

**REGENTS EXAMINATION IN
UNITED STATES HISTORY AND GOVERNMENT**

TEST SAMPLER DRAFT

JUNE 2000

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Office of Curriculum, Instruction, and Assessment
Albany, New York 12234

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June 2000

Dear Colleagues:

Following four years of planning, piloting, and scoring different types of questions, we present this United States History and Government Test Sampler Draft. These test questions will measure student progress toward achieving the State's learning standards in social studies. The State Education Department, in partnership with a consortium of school districts and with consultants from the Educational Testing Service, have joined social studies teachers and supervisors, administrators, parents, and members of the community to assist in the development process in a variety of ways. Teachers have developed and reviewed the test items and scoring rubrics, pretested and field-tested items with their students, and selected and annotated the samples of student work included in this test sampler. Teachers and social studies supervisors will continue to develop and pretest additional multiple choice questions, thematic essays, and document-based questions for future United States History and Government Regents examinations.

This test sampler is being distributed to each middle and high school, with the request to make additional copies available to all social studies teachers. The test sampler provides examples of the types of questions, formats, and scoring rubrics that are being developed for the Regents Examination in United States History and Government that will be administered for the first time in June 2001. We expect that further refinements of individual item types and scoring materials will occur as a result of our ongoing pretesting and field testing programs.

We are interested in receiving your feedback on these preliminary materials. A comment sheet is included on the inside back cover of the test sampler so that you may forward your responses to us. The comment sheet may be faxed to (518) 486-5765 or mailed to the address listed below:

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Sincerely,

Roseanne DeFabio

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The New York State Education Department acknowledges the significant contributions made by teachers, supervisors, and other educators who contributed to the development of this United States History and Government Regents Examination Test Sampler. These contributions include the development and shaping of the United States History and Government core curriculum, the development of the various components of the new Regents examination, the Test Specifications Grid, the development of individual test items, and the development and initial scoring of field tests. We also wish to acknowledge the contributions of the Law, Youth, and Citizenship Project of the New York State Bar Association, and the Gilder Lehrman Institute of American History, for their help in finalizing the United States History and Government core curriculum. We also wish to thank Judianne Drebitko and Walter Gable for their work in developing many of the scoring commentaries in this sampler.

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Introduction

The new Regents Examination in United States History and Government has been developed to reflect the social studies content and intellectual skills described in the five social studies standards. This new assessment will provide students with multiple opportunities to demonstrate what they know and are able to do. Questions on this examination will focus on the student's knowledge of commencement-level social studies skills and content emphasized in the *Social Studies Resource Guide with Core Curriculum* for United States History and Government. Items for this new assessment resulted from the collaborative efforts of New York State teachers, school districts, State Education Department staff, and the Educational Testing Service (ETS).

Components and Weighting of the United States History and Government Regents Examination

ITEM TYPE	NUMBER OF ITEMS	PERCENT OF THE TEST
Multiple choice items	50	55%
Thematic essay	1	15%
Document-based essay question (DBQ)	1	15% - scaffold questions 15% - analytic essay TOTAL = 30%

The United States History and Government Test Specifications Grid (see Appendix) indicates a range of specific multiple choice items from each social studies unit and social studies standard that can be included in Part I of this examination. Teachers should review the social studies skills section and the United States History and Government content understandings of the *Social Studies Resource Guide with Core Curriculum* for additional information about what might be asked on future United States History and Government examinations. The multiple choice items are designed to assess both the students' understanding of the United States History and Government content and their ability to apply the content understandings to the interpretation and analysis of reading passages, graphs, political cartoons, maps, charts, and diagrams.

Students will be expected to apply the intellectual skills (taken from the commencement-level performance indicators) in completing the thematic essay and document-based question included on this assessment. Thematic essays require students to explore in depth one of the major themes found in the United States History and Government section of the *Social Studies Resource Guide with Core Curriculum*. Document-based questions require students to identify and explore events or issues by examining, analyzing, and evaluating textual and visual primary and secondary source documents.

The United States History and Government Regents examination will be administered in one three-hour session in January, June, and August of each year. Students must take all three parts of the test and complete the examination within that three-hour period, unless modified by an IEP or 504 plan. Unlike the current Regents Examination in United States History and Government, students will be required to answer all of the questions on the test. There will be no choice in the essay sections. The first administration of this examination is scheduled for June 2001.

The document-based essay, “scaffold” questions, and thematic essay will be scored holistically using clearly defined criteria as described in the scoring rubrics and commentaries. Tests will be scored by teachers in their districts, following guidelines designed to produce reliable scores. These guidelines require all scorers to complete a local training session just prior to scoring student papers. All schools administering this examination will be provided with a New York State Education Department publication entitled *Information Booklet for Administering and Scoring the Regents Examinations in Social Studies* prior to the first administration of this exam.

Each test will be scaled, and all test forms equated, based on a standard-setting process. A chart for converting the student’s total test raw score to a scaled score will be provided in the rating guide for each administration.

Test modifications must be consistently provided to students with disabilities when it is determined that such accommodations are necessary. These modifications must be documented in either an Individualized Education Plan (IEP) or in a Section 504 Accommodation Plan. The various State assessments are being developed by both special and general educators to ensure that they are appropriate for students with disabilities.

