

REGENTS IN U.S. HISTORY AND GOVERNMENT

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY AND GOVERNMENT

Tuesday, August 16, 2005 — 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 questions. 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.

The use of any communications device is strictly prohibited when taking this examination. If you use any communications device, no matter how briefly, your examination will be invalidated and no score will be calculated for you.

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

REGENTS IN U.S. HISTORY AND GOVERNMENT

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 One of the principles stated in the Declaration of Independence is that government should</p> <ul style="list-style-type: none">(1) guarantee economic equality among citizens(2) have unlimited power to rule the people(3) be based upon the consent of the governed(4) be led by educated citizens <p>2 The Great Compromise at the Constitutional Convention of 1787 was important because it</p> <ul style="list-style-type: none">(1) established suffrage for all males over the age of twenty-one(2) ended the controversy over slavery(3) created a single-house national legislature(4) balanced the interests of states with large and small populations <p>3 To provide for change, the authors of the United States Constitution included the amendment process and the</p> <ul style="list-style-type: none">(1) commerce clause(2) elastic clause(3) supremacy clause(4) naturalization clause <p>4 Filibusters were used by United States Senators from the South in the 1950s and 1960s to</p> <ul style="list-style-type: none">(1) block passage of civil rights bills(2) protest United States involvement in Vietnam(3) override presidential vetoes of environmental bills(4) gain approval of presidential appointments to the Supreme Court <p>5 Judicial review gives the United States Supreme Court the power to</p> <ul style="list-style-type: none">(1) declare state laws unconstitutional(2) override a congressional veto(3) impeach and remove the president from office(4) approve treaties with foreign nations | <p>6 Thomas Jefferson opposed Alexander Hamilton's plan to create a national bank primarily because the plan would</p> <ul style="list-style-type: none">(1) weaken the nation's currency(2) increase the national debt(3) promote the interests of farmers(4) depend on a loose interpretation of the Constitution <p>7 “ 'Tis [It is] our true policy to steer clear of permanent alliances with any portion of the foreign world. . . . ”</p> <p style="text-align: right;">— President George Washington, Farewell Address, 1796</p> <p>The United States was able to follow this advice from President Washington for several decades primarily because of</p> <ul style="list-style-type: none">(1) industrial and agricultural self-sufficiency(2) strong support from other Western Hemisphere nations(3) geographic isolation from Europe(4) peaceful relations between the European powers <p>8 The completion of the Erie Canal in the early 19th century aided the economic development of the United States by</p> <ul style="list-style-type: none">(1) supplying water for the irrigation of western farms(2) lowering the cost of shipping goods from the Midwest to the Atlantic coast(3) providing a shipping route for cotton from the South to Europe(4) supplying waterpower for running factories and mills <p>9 The annexation of Texas and the Mexican Cession are best described as efforts by the United States to</p> <ul style="list-style-type: none">(1) remove European threats(2) limit the spread of slavery(3) end wars of aggression(4) fulfill Manifest Destiny |
|---|---|

Base your answer to question 10 on the table below and on your knowledge of social studies.

CASUALTIES OF THE CIVIL WAR

	Union Troops	Confederate Troops
Total Troops	1,566,678	1,082,119
Wounded	275,175	194,000*
Died of Wounds	110,070	94,000
Died of Disease	249,458	164,000

— Garraty and McCaughey, *The American Nation*, Harper and Row, 1987;
 *Shelby Foote, *The Civil War: A Narrative*, Vintage Books, 1986

10 Which statement is best supported by the data in the table?

- (1) The Confederate troops lost the Civil War as a result of their higher numbers of injuries and fatalities.
- (2) The Union army had better generals during the Civil War.
- (3) The Civil War had more casualties than any other war.
- (4) More soldiers died from disease than from wounds.

11 The Seneca Falls Convention of 1848 is often viewed as the beginning of the

- (1) temperance movement
- (2) women's rights movement
- (3) antislavery movement
- (4) Native American Indian movement

12 "... Liberty *and* Union, now and forever, one and inseparable!"

— Daniel Webster, 1830

The principle expressed in this statement was also reflected in

- (1) Thomas Jefferson's call for nullification of the Alien and Sedition Acts
- (2) Federalist Party threats during the War of 1812
- (3) John Calhoun's defense of States rights
- (4) Abraham Lincoln's attitude toward Southern secession

13 From 1820 to 1865, the debates over nullification, protective tariffs, and the spread of slavery into the new territories concerned the constitutional issue of the

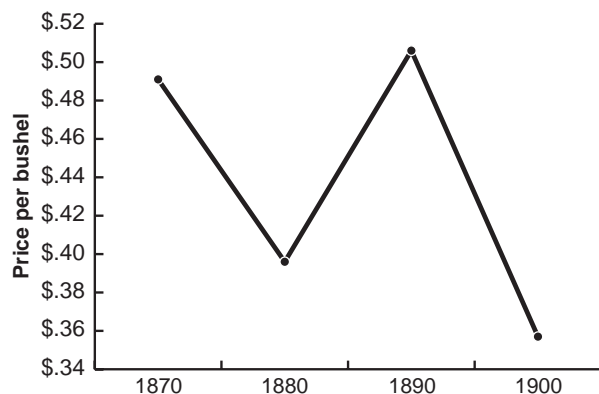
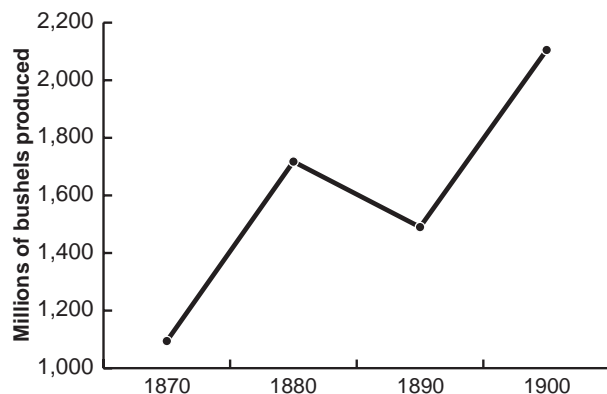
- (1) balance of power between the federal and state governments
- (2) balance between the rights of individuals and the need to maintain order
- (3) protection of the rights of ethnic and racial groups
- (4) separation of power between the executive and legislative branches

14 Which group's numbers increased the most as a result of the Industrial Revolution?

- (1) skilled craftsmen
- (2) landed aristocracy
- (3) urban middle class
- (4) owners of small farms

Base your answers to questions 15 and 16 on the graphs below and on your knowledge of social studies.

Corn Production and Prices, 1870–1900



Source: *Statistical Abstract of the United States*, 1900 (adapted)

15 Which trend is shown in these graphs?

- (1) When production increases, prices decrease.
- (2) When production increases, prices increase.
- (3) When production remains unchanged, prices decrease.
- (4) Prices and production are usually unrelated.

16 As a result of the trends shown in the graphs, the Populist Party wanted the federal government to increase the money supply to

- (1) raise the prices of crops
- (2) limit the exportation of corn
- (3) discourage the consumption of corn
- (4) increase agricultural imports

17 Business leaders John D. Rockefeller, J. P. Morgan, and Cornelius Vanderbilt were referred to as robber barons primarily because they

- (1) bought titles of nobility from foreign governments
- (2) were ruthless in dealing with competitors
- (3) stole money from state and local governments
- (4) gained all of their wealth by illegal means

18 During the late 1800s, what was the main reason labor unions had difficulty achieving gains for workers?

- (1) Communists had taken control of the major unions.
- (2) The government supported business efforts to limit the powers of unions.
- (3) Most unions had been organized by big business.
- (4) Most workers were satisfied with working conditions.

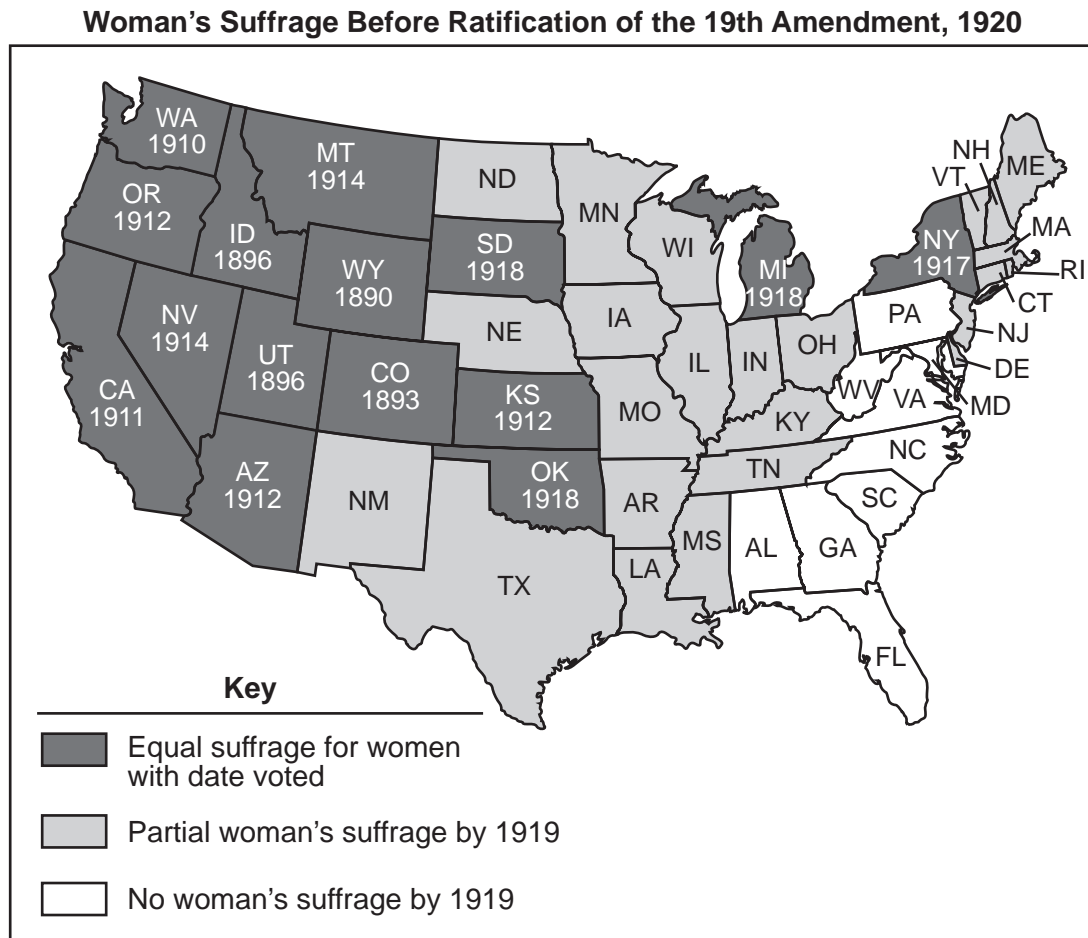
19 During the late 1800s, Southern voters solidly supported the Democratic Party primarily because Democrats

- (1) favored a stronger national government
- (2) led efforts to advance civil rights
- (3) opposed the Jim Crow legal system
- (4) disliked the Reconstruction programs of the Republicans

20 A goal of the Progressive movement was to

- (1) reduce the government's involvement in social issues
- (2) correct the problems caused by industrialization
- (3) promote laissez-faire policies
- (4) promote settlement of land west of the Mississippi River

Base your answer to question 21 on the map below and on your knowledge of social studies.



Source: Sandra Opdycke, *The Routledge Historical Atlas of Women in America*, Routledge, 2000 (adapted)

21 According to the map, in which region of the United States did women receive the most support for equal suffrage before passage of the 19th amendment?

- | | |
|-----------|-----------|
| (1) East | (3) South |
| (2) North | (4) West |

22 Which idea led to the creation of the Interstate Commerce Commission, the Federal Trade Commission, and the Food and Drug Administration?

- (1) Business activity must sometimes be regulated in the public interest.
- (2) Workers should be allowed to bargain with owners for working conditions.
- (3) Domestic industry should be protected from foreign competition.
- (4) The economy works best without government regulation.

23 When the Federal Reserve Board lowers interest rates, it is most likely attempting to

- (1) stimulate consumer spending
- (2) lower prices
- (3) encourage saving
- (4) reduce investment

24 Which heading best completes the partial outline below?

I. _____

- A. Sea power is the key to national greatness.
- B. United States missionaries spread Christian principles.
- C. The Anglo-Saxon civilization is the best in the world.
- D. Sugar plantations in Hawaii were developed by Americans.

- (1) Reasons to Declare War on Spain
- (2) Justification for American Imperialism
- (3) Theodore Roosevelt's Political Platform
- (4) Yellow Journalism in Newspapers

25 At the beginning of World War I, President Woodrow Wilson followed a traditional United States foreign policy by

- (1) refusing to permit trade with either side in the conflict
- (2) sending troops to aid Great Britain
- (3) declaring American neutrality
- (4) requesting an immediate declaration of war against the aggressors

26 The initiative, the referendum, and the recall were adopted by several states during the Progressive Era as ways to

- (1) limit immigration
- (2) promote the formation of trusts
- (3) restrict the use of presidential vetoes
- (4) make government more democratic

27 The influence of nativism during the 1920s is best illustrated by the

- (1) increase in the popularity of the automobile
- (2) emergence of the flappers
- (3) expansion of trusts and monopolies
- (4) growth of the Ku Klux Klan

28 **“Public Ignores Prohibition Restrictions”**
“Evolution and Creation Debated in Scopes Trial”
“Women Bring Change to the Industrial Workforce”

What do headlines such as these from the 1920s illustrate?

- (1) conflict between traditional and modern values
- (2) trend toward mass consumption of consumer goods
- (3) hostility of certain groups toward ethnic minorities
- (4) debate over the role of government in the economy

29 The Federal Deposit Insurance Corporation (FDIC) and the Securities and Exchange Commission (SEC), established during the New Deal, were important because they

- (1) increased the supply of money in the economy
- (2) guaranteed loans to failing businesses and banks
- (3) attempted to restore public confidence in financial institutions
- (4) provided grants to unemployed workers

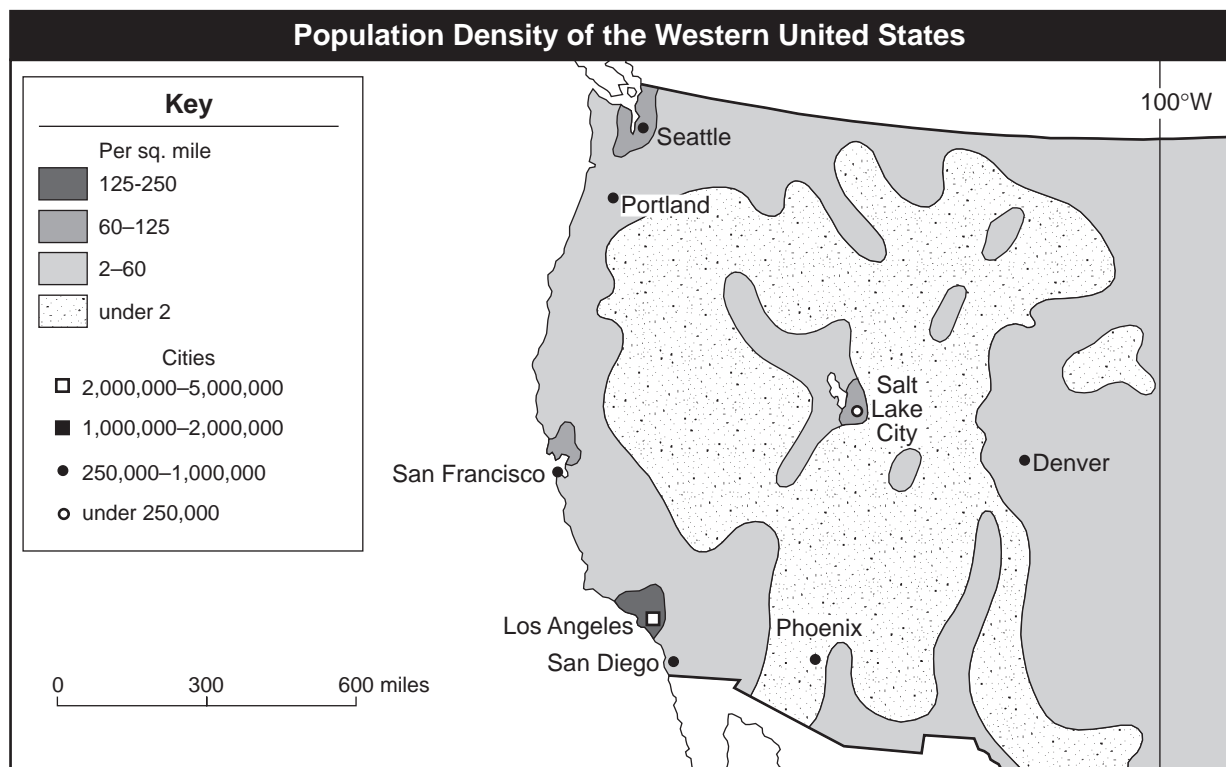
30 At the beginning of World War II, national debate focused on whether the United States should continue the policy of

- (1) coexistence
- (2) containment
- (3) imperialism
- (4) isolationism

31 Before entering World War II, the United States acted as the “arsenal of democracy” by

- (1) creating a weapons stockpile for use after the war
- (2) financing overseas radio broadcasts in support of democracy
- (3) providing workers for overseas factories
- (4) supplying war materials to the Allies

Base your answer to question 32 on the map below and on your knowledge of social studies.



Source: Andrew Cayton et al., *America: Pathways to the Present*, Prentice Hall (adapted)

32 Which geographic feature is primarily responsible for the lowest population density in the area shown on the map?

- (1) Columbia River
- (2) Pacific Ocean
- (3) Rocky Mountains
- (4) Mississippi River Valley

33 “The Parties to this Treaty reaffirm their faith in the purposes and principles of the Charter of the United Nations and their desire to live in peace with all peoples and all governments.

“They are determined to safeguard the freedom, common heritage and civilisation of their peoples, founded on the principles of democracy, individual liberty and the rule of law. . . .”

— Preamble to the North Atlantic Treaty, 1949

This statement shows the commitment of the United States to the principle of

- (1) colonialism
- (2) neutrality
- (3) militarism
- (4) collective security

34 One reason the Nuremberg trials following World War II were held was to

- (1) bring Hitler, Mussolini, and Tojo to justice
- (2) force Japan to pay for the attack on Pearl Harbor
- (3) make German leaders accountable for the Holocaust
- (4) punish the German government for bombing England

Base your answer to question 35 on excerpts from the song lyrics below and on your knowledge of social studies.

Lyric A: . . . Father, father
We don't need to escalate
You see, war is not the answer
For only love can conquer hate
You know we've got to find a way
To bring some lovin' here today. . .
— "What's Going On," Al Cleveland, Marvin Gaye,
Renaldo Benson, 1971

Lyric B: . . . Yeah, my blood's so mad
Feels like coagulatin'
I'm sittin' here, just contemplatin'
I can't twist the truth
It knows no regulation
Hand full of senators don't pass legislation
And marches alone can't bring integration
When human respect is disintegratin'
This whole crazy world
Is just too frustratin'. . .
— "Eve of Destruction," P.F. Sloan, 1965

35 Which conclusion is most clearly supported by an examination of these song lyrics?

- (1) In the 1960s and early 1970s, Americans shared common views on foreign policy.
- (2) Social conflict existed over war and civil rights in the 1960s and early 1970s.
- (3) The music of the 1960s and early 1970s supported government policies.
- (4) Most songwriters of the 1960s and early 1970s used their music to advocate violent revolution.

36 During the civil rights movement of the 1960s, activities of the Congress of Racial Equality, the National Urban League, and the National Association for the Advancement of Colored People (NAACP) illustrated that

- (1) all civil rights groups use the same tactics
- (2) different approaches can be used to achieve a common goal
- (3) organizational differences usually lead to failure
- (4) violence is the best tool for achieving social change

37 In 1954, the Supreme Court decision in *Brown v. Board of Education of Topeka* advanced the civil rights movement by

- (1) guaranteeing equal voting rights to African Americans
- (2) banning racial segregation in hotels and restaurants
- (3) declaring that racial segregation in public schools violated the 14th amendment
- (4) upholding the principle of separate but equal public facilities

Base your answers to questions 38 and 39 on the cartoon below and on your knowledge of social studies.



Source: Jeff Danziger, L. A. Times Syndicate, 2000 (adapted)

- | | |
|--|--|
| <p>38 The cartoonist is expressing the opinion that</p> <ul style="list-style-type: none">(1) the United States should place tariffs on goods from communist nations(2) most Americans favor trading with both China and Cuba(3) American foreign trade policies are sometimes inconsistent(4) democratic nations should receive preferential trade agreements | <p>39 What is the explanation for the situation shown in the cartoon?</p> <ul style="list-style-type: none">(1) Strong anti-Castro sentiment existed in Congress.(2) China had met all United States human rights demands.(3) Castro refused to allow Cuba to trade with the United States.(4) The United States was dependent on food imports from China. |
| <p>40 President Richard Nixon's visit to the People's Republic of China in 1972 was significant because it</p> <ul style="list-style-type: none">(1) convinced the Chinese to abandon communism(2) brought about the unification of Taiwan and Communist China(3) reduced tensions between the United States and Communist China(4) decreased United States dependence on Chinese exports | <p>41 One similarity in the Supreme Court decisions in <i>Gideon v. Wainwright</i> and <i>Miranda v. Arizona</i> is that both decisions</p> <ul style="list-style-type: none">(1) expanded the rights of the accused(2) improved the ability of the police to gather evidence(3) lengthened sentences for violent felony offenses(4) set limits on the use of the death penalty |

- 42 **“Lincoln Suspends Writ of Habeas Corpus”**
“Supreme Court Rules for Government in Draft Resister Case”
“Relocation of Japanese Americans Upheld by Supreme Court”

These headlines illustrate that during wartime

- (1) the liberties of individuals can be restricted
- (2) the role of the government in regulating the economy increases
- (3) most Americans support participation in wars
- (4) new job opportunities are created by increased demand

Base your answer to question 43 on the quotations below and on your knowledge of social studies.

... Unjust laws exist; shall we be content to obey them, or shall we endeavor to amend them, and obey them until we have succeeded, or shall we transgress them at once? ...

— Henry David Thoreau, 1849

... But the great glory of American democracy is the right to protest for right. My friends, don't let anybody make us feel that we [are] to be compared in our actions with the Ku Klux Klan or with the White Citizens Council. There will be no crosses burned at any bus stops in Montgomery. There will be no white persons pulled out of their homes and taken out on some distant road and lynched for not cooperating. There will be nobody amid, among us who will stand up and defy the Constitution of this nation. We only assemble here because of our desire to see right exist. ...

