

REGENTS EXAM IN U.S. HISTORY AND GOVERNMENT

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY AND GOVERNMENT

Thursday, August 18, 2016 — 8:30 to 11:30 a.m., only

Student Name _____

School Name _____

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

Print your name and the name of your school on the lines above. A separate answer sheet for Part I has been provided to you. Follow the instructions from the proctor for completing the student information on your answer sheet. Then fill 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 to Parts II, III A, and III B.

Part I contains 50 multiple-choice questions. Record your answers to these questions as directed on the 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. When you reach this part of the test, enter your name and the name of your school on the first page of this section.

Each document is followed by one or more questions. Write your answer to each question in this examination booklet on the lines following that question.

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

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

Part I

Answer all questions in this part.

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

- 1 A major reason the American colonists of the 1600s chose to settle along the seacoast and rivers was so that they could
 - (1) export slaves
 - (2) carry out trade
 - (3) protect themselves from Native American Indians
 - (4) use water power to run factory machinery
- 2 Under the British system of mercantilism, the American colonies served primarily as a
 - (1) self-sufficient trading partner for other European nations
 - (2) market for British manufactured goods and a source of raw materials
 - (3) source of manpower for the British army and navy
 - (4) buffer to the expansion of French and Spanish colonies
- 3 Which heading best completes the partial outline below?

I. _____

A. House of Burgesses

B. Mayflower Compact

C. New England town meetings

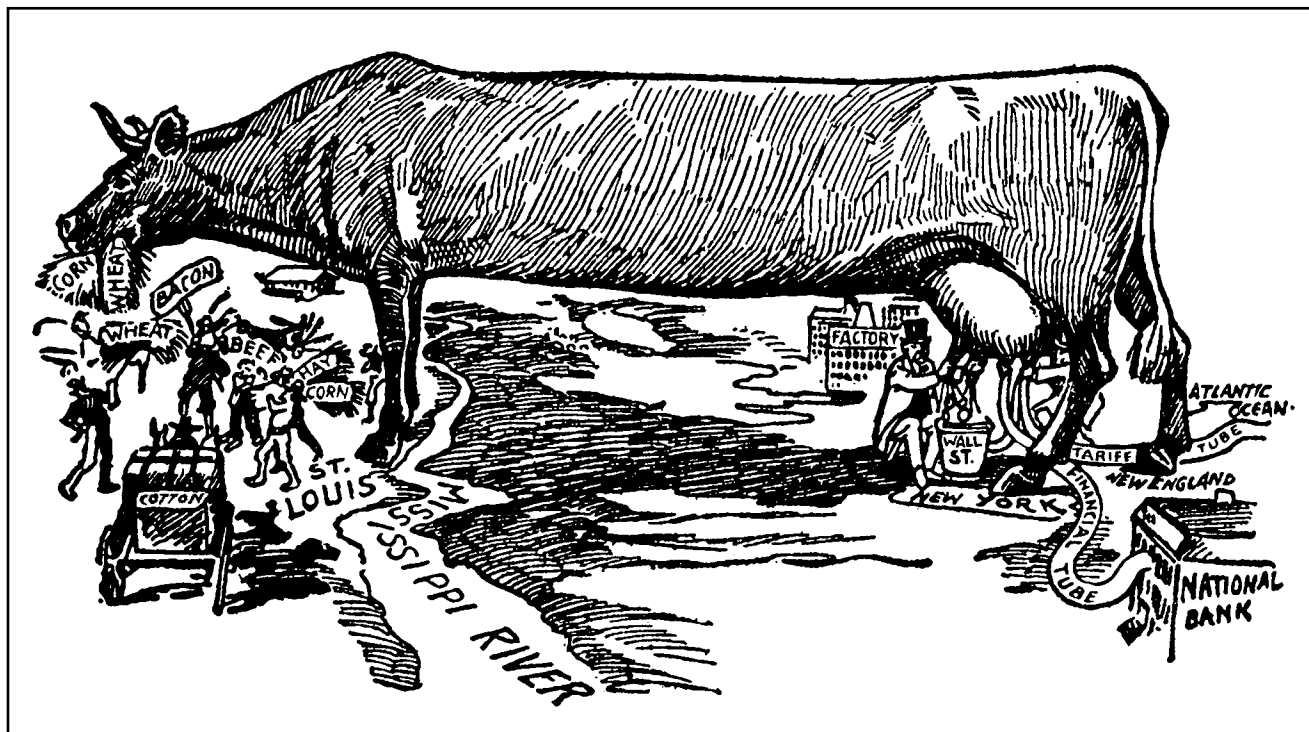
D. Albany Plan of Union

 - (1) Early Colonial Documents
 - (2) Limits on Representative Government
 - (3) Contributions of the Enlightenment
 - (4) Foundations of American Democracy
- 4 The phrase “consent of the governed” refers to the
 - (1) source of the government’s power
 - (2) need to create political parties
 - (3) commitment to use implied powers
 - (4) development of a federal system of government
- 5 One weakness of the Articles of Confederation was the inability of the central government to
 - (1) establish a postal system
 - (2) collect adequate taxes from the states
 - (3) control western lands
 - (4) admit new states to the Union
- 6 What was a result of the Great Compromise during the Constitutional Convention of 1787?
 - (1) creating a two-house legislature
 - (2) banning slavery in Southern states
 - (3) requiring that the president have a cabinet
 - (4) giving the Supreme Court the power to hear cases involving states
- 7 Based on the United States Constitution, the census helps to determine the number of
 - (1) presidential candidates
 - (2) members of congressional subcommittees
 - (3) electoral votes assigned to each state
 - (4) senators from each state
- 8 A primary reason the Antifederalists opposed ratification of the United States Constitution in 1787 was because the Constitution failed to
 - (1) include a bill of rights
 - (2) provide for a strong national defense
 - (3) restrict immigration
 - (4) extend voting rights to women
- 9 The power of judicial review was established when
 - (1) the original United States Constitution was adopted
 - (2) an amendment was added to the United States Constitution
 - (3) President Thomas Jefferson established the power in an executive order
 - (4) the Supreme Court issued its ruling in *Marbury v. Madison* (1803)

- 10 Which quotation is correctly paired with the document in which it is found?
- (1) "...the right of the people to keep and bear arms, shall not be infringed."
— Washington's Farewell Address
 - (2) "We hold these truths to be self-evident, that all men are created equal..."
— Monroe Doctrine
 - (3) "Four score and seven years ago our fathers brought forth, upon this continent, a new nation..."
— Lincoln's Gettysburg Address
 - (4) "We the people of the United States, in order to form a more perfect union..."
— Declaration of Independence
- 11 During the 1790s, the primary goal of United States foreign policy was to
- (1) preserve the nation's neutrality during European conflicts
 - (2) increase the nation's trade with Asia
 - (3) expand westward by signing new military alliances
 - (4) make the nation into a major colonial power
- 12 In *Gibbons v. Ogden* (1824), the Supreme Court strengthened the federal government's role in the national economy by
- (1) outlawing the triangular trade
 - (2) banning states from issuing money
 - (3) upholding the power of Congress to regulate interstate commerce
 - (4) limiting the growth of corporations
- 13 One way in which Frederick Douglass, William Lloyd Garrison, and Sojourner Truth are similar is that they all supported the
- (1) abolitionist movement
 - (2) passage of Black Codes
 - (3) nullification theory of States rights
 - (4) plantation system in the South
- 14 Abraham Lincoln's 1858 warning that "a house divided against itself cannot stand" referred to sectional differences over the
- (1) treatment of Native American Indians
 - (2) issue of slavery
 - (3) funding for internal improvements
 - (4) treaties with European nations
- 15 What was a common goal of the 13th, 14th, and 15th amendments to the United States Constitution?
- (1) punishing the South for seceding from the Union
 - (2) granting basic rights to formerly enslaved persons
 - (3) allowing the states to veto federal laws
 - (4) creating a "separate but equal" society
- 16 In the latter half of the 1800s, a large labor supply, an abundance of natural resources, and the construction of new railroads contributed most directly to the
- (1) growth of American industry
 - (2) dependence on imported goods
 - (3) demand for limits on immigration
 - (4) rejection of high tariffs by the United States
- 17 In the late 1800s, many employers used black-listing to
- (1) end the use of sweatshops
 - (2) discourage workers from joining labor unions
 - (3) restrict the use of open shops
 - (4) promote child labor reform

Base your answer to question 18 on the cartoon below and on your knowledge of social studies.

The Great American Cow



Source: Bailey and Kennedy, *The American Pageant*, D. C. Heath and Company (adapted)

18 Which statement most accurately describes the meaning of this 1896 cartoon?

- (1) Western farmers have no market for their products.
- (2) Grazing and water rights cause conflict in western states.
- (3) Eastern businesses profit from western farming.
- (4) Cattle and grain add little to the wealth of the United States.

19 Which heading best completes the partial outline below?

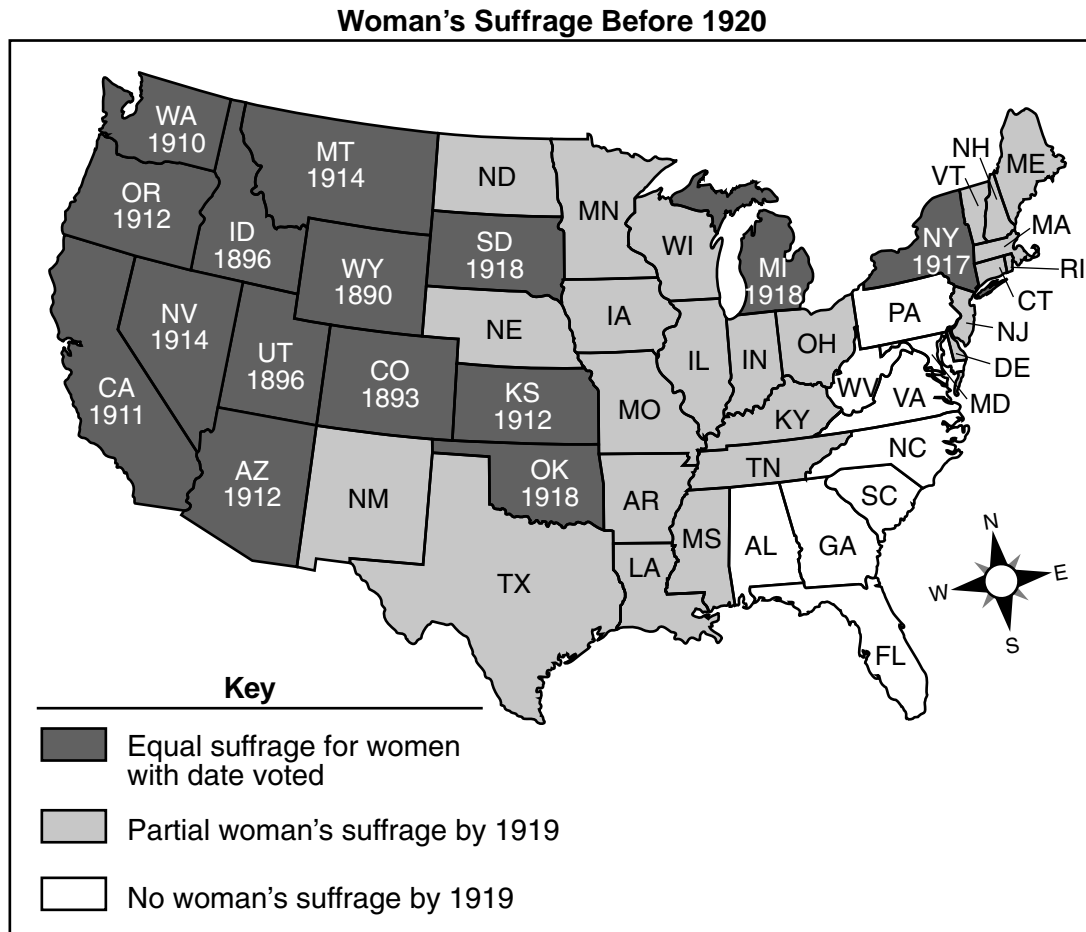
- I. _____
- A. The United States claims the Hawaiian Islands.
 - B. Puerto Rico becomes a United States territory.
 - C. The United States fights an insurrection in the Philippine Islands.
 - D. The United States Senate ratifies the Panama Canal treaty.

