

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY AND GOVERNMENT

Wednesday, August 16, 2000 — 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 16, 2000

Part I (55 credits)

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

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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 a specific historical conflict between two branches of Government
- Demonstrate an understanding of how one branch of Government either lost or gained power as a result of the conflict

Criteria for rating

Acceptable responses will describe a specific historical conflict between two branches of the Federal Government and explain how one branch of Government either lost or gained power as a result of this conflict. An incomplete response such as “Presidential powers were weakened” 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:

Judicial review

Prior to leaving office, President John Adams made some Federal judiciary appointments, including the appointment of William Marbury as a justice of the peace for the District of Columbia. The new President, Thomas Jefferson, asked Secretary of State James Madison not to deliver the appointment. Marbury then asked the Supreme Court to force Madison to ratify the appointment. The Judiciary Act of 1789 had given the Supreme Court the authority to deal directly with controversies of this nature. The Marshall Court declared that the Judiciary Act of 1789 contradicted the Constitution and was therefore unconstitutional. This ruling prevented the appointment of Marbury. Thus, the powers of Congress were weakened because from this time on, the Court assumed the power to review an act of Congress and to declare the act unconstitutional. Conversely, this action strengthened the power of the Federal judiciary.

Presidential war powers

The United States Constitution gives Congress the power to declare war. However, from the Eisenhower administration through President Richard M. Nixon’s administration, the United States was involved in an undeclared war in Vietnam. During the administration of President Lyndon Johnson, the war escalated and the American people became deeply divided over this issue. Despite its superior military power, the United States was unable to defeat the North Vietnamese, and the war dragged on. Congress was sensitive to the opposition to the war in Vietnam and held hearings. In 1973 Congress passed the War Powers Act. This law requires the President to consult with Congress whenever possible before sending troops abroad, to send an explanation of the President’s action within two days, and to withdraw troops after 60 days unless Congress votes to retain the troops. Congress reasserted its power to declare war and to limit the President’s power as Commander in Chief.

Essay 2 —

Objectives

- Demonstrate knowledge of the main provisions of the constitutional amendments
- Demonstrate knowledge of the historical circumstances that created the need for specific constitutional amendments
- Demonstrate an understanding of the viewpoints of supporters of the amendments

Criteria for rating

An appropriate response should state the main provision of the amendment, describe the historical circumstances that created a need for the amendment, and discuss one viewpoint of supporters of the amendment. Appropriate responses may include, but are not limited to, these examples:

Amendment 13 — Slavery

The 13th amendment to the Constitution abolished slavery and granted Congress the power to enforce the article by appropriate legislation. The debate over slavery was a long one. It was an issue at the Constitutional Convention and continued to be an issue throughout the first half of the 19th century. Despite the efforts of the abolitionists, slavery persisted. The Emancipation Proclamation of 1863 freed all slaves within rebel lines unless the seceded states returned to the Union. President Abraham Lincoln regarded the proclamation as a war measure that would have no standing at the end of the Civil War. Lincoln and the Republicans believed that a constitutional amendment was needed to secure peacetime emancipation. Supporters of the 13th amendment believed that slavery was morally wrong and that slavery as an institution was in direct opposition to the philosophical underpinnings of the United States as a nation. During Andrew Johnson's Presidency, the Radical Republicans dominated Congress and they passed three amendments to the United States Constitution guaranteeing the rights of freed slaves. The 13th amendment declared slavery to be illegal in every state of the Union. Through this amendment the Northern abolitionists achieved their objective.

Amendment 24 — Poll tax

Southern states used the poll tax to prevent African Americans from voting. It was a tax that everyone had to pay before they could go to the polls and vote. Most African Americans in the South were so poor that they could not afford the few dollars for the tax. If an African-American person paid the tax, the election judge often found some mistake in the tax receipt to keep that individual from voting. Supporters of the 24th amendment argued that the rights of African Americans to vote and hold office were protected in the 13th, 14th, and 15th amendments passed at the time of the Civil War. The problem was not addressed until 1964 when the 24th amendment was adopted and the poll tax was abolished in all states.