— Martin Luther King, Jr., December 1955

- 43 Which statement most accurately summarizes the main idea of these quotations?
- (1) Revolution is inevitable in a democratic society.
 - (2) Government consistently protects the freedom and dignity of all its citizens.
 - (3) Violence is the most effective form of protest.
 - (4) Civil disobedience is sometimes necessary to bring about change.
-

Base your answer to question 44 on the poster below and on your knowledge of social studies.



Source: Andrew Cayton, et al., *America: Pathways to the Present*, Prentice Hall, 1995 (adapted)

- 44 This poster was used during the
- (1) abolitionist movement
 - (2) woman's suffrage movement
 - (3) civil rights movement
 - (4) environmental movement
-
- 45 What is the most likely result of the United States raising tariff rates on imported steel?
- (1) The price of consumer goods made with American steel is lowered.
 - (2) American steel companies are protected from foreign competition.
 - (3) The quality of consumer goods made with steel is improved.
 - (4) Foreign steel companies are encouraged to buy American steel companies.

Base your answers to questions 46 and 47 on the table below and on your knowledge of social studies.

FINAL ELECTION RETURNS

ELECTION OF 1876	Popular Vote Total	Percentage	Electoral College Vote
Hayes*	4,033,497	47.95	185
Tilden	4,288,191	50.98	184
Cooper	78,501	0.90	—

ELECTION OF 1888	Popular Vote Total	Percentage	Electoral College Vote
Harrison*	5,449,825	47.82	233
Cleveland	5,539,118	48.61	168
Fisk	249,492	2.19	—
Streeter	146,602	1.29	—

ELECTION OF 2000	Popular Vote Total	Percentage	Electoral College Vote
George W. Bush*	50,456,062	47.89	271
Albert Gore	50,996,582	48.40	266
Ralph Nader	2,858,843	2.71	—

*elected by electoral college

Source: 1876 and 1888, Presidential Elections, 1789–2000, CQ Press, 2002; 2000, “Historical Election Results,” U.S. Electoral College, National Archives (adapted)

- 46 Which criticism of the electoral college system is illustrated by the information in the table?

(1) Presidential electors frequently do not vote for the person they were pledged to support.

(2) A person can win the presidency without winning the most popular votes.

(3) The vote of the people in each state has little relationship to the election outcome.

(4) Minor-party candidates often receive too many electoral votes.

47 Which change is most often proposed to correct the problem shown by the table?

(1) adopt a constitutional amendment to elect the president by popular vote

(2) pass a law requiring state electors to vote for the candidate with the most popular votes

(3) place limits on the number of political parties allowed in presidential elections

(4) allow the elected members of Congress to select the president
-
- 48 What was a direct result of the census of 2000?

(1) Personal income tax rates were changed.

(2) New United States District Courts were created.

(3) Seats in the House of Representatives were reapportioned.

(4) The number of United States Senators was increased.

49 During the 20th century, federal prosecutions of corporations such as Standard Oil, AT&T, and Microsoft were based on alleged violations of

(1) stock market practices

(2) environmental regulations

(3) labor union protections

(4) antitrust laws

Base your answer to question 50 on the cartoon below and on your knowledge of social studies.



Source: Matson, *Car and Travel*, 2001 (adapted)

50 What is the main idea of the cartoon?

- (1) Airline technology has resulted in more efficient service.
 - (2) Reduced competition in the airline industry has hurt the consumer.
 - (3) A growing economy has led to the start-up of new airlines.
 - (4) An increase in the number of airlines has led to computer malfunctions.
-

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

- (a) **explain** means “to make plain or understandable; to give reasons for or causes of; to show the logical development or relationships of”
- (b) **describe** means “to illustrate something in words or tell about it”
- (c) **evaluate** means “to examine and judge the significance, worth, or condition of; to determine the value of”

Part II

THEMATIC ESSAY QUESTION

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

Theme: Cold War

Following World War II, the United States and the Soviet Union were engaged in a conflict that became known as the Cold War. The Cold War created problems that the United States addressed with specific actions. These actions had varying degrees of success.

Task:

Identify **two** problems faced by the United States during the Cold War and for **each**

- Explain how the problem led to conflict between the United States and the Soviet Union
- Describe **one** action taken by the United States in response to the problem
- Evaluate the extent to which the action taken was successful in solving the problem

You may use any Cold War problems from your study of United States history. Some suggestions you might wish to consider include the postwar economic upheaval in Western Europe (1945–1947), Soviet takeover of Eastern Europe (1945–1948), threat of Communist takeover in Greece (1947), Soviet blockade of Berlin (1948), nuclear arms race (1950s–1970s), and placement of Soviet missiles in Cuba (1962).

You are *not* limited to these suggestions.

Guidelines:

In your essay, be sure to:

- Develop all aspects of the task
- Support the theme with relevant facts, examples, and details
- Use a logical and clear plan of organization, including an introduction and a conclusion that are beyond a restatement of the theme

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

- (a) discuss means “to make observations about something using facts, reasoning, and argument; to present in some detail”
- (b) explain means “to make plain or understandable; to give reasons for or causes of; to show the logical development or relationships of”

PART III

DOCUMENT-BASED QUESTION

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

Historical Context:

After the crash of the stock market in 1929, the Great Depression began. The Depression brought devastation to the economy of the United States and resulted in severe problems for the American people. Throughout the 1930s, the American people and the government dealt with the Depression in various ways.

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

- Discuss problems faced by the American people during the Great Depression of the 1930s
- Explain how the American people *and* the government dealt with the problems of the Depression

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

. . . This is not an issue as to whether the people are going hungry or cold in the United States. It is solely a question of the best method by which hunger and cold can be prevented. It is a question as to whether the American people on the one hand will maintain the spirit of charity and of mutual self-help through voluntary giving and the responsibility of local government as distinguished on the other hand from appropriations out of the Federal Treasury for such purposes. My own conviction is strongly that if we break down this sense of responsibility, of individual generosity to individual, and mutual self-help in the country in times of national difficulty and if we start appropriations of this character we have not only impaired something infinitely valuable in the life of the American people but have struck at the roots of self-government. Once this has happened it is not the cost of a few score millions, but we are faced with the abyss of reliance [trap of relying] in [the] future upon Government charity in some form or other. The money involved is indeed the least of the costs to American ideals and American institutions. . . .

Source: President Herbert Hoover, Press Statement, February 3, 1931

- 1 According to this document, how did President Hoover hope the American people would respond to the problems of the Depression? [1]

Score

Document 2

... Kentucky coal miners suffered perhaps the most. In Harlan County there were whole towns whose people had not a cent of income. They lived on dandelions and blackberries. The women washed clothes in soapweed suds. Dysentery bloated the stomachs of starving babies. Children were reported so famished they were chewing up their own hands. Miners tried to plant vegetables, but they were often so hungry that they ate them before they were ripe. On her first trip to the mountains, Eleanor Roosevelt saw a little boy trying to hide his pet rabbit. "He thinks we are not going to eat it," his sister told her, "but we are." In West Virginia, miners mobbed company stores demanding food. Mountain people, with no means to leave their homes, sometimes had to burn their last chairs and tables to keep warm. Local charity could not help in a place where everyone was destitute. . . .

"No one has starved," Hoover boasted. To prove it, he announced a decline in the death rate. It was heartening, but puzzling, too. Even the social workers could not see how the unemployed kept body and soul together, and the more they studied, the more the wonder grew. Savings, if any, went first. Then insurance was cashed. Then people borrowed from family and friends. They stopped paying rent. When evicted, they moved in with relatives. They ran up bills. It was surprising how much credit could be wangled. In 1932, about 400 families on relief in Philadelphia had managed to contract an average debt of \$160, a tribute to the hearts if not the business heads of landlords and merchants. But in the end they had to eat "tight." . . .

A teacher in a mountain school told a little girl who looked sick but said she was hungry to go home and eat something. "I can't," the youngster said. "It's my sister's turn to eat." In Chicago, teachers were ordered to ask what a child had had to eat before punishing him. Many of them were getting nothing but potatoes, a diet that kept their weight up, but left them listless, crotchety [cranky], and sleepy. . . .

Source: Caroline Bird, *The Invisible Scar*, David McKay Company

2 State **two** ways the families described in this passage dealt with the problems of the Depression. [2]

(1) _____

Score

(2) _____

Score

Document 3



Source: H. W. Felchner, New York City, February, 1932

3 Based on the photograph, state **one** effect the Great Depression had on many Americans. [1]

Score

Document 4

. . . Brigades of Bonus Marchers converged on Washington [in 1932]. Congress had voted the bonus money, but for later. Some of these men might have been hustlers and perhaps there were a few Communists among them, but most were ex-soldiers who had served the nation [in World War I], frightened men with hungry families. The ragged hordes blocked traffic, clung like swarming bees to the steps of the Capitol. They needed their money now. They built a shantytown on the edge of Washington. Many had brought their wives and children. Contemporary reports mention the orderliness and discipline of these soldiers of misfortune. . . .

Source: John Steinbeck, "Living With Hard Times," *Esquire*

4 Based on this document, state the reason the Bonus Marchers went to Washington. [1]

Score

Document 5

. . . Working women at first lost their jobs at a faster rate than men — then reentered the workforce more rapidly. In the early years of the Depression, many employers, including the federal government, tried to spread what employment they had to heads of households. That meant firing any married woman identified as a family's "secondary" wage-earner. But the gender segregation in employment patterns that was already well established before the Depression also worked to women's advantage. Heavy industry suffered the worst unemployment, but relatively few women stoked blast furnaces in the steel mills or drilled rivets on assembly lines or swung hammers in the building trades. The teaching profession, however, in which women were highly concentrated and indeed constituted a hefty majority of employees, suffered pay cuts but only minimal job losses. And the underlying trends of the economy meant that what new jobs did become available in the 1930s, such as telephone switchboard operation and clerical work, were peculiarly suited to women. . . .

Source: David M. Kennedy, *Freedom From Fear*, Oxford University Press

5 Based on this document, state **two** ways women in the labor force were affected by the Great Depression. [2]

(1)

Score

(2)

Score

Document 6

. . . For black people, the New Deal was psychologically encouraging (Mrs. Roosevelt was sympathetic; some blacks got posts in the administration), but most blacks were ignored by the New Deal programs. As tenant farmers, as farm laborers, as migrants, as domestic workers, they didn't qualify for unemployment insurance, minimum wages, social security, or farm subsidies. Roosevelt, careful not to offend southern white politicians whose political support he needed, did not push a bill against lynching. Blacks and whites were segregated in the armed forces. And black workers were discriminated against in getting jobs. They were the last hired, the first fired. Only when A. Philip Randolph, head of the Sleeping-Car Porters Union, threatened a massive march on Washington in 1941 would Roosevelt agree to sign an executive order establishing a Fair Employment Practices Committee. But the FEPC had no enforcement powers and changed little. . . .

Source: Howard Zinn, *A People's History of the United States*, HarperCollins Publishers

- 6a Based on this document, state **one** reason many African Americans did not benefit from New Deal programs. [1]

Score

- b According to this document, how did the government respond to the threat from the Sleeping-Car Porters Union? [1]

Score

Document 7

. . . Suddenly the papers were filled with accounts of highway picketing by farmers around Sioux City. A Farmers' Holiday Association had been organized by one Milo Reno, and the farmers were to refuse to bring food to market for thirty days or "until the cost of production had been obtained." . . .

The strike around Sioux City soon ceased to be a local matter. It jumped the Missouri River and crossed the Big Sioux. Roads were picketed in South Dakota and Nebraska as well as in Iowa. Soon Minnesota followed suit, and her farmers picketed her roads. North Dakota organized. Down in Georgia farmers dumped milk on the highway. For a few days the milk supply of New York City was menaced. Farmers in Bucks County, Pennsylvania, organized, and potato farmers in Long Island raised the price of potatoes by a "holiday." This banding together of farmers for mutual protection is going on everywhere, but the center of this disturbance is still Iowa and the neighboring States.

The Milk Producers' Association joined forces with the Farmers' Holiday. All the roads leading to Sioux City were picketed. Trucks by hundreds were turned back. Farmers by hundreds lined the roads. They blockaded the roads with spiked telegraph poles and logs. They took away a sheriff's badge and his gun and threw them in a cornfield. Gallons of milk ran down roadway ditches. Gallons of confiscated milk were distributed free on the streets of Sioux City. . . .

Source: Mary Heaton Vorse, "Rebellion in the Cornbelt," *Harper's Magazine*, December 1932

- 7 Based on this document, state **two** actions taken by farmers to deal with their economic situation during the Great Depression. [2]

(1) _____

Score

(2) _____

Score

Document 8

Lorena Hickok, a former Associated Press reporter, was hired by Harry Hopkins (head of the Federal Emergency Relief Administration) to travel throughout the United States and send Hopkins private reports on the state of the nation and effects of the New Deal programs. This is an excerpt from one of those reports, dated January 1, 1935.

. . . Only among the young is there evidence of revolt, apparently. These young people are growing restive [restless]. Out of some 15 weekly reports from industrial centers all over the country, hardly one omitted a paragraph pointing out that these young people may not tolerate much longer a condition that prevents them from starting normal, active, self-respecting lives, that will not let them marry and raise families, that condemns them to idleness and want. At present there is no leadership among them. College men are shoveling sand, checking freight cars, working in filling stations. High school graduates are offering themselves to industry “for nothing, just experience”—and are being accepted. Boys who normally would be apprentices in the trades are tramping [wandering] the pavements, riding the freights back and forth across the country, hanging about on street corners. One day in November a 21-year-old boy in Baltimore walked 20 miles, looking for work. “I just stopped at every place,” he said, “but mostly they wouldn’t even talk to me.” . . .

Source: Lowitt and Beasley, eds., *One Third of a Nation*, University of Illinois Press, 1981

8 Based on this document, state **one** way the Great Depression affected young people. [1]

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 the body of the essay. Support your response with relevant facts, examples, and details. Include additional outside information.

Historical Context:

After the crash of the stock market in 1929, the Great Depression began. The Depression brought devastation to the economy of the United States and resulted in severe problems for the American people. Throughout the 1930s, the American people and the government dealt with the Depression in various ways.

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

- Discuss problems faced by the American people during the Great Depression of the 1930s
- Explain how the American people *and* the government dealt with the problems of the Depression

Guidelines:

In your essay, be sure to:

- Develop all aspects of the task
- Incorporate information from *at least five* documents
- Incorporate relevant outside information
- Support the theme with relevant facts, examples, and details
- Use a logical and clear plan of organization, including an introduction and a conclusion that are beyond a restatement of the theme

Tear Here

Tear Here

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY
AND GOVERNMENT

Tuesday, August 16, 2005 — 12:30 to 3:30 p.m., only

ANSWER SHEET

☐ Male
☐ Female

Student Sex:
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 16, 2005 — 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 16, 2005

Part I

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

Cut Here

Cut Here

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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 2005

Theme: Cold War

Following World War II, the United States and the Soviet Union were engaged in a conflict that became known as the Cold War. The Cold War created problems that the United States addressed with specific actions. These actions had varying degrees of success.

- Task:** Identify *two* problems faced by the United States during the Cold War and for *each*
- Explain how the problem led to conflict between the United States and the Soviet Union
 - Describe *one* action taken by the United States in response to the problem
 - Evaluate the extent to which the action taken was successful in solving the problem

You may use any Cold War problems from your study of United States history. Some suggestions you might wish to consider include the postwar economic upheaval in Western Europe (1945–1947), Soviet takeover of Eastern Europe (1945–1948), threat of Communist takeover in Greece (1947), Soviet blockade of Berlin (1948), nuclear arms race (1950s–1970s), placement of Soviet missiles in Cuba (1962).

Scoring Note: This thematic essay has a minimum of *six* components (*three* aspects [the problem, an action, and the extent of success of the action] for each of *two* problems).

Score of 5:

- Thoroughly develops *all* aspects of the task evenly and in depth by identifying *two* problems faced by the United States during the Cold War, explaining how each problem led to conflict between the United States and the Soviet Union, describing an action taken by the United States in response to the problems, and evaluating the extent to which the action taken was successful in solving the problems
- Is more analytical than descriptive (analyzes, evaluates, and/or creates information), e.g., for *Berlin blockade*: the United States avoided direct confrontation by implementing the airlift; when the Soviets saw that their land blockade was not successful, they ended it rather than risk all-out war by shooting down the supply planes; or for *threat of Communist takeover in Greece*: if successful in controlling Greece and Turkey, the Soviet Union would achieve a long-term national goal of acquiring warm-water seaports; the intent of the Truman Doctrine was expanded into other containment programs such as the Marshall Plan
- Richly supports the theme with relevant facts, examples, and details, e.g., for *Berlin blockade*: Berlin lies many miles within the Soviet sector of Germany; for nearly a year, British and American airplanes flew thousands of missions to Berlin, dropping off supplies; or for *threat of Communist takeover in Greece*: Soviets wanted control of the Dardenelles and the Strait of Bosphorus; Congress voted \$400 million in military and economy aid to Greece and Turkey
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 4:

- Develops **all** aspects of the task but may do so somewhat unevenly by discussing some aspects of the task more thoroughly than others
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates information), e.g., for *Cuban missile crisis*: the Soviet Union was using Cuba to antagonize the United States about a number of different issues; the United States was concerned about protecting the safety of the United States and had developed a new long-range missile system to defend itself against the Soviet Union
- Supports the theme with relevant facts, examples, and details, e.g., for *Cuban missile crisis*: United States blockade successfully turned back several Soviet ships; as a result, the Soviets removed their missiles from Cuba
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 3:

- Develops **all** aspects of the task with little depth *or* develops **at least four** aspects of the task in some depth
- Is more descriptive than analytical (applies, may analyze, and/or evaluate information), e.g., for *nuclear arms race*: the arms race was a power struggle between the Soviet Union and the United States; *or* for *Berlin blockade*: Berlin is located within the Soviet-occupied portion of Germany; *or* for *Cuban missile crisis*: the United States placed a naval blockade around Cuba
- Includes some relevant facts, examples, and details, e.g., for *communist threat in Greece*: Truman Doctrine *or* United States gives millions of dollars in military and economic aid; may include some minor inaccuracies
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that may be a restatement of the theme

Note: If *at least three* aspects of the task have been thoroughly developed and the response meets most of the other level 5 criteria, the overall response may be a level 3 paper.

Score of 2:

- Minimally develops **all** aspects of the task *or* develops **at least three** aspects of the task in some depth
- Is primarily descriptive; may include faulty, weak, or isolated application or analysis, e.g., for *threat in Greece*: this action was pretty successful in solving the problem
- Includes few relevant facts, examples, and details; may include some inaccuracies
- Demonstrates a general plan of organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed; may lack an introduction and/or a conclusion

Score of 1:

- Minimally develops some aspects of the task
- Is descriptive; may lack understanding, application, or analysis
- Includes few relevant facts, examples, or details; may include inaccuracies
- May demonstrate a weakness in organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed; may lack an introduction and/or a conclusion

Score of 0:

Fails to develop the task or may only refer to the theme in a general way; *OR* includes no relevant facts, examples, or details; *OR* includes only the theme, task, or suggestions as copied from the test booklet; *OR* is illegible; *OR* is a blank paper

Following World War II, the United States and the Soviet Union were engaged in a conflict known as the Cold War. As a result of subsequent tensions, the United States had problems to deal with, including the post-war economic upheaval in Western Europe and the blockade of Berlin. In response, the United States took actions to rectify the situation as carefully as possible to prevent a serious, deadly confrontation that could result in total annihilation.

One problem that occurred immediately after the war was the economic problems experienced by all of Europe, with war damage and military expenditures. First of all, this would place a hindrance on the world economy, but the US concern was more motivated to contain the problem and threat of communism that appealed to economically-weak nations, such as France and Italy. Such a conflict of political ideals—communism vs. democracy—resulted in a conflict between the US and the USSR. To avoid another full-out war, Secretary of State Marshall proposed the Marshall Plan to provide relief to any European nation that requested it, so that the economy would function and there would be no need to resort to communism. The Marshall Plan was somewhat successful in

preventing economic bankruptcy, but only in the Western European nations that accepted it. The Eastern European nations on the other hand were forced to refuse aid by Soviet influence due to such close proximity.

Another problem that the United States had to deal with was the Soviet Blockade of Berlin. Under the terms of the Yalta Agreement late in World War II, Germany and Berlin were to be divided among the Allied powers—Britain, France, US + Soviet Union. However, there was a major geographic problem — divided Berlin was ^{located} 10 miles inside the Soviet zone of occupation and to prevent any democratic help, the Soviet-controlled roads and rail lines leading to Berlin were blockaded, with no supplies able to get in. The United States avoided direct confrontation by implementing the Berlin airlift, flying and dropping supplies in Berlin to sustain the troops and civilians surrounded by the unrelenting Soviet Union. For nearly a year, the U.S. showed its determination to break the intent of the Soviet ground blockade by continuing this expensive airlift of supplies. This airlift also created a dilemma for the Soviet Union—give up the blockade and accept defeat or shoot down planes and escalate the confrontation. The Soviets chose to end the blockade. This meant the US

action was highly successful, but the Berlin situation continued to be a problem. The blockade and airlift prompted the US to form NATO.

As seen in these two examples of Cold War crises, the United States was forced into an insurmountable dilemma that it needed to solve diplomatically, effectively, and quickly. The solutions placed into effect, although not completely successful, were useful in following the U.S. policy of containment of communism without open conflict.

Anchor Level 5-A

The response:

- Thoroughly develops all aspects of the task evenly and in depth by explaining how the postwar economic upheaval in western Europe and the Soviet blockade of Berlin led to conflict between the United States and the Soviet Union, describing one action taken by the United States in response to these problems, and evaluating the extent to which the action taken was successful in solving these problems
- Is more analytical than descriptive (*postwar economic upheaval in western Europe*: United States concern was to contain the threat of communism that appealed to economically weak nations such as France and Italy; a conflict of political ideals resulted in a conflict between the United States and the USSR; to avoid another full-out war, Secretary of State Marshall proposed the Marshall Plan to provide relief to any European nation that requested it, so that the economy would function and there would be no need to resort to communism; *Berlin blockade*: a major geographic problem—divided Berlin was 110 miles inside the Soviet zone of occupation; to prevent any democratic help, the Soviet-controlled roads and rail lines leading to Berlin were blockaded, with no supplies able to get in; the United States avoided direct confrontation by implementing the Berlin airlift to sustain the troops and civilians surrounded by the unrelenting Soviet Union; for nearly a year, the United States showed its determination to break the intent of the Soviet ground blockade by continuing this expensive airlift of supplies; airlift also created a dilemma for the Soviet Union—give up the blockade and accept defeat or shoot down planes and escalate the confrontation; this meant that the United States action was highly successful but the Berlin situation continued to be a problem)
- Richly supports the theme with relevant facts, examples, and details (*postwar economic upheaval in western Europe*: economic problems experienced by all of Europe; war damage and military expenditures; Eastern European nations were forced to refuse aid because of Soviet influence due to such close proximity; *Berlin blockade*: Yalta Agreement late in World War II; Germany and Berlin divided among the Allied powers; flying and dropping supplies in Berlin; the Soviets chose to end the blockade; prompted the United States to form NATO)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 5. Two of the problems faced by the United States during the Cold War are thoroughly developed with much analysis and detailed information. The particularly strong conclusion links these two United States actions to its overall policy of containment.