- (1) Rise of American Imperialism
- (2) Causes of World War I
- (3) Enforcement of the Monroe Doctrine
- (4) Trade Expansion in East Asia

20 Which statement best expresses President Theodore Roosevelt's philosophy on regulating big business?

- (1) Regulation of big business should be left to the states.
- (2) Any regulation of big business is undesirable.
- (3) Abusive trusts should be broken up by a vigilant federal government.
- (4) Government ownership of key industries will benefit consumers.

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 (adapted)

21 Based on the map, which region of the United States demonstrated the most support for complete voting rights for women before 1919?

- | | |
|-----------------|-----------|
| (1) New England | (3) South |
| (2) Midwest | (4) West |

22 Upton Sinclair, Ida M. Tarbell, and Lincoln Steffens were considered muckrakers because they

- (1) opposed railroad monopolies
- (2) criticized the growing power of labor unions
- (3) raised concerns about the negative effects of industrialization
- (4) supported the need for reforms in education

23 In the 1920s, the passage of the Quota Acts and the trial of Sacco and Vanzetti illustrate that many Americans were

- (1) intolerant of ethnic minorities
- (2) committed to racial integration
- (3) worried about foreign wars
- (4) determined to increase immigration

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



Source: Jacob Riis, *How the Other Half Lives*, 1890

- 24 One reason Jacob Riis published many photographs similar to this was to
- (1) disprove claims of yellow journalists
 - (2) encourage government assistance for poor farmers
 - (3) promote the use of child labor
 - (4) increase public concern over tenement conditions
-

Base your answer to question 25 on the quotation below and on your knowledge of social studies.

...I pledge you, I pledge myself, to a new deal for the American people. Let us all here assembled constitute ourselves prophets of a new order of competence and of courage. This is more than a political campaign; it is a call to arms. Give me your help, not to win votes alone, but to win in this crusade to restore America to its own people.

—Franklin D. Roosevelt, Acceptance Speech, Democratic National Convention, 1932

- 25 In this statement, Franklin D. Roosevelt promised to
- (1) build up the military
 - (2) reduce government interference in business
 - (3) end an isolationist foreign policy
 - (4) provide government assistance to combat the Great Depression
-

Base your answer to question 26 on the photograph below and on your knowledge of social studies.



Source: *Detroit News*, 1930 (adapted)

- 26 Which New Deal agency was created to provide employment for individuals such as the man in the photograph?
- (1) Agricultural Adjustment Administration (AAA)
 - (2) Social Security Administration (SSA)
 - (3) Works Progress Administration (WPA)
 - (4) Federal Deposit Insurance Corporation (FDIC)
-

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

The Spirit of '37

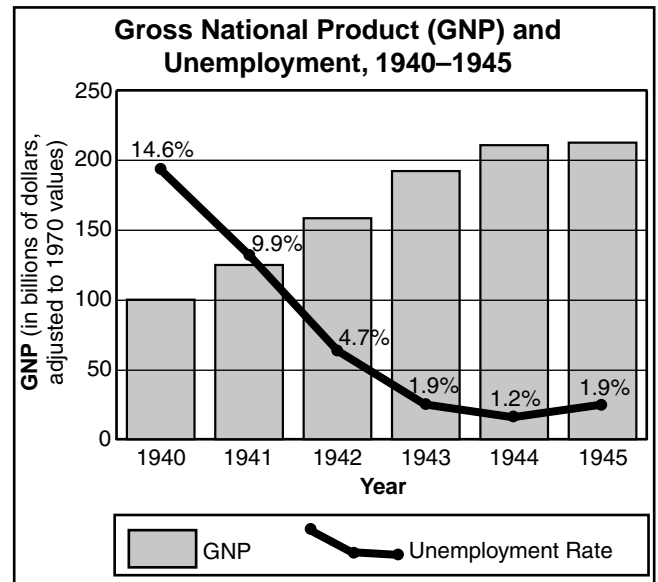


Source: Fred O. Seibel, *Richmond Times Dispatch*, January 8, 1937

27 What is the main idea of this cartoon?

- (1) President Franklin D. Roosevelt wanted to end Supreme Court opposition to the New Deal.
- (2) Congress refused to pass New Deal legislation.
- (3) President Franklin D. Roosevelt had not faced any opposition to his New Deal.
- (4) Congress voted to increase the size of the Supreme Court.

Base your answer to question 28 on the graph below and on your knowledge of social studies.



Source: *Historical Statistics of the United States*, U.S. Bureau of the Census

28 Which conclusion about the United States economy during World War II is most clearly supported by the information in the graph?

- (1) Organized labor conducted frequent strikes during the war years.
- (2) The war led to improved economic conditions.
- (3) The Gross National Product (GNP) steadily declined during the war years.
- (4) Unemployment increased throughout the war.

29 One purpose of the GI Bill (Servicemen's Readjustment Act of 1944) was to

- (1) end racial segregation in the military
- (2) replace the draft with an all-volunteer military
- (3) maintain troop strength at World War II levels
- (4) give educational aid to returning veterans

Base your answers to questions 30 and 31 on the photograph below and on your knowledge of social studies.

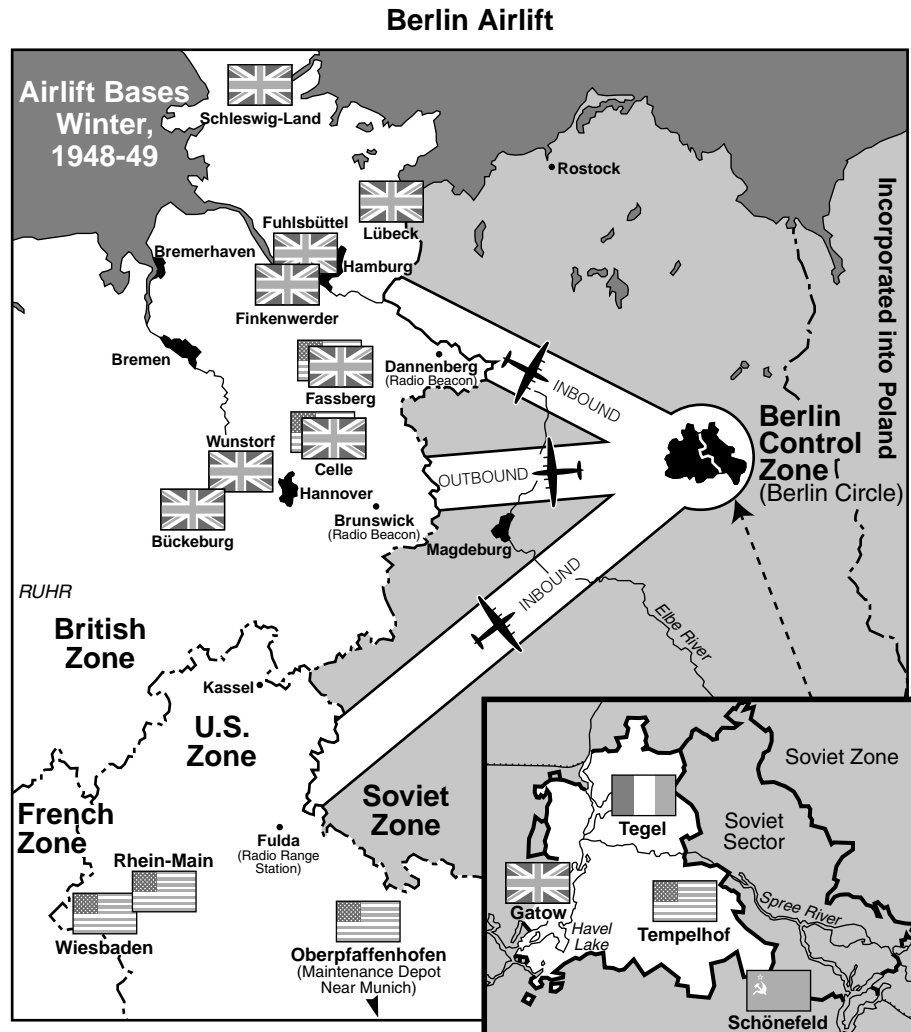
Members of the Mochida family await an evacuation bus in Hayward, California, May 8, 1942.



Source: U.S. National Archives & Records Administration

- 30 This photograph taken during World War II shows the
- (1) deportation of Japanese Americans to Japan
 - (2) arrival of new Japanese immigrants in California
 - (3) migration of Japanese American families to the East Coast
 - (4) relocation of Japanese Americans to internment camps
- 31 The situation shown in this photograph was most directly the result of
- (1) legislation in California
 - (2) a presidential executive order during World War II
 - (3) a Supreme Court decision
 - (4) a constitutional amendment
-

Base your answers to questions 32 and 33 on the map below and on your knowledge of social studies.



Source: Giangreco and Griffin, *Airbridge to Berlin*, Presidio Press (adapted)

- 32 The situation shown on the map was primarily the result of the
- (1) continuing disagreement among wartime Allies about Germany's future
 - (2) demand of Great Britain and France that Germany pay harsh reparations
 - (3) desire to conduct war crimes trials for Nazi leaders
 - (4) need to bring a unified Germany into the United Nations
- 33 The air corridors shown on the map were used during the airlift in 1948 and 1949 to
- (1) bomb the city of Berlin
 - (2) fly combat troops into the Soviet sector
 - (3) prevent a Soviet invasion of West Germany
 - (4) overcome a Soviet blockade of Berlin in East Germany

Base your answer to question 34 on the statement below and on your knowledge of social studies.

...We may anticipate a state of affairs in which two Great Powers will each be in a position to put an end to the civilization and life of the other, though not without risking its own. We may be likened to two scorpions in a bottle, each capable of killing the other, but only at the risk of his own life....

— J. Robert Oppenheimer, 1953

34 In this statement, J. Robert Oppenheimer was referring to the

- (1) benefits of neutrality
- (2) dangers of the nuclear arms race
- (3) failures of appeasement
- (4) positive effects of atomic energy

35 Which event during the civil rights movement is most closely associated with President Dwight Eisenhower?

- (1) granting permission for the March on Washington
- (2) urging the Brooklyn Dodgers to sign Jackie Robinson
- (3) supporting the sit-ins in Greensboro, North Carolina
- (4) using federal troops to integrate schools in Little Rock, Arkansas

36 “No voting qualification or prerequisite to voting, or standard, practice, or procedure shall be imposed or applied by any State or political subdivision to deny or abridge the right of any citizen of the United States to vote on account of race or color.”

— Section 2, Voting Rights Act of 1965

The specific goal stated in this section of the Voting Rights Act of 1965 was to

- (1) expand the use of property qualifications
- (2) establish voter qualifications such as literacy tests
- (3) stop fraudulent voting in large cities
- (4) remove barriers to voting based on racial background

Base your answer to question 37 on the cartoon below and on your knowledge of social studies.

HOT PURSUIT



Source: Pat Oliphant, *Denver Post*, December 29, 1967
(adapted)

37 What is the main idea of this 1967 cartoon?

- (1) Desertion by United States soldiers was widespread.
- (2) The domino theory no longer applied to Southeast Asia.
- (3) The United States policy of expanding the war in Indochina would be filled with hazards.
- (4) A bridge into Laos and Cambodia helped United States soldiers invade Asia.

38 A major goal of President Lyndon B. Johnson's Great Society program was to

- (1) contain communism in Southeast Asia
- (2) create a space program
- (3) reduce poverty in the United States
- (4) cut domestic programs to balance the budget

39 The presidency of Richard Nixon was weakened by his

- (1) policies on the environment
- (2) trip to the People's Republic of China
- (3) foreign policy toward the Soviet Union
- (4) involvement in the Watergate scandal

Base your answer to question 40 on the cartoon below and on your knowledge of social studies.



Source: Arthur Bok, *Akron Beacon Journal*, 1992

40 Which economic issue is the cartoonist addressing?

- (1) globalization
- (2) high tariffs
- (3) transportation costs
- (4) quality of American cars

41 President George H. W. Bush's decisions to send military aid to Saudi Arabia in 1990 and to conduct the Persian Gulf War in 1991 were consistent with the United States

- (1) long-term commitment to protecting oil resources
- (2) determination to appease Saddam Hussein
- (3) continued application of the Truman Doctrine
- (4) goal of nuclear disarmament

42 **"Somalians Are Still Hungry and at War Despite Efforts of United States Troops"**

"United States Troops Help Reinstall Haitian President"

"United States and NATO Allies Use Air Strikes To Slow Ethnic Cleansing in Bosnia"

These 1990s headlines illustrate the efforts of the United States to

- (1) support independence movements
- (2) act as an international peacekeeper
- (3) prevent the spread of communism
- (4) protect United States business investments

43 Which United States foreign policy stated that European powers should no longer expect to establish colonies in the Western Hemisphere?

