Forces.

Reason for inclusion:

The delegates to the Constitutional Convention were concerned about the power held by the standing armies of Europe and the threat they might pose. They wanted to make certain that a civilian would have power to counteract the force of the military and would have ultimate control over the military. Such control would make interventions in overseas conflicts by United States Armed Forces less likely, because the Commander in Chief would be influenced by public opinion.

Application:

During the Korean War, a bitter struggle over strategies to be used in the conduct of the war developed between President Harry Truman and General Douglas MacArthur, the popular commander of the Armed Forces. When Chinese forces entered the conflict, General MacArthur recommended massive retaliatory air strikes against China. President Truman wanted to conduct a limited war. General MacArthur made public statements in opposition to the President's policy. As a result, President Truman relieved General MacArthur of his command on the grounds of insubordination.

Bicameral Legislature

Definition:

A bicameral legislature is a two-house legislature.

Reasons for inclusion:

Bicameralism is consistent with the republican idea that laws should be made only after careful deliberation. The bicameral system slows down this deliberation. This is especially true when different parties control the two houses.

Application:

Between 1955 and 1994, the Democratic Party controlled the House of Representatives. The Democrats used their power base in the House to slow down the administrative programs of popular Republican Presidents such as Dwight D. Eisenhower and Ronald Reagan. The Democratic House also acted as a balancing power when the Senate was in Republican hands under the Reagan Administration.

Provision for Amendment

Definition:

A stated process by which a change or amendment can be made to the United States Constitution (Article V).

Reason for inclusion:

Many delegates to the Constitutional Convention viewed the Constitution as imperfect and knew that it would need to grow with changing times. At the same time, the delegates did not want the Constitution to be changed often and for frivolous reasons. Thus the process of amending the Constitution was made difficult. Even if two-thirds of the Congress approved an amendment, the states would have the final say in the proposing and adopting of any amendments.

Application:

The Constitution has only been amended 27 times. National Prohibition was enacted by the 18th amendment in 1919. Proponents of this amendment anticipated that crime would be reduced, deaths from alcoholism would decline, and family values would be reinforced. In reality, people who wanted to drink went to speakeasies, and organized crime became active in bootlegging enterprises. By the late 1920's and early 1930's, it became apparent that the "noble experiment" was a failure. The 21st amendment, repealing Prohibition, was passed in 1933.

Essay 3 —

Objectives

- Demonstrate knowledge of the historical circumstances that led to the passage of specified laws
- Demonstrate how the law addressed those circumstances

Criteria for rating

An appropriate response should describe the circumstances that led to the passage of the law. Appropriate responses should clearly show how the law responded to a condition that existed during a specific historical time period. A response that merely praises the law or details its provisions would not be acceptable. Appropriate responses may include, but are not limited to, these examples:

Homestead Act (1862)

The United States had an abundance of land in the West and thousands of people seeking a better way of life. The Homestead Act was designed to populate the Great Plains region. After submitting a small registration fee and promising to stay on the land for 5 years and develop it, prospective settlers over the age of 21 received 160-acre plots. This was the first Federal law granting public lands to United States citizens or to noncitizens. The law was responsible for the rapid settlement of the Great Plains after the Civil War.

Immigration Act of 1965

This Act reversed the immigration policy of the 1920's, which severely limited non-European immigration to the United States through the establishment of quotas. The Act abolished the quota system and allowed more immigrants from the Western Hemisphere, Africa, and Asia. The Act allowed skilled workers and families of people already in the United States to enter the country. It also gives priority to political refugees.

Americans with Disabilities Act of 1990

This Act grew out of the growing national sentiment that Americans with disabilities needed an equal opportunity to contribute to American society. This legislation covers an estimated 43 million Americans. Earlier bills had outlawed discrimination against the disabled in the workplace and had required easier access for the handicapped to buildings and modes of transport. The Act of 1990 is considered the most sweeping civil rights legislation since 1964. Businesses, public transportation, and public accommodations are required to make their facilities accessible to all who are severely limited in a major life activity.