The period of conflict following WWII was the Cold War. The conflict between the U.S. and Russia was one of tension more than attack and defense. It started when Russia took over Eastern Europe, to spread communism and continued through the years. This period of time was filled with fear on both sides.

As WWII ended in Europe, the Soviets made a charge through Eastern Europe and took over all countries in its path to get to Germany. After the war was over, the Soviets refused to relinquish control of these countries in order to expand their spheres of influence. With these nations firmly under their control, the Soviets then focused their attention on Greece and Turkey. If successful in controlling Greece and Turkey, the USSR would achieve a long term national goal of acquiring warm-water seaports. With control of these two nations, the Soviets would gain access to the oceans by controlling the Dardanelles and Strait of Bosphorus. Britain, which had been aiding Greece and Turkey, could no longer do so because of its war damaged economy. Britain then asked the U.S. to take over the responsibility of

providing aid to Greece and Turkey. President Truman made a request to Congress that became known as the Truman Doctrine. Truman said it was the policy of the U.S. to help free peoples avoid communist takeovers. The Truman Doctrine became the first statement of the U.S. policy of containment – stopping the spread of communism. Congress voted \$400 million in economic and military aid to these two countries. The Doctrine was successful in that the danger of communist takeover in these two nations was greatly reduced. However, it would take still more actions, such as the formation of NATO, to provide long term safety to Greece and Turkey from a communist takeover. The intent of the Truman Doctrine was expanded into other programs, such as the Marshall Plan.

The Soviets turned their attention to the City of Berlin. Berlin lies many miles inside the Soviet sector of Germany. Since Berlin was under the control of the U.S., Britain, France, and the Soviet Union, The Soviets hoped that they could force the U.S., French and British to leave Berlin. They decided the best action to take was to create a blockade of land transportation leading to Berlin. But they

count on what was to happen. For nearly a year the British and American airplanes flew thousands of missions to Berlin dropping off supplies, like food and coal. Because of the action taken, the blockade failed. The Berlin Airlift assured continued British, American and French control of their sectors of the city. When the Soviets saw that their land blockade was not successful, they ended it rather than risk all-out war by shooting down the supply planes.

The way the U.S. handled both of these problems was really the very best way possible to do it. By supplying money and food to people in need of it, the U.S. was able to save them from Communist take over. To make it even better, these actions taken did not cause another world war to take place between the U.S., Britain, and France and the countries that made the Warsaw Pact. They helped out the countries without using military force to get what they want. The actions showed all the countries that the U.S. would do what they should do as a world power.

The U.S. did what they had to do in order to contain Communism and what they did worked. The U.S. came to the rescue to help contain Communism because the people didn't

have a say in their government. The U.S. took its rightful place as a world power that helps take care of world affairs.

Anchor Level 5-B

The response:

- Thoroughly develops all aspects of the task evenly and in depth by explaining how the threat of communist takeover in Greece and Turkey and the Berlin blockade led to conflict between the United States and the Soviet Union, describing one action taken by the United States in response to these problems, and evaluating the extent to which the action taken was successful in solving these problems
- Is more analytical than descriptive (*threat of Communist takeover in Greece and Turkey*: if successful in controlling Greece and Turkey, the USSR would achieve a long-term national goal of acquiring warm-water seaports, gaining access to the oceans; Britain, which had been aiding Greece and Turkey, could no longer do so because of its war-damaged economy; Truman Doctrine became the first statement of the United States policy of containment—stopping the spread of communism; the doctrine was successful in that the danger of communist takeover in these two nations was greatly reduced; would take still more actions, such as the formation of NATO, to provide long-term safety to Greece and Turkey from a communist takeover; the intent of the Truman Doctrine was expanded into other containment programs such as the Marshall Plan; *Berlin blockade*: Soviets decided the best action to take was to create a blockade of land transportation leading to Berlin; didn't count on what was to happen; the Berlin Airlift assured continued British, American, and French control of their sectors of the city; when the Soviets saw that their land blockade was not successful, they ended it rather than risk all-out war)
- Richly supports the theme with relevant facts, examples, and details (*threat of Communist takeover in Greece and Turkey*: Soviets refused to relinquish control of Eastern European countries in order to expand their sphere of influence; Britain asked the United States to take over the responsibility of providing aid to Greece and Turkey; President Truman said it is the policy of the United States to help free peoples avoid communist takeover; Congress voted \$400 million in economic and military aid to these two countries; *Berlin blockade*: Berlin lies many miles inside the Soviet sector of Germany; Berlin was under the control of the United States, Britain, France and the Soviets; the Soviets hoped that they could force the United States, French, and British to leave Berlin; for nearly a year, the British and American airplanes flew thousands of missions to Berlin, dropping off supplies like food and coal)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 5. Good analysis and detailed information are used in the thorough development of the threat of Communist takeover in Greece and Turkey and of the Berlin blockade. The response links United States actions taken in these two situations to later containment policy actions, such as the formation of NATO and the creation of the Marshall Plan.

During the Post - WWII era, the United States and the Soviet Union were in conflict with one another. This conflict was known as the Cold War, a period of aggressive competition between the two nations. As each new problem arose, the U.S. had to find peaceful solutions in order to avoid nuclear war. Two such successful actions were the United States' responses to the post-war economic upheaval in W. Europe and to the placement of Soviet missiles in Cuba.

Post-war Europe was a wreck after the irreparable damages of WWII. The economy of Europe was not only demolished, but any attempt to jump start it again was futile. There were no resources, no means to produce, and no authority to decide what should be made or who should receive the products. Eastern Europe was already infested with communism and Western Europe was a fertile ground for the seeds of communism. The United States was alarmed because W. Europe was one of its closest allies. If W. Europe fell, then the United States would be in severe danger also. Communism reviled and rejected every value of democracy. We, the United States, were the protectors of democracy and had to fight to preserve it.

One action taken by the U.S. to stop the spread of communism in W. Europe was the Marshall Plan, which gave billions of dollars to W. Europe to help them rebuild their economy. This money was used to build factories, warehouses and plants, as

Well as Schools and hospitals. The U.S. provided W. Europe with another option besides communism.

The action taken was primarily successful in that it blocked the spread of communism to W. Europe. The Marshall Plan pulled W. Europe back on its feet and reestablished its economy. However, it didn't stop the total spread of communism, only halted its spread in Western Europe. The action taken was successful in that it had the main result anticipated- keeping W. Europe free from communism.

Another problem the Cold War posed to the U.S. was how to deal with the placement of Soviet missiles in Cuba. The Soviet Union was supporting the Cubans' defense against the U.S. and their independence by giving them nuclear warheads. However, the Soviet Union was also using Cuba to antagonize the U.S. The Soviet Union had felt antagonized by the war heads in Turkey, the same way the U.S. felt when they found out about the Cuban missiles. The United States was in grave danger of ~~nuclear~~ nuclear war—any move they made could have disastrous results.

In response to this problem, the U.S. began negotiations with Cuba. The end result was that the U.S. promised not to invade Cuba and the Soviet Union removed the missiles from Cuba. Altogether, the U.S.'s response was successful in that the removal of the missiles from Cuba protected the safety of the U.S.

The Problems the U.S. faced during the Cold War were resolved with various actions. Some actions were successful; others weren't. But in general the U.S. did succeed. They prevented a nuclear war from occurring. Small problems might not have been resolved perfectly, but the biggest problem of all – nuclear war – was avoided.

Anchor Level 4-A

The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing the placement of Soviet missiles in Cuba more thoroughly than the United States response to the postwar economic upheaval in Western Europe
- Is both descriptive and analytical (*postwar economic upheaval in Western Europe*: any attempt to jump start the economy again was futile; no resources, no means to produce, and no authority to decide what should be made or who should receive the products; Western Europe was a fertile ground for the seeds of communism; if Western Europe fell, then the United States would be in severe danger; we, the United States, were the protectors of democracy and had to fight to preserve it; the United States provided Western Europe with another option besides communism; the Marshall Plan pulled Western Europe back on its feet and reestablished its economy; successful in keeping Western Europe free from communism; *Cuban missile crisis*: the Soviet Union was supporting Cuba's defense against the United States and their independence by giving them nuclear warheads; the United States was in grave danger of nuclear war—any move they made could have disastrous results; the removal of the missiles from Cuba protected the safety of the United States)
- Supports the theme with relevant facts, examples, and details (*postwar economic upheaval in Western Europe*: irreparable damages of World War II; Eastern Europe already infested with communism; communism reviled and rejected every value of democracy; Marshall Plan; billions of dollars given to Western Europe to help them rebuild their economy; money used to build factories, warehouses, and plants as well as schools and hospitals; *Cuban missile crisis*: the United States promised not to invade Cuba and the Soviet Union removed the missiles from Cuba); contains an inaccuracy (the United States began negotiations with Cuba)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 4. More analysis and detailed information are provided for the development of the postwar economic upheaval in Western Europe than for the Cuban missile crisis. The actual blockade of Cuba to pressure the Soviet Union to remove its missiles is not discussed and the negotiations with the Soviet Union are barely mentioned. However, the response emphasizes that the United States actions in both situations were designed to find peaceful solutions to problems and avoid nuclear war.

The end of World War II was the beginning of the Cold War. The United States and the Soviet Union became involved in a standoff that led to competition in many areas. Two of these include the Soviet blockade of Berlin and the placement of nuclear missiles in Cuba by the Soviets.

After World War II, Germany was divided between the United States, the Soviet Union, Great Britain and France. The Soviet Union took the eastern half and the western was taken by the ~~west~~ rest. The same was done to the German capital city of Berlin. However, there was a problem, Berlin was in the eastern half of Germany, so the other countries, including the U.S. had to ~~cross~~ cross through Soviet territory to get to Berlin. The Soviets didn't want this to happen, so they cut off Western Berlin from the allies with a blockade. No supplies could be transported by land to the people inside so they began to worry about starving. Part of this territory was controlled by the U.S. and they did not want the Soviets telling them they couldn't enter their territory, so they made the Berlin Airlift. They loaded planes with supplies and dropped them down over Western Berlin. This replenished their supplies and prevented the people from starving.

Although this was a creative solution to their problem, it didn't solve some of the other problems because the Soviets still ~~en~~ controlled the territory outside Western Berlin. This made it difficult for people to move in or out. The Berlin Blockade prompted the Allies to form NATO and the Soviet Union to later build the Berlin Wall. The airlift was only a temporary solution to the tensions over Berlin.

In the 1950's to 1970's there was a nuclear arms race. It was ~~mainly~~ mainly between the U.S. and the Soviet Union, however there were other ~~com~~ countries participating too. Cuba was supported by the Soviet Union because both were communist at the time, so they had a common link. The Cubans wanted nuclear missiles and the Soviets saw it as an opportunity to benefit themselves. Cuba is only 90 miles from the tip of Florida and they could easily launch the missiles from there to hit the U.S. So they did just that, Soviet nuclear missiles were placed in Cuba. Eventually the U.S. found out about this and took action. The U.S. put a blockade around Cuba to pressure the Soviets to remove the missiles. If the Soviets hit the U.S. then the U.S. was

going to ~~deklar~~ declare war on the Soviet Union and send nuclear bombs over there. It was the closest the world had come to seeing nuclear war and the standoff was ~~#~~ intense. Eventually, though, both sides backed off and nuclear war was averted. Soviet missiles were withdrawn from Cuba, making the U.S. action taken successful.

Both ~~then~~ these situations show how tense the Cold War was and the types of problems the United States faced. Some of their solutions ~~was~~ were more effective than others, but the cold war ended without the world being destroyed, so we made ~~it~~ out okay.

Anchor Level 4-B

The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing the Berlin blockade more thoroughly than the Cuban missile crisis
- Is both descriptive and analytical (*Berlin blockade*: other countries, including the United States had to cross through Soviet territory to get to Berlin; the Soviets cut off western Berlin from the Allies with a blockade; the United States did not want the Soviets telling them they couldn't enter their territory, so they made the Berlin Airlift; although this was a creative solution to their problem, it didn't solve some of the other problems because the Soviets still controlled the territory outside western Berlin and made it difficult for people to move in or out; the Berlin blockade prompted the Allies to form NATO, and the Soviet Union to later build the Berlin Wall; *Cuban missile crisis*: Cuba was supported by the Soviet Union because both were communist at the time; Cubans wanted nuclear missiles and the Soviets saw it as an opportunity to benefit themselves; they could easily launch the missiles from there to hit the United States; closest the world had come to seeing nuclear war and the standoff was tense)
- Supports the theme with relevant facts, examples, and details (*Berlin blockade*: Germany was divided between the United States, the Soviet Union, Great Britain, and France; the Soviet Union took the eastern half and the western half was taken by the rest; Berlin was in the eastern half of Germany; no supplies could be transported by land to the people inside; they loaded planes with supplies and dropped them down over western Berlin; replenished their supplies and prevented the people from starving; *Cuban missile crisis*: nuclear arms race from the 1950s to 1970s, mainly between the United States and the Soviet Union; Cuba is only 90 miles from the tip of Florida; Soviet nuclear missiles were placed in Cuba; United States put a blockade around Cuba to pressure the Soviets to withdraw the missiles; Soviet missiles were withdrawn from Cuba)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 4. The response contains some good analysis such as pointing out that the Berlin airlift provided only a temporary solution to the Berlin tensions and that nuclear war was averted when both sides backed off in the Cuban missile crisis.

After World War 2, the United States and Soviet Union were involved in a Cold War. Tensions ran very high between those two countries but war was never officially started. Soviet Union would try to spread Communism to countries around it but the US would come in and try to stop it by providing economic aid. Two examples of when tensions were high were the Berlin Blockade of 1948 and when the Russians launched the first satellite into space.

After WWII the Allied powers divided Germany up along with Berlin. Even though there were four countries on the Allied powers two sides of Germany formed. On one side there was the US, France and Britain. On the other side was Russia. This was the same with Berlin but Berlin was in the middle of Russia's territory. As tensions rose between US and Russia the United States side of Berlin was soon cut off by the Russians. Very quickly US's side of Berlin was running out of supplies. The Russians cut off all roads and wouldn't let people go to US's side or West Berlin. The United States need to think up a plan on how to get these people supplies or they would die. So what the United States did was they took these cargo planes and dropped the supplies from the plane with parachutes. This went on for about a year and when the Russians figured out they could not win they reopened the roads. This suggests

The U.S. action was successful. It prevented Soviet control over the entire city of Berlin.

Tensions between these two countries rose alot when the Russians sent up Sputnik. Many Americans were afraid of this because they didn't know what it was. Some thought it could shoot missiles at the United States. Others thought it was used for spying. People didn't know what to do but when Sputnik went up there was a new race between the US and USSR. It was the Space Race. Even though Russia had been the first to orbit Earth, United States was the first to reach the moon. After Sputnik went up the United States put alot alot of money into the space program NASA. Because of the Russian success, the United States spent more money on the Teaching of math and science in an effort to catch up with the Russians. The United States responded to Sputnik by sending up our own satellite and by being the first to reach the moon. In that sense, the US action in the space race was successful. Then President Nixon made an agreement for a joint Soviet-American project to exchange crews.

After WWII the United States and USSR had tensions running high. Many people were afraid that a Third World War would break out. The Berlin Blockade and Sputnik brought tensions very high but war never broke out. The Cold War lasted almost till the end of the twentieth century.

Anchor Level 4-C

The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing the first two aspects of the task for both the Berlin blockade and the space race more thoroughly than the evaluation of the extent to which the United States actions taken were successful
- Is both descriptive and analytical (*Berlin blockade*: as tensions rose, the United States side of Berlin was soon cut off by the Russians; when the Russians figured out they could not win they reopened the roads; reopened roads suggests that the United States action was successful; prevented Soviet control of the entire city of Berlin; *space race*: tensions between these two countries rose a lot when the Russians sent up Sputnik; many Americans were afraid of this because they didn't know what it was; even though Russia had been the first to orbit Earth, United States was the first to reach the Moon; because of the Russian success, the United States spent more money on the teaching of math and science in an effort to catch up with the Russians; President Nixon agreed to a joint Soviet-American project)
- Supports the theme with relevant facts, examples, and details (*Berlin blockade*: after World War II, the Allied powers divided Germany up, along with Berlin; two sides of Germany formed; Berlin was in the middle of Russia's territory; very quickly the United States side of Berlin was running out of supplies; they took cargo planes and dropped the supplies from the planes with parachutes; *space race*: Sputnik; after Sputnik went up, the United States put a lot of money into the space program NASA)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 4. The response contains good analysis and detailed information for both problems and United States actions taken. However, the evaluation of the extent to which the United States actions taken were successful in solving the problem is limited.

After being Allies for several years during the second world war, the Soviet Union and United States became enemy ~~se~~ super powers. Both countries wanted to limit the other's country's influence in the world due to the conflicting ideologies of communism and democracy. During the second half of the ^{20th} century, both countries engaged in problems and disputes that could have destroyed the entire world. Two of these problems were the nuclear arms race and the missiles the USSR put into Cuba. America made attempts to solve these problems and save the world.

With the advent of the atomic bomb in 1945, most of the world feared America because of the bomb's destructive power. The USSR began a nuclear program to create bombs of the same capability that America had in order to have strength and be feared by the rest of the world too. As Russia developed new weapons and technology, America became scared and built even larger weapons until both countries had the power to destroy the earth 10x over.

Nuclear submarines and cruise missiles are outcomes of this nuclear arms race. In the 1970's Nixon realized that if one country fired its weapons, a chain reaction would lead to a nuclear holocaust. For this reason he started a period of détente which would ease the tensions between the two countries. Later in the 70's under Carter, SALT treaties were created as a system of mutual dearming of ~~nations~~ nations. These treaties prohibited the ~~use of~~ creation of new nuclear technology and aimed to try to destroy old nuclear weapons. To this day, many nuclear bombs still exist in the world but the Soviet Union no longer exists and there is less tension in the world. The only problem now might be terrorists gaining possession of these weapons.

Another problem during the cold war was the Cuban Missile crisis. In 1963, the USSR decided to put nuclear missiles on Cuba after American missiles had been put in Turkey. Due to the proximity of Cuba

to the USA, President Kennedy realized this problem and was faced with a dilemma. If he bombed Cuba, the USSR might retaliate by shooting a Nuke at the US. Kennedy decided to put a blockade on Cuba to prevent more missiles. The standoff ended when Russian ships turned around and both Khrushchev and Kennedy agreed to get their weapons out of Cuba and Turkey. This problem could have ended in catastrophe ~~but~~ but was resolved.

The USSR and USA had many problems during the cold war but due to the knowledge that these problems could destroy the world, both countries decided to try to resolve their problems and keep the world a safe place.

Anchor Level 3-A

The response:

- Develops most aspects of the task in some depth for the nuclear arms race and the Cuban missile crisis
- Is more descriptive than analytical (*nuclear arms race*: most of the world feared America because of the bombs destructive power; as Russia developed new weapons and technology, Americans became scared and built even larger weapons until both countries had the power to destroy the Earth 10 times over; nuclear submarines and cruise missiles are outcomes of this nuclear arms race; Nixon realized that if one country fired its weapons, a chain reaction would lead to a nuclear holocaust; the Soviet Union no longer exists and there is less tension in the world; problem now might be terrorist gaining possession of these weapons; *Cuban missile crisis*: President Kennedy was faced with a dilemma—if he bombed Cuba, the USSR might retaliate by shooting a nuke at the United States; this problem could have ended in catastrophe but was resolved)
- Includes some relevant facts, examples, and details (*nuclear arms race*: USSR began a nuclear program to create bombs of the same capability that America had; Nixon started a period of détente; under Carter, SALT treaties were created as a system of mutual de-arming of nations; many nuclear bombs still exist in the world; *Cuban missile crisis*: Kennedy put a blockade on Cuba to prevent more missiles; the standoff ended when Russian ships turned around; both Khrushchev and Kennedy agreed to get their weapons out of Cuba and Turkey); includes some minor inaccuracies (*nuclear arms race*: SALT treaties prohibited the creation of new nuclear technology; *Cuban missile crisis*: incorrect year)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that go beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. There is some good analysis and detail for each problem and United States action. However, the response only superficially evaluates the extent to which these United States actions were successful.

Note: The student's linking of the withdrawal of missiles from both Cuba and Turkey is accurate. Although the United States agreement to remove the blockade and not to invade Cuba has been well known, recent scholarship shows that the United States also agreed to remove obsolete missiles from Turkey. This secret promise has been confirmed in the past two decades.

Following World War two and the break up of wartime alliances, was the period of history referred to as the cold war. During the brief period the United States and the Soviet Union were oppositions in a battless war. Throughout this tense and Cold War there were several situations that caused the tension to increase. Among several others these situations included the blockade of Berlin by the Soviets and the Soviet placement of nuclear missiles in Cuba. Both actions taken by the Soviets required an equal or greater and opposite reaction on the part of the United States.

Just a few years after the end of World War II in 1948 the Soviet Union imported trucks, tanks and other various armed forces into the city of Berlin. Berlin is located in the eastern half of Germany which rightfully belonged to the Soviets as per the agreement at the end of the war that split Germany into half. The western half of Germany was free and part of western Europe. However Berlin was split into four quadrants each fourth belonging to a different nation. The Soviet Union didn't like

this agreement and so they blockaded the city from the western world. However the United States was not going to submit to the threat of the communists. Their solution was to airlift supplies into the city for the people who were essentially starving to death. This solution to the problem proved to be very beneficial. Because of the futility of blockading a city when supplies were being flown in the Soviets removed the blockade allowing the people in western Berlin to return to their normal activities.

The placement of Soviet nuclear missiles in Cuba was also an act of aggression by the Soviet Union causing a reaction in the United States. In 1962 the Soviet communist leader Khrushchev started building nuclear missile silos on the island of Cuba. This presented a rather uncomfortable situation in the United States because Cuba is located off the shore of Miami. This presented a slight problem because the nuclear missiles could reach several key cities in the United States. President Kennedy having realized the dangers of a situation like that issued

an ultimatum to the Soviet Union. The ultimatum was that they turn their ships around and return to the Soviet Union or be attacked by the United States. In preparation of this attack Kennedy sent ships to Cuba to protect American interests. Again the result of this action was favorable for the U.S. The Soviet ships turned around and returned to their own country.

These situations that arose throughout the Cold War caused many problems for the United States. However the U.S. handled these problems in ways that were beneficial to both our country and the world. It avoided a real war that could have been the end of the world as we know it. All reactions to the Soviets were successful and in the long run very helpful to the world.

