

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY AND GOVERNMENT

Wednesday, January 26, 2000 — 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, 2000

Part I (55 credits)

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

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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 an understanding of the meanings of various principles of government
- Demonstrate an ability to identify specific historical situations and show how the situations involved uses of the principles chosen

Criteria for rating

An appropriate response should indicate an understanding of the meaning of a particular principle of government, identify a specific historical situation in which the principle was used, and show how the situation involved the use of the principle. Explanations of meaning must be accurate. For example, if a student chooses impeachment, a response such as “The President is removed from office when he is impeached” is unacceptable because it shows a lack of understanding of the principle. Appropriate responses may include, but are not limited to, these examples:

Civilian control of the military

Civilian control of the military rests on the principle that the President of the United States, an elected civilian official, is empowered by the Constitution to act as Commander in Chief of all United States forces. This empowerment was established to prevent the military from assuming too much power. A specific historical situation in which this principle was used involved the firing of General Douglas MacArthur after he disobeyed President Harry Truman during the Korean War. President Truman, fearing a more extensive war involving Communist China, ordered MacArthur to limit the fighting to the Korean Peninsula and not to expand it into Communist China. When MacArthur wrote a letter proposing “There is no substitute for victory” and suggesting that the war be extended, Truman fired him for insubordination because MacArthur had publicly expressed views in opposition to the President’s policy.

Impeachment process

The impeachment process is the method used by the House of Representatives to bring charges of wrongdoing against Federal officeholders such as judges, the President, and the Vice President for high crimes and misdemeanors, treason, and/or bribery. A specific historical situation in which this principle was used involved the impeachment of President Bill Clinton in December 1998. President Clinton was impeached by the House of Representatives on two counts of lying under oath in a Federal grand jury proceeding and for obstructing justice in the Monica Lewinsky investigation. President Clinton became the first elected United States President ever to be impeached and only the second President in United States history to have impeachment charges brought against him.

Judicial review

Judicial review is the process by which the Supreme Court can determine the constitutionality of laws passed by Congress and the States or executive actions of the President of the United States. It is a powerful check of the Court on the possible abuses of power by the executive and legislative branches of government. A specific historical situation in which this principle was used involved the Supreme Court ruling in the case *Marbury v. Madison*, which first established the principle of judicial review. At the end of his Presidency, John Adams granted last-minute appointments to several Federalists. These appointments were known as “midnight appointments.” William Marbury was granted an appointment as the justice of the peace for Washington, D.C., but the new President, Thomas Jefferson, ordered his Secretary of State, James Madison, to withhold Marbury’s appointment. Marbury sued Madison and sought a writ of mandamus from the Supreme Court ordering Madison to deliver the appointment. The Supreme Court refused Marbury’s request, ruling that the 1789 Judiciary Act that Marbury used to bring his case to the Supreme Court was unconstitutional on the grounds that Marbury had not sought redress in the lower courts first.

Essay 2 —

Objectives

- Demonstrate knowledge of specific Supreme Court cases that dealt with rights of individuals
- Demonstrate an understanding of how the Court's decisions either expanded or limited rights of individuals

Criteria for rating

An appropriate response should discuss a specific Supreme Court case that dealt with the rights of individuals and show how the Court's ruling either expanded or limited that right. Although the student does not have to identify the specific name of the case, the student must discuss a case directly related to the right chosen. Vague answers such as "The case upset many people" or "The ruling was unfair" are unacceptable. Appropriate responses may include, but are not limited to, these examples:

Freedom of religion

In 1962, the Supreme Court ruled in *Engel v. Vitale* that state-sponsored prayer violated the constitutional principle of the separation of church and state. The New York State Board of Regents wrote a prayer to be recited by students each day in New York public schools. Although this prayer had the support of many churches and religious leaders, some parents complained that their children's religious freedom was violated by mandating recitation of a state-sponsored prayer. The decision created a national debate on school prayer that has led many to support a constitutional amendment supporting school prayer. The decision in this case effectively expanded the principle of freedom of religion by limiting the states' ability to mandate such a prayer.