Essay 3 —

Objectives

- Demonstrate knowledge of certain foreign policy statements
- Demonstrate knowledge of specific historical circumstances that led to the foreign policy statements
- Demonstrate an ability to describe a specific result of these statements

Criteria for rating

An appropriate response will identify one major idea of the foreign policy statement, discuss the specific historical circumstances that led to the statement, and describe a specific result of the statement. Vague or general statements should not be given full credit. Appropriate responses may include, but are not limited to, these examples:

Monroe Doctrine (1823)

The Monroe Doctrine declared that (1) there would be no further European colonization in the Western Hemisphere, (2) any attempt by a European power to intervene in the Western Hemisphere would be firmly opposed, (3) the United States would not interfere with any European colonies that were already established, and (4) the United States would not get involved in the internal affairs of any European country. In the early 1820's, the British approached the Americans with a proposal that Great Britain and the United States make a joint statement of policy which recognized the independence of Latin America and pledged no further interference in Latin American affairs. The British had developed a lucrative trade with Latin America and had no desire to allow Spain to regain control. Since the British fleet stood between Europe and Latin America, the Monroe Doctrine was, in fact, enforced by the British. The response of the American people was overwhelmingly favorable, and the Monroe Doctrine came to be accepted as the cornerstone and definitive statement of United States foreign policy toward Latin America, a symbol of growth in American nationalism and pride.

Lend-Lease Act (1941)

The Lend-Lease Act replaced the cash-and-carry policy of the United States with a lend-lease plan for any nation whose defense was vital to the United States. In 1941, President Franklin D. Roosevelt convinced Congress that the United States should lend or lease war supplies to Great Britain. He argued that the United States should act as the "arsenal of democracy." The passage of the Lend-Lease Act provided Great Britain with the economic aid needed for the war against Germany. A consequence of the Lend-Lease Act was that it ended the former policy of neutrality. Although the United States was not yet at war, it had committed many of its economic resources to help democratic Great Britain fight off the assault of a Nazi dictatorship in Germany. It was one of the first steps toward the United States entering World War II.

Gulf of Tonkin Resolution (1964)

The Gulf of Tonkin Resolution provided the President with the power to take all necessary measures to repel any armed attack against the forces of the United States and to prevent further aggression. In August 1964, North Vietnamese gunboats allegedly attacked two United States ships in the Gulf of Tonkin. This incident provided President Lyndon Johnson with a specific reason to send American troops to the region. The Gulf of Tonkin Resolution was passed by Congress almost unanimously, giving President Johnson the power to use the Armed Forces in any way he saw fit. After the election of 1964, he began a major military campaign against North Vietnam. United States planes bombed North Vietnamese targets, and the number of American troops grew from 184,000 in 1965 to 536,000 in 1968. When antiwar candidate Eugene McCarthy won the New Hampshire primary in 1968, Lyndon Johnson decided not to run again for President. In 1973, Congress passed the War Powers Act, which limited the power of the President to commit American troops to long-term assignments.

Essay 4 —

Objectives

- Demonstrate knowledge of specific historical examples of various factors that have influenced the United States economy
- Demonstrate an understanding of positive and negative effects of the example on the United States economy

Criteria for rating

An appropriate response should describe a specific historical example of a factor that has influenced the United States economy, and discuss one positive and one negative effect of that example on the United States economy. Appropriate responses may include, but are not limited to, these examples:

Introduction of new sources of power

With the price of oil skyrocketing at the end of the 1970's, the United States looked to such sources of energy as coal, sun, wind, synthetic fuel, and nuclear energy to meet its power requirements. Supporters of these sources pointed out that petroleum and coal were nonrenewable resources but other sources were both renewable and in many instances cleaner. Opponents contended that nuclear energy was potentially dangerous to the environment and to humans. In 1979, the concerns of nuclear energy opponents appeared to come true as one of the nuclear reactors at a plant on Three Mile Island in Pennsylvania malfunctioned. Despite this incident, nuclear energy advocates pointed to years of safe operations at nuclear plants and called for larger, more powerful plants to meet the nation's growing energy needs. While the Government has not done away with nuclear power or the possibility of it being the energy source of the future, it has strengthened safety standards through the Nuclear Regulatory Commission.

