

The University of the State of New York
REGENTS HIGH SCHOOL EXAMINATION

**UNITED STATES HISTORY
AND
GOVERNMENT**

Tuesday, August 17, 2004 — 12:30 to 3:30 p.m., only

Student Name _____

School Name _____

Print your name and the name of your school on the lines above. Then turn to the last page of this booklet, which is the answer sheet for Part I. Fold the last page along the perforations and, slowly and carefully, tear off the answer sheet. Then fill in the heading of your answer sheet. Now print your name and the name of your school in the heading of each page of your essay booklet.

This examination has three parts. You are to answer **all** questions in all parts. Use black or dark-blue ink to write your answers.

Part I contains 50 multiple-choice questions. Record your answers to these questions on the separate answer sheet.

Part II contains one thematic essay question. Write your answer to this question in the essay booklet, beginning on page 1.

Part III is based on several documents:

Part III A contains the documents. Each document is followed by one or more question(s). In the test booklet, write your answer to each question on the lines following that question. Be sure to enter your name and the name of your school on the first page of this section.

Part III B contains one essay question based on the documents. Write your answer to this question in the essay booklet, beginning on page 7.

When you have completed the examination, you must sign the statement printed on the Part I answer sheet, indicating that you had no unlawful knowledge of the questions or answers prior to the examination and that you have neither given nor received assistance in answering any of the questions during the examination. Your answer sheet cannot be accepted if you fail to sign this declaration.

DO NOT OPEN THIS EXAMINATION BOOKLET UNTIL THE SIGNAL IS GIVEN.

Part I

Answer all questions in this part.

Directions (1–50): For each statement or question, write on the separate answer sheet the *number* of the word or expression that, of those given, best completes the statement or answers the question.

- | | |
|---|--|
| <p>1 In its economic relationship with its North American colonies, Great Britain followed the principles of 18th-century mercantilism by</p> <ul style="list-style-type: none">(1) outlawing the African slave trade(2) limiting the colonies' trade with other nations(3) encouraging the development of manufacturing in the colonies(4) establishing laws against business monopolies <p>2 The principles of government that Thomas Jefferson included in the Declaration of Independence were most influenced by</p> <ul style="list-style-type: none">(1) John Locke's social contract theory(2) Adam Smith's ideas of free enterprise(3) Louis XIV's belief in divine right(4) William Penn's views on religious toleration <p>3 The necessary and proper clause, the amendment process, and the unwritten constitution are evidence that our constitutional system of government provides for</p> <ul style="list-style-type: none">(1) popular sovereignty(2) equal representation(3) flexibility(4) ratification | <p>4 What economic change resulted from the transportation revolution before the Civil War?</p> <ul style="list-style-type: none">(1) The Northeast became better connected to the western section of the country.(2) Trade between the United States and Europe was sharply reduced.(3) The system of slavery on southern plantations began to disappear.(4) The federal government began to regulate new businesses. <p>5 In 1788 and 1789, a major controversy between the Federalists and the Antifederalists focused on</p> <ul style="list-style-type: none">(1) expansion of slavery into the territories(2) the wisdom of creating a two-house legislature(3) division of power among different levels of government(4) the issue of allowing women the right to vote <p>6 Antifederalist objections to the ratification of the Constitution led to the</p> <ul style="list-style-type: none">(1) addition of a Bill of Rights(2) seven-year delay in the ratification of the Constitution(3) rewriting of major parts of the Constitution(4) elimination of states' rights |
|---|--|

- 7 In 1853, Commodore Matthew Perry's visit to Japan was important to the United States because it
- (1) ended the United States policy of neutrality
 - (2) opened new trading opportunities in Asia
 - (3) began a military alliance between the two nations
 - (4) acquired cheap labor for America's factories
- 8 As the Civil War began, President Abraham Lincoln stated that his primary goal was to
- (1) end slavery
 - (2) set new national boundaries
 - (3) increase congressional powers
 - (4) preserve the Union
- 9 The Civil War affected the northern economy by
- (1) causing a severe depression
 - (2) increasing unemployment rates
 - (3) decreasing demand for agricultural products
 - (4) stimulating industrialization
- 10 During the 19th century, New York was one of the most powerful states in the nation because it
- (1) became the financial and industrial center of the nation
 - (2) led the nation in achieving political reforms
 - (3) produced more presidents than any other state
 - (4) offered more civil liberties than any other state
- 11 During the late 19th century, which practices were used by employers against workers?
- (1) boycotts and lockouts
 - (2) picketing and walkouts
 - (3) blacklists and yellow-dog contracts
 - (4) mass rallies and sit-down strikes
- 12 The term *robber baron* was used to criticize the
- (1) tactics of big-business leaders
 - (2) corruption of government officials
 - (3) dishonesty of carpetbaggers
 - (4) unskilled labor of illegal immigrants
- 13 What major trend related to population occurred during the industrialization boom of the late 1800s?
- (1) Immigration decreased.
 - (2) Suburbanization decreased.
 - (3) Urbanization increased.
 - (4) Migration to rural areas increased.
- 14 The Gentlemen's Agreement, literacy tests, and the quota system were all attempts by Congress to restrict
- (1) immigration
 - (2) property ownership
 - (3) voting rights
 - (4) access to public education
- 15 One result of the Spanish-American War of 1898 was that the United States was
- (1) recognized as a world power
 - (2) committed to isolationism
 - (3) drawn into World War II
 - (4) forced into an economic depression
- 16 During the Progressive Era, muckrakers published articles and novels primarily to
- (1) advance their own political careers
 - (2) make Americans aware of problems in society
 - (3) help the federal government become more efficient
 - (4) provide entertainment for readers
- 17 During his reelection campaign in 1916, President Woodrow Wilson used the slogan, "He kept us out of war." In April of 1917, Wilson asked Congress to declare war on Germany. What helped bring about this change?
- (1) Bolshevik forces increased their strength in Germany and Italy.
 - (2) Britain was invaded by nations of the Central Powers.
 - (3) Russia signed a treaty of alliance with the Central Powers.
 - (4) Germany resumed unrestricted submarine warfare.

18 In the 1930s, shantytowns, often called “Hoovervilles,” sprang up across the United States because of President Herbert Hoover’s

- (1) support for federal programs to provide jobs for the unemployed
 - (2) refusal to provide direct federal aid to the homeless
 - (3) efforts to help the residents return to their farms
 - (4) emergency relief program to provide food to the poor
-

19 Supporters of a graduated national income tax argued that it was the fairest type of tax because the

- (1) rate of taxation was the same for all persons
- (2) rate of taxation increased as incomes rose
- (3) income tax provided the most revenue for the government
- (4) income tax replaced state and local government taxes

20 Henry Ford produced a more affordable car primarily because his company

- (1) paid workers lower wages than its competitors paid
- (2) used foreign-made parts
- (3) developed a less expensive method of production
- (4) offered a variety of options to buyers

21 Which pair of events illustrates an accurate cause-and-effect relationship?

- (1) Sacco and Vanzetti trial → ratification of the woman suffrage amendment
- (2) rebirth of the KKK → formation of the Populist Party
- (3) Red Scare → demand for limits on immigration
- (4) high food prices → start of the Great Depression

22 Which situation helped cause the stock market crash of 1929?

- (1) excessive speculation and buying on margin
- (2) unwillingness of people to invest in new industries
- (3) increased government spending
- (4) too much government regulation of business

- 23 The Neutrality Acts passed by Congress in the mid-1930s were efforts to
- (1) avoid mistakes that led the country into World War I
 - (2) create jobs for the unemployed in the military defense industry
 - (3) support the League of Nations efforts to stop wars in Africa and Asia
 - (4) help the democratic nations of Europe against Hitler and Mussolini

Base your answer to question 24 on the cartoon below and on your knowledge of social studies.

A Wise Economist Asks a Question

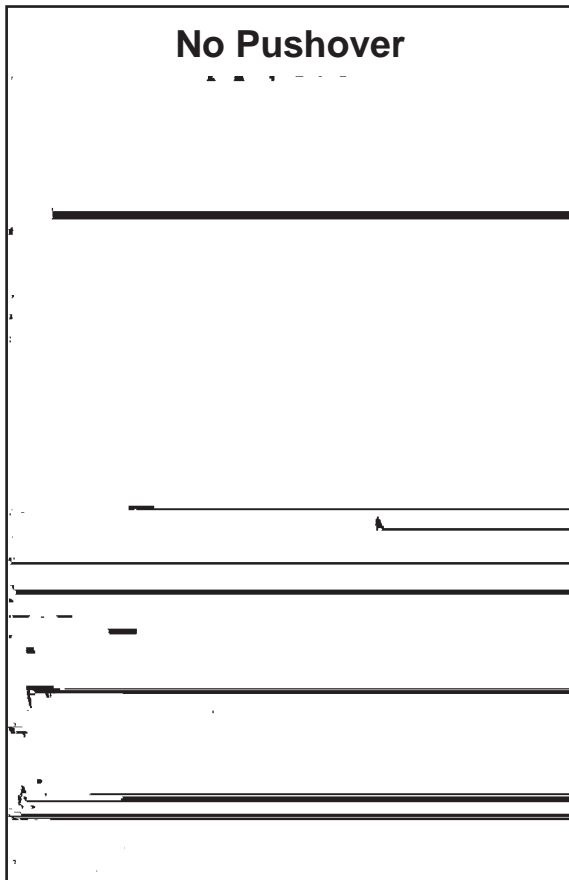


Source: *Chicago Tribune*, August 19, 1931
(adapted)

- 24 Which factor contributed most to the situation shown in the cartoon?
- (1) low tariff rates
 - (2) shortages of consumer goods
 - (3) nonregulation of banks
 - (4) creation of a national bank
-
- 25 The decision of the Supreme Court in *Korematsu v. United States* (1944) upheld the power of the president during wartime to
- (1) ban terrorists from entering the country
 - (2) limit a group's civil liberties
 - (3) stop mistreatment of resident legal aliens
 - (4) deport persons who work for enemy nations

- 26 Why was the United States called the “arsenal of democracy” in 1940?
- (1) The leaders in the democratic nations of Europe were educated in the United States.
 - (2) Most of the battles to defend worldwide democracy took place on American soil.
 - (3) The United States supervised elections in European nations before the war.
 - (4) The United States provided much of the weaponry needed to fight the Axis powers.
- 27 Shortly after entering World War II, the United States began the Manhattan Project to
- (1) work on the development of an atomic bomb
 - (2) increase economic production to meet wartime demands
 - (3) defend New York City against a nuclear attack
 - (4) recruit men for the military services
- 28 The experiences of African Americans serving in the military forces during World War II influenced their postwar decision to
- (1) renew support for the principle of separate but equal
 - (2) join the armed forces in record numbers
 - (3) increase efforts to end racial discrimination
 - (4) move back to the rural south
- 29 The main foreign policy objective of the Marshall Plan (1948–1952) was to
- (1) stop communist aggression in Korea
 - (2) fight poverty in Latin America
 - (3) rebuild the economies of European nations
 - (4) provide jobs for unemployed Americans
- 30 During the Korean War, President Harry Truman removed General Douglas MacArthur from command because MacArthur
- (1) called for an immediate end to the war
 - (2) refused to serve under the United Nations
 - (3) lacked the experience to provide wartime leadership
 - (4) threatened the constitutional principle of civilian control of the military

Base your answer to question 31 on the cartoon below and on your knowledge of social studies.



Source: Fred O. Seibel, *Richmond Times-Dispatch*

- 31 The United States carried out the idea expressed in this late 1940s cartoon by
- (1) forming a military alliance with Russia
 - (2) airlifting supplies to West Berlin
 - (3) accepting Russian authority over West Berlin
 - (4) agreeing to turn over control of Berlin to the United Nations
-
- 32 What was a result of the takeover of Cuba by Fidel Castro?
- (1) Relations between the Soviet Union and Cuba worsened.
 - (2) Many Cuban Americans returned to their homeland.
 - (3) Trade between the United States and Cuba increased.
 - (4) Many people fled from Cuba to the United States.

Base your answer to question 33 on the passage below and on your knowledge of social studies.

“ . . . I was disappointed not to see what is inside Central High School. I don’t understand why the governor [of Arkansas] sent grown-up soldiers to keep us out. I don’t know if I should go back. But Grandma is right, if I don’t go back, they will think they have won. They will think they can use soldiers to frighten us, and we’ll always have to obey them. They’ll always be in charge if I don’t go back to Central and make the integration happen. . . .”

— Melba Beals, *Warriors Don’t Cry*, an African American student, 1957

- 33 President Dwight D. Eisenhower reacted to the situation described in this passage by
- (1) forcing the governor of Arkansas to resign
 - (2) allowing the people of Arkansas to resolve the problem
 - (3) asking the Supreme Court to speed up racial integration
 - (4) sending federal troops to enforce integration
-
- 34 In 1965, Congress established Medicare to
- (1) provide health care to the elderly
 - (2) assist foreign nations with their health problems
 - (3) grant scholarships to medical students
 - (4) establish universal health care
- 35 The Supreme Court decisions in *Mapp v. Ohio*, *Gideon v. Wainwright*, and *Miranda v. Arizona* all expanded
- (1) integration of public facilities
 - (2) rights of the accused
 - (3) presidential powers
 - (4) equality in the workplace
- 36 The main purpose of the War Powers Act of 1973 was to
- (1) expand the power of Congress to declare war
 - (2) limit the president’s ability to send troops into combat abroad
 - (3) allow people to vote on the issue of United States commitments overseas
 - (4) end the Vietnam War on favorable terms

37 In the Supreme Court cases *New Jersey v. T.L.O.* and *Tinker v. Des Moines School District*, the Court ruled that

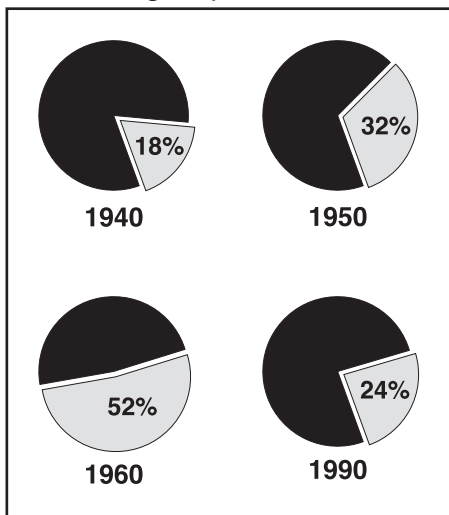
- (1) individual student rights are more important than a safe school environment
- (2) students can be expelled from school without a hearing
- (3) civil liberties can be both protected and limited in schools
- (4) the Bill of Rights does not apply to minors

38 In the United States, regional differences in economic development are primarily due to

- (1) settlement patterns of immigrant groups
- (2) pressure from various religious groups
- (3) state and federal election laws
- (4) geographic factors in various parts of the nation

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

**United States Budget,
1940–1990**
Percentage Spent on Defense



Source: *Historical Tables*, Budget of the United States Government, Fiscal Year 1997 (adapted)

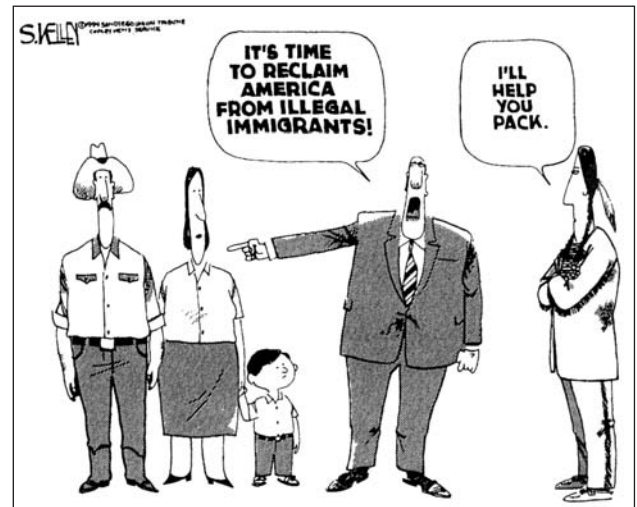
39 The changes shown on the chart most clearly reflect the

- (1) effects of the Cold War
- (2) influence of the business cycle
- (3) failure of United States military policy
- (4) reverses in political party control of Congress

40 In the United States, support for the passage and expansion of the North American Free Trade Agreement (NAFTA) has been strongest among

- (1) labor unions
- (2) environmentalists
- (3) big business
- (4) farmers

Base your answer to question 41 on the cartoon below and on your knowledge of social studies.



Source: Steve Kelley, San Diego *Union-Tribune*

41 What Native American Indian viewpoint does the cartoonist support?

- (1) Illegal immigrants should not be allowed to settle on Native American Indian reservations.
- (2) European settlers took Native American Indian land.
- (3) Government efforts to restrict immigration should be supported.
- (4) Native American Indians support government efforts to stop illegal immigration.

42 A major goal of the Republican Party since the 1980s has been to

- (1) increase welfare benefits
- (2) increase the size of the federal workforce
- (3) reduce defense spending
- (4) cut federal taxes

- 43 During the next 30 years, what will be the most likely impact of the baby boom that followed World War II?
- (1) More money will be spent on national defense.
 - (2) The cost of health care will decrease.
 - (3) Social Security will have to provide for increasing numbers of retired people.
 - (4) The elderly will be the smallest segment of the population.
- 44 The Articles of Confederation and the theory of nullification were both attempts to
- (1) strengthen the national government
 - (2) form new political parties
 - (3) protect states' rights
 - (4) strengthen the presidency
- 45 Which pair of circumstances represents an accurate cause-and-effect relationship?
- (1) more jobs in factories → migration of African Americans from the South to northern cities
 - (2) establishment of Jim Crow laws → beginning of Reconstruction
 - (3) Dred Scott decision → passage of the Fugitive Slave Law
 - (4) closing of the frontier → completion of the transcontinental railroad
- 46 In a United States history textbook, the terms *bread and butter unionism*, *Gospel of Wealth*, and *mechanization* would most likely be found in a chapter entitled
- (1) Reconstruction (1865–1877)
 - (2) Industrialization (1870–1900)
 - (3) Imperialism (1898–1905)
 - (4) The Roaring Twenties (1920–1929)
- 47 **“Soviets Create Iron Curtain in Eastern Europe”**
“Mao Zedong Leads Successful Revolution in China”
“North Korean Invasion of South Korea Leads to War”
- Which development is reflected in these headlines?
- (1) the post–World War II expansion of communism
 - (2) the beginning of détente between the Soviet Union and the United States
 - (3) the return to an isolationist foreign policy
 - (4) the beginning of pro-democracy movements during the Cold War
- 48 Presidents Franklin D. Roosevelt and Lyndon B. Johnson supported domestic policies that
- (1) favored only one region of the nation
 - (2) attempted to increase the wealth of the rich
 - (3) led to tax cuts for all Americans
 - (4) provided direct help to those in need
- 49 The change in the nation's attitude toward membership in the League of Nations and membership in the United Nations shows the contrast between
- (1) neutrality and containment
 - (2) appeasement and internationalism
 - (3) isolationism and involvement
 - (4) interventionism and détente
- 50 Which topic has been the focus of four different amendments to the United States Constitution?
- (1) voting rights
 - (2) term limits on federal officeholders
 - (3) the electoral college
 - (4) prohibition of alcoholic beverages

Answers to the essay questions are to be written in the separate essay booklet.

In developing your answer to Part II, be sure to keep these general definitions in mind:

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

Part II

THEMATIC ESSAY QUESTION

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

Theme: Reform Movements

Reform movements have been an important part of United States history.

Task:

Identify **two** reform movements in the United States since 1800 and for **each** reform movement

- Describe the historical circumstances that led to the need for reform
- State **one** goal of the movement and discuss **two** actions taken by the government, a group, or an individual in support of this goal
- Evaluate the extent to which the reform movement has made an impact on the United States

You may use any reform movement in the United States from 1800 to the present. Some suggestions you might wish to consider include the abolitionist movement, Populist movement, Progressive movement, women’s rights movement, civil rights movement, and the labor movement.

You are *not* limited to these suggestions.

Guidelines:

In your essay, be sure to

- Address all aspects of the *Task*
- Support the theme with relevant facts, examples, and details
- Use a logical and clear plan of organization
- Introduce the theme by establishing a framework that is beyond a simple restatement of the *Task* and conclude with a summation of the theme

In developing your answers to Part III, be sure to keep these general definitions in mind:

- (a) describe means “to illustrate something in words or tell about it”
- (b) discuss means “to make observations about something using facts, reasoning, and argument; to present in some detail”

Part III

DOCUMENT-BASED QUESTION

This question is based on the accompanying documents (1–8). The question is designed to test your ability to work with historical documents. Some of the documents have been edited for the purpose of this question. As you analyze the documents, take into account the source of each document and any point of view that may be presented in the document.

Historical Context:

During the 1800s, the federal government promoted westward expansion in a variety of ways. This expansion changed the shape and character of the country.

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 write the Part B essay in which you will be asked to

- Describe the actions taken by the federal government that led to westward expansion during the 1800s
- Discuss the impact of westward expansion on the United States

Part A

Short-Answer Questions

Directions: Analyze the documents and answer the short-answer questions that follow each document in the space provided.

Document 1



Source: *Historical Maps On File*, Revised Edition, Facts On File, Inc., 2003 (adapted)

- 1 Based on the map, state **two** methods used by the United States government to acquire new territory. [2]

(1) _____

Score

(2) _____

Score

Document 2

An act to provide for an exchange of lands with the Indians residing in any of the states or territories, and for their removal west of the river Mississippi.

Be it enacted by the Senate and House of Representatives of the United States of America, in Congress assembled, That it shall and may be lawful for the President of the United States to cause so much of any territory belonging to the United States, west of the river Mississippi, not included in any state or organized territory, and to which the Indian title has been extinguished [revoked], as he [the president] may judge necessary, to be divided into a suitable number of districts, for the reception of such tribes or nations of Indians as may choose to exchange the lands where they now reside, and remove there; and to cause each of said districts to be so described by natural or artificial marks, as to be easily distinguished from every other. . . .