The tasks in this sampler may be administered in the classroom to help teachers plan for instruction. However, it is recommended that this test not be used as an actual final examination because of the nonsecure nature of this publication. Sometime before taking the sample test, students should be introduced to the test format and general scoring guidelines. Teachers are encouraged to use the scoring guides and sample papers in this document for practice in scoring the essay portion of the DBQ, the “scaffold” questions, and the thematic essay.

In considering student results on the Regents Examination in United States History and Government for improving curriculum and instruction, teachers may want to answer the following questions:

- Is your local United States History and Government curriculum aligned with the State learning standards for social studies as detailed in the social studies core curriculum?
- On which components did students seem to be most successful? least successful?
- To what extent did students follow the guidelines included with each question type?
- To what extent did students use the scaffolding portion of the document-based question to respond properly to the larger question presented in the document-based essay?
- What learning experiences will students need to perform well on each question?
- What opportunities do commencement-level students have to engage in a social studies instructional program that includes writing in the content area, using documents of all kinds, and engaging in activities requiring higher-order thinking skills?

Students will benefit from having multiple opportunities to answer document-based questions and thematic essays. Test-taking strategies can be taught and students who have practiced answering these types of questions will be better prepared for this assessment.

PART I: MULTIPLE CHOICE

Directions (1-50):

Each question is followed by four choices. Read each question carefully. Decide which choice is the correct answer. On the separate answer sheet, mark your answer for each question by filling in the circle that has the same number as the answer you have chosen.

- 1 Which city is paired with the geographical feature that directly contributed to its growth?
 - 1 San Francisco – Rocky Mountains
 - 2 New Orleans – Mississippi River
 - 3 Pittsburgh – Hudson River
 - 4 Cleveland – Atlantic Coastal Plain

- 2 In writing the Declaration of Independence, Thomas Jefferson was most influenced by the writers of the
 - 1 Romantic Era 3 Renaissance
 - 2 Enlightenment 4 Middle Ages

- 3 At the Constitutional Convention of 1787, a bicameral legislature was proposed as the solution to the disagreement over
 - 1 taxation within each state
 - 2 control of interstate commerce
 - 3 limits on the treaty-making power of a President
 - 4 state representation in the National Government

- 4 Which headline best illustrates the system of checks and balances?
 - 1 "Senate Rejects Supreme Court Nominee"
 - 2 "State Legislature Fails To Adopt Budget on Time"
 - 3 "Congress Votes To Reduce Income Taxes"
 - 4 "United States Peacekeeping Troops Sent to Bosnia"

- 5 Which situation best illustrates the constitutional principle of federalism?
 - 1 Congress listens to the President's State of the Union Address.
 - 2 A congressional committee "kills" a bill by majority vote.
 - 3 The House of Representatives votes to impeach the President.
 - 4 Governors ask the National Government for more financial aid for their states.

- 6 Traditionally, third parties have had the greatest impact on American politics by
 - 1 requiring additional Presidential primaries
 - 2 reducing the costs of Presidential campaigns
 - 3 supporting issues often ignored by the major parties
 - 4 endorsing candidates of the major parties

- 7 Disagreement between Alexander Hamilton and Thomas Jefferson over the interpretation of the Constitution led to the development of the
- 1 Great Compromise
 - 2 President's Cabinet
 - 3 national judicial system
 - 4 political party system
- 8 What effect did the Louisiana Purchase have on the United States?
- 1 It doubled the size of the nation.
 - 2 It enabled the United States to use the port of San Francisco.
 - 3 It brought Texas into the Union.
 - 4 It created an alliance between the United States and Great Britain.
- 9 The Supreme Court decisions in *McCulloch v. Maryland*, *Gibbons v. Ogden*, and *Wabash v. Illinois* dealt with
- 1 freedom of speech
 - 2 equal protection under the law
 - 3 the supremacy of the National Government
 - 4 the rights of labor unions
- 10 To revise the electoral college process for selecting the President, changes must be made in the
- 1 Cabinet system
 - 2 qualifications for voters
 - 3 system of primary elections
 - 4 Federal Constitution
- 11 One reason the plantation system developed in the southeastern section of the United States was that
- 1 slavery was allowed only in this section of the country
 - 2 the climate and topography supported crops that required a large labor supply
 - 3 land was significantly cheaper in this section of the country
 - 4 this type of farming required cool, dry conditions
- 12 At the time of the Civil War, two major issues dividing the North and South were
- 1 welfare reform and income tax rates
 - 2 immigration policies and westward expansion
 - 3 loyalty to Great Britain and taxation without representation
 - 4 States rights and the status of slavery in the West
- 13 A major purpose of the Emancipation Proclamation was to
- 1 give land to freedmen
 - 2 end Jim Crow laws in the South
 - 3 help the North win the Civil War
 - 4 provide for new state governments
- 14 After the Civil War, serious differences between Congress and President Andrew Johnson about how to handle Reconstruction led to the
- 1 resignation of President Johnson
 - 2 impeachment of President Johnson
 - 3 election of a Democratic President
 - 4 end of the Ku Klux Klan