Anchor Level 3-B

The response:

- Develops most aspects of the task in some depth for the Berlin blockade and the Cuban missile crisis
- Is more descriptive than analytical (*Berlin blockade*: the Soviet Union blockaded the city from the western world; the United States was not going to submit to the threat of the communists; because of the futility of blockading a city when supplies were being flown in, the Soviets removed the blockade allowing the people in western Berlin to return to their normal activities; *Cuban missile crisis*: placement of Soviet nuclear missiles in Cuba was an act of aggression by the Soviet Union, causing a reaction in the United States; presented a rather uncomfortable situation in the United States; avoided a real war that could have been the end of the world as we know it)
- Includes some relevant facts, examples, and details (*Berlin blockade*: Soviet Union imported trucks, tanks, and other various armed forces into the city of Berlin; Berlin is located in the eastern half of Germany which rightfully belonged to the Soviets as per the agreement at the end of the war that split Germany into half; the western half of Germany was free and part of Western Europe; Berlin was split into four quadrants; *Cuban missile crisis*: Khrushchev started building nuclear missile silos on the island of Cuba; Cuba is located off the shore of Miami; nuclear missiles could reach several key cities in the United States; Kennedy issued an ultimatum to the Soviet Union—turn their ships around and return to the Soviet Union or be attacked)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that go beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. The response is more descriptive than analytical. The response fails to point out that the Soviet missiles were removed from Cuba. Although the evaluation is written in general terms, it clearly refers to the specific details that have already been discussed.

Following World War II the United States and the Soviet Union were engaged in many conflicts. This became known as the Cold War. Two problems that the U.S. faced was the Berlin Airlift in 1948 and the threat of communist takeover in 1947.

In 1948 the U.S. was faced with the problem of the Soviets blockading Berlin. Half of Berlin was democratic, the Soviets put a blockade on Berlin because they wanted control. This caused the U.S. to get involved and send supplies and goods to Berlin by plane. The U.S. airlift was successful because soon after the blockade was lifted.

Another conflict in the Cold War was that the communist threat to take over Greece in 1947. President Truman claimed that if the U.S. did not help communism would spread throughout Europe. If the Soviet Union was not stopped in its track. This was known as the Truman Doctrine. The U.S. sent massive amounts of aid to Greece and Turkey to preserve their governments. The Soviet Union was unable to break Greece and Turkey. Communism was contained.

The U.S. and Soviet Union had many conflicts, Although they were close to war they never hit a war. These conflicts were very close. The U.S. stopped the Soviets in its tracks from doing something detrimental.

Anchor Level 3-C

The response:

- Develops all aspects of the task with little depth for the Berlin blockade and the threat of Communist takeover in Greece
- Is more descriptive than analytical (*Berlin blockade*: the United States airlift was successful because soon after, the blockade was lifted; *threat in Greece*: President Truman claimed that if the United States did not help, communism would spread throughout Europe; communism was contained)
- Includes some relevant facts, examples, and details (*Berlin blockade*: half of Berlin was democratic; sent supplies and goods to Berlin by plane; *threat in Greece*: Truman Doctrine; the United States sent massive amounts of aid to Greece and Turkey to preserve their free government; the Soviet Union was unable to break Greece and Turkey)
- Demonstrates a satisfactory plan of organization; includes an introduction that is a restatement of the theme and a conclusion that goes beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. The analysis and detailed information are extremely limited. The evaluation of the success of both government actions is expressed in general terms. Overgeneralizations weaken the response.

Following World War II, the United States and the Soviet Union were engaged in a conflict that became known as the Cold War. The Cold War created problems that the United States addressed with specific actions. These actions had varying degrees of success. Two problems created were the threat of Communist takeover in Greece and the nuclear arms race.

The threat of communist takeover in Greece led to many conflicts between the United States and the Soviet Union. The United States did not want communism to spread. So when the Soviet Union tried to takeover Greece, the U.S. wanted to do as much as possible to stop this takeover. They came up with the Truman Doctrine in response to this problem. The Truman Doctrine said that Turkey and Greece would remain free of communism. We gave \$400 million aid to stop the takeover. This action was pretty successful in solving the problem.

The nuclear arms race also led to many conflicts between the United States and the Soviet Union. The United States did not want to use nuclear weapons and the Soviet Union did. To stop the nuclear arms race, the United States tried to destroy the nuclear weapons. The extent to which this action was successful was not very high.

Though the United States tried to address the problems of the cold war, not all of the problems could be solved. Because of the varying degrees of success, some of the problems worsened.

Anchor Level 2-A

The response:

- Develops some aspects of the task in some depth for the threat of Communist takeover in Greece and in generalities for the arms race
- Is primarily descriptive (*threat in Greece*: the United States did not want communism to spread; United States wanted to do as much as possible to stop takeover; action was pretty successful in solving the problem); includes weak analysis (*arms race*: to stop the nuclear arms race, the United States tried to destroy the nuclear weapons)
- Includes few relevant facts, examples, and details (*threat in Greece*: Truman Doctrine; we gave \$400 million in aid to stop this takeover); includes some inaccuracies (*arms race*: the United States did not want to use nuclear weapons and the Soviets did)
- Demonstrates a general plan of organization; lacks focus on specific aspects of the task for the arms race; contains an introduction that restates the theme and a conclusion that goes slightly beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 2. The lack of specific details in the discussion of the arms race and the Soviet attempt to take over Greece is a critical factor in determining this rating. The few analytical statements are not developed. The response shows a limited understanding of the topic.

The United States and the Soviet Union were engaged in a long lasting conflict continuing after ~~the~~ World War II. This was known as the Cold War. This conflict caused many problems for the U.S. including the placement of Soviet Missiles in Cuba and the encirclement of Berlin.

The Soviet Union in 1962 became allies with Cuba against the U.S. The Soviets brought missiles over to Cuba and set them up and pointed them right at the U.S. They pointed them at Washington and such places. When the U.S. learned of this they threatened ~~the~~ the Soviets and they backed down. This brought much tension to the U.S. but also proved that we had power or control over them.

Another issue was the Soviet blockade of Berlin in 1948. They cut off communication. Berlin had with the outside world + trade. So in response we held food

drops and gave them necessities they needed.

Even though the Cold War was a tension point in American history it ended with relatively no damage.

Anchor Level 2-B

The response:

- Minimally develops all aspects of the task for the Cuban missile crisis and the Berlin blockade
- Is primarily descriptive (*Cuban missile crisis*: the Soviets brought missiles to Cuba and pointed them right at the United States; *Berlin blockade*: in response, we held food drops and gave them necessities they needed); includes faulty, isolated analysis (*Cuban missile crisis*: this brought much tension to the United States but also proved that we had power or control over them)
- Includes few relevant facts, examples, and details (*Cuban missile crisis*: Soviet Union became allied with Cuba against the United States; they pointed them at Washington; when the United States learned of this, they threatened the Soviets and they backed down; *Berlin blockade*: they cut off communication Berlin had with the outside world and trade); contains a minor inaccuracy (incorrect date for Soviet alliance with Cuba)
- Demonstrates a general plan of organization; contains an introduction that restates the theme and a short conclusion

Conclusion: Overall, the response fits the criteria for Level 2. The development of the task is minimal with little specific detail. Broad statements are undeveloped. The conclusion provides a brief assessment of the tension and damage of the Cold War.

One problem that led to a conflict between the Soviet Union and the U.S. was the Soviet blockade of Berlin. It led to conflict in that the Soviets closed off road from Western Germany to the ~~the~~ free side of Berlin, in an attempt to prevent us from running its government or giving people supplies. An action taken by the United States in response to this problem was the Berlin Airlift. During the Berlin Airlift American planes flew into Berlin carrying supplies for the people and dropped them from the planes. This continued for a number of weeks and proved to be successful because, eventually, the Soviets ended their blockade and trade started up again between Berlin and West Germany.

A second problem that led to conflict between the USSR and the US was the Cuban Missile Crisis in 1962. This led to conflict because the Russians began building missile silos on Cuba, which made ~~the~~ our country on edge because the ~~Russi~~ Soviets now had missiles aimed at our cities only ninety miles away. An action taken by the US in response to this problem was negotiations between President Kennedy and their communist leader. These negotiations

ended up to be very successful because the Cuban Missile Crisis is as close as we have ever come to World War III and it was prevented

Anchor Level 2-C

The response:

- Minimally develops all aspects of the task for the Berlin blockade and the Cuban missile crisis
- Is primarily descriptive (*Berlin blockade*: led to conflict in that the Soviets closed off the road from West Germany to the free side of Berlin; response to this problem was the Berlin airlift; *Cuban missile crisis*: Russians began building missile silos on Cuba); includes analysis (*Berlin blockade*: attempt to prevent us from running its government or giving people supplies; airlift proved to be successful because eventually the Soviets ended their blockade and trade started up again between Berlin and West Germany; *Cuban missile crisis*: Soviets now had missiles aimed at our cities; as close as we have ever come to World War III and it was prevented)
- Includes few relevant facts, examples, and details (*Berlin blockade*: planes flew into Berlin carrying supplies for the people and dropped them from the planes; continued for a number of weeks; *Cuban missile crisis*: only 90 miles away); includes an unclear statement (*Cuban missile crisis*: an action taken by the United States in response to this problem was negotiations between President Kennedy and their communist leader)
- Demonstrates weakness in organization; lacks an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 2. The development of the task is minimal. In addition, the reader is unsure if the communist leader referred to is Khrushchev or Castro. However, some good analysis and detailed information are provided.

The United States and the Soviet Union had a common goal at one point in time. Their World War II alliance quickly dissolved in 1945 and started the Cold War. This Cold War would last over 40 years and saw many standoffs between the United States and the Soviet Union. Two major conflicts was the Berlin Blockade and the Cuban Missile Crisis.

In Berlin the city was divided into a Communist zone and a democratic zone. The Communists blockaded the ~~east~~ Communist zone to make sure no western influence got in. The United States responded by implementing the Berlin Airlift and flying in aid for Communist controlled East Berlin. The second major standoff was the Cuban missile crisis. The U.S. responded to Soviet missiles by blocking Cuba.

Anchor Level 1-A

The response:

- Minimally develops some aspects of the task by discussing the Berlin blockade and the Cuban missile crisis
- Is descriptive (World War II alliance quickly dissolved in 1945 and started the Cold War; *Berlin blockade*: the city was divided into a communist zone and a democratic zone; the United States responded by implementing the Berlin airlift; *Cuban missile crisis*: the United States responded to Soviet missiles by blockading Cuba); contains limited and weak analysis (*Berlin blockade*: Communists blockaded the Communist zone to make sure no Western influence got in)
- Includes few relevant facts, examples, or details (Cold War would last over 40 years); includes inaccuracies (*Berlin blockade*: flying in aid to Communist East Berlin)
- Demonstrates a weakness in organization; contains an introduction that goes somewhat beyond a restatement of the theme but lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. The minimal attempt to develop both the Berlin blockade and the Cuban missile crisis in the same paragraph is not successful. No evaluation of the extent to which the United States actions were successful is apparent. Content weaknesses make this a Level 1 response.

The United States and the Soviet Union were engaged in a conflict that became known as the cold war. Two problems that they were faced with were the nuclear arms race 1950s-1970s and the placement of Soviet missiles in Cuba 1962.

The nuclear arms race was just one thing that United States and the Soviet Union engaged in. The Soviet Union was making nuclear bombs and the United States did not like the idea. One action taken by the United States is that we faced our weapons ~~at~~ at them so that they ~~would~~ would disassemble some of their weapons. The idea was a good idea treating to hurt them because they made too many bombs. This is just one conflict that helped the cold war.

Another conflict was the placement of Soviet missiles in Cuba in 1962. The Soviet Union

we had missiles pointed at the United States and Cuba is only 90 miles away from the U.S. We put missiles pointing toward Russia until the Soviets disable their weapons. They then disassemble their weapon and so did the United States.

The United States and the Soviet Union were engaged in a conflict that became known as the cold war. Two conflicts were the Nuclear arms race and the placement of Soviet missiles in Cuba.

Anchor Level 1-B

The response:

- Minimally develops some aspects of the task for the Cuban missile crisis and in generalities for the nuclear arms race
- Is descriptive (*nuclear arms race*: the Soviet Union was making nuclear bombs and the United States did not like the idea; *Cuban missile crisis*: the Soviet Union had missiles pointed at the United States; they disassembled their weapons and so did the United States); lacks analysis
- Includes few relevant facts, examples, or details (*Cuban missile crisis*: Cuba is only 90 miles away from the United States)
- Demonstrates a general plan of organization; lacks focus on the specific aspects of the task for the arms race; contains both an introduction and conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for Level 1. Although the discussion of the nuclear arms race refers to the theme in only a general way and fails to develop the task, the discussion of the Cuban missile crisis has limited detail and contains some accurate information. However, some statements are vague.

The Cold War, a conflict between the United States and former Soviet Union, resulted in many problems that the United States addressed with specific actions. Two examples are the Soviet blockade of Berlin in 1948 and the subsequent airlift as well as the nuclear arms race between the two nations (from the 1950s - 1970s). These two actions met with varying success, as did the other decisions made by our nation.

The first issue, the Berlin Blockade resulted in action from the United States that was successful. The Soviets commenced to prohibit the Germans from receiving supplies, food, and other necessary essentials in their city. The Americans, sympathizing with the citizens of Berlin, wished to assist the people, thus causing tension between the two nations. In response to this problem, the United States sent supplies to Berlin, by airlift. This solved the issue because the Germans could not continue to blockade the city when the supplies were being transported by plane. This action was very successful because it disbanded the blockade.

The second issue, the nuclear arms race, took place over two decades. The arms race was basically a power struggle between the Soviet Union and the United States. Both nations were in conflict to produce the biggest, best, and most powerful nuclear weapons. When the United States and Soviet Union joined together to participate in the

SALT (Strategic Arms Limitations Treaty) Talks, the struggle between the two opposing forces subsided. The conference, while triumphant at establishing peace for a minimal amount of time, did not fully solve the problem. Tension remained between the two very disparate nations.

During the mid to late 1900s, many problems were faced due to the conflict between the United States and former Soviet Union, known as the Cold War. While it was not a physical struggle between the two superpowers - resulting in many casualties - it was a verbal dispute, leading to numerous conflicts. The Berlin blockade and nuclear arms race are only two of the many specific problems from the Cold War.

Following World War II, the United States and the Soviet Union were engaged in a conflict that became known as the Cold War. During this time the nuclear arms race and space race came about creating problems that the U.S. addressed with specific actions. These actions had varying degrees of success.

The nuclear arms race took place from the 1950's - 1970's. During the Cold War, competition arose between the U.S. and Soviet Union to see who could create the most advanced weapons first. Each nation sought to develop the most powerful A-bombs, H-bombs, and nuclear missile delivery systems. The Eisenhower administration developed a program of massive retaliation. There were several problems involved with the arms race and one of them was a sense of lost security in both nations as no-one during this time felt safe knowing the other nation could be producing a more deadly weapon. The other problem that arose was the amount of government spending going into producing these weapons rather than using the money to create public programs for citizens. The success of the arms race varies from one opinion to the next. Some can argue that it was a period in which the U.S. advanced greatly technologically speaking, and this in fact is true. Massive retaliation by the Eisenhower Administration and the Soviet Theory of MAD (Mutual Assured Destruction) were enough to avert any nuclear war. One can also argue however that the resulting arms race produced mass amounts of deadly weapons that threaten other nations, and make them feel the need to produce more.

weapons thus threatening us.

Another problem of the time was the Space Race. More than anything the space race was to prove which nation was more technologically advanced. With the Soviet Union ahead at first sending the first satellite - Sputnik - out to space the U.S. felt the need to outdo its competition. As the Soviet Union had continuing success Americans felt unsafe. Knowing the Soviet Union was "taking over" the sky. In response to this the U.S. set up NASA. NASA was a space program that was specifically set up for the purpose of studying space. Success was reached with various rocket launchings such as the landing of the first man on the moon and the later space shuttle program.

The degree of success in the Cold War for the United States must be measured in the amount of advancements we made as a nation. Technologically speaking advancements that were thought to be impossible were made. The downside to that however is there is no turning back. We have pushed our limits, and opened doors to future problems concerning weapons which has already surfaced, and caused our nation problems. Overall however the Cold War proved to be a time in which our nation can take great pride in due to the accomplishments made.

The cold war was a scary time for people to live in, because of the threat of nuclear missiles. Here are two problems that the United States had to face.

The biggest conflict the U.S. faced was when the Soviet Union put nuclear missiles into Cuba. This caused a big problem, because nuclear missiles were placed very close to America and this was a big threat. One action taken by the U.S. was they put a blockade around Cuba to stop any more missiles from going into Cuba. This was a good idea because now no more missiles could get in and then the Soviet Union and the U.S. came up with a solution. That is, the Soviet Union would take its missiles out of Cuba; if the U.S. would take theirs out of Turkey, and they did so.

Another conflict was when the Soviet Union blockaded Berlin. An action taken by the U.S. was the Berlin airlift. This was when the U.S. flew over the blockade ~~and~~ to supply West Berlin with food and weapons. The airlift caused the blockade to be taken away so that the U.S. could drive in the supplies instead of flying in the supplies.

These were very scary times and gratefully none of these major events ended ~~at~~ with fighting.

The cold war began after the world war II. The ~~Cold~~ war involved the russians and the U.S.

After they broke off their alliance from World War II they were in an arms race and both were pointing their weapons at each other but wouldn't shoot until the other shot first.

Through all this they closely monitored each other to be prepared if there was an attack.

Later on everything cooled down and the Cold war was over.

Power is something most men want. With power comes great responsibility and in the wrong hands people can get hurt. The conflict between U.S. and the U.S.S.R. in the Cold War was a fight for power.

~~The~~ During this time it seemed that the United States and the U.S.S.R. were being greedy. It seemed that they want more land and to be a super power. The U.S. played a smart role because they were not borrowing money from other countries like the Soviet Union. But they managed their money

Practice Paper A—Score Level 3

The response:

- Develops all aspects of the task with little depth for the Berlin blockade and the nuclear arms race
- Is more descriptive than analytical (*Berlin blockade*: resulted in action from the United States that was successful; Americans, sympathizing with the citizens of Berlin, wished to assist the people, thus causing tension between the two nations; action was very successful because it disbanded the blockade; *nuclear arms race*: the arms race was a power struggle between the Soviet Union and the United States; the conference, establishing peace for a minimal amount of time, did not fully solve the problem)
- Includes some relevant facts, examples, and details (*Berlin blockade*: Soviets commenced to prohibit Germans from receiving supplies; the United States sent supplies to Berlin by airlift; *nuclear arms race*: both nations were in conflict to produce the biggest, best, and most powerful nuclear weapons; SALT; struggle between the two opposing forces subsided; tension remained between the two very disparate nations); includes some minor inaccuracies (*Berlin blockade*: Germans could not continue to blockade the city)
- Demonstrates a satisfactory plan of organization; includes an introduction that restates the theme and a conclusion that goes slightly beyond a restatement

Conclusion: Overall, the response fits the criteria for Level 3. The analysis and detailed information are limited. However, the response demonstrates an understanding of the basics of these historic events.

Practice Paper B—Score Level 4

The response:

- Develops all aspects of the task for the nuclear arms race and the space race
- Is both descriptive and analytical (*nuclear arms race*: who could create the most advanced weapons first; sense of lost security in both nations as no one during this time felt safe knowing the other nation could be producing a more deadly weapon; the other problem was the amount of government spending going into producing these weapons rather than using the money to create public programs for citizens; development of massive retaliation program by the Eisenhower administration and the Soviet theory of MAD [mutual assured destruction] were enough to avert any nuclear war; *space race*: space race was to prove which nation was more technologically advanced; as the Soviet Union had continuing success, Americans felt unsafe knowing the Soviet Union was taking over the sky; success was reached with various rocket launchings, such as landing of the first man on the Moon and the space shuttle program)
- Supports the theme with relevant facts, examples, and details (*nuclear arms race*: each nation sought to develop the most powerful A-bombs, H-bombs, and nuclear missile delivery systems; *space race*: first satellite—Sputnik; NASA)
- Demonstrates a logical and clear plan of organization; includes an introduction that restates the theme and a conclusion that mentions that problems were created by the technological advances made by the United States during these periods.

Conclusion: Overall, the response fits the criteria for Level 4. All aspects of the task are developed for both problems with some analysis. The conclusion contains some insight into both the arms and space races. However, the response does not have the sufficient amount of detailed information needed to be a Level 5 response.

Practice Paper C—Score Level 3

The response:

- Develops all aspects of the task with little depth for the placement of Soviet missiles in Cuba and the Berlin blockade
- Is more descriptive than analytical (*Soviet missiles in Cuba*: biggest conflict the United States faced was when the Soviet Union put nuclear missiles into Cuba; blockade was a good idea because now no more missiles could get in; *Berlin blockade*: the airlift caused the blockade to be taken away so that the United States could drive in the supplies instead of flying in the supplies)
- Includes some relevant facts, examples, and details (*Soviet missiles in Cuba*: nuclear missiles were placed very close to America; United States put a blockade around Cuba to stop any more missiles from going into Cuba; the Soviet Union and the United States came up with a solution; the Soviet Union would take its missiles out of Cuba if the United States would take theirs out of Turkey; *Berlin blockade*: Berlin airlift; United States flew over the blockade to supply West Berlin with food and weapons)
- Demonstrates a satisfactory plan of organization; includes a short introduction and a short conclusion that go slightly beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. Although all aspects of the task are covered, details of both events are limited with little in-depth analysis.

Practice Paper D—Score Level 1

The response:

- Minimally develops some aspects of the task for the arms race
- Is descriptive (after they broke off their alliance from World War II, they were in an arms race; through all this they closely monitored each other to be prepared if there was an attack); lacks analysis
- Includes few relevant facts, examples, or details (both were pointing their weapons at each other)
- Demonstrates a general plan of organization; contains an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. There is very limited development for one Cold War problem and United States action.

Practice Paper E—Score Level 0

The response:

Fails to develop the task

Conclusion: The response fits the criteria for level 0 because it fails to develop any of the aspects of the task and includes no relevant facts.

United States History and Government
Part A Specific Rubric
Document-Based Question—August 2005

Document 1

. . . This is not an issue as to whether the people are going hungry or cold in the United States. It is solely a question of the best method by which hunger and cold can be prevented. It is a question as to whether the American people on the one hand will maintain the spirit of charity and of mutual self-help through voluntary giving and the responsibility of local government as distinguished on the other hand from appropriations out of the Federal Treasury for such purposes. My own conviction is strongly that if we break down this sense of responsibility, of individual generosity to individual, and mutual self-help in the country in times of national difficulty and if we start appropriations of this character we have not only impaired something infinitely valuable in the life of the American people but have struck at the roots of self-government. Once this has happened it is not the cost of a few score millions, but we are faced with the abyss of reliance [trap of relying] in [the] future upon Government charity in some form or other. The money involved is indeed the least of the costs to American ideals and American institutions. . . .

Source: President Herbert Hoover, Press Statement, February 3, 1931

1 According to this document, how did President Hoover hope the American people would respond to the problems of the Depression?