— Indian Removal Act of 1830

- 2 Based on this document, state **one** way that the Indian Removal Act of 1830 would affect many Native American Indians. [1]

Score

Document 3

... Instead of this, however, we have been exerting [putting forth] our best efforts to propitiate [gain] her [Mexico's] good will. Upon the pretext that Texas, a nation as independent as herself, thought proper to unite its destinies with our own, she has affected to believe that we have severed [removed] her rightful territory, and in official proclamations and manifestoes has repeatedly threatened to make war upon us for the purpose of reconquering Texas. In the meantime we have tried every effort at reconciliation [restoring harmony]. The cup of forbearance [tolerance] had been exhausted even before the recent information from the frontier of the Del Norte [Mexican-American border]. But now, after reiterated [repeated] menaces, Mexico has passed the boundary of the United States, has invaded our territory and shed American blood upon the American soil. She has proclaimed that hostilities have commenced [begun], and that the two nations are now at war. . . .

— President James K. Polk, Message to Congress, May 11, 1846

- 3 Based on this passage, state **one** reason President Polk asked Congress to declare war on Mexico. [1]

Score

Document 4

... Regarding it as a war [Mexican War] to strengthen the “Slave Power,” we are conducted to a natural conclusion, that it is virtually, and in its consequences, a war against the free States of the Union. Conquest and robbery are attempted in order to obtain a political control at home; and distant battles are fought, less with a special view of subjugating [conquering] Mexico, than with the design of overcoming the power of the free States, under the constitution. The lives of Mexicans are sacrificed in this cause; and a domestic question, which should be reserved for bloodless debate in our own country, is transferred to fields of battle in a foreign land. . . .

— Resolution passed by the Massachusetts Legislature opposing the Mexican War;
Massachusetts House Documents, 1847

- 4 According to this resolution, what was **one** reason the Massachusetts legislature opposed the Mexican War? [1]

Score

Document 5

Stephen Douglas replied to Abraham Lincoln's question about the Kansas-Nebraska Act in a speech given at Freeport, Illinois. This reply occurred during the second debate in the political contest for the United States Senate seat from Illinois in 1858.

. . . The next question propounded [put forward] to me by Mr. Lincoln is, can the people of a Territory in any lawful way, against the wishes of any citizen of the United States, exclude slavery from their limits prior to the formation of a State Constitution? I answer emphatically, as Mr. Lincoln has heard me answer a hundred times from every stump [platform] in Illinois, that in my opinion the people of a Territory can, by lawful means, exclude slavery from their limits prior to the formation of a State Constitution. Mr. Lincoln knew that I had answered that question over and over again. He heard me argue the Nebraska bill [Kansas-Nebraska Act] on that principle all over the State in 1854, in 1855, and in 1856, and he has no excuse for pretending to be in doubt as to my position on that question. It matters not what way the Supreme Court may hereafter decide as to the abstract question whether slavery may or may not go into a Territory under the Constitution, the people have the lawful means to introduce it or exclude it as they please, for the reason that slavery cannot exist a day or an hour anywhere, unless it is supported by local police regulations. Those police regulations can only be established by the local legislature, and if the people are opposed to slavery they will elect representatives to that body who will by unfriendly legislation effectually prevent the introduction of it into their midst. If, on the contrary, they are for it, their legislation will favor its extension. Hence, no matter what the decision of the Supreme Court may be on that abstract question, still the right of the people to make a slave Territory or a free Territory is perfect and complete under the Nebraska bill. I hope Mr. Lincoln deems my answer satisfactory on that point. . . .

Source: Stephen Douglas, Freeport Doctrine, 1858

- 5 According to this document, how did the Kansas-Nebraska Act attempt to resolve the issue of slavery in the territories? [1]

Score

Document 6

. . . With the secession of Southern states from the Union and therefore removal of the slavery issue, finally, in 1862, the Homestead Act was passed and signed into law. The new law established a three-fold homestead acquisition process: filing an application, improving the land, and filing for deed of title. Any U.S. citizen, or intended citizen, who had never borne arms against the U.S. Government could file an application, improving the land and lay claim to 160 acres of surveyed Government land. For the next 5 years, the homesteader had to live on the land and improve it by building a 12-by-14 dwelling and growing crops. After 5 years, the homesteader could file for his patent (or deed of title) by submitting proof of residency and the required improvements to a local land office.

Local land offices forwarded the paperwork to the General Land Office in Washington, DC, along with a final certificate of eligibility. The case file was examined, and valid claims were granted patent to the land free and clear, except for a small registration fee. Title could also be acquired after a 6-month residency and trivial improvements, provided the claimant paid the government \$1.25 per acre. After the Civil War, Union soldiers could deduct the time they served from the residency requirements. . . .

— National Archives and Records Administration, *Teaching with Documents: The Homestead Act of 1862*

- 6 According to this document, how did the Homestead Act encourage the settlement of the West? [1]

Score

Document 7

... Sec.2. *And be it further enacted*, That the right of way through the public lands be, and the same is hereby, granted to said company [The Union Pacific Railroad Company] for the construction of said railroad and telegraph line; and the right, power, and authority is hereby given to said company to take from the public lands adjacent to the line of said road, earth, stone, timber, and other materials for the construction thereof; said right of way is granted to said railroad to the extent of two hundred feet in width on each side of said railroad where it may pass over the public lands, including all necessary grounds for stations, buildings, workshops, and depots, machine shops, switches, side tracks, turn-tables, and water stations. The United States shall extinguish as rapidly as may be, the Indian titles to all lands falling under the operation of this act and required for the said right of way and grants hereinafter made.

Sec.3. *And be it further enacted*, That there be, and is hereby, granted to the said company, for the purpose of aiding in the construction of said railroad and telegraph line, and to secure the safe and speedy transportation of the mails, troops, munitions of war, and public stores thereon, every alternate section of public land, designated by odd numbers, to the amount of five alternate sections per mile on each side of said railroad, on the line thereof, and within the limits of ten miles on each side of said road, not sold, reserved, or otherwise disposed of by the United States, and to which a preëmption or homestead claim may not have attached, at the time the line of said road is definitely fixed: *Provided*, That all mineral lands shall be excepted from the operation of this act; but where the same shall contain timber, the timber thereon is hereby granted to said company. And all such lands, so granted by this section, which shall not be sold or disposed of by said company within three years after the entire road shall have been completed, shall be subject to settlement and preëmption, like other lands, at a price not exceeding one dollar and twenty-five cents per acre, to be paid to said company. . . .

— The Pacific Railroad Act, July 1, 1862

- 7a According to this document, what did the federal government give the Union Pacific Railroad Company to help them construct the railroad and the telegraph line? [1]

Score

- b According to this document, how did the Pacific Railroad Act help the United States expand westward? [1]

Score

Document 8

“ . . . The white man, who possesses this whole vast country from sea to sea, who roams over it at pleasure, and lives where he likes, cannot know the cramp we feel in this little spot, with the underlying remembrance of the fact, which you know as well as we, that every foot of what you proudly call America, not very long ago belonged to the red man. The Great Spirit gave it to us. There was room enough for all his many tribes, and all were happy in their freedom. But the white man had, in ways we know not of, learned some things we had not learned; among them, how to make superior tools and terrible weapons, better for war than bows and arrows; and there seemed no end to the hordes [huge numbers] of men that followed them from other lands beyond the sea.

“And so, at last, our fathers were steadily driven out, or killed, and we, their sons, but sorry remnants of tribes once mighty, are cornered in little spots of the earth all ours of right—cornered like guilty prisoners, and watched by men with guns, who are more than anxious to kill us off.

“Nor is this all. The white man’s government promised that if we, the Shoshones, would be content with the little patch allowed us, it would keep us well supplied with everything necessary to comfortable living, and would see that no white man should cross our borders for our game, or for anything that is ours. *But it has not kept its word!* The white man kills our game, captures our furs, and sometimes feeds his herds upon our meadows. And your great and mighty government – Oh sir, I hesitate, for I cannot tell the half! It does not protect us in our rights. It leaves us without the promised seed, without tools for cultivating the land, without implements [tools] for harvesting our crops, without breeding animals better than ours, without the food we still lack, after all we can do, without the many comforts we cannot produce, without the schools we so much need for our children. . . .”

— Chief Washakie of the Shoshone tribe from a speech to Governor John W. Hoyt of the Wyoming Territory, 1878

- 8 According to this document, what were **two** criticisms that Chief Washakie had against the white man and/or the federal government? [2]

(1) _____

Score

(2) _____

Score

Part B

Essay

Directions: Write a well-organized essay that includes an introduction, several paragraphs, and a conclusion. Use evidence from at least **five** documents in your essay. Support your response with relevant facts, examples, and details. Include additional outside information.

Historical Context:

During the 1800s, the federal government promoted westward expansion in a variety of ways. This expansion changed the shape and character of the country.

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

- Describe the actions taken by the federal government that led to westward expansion during the 1800s
- Discuss the impact of westward expansion on the United States

Guidelines:

In your essay, be sure to

- Address all aspects of the task by accurately analyzing and interpreting at least **five** documents
- Incorporate information from the documents in the body of the essay
- Incorporate relevant outside information
- Support the theme with relevant facts, examples, and details
- Use 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 with a summation of the theme

Tear Here

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The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY
AND GOVERNMENT

Tuesday, August 17, 2004 — 12:30 to 3:30 p.m., only

ANSWER SHEET

Student Sex: ☐ Male
☐ Female

Teacher

School

Write your answers for Part I on this answer sheet, write your answers to Part III A in the test booklet, and write your answers for Parts II and III B in the separate essay booklet.

FOR TEACHER USE ONLY

Part I Score _____

Part III A Score _____

Total Part I and III A Score

Part II Essay Score _____

Part III B Essay Score _____

Total Essay Score

Final Score
(obtained from conversion chart)

Part I

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

No.
Right

The declaration below should be signed when you have completed the examination.

I do hereby affirm, at the close of this examination, that I had no unlawful knowledge of the questions or answers prior to the examination and that I have neither given nor received assistance in answering any of the questions during the examination.

Signature

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY AND GOVERNMENT

Tuesday, August 17, 2004 — 12:30 to 3:30 p.m., only

SCORING KEY AND RATING GUIDE

Updated information regarding the rating of this examination may be posted on the New York State Education Department's web site during the rating period. Visit the site <http://www.emsc.nysed.gov/osa/> and select the link "Examination Scoring Information" for any recently posted information regarding this examination. This site should be checked before the rating process for this examination begins and at least one more time before the final scores for the examination are recorded.

Contents of the Rating Guide

For both **Part II** (thematic) and **Part III B** (DBQ) essays:

- A content-specific rubric
- Prescored answer papers. Score levels 5 and 1 have two papers each, and score levels 4, 3, and 2 have three papers each. They are ordered by score level from high to low.
- Commentary explaining the specific score awarded to each paper
- Five prescored practice papers

For **Part III A** (scaffold or open-ended questions):

- A question-specific rubric

Mechanics of Rating

The following procedures are to be used in rating papers for this examination. More detailed directions for the organization of the rating process and procedures for rating the examination are included in the *Information Booklet for Administering and Scoring Regents Examinations in Global History and United States History and Government*.

United States History and Government

August 17, 2004

Part I

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

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THE STATE EDUCATION DEPARTMENT
Albany, New York 12234

Scoring the Part I Multiple-Choice Questions

On the detachable answer sheet, indicate by means of a checkmark each incorrect or omitted answer to multiple-choice questions; do not place a checkmark beside a correct answer. Use only red ink or red pencil. In the box provided on the answer sheet, record the number of questions the student answered correctly in Part I.

Rating the Essay Questions

- (1) Follow your school's procedures for training raters. This process should include:

Introduction to the task—

- Raters read the task
- Raters identify the answers to the task
- Raters discuss possible answers and summarize expectations for student responses

Introduction to the rubric and anchor papers—

- Trainer leads review of specific rubric with reference to the task
- Trainer reviews procedures for assigning holistic scores, i.e., by matching evidence from the response to the rubric
- Trainer leads review of each anchor paper and commentary

Practice scoring individually—

- Raters score a set of five papers independently without looking at the scores and commentaries provided
- Trainer records scores and leads discussion until the raters feel confident enough to move on to actual rating

- (2) When actual rating begins, each rater should record his or her individual rating for a student's essay on the rating sheet provided, *not* directly on the student's essay or answer sheet. The rater should *not* correct the student's work by making insertions or changes of any kind.
- (3) Each essay must be rated by at least two raters; a third rater will be necessary to resolve scores that differ by more than one point.

Rating the Scaffold (open-ended) Questions

- (1) Follow a similar procedure for training raters.
- (2) The scaffold questions need only be scored by one rater.
- (3) The scores for each scaffold question may be recorded in the student's examination booklet.

The scoring coordinator will be responsible for organizing the movement of papers, calculating a final score for each student's essay, recording that score on the student's Part I answer sheet, and determining the student's final examination score. The chart located at the end of these scoring materials must be used for determining the final examination score.

United States History and Government
Content-Specific Rubric
Thematic Essay—August 2004

Theme: Reform Movements

Reform movements have been an important part of United States history.

Task: Identify *two* reform movements in the United States since 1800 and for *each* reform movement

- Describe the historical circumstances that led to the need for reform
- State *one* goal of the movement and discuss *two* actions taken by the government, a group, or an individual in support of this goal
- Evaluate the extent to which the reform movement has made an impact on the United States

You may use any reform movement in the United States from 1800 to the present. Some suggestions you might wish to consider include the abolitionist movement, Populist movement, Progressive movement, women's rights movement, civil rights movement, and the labor movement.

Scoring Notes:

This question has a minimum of *eight* components of the task, i.e., *four* components for each of *two* reform movements: describing the historical circumstances (1), discussing two actions taken in support of a goal*(2), and evaluating the extent to which the reform movement made an impact (1).

*The focus of the second aspect of the task is the *discussion* of the *two* actions taken in an attempt to achieve a goal of the movement. A lengthy discussion or explanation of the stated goal is not required.

Score of 5:

- Shows a thorough understanding of reform movements in the United States since 1800
- Thoroughly addresses all aspects of the task evenly and in depth by identifying *two* reform movements in the United States since 1800, and for *each* reform movement, describing the historical circumstances that led to the need for reform, stating *one* goal of the reform movement, discussing *two* actions taken by the government, a group, or an individual in support of this goal, and evaluating the extent to which the reform movement has made an impact on the United States
- Shows an ability to analyze and evaluate issues and events relating to reform movements; is more analytical than descriptive such as for the *abolitionist movement*: describes how Frederick Douglass and John Brown had different strategies for achieving abolition of slavery; shows how even many northerners as well as southerners disapproved of the abolitionists' goals and tactics; discusses how John Brown came to be seen as a martyr by many northerners as the tensions between north and south increased; abolitionists' goal was achieved by the 13th amendment but even with the 14th and 15th amendments the former slaves did not have full equality within the South because of prejudice and practices such as poll taxes and Jim Crow laws
- Richly supports the theme with relevant facts, examples, and details such as for the *abolitionist movement*: William Lloyd Garrison edited *The Liberator*; John Brown's raid on the federal arsenal at Harper's Ferry; 13th, 14th and 15th amendments; black codes, Jim Crow laws; KKK activities; Solid South
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization
- Introduces the theme by establishing a framework that is beyond a simple restatement of the theme and concludes with a summation of the theme

Score of 4:

- Shows a good understanding of reform movements in the United States since 1800
- Addresses all aspects of the task but may do so somewhat unevenly by discussing all components of the task more thoroughly for one reform movement than for the other reform movement *or* by discussing some components of the task more thoroughly for both reform movements than the other components
- Shows an ability to analyze and evaluate issues and events relating to reform movements; may be more descriptive than analytical such as for the *abolitionist movement*: describes abolitionism without referring to the different groups within the abolitionist movement in terms of goals and tactics
- Includes relevant facts, examples, and details
- Is a well-developed essay, demonstrating a logical and clear plan of organization
- Introduces the theme by establishing a framework that is beyond a simple restatement of the theme and concludes with a summation of the theme

Note: When evaluating the criterion in Bullet 2 at score levels five and four, all ***four*** components for ***each*** of the ***two*** identified reform movements should be discussed.

Holistic scoring reminder: This note applies only to the evaluation of Bullet 2. A response meeting this criterion does not, by itself, make it a level 4 or a level 5 response.

Score of 3:

- Shows a satisfactory understanding of reform movements in the United States since 1800
- Addresses all aspects of the task in a limited way *or* addresses most aspects of the task fully
- Analyzes or evaluates issues and events, but not in any depth; may be more descriptive than analytical such as for the *abolitionist movement*: describes the movement as an attempt to end slavery; evaluates the movement as successful because the 13th movement abolished slavery but does not discuss the limitations placed upon the freed slaves during and after Reconstruction
- Includes some relevant facts, examples, and details such as Rosa Parks started a bus boycott; Seneca Falls convention; Harriet Tubman; Upton Sinclair and *The Jungle*; may include some minor inaccuracies
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Includes an introduction and conclusion that may be a simple restatement of the theme

Note: When evaluating the criterion in Bullet 2 at score level 3, at least ***five*** components should be addressed.

Holistic scoring reminder: This note applies only to the evaluation of Bullet 2. A response meeting this criterion does not, by itself, make it a level 3 response.

Exception: When a response meets level 5 criteria but is incomplete, at least ***four*** components should be addressed to receive a rating of 3.

Score of 2:

- Shows a limited understanding of reform movements in the United States since 1800
- Addresses some aspects of the task *or* addresses all aspects of the task in a very limited way
- May develop a faulty or weak analysis or evaluation of issues and events relating to reform movements
- Includes few relevant facts, examples, and details; may include some inaccuracies
- May demonstrate a major weakness in organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being discussed
- May lack an introduction and/or conclusion *or* these elements may not refer to the theme

Note: When evaluating the criterion in Bullet 2 at score level 2, at least ***four*** components should be addressed.

Holistic scoring reminder: This note applies only to the evaluation of Bullet 2. A response meeting this criterion does not, by itself, make it a level 2 response.

Score of 1:

- Shows little understanding of reform movements in the United States since 1800
- Minimally addresses some aspects of the task such as a very limited discussion of *at least one* reform movement without focusing explicitly on the three aspects of the task
- Lacks an analysis or evaluation of the issues and events relating to reform movements
- Includes few relevant facts, examples, or details; may include inaccuracies
- May demonstrate a major weakness in organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being discussed
- May lack an introduction and/or conclusion *or* these elements may not refer to the theme

Score of 0: Fails to address the task, is illegible, or is a blank paper

The United States of America is a country whose foundation is deeply rooted in three basic principles; liberty, unity, and ^{perhaps} most importantly, equality. Over the past two hundred years, significant changes have been made in the expansion of civil liberties, and two movements which exemplify this are the women's rights movement of the turn of the century and the civil rights movement of the 1950s and 1960s.

During the antebellum years and the Civil War, women began to take an active role in public society. People like Dorothea Dix and the Grimke sisters became key figures in the prison reform and ~~abolitionist~~ abolitionist movements respectively (as did freed slaves like Sojourner Truth), and others took on the vital position of nursing in the Civil War. Clara Barton, in founding the Red Cross, transformed nursing into the largely feminized profession it has become today. As these women and others took on larger, more public roles, the involvement of women in these other reform movements raised their consciousness of their inferiority as women,

politically and legally. As a result, a women's rights movement began to take shape with the goal of legal and political equality. It was led by Lucretia Mott, Elizabeth Cady Stanton, and, later on, Susan B. Anthony. An early sign of this was the Seneca Falls Convention, which brought widespread attention to women's demands for equality with the Declaration of Sentiments, a re-write of the Declaration of Independence. This served as both the starting point and rallying cry for women's rights advocates, and was the inspiration for suffragettes everywhere. Women's rights activists believed that equality could be achieved through politics, and worked hard to make women a viable force in American politics, through organizations like the Women's Christian Temperance Union. Their goal was reached in 1921, when the passage of the 19th Amendment gave all women the right to vote, offering a first step towards gender equality. It will take later actions, such as the Equal Pay Act and Roe v. Wade to give women more than simply political equality. Women remain unequal to men in many ways,

for example, the retention of the glass ceiling and the defeat of the Equal Rights Amendment.

Another movement greatly concerned with equality in U.S. government and society was the Civil Rights movement of the mid-twentieth century. Inspired in large part by the return of African-American veterans from World War II, this movement was a backlash against the segregationist and discriminatory laws of the South. These laws, known as Jim Crow laws, forced schools and other public places, like parks, benches, water fountains, restaurants, and buses to be segregated, reserving better facilities ^{exclusively} for ~~the~~ white citizens, and made it difficult for black citizens to engage in the most basic of American rights and privileges. Often, it was so difficult to even register that many African-Americans never voted. One of the first protests to segregation to achieve its goal was the Montgomery Bus Boycott, which lasted over a year and ended the segregation of public buses in Alabama in the 1950s. Inspired by the plight of Rosa Parks, a black woman who was arrested after

refusing to give up her seat to a white man on a bus, this boycott is best known for its large scale; in Montgomery, Alabama, not a single African-American person rode a public bus until the buses were desegregated. This demand for desegregation in the use of public transportation was probably inspired by the Supreme Court Case of *Brown v. The Board of Education (Topeka)*. In this ruling under Chief Justice Earl Warren, the Supreme Court ruled that separate facilities like schools, were "inherently unequal", and ordered the desegregation of all American public schools. While this ruling in and of itself was a victory, its impact was further cemented in Little Rock, Arkansas, when the National Guard was used to force the integration of nine high school students into a public school; thus ending blatant legal segregation. De facto segregation continued to be a problem for years to come. Thus, the civil rights movement began its long journey on the road to racial equality in the United States.

Reform movements have been vital to the development of our nation. The dedication of

the civil rights and women's rights movements to achieving racial and gender equality has deeply influenced the America we live in today, and ultimately, our country is all the better for it.