- (1) Monroe Doctrine
- (2) Dollar Diplomacy
- (3) Good Neighbor Policy
- (4) Alliance for Progress

44 Brinkmanship, the domino theory, and massive retaliation are elements of United States foreign policy associated with the

- (1) Revolutionary War
- (2) Civil War
- (3) Cold War
- (4) War on Terror

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

Speaker A: United States expansion should not end when we reach the Pacific Coast.

Speaker B: The navy of the United States needs to increase in size to defend our overseas interests.

Speaker C: The United States must serve as the military protector of the Western Hemisphere.

Speaker D: The United States needs to avoid international commitments in order to protect our national interests.

45 Which speaker's statement best expresses the reason that many United States senators rejected the Treaty of Versailles after World War I?

- (1) A
- (2) B
- (3) C
- (4) D

46 Which president's decision demonstrated a commitment to the idea expressed by *Speaker A*?

- (1) James K. Polk going to war with Mexico
- (2) Abraham Lincoln signing the Homestead Act
- (3) William McKinley annexing the Hawaiian Islands
- (4) Woodrow Wilson sending troops to pursue Pancho Villa in Mexico

47 One way in which the elections of President Rutherford B. Hayes (1876) and President George W. Bush (2000) are similar is that in both instances the

- (1) third-party candidate won electoral votes in several states
- (2) winner of the electoral vote failed to win the popular vote
- (3) eventual winner was selected by Congress
- (4) elections were settled by a special prosecutor

48 The Federal Reserve System and the Securities and Exchange Commission (SEC) were both established to

- (1) fund retirement pensions
- (2) promote economic stability
- (3) break up business monopolies
- (4) create public jobs

49 Which principle was dealt with in the Supreme Court decisions in *Schenck v. United States* (1919) and *Tinker v. Des Moines* (1969)?

- (1) States rights
- (2) voting rights
- (3) freedom of speech
- (4) freedom of assembly

50 The war crimes trials of German military officials after World War II and of Saddam Hussein during the Iraq War (2003–2011) both demonstrate the principle that

- (1) only nations are considered responsible for wartime actions
- (2) international law may not be applied to national leaders
- (3) protection of civil liberties depends on the circumstances at the time
- (4) leaders can be held accountable for crimes against humanity

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

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

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

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: Economic Policy

Throughout United States history, the federal government has taken actions to strengthen or reform the nation’s economy. These actions have had varying degrees of success.

Task:

Select **two** federal government actions that have affected the United States economy and for **each**

- Describe the historical circumstances that led to the government action
- Discuss the extent to which the government action was successful in strengthening or reforming the United States economy

You may use any government action related to the economy from your study of United States history. Some suggestions you might wish to consider include creation of the Bank of the United States in 1790, passage of the Pacific Railway Act (transcontinental railroad) in 1862, passage of the Homestead Act in 1862, passage of the Sherman Antitrust Act in 1890, adoption of the income tax (16th) amendment in 1913, formation of the Tennessee Valley Authority in 1933, creation of the Social Security system in 1935, passage of the Interstate Highway Act in 1956, and ratification of the North American Free Trade Agreement (NAFTA) in 1993.

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

Part III

DOCUMENT-BASED QUESTION

This question is based on the accompanying documents. The question is designed to test your ability to work with historical documents. Some of these documents have been edited for the purposes of this question. As you analyze the documents, take into account the source of each document and any point of view that may be presented in the document. Keep in mind that the language used in a document may reflect the historical context of the time in which it was written.

Historical Context:

Large-scale migrations of Americans have occurred throughout United States history. These migrations have had economic, social, and political effects on the nation. These migrations include **the movement of settlers westward during the 1800s, the movement of African Americans to northern cities in the early 20th century, and the movement of people to the Sun Belt since World War II.**

Task: Using the 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

Choose **two** migrations mentioned in the historical context and for **each**

- Describe the historical circumstances that led to the migration
- Discuss the effects of this migration on the United States and/or on American society

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

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

Part A

Short-Answer Questions

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

Document 1a

This 1869 poster advertised the different ways people could acquire land in Nebraska.

c1869

Nebraska,
The Garden of the West.

50 MILLION ACRES
OF
GRAIN & GRAZING LAND,
Offered to actual settlers only, for \$1.25 per acre outside of Railroad Land Grant Limits; or \$2.50 per acre inside of such limits, under the pre-emption law, or a

Homestead
Of 80 acres inside of Railroad limits, and of 160 acres outside, for \$18.00 all told.

A SOLDIER
Of 1861 can have 160 inside of Railroad lines, for \$22.00, all fees included. Pre-emptors must reside upon and cultivate the land six months to get a Deed from the United States. Homesteaders must reside upon and cultivate the land five years to get a Deed from the United States.

SIX MILLION
Acres Railroad land, \$2.50 to \$10.00 per acre, cash, or on long credit and low interest.
IMPROVED FARMS nearly none in market.
N.B. Nobody wishes to leave Nebraska's rich plains, limpid waters, bright skies and vital air.

COMMISSIONERS OF IMMIGRATION.
F. W. HOHMANN, Pres., Lincoln, Neb.
I. N. TAYLOR, Sec., Columbus, Neb.
C. F. WALTHER, Arago, Neb.
J. RATH, Danish Consul, Omaha
J.W. PEARMAN, Nebraska City.

LANDS for the LANDLESS!
Homes for the Homeless!
Millions of Acres almost donated to the brave Pioneers of the World by the generous government of America.

SOLDIERS
(Of the war of 1861, come forward and take your Homesteads near some Railroad in

NEBRASKA.
For particulars address J. H. NOTEWARE, State Sup't of Immigration, Omaha, Neb.

Source: The Digital Scriptorium, Duke University Libraries (adapted)

1a Based on this poster, state *one* reason people might choose to move west to Nebraska in 1869. [1]

Score

Document 1b

The rich romantic place names of the big rolling land beyond the Mississippi echoed across the eastern United States. Broadsides [posters] in all the languages of Europe made the strange Indian names of the faraway country familiar to emigrants long before they reached New York en route to the free lands extending to the “shining mountains” and the Pacific. The slow march of settlement which had followed the Homestead Act of 1862 turned into a stampede during the 1870s and 1880s....

The new settlers used different words to explain why they moved west, but beyond all their words was the old American vision of a better life beyond the far horizon. “We wanted to come to a new country,” said Susan Frances Lomax, “so our children could grow up with the country. We were living on a good farm [in Mississippi]. My husband said he would live ten years longer by coming to a new country. You hardly ever saw a gray headed man. I did not want to come to Texas at all; I dreaded the Indians in those days.... It was a hard time on weman [women]; they staid [stayed] at home and did the work while the men were on their ponies hunting or looking after stock.”...

Source: Dee Brown, *The American West*, Charles Scribner's Sons, 1994

1b According to Dee Brown, what was **one** reason settlers moved west of the Mississippi River during the 1870s and 1880s? [1]

Score

Document 2

...During the second half of the nineteenth century the direction of American expansion shifted from the countryside to the city. The West was popularly known as the land of wide-open spaces, but by the 1890s the typical westerner lived in an urban oasis like Omaha, Denver, or San Francisco. The American West included the fastest-growing cities in the nation, and by 1890 had become more heavily urban than any other region except the Northeast. When we think of the astounding growth of nineteenth-century American cities, most of us think of the flood of immigration from abroad; yet the single most important source of the expanding population of western cities came from the countryside. With the expansion of the commercial economy, farming and ranching became a significantly more capital-intensive [costly] business. After the Civil War a western settler needed an average of a thousand dollars to purchase land, the equipment necessary to work it, and the transportation to get the family there. Although railroads and land speculators continued to promote the West as a safety valve for the urban working class, as the “free range” disappeared and the number of tenant farmers and hired hands grew larger, it is more accurate to say that it was the cities that provided the safety valve for *rural discontent*. As one historian has put it, for every industrial worker who became a farmer, twenty farm boys moved to the city...

Source: Geoffrey C. Ward, *The West: An Illustrated History*, Little, Brown and Company, 1996

2 According to Geoffrey C. Ward, what was **one** way migration affected the American West? [1]

Score

Document 3

...As settlers migrated westward [after the Civil War], federal troops systematically subdued Native American tribes and by successive treaties required that they reside on reservations isolated from American settlers. Eastern tribes were [earlier] forced to resettle west of the Mississippi by legal chicanery [trickery] and military force. The Cherokees of Georgia, for instance, were forcibly removed in 1837 and 1838, in a migration known as the “Trail of Tears.” The post-Civil War years saw continued pressure on Native Americans, this time in the plains and mountain states. Despite armed resistance, Native Americans found themselves increasingly relegated [removed] to reservations on the least desirable western lands....

Source: Thomas Dublin, “Internal Migration,” in Foner and Garraty, eds., *The Reader's Companion to American History*, Houghton Mifflin, 1991

3 According to Thomas Dublin, what was **one** effect of the westward migration of settlers on Native American Indians? [1]

Score

Document 4a

This Langston Hughes poem, written in 1949, is about the migration of African Americans during the first half of the 20th century.

One-Way Ticket

I pick up my life
And take it with me
And I put it down in
Chicago, Detroit,
Buffalo, Scranton,
Any place that is
North and East—
And not Dixie.

I pick up my life
And take it on the train
To Los Angeles, Bakersfield,
Seattle, Oakland, Salt Lake,
Any place that is
North and West—
And not South.

I am fed up
With Jim Crow laws,
People who are cruel
And afraid,
Who lynch and run,
Who are scared of me
And me of them.

I pick up my life
And take it away
On a one-way ticket—
Gone up North,
Gone out West,
Gone!

Source: Langston Hughes, in Rampersad and Roessel, eds., *The Collected Poems of Langston Hughes*, Vintage Classics

Document 4b

...From the early years of the twentieth century to well past its middle age, nearly every black family in the American South, which meant nearly every black family in America, had a decision to make. There were sharecroppers losing at settlement. Typists wanting to work in an office. Yard boys scared that a single gesture near the planter's wife could leave them hanging from an oak tree. They were all stuck in a caste system as hard and unyielding as the red Georgia clay, and they each had a decision before them. In this, they were not unlike anyone who ever longed to cross the Atlantic or the Rio Grande.

It was during the First World War that a silent pilgrimage took its first steps within the borders of this country. The fever rose without warning or notice or much in the way of understanding by those outside its reach. It would not end until the 1970s and would set into motion changes in the North and South that no one, not even the people doing the leaving, could have imagined at the start of it or dreamed would take nearly a lifetime to play out...

Source: Isabel Wilkerson, *The Warmth of Other Suns: The Epic Story of America's Great Migration*, Random House, 2010

4 Based on these documents, state ***two*** reasons for the migration of African Americans to the North and the West. [2]

(1) _____

Score

(2) _____

Score

Document 5

...During World War I and in the years just after, a new racial climate began to emerge. Blacks [African Americans] seemed more willing to express their opposition to racial oppression and to act against it. One reason was that the Great Migration increased the number of blacks in the North and West, where they were free to protest and to vote. Changes in employment also had an impact. In their traditional service jobs (servants, waiters, barbers), blacks served individual whites on a personal basis and therefore could not escape close white supervision. But now blacks were moving into factories with thousands of workers, where their relationship to white employers was much less personal. Under these conditions, blacks may have felt less controlled and freer to express themselves. Similarly, as black neighborhoods grew into ghettos, blacks had less contact with whites. For all the evils of the ghettos, they did create an environment in which black pride and self-expression could emerge. Also, many returning black soldiers were ready to claim their rights after having fought in what had supposedly been, after all, a war to make the world safe for democracy....

Source: Michael L. Levine, *African Americans and Civil Rights: From 1619 to the Present*, Oryx Press, 1996

5 According to Michael Levine, what was **one** effect of the Great Migration on African Americans? [1]

Score

Document 6

The [Great] migration of a million and a half African Americans from the South to the North between 1915 and 1930 initiated a new era in black—and American—political life. Once overwhelmingly southern, the African-American population would become national; once overwhelmingly rural and agricultural, it would become urban and industrial; once overwhelmingly subject to formal and informal repression, coercion, and exclusion, it would find precious new space for civic and political activism. The results would be seen not simply in the extension and reconstitution [rebuilding] of black communities, but also in the changing social and political face of the country as a whole. Many of the landmark political developments of twentieth-century America—electoral realignments, the New Deal, industrial unionism, the Great Society, and, of course, the battle for civil rights—would be difficult to imagine outside of this massive demographic shift that then continued, and accelerated, over the next three decades....