Score of 1:

- States how President Hoover hoped the American people would respond to the problems of the Depression
Examples: charity; mutual self-help; voluntary giving; local government should take the responsibility; individual generosity

Score of 0:

- Incorrect response
Examples: they should do nothing; ask for appropriations from the federal treasury; strike at the roots of self-government
- Vague response that does not answer the question
Examples: the best method; spirit; they shall not go hungry
- No response

Document 2

... Kentucky coal miners suffered perhaps the most. In Harlan County there were whole towns whose people had not a cent of income. They lived on dandelions and blackberries. The women washed clothes in soapweed suds. Dysentery bloated the stomachs of starving babies. Children were reported so famished they were chewing up their own hands. Miners tried to plant vegetables, but they were often so hungry that they ate them before they were ripe. On her first trip to the mountains, Eleanor Roosevelt saw a little boy trying to hide his pet rabbit. "He thinks we are not going to eat it," his sister told her, "but we are." In West Virginia, miners mobbed company stores demanding food. Mountain people, with no means to leave their homes, sometimes had to burn their last chairs and tables to keep warm. Local charity could not help in a place where everyone was destitute. . . .

"No one has starved," Hoover boasted. To prove it, he announced a decline in the death rate. It was heartening, but puzzling, too. Even the social workers could not see how the unemployed kept body and soul together, and the more they studied, the more the wonder grew. Savings, if any, went first. Then insurance was cashed. Then people borrowed from family and friends. They stopped paying rent. When evicted, they moved in with relatives. They ran up bills. It was surprising how much credit could be wangled. In 1932, about 400 families on relief in Philadelphia had managed to contract an average debt of \$160, a tribute to the hearts if not the business heads of landlords and merchants. But in the end they had to eat "tight." . . .

A teacher in a mountain school told a little girl who looked sick but said she was hungry to go home and eat something. "I can't," the youngster said. "It's my sister's turn to eat." In Chicago, teachers were ordered to ask what a child had had to eat before punishing him. Many of them were getting nothing but potatoes, a diet that kept their weight up, but left them listless, crotchety [cranky], and sleepy. . . .

Source: Caroline Bird, *The Invisible Scar*, David McKay Company

2 State *two* ways the families described in this passage dealt with the problems of the Depression.

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each way the families described in this passage dealt with the problems of the Depression

Examples: lived on dandelions *and/or* blackberries; vegetables were eaten before they were ripe; they had to eat their pets; they cashed insurance policies; they ate nothing but potatoes; burned furniture for heat; borrowed money; stopped paying rent; lived on credit; used savings; took turns eating

Score of 0:

- Incorrect response
Examples: there were fewer deaths; children were punished; local charities were able to take care of the problem
- Vague response that does not answer the question
Examples: they suffered; women washed clothes; everyone was destitute; they were listless
- No response

Document 3



Source: H. W. Felchner, New York City, February, 1932

3 Based on this photograph, state *one* effect the Great Depression had on many Americans.

Score of 1:

- States an effect that the Great Depression had on many Americans as shown in this photograph
Examples: many had to stand in line for food; restaurants sought donations to feed the hungry

Score of 0:

- Incorrect response
Examples: people stood in line to buy newspapers; lines were longer in the winter; people had to wear suits to be served in a restaurant
- Vague response that does not answer the question
Examples: lines; restaurants were busy; many newspapers were sold
- No response

Document 4

. . . Brigades of Bonus Marchers converged on Washington [in 1932]. Congress had voted the bonus money, but for later. Some of these men might have been hustlers and perhaps there were a few Communists among them, but most were ex-soldiers who had served the nation [in World War I], frightened men with hungry families. The ragged hordes blocked traffic, clung like swarming bees to the steps of the Capitol. They needed their money now. They built a shacktown on the edge of Washington. Many had brought their wives and children. Contemporary reports mention the orderliness and discipline of these soldiers of misfortune. . . .

Source: John Steinbeck, "Living With Hard Times," *Esquire*

4 Based on this document, state the reason the Bonus Marchers went to Washington.

Score of 1:

- States a reason the Bonus Marchers went to Washington
Examples: they wanted their bonus money now; they needed to feed their hungry families; they needed money

Score of 0:

- Incorrect response
Examples: to build a shack town; they wanted to serve the nation; to block traffic; sit on the steps of the Capitol; they were hustlers; they were communists
- Vague response that does not answer the question
Examples: they were ragged; they were like swarming bees; Congress voted
- No response

Document 5

. . . Working women at first lost their jobs at a faster rate than men — then reentered the workforce more rapidly. In the early years of the Depression, many employers, including the federal government, tried to spread what employment they had to heads of households. That meant firing any married woman identified as a family’s “secondary” wage-earner. But the gender segregation in employment patterns that was already well established before the Depression also worked to women’s advantage. Heavy industry suffered the worst unemployment, but relatively few women stoked blast furnaces in the steel mills or drilled rivets on assembly lines or swung hammers in the building trades. The teaching profession, however, in which women were highly concentrated and indeed constituted a hefty majority of employees, suffered pay cuts but only minimal job losses. And the underlying trends of the economy meant that what new jobs did become available in the 1930s, such as telephone switchboard operation and clerical work, were peculiarly suited to women. . . .

Source: David M. Kennedy, *Freedom From Fear*, Oxford University Press

5 Based on this document, state *two* ways women in the labor force were affected by the Depression.

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each way women in the labor force were affected by the Depression
Examples: when women were secondary wage-earners, they might be fired; since women were not working in heavy industry, fewer were fired from their jobs; women teachers suffered pay cuts; pay cuts; many new jobs were suited for women; some working women lost their jobs; women lost their jobs at a faster rate than men

Score of 0:

- Incorrect response
Examples: women suffered the highest unemployment rates in the country; women were the last to reenter the workforce after losing their jobs
- Vague response that does not answer the question
Examples: employment patterns were established; job cuts; employment spread around
- No response

Document 6

. . . For black people, the New Deal was psychologically encouraging (Mrs. Roosevelt was sympathetic; some blacks got posts in the administration), but most blacks were ignored by the New Deal programs. As tenant farmers, as farm laborers, as migrants, as domestic workers, they didn't qualify for unemployment insurance, minimum wages, social security, or farm subsidies. Roosevelt, careful not to offend southern white politicians whose political support he needed, did not push a bill against lynching. Blacks and whites were segregated in the armed forces. And black workers were discriminated against in getting jobs. They were the last hired, the first fired. Only when A. Philip Randolph, head of the Sleeping-Car Porters Union, threatened a massive march on Washington in 1941 would Roosevelt agree to sign an executive order establishing a Fair Employment Practices Committee. But the FEPC had no enforcement powers and changed little. . . .

Source: Howard Zinn, *A People's History of the United States*, HarperCollins Publishers

6a Based on this document, state *one* reason many African Americans did not benefit from New Deal programs.

Score of 1:

- States a reason that many African Americans did not benefit from New Deal programs
Examples: New Deal programs ignored most blacks; many did not qualify for unemployment insurance, minimum wages, social security, *and/or* farm subsidies; FDR needed support from white politicians

Score of 0:

- Incorrect response
Examples: they chose not to accept help; Roosevelt signed an executive order
- Vague response that does not answer the question
Examples: segregation; they were offended; Mrs. Roosevelt was sympathetic; FEPC changed little
- No response

6b According to this document, how did the government respond to the threat from the Sleeping-Car Porters Union?

Score of 1:

- States a way that the government responded to the threat from the Sleeping-Car Porters Union
Examples: the Fair Employment Practices Committee was established; Roosevelt agreed to sign an executive order

Score of 0:

- Incorrect response
Examples: the armed services were segregated; black workers were the last hired; blacks got jobs in the administration; a massive march was avoided
- Vague response that does not answer the question
Examples: the government responded; a massive march
- No response

Document 7

... Suddenly the papers were filled with accounts of highway picketing by farmers around Sioux City. A Farmers' Holiday Association had been organized by one Milo Reno, and the farmers were to refuse to bring food to market for thirty days or "until the cost of production had been obtained." ...

The strike around Sioux City soon ceased to be a local matter. It jumped the Missouri River and crossed the Big Sioux. Roads were picketed in South Dakota and Nebraska as well as in Iowa. Soon Minnesota followed suit, and her farmers picketed her roads. North Dakota organized. Down in Georgia farmers dumped milk on the highway. For a few days the milk supply of New York City was menaced. Farmers in Bucks County, Pennsylvania, organized, and potato farmers in Long Island raised the price of potatoes by a "holiday." This banding together of farmers for mutual protection is going on everywhere, but the center of this disturbance is still Iowa and the neighboring States.

The Milk Producers' Association joined forces with the Farmers' Holiday. All the roads leading to Sioux City were picketed. Trucks by hundreds were turned back. Farmers by hundreds lined the roads. They blockaded the roads with spiked telegraph poles and logs. They took away a sheriff's badge and his gun and threw them in a cornfield. Gallons of milk ran down roadway ditches. Gallons of confiscated milk were distributed free on the streets of Sioux City. ...

Source: Mary Heaton Vorse, "Rebellion in the Cornbelt," *Harper's Magazine*, December 1932

7 Based on this document, state *two* actions taken by farmers to deal with their economic situation during the Great Depression.

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each action taken by farmers to deal with their economic situation during the Great Depression
Examples: highways were picketed; Farmer's Holiday Association was organized; they refused to bring food to market; roads were blockaded; milk was dumped on the highways; the Milk Producers' Association joined the Farmers' Holiday Association

Score of 0:

- Incorrect response
Examples: Minnesota farmers filed a lawsuit; they celebrated a national holiday; they jumped across the Missouri River; milk given away free in Sioux City
- Vague response that does not answer the question
Examples: the cost of products was obtained; mutual protection; papers were filled with accounts; milk ran down ditches
- No response

Document 8

Lorena Hickok, a former Associated Press reporter, was hired by Harry Hopkins (head of the Federal Emergency Relief Administration) to travel throughout the United States and send Hopkins private reports on the state of the nation and effects of the New Deal programs. This is an excerpt from one of those reports, dated January 1, 1935.

. . . Only among the young is there evidence of revolt, apparently. These young people are growing restive [restless]. Out of some 15 weekly reports from industrial centers all over the country, hardly one omitted a paragraph pointing out that these young people may not tolerate much longer a condition that prevents them from starting normal, active, self-respecting lives, that will not let them marry and raise families, that condemns them to idleness and want. At present there is no leadership among them. College men are shoveling sand, checking freight cars, working in filling stations. High school graduates are offering themselves to industry “for nothing, just experience”—and are being accepted. Boys who normally would be apprentices in the trades are tramping [wandering] the pavements, riding the freights back and forth across the country, hanging about on street corners. One day in November a 21-year-old boy in Baltimore walked 20 miles, looking for work. “I just stopped at every place,” he said, “but mostly they wouldn’t even talk to me.” . . .

Source: Lowitt and Beasley, eds., *One Third of a Nation*, University of Illinois Press, 1981

8 Based on this document, state *one* way the Great Depression affected young people.

Score of 1:

- States one way the Great Depression affected young people
Examples: they became restless; they were unable to lead normal lives; they rode the freights back and forth across the country; they could not marry or raise families; they worked for experience

Score of 0:

- Incorrect response
Examples: they started a rebellion in industrial cities; they became apprentices in different trades; they revolted
- Vague response that does not answer the question
Examples: they led their lives; there was no leadership among them; there were weekly reports
- No response

United States History and Government
Content-Specific Rubric
Document-Based Question
August 2005

Historical Context: After the crash of the stock market in 1929, the Great Depression began. The Depression brought devastation to the economy of the United States and resulted in severe problems for the American people. Throughout the 1930s, the American people and the government dealt with the Depression in various ways.

Task:

- Discuss problems faced by the American people during the Great Depression of the 1930s
- Explain how the American people *and* government dealt with problems of the Depression

Scoring Notes:

1. This document-based essay has a minimum of *four* components to this task (*two* problems faced by the American people during the Great Depression, *one* way in which the *American people* dealt with the problems of the Depression, *and one* way in which the *government* dealt with the problems of the Depression).
2. The explanation of how the American people and the government dealt with the problems of the Depression does not need to be directly related to the specific problems that have been discussed.
3. The discussion of how the government dealt with the problems of the Great Depression may include references to local, state, *and/or* federal government responses.
4. Similar information may be used to discuss a problem of the Great Depression and to explain how the American people and the government dealt with the problems.
5. Both aspects of the task may be discussed simultaneously by including problems faced by the American people during the Great Depression of the 1930s in a discussion of how the American people and the government dealt with problems of the Great Depression.

Key Ideas from the Documents

Document	Problems Faced by the American People during the Depression	How the American People Dealt with Problems of the Depression	How Government Dealt with Problems of the Depression
1	People were hungry and cold	Voluntary giving maintained to charities and self-help Donations made to charities	Hoover encouraged local governments to take responsibility
2	Coal miners had no income People had little food People had no heat People lacked soap and other essentials	Consciously limited their diet Savings used Cashed insurance policies Borrowed money from families and friends Moved in with relatives Rent not paid Potatoes eaten to keep up weight Washed clothes in soapweed suds Furniture burned	Philadelphia gave relief to families Social workers studied problem Eleanor Roosevelt visited poverty-stricken areas
3	People were hungry	Restaurants offered cheap food Donations given to restaurants for food	
4	Families of veterans did not have enough food	Bonus Marchers went to Washington	Congress voted bonus money for later distribution
5	Working women lost jobs faster than men Most unemployment suffered by heavy-industry workers Teachers had to take pay cuts	Women took advantage of new job opportunities	Federal government tried to spread available employment to heads of households
6	New Deal ignored most African Americans African American workers discriminated against in getting jobs	A. Philip Randolph, head of the Sleeping-Car Porters Union, threatened massive march on Washington in 1941	African Americans given posts in FDR administration New Deal programs offered unemployment insurance, minimum wages, social security, farm subsidies Roosevelt's executive order established Fair Employment Practices Committee
7	Low farm prices meant low income for farmers Farmers could not get back the cost of producing food	Farmers dumped milk, picketed, used strikes and blockades Farmers organized Holiday Association and Milk Producers' Association	Police tried to enforce order
8	Lack of opportunity discouraged young people	College/high school grads took menial jobs Marriages were postponed	

Relevant Outside Information

(This list is not all-inclusive.)

Problems Faced by the American People during the Depression	How the American People Dealt with Problems of the Depression	How the Government Dealt with Problems of the Depression
Families loss of homes and forced homelessness Farm foreclosures “Run on the Banks” Bank failures Marital/family tensions Malnutrition and long-term health problems Dust Bowl and farmer migration (<i>Grapes of Wrath</i>) Poor diet and inadequate medical and dental care Long-term health problems Dwindling tax revenues Shortened school year/closed schools Increase in suicide rates Increase in psychological problems Lower pay for women workers Increasing hostility toward immigrants	Selling apples and pencils on street corners Radio shows, soap operas, movies as an escape Details about “riding the rails” School communities and churches helping to feed the hungry “Hoover blankets” (newspapers) for homeless Hoovervilles Buying of foreclosed farms for trivial sums and then returning them to the family Details about the Bonus Army Eleanor Roosevelt’s newspaper column, “My Day” Improved climate for unionization, especially for unskilled workers	Hoover’s trickle-down policies Hoover’s public relations campaign Hoover’s support of public work projects (Hoover Dam) Hoover’s attempts to raise farm prices (Agricultural Marketing Act) Hoover sending federal troops to end Bonus March/role of MacArthur Local and state governments offering limited relief Government taking responsibility for welfare of people Details about New Deal programs FDR’s fireside chats 3R’s (Relief, Recovery, and Reform) Government beginning to support labor Details about AAA, CCC, NRA, TVA, Wagner Act Relationship between Great Depression and World War II

Score of 5:

- Thoroughly develops **all** aspects of the task evenly and in depth by discussing problems faced by the American people during the Great Depression of the 1930s and explaining how the American people and the government dealt with problems of the Depression
- Is more analytical than descriptive (analyzes, evaluates, and/or creates information), e.g., Hoover's commitment to "trickle-down" policies and rugged individualism evolves into government programs that lay the groundwork for the New Deal and Franklin D. Roosevelt's pump-priming policies; links events such as unemployed veterans protesting delayed bonus to Hoover's reluctance to support early payment and his decision to send the United States Army to force the veterans to leave Washington
- Incorporates relevant information from *at least five* documents (see Key Ideas Chart)
- Incorporates substantial relevant outside information (see Outside Information Chart)
- Richly supports the theme with many relevant facts, examples, and details (stock market crash of 1929; unemployment; World War I veterans; Hundred Days; Dust Bowl; march on Washington; Bonus Army)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 4:

- Develops **all** aspects of the task but may do so somewhat unevenly by discussing one aspect of the task less thoroughly than the other aspects of the task
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates information), e.g., discusses Hoover's trickle-down policies and Franklin D. Roosevelt's New Deal programs; connects unemployed veterans' need for money to their March on Washington to demand their bonuses
- Incorporates relevant information from *at least five* documents
- Incorporates relevant outside information
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 3:

- Develops all aspects of the task with little depth *or* develops *at least three* aspects of the task in some depth
- Is more descriptive than analytical (applies, may analyze, and/or evaluate information)
- Incorporates some relevant information from some of the documents
- Incorporates limited relevant outside information
- Includes some relevant facts, examples, and details; may include some minor inaccuracies
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that may be a restatement of the theme

Examples of developing *at least three* aspects in some depth at Level 3

Holistic Scoring Reminder: These examples apply only to the evaluation of Bullet 1.
A response meeting the criteria below does not, by itself, make it a level 3 response.

1. Discusses *at least two* problems faced by the American people; explains how the American people **or** the government dealt with problems of the Great Depression
2. Discusses **one** problem faced by the American people; explains how the American people **and** the government dealt with problems of the Great Depression

Exception: If *at least two* aspects of the task have been thoroughly developed evenly and in depth, and the response meets most of the other Level 5 criteria, the overall response may be a Level 3 paper.

Score of 2:

- Minimally develops all aspects of the task *or* develops *at least two* aspects of the task in some depth
- Is primarily descriptive; may include faulty, weak, or isolated application or analysis
- Incorporates limited relevant information from the documents *or* consists primarily of relevant information copied from the documents
- Presents little or no relevant outside information
- Includes few relevant facts, examples, and details; may include some inaccuracies
- Demonstrates a general plan of organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed; may lack an introduction and/or a conclusion

Examples of developing *at least two* aspects in some depth at Level 2

Holistic Scoring Reminder: These examples apply only to the evaluation of Bullet 1.
A response meeting the criteria below does not, by itself, make it a level 2 response.

1. Discusses *at least two* problems faced by the American people during the Great Depression of the 1930s
2. Discusses *one* problem faced by the American people; explains how the American people *or* the government dealt with problems of the Great Depression
3. Explains how the American people *and* the government dealt with problems of the Great Depression

Score of 1:

- Minimally develops some aspects of the task
- Is descriptive; may lack understanding, application, or analysis
- Makes vague, unclear references to the documents *or* consists primarily of relevant and irrelevant information copied from the documents
- Presents no relevant outside information
- Includes few relevant facts, examples, or details; may include inaccuracies
- May demonstrate a weakness in organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed; may lack an introduction and/or a conclusion

Score of 0:

Fails to develop the task or may only refer to the theme in a general way; *OR* includes no relevant facts, examples, or details; *OR* includes only the historical context and/or task as copied from the test booklet; *OR* includes only entire documents copied from the test booklet; *OR* is illegible; *OR* is a blank paper

If the United States could have been said to have had a mid-life crisis, the Great Depression would have been it. The country, which had recently been reveling in the fun and good times of the Jazz Age, suddenly plummeted into a pit of emptiness and despair. Many people began to question the very essence and existence of the American dream. The American people were jobless, homeless, and starving. However, when the people needed him most, President Hoover, like a neglectful parent, chose to ignore the situation. It was the sustained will of the American people, combined with the sweeping reforms of President Roosevelt, that pulled the American people out from the squalor of the Hoovervilles and gave them back their prosperity and their lives.

The American people sank to their lowest during the Great Depression. After the stock market crash, the country's economy slowly sank into oblivion. Workers were laid off, banks failed because of the number of people who tried to withdraw their money. Unsound banking policies encouraged on-margin buying and encouraged over-speculation in the stock market. The farmers only answer to their economic hard times was to produce more and more crops to try to get just a little more money, but all their efforts just led to overproduction that caused prices to drop. Farmers were also faced with bad weather conditions. High temperatures, wind, and drought conditions led to the Dust Bowl on the Great Plains.

The vast majority of job layoffs occurred in the industrial occupations, such as the automobile industry which had overproduced cars in the 1920s, and many of these workers had no other way to get an income to support their families and maintain their standard of living (Doc 5). Many people tried to grow their own food because they could no longer afford to buy it. They also moved in with relatives to lower the cost of living (Doc 2). African Americans and other minorities had it even worse, because, as the saying goes, they were the "last hired and first fired." (Doc 6)

But where was the federal government when its citizens were in need? Nowhere! President Hoover, taking a policy of tough love to the extreme, decided to let the people of the U.S. fix the problem for themselves, (Doc 1). or to seek help from charities, churches and their local governments. He didn't pay out the government bonuses that World War I veterans needed even though many came to Washington hoping that the government would change its mind and give them their money. Many brought their families and stayed in Hoovervilles which Hoover thought were a disruption to the government. That is why he sent troops to convince them to return home. (Doc 4). At times he even denied that a problem existed (Doc 2).

Only after President Roosevelt came into office did the

country began to deal effectively with the problems of the Depression giving direct relief to the people and involving the federal government more directly in the economy. The New Deal Program, one of the most extraordinary pieces of social legislation ever passed established work programs that gave unemployed workers jobs in conservation programs such as the TVA and the WPA. A bank holiday was declared ~~z~~ to make the banks safe for deposits. The New Deal also finally began to combat overproduction by paying farmers to cut down on the amount of crops they sent to market. The new Deal also helped to resettle farmers that were affected by Dust Bowl conditions. (Doc 7) Although the situation didn't completely improve, Roosevelt was able to keep the country holding on until World War II when the economy finally pulled itself out of the gutter.

The Great Depression was absolutely the lowest point in American history. Americans were destitute and starving, living only for the moment, just trying to stay alive. They tried to help themselves on an individual basis, but this was not enough. Only when Hoover left office and Roosevelt came in were the American people, under the guiding hand of the federal government, able to work together to improve the state of the nation.