Right to privacy

In 1973, the Supreme Court ruled in *Roe v. Wade* that a woman's right to an abortion in the first three months of pregnancy is a private matter that cannot be denied by the States. This decision gave women the legal right to choose to have an abortion. A woman from Texas challenged a Texas state law that made it a crime to get or attempt to get an abortion, except when the mother's life was in danger. She believed that this law violated her right to personal liberty under the 14th amendment and her right to privacy protected by the Bill of Rights. The decision in this case expanded a person's right to privacy to include the right to choose to have an abortion.

Right to counsel

In 1963, the Supreme Court issued a landmark ruling regarding the right of the accused to have counsel in criminal trials. Clarence Gideon was convicted in a Florida court of breaking into a pool hall. Gideon claimed that he was too poor to afford an attorney and requested that one be provided for him. The judge refused, and Gideon was convicted. The Supreme Court overruled the Florida court, stating that in cases involving serious crimes, the accused has a right to an attorney paid for by the state. The decision in this case expanded the right to counsel to include all serious crimes.

Essay 3 —

Objectives

- Demonstrate knowledge of specific actions taken by the United States to achieve foreign policy goals
- Demonstrate an understanding of the extent to which goals were achieved by the actions taken

Criteria for rating

An appropriate response should describe a specific action used to achieve a foreign policy goal and discuss the extent to which the specific action taken helped achieve the stated goal. In their responses, students may argue from a variety of perspectives. For example, students may argue that the goal of maintaining world peace has or has not been achieved, depending on the example and evidence cited by the student. A student may argue that the United States has been unable to maintain peace in the Middle East in spite of (or perhaps because of) its policy of supporting the State of Israel. A student may also argue that efforts such as the Camp David accords have helped reduce tensions in this area of the world. Appropriate responses may include, but are not limited to, these examples:

Containing the spread of communism

Specific action:

The passage of the European Recovery Act, based on the Marshall Plan, in 1948 helped the nations of Western Europe recover from economic damages caused by World War II and resist communist influence. In 1947, Secretary of State George C. Marshall proposed that massive American aid in the form of food, money, and machinery be sent to Europe to combat the hunger, poverty, and chaos present in war-torn Europe and to help stabilize European governments.

Extent to which the goal was achieved:

The Marshall Plan provided over \$13 billion in American aid, which led to the restoration of much of Western Europe's damaged economies and provided stable, democratic governments that were able to help the United States resist communist aggression in Europe.

Maintaining world peace

Specific action:

The United States decided to support the creation of the United Nations toward the end of World War II and to become a charter member, showing how American political, economic, and military power could be used to encourage the maintenance of world peace.

Extent to which the goal was achieved:

In 1990, Iraqi leader Saddam Hussein ordered his army to invade and occupy neighboring Kuwait. President George Bush responded by sending American troops into Saudi Arabia to defend that nation from Iraqi aggression. President Bush urged the United Nations Security Council to pass a resolution denouncing Iraq's aggression and imposing economic sanctions to punish Iraq. Also, President Bush organized United

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Nations members into an international allied military coalition whose goal was to expel Iraqi forces from Kuwait and restore the legal government to power in that nation. Though the United States–led United Nations action was successful at the time, Iraq continued to violate United Nations sanctions by refusing to cooperate with United Nations weapons inspectors in the late 1990's. This refusal by Iraq to comply with United Nations resolutions led President Bill Clinton to order bombings of Iraq in 1998 and to respond to continued threats against peace in the region by Saddam Hussein.

