

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY AND GOVERNMENT

Tuesday, January 26, 1999 — 1:15 to 4:15 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**
January 26, 1999

Part I (55 credits)

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

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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 specific amendments to the United States Constitution
- Demonstrate knowledge of the historical background that led to amending the Constitution
- Demonstrate an understanding of the effects of specific constitutional amendments on American society

Criteria for rating

Appropriate responses will state how a specific constitutional amendment dealt with the issue. Each response must use a different amendment but need not cite the amendment's number. The response will discuss the historical background that led to changing the Constitution. To receive full credit, the response must discuss a specific effect of the amendment on American society. Appropriate responses may include, but are not limited to, these examples:

Voting rights

Amendment:

Citizens between the ages of 18 and 21 were given the right to vote. (26th amendment)

Historical background:

The right to vote had been expanded to include formerly enslaved persons (15th) and women (19th). During the Vietnam conflict, young men were drafted at the age of 18 and were dying for their country. The students on college campuses began to mobilize to secure the franchise for 18- to 21-year-old citizens.

Effect:

Young Americans as a group have not had a significant impact on the political scene because, as a group, they do not exercise their franchise.

Taxation

Amendment:

Congress passes an amendment to permit an income tax law. (16th amendment)

Historical background:

Until the passage of the 16th amendment, money collected from tariffs was the major source of revenue for the Federal Government. Reformers sought to legislate a tariff that would provide needed revenue, ensure adequate protection for industry, and lower prices on imported goods. During President Grover Cleveland's administration, a law lowered tariffs and included a 2% tax on incomes over \$4,000. The Supreme Court rejected the income tax part of the law.

Effect:

In 1913, the 16th amendment addressed the objections to the income tax. The Underwood Tariff lowered rates and included a graduated income tax on incomes over \$4,000. By 1917, revenue from the income tax exceeded receipts from tariffs.

Essay 2 —

Objectives

- Demonstrate an understanding of why some Americans considered some actions of specific individuals or groups to be abuses of governmental power
- Demonstrate an understanding of why some Americans supported these actions
- Demonstrate an understanding of the outcome of controversial actions

Criteria for rating

Appropriate responses must show knowledge of the specific action. Furthermore, the response must indicate why some Americans considered the action an abuse of power and why other Americans supported the action. To receive full credit, the response must describe a specific outcome of the action. Appropriate responses may include, but are not limited to, these examples:

President John Adams — appointment of the “midnight judges”

Argument as an abuse of power:

After the election of 1800, President John Adams made a series of last-minute appointments of Federalists to various government posts. Newly elected President Thomas Jefferson believed Adams did not have the right to make these appointments and ordered his Secretary of State, James Madison, not to deliver the appointments of Federal judges. William Marbury, an appointee, sued Madison, asking for a writ of mandamus requiring Madison to deliver the appointment.

Argument in support of action:

The Constitution and subsequent legislation provides for the orderly selection of judicial members. The President was fulfilling his duties by appointing judges.

Outcome:

The Supreme Court found the Judiciary Act of 1789 unconstitutional. Although the Constitution does not provide the Supreme Court with the power of judicial review, Chief Justice Marshall stated, “It is emphatically the province and duty of the judicial department to say what the law is.” Marshall established two principles with this decision: the Constitution is supreme when there is a conflict between the Constitution and/or a Federal or state law, and the job of the Court is to interpret the laws of the United States.

President Lyndon B. Johnson — sending forces to fight in Vietnam without a formal declaration of war

Argument as an abuse of power:

The Constitution grants the power to declare war to the Congress. In this case, the President was attempting to circumvent Congress, and he deployed troops without consulting Congress.

UNITED STATES HISTORY AND GOVERNMENT — *continued*

Argument in support of action:

According to the Constitution, the Commander in Chief of the Armed Forces is the President. When a military situation threatens the security of United States troops and national defense, the President must act quickly to safeguard the interests of the United States.

Outcome:

The United States committed itself to one of the longest military involvements, which eventually proved unwinnable. Congress passed the Gulf of Tonkin Resolution giving virtual war powers to the President.