Source: Steven Hahn, "Epilogue: 'Up, You Mighty Race'," *A Nation Under Our Feet*, Belknap Press, 2003

6 According to Steven Hahn, what was **one** effect of the Great Migration on the United States? [1]

Score

Document 7

Growth of the Sun Belt

...The trend became crystal clear in the next decade [the 1970s] when the South surpassed the West as a leading migration destination. People moving into the region outnumbered those leaving by 3.5 million during the 1970s, by 3 million in the 1980s, and by more than 2 million in the 1990s. Mostly they were coming from the same northern states that for half a century had been the prime destination for departing southerners. The Mid-Atlantic states suffered an actual population decline in the 1970s, as out-migrants exceeded in-migrants by almost 2 million. The East North Central states [IN, IL, MI, OH, WI] lost 1.3 million more people than they received through migration.

The turnaround seemed more abrupt than in fact it was. The South had been attracting people in growing numbers since World War II, and throughout the second phase of the exodus something of an exchange had been going on between North and South. Mostly blue-collar southerners had been going north, and mostly white-collar northerners had been coming south. The fast-developing economy of the postwar South had been the key. The building of new industries, military facilities, educational institutions, transportation systems, and urban infrastructure had attracted the services of engineers, managers, professors, technicians, and others with high-end skills. Equally important, the region had been attracting capital. Fortune 500 companies had been opening offices and branch plants and sometimes moving whole operations to Florida, Georgia, North Carolina, Texas, and Virginia, which were the key growth nodes [centers] of the new South....

Source: James N. Gregory, *The Southern Diaspora*, The University of North Carolina Press, 2005

7 According to James N. Gregory, what is **one** reason people moved to the Sun Belt after World War II? [1]

Score

Document 8a

A crucial piece of the Rust Belt's political clout headed south Thursday, as the U.S. Census Bureau released the first numbers from its 2000 count of the nation's population.

The numbers show that, for the first time, the Sun Belt outstrips the Northeast and Midwest in population. And for that reason, starting in 2002, the states stretching south and west from Virginia to California for the first time will have more representatives in the House of Representatives than the Northeast and Midwest.

It's all part of a decades-long trend that has seen the Northeast and Midwest lose 20 percent of their congressional representation since 1970.

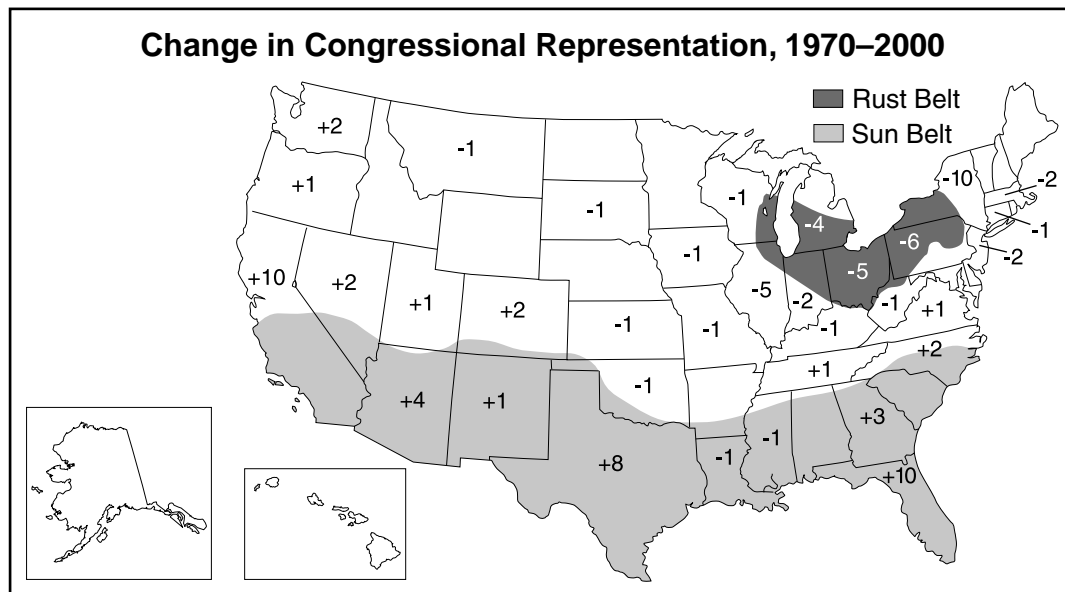
"It is a massive and, I think, unprecedented shift in political power from the Northeast and Midwest to the South and West," said Richard Munson, executive director of the Northeast-Midwest Institute in Washington.

And it's a shift, experts say, that could affect everything from the amount of federal aid coming to Buffalo to the future of policies affecting the Great Lakes.

No state has been hurt more by the shifting population than New York, which has lost 29 percent of its House seats since 1970....

Source: Jerry Zremski, "Sun Belt Gains Political Clout," *Buffalo News*, December 29, 2000

Document 8b



Source: U. S. Census, 2000

Note: Numbers in the map represent seats gained or lost in the House of Representatives.

8 Based on these documents, what is **one** effect of the population shift from the Rust Belt to the Sun Belt on congressional representation between 1970 and 2000? [1]

Score

Document 9a

...The Interior Department's Bureau of Reclamation has issued a new report called "Water 2025," intended to guide local and regional planning for water use in the West. It comes not a moment too soon. The ongoing drought inspired the project, but so has the dramatic population growth in arid regions over the past decade, particularly in Nevada and Arizona. If the West were still sparsely settled, the severity of the drought would be serious enough. Now, the drought is bearing down on an enormous number of people—cattle ranchers, farmers, vacationers and city dwellers alike. Brown lawns aren't the same, in economic impact, as parched rangeland, desiccated [dried-up] farmland or ashen forests, but they make themselves felt nonetheless. What "Water 2025" recognizes is that unless the right plans are made, the potential for future conflict over water rights is very high....

Source: "Dry Prospects," *New York Times*, editorial, July 7, 2003

9a Based on this *New York Times* editorial, what is **one** problem related to population growth in the West?
[1]

Score

Document 9b

...Why are people moving to what the media tends to see as a backwater? In part, it's because economic growth in the South has outpaced the rest of the country for a generation and the area now constitutes by far the largest economic region in the country. A recent analysis by Trulia projects the edge will widen in the rest of this decade, sparked by such factors as lower costs and warmer weather...

A portent [indication] of the future can be seen in new investment from U.S.-based and foreign companies. Last year Texas, Louisiana, Georgia and North Carolina were four of the six leading destinations for new corporate facilities.

Some of this growth is centered on the automobile industry, which is increasingly focused on the southern tier from South Carolina to Alabama. The other big industrial expansion revolves around the unconventional oil and gas boom. The region that spans the Gulf Coast from Corpus Christi to New Orleans includes the country's largest concentration of oil refineries and petrochemical facilities. In 2011 the two largest capital investments in North America — both tied to natural gas production — were in Louisiana...

Growth in the South, as elsewhere, is concentrated in their suburban rings but there's also been something of central city revivals in Houston, Raleigh, Atlanta and Charlotte. Increasingly these places boast the amenities to compete with the bastions of hipness in everything from medicine and banking to technology and movies. The new owners of the New York Stock Exchange are based in Atlanta and some financial professionals are moving to low-tax states such as Florida...

Source: Joel Kotkin, "How the South Will Rise to Power Again," *Forbes*, January 31, 2013

9b According to Joel Kotkin, what is **one** way migration has contributed to economic growth in the Sun Belt?
[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 four* documents in your essay. Support your response with relevant facts, examples, and details. Include additional outside information.

Historical Context:

Large-scale migrations of Americans have occurred throughout United States history. These migrations have had economic, social, and political effects on the nation. These migrations include **the movement of settlers westward during the 1800s, the movement of African Americans to northern cities in the early 20th century, and the movement of people to the Sun Belt since World War II.**

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

Choose **two** migrations mentioned in the historical context and for **each**

- Describe the historical circumstances that led to the migration
- Discuss the effects of this migration on the United States and/or on American society

Guidelines:

In your essay, be sure to

- Develop all aspects of the task
- Incorporate information from *at least four* 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

FOR TEACHERS ONLY

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

UNITED STATES HISTORY AND GOVERNMENT

Thursday, August 18, 2016— 8:30 to 11:30 a.m., only

VOLUME
1 OF **2**
MC & THEMATIC

SCORING KEY FOR PART I AND RATING GUIDE FOR PART II (THEMATIC ESSAY)

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 at: <http://www.p12.nysed.gov/assessment/> and select the link "Scoring Information" for any recently posted information regarding this examination. This site should be checked before the rating process for this examination begins and several times throughout the Regents Examination period.

Scoring the Part I Multiple-Choice Questions

Follow the procedures set up by the Regional Information Center, the Large City Scanning Center, and/or the school district for scoring the multiple-choice questions. **If the student's responses for the multiple-choice questions are being hand scored prior to being scanned, the scorer must be careful not to make any marks on the answer sheet except to record the scores in the designated score boxes. Any other marks on the answer sheet will interfere with the accuracy of scanning.**

Multiple Choice for Part I Allow 1 credit for each correct response.

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

Contents of the Rating Guide

For **Part I** (Multiple-Choice Questions):

- Scoring Key

For **Part II** (thematic) essay:

- 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

General:

- Test Specifications
- Web addresses for the test-specific conversion chart and teacher evaluation forms

Mechanics of Rating

The following procedures are to be used in rating essay 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 Scoring the Regents Examination in Global History and Geography and United States History and Government*.

Rating the Essay Question

- (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.

Schools are not permitted to rescore any of the open-ended questions (scaffold questions, thematic essay, DBQ essay) on this exam after each question has been rated the required number of times as specified in the rating guides, regardless of the final exam score. Schools are required to ensure that the raw scores have been added correctly and that the resulting scale score has been determined accurately. Teachers may not score their own students' answer papers.

United States History and Government
Content-Specific Rubric
Thematic Essay
August 2016

Theme: Economic Policy

Throughout United States history, the federal government has taken actions to strengthen or reform the nation's economy. These actions have had varying degrees of success.

- Task:** Select *two* federal government actions that have affected the United States economy and for *each*
- Describe the historical circumstances that led to the government action
 - Discuss the extent to which the government action was successful in strengthening or reforming the United States economy

You may use any government action related to the economy from your study of United States history. Some suggestions you might wish to consider include creation of the Bank of the United States in 1790, passage of the Pacific Railway Act (transcontinental railroad) in 1862, passage of the Homestead Act in 1862, passage of the Sherman Antitrust Act in 1890, adoption of the income tax (16th) amendment in 1913, formation of the Tennessee Valley Authority in 1933, creation of the Social Security system in 1935, passage of the Interstate Highway Act in 1956, and ratification of the North American Free Trade Agreement (NAFTA) in 1993.

You are *not* limited to these suggestions.

Scoring Notes:

1. This thematic essay has a minimum of *four* components (for *each* of *two* federal government actions related to the economy, discussing the historical circumstances surrounding *each* action and the extent to which *each* action strengthened or reformed the United States economy).
2. The historical circumstances that led to the government action may be similar for both actions as long as the description includes separate and distinct information for each. (e.g., *formation of the Tennessee Valley Authority* and *creation of the Social Security system* were both New Deal programs but the Tennessee Valley Authority resulted from devastating floods and extreme poverty in Appalachia while Social Security was proposed after widespread bank failures deprived seniors of their life savings).
3. A description of the federal government action itself may or may not be included in the discussion of the historical circumstances that led to the government action.
4. The extent of success of the federal government action in strengthening or reforming the United States economy may be immediate or long term.
5. The extent of success of the federal government action may be similar for both examples as long as the details are specific to that action (e.g., *passage of the Pacific Railway Act* and *passage of the Homestead Act* both advanced western agriculture but the transcontinental railroad established a national market for foodstuffs while the Homestead Act transformed the open plains into the breadbasket of America).
6. The response may discuss the extent to which an action strengthened or reformed the United States economy from any perspective as long as the position taken is supported by accurate facts and examples.
7. If more than two federal government actions are discussed, only the first two actions may be rated.

