

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY AND GOVERNMENT

Wednesday, June 17, 1998 — 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 17, 1998

Part I (55 credits)

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

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 an understanding of controversial issues that the Supreme Court has dealt with in United States history
- Demonstrate an understanding of specific Supreme Court decisions that have dealt with these controversies
- Demonstrate how these Supreme Court decisions have had an impact on American society

Criteria for rating

Acceptable responses should identify and describe a Supreme Court case which dealt with the issue chosen. [It is not necessary to cite the exact name of the case.] The response should discuss the controversy involved in the case, state the Court's decision, and describe an impact the decision had on American society. Responses should be specific and relate to the issues being discussed. Vague answers such as "the case upset many people" or "the case was very controversial" are unacceptable. Appropriate responses may include, but are not limited to, these examples:

Free speech

In 1918, socialist leader Eugene V. Debs spoke out against American involvement in the war and attacked the World War I military draft laws. He was sentenced to prison for violating the Espionage Act of 1917. Debs and his supporters protested that his arrest violated his right to free speech. The Government argued that Debs' speech had been a clear violation of the Espionage Act in that it openly encouraged young men to defy the draft laws. The Supreme Court upheld the Government's position and ruled that Debs' speech was not protected by the Constitution because it represented a "clear and present danger" to the safety of the United States. Most Americans approved of the Court's decision. Several similar decisions encouraged a decade of intolerance and numerous violations of civil rights.

Separation of church and state

Until 1962, many students in New York State public schools began each morning by reciting the Regents Prayer. Although many churches and religious leaders supported school prayer, some students and their parents opposed this practice, arguing that by requiring students to recite a prayer, schools violated the constitutional separation of church and state. The Supreme Court, in the 1962 case of *Engel v. Vitale*, ruled that the Regents Prayer and other similar school prayers were illegal because they violated the establishment clause of the first amendment. This decision sparked a national debate that continues to divide American society. Many Americans favor a constitutional amendment that would allow public schools to mandate daily student prayer.

Essay 2 —

Objectives

- Demonstrate an understanding of the operation of the constitutional system of checks and balances
- Demonstrate an understanding of historical situations in which the system of checks and balances operated to limit the power of a specific branch of the Federal Government

Criteria for rating

Acceptable responses should explain how the feature operates to limit the power of a specific branch of the Federal Government, describe a specific historical situation in which the feature was used, and discuss the extent to which the power of the specific branch of government was limited. Responses must relate to the Federal system of checks and balances. An example that applies to branches of state or local governments is unacceptable. Appropriate responses may include, but are not limited to, these examples:

Judicial review

Since the early 1800's, the Supreme Court has asserted its implied right to review Federal laws. This practice is called judicial review. In 1935, in a case dealing with the National Recovery Administration's (NRA) authority to regulate business practices, the Supreme Court overturned the law establishing the NRA because the law delegated Congress' authority to regulate interstate commerce to the President. This attempt by the Supreme Court to limit the authority of both the President and Congress to regulate the economy was not totally successful. In his second term, President Franklin Roosevelt was able to appoint some pro-New Deal Justices and influence the Court to rule in favor of the Wagner Act and the Social Security Act.

Treaty ratification

Although the Constitution grants the executive branch great authority over foreign affairs, it also specifies that treaties made by the executive branch must be approved by at least two-thirds of the United States Senate before they become effective. Soon after the end of World War I, the Senate refused to ratify the Treaty of Versailles, which had been negotiated by President Woodrow Wilson. Political partisanship, personal rivalries, and resurgent isolationism help explain the treaty's defeat, but the rejection also signaled the public's dissatisfaction with Presidential dominance in foreign and domestic policies. The influence of the next three Presidents over foreign affairs was greatly reduced as Congress reasserted its powers.