Essay 3 —

Objectives

- Demonstrate knowledge of a specific change that an individual (or pair) attempted to bring about in the United States
- Demonstrate an understanding of the efforts made by a specific individual (or pair) to bring about change
- Demonstrate an understanding of the impact these efforts had on the United States

Criteria for rating

An appropriate response must identify a specific change, discuss the efforts of the individual (or pair) in bringing about the change, and describe an impact of those efforts on the United States. Appropriate responses may include, but are not limited to, these examples:

Frederick Douglass

Change:

Abolition of slavery

Efforts:

This former slave spoke effectively about the evils of enslavement to predominately white audiences and helped organize African Americans into regiments during the Civil War.

Impact:

Douglass' speeches and writings helped assure the ratification of the 13th amendment in 1865, which abolished involuntary servitude.

Cesar Chavez

Change:

Improved wages for migrant Mexican-American farmworkers

Efforts:

Chavez used nonviolent methods to gain recognition for the plight of farmworkers. He led a nationwide boycott of grapes and engaged in a personal hunger strike.

Impact:

Religious and other social groups rallied behind his cause. The United Farm Workers Committee was formed and bargained for higher wages for migrant farmworkers.

Essay 4 —

Objectives

- Demonstrate an understanding of controversial issues
- Demonstrate an understanding of the opposing viewpoints of specific individuals concerning these issues
- Demonstrate knowledge of the resolution of the controversies

Criteria for rating

Appropriate responses must use specific historical information to explain the historical background surrounding the controversial issue. Each individual's viewpoint must be discussed in detail. Merely stating that one of the individuals disagreed with the other and the disagreement caused a controversy is incomplete because it does not establish a viewpoint. In describing the resolution, the response must include the outcome. Appropriate responses may include, but are not limited to, these examples:

Free coinage of silver — William McKinley — William Jennings Bryan

Background:

The economy of the United States in the 1890's was unstable. The farmers believed that the economy would benefit and stabilize if the country turned from a gold standard to the unlimited coinage of silver.

Viewpoints:

William McKinley endorsed a gold standard and, as the Republican candidate for President in 1896, was supported by the moneyed interests of industrialists and by factory workers. These groups feared economic ruin if silver was freely coined.

William Jennings Bryan represented the interest of midwestern farmers and was supported by the Democratic and Populist parties. His speech at the Democratic convention, supporting the free coinage of silver, became known as the "Cross of Gold" speech.

Resolution:

Bryan and McKinley were opponents in the Presidential elections of 1896 and 1900. In both cases, McKinley prevailed. The United States remained on a gold standard until the 1930's.

Civilian control of the military — Harry Truman — Douglas MacArthur

Background:

According to the Constitution, the President, a civilian, is the Commander in Chief of the Armed Forces. In June 1950, when the forces of North Korea invaded South Korea, President Harry Truman requested that the United Nations pass a resolution in support of South Korea. He then ordered General Douglas MacArthur to provide naval and air support to South Korea.

Viewpoints:

Because of the many global anti-Communist initiatives, Truman wanted to wage a limited war in Korea. He ordered MacArthur to limit United States military aid in Korea to naval and air support. Although this went beyond the United Nations resolution, it showed the intention of the United States to contain communism. The war was to remain in Korea.

MacArthur wanted to bomb mainland China and invade with troops. He spoke publicly and wrote letters against a limited war.

Resolution:

The open conflict that developed in the press caused Truman to hold a press conference in which he asserted his power by removing MacArthur from his command. Truman maintained that with atomic weapons in the hands of the Soviet Union there were no little wars and this conflict could easily become a nuclear war.

Essay 5 —

Objectives

- Demonstrate knowledge of specific actions taken by the United States in the area of foreign policy
- Demonstrate knowledge of the historical circumstances that led to that action
- Demonstrate an understanding of the extent to which a specific action achieved foreign policy goals

Criteria for rating

Appropriate responses should identify a specific action taken by the United States to carry out a foreign policy goal. Each response must use a different action. The response should include the specific historical circumstances that led to the action and explore the extent to which the action achieved that foreign policy goal. A response addressing neutrality as a foreign policy goal, such as “The United States traded with both sides to remain neutral,” is incomplete because it fails to detail the specific historical circumstances. Appropriate responses may include, but are not limited to, these examples:

Containment

Specific action:

Passage of the Marshall Plan (European Recovery Program) in 1948

Historical circumstance:

As a result of World War II, much of Europe faced homelessness, hunger, and economic chaos. To the European nations of France, Italy, and Germany, communism seemed to offer solutions to these problems.