Anchor Level 5-A

The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing problems faced by the American people during the Great Depression of the 1930s and explaining how the American people and the government dealt with problems of the Depression
- Is more analytical than descriptive (after Jazz Age, the United States suddenly plummeted into pit of emptiness and despair; many people began to question essence and existence of American dream; Hoover, like a neglectful parent, chose to ignore situation; sustained will of American people combined with sweeping reforms of Roosevelt pulled American people out of Depression and gave back their prosperity and lives; farmers only answer to hard times was to produce more and more crops; farmers' efforts led to overproduction that caused prices to drop; no other way to get income to support families and maintain standard of living; many World War I veterans came to Washington hoping government would change its mind about bonus; African Americans and other minorities had it even worse; President Hoover took policy of tough love to the extreme by deciding to let people of the United States fix problems for themselves or seek help from charities, churches, and their local governments; at times, Hoover denied problem existed; Americans destitute and starving, living only for the moment, just trying to stay alive)
- Incorporates relevant information from documents 1, 2, 5, 6, and 7
- Incorporates substantial relevant outside information (fun and good times of Jazz Age; squalor of Hoovervilles; banks failed because a number of people tried to withdraw their money; unsound banking policies encouraged on-margin buying and encouraged over-speculation in stock market; high temperatures, wind, and drought led to Dust Bowl on Great Plains; vast majority of job layoffs occurred in industries such as the automobile industry which had overproduced cars in 1920s; many World War I veterans brought families to Washington and stayed in Hoovervilles; Hoover thought they were a disruption to government so he sent troops to convince them to return home; New Deal program, one of most extraordinary pieces of social legislation ever passed; New Deal established work programs giving unemployed workers jobs in conservation programs such as TVA and WPA; bank holiday declared to make banks safe for deposits; New Deal began to combat overproduction by paying farmers to cut down on crops sent to market; New Deal also helped to resettle farmers affected by Dust Bowl conditions; Roosevelt able to keep country holding on until World War II when economy finally pulled itself out of the gutter)
- Richly supports the theme with many relevant facts, examples, and details (American people jobless, homeless, and starving; workers laid off; many people tried to grow own food because they could no longer afford to buy it; some moved in with relatives to lower cost of living; Hoover did not pay out government bonuses that World War I veterans needed)
- Demonstrates a logical and clear plan of organization; includes an introduction that compares the Great Depression to a mid-life crisis and a conclusion that credits Roosevelt and the guiding hand of the federal government for ending the Depression

Conclusion: Overall, the response fits the criteria for Level 5. Document information and outside information are woven together in an analytical discussion that demonstrates a good understanding of the Great Depression. Both the introduction and the conclusion are particularly strong.

The period of the Great Depression was one of the most trying times in American history. This was largely due to the fact that the 1920's had been known as "booming," where American technological and economic expansion and improvement, seemed limitless. After the stock market crash of 1929 the American people had to turn back to their resourcefulness as the government asked them to do more with less.

A core problem of a large scale depression is the problems of obtaining the bare essentials. The most important likely being food. Due to the relationship Republican Presidents of the 1920's had to big business, the large-souled Hoover administration supported the idea of person helping person, rather than government intervention. Hoover believed that direct government aid to individuals would destroy the rugged individualism associated with the American character. However, soup kitchens, and bread lines, and other food donating private programs could only do so much for so long as resources were quickly spent feeding blocks of hungry, unemployed people. Self-reliance did not

effectively work in that gardens could not sustain hungry families whose bills and debts quickly piled up. For those who farmed for a living things were no better. Most farmers were cash crop farmers, and their need for money pushed them initially to saturate the market in the hopes of turning higher profits. Yet because the market was saturated, crop prices plummeted and more money was lost than gained. This did have one positive effect however, farmers organized and became focused on their common good, they withheld crops, thus hoping to turn crop prices in their favor and in part helped them to turn the floundering economy around. However, prices for farm goods did not go up and farmers found themselves not being able to pay their mortgages and going further into debt. They became more radical in their protest. In addition to dumping milk and burning corn for fuel, farmers challenged bankers and sheriffs with guns and pitch forks when they came to foreclose on their property. Desperate farmers were sometimes helped by neighbors who pooled what money they had to save the farm (4,2,3,7)

WWI veterans seeking their government promised

Bonuses swamped Washington D.C. and came close to holding the capitol building captive. These jobless, desperate men brought their wives whom were also without work to further plead their case. Although labeled as communists and troublemakers, the majority of these protestors were honest, weary, and patriotic Americans who were simply searching for hope. Hoover's over-reaction to the crowds and their broken down houses made of cardboard led to military action. Tear gas and tanks chased most of the veterans out of the city and back home without a bonus. Newspaper coverage of these events led more Americans to question Hoover's leadership.

The youth were also looking to enter the working world. Many young people just became drifters. They had to postpone career goals because there were few opportunities to use their college education. Marriages and children were also postponed as many were working just to survive. Anywhere there might be work families traveled to by any means they could find; box cars, walking, and for those who could afford to keep them fueled; automobiles. (4,5,8)

By the climax of the Great Depression more than one fourth of the country was out of work. People

became unsatisfied with Hoover's lack of policy to fix the depression and so overwhelmingly elected FDR into office in 1932. In his four elected terms (though not fully served) FDR enacted his own programs (beginning with the 100 days) and set up organizations working to fix the problems in the American economy. Yet all this really did was refill the well and prime the pumps of the economy, it would take a War more terrible than any other in human history to revitalize the American economy and get it flowing strong and right once again.

Anchor Level 5-B

The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing problems faced by the American people during the Great Depression of the 1930s and explaining how the American people and the government dealt with problems of the Depression
- Is more analytical than descriptive (American technologies, economic expansion and improvement seemed limitless; people turned back to resourcefulness as government asked them to do with less; Hoover supported idea of people helping other people, rather than government intervention; self-reliance not effective because gardens could not sustain hungry families whose bills and debts quickly piled up; need for money pushed farmers to saturate market in hopes of turning higher profits but led to plummeting prices; farmers organized and became focused on common good; crops withheld to turn prices in their favor; World War I veterans close to holding Capitol captive; jobless, desperate men brought wives who also were without work to further plead case; young people postponed career goals because of lack of opportunities to use college education; marriages and children postponed as many working just to survive; families traveled by any means to find work: boxcars, walking, and automobiles if they could afford the fuel)
- Incorporates relevant information from documents 1, 2, 3, 4, 7, and 8
- Incorporates substantial relevant outside information (1920s known as “booming”; relationship of Republican Presidents of 1920s with big business; laissez-faire minded Hoover administration; Hoover’s rugged individualism; soup kitchens; bread lines; cash-crop farmers; farmers not able to pay mortgages went further into debt leading them to become more radical in protests; corn burned for fuel; bankers and sheriffs challenged with guns and pitchforks when they tried to foreclose on property; desperate farmers sometimes helped by neighbors who pooled what money they had to save farm; although labeled as communists and troublemakers, majority of Bonus Army were honest, weary, and patriotic Americans searching for hope; Hoover’s overreaction to crowds of veterans and their houses made of cardboard led to military action; tear gas and tanks chased most veterans out of Washington; newspaper coverage led more Americans to question Hoover’s leadership; people unsatisfied with Hoover’s lack of policy overwhelmingly elected FDR in 1932; FDR’s four elected terms; FDR enacted own programs beginning with 100 Days; FDR’s prime the pump; took a war more terrible than any other in human history to revitalize the American economy)
- Richly supports the theme with many relevant facts, examples, and details (stock market crash of 1929; resources quickly spent feeding blocks of hungry, unemployed people; farmers dumped milk; World War I veterans seeking government promised bonuses; many young people became drifters; more than one-fourth of country out of work at height of the Depression)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 5. All aspects of the task are discussed with specific details and analytical statements. The response is particularly strong in the use of accurate and insightful outside information, including specific historical details and explanation of those details.

Throughout the 1920's the American economy set itself up for a depression. Overspeculation in real estate and the stock market, too much installment buying, and overproduction on farms and factories weakened what was thought of as a prosperous economy. In 1929, the depression began, after the devastating stock market crash. The Great Depression of the 1930's was a time of economic downfall in the United States. It created various problems for the American people, such as poverty, hunger, debt and unemployment. These problems, however, were not overlooked. Throughout the 1930's there were many actions taken by both the government and the American people to deal with the problems of the Great Depression. Such actions were donations, legislations, marches, protests and strategical rationing.

The basis of all problems for the individual during the Great Depression was extreme poverty. Poverty amongst the American people led to many other problems, one being hunger and famine. Lacking money, American families in the 1930's living in both urban and rural areas were unable to buy food. Some families were so poor that they lived on dandelions and blackberries and ate their planted crops before they were even ripe (Doc. 2). As a result of hunger and famine came sickness. As reported in Document

2, "Dysentary bloated to stomachs of starving babies" as President Hoover maintained that no one was actually starving. So many people were affected by the Depression that it became impossible to help one another. Charities ran out of money and since so many people were not working, local and state governments did not have enough tax money to spend on relief measures.

Another major problem of the Great Depression was the high rate of unemployment among the American people. Throughout the 1930's the unemployment rate in the United States soared. Unemployment affected all people, all ages. Young boys, who would normally apprentice, were instead unemployed (Doc. 8). Women, who lost their jobs at a faster rate than men, were fired if they were "secondary" wage-earners (Doc. 5). Blacks, who were discriminated against in getting jobs, were commonly the last hired and the first fired (Doc. 6). Farmers were also affected, as their productivity had exceeded their distribution. Although President Hoover attempted to help them by setting up the Agricultural Marketing Act, no limits were placed on their production so farm prices dropped more and their situation got worse.

The poverty and unemployment in the United States led to the debt of many people. The American people would not have any money to buy necessary items. Their pockets

were empty, and were commonly called "hoover flags." In order to pay for necessities, they would borrow money or sell apples and pencils on street corners. In 1932, 400 Philadelphia families went into debt after their savings and insurance money were used up. Not being able to pay their rent or mortgages, some families lived in parks, in caves, or under railroad ~~trages~~ bridges.

In order to deal with the problems faced by many Americans during the Great Depression, actions were taken by both the American people and the federal government. To deal with the issue of poverty, the American people were, according to Document 1, and ~~the~~ President Hoover, expected to voluntarily give to the needy. Also, businesses, such as the restaurant in Document 3, would offer cheap meals to help the people. Families would try to help their own situations by using strategical rationing of food. One family, in Document 2, would take turns when it came to eating. Protests and marches were another way for the people to deal with their problems. In Washington, WWI veterans marched on the capital, demanding war bonuses, to feed their families. However, Congress insisted that the payments be delayed. Until FDR's election in 1932, the federal government made little attempt to decrease the amount of poverty in the United States. With a new President came a new deal.

To deal with the unemployment problem, many of the same methods were used. Protests and marches proved to be effective, as some of the black population as part of the Sleeping-Car or Porters Union, threatened to march on Washington in 1941, protesting unfair employment practices in the defense industry (Doc. 6). In response to this, the federal government issued an executive order creating the Fair Employment Practices Committee. New Deal work programs such as the CCC and the WPA offered jobs to blacks, although they continued to suffer more than many other groups. Farmers also protested their situation by picketing highways, throwing gallons of milk in the road, and trying to raise crop prices (Doc. 7). The federal government also tried to deal with the farm crises during the Great Depression by paying farmers not to grow certain crops and giving them extra time to pay their mortgages.

The Great Depression of the 1930's was a devastating time in United States history. The American people faced many problems such as poverty, hunger, debt and unemployment. These problems, undoubtedly affected their lives in a negative way, but were dealt with by the government and the people in many ways such as legislation, protests and marches, and strategy.

Anchor Level 4-A

The response:

- Develops all aspects of the task by discussing problems faced by the American people during the Great Depression of the 1930s and explaining how the American people and the government dealt with problems of the Depression
- Is both descriptive and analytical (extreme poverty, basis of all problems during the Depression; poverty led to other problems such as hunger and famine; Americans living in both urban and rural areas affected; families ate crops before they were ripe; sickness as a result of hunger and famine; President Hoover maintained that no one was actually starving; so many people affected that it became impossible to help others; charities ran out of money; productivity of farmers exceeded distribution; President Hoover expected people to voluntarily give to the needy; families used strategic rationing of food by taking turns eating; federal government's attempts to decrease amount of poverty not successful; with new President came a New Deal; blacks continued to suffer more than other groups)
- Incorporates relevant information from all the documents
- Incorporates relevant outside information (overspeculation in real estate and the stock market, too much installment buying, and overproduction on farms and factories weakened what was thought of as a prosperous economy; local and state governments did not have enough tax money to spend on relief measures; Agricultural Marketing Act did not help because no limits were placed on production so farm prices continued to drop; empty pockets called Hoover Flags; people sold apples and pencils on the street to pay for necessities; some families lived in parks, in caves, or under railroad bridges because they were not able to pay their rent or mortgages; Congress insisted bonus money be delayed; FDR's election in 1932; farmers paid not to grow certain crops and given extended time to pay their mortgages; New Deal programs such as the CCC and WPA offered employment opportunities to blacks)
- Supports the theme with relevant facts, examples, and details (Depression began after devastating stock market crash in 1929; time of economic downfall; unemployment rate soared in the 1930s; women lost jobs faster than men if they were secondary wage earners; blacks discriminated against; restaurants offered cheap meals to help people; protests; marches; World War I veterans marched on the Capitol in Washington to demand war bonuses; Sleeping-Car Porters Union threatened to march to Washington to protest unfair employment practices in the defense industry; federal government issued executive order creating the Fair Employment Practices Committee; farmers picketed highways, threw gallons of milk in the road)
- Demonstrates a logical and clear plan of organization; includes an introduction that presents an overview of the essay and a conclusion that restates the introduction

Conclusion: Overall, the response fits the criteria for Level 4. Repetition of information detracts from the effectiveness of the response. Document information is not analyzed, but effective outside information is explained and integrated into the discussion.

In 1929 the stock market crashed ending a period of prosperity and optimism. The devastation of the Great Depression spread throughout America as all parts of the economy were effected by the downturn. The result of this was that banks closed, schools closed, jobs were lost and starvation became commonplace. Throughout the 30's, the government and the American people decided to deal with the depression in their own ways.

President ^{Herbert} Hoover was in denial. To admit the seriousness of the situation meant the people would have been scared and Hoover might be blamed. He had faith in his American people, believing that they could be united and brave. He believed that people would be charitable and share what they had in terms of food and money because that was the American way. However, for most people, sharing would be difficult as they did not have anything to share. Having no money, people could not contribute to charities which meant they could not help people in need.

President Hoover denied the fact that people are starving. This was especially the case in rural mountain towns where people barely lived off of fruit and flowers. Children were gnawing on themselves, coal miners attempted to plant crops but for the most part were unsuccessful. Riots and marches continued, and raids on grocery stores swept the towns. Local charity could not help in a place where everyone was destitute. Hoover's prediction was wrong. City people started to run their money dry. First the savings,

then the insurance, then the bonds then they were reduced to borrowing from family & friends. There was little hope as the Depression continued year after year. (Doc. 2)

In 1932, lines for restaurants offering cheap meals flowed out the door and around the block. (Doc. 3) Soup kitchens were set up by churches but offered the bare minimum to the hungry to stay alive. Malnutrition became a problem for many children living in the cities which affected their performance in school and their health later in life. President Hoover would not offer the government's help directly to the people. Instead he believed that helping business would be the best way to help the people. This didn't work either. The worsening Depression resulted in marches marching up to the capital such as the Brigades of Bonus Marchers. All they were looking for was some money for themselves, who were ex-soldiers, and their starving families. They served their country at one time, all they asked for was something in return, their money now instead of later. (Doc. 4)

To add on top of everything, the unemployment rate was abominable. Gender and Racial segregation in employment was at its peak because the money was "tight." Women were unemployed faster than men, but they eventually bounced back, finding jobs in the area of teaching, clerical work, and telephone switchboard operation. (Doc. 5) The Black people were hired last, and fired first. The New Deal was comforting with its promises, but little changed for them.

as tenant farmers, farm laborers, migrants, and domestic workers, they didn't qualify for insurance benefits, minimum wages, or social security. They were segregated in the armed forces and discriminated in getting jobs. Out of a last effort, a union was formed called the ^{sleeping car} porter's union, and they decided to march at the capital if Roosevelt didn't help them out. He agreed to sign an executive order establishing a FEPC. Unfortunately, this had little power and little effect. (Doc. 6)

Farmers were short changed, as well, so they decided to not sell their products for a period of time. They blockaded roads and picketed highways in protest. They dumped milk and their products on the roads as well. Some Great Plains farmers ^{moved away} and headed for places that held more hope. (Doc. 7)

What is the most disturbing was the hopelessness of the youth. Realizing that growing up in the Depression meant delayed marriages or not achieving ^{the} goals they had set as children, they grew restless and agitated. Talent went to waste, when college men were sent to manual labor, destroying their dreams. (Doc. 8)

The depression destroyed people physically and mentally. If it not had been for WWII, pulling us out of it, the U. S. would have declined & eventually fallen.

Anchor Level 4-B

The response:

- Develops all aspects of the task by discussing problems faced by the American people during the Great Depression of the 1930s and explaining how the American people and the government dealt with problems of the Depression
- Is more analytical than descriptive (stock market crash ended period of prosperity and optimism; all aspects of economy affected; Hoover in denial because to admit to seriousness of situation meant people would have been frightened and maybe he would be blamed; Hoover believed people would be charitable and share food and money because that was the American way; sharing difficult because people did not have anything to share; Hoover denied that people were starving; coal miners attempted to plant crops but for most part were unsuccessful; local charity could not help in a place where everyone was destitute; Hoover's prediction wrong; little hope as Depression continued year after year; bonus marchers, ex-soldiers, looking for money for themselves and their starving families; wanted their money now instead of later; unemployment rate abominable; gender and racial segregation in employment at peak because money "tight"; New Deal comforting with promises, but little changed for blacks; Federal Employment Practices Committee had little power and little effect; farmers decided not to sell their products for a period of time; hopelessness of youth most disturbing; Depression meant delayed marriages or not achieving goals set as children; talent wasted when college men did manual labor and dreams were destroyed; Depression destroyed people physically and mentally; if World War II had not pulled the United States out of the Depression, the United States would have declined and eventually fallen)
- Incorporates relevant information from all the documents
- Incorporates some relevant outside information (soup kitchens set up by churches and offered bare minimum to hungry to stay alive; malnutrition became a problem for many children living in cities; affected performance in school and health later in life; Hoover believed helping businesses was best way to help people; some Great Plains farmers took to highways and headed for places that had more hope)
- Supports the theme with relevant facts, examples, and details (stock market crashed in 1929; banks closed, schools closed, jobs lost, and starvation commonplace; riots; marches; raids on grocery stores; savings, insurance, and then bonds ran dry; people reduced to borrowing from family and friends; restaurants offered cheap meals; women unemployed faster than men; black people hired last and fired first; tenant farmers, farm laborers, migrants, and domestic workers, blacks did not qualify for insurance benefits, minimum wages, or social security; blacks segregated in armed forces; Sleeping-Car Porters Union; Roosevelt agreed to sign executive order establishing Fair Employment Practices Committee; farmers blockaded roads and picketed highways in protest; milk dumped on roads)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are concise but beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 4. Although much of the response is primarily inspired by the documents, the explanations of the limited outside information are effective and integrated. In addition, the sophisticated conclusions that are drawn strengthen the response.

The Great Depression began in 1929, after the stock market crashed. The economy severely declined and the American people had problems to deal with. The American people and the government tried to deal with the Great Depression to the best of their ability throughout the 1930's.

Many American's souls were put to the test as they had to deal with the hardships of the depression. Because so many factories closed in cities throughout the nation, the numbers of unemployed were ~~out~~ at all times high levels. With no employment benefits and little money in savings accounts, many city dwellers had to rely on the kindness of neighbors and friends. Some city governments set up direct relief programs; however, the numbers of unemployed were too great and the money distributed was too little to support most families. In Kentucky, many coal miners had no income. People were suffering severely from malnutrition and dysentery. The only thing the people had to eat was dandelions and blackberries. Babies were ~~so~~ hungry said to be so hungry, that they started chewing up their hands. In Document 2, Eleanor Roosevelt reported that she saw a little boy trying to hide his pet rabbit because he didn't want his family to eat it. Americans started

going to the extremes to survive.

In "Living With Hard Times," it was about the Bonus Marchers in Washington that sat on the front steps at the Capital in hopes of getting even a small amount of money that they had been promised. These men marched because this was the only thing they could do. It was worth a try because they needed money to feed their starving families.

David Kennedy wrote about the problems women faced in Document 5. Women who had taken jobs outside the home during World War I and the 1920's lost their jobs first if they were the "secondary" wage-earners in their household. The amount of women in the work force declined much more rapidly than men. This led to tensions between men and women and husbands and wives. Marital and family problems were often the result of the despair that came with unemployment. African Americans who had faced many decades of discrimination and second-class citizenship were also severely hurt by the depression. The New Deal programs, although encouraging, didn't help them because many didn't qualify for unemployment insurance, minimum wage, social security, or farm subsidies because of the jobs they had. Roosevelt needed the support of the

southern white politicians so he didn't do much of anything to help the blacks for a while. Blacks were also discriminated against in getting jobs. African Americans were the last to get a job and the first to be fired if they did have one. It would be years before the Federal Civil Rights Acts of the 1960's would legally end discrimination in the workplace.

The American people and the government dealt with the problems of the Great Depression in different ways. Presidents Hoover and Roosevelt tried to help the people using different strategies and the Americans protested to express their dissatisfaction with the economic situation. During the depression, some families moved in with their relatives after they were evicted to have a place to stay.

In Document 2, it tells of a young child at school who said she couldn't go home to eat because it was her sister's turn. The American people were forced to ration their food to try and survive. After many women lost jobs during the depression, new jobs opportunities eventually appeared ~~that~~ like telephone switch board operators and clerical work.

In 1941, A. Philip Randolph, the head of the Sleeping-Car Porters Union, threatened a huge march in

Washington if Roosevelt didn't help the blacks from being discriminated against. Roosevelt agreed to help them by establishing a Fair Employment Practices Committee. This committee didn't help the African Americans much because they had no power but some action was taken to try to help them.

Many farmers to the west started protesting because they needed the price of products to increase a little. Farmers in Georgia dumped milk on a highway and this disturbed the milk supply in New York City. Trucks going to Sioux City were turned back because the farmers had blockaded the roads so they couldn't pick up supplies. The Milk Producers' Association and the Farmers' Holiday also banded together to try and bring change.

During the Great Depression, America was put in a very difficult situation. Americans were faced with many problems and the government tried to deal with them the best they could. In the end, America was able to pull through and get back on its feet.