Essay 3 —

Objectives

- Demonstrate knowledge of foreign policy goals of specific Presidents
- Demonstrate an understanding of specific actions taken by Presidents to achieve their foreign policy goals
- Demonstrate an understanding of the results of specific foreign policy initiatives

Criteria for rating

Acceptable responses will identify and clearly show how a specific action taken by a specific President attempted to achieve the foreign policy goal. The responses will also discuss the extent to which the action taken was successful in achieving the goal. Appropriate responses may include, but are not limited to, these examples:

Franklin D. Roosevelt — international involvement

By the late 1930's, President Roosevelt realized that American isolationism was no longer a tenable policy in the face of international aggression by Germany and Japan. In 1937, President Roosevelt, in a Chicago speech, called for collective action by the peace-loving nations of the world to stop the aggressor nations. This "Quarantine Speech" was greeted by a wave of public opposition. Initially, President Roosevelt retreated from further efforts to awaken Americans to the need for international involvement, but in succeeding months as world aggression continued, public opinion began to support further efforts by the President to involve the nation in efforts to stop Germany and Japan.

Richard M. Nixon — détente

In the early 1970's, at the urging of foreign policy advisor Henry Kissinger, President Nixon decided to seek better relations with the two major Cold War rivals of the United States: China and the Soviet Union. President Nixon was convinced that détente with our Cold War enemies might help bring the Vietnam War to a successful end while lessening world tensions and the chances of future wars. To achieve détente, President Nixon attended a series of direct meetings with Soviet and Chinese leaders. These efforts opened new avenues of discussion. Later, Presidents Gerald Ford and Jimmy Carter continued these policies. Détente led to greater political, economic, and cultural contacts with China and the Soviet Union and noticeably lessened world tensions.

Essay 4 —

Objectives

- Demonstrate knowledge and understanding of specific social, political, and economic history in specific time periods
- Demonstrate the ability to analyze the historical patterns of a specific time period in American history and provide an appropriate title for that time period

Criteria for rating

- a* For each of the two titles chosen, acceptable responses will explain how the title is an apt description of the time period. Accurate facts and information about the social, political, and/or economic history of the time period must be included in the explanation. Vague and unsupported statements such as “During the Progressive Era, lots of progressive things occurred” should receive no credit.
- b* Acceptable responses must include accurate historical information to support the proposed title for one of the decades listed. Vague, unsupported, and inaccurate explanations should receive no credit. Credit should not be awarded simply for listing a possible title with no supportive explanation. Since this question invites differing viewpoints, care should be taken not to impose a particular political viewpoint. Thus, while one response might describe the 1980’s as a disastrous decade and condemn the Reagan and Bush Presidencies, another response might praise these Presidents and highlight their successes. If well-supported and argued, both responses could earn full credit.

Appropriate responses may include, but are not limited to, these examples:

Part *a*

Gilded Age (1880–1900)

The last two decades of the 19th century were appropriately coined the “Gilded Age” in the title of a book cowritten by Mark Twain. This era of corrupt public and political ethics was characterized by “get-rich-quick” schemes, ruthless business practices, and government scandals. On the surface, American society seemed to shine, but just below the “gilt” lay a materialistic and corrupt society.

Part *b*

1960’s

A Decade of Disillusionment The 1960’s opened on a note of hope and expectation. The youngest elected President replaced a much older President. John F. Kennedy promised reform at home and the defense of freedom in the world. The 1960’s appeared to be an era of liberal inspiration and commitment. Less than ten years later, assassinations, the Vietnam War, and the election of a more conservative President dashed the hopes of many Americans who had been inspired only a few years earlier. The youthful commitment of the early 1960’s had been replaced by disillusionment.

Essay 5 —

Objectives

- Demonstrate an understanding of historical conditions and methods of social change
- Demonstrate knowledge of important Americans who have helped to bring about change in society
- Demonstrate an understanding of the extent to which different Americans were successful in bringing about change in American society

Criteria for rating

Acceptable responses will describe a condition in American society that the individual tried to change, discuss the method used by the person to effect this change, and discuss the extent to which the individual's efforts were successful. Acceptable responses may focus on any changes that an individual sought. Thus, many responses about William Jennings Bryan may focus on his efforts to help American farmers in the 1890's as the Populist/Democratic Presidential candidate. Other responses may discuss his efforts to fight against American imperialism in 1900, while still others may address his efforts to oppose the teaching of Darwin's theories in public schools during the 1920's. All were efforts to bring about change, and if argued persuasively and supported with appropriate evidence and information, all would receive full credit. Appropriate responses may include, but are not limited to, these examples:

Samuel Gompers

Samuel Gompers believed that workers should organize to bargain with their employers for better working conditions, improved benefits and wages, and shorter hours. In 1886, he successfully combined many unions into a national union, which became known as the American Federation of Labor. This union, which grew to almost 2 million members, negotiated with employers for higher wages and safer working conditions. The AFL represented only skilled workers. It supported political candidates who agreed with the union's goals.