Essay 4 —

Objectives

- Demonstrate knowledge of specific economic problems faced by 20th century Presidents
- Demonstrate an ability to describe specific actions taken by Presidents to correct the problems
- Demonstrate an ability to evaluate the effectiveness of the Presidents' actions in correcting specific problems

Criteria for rating

An appropriate response should identify a specific economic problem faced by a President and describe a specific Presidential action that was taken to correct the problem. The response should also evaluate the effectiveness of a President's action in correcting the problem. Appropriate responses may include, but are not limited to, these examples:

Coal miner strikes — Theodore Roosevelt

Problem:

In 1902, a series of strikes by coal miners erupted in eastern Pennsylvania to protest unsafe working conditions, low wages, and frequent layoffs. These strikes threatened to leave millions of Americans without coal to heat their homes over the winter.

Action taken:

President Roosevelt recognized that he had no power under the law or even a precedent to force the mine owners and miners to come to an agreement. Nevertheless, he invited representatives of the mine owners to meet with United Mine Workers representative John Mitchell at the White House. When the meeting accomplished nothing, President Roosevelt considered a seizure of the mines by Federal troops, a legally questionable act. His proposed plan led to a deal arranged with J. P. Morgan, whose banking firm indirectly controlled most of the mines, to pressure mine operators to settle with the mine workers union.

Effectiveness of action:

President Roosevelt's willingness to use the prestige of his office and his personal influence with J. P. Morgan helped to end one of the longest strikes in United States history, while averting a winter heating disaster. President Roosevelt's actions showed how the "bully pulpit" of the Presidency could be used to solve disputes between workers and owners peacefully.

Lack of a central bank — Woodrow Wilson

Problem:

The lack of a centralized banking and currency system in the United States prevented the proper circulation of money needed for investment into the economy. Also, lack of a central bank meant that no organization existed to direct banking policy, which hurt other parts of the country, especially rural areas.

Action taken:

President Wilson proposed the creation of a Federal Reserve Bank. Congress passed the Federal Reserve Act and President Wilson signed it in 1913. The act provided for 12 Federal Reserve Banks located across the country and required all national banks to join them. These “banks for bankers” concentrated reserves to provide support to smaller banks in times of difficulty, provide for local investment, and make it easier to move funds from one area of the country to another.

Effectiveness of action:

The Federal Reserve Act shifted the nation’s financial power to Washington, D.C., where the Federal Reserve Board would decide monetary policy. Because its members were appointed to 14-year terms by the President, subject to Senate approval, the Board could not be influenced by regional biases. This legislation made the banking system more responsive to the needs of the entire nation, as demonstrated by the system’s ability to finance war industries and the war effort in World War I. In addition, the Federal Reserve’s ability to regulate currency and interest rates helped to prevent the extreme highs and lows of the economic cycle.

Oil shortage — Jimmy Carter

Problem:

The shortage of oil as an energy source became one of the most serious domestic problems of the 1970’s. Experts warned that oil supplies would eventually become exhausted and that rising oil prices set by the Organization of Petroleum Exporting Countries (OPEC) were leading to an increase in prices of consumer goods.

Action taken:

President Carter proposed a national energy program to conserve oil resources; to promote the use of coal, an abundant resource in the United States; to investigate the use of alternative energy sources, such as solar power; and to create a new Department of Energy, which Congress agreed to do.

Effectiveness of action:

Congress, however, did not agree with many of President Carter’s proposals. The President asked Americans to reduce their energy consumption voluntarily, yet many in Congress opposed this action. In addition, public anger over a plan to place a 10% tax on imported oil and impose gas rationing led Congress to reject the Carter plan.

Essay 5 —

Objectives

- Demonstrate knowledge of specific domestic issues on which individuals disagreed
- Demonstrate knowledge of opposing viewpoints expressed by the individuals toward the issues
- Demonstrate knowledge of outcomes of the disagreements

Criteria for rating

An appropriate response should identify a specific domestic issue on which individuals disagreed, discuss the opposing viewpoints expressed by the individuals, and state one outcome of that disagreement. An overly general or simplistic response such as “Hamilton and Jefferson disagreed because they were in different political parties” does not address a specific issue on which they disagreed and fails to demonstrate an understanding of the opposing views of the individuals. Appropriate responses may include, but are not limited to, these examples:

Creation of National Bank — Hamilton versus Jefferson

Because Alexander Hamilton viewed the Constitution as having flexibility under the elastic clause, he proposed that a National Bank be created to allow the Federal Government to hold its funds securely. Hamilton’s proposal was considered a “loose constructionist” view of the Constitution.