Score of 5:

- Thoroughly develops **all** aspects of the task evenly and in depth by discussing the historical circumstances that led to **each** of **two** government actions and the extent to which **each** action was successful in strengthening or reforming the United States economy
- Is more analytical than descriptive (analyzes, evaluates, and/or creates* information), e.g., *adoption of the income tax (16th) amendment*: connects the Populist demand for a graduated income tax and the Progressive desire to reduce the gap between rich and poor to the adoption of the income tax that replaced the tariff with a more progressive source of revenue but failed to significantly redistribute wealth and created an ongoing battle over fiscal policy; *creation of the Social Security system*: connects the economic suffering of the elderly after widespread bank failures during the Great Depression and Roosevelt's commitment to New Deal reform for retired Americans to the creation of Social Security which reformed the economy by increasing the financial security of the elderly and unemployed, but has raised concerns about the viability of the program as baby boomers retire
- Richly supports the theme with relevant facts, examples, and details, e.g., *adoption of the income tax (16th) amendment*: property tax; Omaha Platform; Woodrow Wilson; Underwood Tariff; Internal Revenue Service; larger government bureaucracy; direct withholding; influence on consumer spending; Tea Party; flat tax; tax write-offs for the wealthy; concentration of wealth in the 1 percent; national debt; tax cuts versus social services; *creation of the Social Security system*: stock market crash; Townsend Plan; payroll tax; monthly pension benefits; unemployment insurance; disability benefits; Medicare; welfare state; privatization proposal; baby boomers; shifting ratio of workers to retirees; raising eligibility age
- 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 government action more thoroughly than the other
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates* information), e.g., *adoption of the income tax (16th) amendment*: discusses how the Populists' call for a graduated income tax to raise government revenue more fairly led to the 16th amendment during the Progressive movement and how the income tax resulted in increased federal revenue but little change in the gap between rich and poor; *creation of the Social Security system*: discusses how the loss of life savings and economic hardship of the elderly during the Great Depression led President Roosevelt to create Social Security and how Social Security has made the elderly more financially secure but is threatened today because of the large number of Americans reaching retirement age
- 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 in 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)
- 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

Note: If **all** aspects of the task have been thoroughly developed evenly and in depth for **one** federal government action, and if 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
- 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

*The term *create* as used by Anderson/Krathwohl, et al. in their 2001 revision of Bloom's *Taxonomy of Educational Objectives* refers to the highest level of the cognitive domain. This usage of *create* is similar to Bloom's use of the term *synthesis*. Creating implies an insightful reorganization of information into a new pattern or whole. While a level 5 paper will contain analysis and/or evaluation of information, a very strong paper may also include examples of creating information as defined by Anderson and Krathwohl.

All sample student essays in this rating guide are presented in the same cursive font while preserving actual student work, including errors. This will ensure that the sample essays are easier for raters to read and use as scoring aids.

Raters should continue to disregard the quality of a student's handwriting in scoring examination papers and focus on how well the student has accomplished the task. The content-specific rubric should be applied holistically in determining the level of a student's response.

Despite being the world's foremost economic power, the United States has had a long history of economic ups and downs. For much of our history the government has had a laissez-faire policy towards the economy, sticking to the capitalist principle of minimal regulation and allowing the free market to decide. On occasion, however, problems have grown serious enough to warrant government intervention, with varying degrees of success. The 1890 Sherman – Antitrust Act was unsuccessful in the short term at regulating big business, but the creation of the Social Security system has seen great success in assisting the elderly or those otherwise unable to work.

The decades after the Civil War saw the rise of big American businesses, making men such as John Rockefeller, Andrew Carnegie, and J.P. Morgan fabulously wealthy. This was America's Gilded Age, in which an enormous gap developed between the rich and the growing numbers of immigrant poor. The wealth of these men often came at the expense of others. For example, Rockefeller's Standard Oil was an example of horizontal integration, with the company owning nearly every oil refinery. This monopoly was achieved through ruthless price-cutting wars, buying up of, and sometimes even destroying other refineries. This total control meant that Rockefeller could control the prices of oil as much as he desired. Many other industries also moved toward monopoly and then trusts, which often controlled several holding companies. Many Americans thought that too much power was being held by too few people and that the government had to intervene. Congress used its power to regulate interstate trade and passed the Sherman Antitrust Act in 1890. However, since it outlawed organizations "in restraint of trade", it was originally used by big

business against labor unions, leaving the big trusts it was supposed to target largely unscathed and denying workers the means to battle these robber barons. The first time a case went to the U.S. Supreme Court, against the sugar refining monopoly, the court applied the law so narrowly that the government lost. It was not until the presidency of Teddy Roosevelt that the Sherman Anti-trust Act was used successfully to break up trusts. The Court ruled against the Northern Securities Company, earning Roosevelt the nickname of "Trust Buster". More than ten years later, Progressives strengthened its provisions with the passage of the Clayton Anti-trust Act. This gave the federal government the authority to dissolve the most appalling trusts. Some big businesses were reined in and their power was limited.

The Great Depression began with the stock market crash of 1929 and lasted until the onset of World War Two, when increased military production provided jobs for the millions of unemployed. President Franklin Roosevelt began to aggressively tackle the issues of bank failures and unemployment as soon as he entered office, unlike his predecessor Herbert Hoover, who hoped that community and philanthropic organizations would provide relief. The first New Deal, passed in his first 100 days in office, was a slew of organizations designed to provide immediate relief and jump-start the economy. In 1935 the Social Security Act was passed as part of his Second New Deal for long term reform and to help prevent future economic catastrophe. It aimed to support the large numbers of elderly people living in poverty because they were too old to work and had lost their savings when banks closed. Under the Social Security System, each

worker pays a set percent into the system matched by an equal amount from employers, and a person becomes eligible for social security benefits once they reach a certain age or are injured and cannot work. Social Security has provided an important source of income for the elderly or those otherwise unable to work, keeping many Americans out of poverty and providing them with purchasing power to stimulate the economy. Another part of the Social Security reforms was the creation of a national system of unemployment insurance and pensions for widows and children. All together Social Security payments help “smooth out” economic recessions, because of money that flows to the elderly and unemployed. The system worked very well for its first 60 years. However, with the Baby Boom generation starting to reach retirement age, there is growing concern that the younger generations will be unable to support the huge number of retirees. Fewer current workers paying for more retirees will lead to draining the Social Security reserves built up over decades. Some experts want to privatize the system. Others say we need to cut benefits or raise the retirement age. Still others believe an alternative system may be needed in the future.

Despite our outspoken advocacy of free-market capitalism, the United States government has repeatedly passed regulations to help solve economic problems as they have arisen. These actions, which included the Sherman Anti-Trust Act and the Social Security Act, have had varying degrees of success. At times, economic programs have little initial effect on the economy but served to bolster public opinion and assure people that the government cares about their problems. This was true for both of these actions. But over time, each was more

effective and proved successful reforms that strengthened the economy. The recent economic recession has demonstrated, through the passage of the stimulus bill that the government will respond to economic problems facing the country.

Anchor Level 5-A

The response:

- Thoroughly develops all aspects of the task evenly and in depth for the passage of the Sherman Antitrust Act and the creation of the Social Security system
- Is more analytical than descriptive (*Sherman Antitrust Act*: this was America's Gilded Age in which an enormous gap developed between the rich and the growing numbers of immigrant poor; wealth of these men often came at the expense of others; monopoly was achieved through ruthless price-cutting wars; total control meant that Rockefeller could control the prices of oil as much as he desired; many Americans thought that too much power was being held by too few people and that the government had to intervene; Congress used its power to regulate interstate trade; since it outlawed organizations "in restraint of trade" it was originally used by big business against labor unions, leaving the big trusts it was supposed to target largely unscathed and denying workers the means to battle these robber barons; this act gave the federal government the authority to dissolve the most appalling trusts; *Social Security*: President Franklin Roosevelt began to aggressively tackle the issues of bank failures and unemployment; passed as part of his Second New Deal for long-term reform and to help prevent future economic catastrophe; aimed to support the large number of elderly people living in poverty because they were too old to work and had lost their savings when banks closed; each worker pays a set percent into the system matched by an equal amount from employers; keeping many Americans out of poverty and providing them with purchasing power to stimulate the economy; with the baby boom generation starting to reach retirement age there is growing concern that the younger generations will be unable to support the huge number of retirees; fewer current workers paying for more retirees will lead to draining the Social Security reserves)
- Richly supports the theme with relevant facts, examples, and details (*Sherman Antitrust Act*: Andrew Carnegie; J.P. Morgan; Standard Oil; horizontal organization; sugar refining monopoly; presidency of Teddy Roosevelt; Northern Securities; trustbuster; Progressives; Clayton Antitrust Act; *Social Security*: Great Depression; stock market crash of 1929; Herbert Hoover; first 100 days; privatize; cut benefits; raise the retirement age)
- Demonstrates a logical and clear plan of organization; includes an introduction that recognizes the long history of laissez-faire, capitalist principles, and the free market, and a conclusion that argues both actions became more successful and effective over time

Conclusion: Overall, the response fits the criteria for Level 5. The response uses analytic statements and good historical details to discuss what led the government to pass the Sherman Antitrust Act and to create the Social Security system. An evaluative discussion of the short- and long-term effects of these actions demonstrates a strong understanding of the task.

The nation's overall well-being has often correlated to its economic standing. Therefore, the economy of the country has often taken the interest of federal officials and policies. Both the economic actions of Reagan during his presidency and the passage of the Interstate Highway Act in 1956 were major federal programs that transformed the national economy.

Due to slow growth and high inflation in the 1970's, President Reagan would follow an economic policy based on "supply side" principles, known as Reaganomics. Inflation had grown in the 1960s as deficits mounted due to the vast military spending on the Cold War, particularly in Vietnam and Pres. Johnson's Great Society of helping the poor and vulnerable. In addition to large government spending the decision by OPEC (group of oil producing nations) to reduce the sale of oil to the United States sent gas prices skyrocketing, and led to even greater inflation. The U.S. had a bad recession just before the 1980 election. Unemployment and inflation was high and confidence in America's future was low. Reagan promised hope. Once in office he pushed a supply-side economic policy ("Reaganomics") to Congress. He wanted Congress to cut tax rates, especially on the wealthy. He argued that they would be able to invest more, create more jobs, and overall the government would get more revenue from a bigger economy. He also wanted less regulation and slashed government spending in many areas except national defense. While overall wealth increased, wealth inequality also increased as the poor suffered from cuts in social programs (food stamps, etc). Wealthy business owners also greatly profited from deregulation. In a way, Reagan got "lucky" on inflation, because the Federal Reserve took actions to get it under

control. The economy started to get stronger before the 1984 election. Reagan claimed credit because of his tax and budget policies. In reality, however, he couldn't eradicate the government deficit due to the decrease in tax revenue and the increased defense spending which was not matched by decreasing spending in other areas. Still, President Reagan is seen as a hero by today's Republicans who still want smaller government and lower taxes.

Another major economic action of the federal government regarding the U.S. economy was the passage of the Interstate Highway Act in 1956, the largest public works project until that point. It was the ambitious idea of President Eisenhower who saw when he was younger as a soldier traveling through the United States that the roads were not good on a large scale. After WW II, Eisenhower was greatly concerned that the U.S. did not have an adequate road system to transport and mobilize troops across the country, or to evacuate cities because of nuclear war. Eisenhower had to move many armies across Europe to win WWII, so he was an expert. He had been very impressed with the great German highways, which were not like those in the U.S. Because the U.S. and Soviet Union were in the midst of a dangerous Cold War, the U.S. needed a better road system. Also a coordinated national road system would allow consumer goods to be transported much easier as well. Therefore in 1956 the Act was passed and it led to a massive amount of money being pumped into the economy by businesses that benefited (automobile, gasoline, real estate). This fueled great prosperity as it provided more construction jobs and money to spend in the economy. Additionally the improvement of roads allowed goods to be shipped more easily from

place to place by trucks (crops from west, manufactured goods from east) encouraging interstate trade, and further unifying the national economy. Also, the improved roads allowed people to live outside of the cities and commute into the city for work. This led to major suburban growth and huge “white flight” from cities as people moved into larger houses with lawns away from the more crowded city. Almost every family who moved to the suburbs purchased a car, television, and other appliances. People also were able to travel greater distances for vacations and leisure activities. Overall, the construction of these roads greatly enhanced consumerism and influenced changes in lifestyles occurring at that time. The Interstate Highway System has rarely been used for military purposes as Eisenhower envisioned, but it remains the foundation of trade and tourism in the United States.