- 15 The invention of the steel plow, the passage of the Homestead Act, and the completion of the transcontinental railroad all contributed to the
- 1 development of the Great Plains
 - 2 growth of the plantation system of agriculture
 - 3 extension of slavery into the western territories
 - 4 gold rushes in California and Nevada
- 16 What do nativists generally believe about immigrants?
- 1 Immigrants are better workers.
 - 2 Immigrants bring valuable skills to the marketplace.
 - 3 Immigrants assimilate easily into society.
 - 4 Immigrants take jobs from Americans.
- 17 Which statement identifies a characteristic of a free-enterprise economic system?
- 1 Investments and profits are controlled by individuals.
 - 2 The individual and the government work together to make a profit.
 - 3 The government makes most of the economic decisions.
 - 4 Profits from businesses are used to benefit needy members of society.
- 18 The Interstate Commerce Act of 1887 and the Populist movement of the 1890's were both reactions to
- 1 unrestricted immigration
 - 2 United States imperialism
 - 3 the abuses of industrialization
 - 4 economic depressions

Base your answer to question 19 on the speakers' statements below and on your knowledge of social studies.

Speaker A: "I am tired of fighting. The little children are freezing to death. My people, some of them, have run away to the hills and have no blankets, no food."

Speaker B: "We took away their country and their means of support, broke up their mode of living, their habits of life, introduced disease and decay among them."

- 19 Both of these speakers are commenting on the
- 1 need to limit immigration to the United States
 - 2 vanishing way of life for Native American Indians
 - 3 condition of former slaves after the Civil War
 - 4 evils of child labor
-

Base your answer to question 20 on the quotation below and on your knowledge of social studies.

(Sec. 4.) Every person presenting himself for registration shall be able to read and write any section of the Constitution in the English language and before he shall be entitled to vote he shall have paid on or before the first day of March of the year in which he proposes to vote his poll tax as prescribed by law for the previous year.

—Public Laws of North Carolina, 1899, chapter 218

- 20 The principal purpose of this law was to
- 1 assure equality of voting rights for all peoples
 - 2 encourage literacy for former slaves
 - 3 prevent African Americans from using their suffrage rights
 - 4 promote the racial integration of Southern society
-
- 21 In the late 1800's, farmers pressed for government regulation of railroads because the farmers believed that the railroads were
- 1 overcharging them for services
 - 2 ignoring the service needs of major cities
 - 3 refusing to transport the farmers' crops to market
 - 4 ignoring safety standards
- 22 The annexation of Hawaii, the Roosevelt Corollary to the Monroe Doctrine, and Dollar Diplomacy are all associated with United States efforts to
- 1 meet the demands of antiwar movements
 - 2 isolate itself from international problems
 - 3 expand its power and influence in certain regions of the world
 - 4 implement policies of global cooperation throughout Asia
- 23 Which statement best reflects a political belief of the Progressives?
- 1 The government needs to regulate big business to protect consumers and workers.
 - 2 Patronage and special interests keep the wheels of government turning.
 - 3 The purpose of politics is to benefit the educated and the wealthy — those people whose interests really matter.
 - 4 Beyond maintaining the peace and protecting private property, government should not involve itself in economic issues.
- 24 Lucretia Mott, Susan B. Anthony, and Elizabeth Cady Stanton are most closely associated with the idea that
- 1 alcohol should be prohibited since it damages society
 - 2 settlement houses should be built to help educate immigrants
 - 3 national parks should be created by the Federal government
 - 4 suffrage should be granted to women

25 In his book, *How the Other Half Lives*, Jacob Riis attempted to

- 1 celebrate the lifestyle of the business aristocracy
- 2 publicize the living conditions of the urban poor
- 3 point out the weaknesses of progressive reforms
- 4 defend the right of business to exploit cheap labor

26 The "clear and present danger" doctrine established by the United States Supreme Court in *Schenck v. United States* (1919) contributed to the principle that

- 1 racism in the United States is unconstitutional
- 2 prayer in public schools is prohibited
- 3 accused persons are entitled to know their legal rights
- 4 constitutional rights are not absolute

Base your answer to question 27 on the chart below and on your knowledge of social studies.

Rural and Urban Populations in the United States		
Year	Rural (thousands)	Urban (thousands)
1860	25,227	6,217
1870	28,656	9,902
1880	36,026	14,130
1890	40,841	22,106
1900	45,835	30,160
1910	49,973	41,999
1920	51,553	54,158

Source: Bureau of the Census

27 Which statement is best supported by the chart?

- 1 In the early 1900's, there was an increase in the number of immigrants who became farmers.
- 2 In the early 1900's, people who lived in cities were more likely to vote than those who lived in rural areas.
- 3 In 1920, more people lived in cities than on farms.
- 4 In 1920, there were fewer women working in factories than on farms.