Thomas Jefferson believed that the Constitution should be read and interpreted literally. Jefferson expressed his views clearly on the subject of implied power in the Kentucky Resolutions, when he stated that implied power used by the Federal Government can give the Federal Government wider powers that were not expressly delegated to it. Thus, he believed that the right of the Federal Government to create a National Bank was unconstitutional because the Federal Government was not specifically delegated the power to create such an institution.

In this disagreement, Hamilton successfully argued that the Bank’s functions were within the implied powers granted Congress to do what was “necessary and proper” to carry out its functions. Thus, the Bank chartering bill was passed by Congress and signed by President George Washington.

Craft unions versus industrial unions — Debs versus Gompers

Samuel Gompers, who helped organize the American Federation of Labor (AFL) in 1886, was a strong believer in unions that represented workers in a single trade or craft. Unionizing workers in trades that required skilled workers enabled the unions to limit membership and focus on bargaining for higher wages, shorter hours, and benefits for disabled workers.

Eugene V. Debs proposed the creation of industrial unions in which all classes of workers in a single industry are joined together. In 1893, Debs created the American Railway Union, which sought to organize railroad conductors, firemen, engineers, telegraph opera-

tors, and station clerks into one union. In 1894, Debs' organization successfully forced the owners of the Great Northern Railway to restore to their employees wages that had been previously cut.

The emphasis on creating a skilled workers' union helped the AFL thrive in the late 1800's and early 1900's when other unions lost members. Debs' union eventually collapsed as a result of its support of the Pullman railway workers strike in 1894. Debs was arrested for refusing to obey an injunction, which led to the collapse of the strike and the American Railway Union.

Equality for African Americans — Washington versus Du Bois

Booker T. Washington, a former slave, founded the Tuskegee Institute in Alabama to train African Americans in skilled trades. Washington believed that African Americans would achieve equality by acquiring education and learning skilled trades. Skilled workers could find jobs more easily and would be paid higher wages for the quality of the goods they produced. This economic power would eventually lead to political power, which would force individuals to recognize the equality of African Americans in the workplace, the society, and the political arena.

W.E.B. Du Bois, a Harvard-educated history professor at Atlanta University, rejected Washington's emphasis on job skills and argued that higher education and suffrage were the only ways to achieve equality for African Americans. Du Bois helped organize the Niagara Falls Convention at which demands were made for full political rights for African Americans and an end to racial discrimination. This action eventually led to the creation of the National Association for the Advancement of Colored People (NAACP) in 1909.

The outcome of the disagreement was that Washington's belief in skilled trades and economic power as a means of achieving equality faded as Du Bois' movement for suffrage and racial equality became a dominant theme among African American civil rights leaders.

Essay 6 —

Objectives

- Demonstrate knowledge of reasons for specific changes in the United States
- Demonstrate knowledge of positive and negative effects of these changes on American life

Criteria for rating

An appropriate response should explain a reason that change in the United States occurred and discuss a positive or negative effect of the change on American life. Appropriate responses may include, but are not limited to, these examples:

Mechanization of farming (1865–1900)

Throughout the 19th century, the increasing number of markets and the movement away from self-sufficient agriculture to cash crops encouraged further mechanization of agriculture. The soil and climate conditions, coupled with the vastness of the Great Plains, also hastened the development of more efficient farm machinery. New plows and machine harvesters had a positive impact on many farming operations by increasing agricultural production, lowering overhead costs, and increasing farm profits.