Anchor Level 4-C

The response:

- Develops all aspects of the task by discussing problems faced by the American people during the Great Depression of the 1930s and explaining how the American people and the government dealt with problems of the Depression
- Is somewhat more descriptive than analytical (with no unemployment benefits and little in savings accounts, many city dwellers had to rely on kindness of neighbors and friends; Americans started going to extremes to survive; bonus marchers hoped to get even a small amount of money they were owed; New Deal programs, although encouraging, did not help African Americans because many of them did not qualify because of the jobs they were forced to take; Roosevelt did not do much of anything to help the blacks because he needed the support of southern white politicians; Hoover and Roosevelt tried to help the people using different strategies; Americans protested to express their dissatisfaction with the economic situation; American people forced to ration their food to try and survive; after many women lost jobs during the Depression, other work opportunities eventually appeared like telephone switchboard operators and clerical work; some actions taken to try and help African Americans but Fair Employment Practices Committee did not have power; farmers in Georgia dumped milk on the highway; disturbed the milk supply in New York City)
- Incorporates relevant information from documents 1, 2, 4, 5, 6, and 7
- Incorporates relevant outside information (because so many factories closed in urban areas throughout the nation, numbers of unemployed at all time high levels; some city governments set up direct relief programs but the money distributed was too little to support most families; women took jobs outside the home during World War I and the 1920s; marital and family problems were often the result of despair that came with unemployment; African Americans faced many decades of discrimination and second-class citizenship; Civil Rights Acts of the 1960s would legally end discrimination in the workplace)
- Supports the theme with relevant facts, examples, and details (began in 1929 after the stock market crash; women, secondary wage-earners; blacks discriminated against in getting jobs; Sleeping-Car Porters Union; Roosevelt agreed to help blacks by establishing Fair Employment Practices Committee; farmers blockaded roads; Milk Producers Association and Farmer's Holiday banded together)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for Level 4. Even though some of the discussion appears disjointed, the use of some well-placed outside information to expand the document information demonstrates an understanding of the history of the Great Depression. However, the analysis and evaluation of this information is limited.

When the stock market crashed in 1929 it was one of the major causes of the Great Depression. During the Great Depression a lot of people became unemployed therefore couldn't feed their families or pay the rent. A lot of Americans also became homeless as well. The Great Depression caused a lot of problems for Americans. But the government had many ways of trying to fix these problems.

According to document 2 there was very little food to feed families. The families of the coal miners also dealt with extreme poverty. A lot of children were starving but the families had to ration their food, even though the food isn't even enough to satisfy one person. Also since the families had no money they couldn't pay the rent, and a lot of families had debts which they could not pay.

Document 5 describes how women were affected by the Great Depression. Women in the work force lost a lot more jobs because the employers wanted to hire men who had families to support. Even though some schools had to close because there wasn't enough money to keep them open, women in the field of teaching didn't suffer as much. Since the teaching profession was dominated by women at the time they only had to suffer pay cuts and little job loss.

President Hoover made a statement regarding how the American people are going to deal with the Great Depression. The statement is depicted in document 1. President Hoover says that the American people are going to help themselves overcome the problems of poverty. He doesn't realize how important the situation is and that most people cannot afford to help others or donate to charities.

Document 4 is about the Bonus Marchers. After World War I the government promised the returning soldiers a bonus check for fighting in the war. But Washington voted not to give out the checks immediately so many of the people who were supposed to get a check marched into Washington because since the Great Depression left a lot of people unemployed, they really needed the money.

The introduction of the New Deal Program is explained in document 6. The New Deal was made so that the American workers can get more money and benefits. But many African Americans weren't qualified for the New Deal programs due to their place on the job market. So the government signed the Fair Employment Practices Committee so that African Americans can be subjected to raises and other good benefits. But the FEPC change little for them and job discrimination continued.

During the Great Depression Americans had to deal with a lot of hardships. The government tried their best to fix things, but the government's advancements didn't always help all of the American people. But they managed to get through that terrible ordeal with or without help from the government.

Anchor Level 3-A

The response:

- Develops all aspects of the task with little depth by discussing problems faced by the American people during the Great Depression and explaining how the American people and the government dealt with problems of the Depression
- Is more descriptive than analytical (stock market crash, one of the major causes of the Great Depression; unemployment during the Great Depression meant people could not feed their families or pay the rent; children were starving but families had to ration their food even though the food was not enough to satisfy one person; women lost more jobs because employers wanted to hire men who had families to support; Hoover felt Americans could help themselves overcome problems of poverty; Hoover did not realize the importance of the situation; people needed bonus checks because unemployment left them without money; many African Americans did not qualify for the New Deal programs due to their place in the job market; government help did not always help all of the American people)
- Incorporates some relevant information from documents 1, 2, 4, 5, and 6
- Incorporates limited relevant outside information (bonus check for fighting in World War I; schools had to close because there was not enough money to keep them open; New Deal made so American workers could get more money and benefits)
- Includes some relevant facts, examples, and details (families of coal miners dealt with extreme poverty; since families had no money they could not pay rent and other debts; teaching profession dominated by women at the time; New Deal programs; Fair Employment Practices Committee changed little for African Americans); includes some minor inaccuracies (government signed the Fair Employment Practices Committee; women lost jobs because employers wanted to hire men)
- Demonstrates a satisfactory plan of organization; includes an introduction that focuses on the general problems of the Depression faced by Americans and a conclusion that states government did their best to fix things but was not always successful

Conclusion: Overall, the response fits the criteria for Level 3. The list format of the essay weakens the response. Although the interpretation of most documents is literal, the response is strengthened by sporadic good analysis.

At the close of the 1920's America had fallen into the Great Depression. Poverty became widespread and the federal government was scrambling to jumpstart the economy. The American people faced many hardships and found ways to deal with each new problem that arised. The government did not get involved in the economic crisis until FDR took office. President Hoover was in office at the time that the Stock Market crashed and he believed that private business should help the poor and gave aid to big business believing that trickle-down economics could revive the American economy (Document 4).

Roosevelt and the government dealt with the depression in a different manner than Hoover. FDR's new Deal provided Social Security benefits, unemployment check and other federal aid programs to help the needy. However not everyone benefited from

the New Deal, many Africans did not qualify for the federal programs and did not receive any aid. (Document 6).

Many Americans protested to gain recognition from the government. At the beginning of the Great Depression the poor would turn their pockets inside out to show that they had no money, these pockets were known as Hoover flags. Farmers picketed on highways, raised produce prices and threw milk out on the roads in protest of the economy (Doc. 7). The Veterans of WWI marched on Washington and camped out there until they received the money promised by the government for serving their country. Members of this Bonus Army brought their families and few received the money that they asked for (Doc 4). The youth of this time had no direction. Few went on to become professionals and many rode the rails or stood on street corners. (Doc 8).

Those with families were severely hurt by the Depression. People stood on lines to buy food (Doc 3). Families ate their pets, collected dandelions for dinner and took turns eating in order to cope with the economic crisis (Doc. 2). Many could not afford to feed their families because they were laid-off. In order to cope they moved in with other family members and went without necessities to live.

Anchor Level 3-B

The response:

- Develops all aspects of the task with little depth by discussing problems faced by the American people during the Great Depression and explaining how the American people and the government dealt with problems of the Depression
- Is more descriptive than analytical (federal government scrambling to jumpstart the economy; Roosevelt dealt with the Depression in a different manner than Hoover; not everyone benefited from the New Deal; many could not afford to feed their families because they were laid off; families took turns eating in order to cope with economic crisis; people went without necessities to live)
- Incorporates some relevant information from documents 1, 2, 3, 4, 6, and 7
- Incorporates some relevant outside information (President Hoover in office at the time the stock market crashed; Hoover gave aid to big business believing trickle-down economics could revive the American economy; definition of Hoover flags; veterans of World War I promised bonus money for serving their country; Bonus Army)
- Includes some relevant facts, examples, and details (American people faced many hardships; Hoover believed private business should help the poor; New Deal provided Social Security benefits, unemployment, and other federal aid programs to help the needy; farmers picketed on highways, raised produce prices, and threw milk on roads to protest; people stood on lines to buy food; people moved in with other family members); includes some minor inaccuracies (government did not get involved in the crisis until FDR took office; many Africans did not qualify for federal programs)
- Demonstrates a weakness in organization; lacks an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 3. Listing the problems faced by different groups and then discussing the problems after explaining how the problems were dealt with weakens the response. However, good outside information and the comparison of Hoover's trickle-down theory to Roosevelt's New Deal strengthen the narrative.

The 1930's was a trying time for the United States. The Stock Market Crash left them to face severe problems. The government was inundated with problems facing the American people.

Citizens were left to wait on lines that went for blocks to get a small portion of food to eat. Document 3 gives us an illustration of what went on in many places. Document 1 explains to us the President expected the people to support each other. The only problem is that ~~no~~ no one had any support. Americans were looking to the government for help but during Hoover's presidency he did not get involved much. Only ~~during~~ when Roosevelt was elected did the government get involved. His new deal was filled with ideas and reforms to bring back the nation the way it was and to prevent something like that from ever happening again. However, even with Roosevelt's New Deal the nation's economy did ~~not~~ flourish again like it was until the U.S. became involved in WWII. The U.S. was selling goods and armory to European nations ~~and~~ which boosted the economy a little bit. Only when the U.S. entered the war in December of 1941 did the nation's economy come back to full strength.

Document 5 tells us that women ~~were~~ suffered during The Depression. They lost jobs faster than men and suffered pay cuts.

When the U.S. entered WWII the men were drafted and jobs needed to be filled to support the war. Women were hired to fill the jobs in factories and ~~were~~ women were able to support their families.

Document 2 tells us that families were desperate for food and had to use every resource they had to survive. When the U.S. entered WWII men were away ~~the~~ defending our nation and women were hired to build supplies needed for war.

The Great Depression devastated the nation. The government attempted to bring the nation back on its feet but did not make a lot of improvement. It was WWII that brought this nation out of its cloud of problems.

Anchor Level 3-C

The response:

- Develops all aspects of the task with little depth by discussing problems faced by the American people during the Great Depression and explaining how the American people and the government dealt with problems of the Depression
- Is both descriptive and analytical (1930s were a trying time for the United States; government inundated with problems facing American people; citizens left to wait on lines that went for blocks to get a small portion of food to eat; President expected people to support each other but they could not; Americans were looking to the government for help but Hoover did not get involved much; even with Roosevelt's New Deal, nation's economy did not flourish until the United States became involved in World War II; families had to use every resource to survive)
- Incorporates some relevant information from documents 1, 2, 3, 5, and 6
- Incorporates some relevant outside information (stock market crash left Americans to face severe problems; New Deal filled with ideas and reforms to help the nation and prevent something like that from happening again; during World War II, the United States was selling goods and arms to European nations which boosted the economy; United States entered World War II in December 1941; when men were drafted for World War II, women filled the jobs needed to support the war)
- Includes some relevant facts, examples, and details (Roosevelt's New Deal; women lost jobs faster than men and suffered pay cuts; families desperate for food); includes a minor inaccuracy (only when Roosevelt was elected did the government get involved)
- Demonstrates a satisfactory plan of organization; lacks focus; includes an introduction and a conclusion that are somewhat beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. World War II is credited as the action that ended the Depression. Although all aspects of the task are addressed, most of the narrative focuses on how World War II helped to end the Depression. Limited information on how the American people dealt with the depression further weakens the response.

In 1929 there was a stock market crash, followed by the Great Depression. Throughout the 1930s Americans suffered as the government tried to strengthen the economy. President Franklin D. Roosevelt created the New Deal.

Hoover was in office when this began. He felt it wasn't the government's job to help the people. He assumed people would be kind and charitable to others, but no one had anything to offer. (Doc 1) Midwestern families struggled—scraping up anything for food and warmth. (Doc 2) No one had enough to eat or much fire wood to burn. Soldiers from World War I had been promised a bonus and during the Great Depression they marched to Washington to try to get it. (Doc 3) This bonus army was looking for money to support their families.

The unemployment rate rose rapidly. Many people were fired or faced huge pay cuts. Women were first to be laid off since they weren't primary wage earners. (Doc 5) Eventually, new jobs were found for them as secretaries. African Americans

Received no help. Southern politicians stopped them from getting government aid. (Doc 6) Farmers also suffered. They were not being helped (Doc 7). They formed a Farmer's Holiday Association to fight until they received sufficient help.

The New Deal created several aid programs. The Bank Holiday closed banks that were losing money. Jobs were created for people to earn money. Social Security was established to give benefits to the elderly and disabled.

Ultimately, it was World War II that brought the country out of the Great Depression. The 1930s were tough times, but people got through them. The government spent a lot to help the economy and people pay rent and provide food.

Anchor Level 2-A

The response:

- Minimally develops all aspects of the task by discussing problems faced by the American people during the Great Depression and explaining how the American people and the government dealt with problems of the Depression
- Is primarily descriptive; includes weak and isolated application and analysis (Hoover felt it was not the government's job to help people; Bonus Army was looking for money to support their families; Southern politicians stopped African Americans from getting help; jobs created for people to earn money; 1930s were tough times but people got through them; government spent a lot to help the economy)
- Incorporates limited relevant information from documents 1, 2, 4, 5, 6, and 7
- Presents little relevant outside information (soldiers from World War I had been promised a bonus; Bank Holiday closed banks that were losing money; Social Security established to give benefits to elderly and disabled; World War II brought the country out of the Great Depression)
- Includes few relevant facts, examples, and details (Hoover in office when the Depression began; unemployment rate rose rapidly; many people fired or faced huge pay cuts; women first to be laid off since they were not primary wage earners; new jobs as secretaries found for women; farmers formed Holiday Association); includes a geographic inaccuracy ("Midwestern" applied to Kentucky, West Virginia, and Philadelphia)
- Demonstrates a general plan of organization; includes an introduction that focuses on the New Deal and a conclusion that cites the role of World War II and the government in helping the American people cope with the Depression

Conclusion: Overall, the response fits the criteria for Level 2. Generalizations from several documents summarize the problems Americans faced during the Depression, but the lack of specific facts and details weakens the narrative. However, outside information, although not explained, is good.

The Great Depression was a time of great hardship in the United States. The roaring twenties had given a false sense of security to Americans and, in 1929, when the market crashed, a severe recession ensued. People were left without jobs, no source of income and no food. Those in power did what they could to remedy the situation.

The Great Depression hit hard across the country. Jobs were hard to come by and therefore precious. Companies could not afford to keep on workers in the numbers they had formerly employed.* People were starving and dying all over the country (Doc. 2). People were beginning to revolt across the country. The Bonus Army marched on Washington: ex-soldiers who badly needed the money that had been promised to them. (Doc 4) Black people were suffering worse effects than white and demanded help, but all they received was a weak FEPC. (Doc 6) Farmers

* Men lined up in the streets for much needed jobs or food with which to feed their families (Doc 3)

were obtaining little or no money from the products they grew and were beginning to refuse to provide to the cities. (Doc 7). The country had fallen into chaos.

The government launched a set of programs known as the New Deal and developed by Franklin D. Roosevelt. These programs often were based on the ability of the people to help themselves. (Document 1) Jobs were created on the national infrastructure, relief was given, social security was thought up, but it still took years and years for the country to recover.

The great Depression worked an uneasy government involvement in the lives of the people. Although it took years, the government and the New Deal along with World War II allowed for the United States to rise above this troubled time.

Anchor Level 2-B

The response:

- Minimally develops all aspects of the task by discussing problems faced by the American people during the Great Depression, mentioning how the American people dealt with the problems, and explaining how the government dealt with problems of the Depression
- Is primarily descriptive; includes weak and isolated application and analysis (Great Depression time of great hardship in the United States; when the stock market crashed, a fierce repercussion ensued; those in power did what they could to remedy the situation; Great Depression hit hard across the country; jobs were hard to come by and therefore precious; soldiers needed money they had been promised; black people suffered more than whites but all they received was a weak Fair Employment Practices Committee; country had fallen into chaos; took years for the country to recover)
- Incorporates limited relevant information from documents 1, 2, 3, 4, 6, and 7
- Presents little relevant outside information (Roaring Twenties gave a false sense of security to Americans; jobs created on national infrastructure; New Deal developed by Franklin D. Roosevelt; World War II helped the United States to rise above this troubled time)
- Includes some relevant facts, examples, and details (people left without jobs, no source of income, and no food; companies could not afford to keep on workers in numbers they had formerly employed; men lined up in streets for much needed jobs or food to feed their families; Bonus Army marched on Washington; Social Security; farmers obtaining little or no money from products they grew; farmers beginning to refuse to provide products to the cities); includes an inaccuracy (links New Deal programs to the ability of people to help themselves)
- Demonstrates a general plan of organization; includes an introduction that focuses on the results of the false sense of security given to Americans during the 1920s and a conclusion that focuses on the increased government involvement in the lives of the people

Conclusion: Overall, the response fits the criteria for Level 2. Each document used is briefly summarized and analyzed, and then some efforts of the government to deal with the problems are mentioned. These statements demonstrate an understanding of the Depression and some of the problems associated with it.

After the crash of the stock market in 1929, the Great Depression began. The depression brought devastation to the economy of the United States and resulted in severe problems for the American people. Throughout the 1930's, the American people and the government dealt with the depression in various ways.

The Depression caused problems for various kinds of people. According to document 2, the coal miners of Kentucky had suffered the most. They spent all of their saving and insurance money in order to survive, then they stopped paying rent, so they were forced to move in with relatives. Many of them began to starve. It affected women as well. Many of the teaching jobs had suffered pay cuts. It also however could work to their advantage. Jobs like telephone switchboard operators and clerical work, according to document 5, was given to women.

During this time President Roosevelt passed a New Deal program for blacks. However the many blacks who worked as tenant farmers, farm laborers, migrants, ^{and} domestic workers, did not qualify for many things. According to document 6, they couldn't qualify

for unemployment, minimum wage, or social security.

According to document 7, farmers were severely affected by the depression as well. Farmers started picketing the roads. In Georgia, some farmers had dumped milk on the highway. Potato farmers raised the price of potatoes. Another group that was affected by this was young people. Because of the Depression, there was no jobs. Since there were no jobs for the youth to take, no one could start a life. No one could make money so they could marry and raise a family. So many of the youth had no where to go.

In conclusion, the crash of the stock market in 1929, led to the Great Depression. The Great Depression had affected many people in different ways. It caused many problems that people had to face.

Anchor Level 2-C

The response:

- Develops some aspects of the task in some depth by discussing problems faced by the American people during the Great Depression
- Is primarily descriptive; includes weak application and analysis (Kentucky coal miners suffered the most as all their savings and insurance money was spent to survive; no jobs for young people as a result of the Depression; many of the youths had nowhere to go; Depression caused many problems which people had to face)
- Incorporates limited relevant information from documents 2, 5, 6, 7, and 8
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (coal miners stopped paying rent so were forced to move in with relatives; many people starved; pay cuts for teaching jobs; switchboard operators and clerical jobs for women; blacks who worked as tenant farmers, farm laborers, migrants, and domestic workers did not qualify for many things; blacks did not qualify for unemployment, minimum wage, or Social Security; farmers dumped milk on highway; potato farmers raised their prices; no one could make money so they could marry and raise a family); includes an inaccuracy (New Deal program passed for blacks)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for Level 2. Although most of the response uses the basic information provided in the documents, the use of specific groups to discuss the problems of the Great Depression is a good organizational tool; however, the application of all the information in document 2 to Kentucky coal miners is inaccurate. President Roosevelt's New Deal program is mentioned, but it is not explained.

Problems faced by the American people were, children hanging around the streets at night because their parents were out of a job, Families were starving because they had no money. Women were forced to quit their jobs if they were married. The unemployment level was very high at this time.

One solution that was made for men coming back from the war was that they had been promised a bonus so they march down to the president and got it, so they could feed their families according to Decree 4. This would hold them for a while.

Another problem was the farmers were made about them not getting paid so they went to sheriff and ripped their badges off and threw their guns in the corn fields. That was the solution prior to that situation.

Children suffered as well because parents were not working and at home their children were out on the streets looking for jobs and hanging around the streets. There really was no solution to this class.

In conclusion America was faced with various problems and most all of these problems were solved but they did the best they could according to these documents.

Anchor Level 1-A

The response:

- Minimally develops some aspects of the task by mentioning problems faced by the American people during the Great Depression and mentioning how the American people dealt with problems of the Depression
- Is descriptive; lacks application and analysis (unemployment level very high; farmers upset about not getting paid; children suffered because parents not working; children out on the streets looking for jobs)
- Makes unclear references to documents 4, 7, and 8
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (families starving because they had no money; women forced to quit their jobs if they were married; men coming back from the war had been promised a bonus); includes inaccuracies (children hung around the streets at night because their parents were out of a job; veterans marched down to the president and got their bonus; the bonus held their families for awhile)
- Demonstrates a general plan of organization; lacks focus; contains digressions; includes an introduction that lists problems but does not connect them to the Great Depression; ends with a general brief conclusion

Conclusion: Overall, the response fits the criteria for Level 1. Although an attempt is made to address both aspects of the task, the information presented is limited in scope and lacks details. In some cases, broad generalizations about a document lead to a misinterpretation of the document.

The Great Depression of the 1930s brought about numerous problems faced by the American people both at a national and local level. Poverty ran rampant, debts were unbearable, unemployment was widespread, discrimination was as bad as ever, and farmers were taking the biggest hit across the country. Any effort by Herbert Hoover to improve the economic status of the United States seemed weak and hopeless. America was at its lowest standard of living since the beginning of its creation.

Poverty was a major issue during the Great Depression reaching all levels of society. This was mainly caused by the huge increase in unemployment as well as the large amounts of credit that was essentially worthless. (Doc. 1+2)

Anchor Level 1-B

The response:

- Minimally develops some aspects of the task by mentioning problems faced by the American people during the Great Depression and mentioning how President Hoover tried to deal with problems of the Depression
- Is descriptive; includes some weak analysis (problems faced by American people at both a national and a local level; debts unbearable, unemployment widespread; discrimination as bad as ever; farmers taking the biggest hit across the country; efforts by Herbert Hoover seemed weak and hopeless; America at its lowest standard of living since the beginning of creation; poverty reached all levels of society; credit essentially worthless)
- Makes vague, unclear references to documents 1, 2, 6, and 7
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (poverty was a major issue during Great Depression; huge increase in unemployment; large amounts of credit)
- Demonstrates a general plan of organization; does not clearly identify which aspect of the task is being addressed; includes an introduction that is beyond a restatement of the theme and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. The introduction does an excellent job of summarizing the essence of the documents. The effect of Hoover's efforts are accurately stated but not explained. The discussion lacks details and explanation.

After the crash of the stock market in 1929, the Great Depression began. The Depression brought devastation to the economy of the United States and resulted in severe problems for the American people. Throughout the 1930s the American people and the government dealt with the depression in various ways.

In Document 3, the picture shows that people are holding up signs saying that they need food. The poster board that they are ^{holding} only allowed to feed twenty people and there are over a hundred in that picture.

In another document such as 5, the women lost their jobs because of the Great Depression. The women had suffered pay cuts and minimal job losses.

In another document the Kentucky was blamed for their suffrage. And because of that the women suffered and that is how they lost their jobs and homes and they had

to wash there clothes in
soapwash.

In the Conclusion, All I
have to say is that the 'Great
Drepression did alot of damage
In the early 1700's. People lost
jobs and had nothing to eat and
no money.

