

# FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

## UNITED STATES HISTORY AND GOVERNMENT

Tuesday, January 23, 2001 — 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 23, 2001

#### Part I (55 credits)

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

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 knowledge of issues related to specific Supreme Court cases
- Demonstrate knowledge of the Court’s decisions in these cases
- Demonstrate an understanding of an impact of the decision on the United States

**Criteria for rating**

An appropriate response will identify the issue involved in a specific Supreme Court case, describe the decision of the Court, and discuss an impact of the decision on the United States. Appropriate responses may include, but are not limited to, these examples:

*Dred Scott v. Sanford (1857)*

Issue:

Was Dred Scott a slave or a citizen of the United States, and did he have the right to sue in a Federal court? Also, did his residency in a free territory make him free?

Decision:

The decision, written by Justice Roger Taney, said that Scott had no rights as a citizen. Living in a free territory did not grant Scott any rights because he was property, protected by the 5th amendment. Taney said that freeing Scott would be a violation of this amendment because it would deprive Sanford of his property without due process of law.

Impact:

The Court declared the Missouri Compromise unconstitutional, and reaction to the Court’s decision was intense. In the South, people were jubilant because the highest court in the land had endorsed their reasoning. In the North, the decision was denounced. The issue of slavery inflamed the country and eventually led to the Civil War.

*United States v. Nixon (1974)*

Issue:

Did the President have the right to edit tapes recorded in his office and withhold them from investigators in the Watergate scandal? By requesting the tapes, was the United States Congress violating President Richard Nixon’s constitutional right of executive power, his need to maintain separation of powers, and his executive privilege?

Decision:

The United States Supreme Court ruled that Nixon’s argument about compromising national security with the release of the tapes was invalid. He was ordered to turn over the tapes. Presidential power was not above the law. Evidence could not be withheld in a criminal trial.

Impact:

Nixon’s Presidency came to an end. The case showed that no President is “above the law,” nor is the President allowed to withhold evidence that can cover up possible criminal activity. Under threat of impeachment, President Nixon chose to resign his Presidency.

**Essay 2 —**

Objectives

- Demonstrate the ability to understand quotations within a specific historical context
- Demonstrate knowledge of a power used by a branch of the Federal Government to deal with a specific issue
- Demonstrate an understanding of how the branch's use of its power affected the United States

**Criteria for rating**

Acceptable responses will identify and clearly show how a branch of government used its power to deal with a specific issue. The responses will also discuss one impact of that branch's use of its power. Appropriate responses may include, but are not limited to, these examples:

*“The Congress . . . shall propose amendments to this Constitution. . . .”*

Example:

The 13th amendment was passed and ratified in 1865 to end slavery. The issue began with the adoption of the Constitution in 1787 and continued through the acquisition of territories, the Dred Scott decision of the Supreme Court, and the Civil War.

Impact:

With this amendment, the slaves were liberated and became a new part of the economic reconstruction of the South. Their emancipation led to the 14th amendment in 1868, to provide for their right to citizenship, and the 15th amendment in 1870, which gave them the right to vote.

NOTE: Should the student incorrectly identify an amendment by number only but correctly discuss another amendment, partial credit may be awarded.

*“The Senate shall have the sole power to try all impeachments.”*

Example:

Following the assassination of President Abraham Lincoln, Andrew Johnson assumed the Presidency. He tried to impede the Radical Republican plan for Reconstruction by removing military commanders who supported it. He dismissed Secretary of War Edwin Stanton from office without Senate approval, in violation of the Tenure of Office Act. In 1868, the House of Representatives voted on articles of impeachment and forwarded them to the Senate for trial. The Senate was obliged to conduct the trial. President Johnson was acquitted by one vote.

Impact:

The impeachment trial exposed the animosity smoldering in the country over the issues of Reconstruction and the balance of power between the legislative and executive branches. The impeachment proceeding was not employed again until 131 years later in 1999.

**Essay 3 —**

Objectives

- Demonstrate knowledge of the way specific groups have been denied opportunities
- Demonstrate knowledge of the specific historical actions taken by government to improve opportunities for that group

**Criteria for rating**

An appropriate response should identify and show how a specific group has been denied opportunities for specific reasons. The response should also describe a specific historical action taken by government to improve the group's opportunities. Appropriate responses may include, but are not limited to, these examples:

*Age*

Specific group:

Individuals who were in the 18- to 20-year-old age group were not allowed to vote in elections prior to 1970. Members of that age group were being drafted into the Armed Forces and sent to Vietnam, but were not permitted to elect national or local officials.