Both President Reagan and President Eisenhower made major decisions regarding the United States economy. One followed a new fiscal policy, and lowered taxes, while the other created the largest single public works project in the United State’s history greatly contributing to prosperity, and increasing people’s standard of living during the 1950s and 1960s. The actions taken by each of these administrations shows how federal action can greatly affect the national economy, and that the government has the ability to not only make social, and political changes, but major economic ones, as well.

Anchor Level 5-B

The response:

- Thoroughly develops all aspects of the task evenly and in depth for the implementation of Reaganomics and the passage of the Interstate Highway Act
- Is more analytical than descriptive (*Reaganomics*: due to slow growth and high inflation in the 1970s President Reagan would follow an economic policy based on supply-side principles; inflation had grown in the 1960s as deficits mounted due to the vast military spending; decision by OPEC to reduce the sale of oil to the United States sent gas prices skyrocketing; Reagan promised hope; wanted Congress to cut tax rates; argued that they would be able to invest more, create more jobs, and overall the government would get more revenue; slashed government spending in many areas; while overall wealth increased, wealth inequality also increased as the poor suffered from cuts in social programs; wealthy business owners also greatly profited from deregulation; Reagan got “lucky” on inflation because the Federal Reserve took actions to get it under control; Reagan is seen as a hero by today’s Republicans who still want smaller government and lower taxes; *Interstate Highway Act*: ambitious idea of President Eisenhower who saw when he was younger as a soldier traveling through the United States that the roads were not good on a large scale; greatly concerned that the United States did not have an adequate road system to transport and mobilize troops across the country or to evacuate cities because of nuclear war; he had been very impressed with the great German highways; coordinated national road system would allow consumer goods to be transported much easier; fueled great prosperity as it provided more construction jobs and money to spend in the economy; improved roads allowed people to live outside of the cities and commute into the city for work; people also were able to travel greater distances for vacations and leisure activities; remains the foundation of trade and tourism in the United States)
- Richly supports the theme with relevant facts, examples, and details (*Reaganomics*: Cold War; Johnson’s Great Society; decrease in tax revenue; increased defense spending; *Interstate Highway Act*: largest public works project; Soviet Union; dangerous Cold War; businesses that benefitted; trucks; national economy; major suburban growth; white flight; consumerism)
- Demonstrates a logical and clear plan of organization; includes an introduction that restates the theme and a conclusion that reviews several important points of the discussion

Conclusion: Overall, the response fits the criteria for Level 5. The historical circumstances and impact of Reaganomics and the Interstate Highway Act are thoughtfully and concisely developed using good details and strong well-placed analytic statements demonstrating a solid understanding of the task.

Throughout the course of our nation's history, the federal government, being the highest governing body in our land, has taken actions that have affected the health of the nation. These actions have had significant effects on our nation's history. Two of the federal government's actions that have had significant effects on the economy are; the formation of the Bank of the United States and the formation of the Social Security System.

The Bank of the United States was formed following the nation's "Critical Period" for several reasons. Prior to its formation, the nation was burdened with war debts from the Revolutionary War and was faced with the vexing task of stabilizing the economy. The post-war economy was actually worse than that of the nation prior to the war as trade between the U.S. and Great Britain was limited and the value of American currency fluctuated wildly. By the mid 1780s, thousands of veteran soldiers had yet to be paid pensions, a common currency was yet to be established, and America's debtors demanded their payments. These were major facts that had led to the adoption of the Constitution. Most agreed that a stronger central government was needed. All of these factors combined helped lead Alexander Hamilton to create the Bank of the United States as part of his plan to establish solid credit and promote manufacturing.

The Social Security System was another far reaching federal program. The main factor that led to the creation of this system was the Depression of the 30s. The economic Depression meant that banks failed and lifetime savings disappeared. The American nation was still under the effects of the stock market crash of 1929 and as a result of this, great poverty festered in many corners of the populace

especially among the elderly. In order to restore public faith in the federal government President Roosevelt commissioned many New Deal programs including a Social Security System. The provision of old age pensions for retirees was seen as the heart of the plan.

Immediately from its birth, the Bank of the United States proved to be a successful and ingenious brainchild of the federal government. The Bank was successful since it created a reliable currency for the nation and established the Federal Government as the highest economic authority within the nation, and strengthened its right to regulate trade. In addition to this, the Bank established the nation's credit, set up branch banks across the country, and paid back the nation's debts. Although the national bank did not last, it funded important internal improvements in the developing nation. Most importantly, it sent a strong signal to the world that the United States economy would not fail.

The Social Security System was also very successful. This system helped put the nation's economy back on track by devising a method to lessen widespread poverty among the aged and unemployed and by taking care of those unable to financially support themselves. The Federal Government recognized its responsibility for the welfare of its citizens. The success of the Social Security System is shown because it remains present today. This system is a fundamental part of the Federal Government's economy and continues to serve Americans with monthly checks. Social Security has been greatly expanded to include more Americans and even amended to provide medical care for the elderly through Medicare. This is a huge benefit, and very expensive, which may undermine the state of the whole federal budget.

These Federal Government actions greatly improved the health of the economy in times of hardship. The Bank of the United States and Social Security are strong examples of how the Federal Government regulated the economy and initiated programs to bring economic stability and relief. In these two instances, the Federal Government assumed its role as the supreme governing body of America and made dynamic changes that have had lasting impacts on our nation's history and have over time fueled our prosperity.

Anchor Level 4-A

The response:

- Develops all aspects of the task for the creation of the Bank of the United States and the Social Security system
- Is both descriptive and analytical (*Bank of the United States*: nation was burdened with war debts from the Revolutionary War and was faced with the vexing task of stabilizing the economy; postwar economy was actually worse than that of the nation prior to the war as trade between the United States and Great Britain was limited and the value of American currency fluctuated; helped lead Alexander Hamilton to create the bank as part of his plan to establish solid credit and promote manufacturing; bank was successful since it created a reliable currency for the nation and established the federal government as the highest economic authority; funded important internal improvements in the developing nation; sent a strong signal to the world that the United States economy would not fail; *Social Security*: economic depression meant that banks failed and lifetime savings disappeared; poverty festered in many corners of the populace, especially among the elderly; helped put the nation's economy back on track by devising a method to lesson widespread poverty among the aged and unemployed and by taking care of those unable to financially support themselves; has been greatly expanded to include more Americans and even amended to provide medical care for the elderly; huge benefit and very expensive, which may undermine the state of the whole federal budget)
- Supports the theme with relevant facts, examples, and details (*Bank of the United States*: "Critical Period"; soldiers had yet to be paid; debtors demanded their payments; common currency; established the nation's credit; branch banks; *Social Security*: stock market crash of 1929; President Roosevelt; New Deal programs; monthly checks; Medicare)
- Demonstrates a logical plan of organization; includes an introduction that is little more than a restatement of the theme and a conclusion that argues the federal government made dynamic changes which helped to create prosperity

Conclusion: Overall, the response fits the criteria for Level 4. The response includes some good analytic statements showing an understanding of the time periods and the conditions that led to each action. It presents relevant facts about the success of the two economic programs; however, further elaboration would have strengthened the discussion.

Throughout United States history, there have been various economic crises. The Federal government has responded to those crises in several different ways. They have attempted to bring reform and relief through economic legislation. Two examples of this are the Sherman Anti-Trust Act of 1890 and the Social Security Act of 1935.

The Sherman Anti-Trust Act was an effort on the part of the government to curb the power of big business during the Gilded Age. It was the legislation under which charges could be brought upon trusts in order to try and break them up. During the Gilded Age, robber barons like John D. Rockefeller and Andrew Carnegie made fortunes in the oil and steel industries by crushing their competition and paying workers low wages. The rapid industrial growth after the Civil War had led to many changes. Many people were upset about the huge monopolies that were growing, and had so much power. The United States faced a huge concentration of wealth as a result of this in the top 1%. The anti-trust act was passed with the purpose of lessening the disparity of wealth and cutting back down on the power of big business. The Sherman Anti-Trust Act had some problems though, due to the vague wording in the act that gave corporate bosses loopholes to avoid being found "in restraint of trade". This wording allowed trusts to get around the law. Instead of being used to prosecute trusts, the Sherman Anti-Trust Act was used to take apart labor unions. Because of that the Sherman Anti-Trust Act was viewed as a failure of the Federal government, because it was used in the exact opposite way it was intended to be used. When the federal government tried to use the law against monopoly in the sugar industry, the Supreme Court decided in the company's favor. It was not until Teddy Roosevelt was

president that the law was used successfully to actually break-up a trust. This was the Northern Securities case, which the government won. The Sherman Anti-Trust Act did pave the way though for more successful anti-trust legislation, such as the Clayton and Hepburn Acts during the Progressive Era. This act started a trend by which corporate business power would be checked by federal regulations and lawsuits. While these were not always successful, business power has been limited. Consumers have gained some major protections, which started with anti-trust efforts.

Social Security was created by the New Deal during the period of the Great Depression, when many lost their jobs and looked to the government for help. The idea for Social Security was first thought of by Dr. Francis Townsend. He wanted to help the elderly because most of them had no pension and feared poverty. The government changed Dr. Townsend's idea from giving elderly people 200 dollars a month to spend, to instead creating pensions for retired workers. This way, when people stopped working, they would still have a source of income to support themselves. The Social Security Act was part of President Roosevelt's three R's, specifically the reform aspect. Social Security did not cover most workers when it was created, but it has grown since then and now includes most Americans and is overall viewed as a success. In the present day though, Social Security has encountered several problems because of the fact that the baby boomers, who provided a surplus of money to the fund for the generation before them, now are retiring and there may not be enough money being contributed by the current workforce to pay for their retirement. Most Americans believe that government should do whatever it takes to keep

Anchor Paper – Thematic Essay—Level 4 – B

Social Security funded so that there will be money for the baby boomers and future generations.

Throughout U.S History, there have been various economic crises that have required government intervention. Two examples of these are the Gilded Age and the Great Depression, both of which prompted intervention by the government through the form of the Sherman Anti-Trust Act and the Social Security Act.

Anchor Level 4-B

The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing the passage of the Sherman Antitrust Act more thoroughly than the creation of the Social Security system
- Is both descriptive and analytical (*Sherman Antitrust Act*: an effort on the part of the government to curb the power of big business during the Gilded Age; robber barons made fortunes in the oil and steel industries by crushing their competition; the rapid industrial growth after the Civil War had led to many changes; people upset about the huge monopolies that were growing and had so much power; United States faced a huge concentration of wealth in the top 1 percent; act was passed with the purpose of lessening the disparity; vague wording in the act gave corporate bosses loopholes; used to take apart labor unions; viewed as a failure of the federal government because it was used in the exact opposite way it was intended; federal government tried to use the law against monopoly in the sugar industry; Supreme Court decided in company's favor; *Social Security*: created by the New Deal during the period of the Great Depression; government changed Dr. Townsend's idea from giving elderly people 200 dollars a month to spend to instead creating pensions for retired workers; when people stopped working they would still have a source of income to support themselves; did not cover most workers when it was created but it has grown since then; the baby boomers, who provided a surplus of money to the fund for the generation before them, now are retiring and there may not be enough money being contributed by the current workforce to pay for their retirement; most Americans believe that government should do whatever it takes to keep Social Security funded so there will be money for baby boomers and future generations)
- Supports the theme with relevant facts, examples, and details (*Sherman Antitrust Act*: John D. Rockefeller; Andrew Carnegie; low wages; in restraint of trade; Teddy Roosevelt; Clayton and Hepburn Acts; Progressive Era; *Social Security*: President Roosevelt; three Rs)
- 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. Although the response provides a good description of historical circumstances for the Sherman Antitrust Act, its treatment of the historical circumstances for the Social Security system is more limited. Relevant details and some well-placed analytic statements about the extent to which both actions were successful represent the strength of this response.

Throughout U.S. History, the Federal government has used policies to reform or strengthen the economy. These policies have changed the United States and its economy not always for the better. The circumstances leading up to the need for government intervention and the success of that intervention varies throughout history depending on the time period, policies, politics, and world events.