Success of action:

To prevent the spread of communism, George C. Marshall, President Harry Truman’s Secretary of State, announced a program providing \$12 billion in aid to rebuild Western Europe. The aid received by the Western European nations helped to stabilize the region and improve economic conditions.

Territorial expansion

Specific action:

The annexation of the Philippine Islands

Historical circumstance:

After the alleged sinking of the U.S.S. *Maine* in Havana Harbor by the Spanish, American journalists persuaded the United States to declare war on Spain. The Spanish were easily defeated and the United States acquired such former Spanish territories as the Philippines.

Success of action:

The acquisition of former Spanish territories created an overseas empire for the United States. To support this empire, the United States expanded its Navy, built the Panama Canal, and involved itself more deeply in foreign affairs.

Essay 6 —

Objectives

- Demonstrate knowledge of how specific groups were not treated equally in certain time periods
- Demonstrate knowledge of specific actions taken to overcome this unequal treatment
- Demonstrate an understanding of the impact the specific action had on the group

Note: The action taken may be by an individual, a group, or government.

Criteria for rating

Appropriate responses should include an example of discrimination toward or unequal treatment of the selected group. The response should address a specific action taken during the specific time period to overcome the unequal treatment. If a response describes an example not occurring during the stated time period, no credit should be given. For example, discussing the importation of enslaved peoples from Africa would be inappropriate because this response is not in the time period specified by the question. To receive full credit, the response must address the impact the action had on the group. Each response must use different information and different actions. Appropriate responses may include, but are not limited to, these examples:

African Americans (1890–today)

Unequal treatment:

As a result of Jim Crow laws and the Supreme Court case *Plessy v. Ferguson* (1896), segregated facilities were considered acceptable in American society.

Specific action:

The Supreme Court in *Brown v. Board of Education* (1954) declared “separate but equal is inherently unequal.”

Impact:

Communities were forced to desegregate their public schools “with all due deliberate speed.” This Supreme Court decision marked a new era in race relations. Throughout the 1960’s, the Court under Chief Justice Earl Warren continued to extend the civil rights of African Americans.

Japanese Americans (1940–today)

Unequal treatment:

During World War II, many West Coast descendants of Japanese immigrants were sent to relocation centers because they were believed to be potential threats to the security of the United States.

Specific action:

One of the internees, Fred Korematsu, filed a lawsuit against the United States, but the Supreme Court decided that the actions of the United States were justified. In 1983, Japanese Americans petitioned Congress for an investigation.

Impact:

In 1988, Congress passed a bill formally apologizing to the survivors and granting each survivor \$20,000.

Essay 7 —

Objectives

- Demonstrate knowledge of a specific economic condition that led to a specific law
- Demonstrate an understanding of the way the law dealt with the economic condition
- Demonstrate an understanding of the impact of the law on American society

Criteria for rating

Appropriate responses should demonstrate an understanding that Congress often passes legislation to deal with specific economic conditions that affect the country. The response should include a description of an economic condition that led to congressional action. A complete response must also include an explanation of how the law addressed the condition. For full credit, the response must discuss an impact of the law on American society. Appropriate responses may include, but are not limited to, these examples:

Interstate Commerce Act (1887)

Economic condition:

Railroads were charging higher rates to small businesses, and the states were restricted from regulating the railroads because they were interstate businesses.

Provisions of law:

The law prohibited rebates to large shippers and required that rates be made available to the public.

Impact:

The attempts by Congress to regulate big business pleased the farmers of the Midwest and showed that government was responsive to their needs.

GI Bill of Rights (Servicemen's Readjustment Act) (1944)

Economic condition:

At the end of World War II, millions of servicemen and servicewomen, who fought the Axis powers, returned to an economy that was unprepared to absorb them.

Provision of the law:

Veterans returning to a peacetime economy were given free tuition and books, and their expenses for training were reimbursed. [Other provisions of the bill are also acceptable.]

Impact:

Most of the veterans used this program to attend college, get vocational training, or start businesses. This bill helped the wartime economy of the United States become a viable peacetime economy.