Increased government responsibility for the unemployed (1932–1940)

When depressions occurred in the United States before the 1920's, Americans lost their jobs and government did nothing to help them. When the Great Depression began in 1929, factories shut down and thousands lost their jobs. Although President Herbert Hoover authorized some public works projects to create jobs, these projects had little effect, considering the extent of the problem. In 1932, newly elected President Franklin D. Roosevelt asked Congress for legislation allowing the Federal Government to provide direct relief to the unemployed. As part of the New Deal, President Roosevelt also asked Congress to subsidize a wide variety of public works programs throughout the country. The Civilian Conservation Corps, Tennessee Valley Authority, and Works Progress Administration were some of the programs that created jobs for millions of workers. A positive effect of these efforts was that the people who had jobs made money and therefore spent money. Consumer spending increased, demand went up, factories returned to production, and more people were employed.

Essay 7 —

Objectives

- Demonstrate knowledge of the historical circumstances that prompted individuals to make statements about conditions in need of change
- Demonstrate an understanding of how the statements influenced social, economic, and political change in the United States

Criteria for rating

An appropriate response should discuss historical circumstances that led the individual to comment on a condition in need of change in the United States. Also, a discussion of the historical circumstances should show how the individual's statement influenced a political, social, or economic change in the United States. For example, a student may write that Betty Friedan focused her efforts on helping American women realize their full potential. In addition, she worked to help create the National Organization for Women (NOW) in an effort to lobby government for equal rights and better pay. She also sought to end separate classified job advertisements for men and women and to encourage women to enter professions previously open only to men. Appropriate responses may include, but are not limited to, these examples:

Thomas Paine

Thomas Paine argued in *Common Sense* that British tyranny was preventing the colonists from achieving their destiny as the true possessors of the North American Continent. British taxation laws, restrictions on colonial trade, and the suspension of colonial assemblies were stifling the colonists. Paine argued that the Colonies should not have to be ruled by a small island 3,000 miles away that could not meet the immediate needs of the people, who were capable of caring for themselves. Paine's pamphlet convinced many Americans of the need to create an independent nation that would allow them to develop a just society based on economic and social equality. Paine's account of the battle of Lexington and Concord and his attack on the King as a "sullen-tempered Pharaoh" who was immune to the slaughter of his people helped convince Americans that revolt was their only recourse.

Dorothea Dix

Dorothea Dix was a deeply religious teacher inspired by transcendentalist ideas who championed the cause of the mentally ill during the 1840's. Dix was shocked to find mentally ill people at that time treated as criminals and animals. Dix observed that the mentally ill were often beaten with sticks, chained, kept in cages, and left naked to suffer. In 1843, Dix compiled notes on her observations into a detailed report and sent it to the Massachusetts Legislature, hoping to find support for reform. Shocked legislators passed laws aimed at reforming prisons and creating new institutions to house the mentally ill, where they could receive more humane treatment. Also, Dix continued to speak out on the need to reform and rehabilitate the mentally ill to help them lead useful, constructive lives.

Frederick Douglass

Frederick Douglass was born into slavery and eventually became a fugitive when he escaped from Baltimore, Maryland, in 1838. Douglass was the first runaway slave to speak out publicly against the evils of slavery. Douglass joined the American Antislavery Society and made speeches calling for an end to the institution that allowed whites to reap economic benefits from the hard labor of enslaved people. Douglass eventually created his own antislavery newspaper, *The North Star*, naming it after the star that guided runaway slaves to freedom. During the Civil War, Douglass used his influence to convince President Abraham Lincoln to issue the Emancipation Proclamation and to allow African Americans to serve in the Union Army as a way of earning their freedom. Douglass became the conscience of the abolition movement to free African Americans enslaved in the South. The United States adopted the 13th, 14th, and 15th amendments to the Constitution abolishing slavery, granting citizenship to African Americans, and guaranteeing the right of African American males to vote.