Rachel Carson

Rachel Carson, a biologist, showed that widespread use of agricultural pesticides and other pollutants was poisoning the environment. As pesticides found their way into the food chain, they posed a danger to all natural life, including humans. Her book *Silent Spring*, published in the early 1960's, pointed out the dangers of pesticides and the larger threat of general environmental pollution. Because of her efforts, DDT was legally banned and additional laws designed to protect the environment from dangerous pollutants were passed. Major progress in cleaning up the environment has been made because of Carson's work.

Essay 6 —

Objectives

- Demonstrate knowledge of major contemporary national problems and an understanding of their causes and origins
- Demonstrate an understanding of specific policies or actions designed to deal with or solve major contemporary problems
- Demonstrate an understanding of an argument used in opposition to these policies or actions

Criteria for rating

Appropriate responses will identify and discuss a major cause or origin of the problem, discuss a specific policy or action designed to deal with or solve the problem, and state one valid argument in opposition to the proposed policy or action. Discussion of causes, proposed solutions, and arguments used in opposition to proposals will vary greatly. Credit should be awarded based on the understanding of each problem demonstrated by the response. While contemporary problems have a number of causes and many possible good solutions, responses that are vague and fail to show an understanding of the issue should receive no credit. Appropriate responses may include, but are not limited to, these examples:

Social Security reform

The large number of Americans presently in their 30's, 40's, and early 50's—the post-war baby boom generation—threatens the Social Security System's benefits. As these baby boomers reach retirement age during the next three decades, the demand for payments will be greater than the receipts of Social Security taxes. One way to solve this problem is to cut from 100% to 50% the annual cost-of-living increase paid to recipients. This would give senior citizens some protection against inflation, while protecting taxpayers from large tax increases. Many senior citizens will oppose this, arguing that earlier generations received 100% protection against inflation's reduction of their Social Security.

Health care reform

Even though millions of poor Americans receive inadequate health care, the cost per person for health care is greater than in many other nations. Over the past several decades, health care costs have risen much faster than the rate of inflation. As the number of elderly persons increases, health costs will continue to increase. Many Americans believe that the United States should adopt a governmental system of health care similar to Canada's. Funded by taxation, this system provides care for all citizens at a much lower per-person fee than Americans pay. Physicians and health insurance companies strongly oppose this proposal. They argue that a free-market system will provide better and more efficient health care than government can under a system of socialized medicine.

Essay 7 —

Objectives

- Demonstrate knowledge of various factors that contributed to the economic growth of the United States from 1860 to 1920
- Demonstrate an understanding of the way in which laws and policies of the United States Government have contributed to economic growth from 1860 to 1920

Criteria for rating

For part *a*, appropriate responses will identify a specific example of each factor and discuss how each example contributed to the economic growth of the United States. For part *b*, appropriate responses will show how a specific law or policy of the United States Government contributed to economic growth. No credit may be given if an answer discusses a local or state law or policy. Responses to part *b* may not repeat information used in part *a*. Appropriate responses may include, but are not limited to, these examples:

Note: The maximum score for each factor discussed in part *a* is 4 points.

Part *a*

Business practices

One business practice that contributed to economic growth in the early 20th century was the rise of stockholder-owned corporations. The rise of stockholder-owned corporations allowed for the accumulation of huge assets necessary for large-scale production.

Labor supply

To fuel the early industrial growth in the United States, a solution to its traditional labor shortage was necessary. One new source of labor was the huge number of immigrants arriving in the United States during the late 19th and early 20th centuries. Most immigrants were quite poor and were eager to do unskilled work in the factories, mines, and railroads.

Note: The maximum score for part *b* is 3 points.

Part *b*

The Homestead Act (1862) signed by President Abraham Lincoln offered 160 acres of public land in the West to anyone over 21 years old. The law required that the owner live on the land for five years and cultivate it. Thousands of new immigrants took advantage of this law to settle and develop lands west of the Mississippi River.