Anchor Level 5-A

The response:

- Shows a thorough understanding of reform movements in the United States since 1800
- Thoroughly addresses all aspects of the task evenly and in depth by identifying women's rights and civil rights, describing the historical circumstances that led to the need for reform, stating one goal of each reform movement, discussing two actions taken in support of this goal, and evaluating the extent to which the reform movement made an impact on the United States
- Shows an ability to analyze and evaluate issues and events relating to reform movements in the United States since 1800; is more analytical than descriptive (*women's rights movement*: the involvement of women in other reform movements raised their consciousness of their own inferiority as women politically and legally; the Seneca Falls Convention brought widespread attention to women's demands for equality; the Declaration of Sentiments was a re-write of the Declaration of Independence and served as both a starting point and a rallying cry for women's rights advocates; 19th amendment was the first step toward gender equality; women remain unequal to men in many ways with the retention of the Glass Ceiling and defeat of the Equal Rights Amendment; *civil rights*: inspired in large part by the return of African-American veterans from World War II, this movement was a backlash against the segregationist and discriminatory laws of the South; it was so difficult to even register that many African-Americans never voted; demand for desegregation in the use of public transportation was probably inspired by the Supreme Court case of *Brown v. Board of Education*; while this ruling in and of itself was a victory, its impact was further cemented in Little Rock, Arkansas, when the National Guard was used to force the integration of students into a public school)
- Richly supports the theme with relevant facts, examples, and details (*women's rights movement*: Dorothea Dix in prison reform; Grimke sisters and Sojourner Truth in abolitionist movement; Clara Barton in nursing; Lucretia Mott, Elizabeth Cady Stanton, Susan B. Anthony; Equal Pay Act; *Roe v. Wade*); *civil rights*: Jim Crow laws; Montgomery bus boycott; Rosa Parks; Alabama; Chief Justice Earl Warren; "inherently unequal"; de facto segregation) contains one minor error (passage of the 19th amendment in 1921)
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization
- Introduces the theme by establishing a framework that is beyond a simple restatement of the theme and concludes with more than a simple restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 5. Although there is one minor factual error, the response contains extensive analysis and factual information. All components of the task are thoroughly addressed.

Since the United States has become a nation in 1776, there have been many reform movements that have taken place and changed the course of history. Two of those such reform movements are: the civil rights movement and the Progressive movement. Both of these movements were very instrumental in helping the people of the nation who were being taken advantage of.

First of all, the civil rights movement has been a timeless ~~struggle~~ struggle for African Americans. Their major goal is just to ~~achieve~~ ~~achieve~~ achieve equal rights under the law. They have been helped many times, starting with the passage of the 13th (granting African Americans their freedom), ~~and the~~ the 14th (giving people equal protection under the law), and the 15th (giving the right of African American males over the age of 21 to vote) amendments. They were held back, however, with such things as the Jim Crow Laws which further restricted African Americans in the South, the literacy test, which forbid

people who couldn't read or write from voting, and the grandfather clause, which said that anybody who had a grandfather that could vote, and was over 21 could vote. One person that took an action to support this goal was Martin Luther King Jr. After Rosa Parks stood up for her ~~right~~ rights and refused to move from her seat on a bus in Alabama, Martin Luther King Jr. organized a boycott of the Montgomery Bus system, which he later got arrested for. Eventually, the bus system ~~releated~~ and allowed full rights of the African Americans on their bus system – they no longer had to move for a white person or sit in the back of the bus. Success in the bus boycott generated an increased focus in overcoming inequality in other areas. A ~~second~~ action that took place as part of the Civil Rights movement was the passing of the ~~Civil~~ Civil Rights Act in 1964, which took a ~~grant~~ giant step in the direction of African American rights. President John F. Kennedy

was all for this bill and a major supporter of it during and after Martin Luther King, Jr. organized a March in Washington of over 25,000 African Americans. When Kennedy was assassinated in Dallas, Lyndon B. Johnson took over and continued Kennedy's fight for civil rights. That is why in 1964, the long awaited Civil Rights Act was passed by Congress and signed by the President. This act outlawed discrimination on the basis of race in employment and public housing. This reform movement had a huge impact on the United States. The 1964 Civil Rights Act was a major step toward all of the Jim Crow laws being finally revoked, as well as all limitations placed just on African Americans in regards to voting. Despite these legal ~~meas~~ measures, there still exists de facto segregation, discrimination, and prejudice. However, this wasn't the only reform movement that benefited American Society.

Second of all, a second reform movement was the Progressive movement. The one major

goal of the movement was to eliminate corruption in ~~both~~ business practices and to protect the consumer. The people in this movement who tried to expose both kinds of this corruption were called muckrakers. There are two in particular that helped this movement greatly.

Upton Sinclair in ~~the~~ The Jungle exposed unsanitary conditions in meat packing plants. He described such things as rats in the sausage, cut off fingers being ground into sausage, spoiled meat being repackaged and sold to people, the overall filth of the plants, and the harsh working conditions for the workers. ~~Because~~ Because many people read the book, the Congress, with the support of Theodore Roosevelt, passed the Meat Inspection Act. This said that meat packing plants should be inspected for violations by the Department of Agriculture. Because this action, the American consumer was much safer. Later consumer protection laws would

further strengthen the Meat Inspection Act. The American ~~so~~ consumer can thus feel more confident when purchasing meat and other foods today.

Another person that was a major person behind the Progressive Movement was Ida Tarbell. She wrote The History of the Standard Oil Company which told of the corrupt business practices of Rockefeller and his oil company. In response to this book, several things were implemented, such as laws strengthening the Sherman Anti-Trust Act, (Hepburn Act and Clayton Act) prompting Theodore Roosevelt to begin trustbusting activities. The Supreme Court helped with the Northern Securities decision. This made business practices fairer. Tarbell's book made an impact in the United States by regulating the corrupt business practices. In ~~total~~ conclusion, the civil rights and the Progressive reform act played a great part in America's history.

Anchor Level 5-B

The response:

- Shows a thorough understanding of reform movements in the United States since 1800
- Thoroughly addresses all aspects of the task evenly and in depth by identifying civil rights and the Progressive movement, describing the historical circumstances that led to the need for reform, stating one goal of each reform movement, discussing two actions taken in support of this goal, and evaluating the extent to which the reform movement made an impact on the United States
- Shows an ability to analyze and evaluate issues and events relating to reform movements in the United States since 1800; is more analytical than descriptive (*civil rights*: helped by 13th, 14th, and 15th amendments; held back by Jim Crow laws, literacy tests, and grandfather clauses; success in the bus boycott generated an increased focus in overcoming inequality in other areas; Civil Rights Act of 1964 was a major step in revoking limitations on African Americans; despite these legal measures, there still exists de facto segregation, discrimination, and prejudice; *Progressive movement*: two muckrakers in particular helped this movement greatly; in response to *The History of the Standard Oil Company*, several things were implemented such as laws strengthening the Sherman Anti-Trust Act; consumer protection laws such as the Meat Inspection Act were passed)
- Richly supports the theme with relevant facts, examples, and details (*civil rights*: main provision of 13th, 14th, and 15th amendments; explains literacy; Rosa Parks and Montgomery bus boycott; Martin Luther King, Jr., organized a march on Washington; Lyndon B. Johnson continued Kennedy's fight for civil rights; the 1964 Civil Rights Act outlawed racial discrimination in employment and public housing; *Progressive Movement*: muckrakers; Upton Sinclair; *The Jungle*; Ida Tarbell; Rockefeller; Hepburn Act; Clayton Act; Theodore Roosevelt; trustbusting; Northern Securities decision)
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization
- Introduces the theme by establishing a framework that is beyond a simple restatement of the theme and concludes with a brief summation of the theme

Conclusion: Overall, the response fits the criteria for Level 5. Many details and several analytical comments are provided for all components of the task. For the Progressive movement, the evaluation of the impact of the movement is treated separately for Upton Sinclair and for Ida Tarbell.

The United States since its creation in the 18th century, has undergone a number of changes due to Reform movements. Such groups as the Populists, the Progressives, and even communal groups have impacted American society. Two major movements that dominated the centuries they ^{were} fought in, were the women's ^{rights} movement and the abolitionist movement. Each one experienced a long battle, but resulted in permanent changes for Americans and the Constitution.

The women's rights movement can be traced back to the Seneca Falls convention in upstate New York. There women gathered to protest their lack of rights and voice in politics. As a result, they created the Declaration of Women's Rights which stated that all men and women were created equal. From this sprang an increasing movement consisting of feminists and suffragettes to demand equality under the law. Although the movement declined into a period of lull for a time the Progressive era reawakened it. Women were becoming more active in the workplace and World War ^I brought even more women into industry. As the men went to fight, women occupied the American workforce. As a result of such women as Susan B. Anthony and Alice Paul the 19th amendment was passed ensuring women's right to vote. In addition to this, Alice Paul would urge for the Equal Rights Amendment which has yet to pass even to this day.

The road for women's rights was a difficult one but numerous victories were achieved. Today women are finally getting more of the respect they deserve, equally to their male counterparts in society.

Another influential movement was the abolitionist movement which fought primarily in the early to mid-19th century to end slavery. By the beginning of the 1800's more and more northern states had banned slavery. Due to this, a divisive line had been drawn between free and slave states. In the north an increasing number of whites began to see slavery as an obstacle for progress and societal improvement. It was in their eyes a contradiction to the free work that developed in the North and they saw the South as "backward." Soon individuals like William Garrison (who wrote the Liberator) called for the uncompensated abolition of slaves. He also allied himself with black abolitionists like Frederick Douglass. By the time the Civil War broke out, membership to abolitionist societies had mushroomed. Also, radicals like John Brown had already surfaced. John Brown in his famous raid of a federal arsenal hoped to cause slaves to revolt and although he was executed, during the Civil War his memory would be recognized as a martyr to northerners. As a result to the abolitionist movement, the tensions between north and south heightened and because of

the civil war the Emancipation Proclamation was issued. Later, the 13th Amendment would outlaw slavery and during Reconstruction the 14th and 15th Amendment would be created. Later they would be key to civil right cases.

Due to reform movements American society has been profoundly influenced helping to bring about greater equality. Today, women and African Americans have more rights because of the sacrifices of their predecessors and several new amendments were added to the constitution

Anchor Level 4-A

The response:

- Shows a good understanding of reform movements in the United States since 1800
- Addresses all aspects of the task but does so somewhat unevenly by discussing all components of the task more thoroughly for the abolitionist movement than for the women's rights movement
- Shows an ability to analyze and evaluate issues and events relating to these reform movements; is both descriptive and analytical (analytical aspects for the *abolitionist movement*: a divisive line had been drawn between free and slave states; in the north, an increasing number of whites began to see slavery as an obstacle for progress and societal improvement; saw South as "backward"; descriptive comments for the *women's rights movement*: can be traced to the Seneca Falls Convention; it protested their lack of rights and voice in politics)
- Includes relevant facts, examples, and details (*women's rights movement*: Susan B. Anthony; Alice Paul; Equal Rights Amendment has yet to pass; *abolitionist movement*: early to mid-19th century; more and more Northern states had banned slavery; William Lloyd Garrison wrote *The Liberator*; Frederick Douglass; radicals like John Brown; Emancipation Proclamation; 13th, 14th and 15th Amendments; Reconstruction); contains a minor inaccuracy (Declaration of Women's Rights)
- Is a well-developed essay, demonstrating a logical and clear plan of organization
- Introduces the theme by establishing a framework that is beyond a simple restatement of the theme and concludes with beyond a summation of the theme

Conclusion: Overall, this response fits the criteria for Level 4. All aspects of the task are addressed although somewhat unevenly. The treatment of the abolitionist movement is more thorough than for the women's rights movement with the discussion of women's rights tending to be more descriptive than analytical.

Throughout American history, reform movements have played a major role in society. Without some reform movements from the 1800 and 1900s the U.S. government and society would not be where they are today. Two examples of important reform movements are the prohibition movement and the women's suffrage movement. Both had a huge impact on U.S. history.

First, the prohibition movement was led to ban the sale and manufacturing of any alcoholic beverage. During this period in history men were taking their paychecks to the saloons and wasting them on liquor. This angered others, especially women who relied on their husband's paycheck to support their families. This prohibition movement was led by Carrie Nation and her upfront ways. She would go into saloons and take her ax and chop down the shelves of liquor to destroy the beverages. Men were upset with these actions so they protested and drank more. The Prohibition Amendment or the 18th Amendment was passed and it banned the manufacturing or sale of all alcoholic beverages—wine, beer, whiskey, etc. This did not stop the men however, because they would make "bathtub gin" and sit around in "speakeasies" drinking. The "bathtub gin" was homemade, illegal alcohol usually made by bootleggers who smuggled in the alcohol. Speakeasies were private, secretive saloons where the men would go drink—illegally. The

Prohibition Amendment was an unpopular law that couldn't be enforced. Eventually it was repealed by the 21st Amendment. Even though, the groups of women marched and protested the saloons until the 18th Amendment was passed, in the end their actions failed. Overall, this movement impacted US history because it made government realize that if a law is unpopular it is almost impossible to enforce it. Carrie Nation might not have closed saloons forever but she did have her 15-minutes of fame and put a mark on history. Although Prohibition is no longer in force, the use of alcohol is still a problem. DWI laws have been passed and organizations like MADD have been formed to address the problem of drinking and driving.

In addition to the Eighteenth Amendment the women's suffrage movement helped pass the 19th Amendment. Up^{until} 1919 women could not vote and were discriminating against just because of their sex. Susan B. Anthony and Elizabeth Cady Stanton are two well-respected and world-known suffragists. For example, Elizabeth Cady Stanton along with other suffragettes organized the Seneca Falls Convention in Seneca Falls, NY to fight for women's right to vote. Susan B. Anthony would go to an election, vote, and ^{be} arrested just to demonstrate her willingness. She would continue to go to elections, vote, and be arrested to bring attention to her

cause. The women would band together and march with banners and signs declaring they had the right to vote just like the men. All of their protesting, marching, and demonstrating passed the 19th Amendment of women's suffrage. This was one of the greatest accomplishments in the history of the United States by women. This has greatly impacted society of past and present. Women are now perceived equal to men, with similar jobs, pay, and political positions.

Susan B. Anthony was such a great fighter and role model that she had her own dollar coin minted for her. Without the women's suffrage movement this world that we live in would be a completely dark and patriarchal society.

In conclusion, reform movements have greatly influenced US history and society. Without these reforms, our history would not be filled with changes and greatness. Some of the greatest people are those who fought hard for what they believed in, even if their hopes were not passed.

Anchor Level 4-B

The response:

- Shows a good understanding of reform movements in the United States since 1800
- Addresses all aspects of the task but does so somewhat unevenly by not evaluating the impact of the women's rights movement as thoroughly as it does for Prohibition
- Shows an ability to analyze and evaluate issues and events relating to reform movements; is both descriptive and analytical (*Prohibition*: ban on the sale and manufacturing of any alcoholic beverage; men were taking their paychecks to saloons and wasting them on liquor; this angered others, especially women who relied on their husband's paycheck; movement was led by Carrie Nation; was an unpopular law that could not be enforced; overall, this movement impacted United States history because it made government realize that if a law is unpopular, it is almost impossible to enforce it; use of alcohol is still a problem; *women's rights movement*: Susan B. Anthony would continue to go to elections, vote, and be arrested to bring attention to her cause; this was one of the greatest accomplishments in the history of the United States by women; women are now perceived equal to men; without the women's suffrage movement, this world that we live in would be a completely dark and patriarchal society)
- Includes relevant facts, examples, and details (*Prohibition*: Carrie Nation would go into saloons and take her ax and chop down the shelves of liquor; 18th amendment; "bathtub gin" and "speakeasies"; DWI; MADD; *women's rights movement*: 19th amendment; 1919; Susan B. Anthony; Elizabeth Cady Stanton; Seneca Falls Convention)
- Is a well-developed essay, demonstrating a logical and clear plan of organization
- Introduces the theme by establishing a framework that is beyond a simple restatement of the theme and concludes by going beyond a simple restatement of the theme

Conclusion: Overall, this response fits the criteria for Level 4. Although the response contains mostly descriptive statements, it shows a good understanding of reform movements and includes some good analytical statements. The evaluation of the impact of Prohibition is stronger than the women's rights movement.

Throughout our history many different groups have struggled in order to be heard. We have seen a great deal of reform movements, some that were successful and others that were not. Either way reforms put up a long, tough battle in order to defend what they believed in.

The women's rights movement began because women felt they were being treated unfairly. Women lack job and education opportunity, they had no say in politics and they were expected to take on the traditional role of wife, mother, cook and maid.

In 1848 Elizabeth Cady Stanton and Lucretia Mott organized a meeting at Seneca Falls in New York for those who supported liberation for women. Little by little women began having more rights. During world war one and two while the men were off fighting the women had to take over their jobs. Many women began to realize that they liked the idea of working and receiving an education.

As women started their fight for job opportunity and educational opportunity, they realized that they were experiencing a great deal of discrimination from employers. If a woman was hired for a job she was paid less than a man was even though the job entailed the same tasks and hours. Now since women had won the right to vote in 1920 and the nineteenth amendment was made, they began to understand and research politics and legal things. When women discovered the Equal Opportunity Act they used that against employers so that they were be treated and paid just the same as men. Women also fought for the right of birth control and the ability to terminate a pregnancy. The Supreme Court helped to support the women's rights movement by ruling that a woman had the right to control her body. A woman could use a form of contraception if so desired and she also had the right to terminate a pregnancy.

The women's rights movement

was a long struggle. Women fought against discriminating and stood up to those who felt women should keep their traditional roles at home. In the end it was successful. Gradually women gained more rights and began to play different roles. If it were not for these strong and capable women who stood up for what they believed in the world would be a different place right now and women would probably still play the traditional role of a housewife.

The Civil Rights movement was a tough reform movement. African Americans faced a great deal of discrimination. They didn't have educational opportunity, employers would not hire them because of their skin color and they did not have the right to vote. African Americans dealt with a great deal of violent acts against them such as members of the KKK burning crosses on their lawns and other acts of terrorism. Little by little reform leaders such as Martin Luther King Jr. helped to change the ignorance. Martin Luther King Jr.

supported peaceful boycotts and gave speeches that were peaceful. The Civil Rights Movement made some progress and received some of the rights they desired but they were still separated from whites. There were segregated schools, theatres, restaurants, etc. But in a Supreme Court case *Brown v. Board of Education* the Supreme Court supported the rights of African Americans. This case determined that African Americans had the right to separate but equal. However the Court determined that the white school was obviously not equivalent to the black school so therefore the African American student has the right to attend the same school as the white children.

The Civil Rights Movement was a struggle for those included. Many of the reformers involved experienced acts of violence against them because of their beliefs. If it were not for these strong-willed people the world would still be a place of ignorance.

These two reform movements went through a long struggle that gradually became successful. There were many other reform movements aside from the two I mentioned that have helped to make things the way they are now. Reformers have left lasting impressions on all of our lives in one way or other and if they didn't defend their beliefs who knows what the world would be like today.

Anchor Level 4-C

The response:

- Shows a good understanding of reform movements in the United States since 1800
- Addresses all aspects of the task for women's rights and civil rights
- Shows an ability to analyze and evaluate issues and events relating to reform movements; is more descriptive than analytical (*women's rights movement*: the women's rights movement began because women felt they were being treated unfairly; they were expected to take on the traditional role of wife, mother, cook, and maid; little by little, women began having more rights; the women's rights movement was a long struggle; *civil rights movement*: African Americans did not have educational opportunities; employers would not hire them; lacked the right to vote)
- Includes relevant facts, examples, and details (*women's rights movement*: 1848; Elizabeth Cady Stanton; Lucretia Mott; meeting in Seneca Falls, New York; Supreme Court ruling that a women had the right to control her body; *civil rights movement*: KKK cross burnings; King supported peaceful boycotts and gave speeches that were peaceful); includes inaccuracies (Supreme Court in *Brown v. Topeka* determined that African Americans had the right to separate but equal; Equal Opportunity Act)
- Is a well-developed essay, demonstrating a logical and clear plan of organization
- Introduces the theme by establishing a framework that is beyond a simple restatement of the theme and concludes by going beyond a summation of the theme

Conclusion: Overall, this response fits the criteria for Level 4. The response shows a good command of the historical circumstances, goals, and actions concerning both reform movements but is somewhat weak in evaluating the impact of these movements.

Reform movements have been an important part of United States history. Two reform movements that have had a significant impact on the United States since 1800 are the Labor and Civil Rights movements. Both have had a profound effect on the United States.

In the last half of the 1800's, people began flocking to cities to find jobs in the many factories that were appearing. To their dismay, there were long hours, unequal pay, child employment, no worker benefits, no vacations, and hazardous working conditions. Machines with protruding parts whirled, grinders blazed at fantastic speeds, and there were no safety precautions. Workers would get limbs taken off, serious injuries, and even death from using the machines. Kids got into the grinders. The general population had no clue to this until writers began to expose the workplace. Upton Sinclair's "Jungle" depicted the hazardous and unsanitary conditions in the workplace. Eventually, labor unions pressed for reforms. Today, things such as equal pay, standard hours, paid vacation, medical coverage, safety precautions, and worker benefits are commonplace.

Another movement that rocked the nation was the Civil Rights movement. As far back as there have been different races in contact with each other,

there has always been conflict. Black slaves were freed in the U.S., but they were discriminated against ~~as~~ after. In the 1950's and 60's the Black population was still unequal in their rights. Black people were not allowed to sit at the bar in restaurants. Black people were expected to give up their seats to a white person if they desired it. Black people could not get jobs and if they did, then they were paid less. In any court trial case where a Black person was involved, the white person was judged innocent, even with solid, hard evidence. On buses, black people were to sit in the back. A woman, Rosa Parks, refused to comply and was arrested. Marches were held and harmless protesters were beaten. Martin Luther King, the leader of the Civil Rights movement, was assassinated. He can only suspect by a white person. Despite those setbacks, Black people still got their rights. Today, people of all races work together with little to no racial discrimination.

Reform movements can be peaceful or violent. Some reform movement do get violent, and that's when the movement begins to lose meaning. There have been many reform movements since the 1900's, and they have all come out to improve some aspect of American Society.