28 Langston Hughes, Bessie Smith, and Duke Ellington are most closely associated with the

- | | |
|---------------------|----------------------|
| 1 Gilded Age | 3 Harlem Renaissance |
| 2 Populist movement | 4 Cold War |

- 29 The 1920's are often called the "Roaring Twenties" because the decade was noted for
- 1 changing cultural values
 - 2 economic depression
 - 3 political reform
 - 4 overseas expansion
- 30 "The age of Franklin D. Roosevelt set the agenda for the postwar era. Long after Roosevelt was gone, New Deal ideas shaped policies."
- Which statement best supports the idea expressed in this quotation?
- 1 The government continues to have a major role in economic affairs.
 - 2 The military has as many troops today as they did in World War II.
 - 3 The Presidency has been controlled by the Democratic Party since the New Deal.
 - 4 The President continues to have limited powers in foreign affairs.
- 31 President Franklin D. Roosevelt's proposal to add additional justices to the Supreme Court was seen by his opponents as a threat to the
- 1 principle of federalism
 - 2 power of the executive branch
 - 3 two-party political system
 - 4 system of checks and balances
- 32 Between World War I and World War II, most Americans believed that the United States should follow a foreign policy that emphasized
- 1 containment and interventionism
 - 2 neutrality and isolation
 - 3 collective security and defensive alliances
 - 4 internationalism and free trade
- 33 Which event brought the United States directly into World War II?
- 1 the sinking of the Lusitania by Germany
 - 2 the invasion of Poland by Germany
 - 3 the murder of many Jews throughout Europe
 - 4 the bombing of Pearl Harbor by Japan
- 34 The constitutionality of relocating Japanese Americans during World War II was upheld by the United States Supreme Court because the Japanese Americans were
- 1 needed as wartime spies
 - 2 considered a threat to national security
 - 3 openly providing military aid to Japan
 - 4 critical of United States attacks on Japan
- 35 What was the primary reason for the increased migration of African Americans to cities during World War II?
- 1 An increase in civil rights legislation occurred during this period.
 - 2 The South was experiencing a major economic recession.
 - 3 Industry in the North was expanding rapidly.
 - 4 They had a patriotic desire to join integrated military units.

- 36 The main reason for proposing the Marshall Plan was to
- 1 establish spheres of influence in China
 - 2 limit communist influence in Western Europe
 - 3 establish American neutrality in the Cold War
 - 4 prevent European intervention in the Western Hemisphere
- 37 The primary purpose of the Nuremberg trials following World War II was to determine the guilt or innocence of
- 1 individuals responsible for the Holocaust
 - 2 men who evaded the draft during the war
 - 3 Americans who opposed United States participation in the war
 - 4 Communists who supported the war
- 38 "Once I thought to write a history of the immigrants in America. Then I discovered that the immigrants were American history."

— Oscar Handlin, *The Uprooted*

Which aspect of American society is referred to by this statement?

- | | |
|-----------------|----------------|
| 1 nationalism | 3 assimilation |
| 2 ethnocentrism | 4 racism |

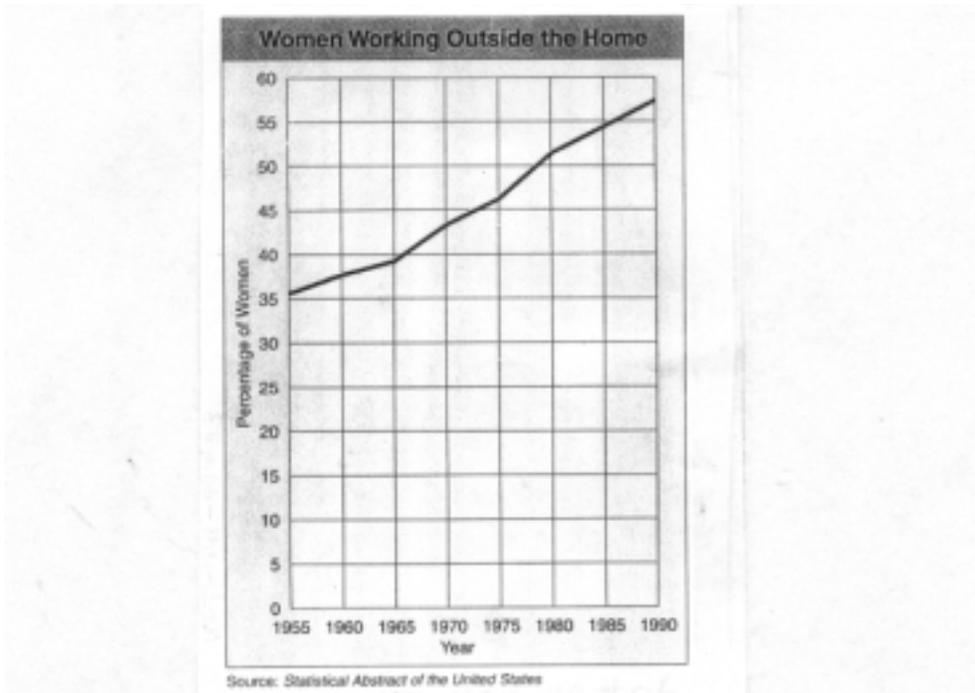
Base your answer to question 39 on the cartoon below and on your knowledge of social studies.



- 39 According to the cartoon, what was a major contributing factor that led to the collapse of communism in Eastern Europe in the early 1990's?
- | | |
|------------------|------------------------|
| 1 overpopulation | 3 democratic elections |
| 2 military force | 4 high tax rates |

- 40 What principle was established by the United States Supreme Court decision in *Miranda v. Arizona* (1966)?
- 1 Persons placed under arrest must be informed of their legal rights.
 - 2 Defendants in capital punishment cases cannot appeal their sentences.
 - 3 Poor persons must be provided free legal counsel.
 - 4 Evidence obtained by an illegal search is inadmissible in court.
- 41 To reduce the influence of special-interest groups on political campaigns, reformers have often proposed increasing
- 1 the length of political campaigns
 - 2 public funding of political campaigns
 - 3 the number of elected officials
 - 4 the number of women candidates

Base your answer to question 42 on the graph below and on your knowledge of social studies.



