

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY AND GOVERNMENT

Tuesday, June 20, 2000 — 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 20, 2000

Part I (55 credits)

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

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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 how specific features provide for flexibility in government
- Demonstrate knowledge of how these features were used in specific historical situations as responses to changing times

Criteria for rating

Appropriate responses will explain how specific features provide the flexibility that has enabled the government to respond to changing times. Student responses will show how the features were used in specific historical situations as the government responded to changing times. Appropriate answers may include, but are not limited to, these examples:

Amending process

Article V of the United States Constitution describes how the Constitution may be formally amended. Both Congress and a two-thirds majority of the states must agree to the changes.

The Constitution was amended several times to extend the right to vote to more Americans as times changed. Until the Civil War, only white males over 21 years of age could vote. However, in 1870, African Americans were granted the right to vote by the 15th amendment; in 1920, women were granted the right to vote by the 19th amendment; in 1961, people in the District of Columbia were granted the right to vote by the 23rd amendment; and in 1971, people over 18 years of age were granted the right to vote by the 26th amendment.

Supreme Court decisions

The most important power of the Supreme Court is the right of judicial review. The power enables the Court to have the final voice in interpreting the Constitution. As times have changed, the Supreme Court has shown flexibility by reflecting public sentiment regarding certain situations. In 1896, the Supreme Court upheld segregation by declaring “separate but equal” public facilities legal (*Plessy v. Ferguson*). However, in 1954, the Court reversed its own interpretation of the 14th amendment by declaring segregation in public schools unconstitutional (*Brown v. Board of Education*). The reversal reflected changing views on racial equality and race relations in the United States.

Elastic clause

Article 1, Section 8, Clause 18, of the United States Constitution states that Congress can make all laws “necessary and proper” for carrying out the tasks listed in the Constitution.

Alexander Hamilton argued that the Constitution’s “necessary and proper” clause authorized Congress to do whatever was necessary to carry out its enumerated powers. Therefore, he supported the creation of a national banking system, even though it was not expressly included in the Constitution. In 1791, Congress approved the creation of the system, despite Thomas Jefferson’s opposition. (Other historical examples of the use of the elastic clause to provide flexibility during changing times include the establishment of the Federal Reserve System, the establishment of minimum wage laws, and the creation of the EPA.)

Essay 2—

Objectives

- Demonstrate knowledge of specific issues faced by the framers of the United States Constitution
- Demonstrate knowledge of both sides of the debates that occurred
- Demonstrate an understanding of the compromises that resulted from the arguments of the debates

Criteria for rating

Appropriate responses will explain the arguments on both sides of the debates on specific issues. While specific names or individuals are not required, knowledge of positions on both sides of the issues must be presented for full credit. Proper responses must also describe the compromises that resulted from the arguments in the debates. Appropriate responses may include, but are not limited to, these examples:

Representation

Issue/Positions:

Especially divisive was the issue of how states were to be represented in Congress. Larger states such as Virginia were in favor of a bicameral legislature with membership based on each state's population. Smaller states supported a one-house legislature in which each state had an equal vote.

Compromise:

The Great Compromise (or Connecticut Compromise) provided for a two-house Congress. Each state would be given equal representation in the Senate, but in the larger body, the House of Representatives, each state would be represented according to population.

Slavery

Issue/Positions:

The debate was over the way slaves were to be counted in the population of the states. The North wanted slaves counted for the purpose of taxation, while the South wanted them counted only for the purpose of representation in the House. A second debate arose over whether the slave trade and slavery itself were to be allowed under the Constitution.

Compromise:

The Three-fifths Compromise counted each slave as three-fifths of a person for the purposes of determining a state's level of both taxation and representation. Also, a guarantee was made that slaves could be imported for another 20 years, at which time (1808) Congress could vote to abolish the practice.

UNITED STATES HISTORY AND GOVERNMENT — *continued*

Trade

Issue/Positions:

The Northern States wanted the Federal Government to regulate interstate trade and foreign commerce. The South feared export taxes would be placed on its products, such as tobacco and rice, and opposed this idea.

Compromise:

The Commercial Compromise allowed Congress to regulate both foreign and interstate commerce, including placing tariffs on imports, but prohibiting taxes on exports.

Essay 3—

Objectives

- Demonstrate an understanding of actions taken by individuals to bring about changes in specific areas
- Demonstrate an understanding of the impact of these actions on American society

Criteria for rating

Appropriate responses must describe specific actions taken by individuals in an effort to bring about changes in areas of American society. Responses also must discuss the impact of these actions on American society. Appropriate responses may include, but are not limited to, these examples:

Jane Addams — Social reform

Action:

Jane Addams, concerned about the lives of the poor, settled into an immigrant neighborhood to learn about the problems immigrants faced. Addams hoped to relieve the effects of poverty by providing social services. She opened Hull House in Chicago in 1889 and taught English to immigrants, pioneered early-childhood education, and established neighborhood theaters and music schools.