Action:

In 1970, Congress passed and the President signed the Voting Rights Act granting all 18-year-olds the right to vote in elections. When the law was challenged, the Supreme Court ruled that states must allow 18-year-olds to vote in national elections, but states could retain higher age requirements for state and local elections. To eliminate this dual requirement, Congress passed the 26th amendment in March 1971. This amendment, ratified in July 1971, granted 18-year-olds the right to vote in national, state, and local elections.

*Race*

Specific group:

African Americans were denied equal access to educational opportunities with enforcement of the Jim Crow laws and the Supreme Court case of *Plessy v. Ferguson* (1896). The Court upheld separate facilities for the races in *Plessy v. Ferguson*.

Action:

In 1954, the NAACP was successful in prosecuting the case of Linda Brown against the Board of Education of Topeka, Kansas. The Supreme Court ruled that “separate but equal” facilities were inherently unequal. The implementation of that decision continues.

---

**Essay 4 —**

Objectives

- Demonstrate knowledge of military conflicts that the United States has been involved in to achieve foreign policy goals
- Demonstrate an understanding of the circumstances surrounding United States involvement in these military conflicts
- Demonstrate an understanding of the extent to which the United States was successful in achieving the foreign policy goals

**Criteria for rating**

Acceptable responses will identify and clearly show how a specific military conflict attempted to achieve the listed goal. The responses will also describe the circumstances surrounding United States involvement in these military conflicts and evaluate the extent to which the United States was successful in achieving that goal. Appropriate responses may include, but are not limited to, these examples:

*Goal: To halt communist aggression*

Conflict: The Korean War

Circumstances:

Following World War II, the United States identified communism as a threat to international peace and security. Through the Truman Doctrine and the Marshall Plan, the United States successfully provided economic aid to Europe. In Asia, the Communist forces of Mao Zedong in China were fueling Communist insurgents in Korea. Korea had been divided into North Korea and South Korea because Japanese troops had surrendered to Russia in the north and to the Americans in the south. On June 25, 1950, the Communist forces of North Korea invaded South Korea. The United States, through the United Nations, entered the conflict.

Evaluation:

The United Nations forces battled to provide assistance to the South Koreans until 1953. By 1953, over 50,000 Americans had been killed and no decisive victory had been won. A cease-fire was declared at the 38th parallel, and American forces were stationed in Korea as peacekeepers. The United States achieved a partial victory in that Communist forces were kept out of South Korea, enabling that country to prosper and remain free.

UNITED STATES HISTORY AND GOVERNMENT — *continued*

*Goal: To defend the rights and freedoms of oppressed peoples*

Conflict: The Spanish-American War of 1898

Circumstances:

In 1895, Cuba launched a revolution against Spain. Spain sent General Valeriano Weyler to restore order. He forced rural populations into internment camps, where many died of hunger and disease. The “yellow press” made the United States public aware of the mistreatment of many Cubans by the Spanish Government. The impact of yellow journalism, the desire of many Americans to acquire overseas territory, and the mysterious explosion of the USS *Maine* led the United States into war with Spain.

Evaluation:

The Treaty of Paris (1898) granted Cuba its freedom, even though it remained a protectorate of the United States until 1934. As part of the treaty, the United States Army governed Cuba for four years after the war. The Army provided food and clothing for families, helped farmers, organized schools, and helped to eradicate yellow fever.

---

**Essay 5 —**

Objectives

- Demonstrate the ability to interpret important Presidential statements
- Demonstrate knowledge of problems and issues faced by various Presidents
- Demonstrate knowledge of specific historical information that explains how Presidents attempted to solve problems or deal with issues

**Criteria for rating**

Acceptable responses will identify and discuss a specific problem or issue encountered by a President. The responses will also use specific historical information to explain how the President attempted to solve the problem or deal with the issue. Appropriate responses may include, but are not limited to, these examples:

*Lincoln quote: “. . . with malice towards none, with charity for all, with firmness in the right, as God gives us to see the right, let us strive to finish the work we are in to bind up the nation’s wounds.”*

Problem/Issue:

When the Civil War ended, President Abraham Lincoln and Congress had to determine how to reunite the Nation and set conditions for the Confederate States and their leaders to meet. The Radical Republicans in Congress wanted to punish the Southern States, while Lincoln and most Democrats wanted a more lenient Reconstruction.