Anchor Level 0-A

The response:

Refers to the theme in a general way; includes no relevant facts, examples, and details; includes the historical context as copied from the test booklet

Conclusion: Overall, the response fits the criteria for Level 0. Although documents 2, 3, and 5 are referred to, incorrect application and misinterpretation of document information leads to inaccurate conclusions. Incorrect use of words (minimal job losses, Kentucky blamed for suffrage) also detracts from the discussion. The response shows no understanding of the effect of the Depression or of the efforts made to alleviate the problems.

After the crash of the stock market in 1929, the Great Depression began. The Depression brought devastation to the economy of the United States and resulted in severe problems for the American people. Throughout the 1930's, the American people and the government dealt with the depression in various ways.

When the Depression first began, with Herbert Hoover as president, many did not see it as a huge problem. Hoover continued to tell Americans that the economy was sound and prosperous. He thought the problem would end in a short time without the government taking ^{total} control of the problem. In the meantime, while there still was a problem, he encouraged the people to help each other by private charities and donations because self-reliance is important to democracy (Doc 1). However, this did not make things better, because the government's economic policies during the 1920's had actually ~~created~~ created an unsound economy which would be difficult to turn around in a short time.

Things continued to get worse from 1929 to 1932, even though President Hoover designed a plan to end the Depression. It didn't work and when FDR instituted his New Deal program, things didn't get better immediately. Just about every group of people were affected by the Depression from the time of the market crash until World War II.

Those who were labor workers such as coal miners and textile workers, barely had any work during the Depression, and those who did work made very little money. To get by, many members of the family took turns eating, or they ate family pets, or even attempted to grow their own food. However many still suffered and were forced to leave their homes and live with relatives (Doc 2). Many families like these, even in cities were forced to rely on charity and donations. Many would wait at such places as soup kitchens, where they could get very cheap or free food (Doc 3).

Other people handled the poverty situation differently. Those such as the veterans of World War I decided to march on Washington to demand ~~an~~ immediate payment of their bonus that was guaranteed to be paid at a later time (Doc 4). Despite sympathy for their cause, their demands were rejected and federal troops ~~forced~~ forced them to return home.

Groups such as the farmers decided to protest in a different way from the marchers. The farmers would blockade roads in their respective states. Then they would dump milk all over the highway in attempts to limit the cities milk supplies. They also raised prices of crops, in attempts to make more money. However, until their production could be cut back, prices would remain low. Recognizing

this issue, Congress passed the AAA which discouraged over-production by paying farmers not to grow certain crops. This cut back on the need for farm laborers and ~~tenants~~ tenant farmers, ^{which} had a bad effect on blacks (Doc 7).

During the Depression, opportunities weren't always fair to all groups of people. Women and Blacks were treated very unfairly when it came to jobs and rights. When businesses were laying people off, women were the first to be fired in attempts to get more fathers and husbands, who were the main source of household incomes working. In jobs where usually only women worked, such as teaching, they suffered extreme pay cuts during the depression (Doc 5). Many kept on trying to work through it all until new jobs eventually opened up for them.

Blacks, along with the women were also treated unfairly. Blacks probably had it the worst since they were mostly ignored in all the New Deal programs. The government really couldn't help them because they needed the Southern white politicians' support, and this would have aggravated them. They were also discriminated against when applying for jobs. They responded to this by getting FDR to establish a fair Employment Practice Committee. This is the extent to what blacks gained. The policy couldn't be enforced. However it was a step in the right direction for blacks. It had little impact because it didn't occur until 1941 (Doc 6).

Another group that was severely affected was the young people of America. Many college students were forced to find jobs as laborers. Many High School students were forced to work, but they weren't paid. They only worked for experience. They had little control over their lives or their futures. They couldn't get married or raise families, or live the way they wanted to. There was not much they could do about the whole situation (Doc 8).

Throughout the Depression, just about every group of people in the country were affected, mostly for the worse. It became a very difficult situation for everyone, and all were forced to deal with it to just get by until the dreadful situation ended.

The Great Depression of 1929 was one of the most uproaring events. Due to the crash of the Stock Market, America's economy went down, causing extreme problems to Americans. Americans and the government had to find ways to deal with this Great Depression so that things wouldn't get any worse.

Some of the problems that were occurring during the depression were things that people were not ready for. People were losing jobs as stated in document 5. Married working women specifically, were the ones to get fired first. Youth that were in college according to document 8 had to resort to regular jobs to support themselves. People were going hungry every where.

Due to the high increase of unemployment, people were unable to get money to feed their families. Many people had to go to

restaurants or "soup kitchens" as seen in document three, to get the little bit they could to eat. In document 2 we are told that ~~the depression was not so bad that~~ some children who had siblings ~~even~~ had to take turns to eat.

During this time of crisis while people were starving the president seemed to be clueless on what to do. His theory was that the problem would fix itself. In document one ~~he says that~~ president Hoover says that the people should deal with the crisis the same way problems have been dealt with in other generations. Many started to blame him for America's economic crisis.

After Hoover's term was over as president, President Roosevelt came into the presidency. ~~He really got the government involved in dealing with the depression. He tried helping~~ the economy while in office. In document 6 we are told about his "New Deal" Program. Roosevelt comes up with ways to help Americans by trying to create

jobs for people. He also ~~comes~~ up with a plan of social security and medicaid to help with benefits and health care for people.

The great depression was definitely a huge time of crisis for America. Famine and poverty had taken over all. People tried to deal with it the best way they could, even if it meant selling the last item in their apartment in exchange for a piece of bread. Many Americans lost everything they had. Yet furthermore with the help of the government little by little Americas economy reshaped itself.

With The "Roaring Twenties", the U.S. experienced a decade of prosperity and care-free spending. ~~However~~ The economic trends and policies of the 1920s ~~led to the 1929 stock market crash~~ (such as an increase in credit) led to the stock market crash in 1929. The crash marked the beginning of the Great Depression, the most escalated level of ~~economic~~ fiscal crisis the U.S. had faced. Such an economic devastation resulted in severe problems for Americans - they faced starvation ~~and poverty and the possibility of never finding their way to employment~~ poverty, and unemployment. Because they were apprehensive of ~~a~~ a bleak future, American citizens ~~etc~~ did what they could to alleviate the ~~debilitating~~ ~~economic~~ situation. Also government took part in helping alleviate the Depression through F.D. Roosevelt's New Deal. ~~the people of the~~ Throughout the 1930's, actions were taken by Americans and government to restore their economy.

the government had a limited amount of intervention in business until the Great Depression. Before FDR, the presidents of the 1920's were

Republicans (Coolidge, Hoover, Harding) ~~and~~ and most held the ^{same} idea of Rugged Individualism. This maintained that people should help themselves and depend less on the gov't. ~~and~~ When FDR instituted the New Deal, the government took on a completely different role. Federal money was used to create committees and programs that would lead to recovery. The New Deal dealt with the problem of unemployment. Thousands of Americans were unemployed and had families. With the ~~creation~~ creation of the Job Corps and ~~the~~ ~~the~~ programs to create more jobs, the unemployment numbers decreased steadily.

The Great Depression left a fiscal vacuum in the U.S. According to Steinbeck, ~~people~~ the Bonus Marchers marched on Washington demanding their money (Doc 4). People were desperate for money, ~~and~~ and the Bonus Marchers hoped to ~~receive~~ receive some from the federal gov't. They turned to these actions to deal w/ the problem of poverty, ~~and unemployment~~

Document-Based Essay—Practice Paper – D

Many or most people were left poor during the depression and for a while after. Everyone dealt with the problem in their own way, and usually ended up in debt and nowhere to go.

Women took all the jobs left behind by men ~~was~~ upon leaving to fight (doc. 5). Most people moved in with family and ran up bills and took loans (doc. 2)

Document-Based Essay—Practice Paper – E

After the "Roaring Twenties", the 1930s was a time of despair and chaos in America. The Great Depression was upon the American people. During the Great Depression there were many problems and the people and the government dealt with them in many different ways.

The Great Depression caused many problems in America. The crash of the stock market sent the economy down. As a result, investors stopped investing. Factories cut production and workers lost their jobs. People had few ways to support themselves or their families (Caroline Bird, *The Invisible Scar*). Although farmers were producing a lot of food, little food was available, and many people were starving because they had no income. The unemployment rate was high, women and African Americans were being discriminated against in the work force by being fired first (David Kennedy, *Freedom from Fear*). Many people lost everything they had.

The people in America dealt with the Great Depression in many different ways. "They cashed in their savings and insurance bonds. They borrowed money from family and friends. They stopped paying the rent. When they got evicted, they moved in with family and friends. Building up their debts." (Caroline Bird, *The Invisible Scar*.)"

Families perished out what little food they had, and tried to grow things. Many people buried what little money they had in coffee cans in the back yard so when times got better they'd have money. They didn't trust the banks because so many had failed and lost peoples' saving account. Veterans set up shack towns in front of the white house in protest of the Government, that to them was apparently doing nothing to fix the situation and give them their bonuses early. Despite this veterans protest and other protests around the country, the government continued its laysssez faire attitude toward the people hurt by the Depression.

The Government tried to deal with the problems of the Great Depression. Hoover spoke to the people, telling them they could get through this crisis with generosity and mutual self-help. (President Herbert Hoover press statement.) Local Charities tried to help but because of the massive need not everyone received help. "Congress voted bonus money, but not till later" (John Stearbeck, "Living with hard times") Hoover began work programs which began building waterways and the Hoover Dam. These programs required the federal Government to spend money and go into debt. Many Americans still saw Hoover as the President who didn't do much to help them. President Roosevelt set up more job programs as part of his New Deal, the TVA and the PWA. These programs and others provided jobs. They temporarily helped people until the economy recovered.

Farmers dealt with the Great Depression with protest. They lined the streets with pickets and dumped milk on the road. They hoped to cause a national crisis due to lack of milk and other farm goods (Mary Heister Voss). They refused to bring food such as potatoes to market. Different farmer organizations banded together. They tried to make a difference in their economic situation. The individual farmer turned to cooperative efforts to force their prices upward and to save their farms and families.

The youth of America responded to the situation with restlessness and boredom. They couldn't marry, or get good jobs, or raise families. (Coxena A. Hickock, *The Third of a Nation*). Many college graduates were forced into low paying jobs where their talents were wasted. Young people who normally would have gone to schools and learned trades spent their days in idleness. They wandered around the country on railroads, living the life of a hob. Job opportunities were scarce.

The Great Depression was a time of despair and desitude in the United States. People were unemployed, had no food, and lived in a state of poverty. The Government was doing next to nothing to fix the economical problems and social problems facing the country. The land was in a crisis that seemingly couldn't be fixed. It wasn't until World War Two that America was able to pull it get back together.

Practice Paper A—Score Level 4

The response:

- Develops all aspects of the task by discussing problems faced by the American people during the Great Depression of the 1930s and explaining how the American people and the government dealt with problems of the Depression
- Is both descriptive and analytical (in beginning, many did not see the Depression as a problem; Hoover continued to tell Americans that economy was sound and prosperous; Hoover thought Depression would end in short time without the government taking control; Hoover encouraged private charities and donations; New Deal programs did not immediately help; many family members took turns eating; many forced to leave homes and live with relatives; soup kitchens would pass out very cheap or free food; veterans wanted immediate payment of bonuses; farmers dumped milk on highways in attempt to limit milk supplies; raised prices of crops to make more money; until production cut back, prices would remain low; women first to be fired to get more fathers and husbands, who were main source household incomes, working; women in teaching suffered extreme pay cuts; government really could not help blacks because Southern white politicians were needed for support and this would have aggravated them; Fair Employment Practices Committee was step in right direction; many college students forced to work at manual jobs; many high school students forced to work for experience rather than pay; little control over lives or futures; young people could not get married, raise families, or live the way they wanted)
- Incorporates relevant information from all the documents
- Incorporates relevant outside information (self-reliance important to democratic governments; economic policies during 1920s actually created unsound economy which would be difficult to turn around in short time; Hoover designed plan to end Depression but it did not work; despite sympathy for their cause, demands of bonus army rejected and federal troops forced them to return home; Congress passed AAA which discouraged overproduction; paying farmers not to grow certain crops cut back on need for farm laborers and tenant farmers which had a bad effect on blacks)
- Supports the theme with relevant facts, examples, and details (stock market crash in 1929; Great Depression began with Hoover as President; FDR instituted his New Deal programs; coal miners and textile workers barely had any work during Depression; veterans of World War I; farmers blockaded roads in respective states; most blacks ignored in New Deal programs; Roosevelt established Fair Employment Practices Committee which could not be enforced; Committee had little impact because it did not occur until 1941)
- Demonstrates a logical and clear plan of organization; includes an introduction that restates the theme and a conclusion that summarizes the effect of the Depression on everyone in the country

Conclusion: Overall, the response fits the criteria for Level 4. Although much of the information originates from the documents, the integration of this information with relevant outside information is effective. Good analysis and relevant historical details strengthen the response.

Practice Paper B—Score Level 3

The response:

- Develops all aspects of the task with little depth by discussing problems faced by the American people during the Great Depression and explaining how the American people and the government dealt with problems of the Depression
- Is more descriptive than analytical (ways had to be found to deal with the Depression so things would not get worse; people were not ready for problems that occurred; college youth had to resort to regular jobs to support themselves; people everywhere were going hungry; people unable to get money to feed their families because of unemployment; Hoover seemed to be clueless about what to do in the crisis and felt that the problem would fix itself; problem should be dealt with the same way as past generations had dealt with it; many started to blame Hoover for the crisis; Roosevelt tried to help the economy; people selling the last item in their apartment for a piece of bread; many Americans lost everything they had; little by little America's economy reshaped itself)
- Incorporates some relevant information from documents 1, 2, 3, 5, 6, and 8
- Incorporates limited relevant outside information (soup kitchens; Roosevelt tried to create jobs for people; Roosevelt's plan of social security to help with benefits and health care)
- Includes some relevant facts, examples, and details (people losing jobs; married women first to get fired; high increase in unemployment; children who had siblings had to take turns to eat; Roosevelt got the government involved in the Depression; Roosevelt's New Deal program); includes a minor inaccuracy (Roosevelt's Medicaid program)
- Demonstrates a satisfactory plan of organization; includes an introduction that restates the theme and a conclusion that summarizes the information presented

Conclusion: Overall, the response fits the criteria for Level 3. The discussion of problems faced by the American people during the Depression lacks specific examples and details to support the brief statements from the documents. On the other hand, the contrast between Hoover's plan and Franklin D. Roosevelt's plan to deal with the problems of the Depression is effective.

Practice Paper C—Score Level 2

The response:

- Develops some aspects of the task in some depth by explaining how the American people and the government dealt with problems of the Depression
- Is both descriptive and analytical (economic trends and policies of the 1920s, such as an increase in credit, led to the stock market crash in 1929; Great Depression most escalated level of fiscal crisis the United States had faced; economic devastation led to severe problems of poverty and unemployment; Hoover maintained people should help themselves and depend less on the government; American citizens did what they could to alleviate a bleak future for America; Americans were apprehensive; government had limited amount of interest in business until the Great Depression; institution of New Deal meant the government took on a completely different role; federal money was used to create committees and programs that would lead to recovery; Great Depression left a fiscal vacuum in the United States; people desperate for money)
- Makes vague, unclear references to documents 1, 2, 4, 6, and 8
- Presents limited relevant outside information (with the Roaring Twenties, the United States experienced a decade of prosperity and carefree spending; Presidents of the 1920s were Republicans Coolidge, Hoover, Harding; Hoover's Rugged Individualism; programs to create more jobs helped unemployment numbers to decrease)
- Includes few relevant facts, examples, and details (Franklin D. Roosevelt's New Deal helped alleviate the Depression; thousands of Americans unemployed and had families; Bonus Marchers went to Washington to demand their money); includes a minor inaccuracy (creation of the Job Corps)
- Demonstrates a general plan of organization; includes an introduction that is beyond a restatement of the theme but lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 2. The use of the Roaring Twenties to begin a discussion of the Great Depression is good. Although references to document information are brief, explanation of the limited outside information is accurate and strengthens the response.

Practice Paper D—Score Level 0

The response:

Fails to develop the task; refers to the theme in a general way

Conclusion: Overall, the response fits the criteria for Level 0. Despite an interesting introduction, the response demonstrates little understanding of the Great Depression. The brief reference to document 5 is incorrect. The overgeneralization referring to document 2 misinterprets the intent of the document.

Practice Paper E—Score Level 4

The response:

- Develops all aspects of the task, explaining how the American people and the government dealt with problems of the Depression more thoroughly than discussing problems faced by the American people during the Great Depression
- Is both descriptive and analytical (crash of the stock market sent the economy downward and as a result investors stopped investing, factories cut production, and workers lost their jobs; people had few ways to support themselves; although farmers overproducing, little food was available and many people were starving because they had no income; discrimination against women and African Americans in the workforce because they were fired first; many people lost everything they had; people stopped paying rent and when evicted moved in with family and friends; veterans protested in Washington because government was apparently doing nothing to fix the situation; they wanted their bonuses early; charities tried to help but because of the massive need not everyone received help; Hoover told the people they could get through the crisis; many Americans saw Hoover as the President who did not help them; New Deal programs provided jobs that temporarily helped people until the economy recovered; farmers picketed and dumped milk; hoped to cause a national crisis; different farmer organizations banded together to try and make a difference in their economic situation and save their farms and families; many college graduates forced into low paying jobs where their talents were wasted; young people who normally would have gone to school and learned trades spent their days in idleness; wandered around the country on railroads)
- Incorporates relevant information from documents 1, 2, 4, 5, 7, and 8
- Incorporates relevant outside information (Roaring Twenties; many people buried what little money they had in coffee cans in the backyard because they did not have any confidence in the banks because so many had failed and lost peoples' savings accounts; protests in front of the White House; despite protests around the country, the government continued its laissez-faire attitude towards victims of the Depression; Hoover began work programs which began building waterways and the Hoover Dam; Roosevelt set up more job programs as part of the New Deal; TVA; PWA; young people lived the life of a hobo; job opportunities were scarce)
- Supports the theme with relevant facts, examples, and details (unemployment rate high; savings and insurance bonds cashed in; borrowed money from family and friends; Congress voted bonus money that was guaranteed to be paid at a later time)
- Demonstrates a logical and clear plan of organization; includes an introduction that restates the theme and a conclusion that states that World War II finally pulled America back together

Conclusion: Overall, the response fits the criteria for Level 4. Although the discussion of the problems faced by the American people during the Depression is minimal, the explanation of how the American people and the government dealt with the problems of the Depression is thorough. Outside information enhances the analysis of document information. Good conclusions and relevant historical information strengthen the response.

United States History and Government Specifications Grid

August 2005

Part I Multiple Choice Questions by Standard

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

Parts II and III by Theme and Standard

	Theme	STANDARDS
Thematic Essay	Cold War: Foreign Policy; Places and Regions; Presidential Decisions and Actions; Interdependence	Standards 1, 2, and 3: US and NY History; World History; Geography
Document-based Essay	Great Depression: Individuals, Groups, Institutions; Presidential Decisions and Actions; Economic Systems	Standards 1, 4, and 5: US and NY History; Economics; Civics, Citizenship, and Government

The *Chart for Determining the Final Examination Score for the August 2005 Regents Examination in United States History and Government* 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 2005

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 III A score of 44 would receive a final examination score of 80.

	Total Essay Score										
	0	1	2	3	4	5	6	7	8	9	10
Total Part I and Part IIIA Score	0	2	5	8	11	14	17	21	24	28	32
	1	3	6	9	12	15	18	22	26	30	34
	2	4	7	10	13	16	20	23	27	31	35
	3	5	8	11	14	17	21	24	28	32	37
	4	6	9	12	15	18	22	26	30	34	38
	5	7	10	13	16	20	23	27	31	35	40
	6	8	11	14	17	21	24	28	32	37	41
	7	9	12	15	18	22	26	30	34	38	43
	8	10	13	16	20	23	27	31	35	40	44
	9	11	14	17	21	24	28	32	37	41	46
	10	12	15	18	22	26	30	34	38	43	47
	11	13	16	20	23	27	31	35	40	44	49
	12	14	17	21	24	28	32	37	41	46	50
	13	15	18	22	26	30	34	38	43	47	52
	14	16	20	23	27	31	35	40	44	49	53
	15	17	21	24	28	32	37	41	46	50	55
	16	18	22	26	30	34	38	43	47	52	56
	17	20	23	27	31	35	40	44	49	53	58
	18	21	24	28	32	37	41	46	50	55	60
	19	22	26	30	34	38	43	47	52	56	61
	20	23	27	31	35	40	44	49	53	58	63
	21	24	28	32	37	41	46	50	55	60	64
	22	26	30	34	38	43	47	52	56	61	66
	23	27	31	35	40	44	49	53	58	63	67
	24	28	32	37	41	46	50	55	60	64	69
	25	30	34	38	43	47	52	56	61	66	70
	26	31	35	40	44	49	53	58	63	67	72
	27	32	37	41	46	50	55	60	64	69	73
	28	34	38	43	47	52	56	61	66	70	75
	29	35	40	44	49	53	58	63	67	72	76
	30	37	41	46	50	55	60	64	69	73	78
	31	38	43	47	52	56	61	66	70	75	79

	Total Essay Score										
	0	1	2	3	4	5	6	7	8	9	10
Total Part I and Part IIIA Score	32	35	40	44	49	53	58	63	67	72	76
	33	37	41	46	50	55	60	64	69	73	78
	34	38	43	47	52	56	61	66	70	75	79
	35	40	44	49	53	58	63	67	72	76	80
	36	41	46	50	55	60	64	69	73	78	82
	37	43	47	52	56	61	66	70	75	79	83
	38	44	49	53	58	63	67	72	76	80	84
	39	46	50	55	60	64	69	73	78	82	85
	40	47	52	56	61	66	70	75	79	83	87
	41	49	53	58	63	67	72	76	80	84	88
	42	50	55	60	64	69	73	78	82	85	89
	43	52	56	61	66	70	75	79	83	87	90
	44	53	58	63	67	72	76	80	84	88	91
	45	55	60	64	69	73	78	82	85	89	92
	46	56	61	66	70	75	79	83	87	90	93
	47	58	63	67	72	76	80	84	88	91	94
	48	60	64	69	73	78	82	85	89	92	94
	49	61	66	70	75	79	83	87	90	93	95
	50	63	67	72	76	80	84	88	91	94	95
	51	64	69	73	78	82	85	89	92	94	96
	52	66	70	75	79	83	87	90	93	95	96
	53	67	72	76	80	84	88	91	94	95	97
	54	69	73	78	82	85	89	92	94	96	97
	55	70	75	79	83	87	90	93	95	96	98
	56	72	76	80	84	88	91	94	95	96	98
	57	73	78	82	85	89	92	94	96	97	98
	58	75	79	83	87	90	93	95	96	97	99
	59	76	80	84	88	91	94	95	96	97	99
	60	78	82	85	89	92	94	96	97	98	99
	61	79	83	87	90	93	95	96	97	98	99
	62	80	84	88	91	94	95	96	97	98	100