Anchor Level 3-A

The response:

- Shows a satisfactory understanding of reform movements in the United States since 1800
- Addresses all aspects of the task in a limited way for the labor movement and civil rights
- Analyzes or evaluates issues and events, but not in any depth; is more descriptive than analytical (*labor movement*: in the late 1800s, people began flocking to the cities to find jobs; to their dismay, there were long hours, unequal pay, child employment, no worker benefits, no vacations, and hazardous working conditions; workers would get limbs taken off; Sinclair's *The Jungle* depicted hazardous and unsanitary conditions in the workplace; labor unions pressed for reforms; today such things as equal pay, standard hours, paid vacations are commonplace; *civil rights movement*: black slaves were freed in the United States, but they were discriminated against after; in the 1950s and 60s, the black population was still unequal in rights; Martin Luther King, Jr., the leader of the civil rights movement, was assassinated)
- Includes some relevant facts, examples, and details (*labor movement*: machines with protruding parts whirled; there were no safety precautions; *civil rights movement*: black people were expected to give up their seats to a white person if they desired it; on buses, black people were to sit in the back; Rosa Parks); contains a statement of questionable accuracy (today, people of all races work together with little to no racial discrimination)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Includes an introduction that is little more than a simple restatement of the theme and a conclusion that goes somewhat beyond a simple restatement of the theme.

Conclusion: Overall, this response fits the criteria for Level 3. All aspects of the task are addressed but with little analysis and detailed information. Sweeping generalizations weaken some arguments.

There were many important reform movements during the history of the United States. Two, of which that have great importance are the Civil Rights Movement and the Progressive era. These both addressed major issues that required immediate resolution.

The progressive era took place immediately after the gilded age, which was a lavish time where the rich indulged in many exotic forms of entertainment and the poor just continued sink deeper into poverty. The progressive era which followed sought to remedy this situation and make the lives of all Americans liveable. Theodore Roosevelt was the president during this time period. He was known for his "Trust Busting". Trusts were in essence, monopolies over certain trades and transportation, such as the railroads, and oil. "Trust Busting", was Theodore Roosevelt's attempts to get rid of them and make anybody who wanted to be involved in a business be able to take part in it. A group of journalists who became known as "The Muckrakers" also assisted in disassembling the trusts. These journalists dug up all corrupt aspects about society and made them visible to the public eye. They revealed many things, such as the living conditions

of poor people, as seen in photos from Jacob Reis, and ~~what~~ goes on in the meat packing industries, which is shown in "The Jungle" by Upton Sinclair. These alerted the public to the corruption in its world and helped to rid the United States of these problems. This movement was very successful in cleaning up much of America.

The ~~civil~~ rights movement was an extremely important time period in which African-Americans fought for civil rights and equality. In the past, African-Americans were segregated and were not treated as equals by many people. The goal of this movement was to give equal rights to African-American citizens. Some factors which contributed to the success of this era was the Montgomery bus boycott and the March on Washington. The Montgomery bus boycott began when Rosa Parks

Anchor Level 3-B

The response:

- Shows a satisfactory understanding of reform movements in the United States since 1800
- Addresses all aspects of the task in a limited way for the Progressive Era and most aspects for the civil rights movement in a limited way
- Analyzes or evaluates issues and events, but not in any depth; is more descriptive than analytical (*Progressive Era*: took place immediately after the gilded age which was a lavish time; a group of journalists known as “the muckrakers” also assisted in disassembling the trusts; *civil rights movement*: an extremely important time period in which African Americans fought for civil rights and equality; African Americans were segregated and not treated as equals)
- Includes several relevant facts, examples, and details for the Progressive Era but few for the civil rights movement (*Progressive Era*: the rich indulged in many exotic forms of entertainment and the poor sank deeper into poverty; Theodore Roosevelt was president during this time period; is known for trust busting; trusts were in essence monopolies; muckrakers dug up all corrupt aspects about society; exposed living conditions of the poor; photos from Jacob Riis; *The Jungle* by Upton Sinclair; *civil rights movement*: Montgomery bus boycott; March on Washington)
- Demonstrates a general plan of organization
- Includes an introduction that goes beyond a simple restatement of the theme and lacks a conclusion

Conclusion: Overall, this response meets the criteria for Level 3. The response is more descriptive than analytic. The treatment of the Progressive Era is more thorough than that of the Civil Rights movement, which has few details.

Reform movements have had a huge impact on the history of the United States. From the prohibition ~~movement~~ movement of the 1920's to the ~~abolitionist~~ abolitionist movement of the 1850's and 60's they have had a varying affect on history. Two movement that had a large effect were the women's right's movement and the civil rights movement.

The civil rights movement was brought about because of the segregation enforced from Jim Crow laws. Everything was segregated even schools. The goal of the civil rights ~~movement~~ movement was to gain equal rights for African Americans. One action taken to reach the goal of equal rights was the formation of the NAACP (National Association for the Advancement of Colored People). This organization organized strikes and lobbied in congress for civil rights. Another action taken was the Birmingham bus boycott initiated by Rosa Parks the black woman who would not give up her seat on the bus. This boycott brought civil rights to the attention of all Americans. These actions eventually gained ~~the women's right's movement~~ civil rights for African Americans under law but in many parts of the U.S. they were and still are segregated against.

The women's rights movement was brought about

because women did much of the work around the house and still had very little rights of their own. The main goal of this movement was to gain women's suffrage or the right to vote. One action that was taken to try and reach their goal was the organization and holding of the Seneca Falls convention which laid out their intentions for ~~for~~ the women's rights movement. Another action was taken by a person Susan B. Anthony who worked tirelessly to try and help gain the vote for ~~men~~ women. She ~~lobby~~ lobbied congress and organized protests. The women's rights movement was eventually successful gaining the right to vote.

Many Reforms throughout American history have been successful. It proves the American system of democracy true everytime. These reforms have also shaped the American culture and landscape.

Anchor Level 3-C

The response:

- Shows a satisfactory understanding of reform movements in the United States since 1800
- Addresses all aspects of the task in a limited way for civil rights and women's rights
- Analyzes or evaluates issues and events, but not in any depth; is more descriptive than analytical (*civil right movements*: segregation was enforced from Jim Crow laws; everything was segregated even schools; one action taken was the formation of the NAACP; it lobbied in Congress for civil rights; boycott brought civil rights to the attention of all Americans; these actions gained civil rights for African Americans under law, but they were and still are segregated against; *women's rights movement*: the women's rights movement was brought about because women did much of the work around the house and still had very little rights of their own; organization and holding of the Seneca Falls Convention laid out intentions for the women's rights movement)
- Includes some relevant facts, examples, and details (*civil rights movement*: NAACP; Rosa Parks; *women's rights movement*: the main goal was to gain women suffrage; Seneca Falls Convention; Susan B. Anthony worked to try and help gain the right to vote for women; she lobbied Congress and organized protests) includes some inaccuracies (Birmingham bus boycott; misuse of the word *segregated* instead of *discriminated*)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Includes an introduction and a conclusion that go beyond a simple restatement of the theme

Conclusion: Overall, this response fits the criteria for Level 3. All aspects of the task are addressed in a limited way. Although the introduction and conclusion are good, the response contains little analysis and lacks sufficient detailed information for a level 4 response.

Reform is like a gradual evolution of a nation for better. Reform is a major part of any country and very important in the evolution of the United States. One major reform in the United States was the abolishment of slavery.

The abolishment of slavery came about because of the use of African slaves on cotton plantations in the former Confederacy. During the United States Civil war, the Union thought slavery as inhuman and strips the Africans of their natural rights. This gave the Union an edge to win the war. After the Union won the war, slavery was abolished, but even before it was truly abolished, steps were taken to abolish it before hand. One such example was the writing of the novel *Uncle Tom's Cabin* which addressed this problem to the public. One other example of actions taken to abolish slavery was the "underground railroad" headed by Harriet Tubman which freed slaves to the Union and Canada.

A second reform in the United States was the civil rights movements. Although African-Americans were free, they had little to no rights and though the rule was separate but equal, it wasn't so. The purpose of the civil rights movement was to have blacks and whites coexist in peace. Actions taken were marches held by African-Americans. These peaceful demonstrations moved the hearts of all Americans. Another action was that of Dr. Martin Luther King Jr. whose speeches and messages gave the movement a face and a dream, and it is due to his dreams and the people that it was a success.

Anchor Level 2-A

The response:

- Shows a limited understanding of reform movements in the United States since 1800
- Addresses some aspects of the task for abolition and civil rights with no evaluation of the abolitionist movement and only a brief evaluation of the civil rights movement
- Develops a weak analysis of issues and events relating to reform movements (*abolitionist movement*: Union thought slavery was inhuman and strips the Africans of their natural rights; gave the Union an edge to win the war; *civil rights movement*: although African Americans were free, they had little to no rights and though the rule was separate but equal, it wasn't so; the peaceful demonstrations moved the hearts of all Americans)
- Includes few relevant facts, examples, and details (*abolitionist movement*: slaves were used on cotton plantations; after the Union won the war, slavery was abolished; *Uncle Tom's Cabin*; "underground railroad" headed by Harriet Tubman which freed slaves to the Union and Canada; *civil rights movement*: peaceful demonstrations; Dr. Martin Luther King Jr.'s speeches and messages gave the movement a face and a dream)
- Demonstrates a general plan of organization
- Includes an introduction that goes beyond a simple restatement of the theme but lacks a conclusion

Conclusion: Overall, this response fits the criteria for Level 2. Most aspects of the task are addressed in a very limited way. Some factual information is presented but not developed.

Reform movements have been an important part of United States History. From the 1800's up through today reform movements have shaped the United States. The women's rights movement, and the civil rights movement had a dramatic effect on the United States history.

The women's rights movement took place in the 1800's. During this movement women did whatever it took to get the same rights as men had. Before this movement women could not vote or go and get a job.

During this movement a lady called Susan B. Anthony was arrested in Rochester, NY. Susan was arrested for voting illegally at a poll. After Susan got out of jail she pushed for women to have the right to vote. When Susan went to court she explained what women had the right to do. The government after hearing Susan B. Anthony passed the right for women to vote legally.

The civil rights movement was not much different from the women's rights movement. This movement was for the blacks in the United States. Before this movement blacks had to deal with segregation in schools, restaurants, and city buses.

One day on a bus Rosa Parks sat in the front of the bus, and was asked to move for a white person. When asked to move Rosa failed to move so she was arrested by the police.

After all of the arrest, segregation, and the riots a guy named Martin Luther King Jr. did something. Martin Luther King Jr. led a parade of black people to Washington D.C. where he gave a speech. Martin called his the "I have a dream speech". In his speech he talked about segregation, and the unfair treatment of black people. After many riots, and Martin's speech the government came in. The government gave black's the same rights as the white people had. There was many more reform movements I thought those were the most important in U.S. History.

Anchor Level 2-B

The response:

- Shows a limited understanding of reform movements in the United States since 1800
- Addresses some aspects of the task for women's rights and civil rights, but mentions only one action for women's rights and states a brief impact for both reform movements
- Develops a weak analysis of issues and events relating to reform movements (*women's rights movement*: during this movement, women did whatever it took to get the same rights as men had; *civil rights movement*: the civil rights movement was not much different from the women's rights movement; these are the two most important reform movements in United States history)
- Includes few relevant facts, examples, and details (*women's rights movement*: Susan B. Anthony arrested in Rochester, NY for voting; *civil rights movement*: segregation in schools, restaurants, and city buses; Rosa Parks; Martin Luther King Jr.; "I have a dream speech"); includes several inaccuracies (Susan B. Anthony went to jail; in her court trial, Anthony explained what women had the right to do; the government after hearing Susan B. Anthony passed the right for women to vote legally)
- Demonstrates a general plan of organization
- Includes an introduction that goes beyond a simple restatement of the theme and a conclusion that expresses a personal opinion

Conclusion: Overall, this response fits the criteria for Level 2. There are several factual errors in the discussion of women's rights and very little analysis of information.

Throughout history there have been many people who have strived for a change. Reform movements have always been a part of U.S. History. Without reform, our society would've never changed. The women's rights movement and the labor movement are perhaps the two most important because of ~~the~~ ^{the} impact ~~one~~ they made for today's society.

The women's rights movement was fought by courageous females who looked toward the future and wanted change. They wanted equal rights. ~~the early 19th century~~ Women such as Susan B Anthony, attended the Seneca falls convention. They wanted equal rights in the workforce, in voting and in political areas. If it had not been for them attending the convention, maybe women today would still not be able to vote.

Another reform movement was ~~the~~ labor reform. Before the movement factory conditions were dangerous. Young children

would work long hours in the unstable conditions. Women & children were paid pennies & were forced to strain themselves. The movement made the work day shorter and children had to be over a certain age in order to work.

Without these reform movements our lives would be different today. Because of these reforms their are constitutional rights for women and labor laws

Anchor Level 2-C

The response:

- Shows a limited understanding of reform movements in the United States since 1800
- Addresses some aspects of the task for women's rights and labor, mentioning one action and making a simple evaluation for the women's rights movement and discussing no actions taken to achieve the goal for the labor movement
- Develops a weak analysis of issues and events relating to reform movements (*women's rights movement*: fought by courageous females who looked to the future and wanted change; *labor movement*: the movement made the workday shorter and children had to be over a certain age in order to work)
- Includes few relevant facts, examples, and details (*women's rights movement*: goal was women rights; Seneca Falls convention; *labor movement*: young children would work long hours in unstable conditions; children worked for pennies and were forced to strain themselves); includes an inaccuracy (Susan B. Anthony attended the Seneca Falls Convention)
- Demonstrates a general plan of organization
- Includes both an introduction and conclusion that go beyond a simple restatement of the theme.

Conclusion: Overall, this response fits the criteria for Level 2. Only some aspects of the task are addressed with very little analysis and little specific information.

Reform movements have been an important part of United States history. Two of the many reform movements are the abolitionists movement and the civil rights movement.

The abolitionists movement was when people, during the time of slavery, ~~and~~ tried to end slavery. That was the main goal. One person in particular risked her life to ~~save~~^{free} many people. Her name was Harriet Tubman. She would lead ~~peas~~ runaway slaves to Canada where they could be free. This reform had a big impact on the United States but not right away. It took a while for slaves to finally become free.

Anchor Level 1-A

The response:

- Shows little understanding of reform movements in the United States since 1800
- Minimally addresses some aspects of the task for abolitionism
- Contains weak analysis (this reform had a big impact but not right away; it took a while for slaves to finally become free)
- Includes few relevant facts, examples, or details (Harriet Tubman)
- Demonstrates a weakness in organization
- Contains an introduction that is a simple restatement of the theme and lacks a conclusion

Conclusion: Overall, this response fits the criteria for Level 1. This response has a very limited discussion of the abolitionist movement. Although the introduction identifies a second reform movement, the civil rights movement is not discussed.

Reform movements have been an important part of United states History. Two reforms that was picked was the civil Rights Movement and the women's rights movement. These two reforms disrespected and regulated the rights of many. Though the reforms caused dissappointment, presently people are happy for them.

The civil Rights movement gave most of the rights all citizens have today. In the 1800's the civil rights movement caused much confusion. How could people live a happy, regular life without rules protecting your freedom. The civil Rights movement made the U.S. what is today a free country.

Because of the women's right movement, they now have the right to vote. Women even have their own amendment giving them the right to vote. Women's position in the 1800's was being a house wife now they are independent. Most women now are even in to spots in their work office.

Anchor Level 1-B

The response:

- Shows little understanding of reform movements in the United States since 1800
- Minimally addresses some aspects of the task for women's rights and makes general statements about civil rights
- Contains very little analysis (women's positions in the 1800s was being a housewife, now they are independent; the civil rights movement made the United States a free country)
- Includes few relevant facts, examples, or details (women even have their own amendment giving them the right to vote)
- Demonstrates a major lack of focus (*civil rights movement*: no particular group is mentioned)
- Contains an introduction that is a simple restatement of the theme and lacks a conclusion

Conclusion: Overall, this response fits the criteria for Level 1. The analytical statements and factual information regarding the women's rights movement are minimal. The statements about civil rights are general in nature and do not address the various aspects of the task.

Reform movements have been an important part of United States history. Without many of the Reform movements that occurred, ~~the~~ many minority groups would still be discriminated against today. Two major reform movements that occurred in the 1900's were the Civil Rights Movement and the Women's right movement. In both cases, equality was gained and laws were passed protecting them.

These Reform movements were needed because Women and African Americans were being discriminated against. The inequality Women and blacks received was amazing, that is why they knew they needed a reform. The main goal of the Women Rights Movement was to give women the right to vote. There were many strikes by women to gain the right to vote. In some cases, women dressed up as men just to cast a vote. Finally the government gave in to giving women the right to vote after years of protest. Now, ~~w~~ women have the right to vote and it makes a big difference in presidential or other political elections.

African Americans were fighting for freedom as well. Even though they were given the right to vote, most couldn't because they were required to take a

literacy test or pay a poll tax. That wasn't the main goal of the Civil Rights Movement. The main goal was to be equal to the white people and to have non-segregated buses, bars, bathrooms etc. One leader of the reform movement was Martin Luther King Jr. After Rosa Parks ~~she~~ refused to move from her seat on the bus, King was able to get African Americans to boycott the buses for a year. After a year they were able to ride the bus and sit where they wanted. The turning point of this movement was when Eisenhower desegregated the military. After that, African Americans began to gain rights and be treated equally.

Almost every reform movement has had success in the past. These movements are only needed when the government is not doing everything for the country. Without the reform movements that occurred, ~~The~~ the U.S. would be a totally different country today. ~~The~~ The movements strengthened our country and united everyone.

Reform Movements have been an important part of United States history. Two reform movements that made a big impact in history were the progressive movement and the labor movement. These two reform movements have improved life for a lot if not all Americans.

The Progressive movement dealt with improving the evils of the industrial revolution. For example it broke up Trusts, Monopolies, Pools, worked on getting certain rights, and laws passed. Another goal was the Pure Food and Drug Act which made food safer because inspectors visited areas that made food and did tests and checked whether the food was safe or not.

The labor movement dealt with helping employees. The unions worked at improving work safety procedures. Also worked for shorter work days and better pay. If they had benefits they were really lucky, but they worked for benefits or better benefits. The first original union was called the Knights of Labor.

Reform Movements have been an important part of the United States history. These two have definitely played a major role in American history. The impact changed America for the better.

There have been many reform movements in the United States since 1800. Some were successful and other were not; due to many reasons. These reforms shaped our government into what it is today.

One reform movement was the Progressive Movement. This movement sought to end the monopolies and corruption of the so-called "Big Business" during the early 1900's. This movement was headed by Presidents, such as Theodore Roosevelt, William Taft, Woodrow Wilson, and others. These presidents used legislation, such as the Meat Inspection Act, the Pure Food And Drug Act, and other such legislation to take action against Big Business. The government also protected workers, and unions, and regulated business for the first time. The Progressive Movement contributed to all of the regulations in businesses, and programs to protect workers, and the unemployed.

Another reform, that was a little earlier than the Progressive movement, was the ~~Abolition~~ Abolitionist movement around in the mid- to late 1800's. This movement sought

an end to slavery. Leaders in the movement; like Frederick Douglass, Harriet Tubman, and others, used actions, such as actively speaking out, or writing articles in newspapers, to combat slavery. They also help organize ~~the~~ Underground Railroad to help slaves escape slavery. This reform had a lasting effect on states rights, lessening them and strengthening the federal government. For the fight over slavery ended in civil war between the states. Also this movement helped shape the Civil Rights movement by giving Black Americans a spirit of freedom.

Reform movements have been an important part of United States history. These two reform movements are just a very small part of the whole of reform movements since 1800. Many of them helped shape the government in many ways.

Reform movements have been an important part of United States history. 2 very important reform movements were the civil rights movement and the woman rights movement.

During the civil rights movement blacks were denied the rights of whites. One specific instance is when Rosa Parks would not give up her seat in the front of ~~the~~ the bus. She caused a movement to continue that changed things forever.

During the womens rights movements, women were trying to gain the same rights as men. Such as the right to vote.

In conclusion Reform movements have been an important part of United States History. ~~The~~ Such ~~as~~ the civil rights movement and the womens rights movements

Throughout history, certain groups in the United States have taken steps for change in order to bring reform to the American lifestyle. Two movements which proved most important to American history was both the women's Rights movement of the late 19th (1810-1860) Century and the Civil Right's movement of the 1960's. These movements were important to the fabric of American history because their valiant strides for change, left a legacy in which later generations would benefit.

The Women's Right's movement had its ^{far} ~~far~~ ^{which included} ~~which included~~ founders reach as far back into history, ~~which included~~ Abigail Adams's. Proponents of the women's movement sought to obtain equality ^{for women in a man's world.} ~~for women in a man's world.~~ Their initial goal was to obtain the ^{right} ~~right~~ to vote in which they could obtain the ^{status} ~~right~~ in which they sought. The Seneca Falls convention of the ^{mid} ~~mid~~ 1800's conjured up supporters for women's rights. Among the attendees, Luricice Mott and Elizabeth Cady Stanton. Seen as the backbone of the women's movement they made a list of grievances, in which they produced the Declaration of ~~Sentiments~~ ^{Sentiments} which rewrote the Declaration of Independence.

to include women within it. ^{This document} ~~document~~ ~~was~~ exemplified women's determination for equality.

It was the goal of women to break free from their sphere of domesticity. It was the actions of pre 1920 and 30's that allowed women of the future the power to vote. As far back as Sejourne Truth, a runaway slave, who wrote the poem, "Ain't I a Woman," instilled the desire for equality with the minds of women. Such pieces of ~~literary~~ literary work gave rise to future proponents for the Women's Rights movement, which included Betty ^{Friedan} ~~Friedman~~, author of The Feminine Mystique. She urged women to break free from the bonds of the "coffee concentration camps" often found in towns modelled after Levittown. The actions above stimulated participation of a mass number of women in their quest for ~~no~~ more than merely the right to vote.

Another group, historically deprived of equality were African Americans. Their apparent goals included ^{coincidentally} ~~coincidentally~~ ~~inequivalent~~ equal rights as well as voting rights just like women. Blacks, predating back to the civil war faced discrimination which lasted up to the

1960's until the emergence of the Civil Rights movement. Their reason for reform was that many blacks felt that they had ~~earned~~^{earned} the right to vote as well as equality from fighting for "their" country in both world wars. This belief stimulated their desire as well as their own movement. Two actions in which they used collectively was unification through pride in their culture as well as non violent tactics known as passive resistance. The unification of Africans was an important idea for black, for power lay in numbers, in which they felt brotherhood would make them stronger. Renewed interest in their pride through the Harlem Renaissance, brought back a greater respect for African heritage. Speakers often voiced that "their culture was beautiful." Langston Hughes emphasized black pride in his poems.