- 42 The trend shown in the graph was mainly the result of
- | | |
|-----------------------------------|-------------------------------------|
| 1 increases in immigration | 3 a buildup in the defense industry |
| 2 demands for more schoolteachers | 4 new social attitudes |

- 43 **"Raise Tariffs!"**
"Buy American!"
"Impose Import Quotas!"

Which policy do these slogans reflect?

- | | |
|-----------------|----------------|
| 1 militarism | 3 isolationism |
| 2 protectionism | 4 détente |

44 One recent accomplishment in the struggle for equal rights for all Americans has been the

- 1 prohibition of discrimination against Americans with disabilities
- 2 passage of "English-only" laws in the workplace by many states
- 3 guarantee of the right to vote for all women
- 4 establishment of drug and alcohol testing by employers

Base your answers to questions 45 and 46 on the speakers' statements below and on your knowledge of social studies.

Speaker A: "We cannot make the same mistakes that led to the sinking of the Lusitania. Freedom of the seas is important, but we must keep our ships away from possible danger."

Speaker B: "We should encourage Great Britain and France to follow a policy of appeasement."

Speaker C: "Continued isolation is the only alternative. Whichever way we turn in this conflict, we find an alien ideology."

Speaker D: "The future of the free world depends now on the United States and Great Britain. We must not only help win this war, but also ensure that no others occur in the future."

45 The speakers are most likely discussing the situation facing the United States just before

- | | |
|----------------------------|------------------|
| 1 the American Revolution | 3 World War II |
| 2 the Spanish-American War | 4 the Korean War |

46 Which speaker best expresses ideas of internationalism?

- | | |
|-----|-----|
| 1 A | 3 C |
| 2 B | 4 D |

47 In the 1950's and 1960's, the United States Supreme Court under Chief Justice Earl Warren was characterized as

- 1 applying a loose interpretation of the Constitution to increase individual rights
- 2 following precedents rather than overturning them
- 3 stressing States rights and local control
- 4 emphasizing law and order by severely limiting the rights of the accused

48 One way in which the Watergate controversy, the Iran-Contra affair, and the Whitewater investigation are similar is that each led to

- 1 the addition of new amendments to the Constitution
- 2 the impeachment of a President
- 3 a loss of respect for government leaders by the American public
- 4 convictions of several military leaders for sexual harassment

49 Which decade was marked by the beginnings of the space race, suburbanization, and a continuing baby boom?

- | | |
|------------|------------|
| (1) 1890's | (3) 1950's |
| (2) 1930's | (4) 1970's |

- 50 "Rosa Parks Arrested"
"Supreme Court Rules Against School Segregation"
"Martin Luther King, Jr., Speaks at March on Washington"

Which movement is best represented by these newspaper headlines?

- | | | | |
|---|--------------|---|--------------|
| 1 | abolitionist | 3 | Progressive |
| 2 | Populist | 4 | civil rights |
-

Answers to the essay questions are to be written in the separate essay booklet. In developing your answers to Parts II and IIIB, be sure to keep these general definitions in mind:

- (a) ***discuss*** means “to make observations about something using facts, reasoning, and argument; to present in some detail”
- (b) ***describe*** means “to illustrate something in words or tell about it”
- (c) ***evaluate*** means “to examine and judge the significance, worth, or condition of; to determine the value of”

PART II: THEMATIC ESSAY

Directions: Write a well-organized essay that includes an introduction, several paragraphs addressing the task below, and a conclusion.

Theme: Presidential Decisions

During the last 100 years, United States Presidents have made important decisions in an effort to solve crucial problems.

Task:

From your study of United States history, identify two important Presidential decisions made during the last 100 years.

For each decision identified:

- State one goal the President hoped to accomplish by making the decision
- Discuss the historical circumstances surrounding the Presidential decision
- Describe the extent to which the decision achieved the President's original goal
- Discuss one immediate or one long-term effect of the decision on United States history

You may use any important Presidential decision from your study of 20th-century United States history. Some suggestions you might wish to consider include: Woodrow Wilson seeks ratification of the Versailles Treaty (1918); Franklin D. Roosevelt institutes the New Deal program (1933); Harry Truman decides to drop atomic bombs on Japan (1945); Dwight D. Eisenhower sends Federal troops to Little Rock, Arkansas (1957); John F. Kennedy places a naval blockade around Cuba (1962); Lyndon Johnson proposes the Great Society program (1965); Richard Nixon visits China (1972); and Jimmy Carter meets with Anwar Sadat and Menachem Begin at Camp David (1978).

You are *not* limited to these suggestions.

Guidelines:

In your essay be sure to:

- Address all aspects of the *Task*
- Analyze, evaluate, or compare and/or contrast issues and events whenever possible
- Fully support the theme of the essay with relevant facts, examples, and details
- Write a well-developed essay that consistently demonstrates a logical and clear plan of organization
- Introduce the theme by establishing a framework that is beyond a simple restatement of the *Task*
- Conclude your essay with a strong summation of the theme

PART III: DOCUMENT-BASED ESSAY

This question is designed to test your ability to work with historical documents and is based on the accompanying documents (1–7). Some of the documents have been edited for the purposes of the question. As you analyze the documents, take into account both the source of each document and any point of view that may be presented in the document.