One such policy was the formation of the Tennessee Valley Authority or the TVA. The TVA was formed in 1933 during President Roosevelt's term. It was part of his early New Deal program which was an attempt to rebound from the Great Depression. The New Deal consisted of public works projects and direct relief to those who needed it. What the TVA was intended to do was create government ownership of utilities in the Tennessee region with jobs for the people living in the poorest part of the country. Most of the residents were destitute and living with devastating floods. Another major goal was to provide cheap hydroelectric power to farmers in the area, who rarely had access to electricity let alone at a fair price. The TVA was the first government owned utility and this was a major shift away from capitalism. The TVA did succeed in providing cheap electricity to poor farmers and industry in the region. This greatly improved their standard of living and helped create more jobs in industry. Overall, one of the poorest areas of the country was given the chance to become more modern. This helped make all parts of life in the Tennessee valley area better. The TVA greatly improved the American economy.

Another government action that changed and strengthened the United States economy was the Interstate Highway Act of 1956. It was enacted during the presidency of Eisenhower. Eisenhower had been

in charge of Allied Armies in Europe during World War II and as a General, he realized that inadequate roads greatly minimized the ability to transport goods and soldiers as quickly and efficiently as possible. He realized connecting road systems would allow for protection of a country and he brought this idea with him into office. The Highway system started under Eisenhower had roads wide enough for planes to be able to land on them in drastic times. Congress gladly funded billions of dollars for construction of the roads because of Cold War threats and to stimulate employment. He created the road system with the general idea of being able to move soldiers and munitions, not consumer goods, as would come to dominate its traffic. The Interstate Highway System immensely strengthened the United States' economy and changed how trade is done. Trade goods began to be transported by truck rather than trains or boats because of the Highway System. Another major effect the Interstate Highway Act had on the US economy was massively increasing the amount of automobiles in use. The automobile became a dominant factor in the economy because now people could move much easier thanks to the Highways and the "car culture" captured America. The increase in automobiles also changed the US economy with the task of producing automobile related goods, especially gas stations, whose numbers began to expand dramatically. Americans used more and more oil and gasoline which was often imported from far away countries. The Interstate Highway System changed and strengthened the United States Economy to a great extent. Travel and trade will never be done the old way anymore because of how much faster and more efficient it is now.

Beginning with George Washington and leading up to the present the government of the United States has enacted policies and reforms to help strengthen the economy. Sometimes these policies are successful and other times they fail, but either way they effect the economy and change it. There are often various circumstances that lead up to the need for government intervention and these circumstances affect how the policy changes the economy and why it was enacted.

Anchor Level 4-C

The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing the formation of the Tennessee Valley Authority with less depth than the passage of the Interstate Highway Act
- Is both descriptive and analytical (*Tennessee Valley Authority*: part of his early New Deal program which was an attempt to rebound from the Great Depression; intended to create government ownership of utilities in the Tennessee region with jobs for the people living in the poorest part of the country; another major goal was to provide cheap hydroelectric power to farmers in the area; first government-owned utility and this was a major shift away from capitalism; greatly improved their standard of living and helped create more jobs in industry; helped make all parts of life in the Tennessee Valley area better; *Interstate Highway Act*: Eisenhower realized that inadequate roads greatly minimized the ability to transport goods and soldiers as quickly and efficiently as possible; Congress gladly funded billions of dollars for construction of the roads because of Cold War threats and to stimulate employment; he created the road system with the general idea of being able to move soldiers and munitions, not consumer goods, as would come to dominate its traffic; goods began to be transported by truck rather than trains or boats; another major effect the act had on the economy was massively increasing the amount of automobiles in use; Americans used more and more oil and gasoline which was often imported from faraway countries)
- Supports the theme with relevant facts, examples, and details (*Tennessee Valley Authority*: President Roosevelt's term; public works projects; direct relief; devastating floods; *Interstate Highway Act*: Eisenhower had been in charge of Allied armies; World War II; wide enough for planes; car culture; automobile-related goods)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that note the success of government intervention in the economy has varied throughout history

Conclusion: Overall, the response fits the criteria for Level 4. The discussion of the Tennessee Valley Authority is general and not fully developed. The discussion of the Interstate Highway Act is more thorough and informative.

Throughout American history, the best way to handle the ever-changing economy has been a particularly divisive issue in government policy. As new technological and societal developments occur, the circumstances change, but the question remains the same: to what extent should the government interfere with our nation's economy? The American government has tried myriad programs to strengthen our economy, two of the most significant being the Bank of the United States and the Sherman Anti-Trust Act. While the B.U.S. was successful for a few years in meeting its aims, the Sherman Anti-Trust Act lacked the power necessary to affect much change.

When Alexander Hamilton introduced his financial plan to the other founding fathers, the Bank of the U.S was met with harsh opposition. The Constitution had just been ratified, and the new country was trying to get its bearings after the failed Articles of Confederation. Thomas Jefferson, among others, argued that the B.U.S was unconstitutional given a strict reading of the Constitution. Hamilton, on the other hand, took a loose-construction view and said that given the federal government's right to tax, it needed a bank to carry out this power – it was “necessary and proper” under the powers of the Congress. In the end, the Bank was ratified and renewed until President Andrew Jackson took it upon himself to kill the Bank, which he was successful in doing. From this point on banks were largely regional and the rest of the century brought with it a series of credit crises and panics. It was not until FDR's New Deal that a national banking system was brought back with the Federal Reserve.

The Sherman Anti-Trust act, while less controversial in its passing,

was divisive in its use. Originally intended to tamp down the power of big businesses in the largely monopoly-centric economy of the Gilded Age, it was, in practice, used to halt the activities of unions and organized labor. This was clear evidence of the power of big business, even within the government. The Supreme Court really weakened the Sherman Anti-Trust Act when they ruled in favor of the sugar trust. When President Theodore Roosevelt saw the power of a new railroad trust, he brought a lawsuit against Northern Securities. The Supreme Court ruled in the government's favor and National Securities was divided into smaller companies. This was the end of the era of *laissez-faire* or hands-off government attitude towards the economy. It was not until the Clayton Anti-Trust act some years later that a strong Anti-Trust law was finally passed.

All in all, government attempts to strengthen the economy have been successful, but only to a certain extent, as we have seen with the *BUS* and the Sherman Anti-Trust Act.

Anchor Level 3-A

The response:

- Develops most aspects of the task in some depth for the creation of the Bank of the United States and the passage of the Sherman Antitrust Act
- Is more descriptive than analytical (*Bank of the United States*: when Alexander Hamilton introduced his financial plan to the other founding fathers the bank was met with harsh opposition; the Constitution had just been ratified and the new country was trying to get its bearings after the failed Articles of Confederation; given the federal government's right to tax, it needed a bank to carry out this power; ratified and renewed until President Andrew Jackson took it upon himself to kill the bank; from this point on banks were largely regional and the rest of the century brought with it a series of credit crises and panics; *Sherman Antitrust Act*: while less controversial in its passing, was divisive in its use; originally intended to tamp down the power of big businesses in the largely monopoly-centric economy of the Gilded Age, it was, in practice, used to halt the activities of unions and organized labor; clear evidence of the power of big business, even within the government; when President Theodore Roosevelt saw the power of a new railroad trust, he brought a lawsuit against Northern Securities; end of era of laissez-faire or hands-off government attitude toward the economy)
- Includes some relevant facts, examples, and details (*Bank of the United States*: Thomas Jefferson; unconstitutional; loose construction; "necessary and proper"; *Sherman Antitrust Act*: Supreme Court; sugar trust; Clayton Antitrust Act); includes an inaccuracy (*Bank of the United States*: it was not until FDR's New Deal that a national banking system was brought back with the Federal Reserve)
- Demonstrates a satisfactory plan of organization; includes an introduction that states the question of government's interference in the economy is ongoing and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 3. The response conveys general knowledge of the Bank of the United States and the Sherman Antitrust Act. However, it fails to adequately describe the historical circumstances that led to the passage of the Sherman Antitrust Act.

The history of the United States is very diversified in its situations but always at the center is ensuring the government fosters a strong economy. A perfect example of this is the creation of the National Bank in 1790 at the very beginning of U.S. as a country. In addition part of FDR's economic policy of his New Deal was direct job relief such as the Tennessee Valley Authority during the Great Depression.

First, the creation of the National Bank which was the brain child of Alexander Hamilton one of the most powerful federalists. After the war for independence and the Articles of Confederation came the ratification of the U.S.'s current constitution. This allowed for a more centralized government to be formed under the control of the federalist party. Many politicians knew that many of the states were far into debt. Also, the U.S. as a whole did not have standardized credit. This led to serious trading problems when the U.S. wanted to trade with other countries. Hamilton came up with the solution that all of the state debt was to be consolidated and one central bank would be in charge of the country's banking. Virginia protested being burdened with such a thing when they had no state debt. This led to the deal that Virginia would accept the National Bank as long as the capital was moved to its current location of Washington D.C. When the bank went into effect it allowed the U.S. to have one standard currency that was globally evaluated. The elastic clause in the Constitution was used to ratify the bill of creation. The bank's constitutionality would be tested in the Marshall Court in *McCulloch v. Maryland*. The conclusion on the bank's right to exist was it was constitutional and the states could not tax it because they did not possess the "power to destroy". This helped to make the United States a true country with its own identity.

Furthermore, during the Great Depression FDR was elected to the presidency by the people to restore prosperity to the economy. One of FDR's major programs was the TVA which allowed direct relief with an expansion of the public sector. Many people were put back to work building dams for the electrification of many areas previously without electricity. The workers that had been laid off from their other job were enthused by the fact they were going back to work and not just taking charity. This gave many people a sense of pride and showed that the government did care and was going to provide aid. This was a serious shift from the previous government, with Hoover, that believed in rugged individualism. The TVA was a major success and would be cited in the future as a perfect example of a successful public works project. In short, the TVA was the beginning of a new responsibility of government to provide direct aid with jobs.

All in all, to the U.S. the economy has always been a top priority. Throughout the course of history different eras and circumstances called for different tactics or actions to ensure the economy's strength. In the end the U.S. maintained the goal of keeping the U.S. economy strong.

Anchor Level 3-B

The response:

- Develops some aspects of the task for the creation of the Bank of the United States and the formation of the Tennessee Valley Authority
- Is more descriptive than analytical (*Bank of the United States*: brainchild of Alexander Hamilton, one of the most powerful federalists; United States as a whole did not have a standardized credit system; elastic clause in the Constitution was used to ratify the bill of creation; bank's constitutionality would be tested in the Marshall Court in *McCullough v. Maryland*; states could not tax it because they did not possess the "power to destroy"; *Tennessee Valley Authority*: during the Great Depression FDR was elected to the presidency by the people to restore prosperity to the economy; many people were put back to work building dams for the electrification of many areas previously without electricity; serious shift from the previous government, with Hoover, that believed in rugged individualism; beginning of a new responsibility of government to provide direct aid with jobs); includes isolated and faulty analysis (*Bank of the United States*: this led to the deal that Virginia would accept the national bank as long as the capital was moved to its current location of Washington, D.C.; when the bank went into effect, it allowed the United States to have one standard currency)
- Includes some relevant facts, examples, and details (*Bank of the United States*: war for independence; Articles of Confederation; more centralized government; states were far into debt; serious trading problems; *Tennessee Valley Authority*: successful public works project)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that states the economy is a top priority of government

Conclusion: Overall, the response fits the criteria for Level 3. Although the response includes substantial information about the formation of the Bank of the United States and its constitutionality, including the issue of state debts, it fails to evaluate its economic success. The discussion of the Tennessee Valley Authority does not have the same depth, but does address all aspects of the task.

The 1930's was a decade of struggle and turmoil for the American public. Deep into a worldwide depression, poverty and despair gripped the nation and steadily destroyed the economy. As it became more and more evident that the Great Depression wasn't going to go away on it's own, the US government started to take action.

Herbert Hoover, the US president of the time of the depression, was adamant that the economic crisis was part of a natural business cycle, and that it would fix itself in time. However, by the time he realized that measures needed to be taken, he was too late to be of much help. With businesses failing due to their high prices and lack of customers with money to buy them, millions of people found themselves unemployed. Unable to pay their bills, these people soon lost their homes and belongings. The depression became an endless cycle of unemployment, poverty and homelessness.