Proponents of the Civil Rights movement often encountered prejudice and violence along their path of reform. The action undertaken to show that they would not give up so easily, passive resistance. Speaker, Martin Luther King Jr. voiced the need for this action. Passive resistance came in the forms of Boycotts, the Montgomery Bus incident, as well as sit ins. With this nonviolent tactics African Americans were jailed by the numbers.

Poll taxes were lifted and African Americans had access to the political power and voice that they craved. They had achieved their equality.

Both the Civil Rights movement and women's Right movement played an ~~integral~~ integral role in American history for both supporters of each group. Their actions and perseverance helped them seek their goal. Their actions have left a legacy on their children, America. From their actions we have been instilled with the belief that anything is possible and that with enough energy and self belief, anything is possible!

Practice Paper A—Score Level 2

The response:

- Shows a limited understanding of reform movements in the United States since 1800
- Addresses all aspects of the task in a very limited way for women's rights and a limited way for civil rights
- Develops a faulty analysis of issues and events relating to reform movements (*women's rights movement*: exaggerates the idea of the use of strikes and women dressing up as men as two methods women used to get the right to vote; *civil rights movement*: the turning point was desegregation of the military)
- Includes relevant facts, examples, and details (*civil rights movement*: African Americans were required to take a literacy test or pay a poll tax; the main goal was to be equal to the white people and to have non-segregated buses, bars, bathrooms; leader of movement was Martin Luther King, Jr.; Rosa Parks; bus boycott); includes an inaccuracy (Eisenhower desegregated the military)
- Demonstrates a general plan of organization
- Includes both an introduction and conclusion that go beyond a simple restatement of the theme

Conclusion: Overall, this response fits the criteria for Level 2. The treatment of the reform movements is uneven. More factual information is provided for civil rights than for women's rights. In general, the information and analysis are weak.

Practice Paper B—Score Level 2

The response:

- Shows a limited understanding of reform movements in the United States since 1800
- Addresses all aspects of the task in a very limited way for the Progressive and the labor movements
- Contains little analysis of these reform movements (*Progressive movement*: dealt with improving the evils of the industrial movement; *labor movement*: dealt with helping employees)
- Includes few relevant facts, examples, and details (*Progressive movement*: it broke up trusts, monopolies, pools; worked on certain rights and laws passed; Pure Food and Drug Act did tests and determined whether the food was safe or not; *labor movement*: helping employees; safety procedures; worked for shorter workdays and better pay; worked for benefits or better benefits; Knights of Labor)
- Demonstrates a general plan of organization
- Contains an introduction and conclusion that go beyond a simple restatement of the theme

Conclusion: Overall, this response fits the criteria for Level 2. All aspects of the task are addressed in a very limited way. Although two goals are mentioned for the Progressive movement, very little analysis and specific detail are provided. The evaluation of the impact is quite simplistic.

Practice Paper C—Score Level 3

The response:

- Shows a satisfactory understanding of reform movements in the United States since 1800
- Addresses most aspects of the task fully for the Progressive movement and the abolitionist movement
- Analyzes issues and events, but not in any depth; is more descriptive than analytical (*Progressive movement*: sought to end monopolies and corruption of big business; presidents used legislation to take action against big business; the government regulated business for the first time; *abolitionist movement*: had a lasting effect on states rights, lessening them and strengthening the federal government; helped shape the civil rights movement by giving Black Americans a spirit of freedom)
- Includes some relevant facts, examples, and details; (*Progressive movement*: headed by Presidents Theodore Roosevelt, William Taft, and Woodrow Wilson; Meat Inspection Act; *abolitionist movement*: mid to late 1800's; Frederick Douglass; Harriet Tubman; Underground Railroad) includes minor inaccuracies (Progressive movement contributed to protecting the unemployed; abolitionist movement around in the mid to late 1800s)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Includes both an introduction and conclusion that go beyond a simple restatement of the theme

Conclusion: Overall, this response fits the criteria for Level 3. Most aspects of the task are addressed with some detail, but with limited analysis and some overgeneralizations such as the government also protected workers and unions during the Progressive movement.

Practice Paper D—Score Level 1

The response:

- Shows little understanding of reform movements in the United States since 1800
- Minimally addresses some aspects of the task for civil rights and women’s rights
- Contains little analysis (*civil rights movement*: Rosa Parks caused a movement to continue that changed things forever)
- Includes few relevant facts, examples, or details (*civil rights movement*: Rosa Parks would not give up her seat)
- Demonstrates a major weakness in organization in that all of the components of the task are not specifically addressed
- Contains both an introduction and conclusion that are a simple restatement of the theme

Conclusion: Overall, this response fits the criteria for Level 1. For the civil rights movement, a brief description of historical circumstances is given, an action of Rosa Parks is stated, and a brief evaluation is included; however, for the women’s rights movement only the goal is provided.

Practice Paper E—Score Level 4

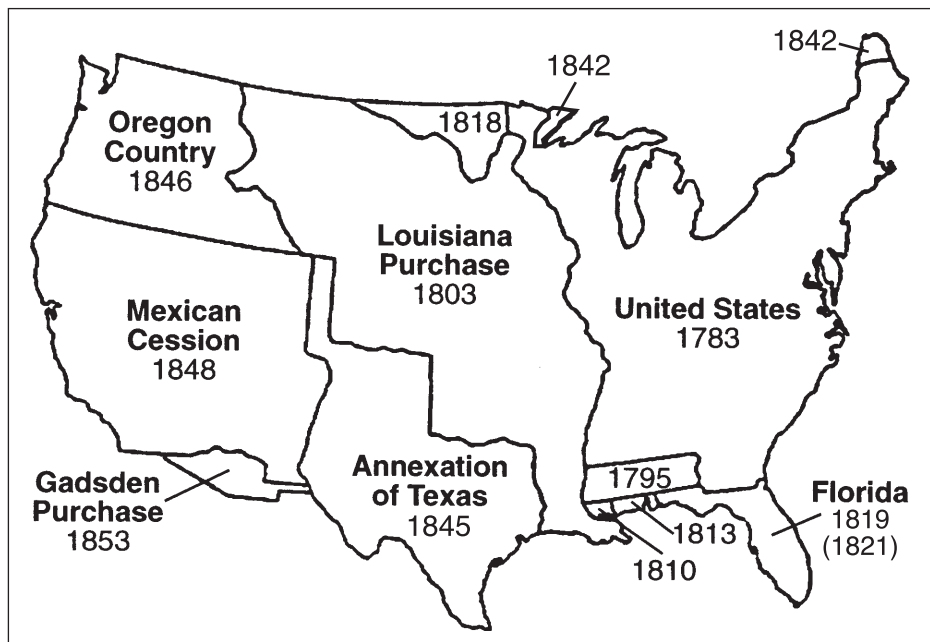
The response:

- Shows a good understanding of reform movements in the United States since 1800
- Addresses all aspects of the task but does so somewhat unevenly with a more limited discussion of the impact of both the women’s rights and the civil rights movements than of the other aspects of the task
- Shows an ability to analyze and evaluate issues and events relating to reform movements; is both descriptive and analytical (*women’s rights*: Abigail Adams, founder of the women’s rights movement; states the goal as obtaining equality for women in a man’s world and then breaks this into the initial goal of the right to vote and a later goal to break free from their sphere of domesticity; Betty Friedan’s ideas stimulated participation of a mass number of women in their quest for more than merely the right to vote; *civil rights*: African American’s apparent goal, coincidentally like women, was the right to vote; their reason for reform was that many blacks felt that they had earned the right to vote as well as equality from fighting for “their” country in both World Wars)
- Includes relevant facts, examples, and details (*women’s rights*: women’s convention of the mid-1800s; Seneca Falls Convention attended by Lucretia Mott and Elizabeth Cady Stanton; they made a list of grievances at this convention and produced the Declaration of Sentiments which rewrote the Declaration of Independence; Sojourner Truth; Betty Friedan; *The Feminine Mystique*; bonds of “coffee concentration camps”; *civil rights*: passive resistance; Harlem Renaissance; Langston Hughes; Martin Luther King, Jr.; Montgomery bus incident; sit-ins; poll taxes)
- Is a well-developed essay, demonstrating a logical and clear plan of organization
- Introduces the theme by establishing a framework that is beyond a simple restatement of the theme and concludes by going beyond a summation of the theme

Conclusion: Overall, this response fits the criteria for Level 4. The response is both descriptive and analytical; however, the evaluation of the impact of both reform movements is very limited. This weakness offsets the quality of the introduction and conclusion.

Document 1

Territorial Growth of the United States (1783–1853)



Source: *Historical Maps On File*, Revised Edition, Facts On File, Inc., 2003 (adapted)

- 1** Based on the map, state *two* methods used by the United States government to acquire new territory.

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each method used by the United States government to acquire new territory
Examples: purchase; annexation; cession; war; treaty

Score of 0:

- Incorrect response
Examples: government gave land away; manifest destiny
- Vague response that does not answer the question
Examples: they acquired it; territorial growth
- No response

Document 2

An act to provide for an exchange of lands with the Indians residing in any of the states or territories, and for their removal west of the river Mississippi.

Be it enacted by the Senate and House of Representatives of the United States of America, in Congress assembled, That it shall and may be lawful for the President of the United States to cause so much of any territory belonging to the United States, west of the river Mississippi, not included in any state or organized territory, and to which the Indian title has been extinguished [revoked], as he [the president] may judge necessary, to be divided into a suitable number of districts, for the reception of such tribes or nations of Indians as may choose to exchange the lands where they now reside, and remove there; and to cause each of said districts to be so described by natural or artificial marks, as to be easily distinguished from every other. . . .

— Indian Removal Act of 1830

2 Based on this document, state *one* way that the Indian Removal Act of 1830 would affect many Native American Indians.

Score of 1:

- States an effect of the Indian Removal Act of 1830 on many Native American Indians
Examples: Indians would be removed west of the Mississippi; Indians would trade their land for land in the west; western land would be divided for tribes; the President would be able to decide which United States land the Indians could live on; the President could relocate Indians to any unorganized territory west of the Mississippi

Score of 0:

- Incorrect response
Examples: Indians can choose where they want to live; the President should do what is lawful; Indians can no longer live in states or territories; Congress should assemble
- Vague response that does not answer the question
Examples: exchange of lands; west of the river Mississippi
- No response

Document 3

. . . Instead of this, however, we have been exerting [putting forth] our best efforts to propitiate [gain] her [Mexico's] good will. Upon the pretext that Texas, a nation as independent as herself, thought proper to unite its destinies with our own, she has affected to believe that we have severed [removed] her rightful territory, and in official proclamations and manifestoes has repeatedly threatened to make war upon us for the purpose of reconquering Texas. In the meantime we have tried every effort at reconciliation [restoring harmony]. The cup of forbearance [tolerance] had been exhausted even before the recent information from the frontier of the Del Norte [Mexican-American border]. But now, after reiterated [repeated] menaces, Mexico has passed the boundary of the United States, has invaded our territory and shed American blood upon the American soil. She has proclaimed that hostilities have commenced [begun], and that the two nations are now at war. . . .

— President James K. Polk, Message to Congress, May 11, 1846

3 Based on this passage, state *one* reason President Polk asked Congress to declare war on Mexico.

Score of 1:

- States why President Polk wanted Congress to declare war on Mexico
Examples: Mexico crossed the United States boundary; Mexico wanted to recognize Texas; American blood was shed on American soil; Mexico has killed Americans; Mexico has declared war; Mexico has invaded United States territory; United States has tried every effort at reconciliation; negotiations have failed

Score of 0:

- Incorrect response
Example: Americans want to avoid war
- Vague response that does not answer the question
Examples: Mexico has a boundary; hostilities; Americans demanded it
- No response

Document 4

. . . Regarding it as a war [Mexican War] to strengthen the “Slave Power,” we are conducted to a natural conclusion, that it is virtually, and in its consequences, a war against the free States of the Union. Conquest and robbery are attempted in order to obtain a political control at home; and distant battles are fought, less with a special view of subjugating [conquering] Mexico, than with the design of overcoming the power of the free States, under the constitution. The lives of Mexicans are sacrificed in this cause; and a domestic question, which should be reserved for bloodless debate in our own country, is transferred to fields of battle in a foreign land. . . .

— Resolution passed by the Massachusetts Legislature opposing the Mexican War;
Massachusetts House Documents, 1847

4 According to this resolution, what was *one* reason the Massachusetts legislature opposed the Mexican War?

Score of 1:

- Identifies a reason the Massachusetts legislature opposed the Mexican War
Examples: it would strengthen “slave power”; intended to be the extension of slavery; the South would have more power; the war would be fought to overcome the power of the free states; the lives of Mexicans would be sacrificed

Score of 0:

- Incorrect response
Examples: it would help the South’s economy; it would give the North control over the government; Mexico had been annexed
- Vague response that does not answer the question
Examples: readjust the balance of power; a natural conclusion; they wanted control
- No response

Document 5

Stephen Douglas replied to Abraham Lincoln's question about the Kansas-Nebraska Act in a speech given at Freeport, Illinois. This reply occurred during the second debate in the political contest for the United States Senate seat from Illinois in 1858.

. . . The next question propounded [put forward] to me by Mr. Lincoln is, can the people of a Territory in any lawful way, against the wishes of any citizen of the United States, exclude slavery from their limits prior to the formation of a State Constitution? I answer emphatically, as Mr. Lincoln has heard me answer a hundred times from every stump [platform] in Illinois, that in my opinion the people of a Territory can, by lawful means, exclude slavery from their limits prior to the formation of a State Constitution. Mr. Lincoln knew that I had answered that question over and over again. He heard me argue the Nebraska bill [Kansas-Nebraska Act] on that principle all over the State in 1854, in 1855, and in 1856, and he has no excuse for pretending to be in doubt as to my position on that question. It matters not what way the Supreme Court may hereafter decide as to the abstract question whether slavery may or may not go into a Territory under the Constitution, the people have the lawful means to introduce it or exclude it as they please, for the reason that slavery cannot exist a day or an hour anywhere, unless it is supported by local police regulations. Those police regulations can only be established by the local legislature, and if the people are opposed to slavery they will elect representatives to that body who will by unfriendly legislation effectually prevent the introduction of it into their midst. If, on the contrary, they are for it, their legislation will favor its extension. Hence, no matter what the decision of the Supreme Court may be on that abstract question, still the right of the people to make a slave Territory or a free Territory is perfect and complete under the Nebraska bill. I hope Mr. Lincoln deems my answer satisfactory on that point. . . .

Source: Stephen Douglas, Freeport Doctrine, 1858

5 According to this document, how did the Kansas-Nebraska Bill attempt to resolve the issue of slavery in the territories?

Score of 1:

- Identifies how the Kansas-Nebraska Bill attempted to resolve the issue of slavery in the territories

Examples: states can decide to be free or slave; the people of the state could decide; people could exclude slavery prior to the formation of a state constitution; people can introduce or exclude slavery as they please; popular sovereignty

Score of 0:

- Incorrect response
Examples: tried to change slave territories into states; made every state free
- Vague response that does not answer the question
Examples: legislate slavery; Mr. Lincoln asked questions
- No response

Document 6

. . . With the secession of Southern states from the Union and therefore removal of the slavery issue, finally, in 1862, the Homestead Act was passed and signed into law. The new law established a three-fold homestead acquisition process: filing an application, improving the land, and filing for deed of title. Any U.S. citizen, or intended citizen, who had never borne arms against the U.S. Government could file an application, improving the land and lay claim to 160 acres of surveyed Government land. For the next 5 years, the homesteader had to live on the land and improve it by building a 12-by-14 dwelling and growing crops. After 5 years, the homesteader could file for his patent (or deed of title) by submitting proof of residency and the required improvements to a local land office.

Local land offices forwarded the paperwork to the General Land Office in Washington, DC, along with a final certificate of eligibility. The case file was examined, and valid claims were granted patent to the land free and clear, except for a small registration fee. Title could also be acquired after a 6-month residency and trivial improvements, provided the claimant paid the government \$1.25 per acre. After the Civil War, Union soldiers could deduct the time they served from the residency requirements. . . .

— National Archives and Records Administration, *Teaching with Documents: The Homestead Act of 1862*

6 According to this document, how did the Homestead Act encourage the settlement of the West?

Score of 1:

- States how the Homestead Act encouraged the settlement of the West
Examples: homesteaders could claim 160 acres; land was free after 5 years; settlers could buy land for \$1.25; Union soldiers were encouraged to settle in the West

Score of 0:

- Incorrect response
Examples: it told people to settle in the West; you must be a citizen
- Vague response that does not answer the question
Examples: land would be occupied; it was a law passed by Congress
- No response

Document 7

. . . Sec.2. *And be it further enacted*, That the right of way through the public lands be, and the same is hereby, granted to said company [The Union Pacific Railroad Company] for the construction of said railroad and telegraph line; and the right, power, and authority is hereby given to said company to take from the public lands adjacent to the line of said road, earth, stone, timber, and other materials for the construction thereof; said right of way is granted to said railroad to the extent of two hundred feet in width on each side of said railroad where it may pass over the public lands, including all necessary grounds for stations, buildings, workshops, and depots, machine shops, switches, side tracks, turn-tables, and water stations. The United States shall extinguish as rapidly as may be, the Indian titles to all lands falling under the operation of this act and required for the said right of way and grants hereinafter made.

Sec.3. *And be it further enacted*, That there be, and is hereby, granted to the said company, for the purpose of aiding in the construction of said railroad and telegraph line, and to secure the safe and speedy transportation of the mails, troops, munitions of war, and public stores thereon, every alternate section of public land, designated by odd numbers, to the amount of five alternate sections per mile on each side of said railroad, on the line thereof, and within the limits of ten miles on each side of said road, not sold, reserved, or otherwise disposed of by the United States, and to which a preëmption or homestead claim may not have attached, at the time the line of said road is definitely fixed: *Provided*, That all mineral lands shall be excepted from the operation of this act; but where the same shall contain timber, the timber thereon is hereby granted to said company. And all such lands, so granted by this section, which shall not be sold or disposed of by said company within three years after the entire road shall have been completed, shall be subject to settlement and preëmption, like other lands, at a price not exceeding one dollar and twenty-five cents per acre, to be paid to said company. . . .

— The Pacific Railroad Act, July 1, 1862

7a According to this document, what did the federal government give the Union Pacific Railroad Company to help them construct the railroad and the telegraph line?

Score of 1:

- Identifies what the Union Pacific Railroad Company received from the federal government to help them construct the railroad and the telegraph line

Examples: the right of way through public lands; materials for construction from adjacent lands; United States would extinguish Indian land titles on railroad lands; sections of land to sell to the public

Score of 0:

- Incorrect response
Examples: a guarantee to transport mail; rights to mineral deposits; land owned by homesteaders
- Vague response that does not answer the question
Examples: designation by odd numbers; Indian titles
- No response

7b According to this document, how did the Pacific Railroad Act help the United States expand westward?

- States how the Pacific Railroad Act helped the United States expand westward
Examples: faster transportation; troops could be moved to the west to keep people safe; land not sold during construction will be available to the public; messages could be sent by telegraph; mail and public goods would be safe and move more quickly; made travel westward easier; people were able to travel and communicate better

Score of 0:

- Incorrect response
Examples: timber was cut down; land was added
- Vague response that does not answer the question
Examples: land on both sides of the railroad; expansion; construction
- No response

Document 8

“ . . . The white man, who possesses this whole vast country from sea to sea, who roams over it at pleasure, and lives where he likes, cannot know the cramp we feel in this little spot, with the underlying remembrance of the fact, which you know as well as we, that every foot of what you proudly call America, not very long ago belonged to the red man. The Great Spirit gave it to us. There was room enough for all his many tribes, and all were happy in their freedom. But the white man had, in ways we know not of, learned some things we had not learned; among them, how to make superior tools and terrible weapons, better for war than bows and arrows; and there seemed no end to the hordes [huge numbers] of men that followed them from other lands beyond the sea.

“And so, at last, our fathers were steadily driven out, or killed, and we, their sons, but sorry remnants of tribes once mighty, are cornered in little spots of the earth all ours of right—cornered like guilty prisoners, and watched by men with guns, who are more than anxious to kill us off.

“Nor is this all. The white man’s government promised that if we, the Shoshones, would be content with the little patch allowed us, it would keep us well supplied with everything necessary to comfortable living, and would see that no white man should cross our borders for our game, or for anything that is ours. *But it has not kept its word!* The white man kills our game, captures our furs, and sometimes feeds his herds upon our meadows. And your great and mighty government – Oh sir, I hesitate, for I cannot tell the half! It does not protect us in our rights. It leaves us without the promised seed, without tools for cultivating the land, without implements [tools] for harvesting our crops, without breeding animals better than ours, without the food we still lack, after all we can do, without the many comforts we cannot produce, without the schools we so much need for our children. . . .”

— Chief Washakie of the Shoshone tribe from a speech to Governor John W. Hoyt of the Wyoming Territory, 1878

8 According to this document, what were *two* criticisms that Chief Washakie had against the white man and/or the federal government?

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each complaint that Chief Washakie had against the white man and/or the federal government
Examples: the federal government has not kept its word; has not provided seed, necessary tools, breeding animals, food, and/or schools; white men took their land; Indians were cornered like prisoners and watched by men with guns

Score of 0:

- Incorrect response
Examples: the Great Spirit gave the land to whites; tools and weapons were made
- Vague response that does not answer the question
Examples: comforts cannot be produced; schools are needed
- No response

United States History and Government

Content-Specific Rubric

Document-Based Question—August 2004

Historical Context: During the 1800s, the federal government promoted westward expansion in a variety of ways. This expansion changed the shape and character of the country.

Task:

- Describe the actions taken by the federal government that led to westward expansion during the 1800s
- Discuss the impact of westward expansion on the United States

Scoring Notes:

1. The response must use examples of westward expansion that occurred in the 1800s, unless the example is used as background information to explain what occurred in the 1800s, e.g., the Mississippi River changes hands and becomes property of the French, thus negating the Pinckney Treaty.
2. The same example may be used as both an action of the federal government and an impact of westward expansion, depending on how that example is explained.
3. The actions taken by the federal government that led to westward expansion during the 1800s and the impact do not need to be related.
4. The impact of westward expansion on the United States may be political, economic, or social, i.e., the social and political impact of westward expansion could focus on the slavery controversy and the Civil War *or* the political impact of westward expansion could focus on the annexation of Texas and the Mexican War.