Directions: This document-based question consists of two parts: Part A and Part B. In Part A you are to read each document and answer the question or questions that follow the document. In Part B you are to write an essay based on the information in the documents and your knowledge of United States history. Be sure to put your name at the top of each page of your answer booklet.

Historical Context:

After the Civil War, the United States became a much more industrialized society. Between 1865 and 1920, industrialization improved American life in many ways. However, industrialization also created problems for American society.

Task:

Using information from the documents and your knowledge of United States history, answer the questions that follow each document in Part A. Your answers to the questions will help you write the Part B essay in which you will be asked to:

Discuss the advantages and disadvantages of industrialization to American society between 1865 and 1920. In your essay, include a discussion of how industrialization affected different groups in American society.

PART III: DOCUMENT-BASED ESSAY

Part A

Directions: Analyze the documents and answer the question or questions that follow each document in the space provided. Your answers to the questions will help you write the essay.

Document 1

The Impact of Industrialization (1870-1910)

Year	GNP per Capita (dollars)	Employed Children under 15 Years of Age (millions)	% of U.S. Population		Infant Mortality Rate (deaths under 1 year of age per 1,000)	High School Graduates (% of 17-year-olds who have diplomas)	Telephone Usage (number of telephones per 1,000)	Steel Production (1,000 short tons)
			Rural (%)	Urban (%)				
1870	531	0.7	74	26	170	2	0	77
1880	744	1.1	72	28	161	2.5	1	1,400
1890	836	1.5	65	35	163	3.5	4	4,780
1900	1,011	1.75	60	40	141	6.5	18	11,220
1910	1,299	1.63	54	46	117	9	82	28,330

1a Identify one aspect of American life that improved between 1870 and 1910 according to this chart.

[1]

1b Identify one aspect of American life that worsened between 1870 and 1910 according to this chart.

[1]

Document 2

The groundwork principle of America's labor movement has been to recognize that first things must come first,... Our mission has been the protection of the wage-worker, now, to increase his wages; to cut hours off the long workday, which was killing him; to improve the safety and the sanitary conditions of the workshop; to free him from the tyrannies, petty or otherwise...

—Samuel Gompers, 1911

2 According to Samuel Gompers, why should workers organize into unions?

[2]

The houses of the ward, for the most part wooden, were originally built for one family and are now occupied by several.... Many houses have no water supply save [except] the faucet in the back yard, there are no fire escapes, the garbage and ashes are placed in wooden boxes.... The streets are inexpressibly dirty, the number of schools inadequate, sanitary legislation unenforced, the street lighting bad, the paving miserable and altogether lacking in the alleys and smaller streets, and the stables foul beyond description.

—Jane Addams, *Twenty Years at Hull House*

3 How was the life of the poor affected by the conditions described by Jane Addams?

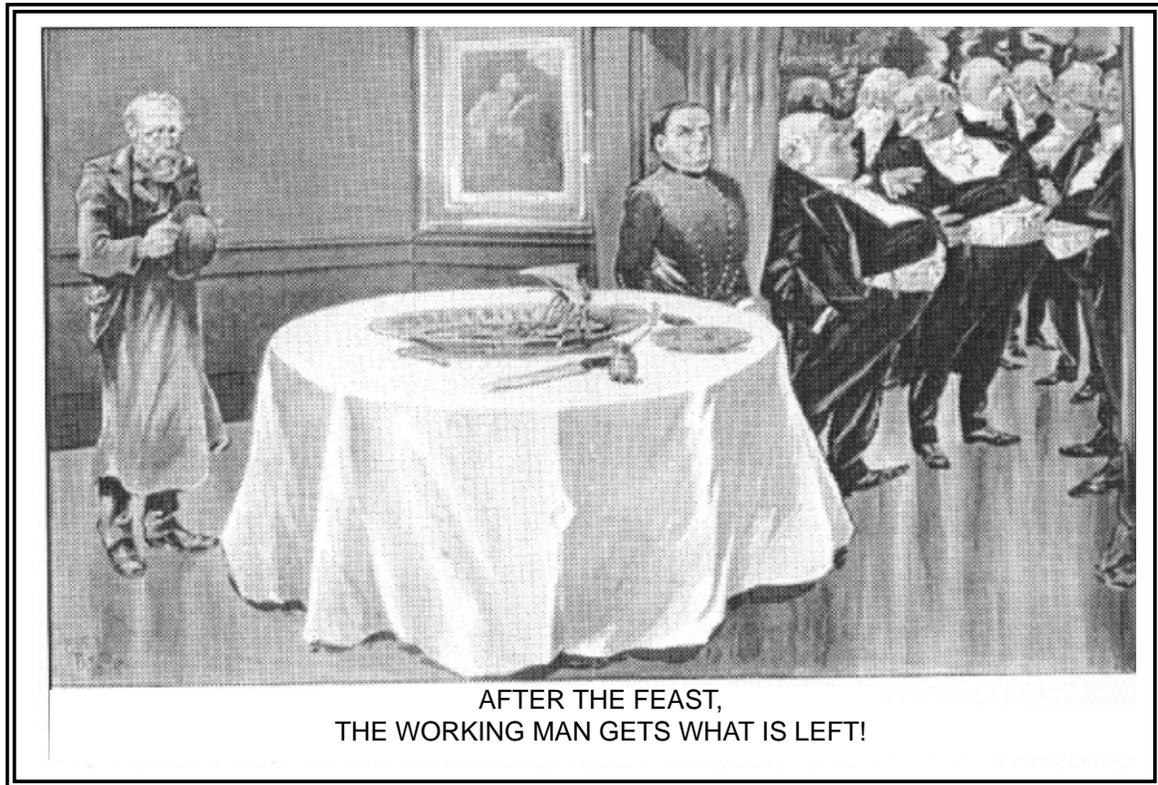
[2]