Impact:

By 1910, there were over 400 settlement houses in the United States. Many settlement workers became political activists who crusaded for more social reform, including child labor laws, housing reforms, and women's rights.

Susan B. Anthony — Women's rights

Action:

Susan B. Anthony and others were opposed to the accepted norm of women's roles in society in the mid- to late-19th century. Anthony opposed the emphasis on domesticity and attempted to reform suffrage, women's property rights, and the rights of married women. Anthony was also part of the Seneca Falls Convention (1848), which issued the "Declaration of Sentiments" that declared that "all men and women are created equal."

Impact:

Although Susan B. Anthony did not live to see it (she died in 1906), women did receive the right to vote under the 19th amendment, ratified in 1920. Today, women have achieved equality in legal and property rights. Anthony influenced Betty Friedan (author of *The Feminine Mystique*), who was a leader in the formation of the National Organization for Women (NOW). Congress enacted the Equal Pay Act of 1963, and in contemporary society women succeed in professions previously dominated by males, including business, law, medicine, and politics.

UNITED STATES HISTORY AND GOVERNMENT — *continued*

Ralph Nader — Consumer protection

Action:

Ralph Nader became a leader in the consumer protection movement of the 1960's. Nader wrote a book, *Unsafe at Any Speed* (1965), which detailed safety hazards in automobiles.

Impact:

Congress passed programs to regulate the automobile industry. Motivated by Nader's example, other reformers worked to bring about legislation benefiting the interests of consumers.

Essay 4—

Objectives

- Demonstrate knowledge of actions taken by government as a reaction to changes in American society
- Demonstrate an understanding of the historical changes that led to the governmental actions
- Demonstrate knowledge of the effects of the governmental actions on society

Criteria for rating

Appropriate responses will describe actions taken by government in reaction to changes in American society. Responses will also discuss the historical changes that led to the actions and the effects of the actions on American society. Appropriate responses may include, but are not limited to, these examples:

Jim Crow laws (1880's)

In the Supreme Court civil rights cases of 1883, the Court ruled that Congress could not legislate against the racial discrimination practiced by private citizens, as well as railroads, hotels, and other businesses used by the public. Southern States began to pass legislation establishing social segregation. Jim Crow laws prohibited African Americans from riding in the same railroad cars as whites or drinking from the same water fountains as did whites. The Supreme Court upheld segregation in *Plessy v. Ferguson*, and most public facilities (schools, hospitals, and transportation facilities) remained segregated until the 1950's.

Palmer raids (1919)

In 1919, there was widespread discontent with the peace process and growing fears of the spread of communism. This anticommunist hysteria became known as the Red Scare. Attorney General A. Mitchell Palmer established a special office to gather information on suspected radicals. Palmer also ordered mass arrests of anarchists, socialists, and labor agitators. During one year, 6,000 people were arrested — many of whom had immigrated to the United States — and 500 were deported. The effect was an increase in nativist Ku Klux Klan activity and the passage of restrictive immigration policies in the 1920's, particularly against southern and eastern Europeans.

McCarthy Senate hearings (1950's)

Senator Joseph McCarthy of Wisconsin began a hunt for communist subversives in government positions. In 1950, he charged that he had a list of State Department employees known to be communists. He led Senate hearings in which he ruined the reputations of people he accused of being communists. The espionage case against Julius and Ethel Rosenberg gave credence to his position, and the Federal Government passed the McCarran Act aimed at restricting potential immigrants who might be subversives. By 1954, McCarthy began to charge that there were communists in the Armed Forces. The hearings were televised. In December 1954, his tactics and reputation questioned by his Senate colleagues, McCarthy was censured. While McCarthy's downfall helped end the excesses of the anticommunism movement, anticommunist attitudes would endure throughout the remainder of the Cold War.

Essay 5—

Objectives

- Demonstrate knowledge of specific foreign policies adopted by Presidents of the United States
- Demonstrate an understanding of why the Presidents adopted the foreign policies
- Demonstrate an understanding of the impact the foreign policies had on the United States role in the world

Criteria for rating

Appropriate responses will explain specific foreign policies adopted by Presidents and discuss why the Presidents adopted these policies. Appropriate responses will also describe impacts of the policies on the United States role in the world. Appropriate responses may include, but are not limited to, these examples:

George Washington (1789–1797) — Neutrality

A major concern during President Washington’s eight years as President was the question of whether to give United States support to France, France’s enemies, or neither side. Washington believed that the young nation was not strong enough to engage in a European war, despite public concern over issues such as impressment. With his Proclamation of Neutrality in 1793 and his Farewell Address in 1796, President Washington set the pattern of United States foreign policy well into the 19th century. He urged the nation to take independent action in foreign affairs. Presidents Adams, Jefferson, and Monroe followed similar doctrines.