Attempted Solution:

Lincoln proposed his “ten-percent plan” for Reconstruction and readmission of the Confederate States into the Union. Under his plan, the North would pardon all Confederates except high-ranking officials and those accused of crimes against Northern prisoners. When ten percent of the voting-age population of a Confederate state pledged allegiance to the Union, that state could send delegates to Congress. Under this plan, four Confederate States made progress toward readmission to the Union: Arkansas, Louisiana, Tennessee, and Virginia.

*Truman quote: “The final decision of where and when to use the atomic bomb was up to me. Let there be no mistake about it. I regarded the bomb as a military weapon and never had any doubt, that it should be used.”*

Problem/Issue:

Scientists developed an atomic bomb during World War II. By May 1945, Germany surrendered, but it appeared that Japan would continue to fight. In July 1945, President Harry Truman was presented information about the atomic bomb. He had to decide if it would be used against Japan.

Attempted Solution:

The potential loss of American and Japanese lives would be great if the United States invaded the Japanese Islands. To bring the war to a speedy end, President Truman decided to use the bomb on the cities of Hiroshima and Nagasaki. Bombs were dropped in August 1945, and Japan surrendered soon thereafter.

**Essay 6 —**

Objectives

- Demonstrate knowledge of specific economic problems that Federal legislation has attempted to solve
- Demonstrate an understanding of the extent to which those laws were successful in solving these problems

**Criteria for rating**

Acceptable responses will identify and describe an economic problem that led to the enactment of the selected legislation. The responses will also discuss the extent to which the legislation was successful in solving the economic problem. Appropriate responses may include, but are not limited to, these examples:

*Interstate Commerce Act (1887)*

Problem:

During the late 1800's, railroad companies engaged in what many felt were unfair pricing practices, including pooling and rebates for selected customers. Supported by the Granger Movement, the Interstate Commerce Commission (ICC) was formed to give the Federal Government the power to regulate railroads.

Evaluation:

The Interstate Commerce Act was challenged by the railroads. In Supreme Court decisions, the ICC was barred from setting maximum rates. Not until the Hepburn Act of 1906 did the ICC get enough power to address the concerns of the farmers.

*Medicare Act (1965)*

Problem:

As they began to live longer, people faced increasing health care costs. Social Security provided an old-age pension but did not address health-care costs. During the 1960's, President Lyndon Johnson envisioned a Great Society that would raise living standards for all Americans. The Medicare Bill was passed to provide hospital insurance and medical insurance for Americans age 65 and older.

Evaluation:

The American Medical Association fought against the act, but eventually it was approved. It provides care to the elderly as an added Social Security benefit. It was further enhanced by Medicaid for welfare recipients. The added costs to the government have been scrutinized by every Presidential administration, but the program is still in existence and has benefited millions of older Americans.

---

**Essay 7 —**

Objectives

- Demonstrate knowledge of the historical background of selected controversial issues
- Demonstrate knowledge and understanding of opposing viewpoints concerning specific controversies

**Criteria for rating**

Acceptable responses must use specific historical information to describe the background surrounding the controversy. Two opposing sides of the issue must be explained. Merely stating that one side disagreed with the other and the disagreement caused a controversy is incomplete because it does not establish a differing opinion. A discussion of the resolution of a specific controversy is not necessary to receive full credit on this essay. Appropriate responses may include, but are not limited to, these examples:

*Writing of the United States Constitution*

Background:

The 13 original states were united by the Articles of Confederation. Many weaknesses had emerged by 1786. A convention was called to revise the document, especially concerning interstate trade. Only five states attended, so another convention was called in 1787. Representatives of twelve states met in Philadelphia to debate the need for a stronger central government and the rights of the states.

Opinions:

At the convention, opposing viewpoints arose among the delegates. They debated whether they should revise the Articles of Confederation or write a new document. Other opposing opinions developed over strong central government versus States rights, and representation for populous states versus small states. The Great Compromise, which provided for a two-house Congress, satisfied both the large and the small states. The Three-fifths Compromise settled the issue of representation between the North and South.

*Growth of labor unions*

Background:

During the Age of Industrialization, the United States provided many job opportunities for the growing number of immigrants. However, many workers were required to labor long hours in dangerous factories for low wages.

Opinions:

Workers were being exploited and needed to organize to gain strength in numbers to deal with employers. Collective bargaining was a major goal of workers. Industrialists opposed unionization. They owned the capital and could replace unskilled workers with cheap immigrant labor. Industrialists wanted to retain this power and keep costs of production as low as possible.