Foreign control of energy sources

Americans first became aware of their dependence on foreign oil in 1973. An Arab-Israeli war was in progress. The Arab nations were very critical of United States support for Israel. They had formed the Organization of Petroleum Exporting Countries (OPEC) to limit production and cut down on the glut of oil in the market. Limiting the supply allowed them to charge higher prices to their customers. Saudi Arabia, Iraq, Iran, and other nations such as Kuwait, placed an embargo on the sale of their oil to the United States and other Western customers. The oil embargo made many Americans realize for the first time how dependent the nation was on Middle Eastern petroleum. As a result of OPEC's 1973 embargo, worldwide prices of oil shot up. The energy crisis resulted in long lines at gas stations and high prices on fuel oil for heating homes.

Although OPEC lifted its embargo in 1974, it continued to limit production and to keep prices at high levels. In 2000, a cutback on production by OPEC resulted in a hike from \$12 to \$30 a barrel, driving up the cost of home heating oil and gas for cars. Although the United States has oil reserves for use in crisis situations, American Presidents have urged the Department of Energy to expand its search for practical forms of energy other than oil. As a result, interest in developing alternative energy sources has gained some public support.

Essay 5 —

Objectives

- Demonstrate knowledge of the changes in American society sought by individuals
- Demonstrate knowledge of the specific historical circumstances that led to the individual speaking out for change
- Demonstrate understanding of the extent to which the individual was successful in bringing about change

Criteria for rating

An appropriate response should state a change the individual attempted to bring about, describe a specific historical circumstance in American society that led the individual to speak for change, and discuss how successful the individual was in bringing about the change. Appropriate responses may include, but are not limited to, these examples:

Frederick Douglass

Frederick Douglass was the first runaway slave to speak out publicly against the evils of slavery. The institution of slavery was seen as an economic necessity in the South. Plantation owners believed that they needed the slaves if the plantation system was to survive. The industrialized North with its thousands of immigrants did not depend on slaves for labor. The abolitionists were a small number of people in the North who wanted to free the slaves. Frederick Douglass joined the American Antislavery Society and made speeches calling for the end of slavery. He created his own antislavery newspaper, *The North Star*. Many historians believe that Douglass used his influence to help convince President Lincoln to issue the Emancipation Proclamation and to allow African Americans to serve in the Union Army. Douglass became the conscience of the abolitionist movement to free the enslaved in the Confederacy. When the 13th, 14th, and 15th amendments freed the slaves and guaranteed the right of citizenship to African Americans, he succeeded in bringing about this change.

Susan B. Anthony

Throughout the 18th and 19th centuries, most women did not have the right to vote in the United States. Susan B. Anthony persuaded Senator Aaron Sargent of California to introduce an amendment to the United States Constitution stating that a person should not be denied the right to vote because of gender. A Senate committee killed the amendment, and activists fought to have it reintroduced for the next 18 years, but it was invariably rejected. During this period, female reformers were not allowed to vote or run for office, but they did apply their skills to other needed social reforms. For example, Susan B. Anthony fought for temperance. In 1851, Anthony met Elizabeth Cady Stanton, with whom she founded the National Women's Suffrage Movement. This group tried to get state legislatures to give women the vote, and they petitioned the Supreme Court over the 14th amendment. Susan B. Anthony died 14 years before women got the right to vote. The 19th amendment was passed in 1920. She spent her life pursuing this dream and it would be hard to judge her efforts as a failure. She was successful in bringing about change in American life.

Essay 6 —

Objective

- Demonstrate the ability to understand how the excerpts reflect conditions in the United States during the indicated time period

Criteria for rating

Each appropriate response should place the excerpt from the song in a particular historical period in United States history and describe how the excerpt reflected conditions that existed in the United States during that time. Specific references from the excerpt must be included in the student's discussion. Appropriate responses may include, but are not limited to, these examples:

Excerpt 1 — 1860's

This song represents the thoughts and beliefs of an American living in the North during the Civil War. An industrialized North, with a larger population and greater resources than the South, was bent on preserving the Union. This goal of preserving the Union is reflected in the lines of the song that states "The Union forever, Hurrah! boys, hurrah!" The Southerner who wanted to secede was viewed as a traitor and the Northerner as a hero because he or she wanted to "rally 'round the flag." The "battle-cry of freedom" suggested that the freeing of the slaves was also a moral question for the North, and that cry was a rallying point for Union troops in the Civil War. This song really represents the view of President Abraham Lincoln, who felt the Union had to remain united and that the country could not remain half slave and half free.