Essay 4 —

Objectives

- Demonstrate knowledge of the relationship between specific geographic features and the economic development that occurred
- Demonstrate an understanding of how this relationship affected the United States during a specific historical period

Criteria for rating

An appropriate response should discuss the relationship between a specific geographic feature and a specific economic development. For example, a response such as “Rivers help industries” is too vague to receive full credit. A discussion of the impact of this relationship on a specific United States historical period should follow. Appropriate responses may include, but are not limited to, these examples:

Many swift-running rivers in New England → Industrial Revolution

The rivers of New England provided water power to run the nation’s first textile mills. Factories built on these rivers gave New England an early advantage in the industrialization of the United States.

Irregular coastlines of the United States → Shipping and commerce

In colonial times, the sheltered bays and deep harbors of cities such as Boston became the harbors for ships plying the routes of the triangular trade. Protected bays and harbors led to the rapid development of the fishing industry. Deep-sea fishing spawned the development of New England’s shipbuilding industry. New England’s trade boomed.

Limited rainfall in the Great Plains → Agricultural technology

Much of the Great Plains region receives less than 20 inches of rainfall annually, making the region largely unsuitable for rain-fed agriculture. With so little precipitation, trees are scarce. The settlers of the Great Plains utilized the windmill as a device to bring much-needed ground water to the surface. Barbed wire was invented as a substitute for wooden fences to demarcate homesteads and contain cattle. The windmill and barbed wire paved the way for the rapid settlement of the Great Plains during the second half of the 19th century.

Essay 5 —

Objectives

- Demonstrate the ability to understand important ideas expressed in quotations
- Demonstrate knowledge of the historical situations that led to specific quotations
- Demonstrate an understanding of how the idea contained in the quotation brought about a specific change in American life

Criteria for rating

Each appropriate response should place the quotation in a particular historical situation in American history, and discuss how the implementation of the idea expressed by the quotation brought about a specific change in American life. Appropriate responses may include, but are not limited to, these examples:

Dawes Act (1887)

The United States policy of placing Native American Indians on reservations during the post-Civil War period had drawn criticism from Native American Indian leaders and white Americans sympathetic to the American Indian cause. The Dawes Act intended to reform the reservation policy by “Americanizing” the Native American Indians. They were to receive land on which to farm and were promised United States citizenship. The Dawes Act resulted in the destruction of much of the culture of the Native American Indians. Most of the good land on the reservations was claimed by whites. This policy change resulted in Native American Indians losing more than 50 percent of all their lands.

Samuel Gompers (1890)

This statement represents the kind of “bread-and-butter” ideas that American Federation of Labor leader Samuel Gompers used to rally workers. Gompers was concerned with issues of justice and human rights as he worked for better working conditions for the AFL members. Gompers’ organizing efforts were successful. Ten years after this statement was made, the ranks of the AFL totaled nearly 1.75 million members.

Voting Rights Act of 1965

This Act evoked the spirit of President Lyndon Johnson’s Great Society, in which rights for minorities were extended. For decades after the Civil War, whites in the South had used an assortment of tactics to disenfranchise potential African-American voters. The Act specifically outlawed literacy tests, resulting in a substantial increase in minority voting in the South. As a result, many African Americans have been elected to national, state, and local offices.

Essay 6 —

Objectives

- Demonstrate knowledge of the similarities between specific situations and the political, social, and economic forces that led to their occurrence
- Demonstrate knowledge of the differences between these situations

Criteria for rating

Each appropriate response should indicate knowledge of the historical background of situations that occurred and the forces that produced the situations. A discussion of how the paired situations are similar and different is essential. Simply stating the view that a particular situation was “good” or “bad” for the United States would not be appropriate. Appropriate responses may include, but are not limited to, these examples:

*Growth of the Know-Nothing Party (1850’s) —
Formation of the Ku Klux Klan (1870’s)*

The American (Know-Nothing) Party began as a secret society in 1849. Its motto was “Americans must rule America.” The members were nativists who were opposed to the increasing tide of Irish and German immigrants and the corresponding growth of Catholic influence in the United States. The Know-Nothings actively entered the political arena in the 1850’s and won a considerable number of seats in the United States Congress.

The Ku Klux Klan was formed in the post–Civil War South as a secret army dedicated to preventing the rise of African-American political power in the region. Like the Know-Nothings, the Klan hoped to preserve a vanishing way of life. Unlike the Know-Nothings, the Klan used violence to accomplish its political ends. The Klan supported white-supremacist candidates for political office but did not enter the political arena as a party.