Key Ideas from the Documents

Actions Taken by the Federal Government That Led to Westward Expansion During the 1800s

Purchased Louisiana and Gadsden; Annexed Texas; Acquired Oregon Country, Florida, and other territories; Forced cession by Mexico (doc 1)
Forced migration of Native American Indians (doc 2)
Entered Mexican-American War (docs 3 and 4)
Opened territories to possibility of slavery—Kansas-Nebraska bill (doc 5)
Passed Homestead Act—160 acres to a homesteader (doc 6)
Passed Pacific Railroad Act—alternate sections of land given to railroad to sell (doc 7)

Impact of Westward Expansion on the United States

Territorial expansion of the United States to the Pacific (doc 1)
More land for settlers (docs 2, 5, 6, and 7)
Development of specific lands set aside for Native American Indians (doc 2)
Movement of Native American Indians to designated areas (docs 2 and 8)
Government policies restrict Native Americans to designated areas (docs 2 and 8)
Desire of Texans to join the United States; Mexican invasion of American soil leading to war (doc 3)
Opposition to the Mexican War as an excuse to extend slavery and gain political power (doc 4)
Issue of expansion of slavery into new territories (doc 5)
Increase in population of West because of availability of cheap land (doc 6)
Facilitate the movement of troops, goods, and mail to the West on railroads; Unused land to be sold to public by railroad (doc 7)
Native American Indian resentment of westward movement (doc 8)

Relevant Outside Information

(This list is not all-inclusive.)

Actions Taken by the Federal Government That Led to Westward Expansion During the 1800s

Treaties	Oregon Territory; Webster-Ashburton Treaty; Florida Purchase Treaty; Adams-Onís Treaty
Wars	Texan War for Independence; Mexican-American War gained California and the Southwest
Purchases	Louisiana—Thomas Jefferson’s goal to gain control of the Mississippi River leads to purchase from Napoleon; French offer leads to constitutional dilemma; Gadsden Purchase—proposed southern transcontinental railroad route leads to purchase
Manifest Destiny	desire to complete concept
Native Americans	Jackson ignored Supreme Court and forced migration Native Americans west of Mississippi

Impact of Westward Expansion on the United States

Lewis and Clark and Pike expeditions (information on the West)
Supreme Court Cases (<i>Worcester v. Georgia</i>)
Trail of Tears; cultural genocide; destruction of buffalo; government policies regarding Native-American religious activities (Ghost Dance); Post-Civil War Native American Indian conflicts (Sioux Wars, Wounded Knee); Dawes Act; reservations (described but not identified in doc 2)
Polk’s election (mandate for westward expansion)
Slavery controversy; Wilmot Proviso; Compromise of 1850; “Bleeding Kansas”; Dred Scott case; balance of power in the Senate (free states versus slave states); popular sovereignty (described but not identified in doc 5)
Gold Rush; Silver Mining; impact on currency; Vigilante justice; ghost towns; Granger movement; Populist movement
Challenges of life on the plains; economic impact of Great Plains
Frederick Jackson Turner’s frontier thesis; safety-valve
Opportunities for women, immigrants, and African-Americans
Environmental impact

Score of 5:

- Thoroughly addresses all aspects of the task by describing *at least two* actions taken by the federal government that led to westward expansion during the 1800s and by discussing the impact of westward expansion on the United States
- Incorporates accurate information from at least *five* documents (see Key Ideas Chart)
- Incorporates substantial relevant outside information related to westward expansion (see Outside Information Chart)
- Richly supports the theme with many relevant facts, examples, and details; is more analytical than descriptive such as relating the mining frontier to the national debate over inflation of currency *or* discussing the extension of slavery and its impact on the balance of power in the Senate
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization
- Includes an introduction and conclusion that are beyond a simple restatement of the theme

Score of 4:

- Addresses all aspects of the task by describing *at least two* actions taken by the federal government that led to westward expansion during the 1800s and by discussing the impact of westward expansion on the United States, but discussion of one aspect of the task may be less thorough than discussion of the other aspect
- Incorporates accurate information from at least *five* documents
- Incorporates relevant outside information related to westward expansion
- Includes relevant facts, examples, and details; may be more descriptive than analytical such as describing the mining frontier or the extension of slavery
- Is a well-developed essay, demonstrating a logical and clear plan of organization, but may use the documents in a less integrated manner than in a Level 5 response
- Includes an introduction and conclusion that are beyond a simple restatement of the theme

Score of 3:

- Addresses all aspects of the task in a limited way *or* addresses most aspects of the task fully by describing *at least two* actions of the federal government that led to westward expansion during the 1800s *or* by describing *one* action of the federal government that led to westward expansion during the 1800s and discussing the impact of westward expansion on the United States
- Incorporates some information from some of the documents
- Incorporates little or no relevant outside information
- Includes some relevant facts, examples, and details; may be more descriptive than analytical; may include some minor inaccuracies
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Includes an introduction and conclusion that may be a simple restatement of the theme

Score of 2:

- Addresses some aspects of the task by describing an action of the federal government that led to westward expansion during the 1800s *or* by discussing the impact of westward expansion on the United States
- Makes limited use of the documents; may only restate portions of the documents
- Presents little or no relevant outside information
- Includes few relevant facts, examples, and details; may include some inaccuracies
- May demonstrate a major weakness in organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being discussed
- May lack an introduction and/or conclusion *or* these elements may not refer to the theme

Score of 1:

- Shows a limited understanding of the task, but addresses some aspect of the topic
- Makes vague, unclear references to the documents
- Presents no relevant outside information
- Includes few or no relevant facts, examples, or details; may include inaccuracies
- May demonstrate a major weakness in organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being discussed
- May lack an introduction and/or conclusion *or* these elements may not refer to the theme

Score of 0:

- Fails to address the task, is illegible, or is a blank paper

Throughout world history, as one country, or even just one group of people expanded, they would leave a lasting impact, affecting the new people they ran into, or possibly the new land they came in contact with. No matter what, when expansion occurs, someone or something is affected. This was no different in the United States in the nineteenth century when Manifest Destiny was trying to be reached. As Americans shifted westward, not only did they come in to contact with new land, but they ultimately would have a huge affect on the lives of the Native Americans living in that land.

The federal government was very supportive and influential in Manifest Destiny being reached. According to document 1, the map clearly shows that the United States was doing its fair share of dealings to try and expand westward, there increase its size. After Texas became an independent Republic state by breaking off from Mexico, they wanted to join the Union. However much trouble could be seen in this since Texas would shift balance into slave states' favor. Without a compromise being reached, the federal government did not give up, and ended up using a joint resolution to admit Texas into the Union. The federal government would even offer money for an area, as they did when Thomas Jefferson bought Louisiana from Napoleon, and when the Gadsden Purchase land.

was acquired to make the railroad journey more strategically sound because the southern route was more practical and could be built at a lower cost.

With the land purchased and acquired, the federal government was anxious to get Americans to move west. They were so anxious that they would be giving the land away at ridiculously cheap prices. According to document 6, the Homestead Act of 1862 provided land free to those who settled it and improved it for 5 years. Sometimes they sold the land for \$1.25 an acre. This tactic, although seeming desperate, ultimately worked as Americans headed West.

As Americans headed West though, several conflicts met them. The first being that much of this land that they wanted to settle on was already inhabited by Native Americans. Almost ruthlessly, the United States would take away their land, and force the Native Americans to resettle. An earlier attempt to take Native American land is shown in document 2. The Indian Removal Act of 1830 gave President Jackson and the federal government the power to force the Native Americans to Relinquish their native land east of the Mississippi River. The trail of tears was the result of this, as the Cherokees were forced to resettle, saying goodbye to their native lands in Georgia despite the ruling from the Marshall Court in *Worcester vs. Georgia*.

Another impact of westward expansion was that when new states would emerge, they could possibly throw off the precious balance in the senate between free and slave states. This was shown in document 4, where Massachusetts was strongly against the Mexican war, fearing any land won from this would become slave territory, and giving slave states the advantage in the Senate. Things such as the Wilmot Proviso would emerge, calling for land won from the Mexican war to become free. Nonetheless, as America expanded, the slave-free ~~states~~ state battle intensified.

This free-slave state debate became such a problem as expansion continued that the federal government tried to step in. As shown in document 5, the Kansas-Nebraska Bill tried to end the issue of whether the territory was free or slave by using popular sovereignty which allowed the people to choose in the specific territory like Nebraska. However, this became a major problem in the territory of Kansas, as both free supporters, and slavery supporters headed to Kansas to vote. What resulted was a bloody civil war that caused Kansas to get the nickname of "Bleeding Kansas." It was clear that as the country grew in size, the free state-slavery state issue grew in intensity.

The United States may have gone the wrong way about expanding by throwing the Native Americans out of their territory, but who can blame them for what they wanted. What country doesn't want to expand in size, and wealth? Nonetheless, with expansion came conflict, problems that may or may not have been predicted, but without a doubt were unavoidable. In retrospect though, although the conquest of Manifest Destiny may have altered many lives and history as well, it certainly was a positive move for the own self-interest of the United States of America.

Anchor Level 5-A

The response:

- Thoroughly addresses all aspects of the task by describing actions taken by the federal government that led to westward expansion during the 1800s and by discussing the impact of westward expansion on the United States
- Incorporates accurate information from documents 1, 2, 3, 4, 5, and 6
- Incorporates substantial relevant outside information related to westward expansion (manifest destiny; Texas independent republic after breaking off from Mexico; use of joint resolution to admit Texas into the Union; Jefferson bought Louisiana from Napoleon; Gadsden Purchase strategically sound for railroad building because southern route was more practical and could be built at lower cost; Jackson ignores Marshall Supreme Court ruling in *Worcester v. Georgia* to remove Cherokees; Trail of Tears; emerging new states could possibly throw off precious balance in Senate; Wilmot Proviso calling for land won from Mexican War to be free; popular sovereignty; “Bleeding Kansas”—a bloody civil war)
- Richly supports the theme with many relevant facts, examples, and details; is more analytical than descriptive (expansion has a lasting impact on people; federal government very supportive and influential in manifest destiny; federal government anxious to get Americans to move west; land given away at ridiculously cheap prices; United States took away Native American land almost ruthlessly; Massachusetts feared any land from Mexican War would become slave territory; as America expanded the slave versus free state battle intensified; Kansas-Nebraska bill tried to end issue of whether territory would be slave or free by allowing people to choose)
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization
- Introduces the theme by discussing concept of manifest destiny and its effect on Native Americans and others and concludes by summarizing how manifest destiny served America’s self-interest

Conclusion: Overall, the response fits the criteria for Level 5. The response focuses on manifest destiny and the shifting balance of power in the United States Senate that resulted from westward expansion. Many good specific historical details are effectively integrated with good document analysis.

Ever since the United States was first formed, people have continuously moved west. The West has always been seen as the land of opportunity. It was a place for people to go who might not have been successful in Eastern cities. It was a place for the wealthy to invest money in. Despite all of this, the trip westward was beyond the capabilities of many Americans. Many people could not afford to pay for the long trip out West and to pay for getting a foothold in the West. To facilitate the migration of Americans to the West, the federal government passed several laws. These laws did everything from providing free land to the expansion of railroads westward. This westward expansion did not come without a price though. It required that the federal government move the Native Americans aside. It also required the United States to obtain ownership of the western lands.

The federal government promoted westward expansion in several ways. In 1862, Congress passed the Homestead Act. This act provided homesteaders with free land 5 years if improvements such as building a house and planting crops were shown. Under certain circumstances, people could also buy 160 acres at \$1.25 an acre. People who otherwise would not have

been able to afford it got land. Even though land speculators were able to get control of large amounts of land, this act allowed many more people to migrate west than would otherwise have been able to. The federal government also provided for the expansion of railroads westward through the Pacific Railroad Act. Railroads, especially transcontinentals, played a large role in the expansion by giving railroad developers land grants and subsidies. Railroads considerably shortened the time it took to travel west. This shortening of time applied to passengers, cargo, troop movement, and mail delivery.

America's expansion westward impacted the nation in several ways. First of all, in obtaining western lands, the American government had to interact with foreign nations. They obtained most of the Great Plains in the Louisiana Purchase from France. America signed a treaty with Britain that settled the Oregon Territory dispute at the 49th parallel instead of the 54th as originally demanded by President Polk. America also gained territory through the annexation of Texas and the Mexican War which gave America the land of California, completing Manifest Destiny.

An issue that haunted America throughout the westward expansion was the issue of slavery. The admittance of new states threatened to upset the balance of power between

the slave states and the free states in the United States Senate. This was why Massachusetts refused to support the Mexican War and the annexation of Texas as a slave state. Congress tried to settle the issue of slavery in the territories through the passage of Stephen Douglas' Kansas-Nebraska Bill of 1854. This bill said that the people of this territory could decide whether they wanted to be a slave state or a free state. This continued to be an issue in the Supreme Court's ruling on Dred Scott and the Lincoln-Douglas debates.

The westward expansion of America has had a great impact on America. The new territories have added greatly to the American economy. The West has provided opportunity for many Americans to escape undesirable conditions in the East. This expansion did not come without a cost to some. The Native Americans, such as Chief Joseph and the Nez Perce, were forced off their land and onto reservations as the population of the West continued to grow. The Mexicans were forced to lose their territories in California and Texas. Despite all of this, the westward expansion of America has definitely been beneficial to the nation as a whole.

Anchor Level 5-B

The response:

- Thoroughly addresses all aspects of the task by describing actions taken by the federal government that led to westward expansion during the 1800s and by discussing the impact of westward expansion on the United States
- Incorporates accurate information from all the documents
- Incorporates substantial relevant outside information related to westward expansion (Homestead Act gave land if improvement could be shown in five years; land speculators got control of large amounts of land; transcontinental railroads; land grants and subsidies to railroads; most of Great Plains in Louisiana Purchase; Oregon settled at forty-ninth parallel not fifty-fourth parallel demanded by President Polk; manifest destiny; admittance of new states threatened to upset balance of power in the Senate; Stephen Douglas; Supreme Court ruling of Dred Scott; Chief Joseph and the Nez Percé)
- Richly supports the theme with many relevant facts, examples, and details; is more analytical than descriptive (West was a place for the wealthy to invest money; west was a place for people who might not have been successful in eastern cities; trip westward beyond the capabilities of many Americans; westward expansion required the United States to obtain ownership in western lands; land speculators able to get control of large amounts of land; Homestead Act allowed more people to migrate West; railroads shortened time for passengers, cargo, troop movement, and mail delivery; to acquire Western lands, government had to interact with foreign nations; Mexican War gave America the land of California, completing manifest destiny; issue of slavery haunted America; Kansas-Nebraska bill used to try and settle issue of slavery in the territories; West meant people could escape undesirable conditions in the East; Mexicans forced to give up their territories of California and Texas; despite controversies westward expansion beneficial to nation as whole)
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization
- Includes an introduction that provides a good overview of westward expansion and what it meant to the United States and a conclusion that summarizes the effects of westward expansion on Native Americans and on Mexicans

Conclusion: Overall, the response fits the criteria for Level 5. Opportunities, actions, and the impact of westward expansion are combined to establish the basis for a discussion that includes good historical references to elaborate on document information. The understanding that although westward expansion was positive it did not come without a price is insightful, i.e., the treatment of Native Americans, the treatment of Mexicans, and the issue of slavery.

Manifest Destiny was the United States term for moving west and acquiring new land. We felt that it was our divine right to do this. We also believed that we should use any way necessary to acquire the new territory.

The government would help build a transcontinental railroad to open the gateway to the west. Building the railroad provided quick transportation and easier communication between the East and the West. This would encourage people to move west because they wouldn't be so isolated, since they wouldn't be living so far from centers of population. Also railroads could sell left over land from government land grants to settlers. And in Document Six the homestead act creates another cheap way to establish a farm since a settler could get up to 160 acres of land free if over 5 years they improved it. Most of the farms were off of the railroad so the railroad could be an easily accessible supply route. Although the white man was moving west the territory was already occupied by Indians stated in document eight. These Indians had been moved when Andrew Jackson was President of the United States. The forced move led to many Indians getting sick or

dying on the Trail of Tears. When the Indians reached their destination they had to settle on lands very different from the ones they left. Besides being unable to adjust to a new environment, many were eventually sent to government owned reservations. These reservations were suppose to be protective areas but nothing changed.

By acquiring land we had to use different tactics such as invading a territory and taking the land as stated in document three. When we invaded Mexico it was not only because they had crossed our borders it was because we wanted territory from them. The United States had provoked the war for a long time now. We invaded and took the land we asked to purchase. At the end of the Mexican War, we got a treaty and paid Mexico for the land we took. This is the Mexican Cession of 1848 as shown in document one. Another way that we got territory in the 1800's was by buying the Louisiana territory from Napoleon in 1803 also shown in document one. The reason Napoleon sold the Louisiana territory to us was because his gateway to the west was lost when Haiti declared their independence. He also needed money in his own war affairs. So it was almost

a stroke of luck that we received the Louisiana Purchase. When the Louisiana was purchased Thomas Jefferson did not use an amendment but instead used a loose interpretation of the Constitution to justify the purchase. He did this because he feared Napoleon would change his mind quickly which he often did.

By acquiring new territory, problems always rose, as shown in document five by the Nebraska act which promoted the idea of popular sovereignty. This said a state could decide for itself whether it would be slave or not. When the new territories were ready to apply for statehood both slave and nonslave people from the north and south migrated to the new territories. Many were from the south and were interested in taking slaves into the new territory. This led to disputes between the people if there should be slavery or not and continued until the Civil War.

Also another way that the west was settled was by the gold rush. By gaining control of California in the Mexican Cession we gained control of valuable mineral resources. Once the east coast heard of the gold being found people from the North and South rushed out to the

west to start mining for gold. This movement increased the population of the west very greatly. The United States continued to believe in Manifest Destiny ~~too~~ throughout the 19th century. In the 1890s, America became involved in a new manifest destiny which led to the Spanish American War and interest in Hawaii and the Philippines.

Anchor Level 4-A

The response:

- Addresses all aspects of the task by describing actions taken by the federal government that led to westward expansion during the 1800s and by discussing the impact of westward expansion on the United States
- Incorporates accurate information from documents 1, 2, 3, 6, 7, and 8
- Incorporates relevant outside information related to westward expansion (transcontinental railroad; President Andrew Jackson moved Indians west; forced removal of Indians resulted in sickness and death; government-owned reservations; Napoleon sold Louisiana because of loss of Haiti; Jefferson used loose interpretation to justify purchase because of fear that Napoleon would change his mind; popular sovereignty of Kansas-Nebraska Act; gold rush; Mexican Cession gave United States control of mineral resources; Spanish American War resulted in new manifest destiny which gave United States interest in Hawaii and the Philippines)
- Includes relevant facts, examples, and details; is both descriptive and analytical (transcontinental railroad built to open gateway to west; railroad encouraged westward migration by making settlers feel less isolated; railroads was easily accessible supply route; Indians had to settle on very different lands; many were unable to adjust to new environment; reservations supposed to be protective but nothing changed; invaded Mexico not only because they crossed our borders but we wanted their territory; United States provoked war for long time; slavery debate continued until after Civil War)
- Is a well-developed essay, demonstrating a logical and clear plan of organization, but uses the documents in a less integrated manner than in a Level 5 response
- Includes an introduction that focuses on the theme of manifest destiny and a conclusion that applies manifest destiny to the late 19th century and imperialism

Conclusion: Overall, the response fits the criteria for Level 4. The response shows a good understanding of westward expansion, but the historical transitions and document integration could be more effective. Document analysis is accompanied by a knowledgeable historical discussion of the issues raised by westward expansion.

- Throughout the 1800's, the ~~the~~ US federal government ~~was not~~ worked to promote and instill in America the need and idea for westward expansion.

Through such methods as giving away land or providing work in the west, Americans were certainly ~~drawn~~ ^{drawn} to the west.

- In 1862, this federal gov't issued the Homestead Act, that of which appealed to many Americans, because it stated that for those who applied, would receive 160 acres of land for ~~practically~~ ^{practically} nothing in cost. This had a great impact on people, because it opened up new inexpensive land in the west to settlers. As people took advantage of this opportunity communities developed and a variety of new businesses and industries developed such as mining and lumbering.

- Along, this same year, came the Pacific Railroad Act of 1862. Because they were so expensive and time-consuming to build, the federal ~~gov't~~ ^{government} became involved in the development of the railroads and especially for those transcontinentals that were extending westward. The ~~government~~ ^{government}

government's enthusiasm was demonstrated by making land available to railroad developers and by loaning them money. The rise of the railroad westward also ~~increased~~ ^{increased} immigration to the westward lands. Many Chinese people provided what was referred to as "cheap coolie labor" during the railroad expansions westward. Many Chinese remained in California causing anti-immigration reactions because of their continued willingness to work for cheap wages. Eventually laws such as the Chinese Exclusion Act, were passed by Congress to limit Asian immigrant workers.

- Along with stretch to the west also came dilemma of how these newly acquired Territory would be represented in the Senate, especially if they would be recognized as a slave or a non-slave state. In 1854, the Kansas Nebraska Bill Act, issued what was known as popular sovereignty, where the newly ~~formed~~ ^{formed} states would decide for themselves whether or not they wanted to be a slave or non slave state. Dealing with the same issue of slavery with westward acquired land, came the resolution of the Massachusetts

legislative, as they felt that land being acquired from the Mexican war, ~~the~~ would only serve to strengthen "slave power", with more slave states that had more power in the government.

—Nevertheless, there was one immense impact that the movement and ~~and~~ ^{acquisitions} of land in the west ~~for~~ brought upon the Native Americans. From the time of the settlement at Plymouth Rock Native Americans have always had to suffer, with being thrown out of their land, and forced to settle somewhere else. The Indian Removal Act of 1830 passed by Pres. Andrew Jackson and supported by him established the forceful removal of Native Americans to the west. Although these Indians were promised that they would never have to move again, later in the 19th century they were forced to move to reservations. The federal government attempted to assimilate the Native Americans in the Dawes Act, however the Native Americans found this a difficult process and they continued to be one of the most

disadvantaged groups in America.
-So it is evident that with the westward expansion during the 1800's and the promotion thereof by the government ~~pro~~proved that, there are both positive and negative impacts on the residents of this country.