Excerpt 5 — 1950–1970

"We Shall Overcome" became the anthem of the civil rights movement. This song represents the African-American opposition to segregation that began well before the 1950's and is embodied in Excerpt 5. The civil rights movement gained momentum in the 1950's and 1960's. Civil rights legislation was enacted into law in 1957, 1964, and 1968. The song is associated primarily with the work of Martin Luther King, Jr., who preached nonviolence and love as the key to success. The solidarity of the civil rights movement led by Dr. King and others can be found in the words "We'll walk hand in hand." This song became a rallying point for the movement as Dr. King peacefully led his people with pride and dignity. The lines "Oh, deep in my heart, I do believe, that we shall overcome someday" proclaimed the African-American commitment to end segregation no matter how long it took. The eloquent Dr. King led the March on Washington where Mahalia Jackson sang the old Baptist hymn that had become the anthem of the civil rights movement, "We Shall Overcome."

Essay 7 —

Objectives

- Demonstrate knowledge of different immigration policies during specific time periods
- Demonstrate an understanding of why the United States followed specific policies during the specified time period
- Demonstrate an understanding of a result of the application of these policies

Criteria for rating

An appropriate response should state characteristics of the immigration policy for the time period indicated. The response should explain why the United States followed the policy and describe one result of its application. The result can be either positive or negative and should have sufficient detail to place it accurately in its time period. Appropriate responses may include, but are not limited to, these examples:

1920–1930

By the end of the 19th century, there was growing opposition to essentially unrestricted immigration. In response, the first really restrictive legislation was passed during the 1920's. A 1921 quota law limited immigration to three percent of each nationality living in America in 1910. The Immigration Act of 1924 set quotas using the 1890 census as a base, which greatly favored the “old” immigrants from western and northern Europe. The National Origins Act of 1929 further reduced the quotas. These laws were designed in part to guarantee supremacy of white Anglo-Saxon Protestants over other groups. The motives of nativist groups were social, economic, and often racial. Many nativists worried that the flow of immigrants from southern and eastern Europe and the rest of the world would take jobs from people who were already here. Labor unions also participated in lobbying for immigration restrictions. The application of this policy closed American doors to many people and strengthened the hand of the nativists and other groups that preached intolerance and bigotry.

1945–1960

Refugees from World War II and Nazism, as well as victims of Cold War communism, swelled the number of immigrants from 1 million during the decade of the 1940's to 2.5 million by 1960. The Displaced Persons Act of 1950 allowed entry for 341,000 refugees a year. The Immigration and Nationality Act of 1952 abolished the Asian exclusion provisions of 1924. It reclaimed the national origins quota system favoring western and northern Europeans over all other people, including southern and eastern Europeans. Increased immigration (both legal and illegal) from Mexico and legal migration from Puerto Rico from 1945 to 1960 was driven by a desire for political freedom and increased economic opportunity. Immigration in this period can be characterized as establishing a more varied immigration pool, with different cultures and ways of life that were not easily assimilated into the mainstream of American life.

1965–today

The Great Society under President Lyndon Johnson brought more changes to the immigration laws. The Immigration Act of 1965 replaced the national origins system with an annual quota of 170,000 from the Eastern Hemisphere and 120,000 from the Western Hemisphere. Close relatives of American residents were exempt from quotas, and preference was given to skilled workers and professionals. In addition, under a 1953 law, the President was given the authority to admit refugees fleeing from political oppression. This greatly increased the number of people from Asia, Latin America (especially Cuba), and Eastern Europe or the Balkans (Bosnia).

Now newcomers come chiefly from the Asian countries of Taiwan, Korea, India, and Vietnam; the Caribbean countries of Cuba and Haiti; and the Central American countries of Mexico and El Salvador. In addition to the millions of new immigrants admitted legally, millions of others cross the Mexican border illegally. Employers are often glad to hire them for low wages. Since the Immigration Act of 1965 opened the door for many non-European immigrants to come to the United States, there has been an influx of people from Asia, Latin America, and other non-European regions. People allowed into the country under this act have greatly influenced mainstream American culture and lifestyle.