The sweatshop is a place where, ...a "sweater assembles" journeymen tailors and needle-women, to work under his supervision. He takes a cheap room outside the...crowded business center and within the neighborhood where the workpeople live. This is rent saved to the employer, and time and travel to the employed. The men can work more hours than was possible under the centralized system, and their wives and children can help,...For this service,...they cannot earn more than from 25 to 40 cents a day,...In one such place there were fifteen men and women in one room, which contained also a pile of mattresses on which some of the men sleep at night....

— Joseph Kirkland, *Among the Poor of Chicago*, 1895

4 According to Joseph Kirkland, what were conditions like in a sweatshop?

[2]



5a According to this cartoon, what is one way the rich treated the working man?

[2]

5b What is one way cartoons such as this one influenced public opinion toward the rich?

[2]

Document 6

In 1899, John D. Rockefeller, one of the most successful business leaders in 19th-century America, testified before a congressional commission that was investigating industrial combinations.

Q: What are...the chief advantages from industrial combinations [trusts, monopolies, and so on]...to the public?

A: ...Much that one man cannot do alone two can do together,... [Industrial combinations] are a necessity...if Americans are to have the privilege of extending their business in all the States of the Union, and into foreign countries as well....Their chief advantages are:...

- Improvements and economies which are derived from knowledge of many interested persons of wide experience.
- Power to give the public improved products at less prices and still make profit for stockholders.
- Permanent work and good wages for laborers....

— U.S. Industrial Commission,
Preliminary Report on Trusts and Industrial Combinations

6a According to John D. Rockefeller’s testimony, what did he believe was an advantage of industrial combinations?

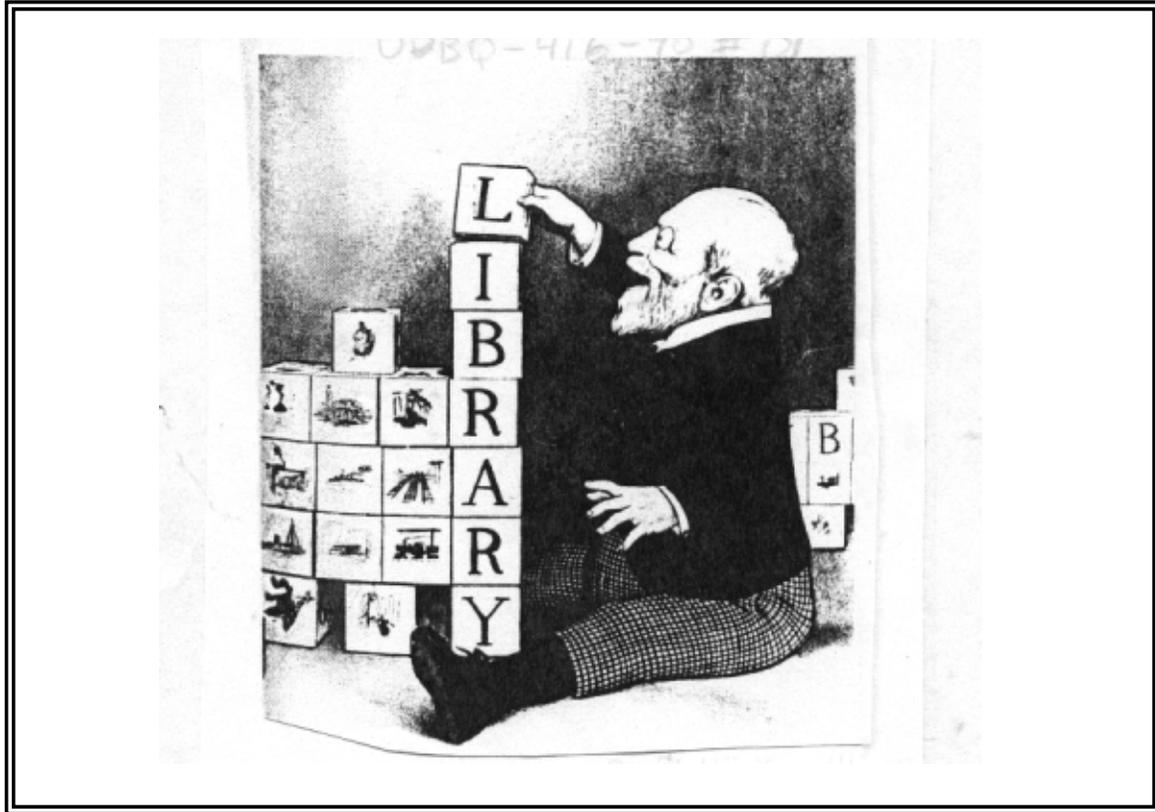
[2]

6b What is one reason why John D. Rockefeller would testify in favor of industrial combinations?