Anchor Level 4-B

The response:

- Addresses all aspects of the task by describing actions taken by the federal government that led to westward expansion during the 1800s and by discussing the impact of westward expansion on the United States
- Incorporates accurate information from documents 2, 4, 6, 7, and 8
- Incorporates relevant outside information related to westward expansion (Homestead Act led to variety of businesses and industries such as mining and lumbering; transcontinental railroads; Chinese people provided “cheap coolie labor”; Chinese Exclusion Act; popular sovereignty; since settlement of Plymouth Rock, Native Americans had to suffer; President Andrew Jackson’s Indian Removal Act; assimilation of Dawes Act)
- Includes relevant facts, examples, and details; is both descriptive and analytical (Homestead Act opened up new inexpensive land in the West to settlers which contributed to development of communities; federal government became involved in railroad building because of expense; government’s enthusiasm demonstrated by making land and money available; dilemma of how newly acquired territory would be represented in the Senate, especially whether they would be slave or free; protest of Massachusetts to Mexican War because it would strengthen slave state power in the government; Native Americans continued to be one of most disadvantaged groups in America)
- Is a well-developed essay, demonstrating a logical and clear plan of organization, but uses the documents in a less integrated manner than in a Level 5 response
- Introduces the theme by recognizing that the federal government worked to promote and instill in Americans the need and idea for westward expansion and concludes with a brief summary

Conclusion: Overall, the response fits the criteria for Level 4. Despite the good historical references, the development of ideas is uneven. The descriptions of the actions of the federal government are more richly supported than the statements that refer to the impacts of westward expansion.

The United States' government promoted westward expansion in the 1800's by using a variety of methods. Selling land at a cheap price and the removal of the Indians are some methods the government used to get people moving westward. These methods proved successful because by the end of the 1800's almost all of the available land was taken.

The westward movement started in 1803 when the French territory, the Louisiana Purchase, was purchased by Thomas Jefferson from Napoleon to give the United States control of the Mississippi River. This insured that the western farmers would have an outlet for their produce. Much valuable land was acquired which small independent farmers could work. Southerners also saw this land as an opportunity to grow plantation crops because their land was worn out. The purchase included a vast majority of the land west of the Mississippi River to the Spanish territories. The United States didn't acquire the land west of the Louisiana Purchase until after the Mexican war which many like

Massachusetts, criticized because they felt the United States provoked the war to get land, especially for the South. After the war the United States won all the western territories including California in the Mexican Cession. This fulfilled the dream of manifest destiny, a popular belief at the time which stated America should run from the Atlantic to the Pacific. (Document 1)

Indians posed a problem to westward expansion. To solve the problem president Jackson instituted the Indian Removal Act of 1830. It forced Indians off their ~~land~~ land and to lands west of the Mississippi River. The Cherokee and other Indian groups suffered many hardships on the Trail of Tears. This opened up even more land to settlers at the expense of the Indians who were eventually forced onto reservations. The Native American tribes of the Great Plains were forced to give up their ~~normal~~ nomadic ways, especially with the destruction of the buffalo. The development of the railroads, the increasing population of the west, and the mining frontier all continued to put pressure on the Native Americans. (Document 2)

~~Even though~~ Even though the movement west caused a huge issue over slavery. Congress

tried to make laws regarding slavery in the territories. First there was the Missouri Compromise, which stated that all territories south of Missouri were slave states and all those north were free. But the Missouri Compromise was proved unconstitutional by the Dred Scott Decision. Earlier the Kansas-Nebraska Bill had been passed. It stated that the people in the territory could vote whether or not that territory would become a slave or free state. This had many pro-slavery and anti-slavery people into the territories both wanting to expand or stop slavery. (Document 5)

Another action the United States used to get people moving was to sell land at a cheap price. One example of this was the Homestead Act. It provided free land. Immigrants took advantage of this opportunity to get land. Having little to no money and being able to get land had many immigrants moving west. (Document 6)

Probably the biggest contribution to the western movement were railroads. The Union Pacific Railroad company was given permission by the government to build a railroad on public land. The railroad provided safer and faster transportation to those moving

west, and brought move people into
the western territories

(Document 7)

In the 1800's the ~~I~~ federal government
used several methods to get people to move
west ward. All of these methods worked,
but the two that worked the most were
the building of the Union Pacific Railroad and
the cheap prices of land.

Anchor Level 4-C

The response:

- Addresses all aspects of the task by describing actions taken by the federal government that led to westward expansion during the 1800s and by discussing the impact of westward expansion on the United States
- Incorporates accurate information from all the documents
- Incorporates relevant outside information related to westward expansion (Louisiana Purchase by Jefferson from Napoleon; California part of Mexican Cession; definition of manifest destiny; Jackson's use of the Indian Removal Act; Great Plains tribes forced to give up nomadic ways, especially with destruction of buffalo; terms of Missouri Compromise; Dred Scott decision declared Missouri Compromise unconstitutional)
- Includes relevant facts, examples, and details; is more descriptive than analytical (control of Mississippi river important to western farmers as outlet for produce; South saw Louisiana Purchase as opportunity to grow plantation crops because present land was worn out; California fulfilled dream of manifest destiny; Indian Removal Act opened up more land to settlers at expense of Indians; Kansas-Nebraska bill had many pro-slavery and anti-slavery people racing into the territories; immigrants took advantage of Homestead Act; railroads probably biggest contributor to westward expansion)
- Is a well-developed essay, demonstrating a logical and clear plan of organization, but uses the documents in a less integrated manner than in a Level 5 response
- Introduces the theme by stating the methods used by the government to promote westward expansion and noting the success of these methods because all the available land was taken by the end of the 1800s and a conclusion that evaluates the success of the methods used

Conclusion: Overall, the response fits the criteria for Level 4. Actions of the federal government are discussed throughout the response, but the development lacks historical continuity. Relevant historical facts are somewhat integrated with document information and general statements. The strength of the response is in the discussion of the Louisiana Purchase and the status of slavery in the territories.

Ever since it was first colonized, America has grown by leaps and bounds. Perhaps the single greatest driving force behind American expansion became evident in the 1800's - Manifest Destiny. This was the idea that it was the American people's God-given right to travel west in search of more land. For nearly a century, the federal government did all it could to encourage the masses to migrate.

In the mid-1800's, the American West fast became a popular place to live. In only two years, the land mass of the United States increased by $\frac{1}{3}$ due to the acquisition of the Oregon Country in 1846 and the territory gained after the war with Mexico, started on the whim of Pres. James K. Polk, in 1848. Now, plenty of land that had been eyed by the federal government for years officially belonged to them. However, they needed settlers to occupy the land and guard it against Mexicans and Indians. The incentive for the move was the Homestead Act, first established in 1862. This act offered cheap land to anyone who met the requirements of age and citizenship that was willing to farm the land. This truly began the era of Manifest Destiny and the great migration and settlement of the west.

All this, however, did not come without a price of another sort. To make room for the white man, other races occupying the western territories had to be driven out. Native Americans had been moved to districts

and reservations in the west from their original eastern territories due to the Indian Removal Act of 1830, so they had to be herded to even more remote locations.

Mexican-born settlers were forced back into Mexico. Even in the terms of the Pacific Railroad Act of 1862, which authorized the construction of a transcontinental railroad to deliver new settlers in the west, the government promised to nullify the rights of Indian tribes whose land was needed for the railroad. This dark side of Manifest Destiny impacted our nation by manipulating the rights of native races to satisfy the white government's ambitions.

The westward expansion of the 1800s, for all its good and bad points, shaped the United States in a lasting way that is evident to this day. The land gained in the era of Manifest Destiny has made this nation what it is today.

Anchor Level 3-A

The response:

- Addresses all aspects of the task in a limited way by describing actions taken by the federal government that led to westward expansion during the 1800s and by discussing the impact of westward expansion on the United States
- Incorporates some information from documents 1, 2, 3, 6, and 8
- Incorporates limited relevant outside information (transcontinental railroad)
- Includes some relevant facts, examples, and details; is more analytical than descriptive (perhaps single greatest driving force behind American expansion is manifest destiny; for nearly a century, federal government did all it could to encourage masses to migrate; American West fast became popular place to live; war with Mexico started on whim of President Polk; plenty of land that had been eyed by federal government for years officially belonged to them; needed settlers to occupy land and guard it against Mexicans and Indians; Homestead Act offered cheap land to anyone willing to farm land; Homestead Act truly began great migration and settlement west; to make room for white man Native Americans had to be driven out and herded to even more remote locations; railroads delivered new settlers to West; rights of native races manipulated to satisfy white government ambitions); includes a minor inaccuracy (incorrect definition of manifest destiny)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Includes an introduction and conclusion that are beyond a simple restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. The inclusion of more relevant outside information would have strengthened this response. Good analytical statements are made but are not supported with historical details. Some interesting generalizations are made but lack specific details.

The 1800s was a time of westward expansion for American society. Many people believed in manifest destiny, which was the belief that the United States was destined to control land all the way across the country to the Pacific Ocean. In order to promote westward expansion, the federal government passed ~~more~~ laws that encouraged people and companies to settle or work in the west, such as the Homestead Act ~~or~~ and the Pacific Railroad Act.

The federal government promoted the idea of manifest destiny in a variety of ways. As shown in Document 1, the government did this through war, or by purchasing the land or signing treaties & agreements with the nations who owned it before. As evidence shows in Document 3, President James Polk ~~declared~~ asked Congress to declare war on Mexico b/c Mexico had "shed American blood upon American soil." He had probably also wanted war, in hope that the U.S. would gain territory if it won the war. As you can see, the U.S. did win & the Mexican Cession was given to the U.S. (Afterwards, the U.S. bought the Gadsden Purchase because it felt bad for taking all that land before.) In order to get settlers ~~on~~ into the West, the gov't passed the Homestead Act of 1862, as shown in Document 6. This act sold settlers many acres of land for only one dollar & twenty-five cents, ~~at less~~, as long as the people stayed on the land & cultivated for ~~at least~~ six ~~years~~ or eight years. These vast amounts of land for very little money attracted

thousands of people to the West. Another way in which the federal govt promoted westward expansion was through the Pacific Railroad Act of 1862, as shown in Document 7. This act enabled the railroad company to receive aid from the government to help in the costs of constructing the railroad and the telegraph line. According to the act, the railroad company was given the right to "take from the public lands adjacent to the line of the said ~~with~~ road, earth, stone, timber, & other materials for the construction thereof." As a result, it made the journey westward much easier. The railroad was a way of transportation & communication between the east & west, which encouraged even more people to go farther west.

Westward expansion had a great impact on the United States, and especially on the Native Americans who were forced to move from their homes in order to let ~~set~~ more settlers come into the west. As shown in Document 2, the Indian Removal Act of 1830 provided an exchange of lands w/ the Indians residing in any of the states or territories, and for their removal west of the river Mississippi. As a result, more and more Native Americans were moved further back. In addition, the Indians also had a conflict w/ the federal govt regarding the treaties that had been established. While the Nat. Amer followed the treaties by exchanging land, or staying where they were

part, the federal gov't did not keep up w/ their end of the bargain. As seen in Document 8, the gov't did not supply the Indians with the goods that they needed, despite the fact that it was agreed to in the treaty. As a result, Natl Amer. often attacked the white settlers who were moving west, which led to an atmosphere of hostility. Another way that ~~that~~ expansion had an impact on the U.S. was the growing power of the country. As more lands were gained, the more the U.S. had control over. ~~Also~~ Furthermore, the U.S. was able to spread democracy across the country and share its ideas w/ others. There were also more new resources available, which improved the economy.

In conclusion, the dream of manifest destiny became a reality as the U.S. began to expand westward. The federal government imposed many bills & laws that encouraged ~~the~~ people to move west. This move both had disadvantages & beneficial impacts. While the U.S. got stronger as more territory was gained, the Natl Amer. were the ones who suffered when forced to move from their homes.

Anchor Level 3-B

The response:

- Addresses all aspects of the task in a limited way by describing actions taken by the federal government that led to westward expansion during the 1800s and by discussing the impact of westward expansion on the United States
- Incorporates some information from documents 1, 2, 3, 6, 7, and 8
- Incorporates limited relevant outside information (definition of manifest destiny; United States bought Gadsden Purchase because it felt bad for taking all the land before)
- Includes some relevant facts, examples, and details; is both descriptive and analytical (Homestead Act and Pacific Railroad Act encouraged people and companies to settle or work in the west; Polk probably wanted war in hope that the United States would gain territory; railroad made journey westward much easier and encouraged even more people to go farther west; Indians' conflict with federal government regarding treaties; Native Americans often attacked white settlers moving West, which led to an atmosphere of hostility; new available resources improved economy; United States government stronger as more territory was gained); includes a minor inaccuracy (Homestead Act sold land to settlers after cultivating for six or eight years)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Includes an introduction and conclusion that are beyond a simple restatement of the theme by using the theme of manifest destiny

Conclusion: Overall, the response fits the criteria for Level 3. The extensive rephrasing of information directly from the documents and the limited outside information weakens this response. However, the document information is used to formulate good conclusions.

The 19th century was a period of growth for the United States. Western expansion became an important political and economic issue that was promoted by the federal government in several ways. Although several of these federal programs achieved their goal, a few groups were hurt by the western expansion, most notably the Native American tribes.

With the end of the War of 1812 the United States surged with a feeling of nationalism. During this time, the principle of the Manifest Destiny surfaced. Americans felt that they had the right from God to expand the country. Prodded by this idea the U.S. took a series of steps.

One way in which the federal government acquired land was by purchase or treaty (Doc 1). The U.S. made treaties with both Britain and Spain. In the Adams-Onís Treaty with Spain the US acquired Florida.

The U.S. also acquired land through war. When the U.S. annexed Texas, it hit a sore point with the Mexicans as the Mexicans believed Texas should be theirs. In 1846, ^{President} Polk provoked a war with Mexico by sending troops into disputed territory. To Congress he claimed that the Mexicans had invaded and killed Americans and war was declared on Mexico (Doc 3). With American victory, the U.S. gained the section known as the Mexican Cession.

This newly acquired land was the subject of much debate in Congress as the issue of slavery heated up (Doc 4). However, when the Nebraska Territory came on to the scene the question

of slavery or free was to be decided by popular sovereignty (Doc 5)

After the Civil War in order to promote unity the U.S. government under President Grant authorized giving free land and resources to the Union Pacific Railroad to build a transcontinental railroad (Doc 7). Without government support the railroad would have been economically impossible. To encourage westward movement the government also subsidized the Homestead Act which allowed for free land for the average man when he stayed there for 5 years (Doc 6).

Although these government plans succeeded in luring more people to move to the west, westward expansion had a negative affect on the Native American tribes. Due to the Indian Removal Act (Doc 2) the Indians were forced from their original homes and onto reservations. Those tribes that made treaties with the federal government were also placed on the small, unproductive reservations and the government did not always deliver what it promised or protect Indian rights (Doc 8).

During the 1800s the federal government instituted a number of policies that promoted westward expansion. These policies succeeded in moving people west but often at the cost of the Native Americans living there.

Anchor Level 3-C

The response:

- Addresses all aspects of the task in a limited way by describing actions taken by the federal government that led to westward expansion during the 1800s and by discussing the impact of westward expansion on the United States
- Incorporates some information from all the documents
- Incorporates limited relevant outside information (with the end of War of 1812, the United States surged with a feeling of nationalism; definition of manifest destiny; United States acquired Florida in Adams-Onís Treaty; question of slave or free to be decided by popular sovereignty due to Kansas-Nebraska Act)
- Includes some relevant facts, examples, and details; is both descriptive and analytical (Native American tribes hurt by westward expansion; when United States annexed Texas, it hit a sore point with Mexicans since they believed Texas should be theirs; Polk provoked war with Mexico by sending troops into disputed territory; Polk claimed Mexicans had invaded and killed Americans; Homestead Act allowed for free land for average man after 5 years; government plans succeeded in luring more people to move to the west); includes some minor inaccuracies (manifest destiny surfaced with the War of 1812; President Grant authorized the Pacific Railroad Act; Indian Removal Act forced Indians onto reservations)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Includes an introduction that is a simple restatement of the theme and a conclusion that repeats the same information

Conclusion: Overall, the response fits the criteria for Level 3. Most of the response depends on document information that is well organized and integrated. Outside information is used; however, there are some inaccuracies. Some conclusions are drawn but are not supported with historical information.

During the 1800's, the Federal government promoted westward expansion in a variety of ways. From the Kansas-Nebraska bill, Homestead act, to the Pacific Railroad act. No matter what form, the government was constantly promoting westward expansion.

In document 5, it talks about the Kansas-Nebraska Bill of 1854. This act attempted to resolve the slavery issue in these states by popular sovereignty. Popular Sovereignty is where the people of a territory or state vote whether they want something or not, such as slavery.

In document 6, it talks about the Homestead Act of 1862. This act ~~told~~ told any ~~man~~ man ~~over~~ over the age of 21 and an American citizen, he could ~~buy~~ purchase land a one dollar and 25 cents per acre or less. Basically the government was ~~giving~~ giving out land to whoever wanted it.

In document 7, it talks about the Pacific Railroad act of 1862. In this act the government gave the railroad company the right of way through the land it needed

to successfully complete the railroad.
Between the Kansas-Nebraska Act,
popular sovereignty, Homestead act, Free land, and
Pacific Railroad act, right of way through the
land, the government constantly promoted
westward expansion throughout the 1800s.

Anchor Level 2-A

The response:

- Addresses some aspects of the task by describing actions taken by the federal government that led to westward expansion during the 1800s
- Incorporates limited information from documents 5, 6, and 7
- Presents little relevant outside information (popular sovereignty)
- Includes few relevant facts, examples, and details (Kansas-Nebraska bill attempted to resolve slavery issue; Homestead Act meant any male American citizen over the age of 21 could purchase land for one dollar and 25 cents per acre; government gave railroad land it needed to successfully complete the railroad)
- Demonstrates a general plan of organization
- Includes an introduction and conclusion that are a simple restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 2. Although three actions of the federal government that led to westward expansion during the 1800s are mentioned, no impact of westward expansion is discussed. Overgeneralizations and a limited understanding of popular sovereignty further weaken the response.

During the 1800's the federal government was expanding at a rapid rate, the federal government promoted westward expansion in many ways.

One way the government promoted westward expansion was they sold large amounts of land at low prices to people who agreed to farm it.

As a result of many farms out west railroads were created to transport goods. The rail roads also built telegraph lines, this improved communication.

The impact of western expansion on the united states was the creation of the trans continental railroad and the excellent farm lands we got from expanding westward.

In conclusion, I believe the promotion of westward expansion by the government was an excellent idea that more than doubled the size of the country and helped it become a major industrialized country.

Anchor Level 2-B

The response:

- Addresses all aspects of the task in a limited way
- Incorporates some information from documents 6 and 7
- Presents little relevant outside information (transcontinental railroad)
- Includes few relevant facts, examples, and details (large amounts of land sold at low prices to people who agreed to farm it; railroads created to transport goods; telegraph lines improved communication; excellent farm lands from expanding westward)
- Demonstrates a general plan of organization
- Includes an introduction that is a simple restatement of the theme and a conclusion that westward expansion doubled the size of the country

Conclusion: Overall, the response fits the criteria for Level 2. The organizational effort to develop all aspects of the task by using the railroads is good. Accurate generalizations are made but lack explanation.

During the 1800s, the federal government promoted westward expansion in a variety of ways.

Document one shows how the government used annexation^{to acquire new territory}. In document six, the Homestead Act is used to encourage the settlement of the west by subjecting the pre-emption at one dollar and twenty-five cents, or less, per acre of land a person owns.

Document seven shows how the government used the Pacific Railroad Act helped the US expand westward. This was done by telling the people that secure, safe, and speedy transportation would be provided, because of this the Union Pacific Railroad company received the right of way through the public lands from the federal government.

Document 8 is a message to the Governor from Chief Washakie who was complaining that the "whiteman" cannot know the cramped feel in this little spot. He also complains that the government didn't keep its word.

in that it didn't protect them in their rights.

The federal government approached westward expansion many ways, although some of them didn't work others did and it was a success.

Anchor Level 2-C

The response:

- Addresses some aspects of the task by describing actions taken by the federal government that led to westward expansion during the 1800s
- Incorporates some information from documents 1, 6, 7, and 8
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (use of annexation to acquire new territory; Homestead Act used to encourage settlement of the west; railroads received public lands from the federal government; government did not keep its word in protecting rights of Native Americans)
- Demonstrates a general plan of organization
- Includes an introduction that is a simple restatement of the theme and a conclusion that attempts to evaluate the success of the federal government's approach to westward expansion

Conclusion: Overall, the response fits the criteria for Level 2. Some document information is misinterpreted (pre-emption claims); however, some good statements are included. The response shows a limited understanding of the task.

Among the many things promoted by the United States Government, the most promoted would be westward expansion during the 1800's. It had a great impact on the United States and people living in the North America.

One impact the expansion had which is stated in Document 8 is that and Document 2 is that the native Americans that lived here long before Americans settled here were robbed of their land. The United States made promises to the Indians that we would give them a little bit of land to call their own and "white man" would never cross their borders for our game, or for anything that belonged to them. It also says that we would keep them well supplied with everything they need to live a nice, comfortable life. The Indians however, felt that the United States already had enough land and the Indians felt "cramped" to in the little space that they could call their own.

Another impact of westward expansion is the development of the Pacific Railroad and telegraph line as stated in document 7.

Anchor Level 1-A

The response:

- Shows a limited understanding of the task but addresses the impact of westward expansion by discussing the impact on Native Americans and mentioning the Pacific Railroad and telegraph lines
- Incorporates some information from documents 7 and 8
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (Native Americans lived here long before Americans robbed them of their land; United States promised Indians a little bit of land and would not cross these borders; we would keep them supplied with what they needed; development of the Pacific Railroad and telegraph line)
- Demonstrates a general plan of organization
- Includes an introduction that is a simple restatement of the theme and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. Most of the response paraphrases document 8. Simplistic generalizations show little understanding of the impact of westward expansion on the Native Americans.