*Women’s suffrage movement (1840–1920) —
Voting rights for 18-year-old citizens (1960–1971)*

Women sought equal rights with men in American society. To achieve their ends, women suffragists had a convention in 1848 and issued the Seneca Falls Declaration, which was based on the principles contained in the Declaration of Independence. The considerable contribution of women on the homefront during World War I gave impetus to the campaign for a constitutional amendment guaranteeing women the same political rights as men. By 1919, the organized women’s rights movement had achieved the right to vote for women in 30 states. The 19th amendment was passed in 1920.

The 26th amendment, passed in 1971, was adopted in large part, as a consequence of United States involvement in the Vietnam War. The slogan became “Old enough to fight, old enough to vote.” However, unlike the century-long fight for women’s suffrage, public pressure to lower the national voting age to 18 insured the swift adoption of this amendment.

“Flapper” era (1920’s) —

“Hippie” culture (1960’s)

The “flappers” of the 1920’s represented a certain group of young women, usually in their late teens or twenties, white, and from middle or upper class backgrounds. These women rebelled against the traditional standards of lifestyle and morality. They expressed their alienation from the older generation by wearing different clothing, listening to jazz, imbibing illegal alcohol, and generally affecting a carefree attitude. Their alienation was, in part, a reaction to the carnage of World War I.

The youth-driven culture in the post–World War II United States spawned the “hippie” movement of the 1960’s. Like the flappers, the hippies were largely composed of white, urban, relatively affluent, alienated youth. The Vietnam War was a possible source of their desire to remove themselves from the constraints of traditional American lifestyle and morality. Drugs, acid rock, different clothing, and long hair characterized the hippie movement. However, the hippie counterculture went further than the flapper movement in rejecting American materialistic lifestyles.

Essay 7 —

Objectives

- Demonstrate knowledge of different philosophies
- Demonstrate how the philosophy contributed to the specific response with which it is paired
- Demonstrate an understanding of a positive or a negative impact of the response on United States history

Criteria for rating

Appropriate responses should discuss the meaning of the philosophy and show how it contributed to the response with which it is paired. For example, a response that does not specifically explain the nature of the linkage between *States rights* and the *Civil War* would be unacceptable. For part *b*, a discussion of one response's positive or negative impact on United States history should be included. Appropriate responses may include, but are not limited to, these examples:

a Social Darwinism → Concentration of industrialists' wealth

Social Darwinism is the belief that the process of selection determines who in society is to succeed and who is to fail. Those who successfully compete will win and continue to survive, while those who do not will become extinct. In the late 1800's, laissez-faire capitalists used the idea of Social Darwinism to justify accumulating vast riches.

McCarthyism → Blacklisting

After World War II, the United States was concerned with the spread of communism both overseas and in the United States. Efforts were made to remove those who were considered security risks from government jobs. The McCarran-Walter Security Act of 1950 required members of the Communist Party in the United States to register with the Government and restricted their activities. The trials of Julius and Ethel Rosenberg and of Alger Hiss heightened the fear of Communists. Senator Joseph McCarthy led the fight to expose the presence of Communists in the Government and in many other fields. These people were often blacklisted in their chosen profession, even if the charges brought by Senator McCarthy and others were false.

New Federalism → Changes in Federal and state relations

New Federalism was the Reagan Administration's term for a new relationship between the Federal Government and the states. The new relationship deemphasized the role of the Federal Government and gave the states a larger role in meeting the needs of their citizens. The intent of the new relationship was to produce a balanced budget for the Federal Government. Revenue sharing was eliminated under this administration, as were block grants. This approach removed funding from many of President Lyndon Johnson's Great Society programs, especially those designed to help the poor.

b New Federalism → Changes in Federal and state relations

A negative impact was that the changes brought about by New Federalism failed to produce a balanced Federal budget. The cuts in social spending were more than offset by increases in the Federal defense budget. In addition, reduced Federal aid led to fiscal crises for many state and local governments, which were faced with raising state and local taxes or cutting programs once financed by the Federal Government.