[2]

Document 7

In this cartoon, Andrew Carnegie is depicted as "the builder of libraries." During his lifetime, he donated \$350 million of his \$400-million fortune. Carnegie believed that the man who dies wealthy "dies disgraced."



7 According to the cartoon, what did Andrew Carnegie do with much of his personal wealth?

[1]

PART III: DOCUMENT-BASED ESSAY

Part B

Directions: Using information from the documents provided, and your knowledge of United States history, write a well-organized essay that includes an introduction, several paragraphs, and a conclusion.

Historical Context:

After the Civil War, the United States became a much more industrialized society. Between 1865 and 1920, industrialization improved American life in many ways. However, industrialization also created problems for American society.

Task:

Using information from the documents and your knowledge of United States history, write an essay in which you:

Discuss the advantages and disadvantages of industrialization to American society between 1865 and 1920. In your essay, include a discussion of how industrialization affected different groups in American society.

Guidelines:

Be sure to:

- Address all aspects of the *Task* by accurately analyzing and interpreting at least four documents
- Incorporate information from the documents in the body of the essay
- Incorporate relevant outside information throughout the essay
- Richly support the theme with relevant facts, examples, and details
- Write a well-developed essay that consistently demonstrates a logical and clear plan of organization
- Introduce the theme by establishing a framework that is beyond a simple restatement of the *Task* or *Historical Context* and conclude the essay with a summation of the theme

Part I
Regents Examination in United States History and Government
Sampler Key

Multiple Choice Items

1	2	26	4
2	2	27	3
3	4	28	3
4	1	29	1
5	4	30	1
6	3	31	4
7	4	32	2
8	1	33	4
9	3	34	2
10	4	35	3
11	2	36	2
12	4	37	1
13	3	38	3
14	2	39	3
15	1	40	1
16	4	41	2
17	1	42	4
18	3	43	2
19	2	44	1
20	3	45	3
21	1	46	4
22	3	47	1
23	1	48	3
24	4	49	3
25	2	50	4

Part I
Regents Examination in United States History and Government
Sampler

Multiple Choice Items Identified by
Unit (Roman Numeral) and Standard (Arabic Number)

1.	I-3	26.	IV-5
2.	II-2	27.	V-3
3.	II-1	28.	V-1
4.	II-5	29.	V-1
5.	II-5	30.	V-1
6.	II-5	31.	V-5
7.	II-1	32.	VI-1
8.	II-3	33.	VI-1
9.	II-5	34.	VI-1
10.	II-5	35.	VI-4
11.	II-3	36.	VI-1
12.	II-1	37.	VI-2
13.	II-1	38.	VI-1
14.	II-1	39.	VII-2
15.	III-3	40.	VII-5
16.	III-1	41.	VII-5
17.	III-4	42.	VII-4
18.	II-1	43.	CT-4
19.	II-1	44.	VII-1
20.	II-1	45.	CT-2
21.	II-4	46.	CT-2
22.	II-1	47.	VII-5
23.	IV-5	48.	CT-1
24.	IV-1	49.	VII-1
25.	IV-1	50.	CT-1

STANDARDS

- 1 History of the United States and New York
- 2 World History
- 3 Geography
- 4 Economics
- 5 Civics, Citizenship, and Government

CT: Cross-topical questions or questions that test content or skills found in multiple units.

Scoring Guidelines

Appendixes D and E of this sampler contain generic rubrics for both a thematic essay and a DBQ essay. These generic rubrics were designed for students to use as they learn how to write thematic essays and document-based essays. The specific rubrics that will be included in the rating guide for each examination are based on the scoring criteria found in the generic rubric. To actually score the examination, teachers will use the specific rubric for each essay and the scaffold questions. The essays and scaffold questions for the documents have different criteria for scoring and are scored independently. In rating an essay response holistically, teachers should keep all criteria in mind while making a single judgment about the overall quality of the student's response.

In this sampler a set of student responses is provided for each essay and scaffold question. In some sample essays you may notice student responses include misspelled words, incorrect grammar, or even historical inaccuracies, and yet are still considered "good" student responses because the criteria of the specific rubric, at one of the higher score points, was met. A response does not have to be perfect to receive a score of 5.

While the Regents Examination in United States History and Government administered in 2001 and 2002 will include a full generic rubric for students to view as they take the examination, beginning in June 2003 students will only see a condensed version of the rubric, similar to the *guidelines* provided on pages 13 and 22 of this sampler. As part of the instructional process, teachers should continue to use the generic rubrics with students as they learn to write both thematic and DBQ essays.

The Scoring Key and Rating Guide

For each administration of this examination, the actual scoring key and rating guide will contain:

- Correct answers to the multiple choice questions.
- Specific scoring rubrics for both the thematic (Part II) and DBQ essays (Part IIIB), and the DBQ scaffold (short answer) questions (Part IIIA).
- Prescored anchor papers at each essay score level, with commentary explaining why a particular student paper was awarded that specific score.
- Prescored practice papers.
- A chart for converting the student's multiple choice (Part I) and DBQ scaffold question (Part IIIA) score and total essay (Part II and Part IIIB) score to a final examination score.