William McKinley (1897–1901) — Imperialism

President McKinley led the United States into war against Spain in 1898 to “free” Cuba from Spanish domination. The outcome was the acquisition by the United States of many former Spanish territories, which touched off a national debate among imperialists and anti-imperialists. The President sided with the imperialists because he believed that to compete, the United States needed colonies; to be a true world power it needed naval bases; expansion was its destiny; and its duty was to care for poor, weak peoples. As a result, the United States acquired many new territories (Samoa, Wake Island, and the Panama Canal Zone), and its role, particularly in Latin America, became paternalistic with the passage of the Roosevelt Corollary.

Jimmy Carter (1977–1981) — Promotion of international human rights

The hallmark of President Carter’s foreign policy was human rights. He strongly believed that as a nation the United States had the moral obligation to eliminate human rights violations whenever and wherever possible. In 1975, the United States and other nations signed the Helsinki Agreement promising to respect basic human rights. President Carter felt that, based on that agreement, the United States should withhold aid from nations that violated human rights. In response, the United States denounced the oppression of the black majority in South Africa and Rhodesia, and in Latin America, human rights violations by the military governments of Argentina and Chile led President Carter to cut off United States aid to those countries.

Essay 6—

Objectives

- Demonstrate knowledge of forms of mass communication
- Demonstrate knowledge of how forms of mass communication influenced the American public about various topics
- Demonstrate an understanding of the extent to which forms of mass communication had positive or negative effects on various topics

Criteria for rating

Appropriate responses will describe how the forms of mass communication influenced the American public about the topics with which they are paired. Full-credit responses must explain the positive or negative impacts of the forms of communication on the topics. Appropriate responses may include, but are not limited to, these examples:

Political cartoons — Government corruption

Thomas Nast's use of political cartoons to highlight government scandal and the big-city political rings (Tweed) could be cited. The fact that the Progressives were successful in obtaining legislation to stop corruption demonstrates a positive effect. The works of contemporary cartoonists such as Trudeau, Oliphant, and Toles could also be used. It is not necessary to use specific names of cartoonists to receive full credit.

Radio — Presidential addresses

President Franklin D. Roosevelt used the radio to speak to the American people. This earned him the nickname "the Great Communicator." President Roosevelt held press conferences and used the radio for "fireside chats" with the American people. He involved the public emotionally in his explanations of what he was doing to solve the nation's economic problems during the Great Depression and as the United States entered World War II. He was able to convince people that he had confidence in himself and in the nation under the most trying of circumstances.

Television — Political campaigns

Perhaps the best known impact of television on campaigns was in 1960. Television was a critical factor in a close Presidential race between Richard M. Nixon and John F. Kennedy. In the first of four televised debates — the first such debates in campaign history — Kennedy appeared on screen as more vigorous and comfortable than Nixon. In this case, appearance mattered as much as substance on issues, and those appearances are often credited with Kennedy's victory in that election.

Note: If movies are chosen, students must link the movies to specific historical examples/events.

Essay 7—

Objectives

- Demonstrate knowledge of specific inventions
- Demonstrate knowledge of how inventions led to social or economic changes in the United States
- Demonstrate an understanding of the extent to which the changes had positive or negative effects on the United States

Criteria for rating

Appropriate responses will discuss how inventions led to either social or economic changes and describe the extent to which the changes had positive or negative effects on the United States. Appropriate responses may include, but are not limited to, these examples:

Steel plow

On the sod-covered Great Plains, the farmers had to work hard to make the land arable. The invention of the steel plow allowed farmers to develop fertile farmland more efficiently and cheaply, making farming more profitable. It also enabled farmers to replace their oxen with horses. By the late 1850's, thousands of steel plows were increasing agricultural productivity throughout the United States. As a result, the cost of many agricultural products declined.

Steam engine

The age of mechanized steam-powered travel began in 1807 with the voyage of the *Clermont* up the Hudson River. Commercially operated steamboat lines soon made shipping on United States rivers both faster and cheaper. The steam engine was installed in steam locomotives, and the railroads soon began to compete, providing more rapid and reliable links between United States cities. The railroad soon changed small western towns such as Cleveland, Cincinnati, and Chicago into booming commercial centers and connected the east and west coasts, accelerating westward movement.

Automobile

Perhaps more than any other invention, the automobile changed the pattern of American life. By 1929, 26 million automobiles were registered, which meant there was an average of nearly one car per family. In economic terms, the automobile industry replaced the railroad industry as the key promoter of economic growth. Other industries — steel, glass, rubber, gasoline, and highway construction — now depended on automobile sales. In social terms, the automobile positively affected America's ability to shop, travel for pleasure, and commute to work. On the negative side, the increased use of the automobile brought increasing numbers of traffic injuries, increased use of fossil fuels, and increased pollution.