During the 1800's, the federal government promoted westward expansion in a variety of ways. The government expanded many ways such as the Homestead Act (Doc 6).

They also expanded by railroads being brought into the business world.

Farmers could now get their crops and supplies to where they wanted them to be.

So in ~~the~~ conclusion expansion into the West was conducted by railroads and Acts of the ERA.

Anchor Level 1-B

The response:

- Shows a limited understanding of the task but addresses all aspects of the task by mentioning the Homestead Act and railroads and stating one impact of railroads
- Makes vague, unclear references to documents 6 and 7
- Presents a little relevant outside information (farmers used railroads to get their crops and supplies to where they wanted them to be)
- Includes few relevant facts, examples, and details (railroads were brought into the business world; expansion in the west was conducted by railroads); includes an inaccuracy (expansion was conducted by Acts of the ERA)
- Demonstrates a general plan of organization
- Includes an introduction and conclusion that are a simple restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 1. The response shows a limited understanding of the role of railroads in westward expansion.

During the 1800's the federal government promoted Westward Expansion in a variety of ways.

Some ways that it expanded was by making new urban areas known as suburbs. Another way of doing this was by making railroads which provided safe and speedy transportation from home to work. They also got public land (document) adjacent to the line of the said railroad and the Homestead Act encouraged settlement west for cheap prices.

The impact of Western expansion on the United States was considered a success which made new land and more property for sale which made money for the country in return which was a success.

During the 1800s the federal government promoted westward expansion. An idea of the times was the concept of manifest destiny. According to this concept it was our fate to rule from ocean to ocean. In order to succeed and accomplish this the federal government needed to aid the people of our country in moving westward, which was accomplished in many ways. The federal government used its ability to buy land, declare war, selling cheap land, develop transportation, and create acts to help the west expand to its fullest potential.

Between the years of 1783-1853 the territory that made up our country vastly expanded. As you can see from document 1 this was due largely in part by the purchasing of land. For example in 1803, Jefferson bought the Louisiana purchase. Even though it was against his ideas of strict interpretation of the constitution, he realized that it would almost double the size of the existing United States. Along with this purchase was the Gadsden Purchase of 1853 for railroad land that would provide a Southern route for a transcontinental railroad. The United States did not only expand

due to the buying of land but also because of war. The Mexican Cession was acquired this way. Although one reason this war was said to be fought was because an American was shot on American soil, as shown in the passage of document 3, we have come to believe there were other reasons. President Polk was an expansionist and he desperately wanted California and the Southwest. For this reason it is believed the war was started for our expansion. One opponent of the war was Abraham Lincoln who proposed the Spot Resolution wanting to know exactly where the American was shot. In the end we won the war and with the Treaty of Guadalupe Hidalgo we received the Mexican Cession.

Another tactic used by the federal government to promote westward expansion was making land available cheap, proven in Doc. 6. The Homestead Act of 1862 allowed land to be settled and improved by homesteaders. This made it so that a greater amount of citizens were able to get free land in the west and start a home and new life. This was also a concept that attracted people to the west, opportunity to start a new life. For this reason Fredrick Jackson Turner calls the West our

safety valve. People could buy land cheaply and have a new beginning and leave crowded cities.

The federal government helped the railroad companies in order to promote westward expansion. As shown in document 7 the government gave railroad companies the right of way. This is the land on either side of the tracks. The government did this so that the railroad companies would be able to build more rail and also so they could develop the land around the rail. By doing this it made transportation of people and goods easy. Due to this people could live farther away from main cities (in the west) and still get supplies and contact with civilization. However, with the development of railroads throughout the west came problems with rate discrimination towards farmers. This eventually led to farmer organizations, such as the Grangers and Populists which protested railroad abuses. All of the things that the federal government did helped make manifest destiny a reality. By the purchasing of land, war, and railroad expansion, we can now proudly say that the United States stretches from sea to shining sea. Much of what the

government did to promote westward expansion had a positive effect on our country and the citizens of the United States. But, what about Native Americans? In Document 8, Chief Washakie tells how upset he is that his people are losing their land. Originally the Native Americans owned all of this land and now with westward expansion the white man has taken all of their land. The United States also removed them from their land east of the Mississippi through Acts, such as the Indian Removal Act of 1830 (Doc. 2). We did not respect their land or culture and this led to many problems between the white man and Native Americans.

Thomas Jefferson, as can be seen in Document 1, nearly doubled the size of the United States in 1803. Since ^{even before} that time, the U.S. has been immersed in the idea of manifest destiny. This theory states that it is the duty of the United States to continue its expansion until it reaches the Pacific Ocean. The government, also, has subscribed to this idea and has done all in its power to influence the expansion of the population westward. This movement towards westward settlement has had a major impact on the political, economic, and social aspects of the United States.

The government heavily influenced the American people to move to the West. Native Americans were removed to areas "west of the Mississippi" according to the Indian Removal Act of 1830. This reduced the risk of attacks on settlers trying to start a new life in the West. Eventually, Native Americans were assigned lands as reservations where they could live as they wished. In order to reduce the risk of Mexican attacks, the United States took decisive action when Mexico "passed the boundary of the United States, has invaded our territory and shed American blood upon the American soil," according to President James K. Polk's 1846 "message to Congress." The United States did

everything in its power to preserve and protect the newly acquired lands it possessed.

In order to entice settlers westward, the Homestead Act was passed. It stated that any twenty-one year old citizen of the United States shall "be entitled to enter one quarter-section" of land not exceeding "one hundred and sixty acres." This act was passed on May 20, 1862. The idea of free land was very attractive to settlers and settlements began rapidly.

To ease the transition of life from East to West, and to facilitate movement, the government aided railroad companies. The Pacific Railroad Act was passed July 1, 1862. It stated that the right of way through public lands be "granted to [The Union Pacific Railroad Company] for the construction of said railroad and telegraph line." It also granted the right to the railroad company to harvest natural resources around the areas where the railroad would be built. This expedited transportation and communication across the United States.

After the western United States had been, for the most part, settled, several new issues faced the area and the government. ~~Many~~^{With} the growing population, protection had to be increased for the sake of the settlers. The issue of slavery again reared its ugly

head. The concern over the strengthening of "Slave Power" was voiced in a Resolution passed by the Massachusetts Legislature opposing the Mexican War.

People worried about the ~~admission~~^{admission} of territories as slave states and the disruption of the balance of power in Congress. However, the Civil War settled the issue by declaring territories no longer open to slavery.

The West became a farming region. This left the Northeast ~~the~~ capable of putting its focus on manufacturing. Thus, the economy and overseas trade of the United States was improved by the carrying out of manifest destiny. Gold rushes in California and Alaska attracted even more settlers to the West and improved the economy even more.

Westward expansion of the United States served to strengthen and ~~improve~~ improve it as a nation. The government realized the need for it to exercise its influence and aid in national growth. The people were able to spread out and fully realize the potential of the extensive lands they had acquired through various means. The United States grew, both in size and influence.

In the 1800s, the federal government promoted westward expansion on a variety of ways which helped develop most of the US today.

One of the first steps in the territorial growth of the US was transportation and communication. In order to get messages, transport goods and war materials, the Union Railroad Company was granted public lands. This was stated in document 7.

Another step was the Homestead Act of 1862. In document 6 which provided people with farms but in return they had to farm their land and harvest crops for a certain amount of years.

In document 1 it showed states that we knew as Nevada, California and Utah. It showed as Mexican Cession. As a result to the Mexican War we gained those countries.

Document 5 talked about the Kansas and Nebraska Act in which those states wanted slavery out of their states. But along the lines of slavery and partly segregation the Indian Removal Act limited Indians to only reservations which hurt them because they didn't have enough materials to harvest crops, or school their children. Before they were put on the reservations they were at free will able to move around as they please.

The information that I have provided are just some examples of how the federal government promoted westward expansion in a variety of ways in the 1800s.

The concept of Manifest Destiny has always been a coveted idea of the United States. Since our colonial beginning, we have yearned for westward expansion. Coast to coast expansion and ownership became one of the U.S.'s most prolific goals. Over the years, actions of the federal government has done a lot to promote westward expansion and achieve these goals, and our efforts have caused an undeniable impact on the development of our great nation.

Despite the presence of many other nations such as Great Britain, France, and Spain, that occupied territory between the Atlantic and the Pacific, the United States found ways to achieve westward expansion. As shown in document 1, the U.S. used many methods to gain this land, like annexing it (the annexation of Texas taken from Mexico in 1845 some years after the Texan war for independence) and just plain buying it (the Louisiana Purchase, bought from the French in 1803). However these territorial gains resulted in great controversies in some cases, and other impacts. As implied in document 3, many U.S. citizens, especially those from Massachusetts, were undecided or opposed to the war with

Mexico which gave us the Mexican Cession.

And document 4 shows us that some groups were opposed to the war because they didn't want slavery to spread into any new territories.

Others saw this as an unfair war started by the United States just to take Mexico's territories.

Many citizens thought the annexation of Texas would throw off the balance between slave and free states that already existed in the United States Senate. Later as shown in document 5 with the passage of the Kansas-Nebraska Act, the federal government left the slavery issue up for the states themselves to decide in order to avoid controversies like what happened when Missouri applied for statehood and when California came in as a free state in the Compromise of 1850.

These territorial gains however were only the beginning. The land west of the Mississippi River was quite unfamiliar despite Lewis and Clark's reports in the early 1800s and the federal government had a tough time getting people to expand out that way. As a solution, the government passed the Homestead Act, in which a limited amount of free land (160 acres)

was offered to those willing to expand westward to the Great Plains and farm it. This method worked well, and the area began to grow rapidly. As people braved the hardships of this long tortuous trip west, life in sod houses, conflicts with Indians, disease, and death, the West became settled.

The federal government also saw expansion as a necessity with the increasing popularity of railroads which were needed for travel and communication. Knowing this, they gave full rights to the Union Pacific Railroad Company to the land adjacent to the railroad as well as some timber resources, as stated in document 7. The Pacific Railroad Act resulted in the construction of better and faster way to transport people, information, troops and goods, a necessary aspect in expanding westward.

However all the expansionist actions of the U.S., despite many of their successes, were not all wonderful. Our attitude and ideas toward the Native Americans, the true owners of this land, were wrong and selfish. Americans, in their arrogant, expansionist ways, forced the Native Americans out of their homes and off their land

in the Indian Removal Act and eventually onto reservations where they would continue to be mistreated as shown in document 8. This aspect of U.S. expansionism and the impact it has brought is indeed shameful and one of the great negative results westward expansion has had.

Despite our mistreating of the Native Americans, the methods and efforts our country has taken to achieve Manifest Destiny have shaped the world we live in today. Life and America as we know greatly reflects all the expansionist ideals and successes we had, and this, in my view, is the greatest impact of all.

Practice Paper A—Score Level 1

The response:

- Shows a limited understanding of the task but addresses all aspects of the task in a limited way
- Incorporates limited information from documents 6 and 7
- Presents no outside information
- Includes few relevant facts, examples, and details (railroads provided safe and speedy transportation; public land adjacent to the railroads; Homestead Act encouraged settlement of the west for cheap prices; westward expansion made new land and more property for sale which made money for the country); includes inaccuracies (United States made new urban areas known as suburbs; railroads provided transportation from home to work)
- Demonstrates a general plan of organization
- Includes an introduction that is a simple restatement of the theme and a conclusion that mentions an impact of westward expansion

Conclusion: Overall, the response fits the criteria for Level 1. Although attempts to address both aspects of the task are made, inaccurate conclusions that mix 19th-century facts with 20th-century facts further detract from the effort.

Practice Paper B—Score Level 5

The response:

- Thoroughly addresses all aspects of the task by describing actions taken by the federal government that led to westward expansion during the 1800s and by discussing the impact of westward expansion on the United States
- Incorporates accurate information from documents 1, 2, 3, 6, 7, and 8
- Incorporates substantial relevant outside information related to westward expansion (manifest destiny; Jefferson bought Louisiana although it was against his ideas of strict interpretation; Louisiana Purchase doubled the size of the United States; Gadsden Purchase for the southern transcontinental railroad route; President Polk was an expansionist; Lincoln’s “spot resolution”; Treaty of Guadalupe Hidalgo; Frederick Jackson Turner calls the west our safety valve)
- Richly supports the theme with many relevant facts, examples, and details; is more analytical than descriptive (federal government needed to aid people of our country in moving westward and developing its fullest potential; reason for Mexican War was Polk’s expansionist goals; Homestead Act meant more citizens could settle on land in the west and start a home and have opportunity for a new life; people could live further away from main cities but still get supplies and have contact with civilization; rate discrimination from railroads towards farmerswhite man did not respect Indian land or culture which led to many problems)
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization
- Includes an introduction that explains the concept of manifest destiny and mentions the activities of the federal government to achieve this goal and a conclusion that summarizes the effects of manifest destiny

Conclusion: Overall, the response fits the criteria for Level 5. The concept of manifest destiny and what the achievement of manifest destiny required is the basis of the response. The historical references that are used for document analysis demonstrate an excellent understanding of westward expansion and its impact.

Practice Paper C—Score Level 3

The response:

- Addresses all aspects of the task in a limited way by describing actions taken by the federal government that led to westward expansion during the 1800s and by discussing the impact of on the westward expansion on the United States
- Incorporates some information from documents 1, 2, 3, 4, 6, and 7
- Incorporates limited relevant outside information (Thomas Jefferson nearly doubled size of United States in 1803; definition of manifest destiny; Native Americans removed to areas west of Mississippi; eventually Native Americans assigned lands on reservations; gold rushes in California and Alaska attracted more settlers)
- Includes some relevant facts, examples, and details; is both descriptive and analytical (government heavily influenced American people to move West; Mexican War to reduce risk of Mexican attack; idea of free land very attractive to settlers; railroads expedited transportation and communication; protection had to be increased for the sake of settlers; issue of slavery again reared its ugly head; people worried about the admission of territories as slave states; West left Northeast capable of putting focus on manufacturing; economy and overseas trade improved by manifest destiny); includes some minor inaccuracies (Native Americans could live as they wished on reservations; disruption of balance of power in Congress)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Includes an introduction that uses manifest destiny to introduce westward expansion and a conclusion that states how westward expansion strengthened and improved the United States

Conclusion: Overall, the response fits the criteria for Level 3. Document sources and document information serve as the basis for the response. Although some of the conclusions are good, others are confusing. Some good statements are made but are repeated.

Practice Paper D—Score Level 2

The response:

- Addresses some aspects of the task by summarizing the information in the documents but with little understanding
- Incorporates limited information from documents 1, 2, 3, 5, 6, 7, and 8
- Presents little relevant outside information (Mexican Cession result of the Mexican War)
- Includes few relevant facts, examples, and details (Union Pacific Railroad granted public lands; Homestead Act provided people with farms; Nevada, California, and Utah in the Mexican Cession; reservations hurt Indians because they did not have enough materials to harvest crops or educate children); includes some inaccuracies (Kansas and Nebraska wanted slavery; Indian Removal Act limited Indians to only reservations)
- Demonstrates a general plan of organization
- Includes an introduction and conclusion that are a simple restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 2. Most of the response is a summary of document information that indirectly addresses the task. The Indian Removal Act is confused with reservations. Some good statements are made, but they are not always directly connected to the task.

Practice Paper E—Score Level 4

The response:

- Addresses all aspects of the task by describing actions taken by the federal government that led to westward expansion during the 1800s and by discussing the impact of westward expansion on the United States
- Incorporates accurate information from all the documents
- Incorporates relevant outside information related to westward expansion (manifest destiny; Great Britain, France, and Spain occupied parts of the United States; annexation of Texas took place some years after Texan War for Independence; Louisiana bought from France; controversy when Missouri applied for statehood and California came in as free state in Compromise of 1850; Lewis and Clark's reports of early 1800s; sod houses)
- Includes relevant facts, examples, and details; is more descriptive than analytical (territory gains resulted in great controversies; Mexican War seen as an unfair war started by the United States just to take Mexican territory; many citizens thought annexation of Texas would throw off balance of power in the United States Senate; federal government had a tough time getting people to expand because of unfamiliar land; free land for those willing to expand to Great Plains; railroads necessary aspect in expanding westward; Native Americans were the true owners of land; Americans arrogant in their expansionist ways; American today reflects expansionist ideas)
- Is a well-developed essay, demonstrating a logical and clear plan of organization, but uses the documents in a less integrated manner than in a Level 5 response
- Includes an introduction and conclusion that are beyond a simple restatement of the theme by focusing on the concept of manifest destiny

Conclusion: Overall, the response fits the criteria for Level 4. Although the discussion of relevant outside information is somewhat limited, the information presented supports the document analysis. Analytical phrases are integrated into the discussion and strengthen the quality of the response.

United States History and Government Specifications

August 2004

Part I Multiple Choice Questions by Standard

Standard	Question Numbers
1—US and NY History	6, 8, 10, 11, 12, 14, 15, 16, 17, 18, 21, 23, 26, 27, 28, 29, 33, 34, 41, 45, 46, 48, 49
2—World History	1, 7, 31, 32, 33, 47
3—Geography	13, 38, 43
4—Economics	4, 9, 19, 20, 22, 24, 39, 40, 42
5—Civics, Citizenship, and Government	2, 3, 5, 25, 30, 35, 36, 37, 44, 50

Parts II and III by Theme and Standard

	Theme	Standards
Thematic Essay	Reform Movements	Standards 1 and 5: US and NY History; Civics, Citizenship, and Government
Document-based Essay	Westward Expansion	Standards 1, 3, and 5: US and NY History; Geography; Civics, Citizenship, and Government

The *Chart for Determining the Final Examination Score for the August 2004, Regents Examination in United States History and Government*, normally located on this page will be posted on the Department's web site <http://www.emsc.nysed.gov/osa/> on the day of the examination. Conversion charts provided for the previous administrations of the United States History and Government examination must NOT be used to determine students' final scores for this administration.

Regents Examination in United States History and Government – August 2004

Chart for Converting Total Test Raw Scores to Final Examination Scores (Scaled Scores)

To determine the student's final score, locate the student's total essay score across the top of the chart and the total Part I and Part IIIA score down the side of the chart. The point where the two scores intersect is the student's final examination score. For example, a student receiving a total essay score of 6 and a total Part I and Part IIIA score of 47 would receive a final examination score of 82.

		Total Essay Score										
Total Part I and Part IIIA Score		0	1	2	3	4	5	6	7	8	9	10
	0	0	2	5	7	10	14	17	21	25	29	33
	1	1	3	6	8	12	15	19	22	26	30	35
	2	1	4	6	9	13	16	20	24	28	32	36
	3	2	5	7	10	14	17	21	25	29	33	38
	4	3	6	8	12	15	19	22	26	30	35	39
	5	4	6	9	13	16	20	24	28	32	36	40
	6	5	7	10	14	17	21	25	29	33	38	42
	7	6	8	12	15	19	22	26	30	35	39	43
	8	6	9	13	16	20	24	28	32	36	40	45
	9	7	10	14	17	21	25	29	33	38	42	46
	10	8	12	15	19	22	26	30	35	39	43	48
	11	9	13	16	20	24	28	32	36	40	45	49
	12	10	14	17	21	25	29	33	38	42	46	51
	13	12	15	19	22	26	30	35	39	43	48	52
	14	13	16	20	24	28	32	36	40	45	49	54
	15	14	17	21	25	29	33	38	42	46	51	55
	16	15	19	22	26	30	35	39	43	48	52	56
	17	16	20	24	28	32	36	40	45	49	54	58
	18	17	21	25	29	33	38	42	46	51	55	59
	19	19	22	26	30	35	39	43	48	52	56	61
	20	20	24	28	32	36	40	45	49	54	58	62
	21	21	25	29	33	38	42	46	51	55	59	64
	22	22	26	30	35	39	43	48	52	56	61	65
	23	24	28	32	36	40	45	49	54	58	62	66
	24	25	29	33	38	42	46	51	55	59	64	68
	25	26	30	35	39	43	48	52	56	61	65	69
	26	28	32	36	40	45	49	54	58	62	66	70
	27	29	33	38	42	46	51	55	59	64	68	72
	28	30	35	39	43	48	52	56	61	65	69	73
	29	32	36	40	45	49	54	58	62	66	70	74
	30	33	38	42	46	51	55	59	64	68	72	76

		Total Essay Score										
Total Part I and Part IIIA Score		0	1	2	3	4	5	6	7	8	9	10
	31	35	39	43	48	52	56	61	65	69	73	77
	32	36	40	45	49	54	58	62	66	70	74	78
	33	38	42	46	51	55	59	64	68	72	76	79
	34	39	43	48	52	56	61	65	69	73	77	81
	35	40	45	49	54	58	62	66	70	74	78	82
	36	42	46	51	55	59	64	68	72	76	79	83
	37	43	48	52	56	61	65	69	73	77	81	84
	38	45	49	54	58	62	66	70	74	78	82	85
	39	46	51	55	59	64	68	72	76	79	83	86
	40	48	52	56	61	65	69	73	77	81	84	87
	41	49	54	58	62	66	70	74	78	82	85	88
	42	51	55	59	64	68	72	76	79	83	86	89
	43	52	56	61	65	69	73	77	81	84	87	90
	44	54	58	62	66	70	74	78	82	85	88	91
	45	55	59	64	68	72	76	79	83	86	89	92
	46	56	61	65	69	73	77	81	84	87	90	93
	47	58	62	66	70	74	78	82	85	88	91	93
	48	59	64	68	72	76	79	83	86	89	92	94
	49	61	65	69	73	77	81	84	87	90	93	95
	50	62	66	70	74	78	82	85	88	91	93	95
	51	64	68	72	76	79	83	86	89	92	94	96
	52	65	69	73	77	81	84	87	90	93	95	97
	53	66	70	74	78	82	85	88	91	93	95	97
	54	68	72	76	79	83	86	89	92	94	96	98
	55	69	73	77	81	84	87	90	93	95	97	98
	56	70	74	78	82	85	88	91	93	95	97	99
	57	72	76	79	83	86	89	92	94	96	98	99
	58	73	77	81	84	87	90	93	95	97	98	99
	59	74	78	82	85	88	91	93	95	97	99	99
	60	76	79	83	86	89	92	94	96	98	99	99
	61	77	81	84	87	90	93	95	97	98	99	100