Enter Franklin Delano Roosevelt, the elected president following Hoover. When he took office, Roosevelt almost immediately began implementing his New Deal, which was a bundle of programs aimed at relieving, recovering, and reforming the nation to pull it out of the Great Depression. These programs included many laws and acts which provided funds and/or jobs to the public to jump start the economy, also known as FDR's "pump priming theory". One of the acts passed in the New Deal was the Tennessee Valley Authority in 1933. The Tennessee valley was, at the time, one of the most poverty stricken areas in the country. The Tennessee Valley Authority (TVA) brought thousands of federal jobs into the area in the form of dam construction projects, and the thousands that were put to work suddenly had an income to support themselves and their families with. The new dams

made electricity available in the area. The program put more money in the hands of consumers, so that they could purchase more goods and spur life into businesses.

Another program enacted by the New Deal in 1935 was the Social Security Act. This act, although it didn't provide immediate relief, has played a part in improving the economy over the past several decades. The program constantly collects money from people during their lives, and reserves this money for the people when they retire or become disabled and need it. Because of the loss of billions of dollars in life savings during the Depression, this program was developed with the idea of having money for the public in case of emergency. The SSA gave many Americans confidence in their futures and retirement.

The Great Depression, although one of the darkest times in US History, was also the starting point for an even stronger economy. Because of the depression, many reforms were made to ensure the future of our economy, and the effects of many of these reforms can still be seen today.

Anchor Level 3-C

The response:

- Develops some aspects of the task in some depth for the formation of the Tennessee Valley Authority and the creation of the Social Security system
- Is more descriptive than analytical (*Tennessee Valley Authority*: president at the time of the Depression was adamant that the economic crisis was part of a natural business cycle and that it would fix itself; Depression became an endless cycle of unemployment, poverty, and homelessness; Roosevelt almost immediately began implementing his New Deal, which was a bundle of programs aimed at relieving, recovering, and reforming; Tennessee Valley was one of the most poverty-stricken areas of the country; brought thousands of federal jobs into the area in the form of dam construction projects; put more money in the hands of consumers so that they could purchase more goods and spur life into businesses; *Social Security*: didn't provide immediate relief; has played a part in improving the economy over the past several decades; program constantly collects money from people during their lives and reserves this money for people when they retire or become disabled; because of the loss of billions of dollars in life savings during the Depression)
- Includes few relevant facts, examples and details (*Tennessee Valley Authority*: Herbert Hoover; pump priming theory; made electricity available)
- Demonstrates a general plan of organization; includes an introduction about the Great Depression that generally relates to both actions and a conclusion that notes many reforms can be seen today

Conclusion: Overall, the response fits the criteria for Level 3. Although the response includes a strong discussion of the historical circumstances leading to New Deal programs, the discussion lacks development for each particular action. The extent to which the actions were successful is not fully developed.

Throughout the history of the United States, the Government has become increasingly involved in the country's economy. Originally the government followed a policy of laissez-faire, but as new technologies and industries grew, the government was forced to adapt and change its economic position. Examples of adaptation include laws such as the Sherman Anti-Trust Act and programs such as Social Security.

The Industrial Revolution, which hit the United States in the late nineteenth century, brought about a revolution in business practices as well. Companies were able to grow much larger than before because of inventions such as the telegraph and widespread rail lines and the ability to now mass produce goods. Smaller companies would often come together and form a larger company under a single board of directors, known as a trust. The government eventually realized the extent of harm these trusts were causing and passed that Sherman Anti-Trust Act. It created penalties for groups or individuals that were found to be inhibiting competition. Unfortunately the penalties outlined were not severe enough to deter the underhanded practices of some larger companies. It also had the inadvertent effect of being used by companies on unions. Although the Sherman Anti-trust Act had major shortcomings, these would later be dealt with in the Clayton Anti-trust Act.

In the late 1920's the world economy, including the United States, essentially collapsed. The unemployment rate in the U.S. rose rapidly. Many were unable to house, clothe or even feed themselves or their family. When F.D.R. was elected in 1932 he quickly set out to 'Relieve, Recover, and Reform' the economy with his New Deal. As part of the

Anchor Paper – Thematic Essay—Level 2 – A

Reform stage, Roosevelt wanted to provide people with a safety net in case such a devastating economic collapse ever occurred again. In 1935 the Social Security Administration was created to provide disability benefits to those who are unable to work and provide unemployment insurance to those who have lost their job. Still in place today, Social Security provides economic protection from the threat of job loss.

The nation's economy is at the whim of a multitude of factors, both foreign and domestic. The Federal government occasionally step in to try and protect the economy from these factors.

Anchor Level 2-A**The response:**

- Minimally develops all aspects of the task for the passage of the Sherman Antitrust Act and the creation of the Social Security system
- Is primarily descriptive (*Sherman Antitrust Act*: Industrial Revolution, which hit the United States in the late nineteenth century, brought about a revolution in business practices as well; government eventually realized the extent of harm these trusts were causing; created penalties for groups or individuals that were found to be inhibiting competition; had the inadvertent effect of being used by companies on unions; shortcomings would later be dealt with in the Clayton Antitrust Act; *Social Security*: in the late 1920s the world economy, including the United States, essentially collapsed; unemployment rate in the United States rose rapidly; as part of the reform stage, Roosevelt wanted to provide people with a safety net in case such a devastating economic collapse ever occurred again; provides economic protection from the threat of job loss)
- Includes some relevant facts, examples, and details (*Sherman Antitrust Act*: single board of directors; *Social Security*: elected in 1932; Relief, Recovery, and Reform; New Deal; disability benefits; unemployment insurance)
- Demonstrates a satisfactory plan of organization; includes an introduction that observes the government originally followed a policy of laissez-faire but has increasingly become more involved in the economy, and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 2. The response includes some basic information about the Sherman Antitrust Act and Social Security Act. However, the extent to which these acts were successful is not adequately developed.

Throughout United States history, the nation's economy has been reformed and strengthened through actions taken by the federal government. These actions varied on whether they ended up being successful or not. Two such legislations were the Bank of the United States in 1790 and the Homestead Act of 1862. Each was successful in their own way, but one was more than the other.

Under Hamilton's Federalist financial plan, the Bank of the United States was formed in 1790. President Washington asked Alexander Hamilton, his secretary of the treasury, to come up with a plan to bring the national economy together. One aspect, the National Bank, was hard fought against by future president Thomas Jefferson. He, along with his Republican party, believed that the bank was unconstitutional because there was no mention in the constitution that gave the national government that kind of power. Despite Jefferson's argument, the Bank of the United States was passed through Congress. The main objective of the Bank was to make a unified national currency. It did just that, and began to print off paper money that was used nationwide. The Bank of the United States helped to build the American economy and was so successful the Congress passed it again and the Bank was revived in 1816.

When Abraham Lincoln came into the presidency, the country was experiencing a vast amount of westward expansion. Many could not afford the varying prices of land plots, and so equality and some form of legislation were necessary. Under the Homestead Act, people were given a certain amount of acreage for just \$30. There were only two conditions: live on that plot of land for at least five years, and make it better somehow. The second condition could be fulfilled by, for

example, building a house or growing crops on the land. This gave many westward settlers a chance at a new life. The Homestead Act of 1862 gave the economy a new push, but the people who bought the land typically ended up being unhappy. Their land was usually infertile, and therefore a waste of money, simply because speculators had gotten to the best land first.

Generally, government actions taken in response to the economy end up being fairly successful. The Bank of the United States, set in place by Hamilton, was highly successful in setting up the American economy. Due to its success, many of its principles are still kept in place within today's banks. On the other hand, the Homestead Act paled in comparison. Its only success was bringing money back into the economy. It made people unhappy, but also expanded western settlement. All legislations vary in their degrees of success. Being two such legislations, the Bank of the United States and Homestead Act show just how much two government actions can differ in how successful they end up being.

Anchor Level 2-B

The response:

- Minimally develops most aspects of the task for the creation of the Bank of the United States and the passage of the Homestead Act
- Is primarily descriptive (*Bank of the United States*: formed under Hamilton's federalist financial plan; come up with a plan to bring the national economy together; believed that the bank was unconstitutional because there was no mention in the Constitution that gave the national government that kind of power; began to print off paper money that was used nationwide; was so successful the Congress passed it again; *Homestead Act*: when Abraham Lincoln came into the presidency the country was experiencing a vast amount of westward expansion; many could not afford the varying prices of land plots; gave many westward-moving settlers a chance at a new life; speculators had gotten to the best land first); includes faulty analysis (*Homestead Act*: people who bought the land typically ended up unhappy; its only success was bringing money back into the economy)
- Includes some relevant facts, examples, and details (*Bank of the United States*: President Washington; Secretary of the Treasury; future President Thomas Jefferson; Republican Party; unified national currency; *Homestead Act*: at least five years; growing crops; infertile); includes an inaccuracy (*Homestead Act*: people were given a certain amount of acreage for just \$30)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and a weak conclusion

Conclusion: Overall, the response fits the criteria for Level 2. The response includes relevant information about the historical circumstances that led to each act. The discussion recognizes the difficulties faced by individual homesteaders, but the discussion of the extent of success includes broad generalizations for the Bank of the United States and faulty analysis for the Homestead Act.

Throughout the years of American History, the federal government has taken steps to try and strengthen or reform the country's economic wellbeing. Some were extremely successful while others fizzled out and didn't get off the ground. Two of these actions were the creation of the Bank of the United States in 1790 and the passage of the Transcontinental railroad.

The Bank of the United States were first chartered by Alexander Hamilton in his financial Plan. He proposed this when he was in office as the Secretary of Treasury. He believed that the government needed to regulate the sale and printing of money. The Articles of Confederation was being criticized and the new constitution was underway. Hamilton believed the states held too much power. The North supported it strongly while the west and South detested it and thought that a strong national government would ruin the freedoms they had with slavery and land ownership. After a series of crashes and failure the bank finally took off and was successful until corruption caused crisis again.

The transcontinental railroad was constructed following the Civil War. There was a need to connect the Atlantic and Pacific coasts. One railroad company started in the west (Pacific railroad company) and another started in the East (union railroad company) and connected this disjointed railroads in UT. Each company used immigrants as cheap labor (chinese and Irish). They were in desperate need of money to feed and clothe their families. This railroad was beneficial to the North and the west but not so much to the South – who believed it was a waste of money. Cattle, raw materials, natural resources and food were shipped all around the country via railroad, not only was it a

cheap way of transportation but it also boosted the U.S. economy quite a lot.

Through out the years the U.S. federal government has strengthened and reformed actions that benefitted the country's economy greatly. The transcontinental railroad and the Bank of the United States increase the flow and regulation of money going into and out of the states.

Anchor Level 2-C

The response:

- Minimally develops most aspects of the task for the creation of the Bank of the United States and the passage of the transcontinental railroad
- Is primarily descriptive (*Bank of the United States*: first chartered by Alexander Hamilton in his financial plan; the new constitution was underway; North supported it strongly while the West and South detested it; *transcontinental railroad*: a need to connect the Atlantic and Pacific coasts; each company used immigrants as cheap labor; cattle, raw materials, natural resources, and food were shipped all around the country via railroad; not only was it a cheap way of transportation but it also boosted the United States economy); includes faulty and weak analysis (*Bank of the United States*: the government needed to regulate the sale and printing of money; thought that a strong national government would ruin the freedoms they had with slavery and land ownership; was successful until corruption caused crisis again)
- Includes some relevant facts, examples, and details (*Bank of the United States*: Secretary of Treasury; Articles of Confederation; *transcontinental railroad*: Civil War; Utah; Chinese and Irish)
- Demonstrates a general plan of organization; includes an introduction that is little more than a restatement of the theme and a conclusion that includes an inaccuracy

Conclusion: Overall, the response fits the criteria for Level 2. The discussion of the historical circumstances that led to each action shows some general knowledge, but the extent to which these actions were successful is merely mentioned.

Throughout United States history, the federal government had a significant role in improving and reform the nation's economy. The legislations that have been passed, significantly improved the economy in various ways. In 1862, the Pacific Railway [Transcontinental Railroad] Act was passed to help farmers ship their goods. The Homestead Act of 1862, play a significant role in developing land. These two legislations contributed to various success in the nation's economy.

In the 1862, the federal government passed the Pacific Railway [Transcontinental Railroad] Act. The Pacific Railway [Transcontinental Railroad] Act was established to help the farmer transport crops from the west to the east. Also during this time period America was expanding westward. People were moving towards the west for a living. The Act was also establish for convenience; travel time, to travel across the continent.

The Pacific Railway [Transcontinental Railroad] Act impacted the United States for the better. The transcontinental railroad made it way more convenient to travel across the United States. Not just that, the Transcontinental Railroad conserved more time in traveling due to the rail cutting through land. Transcontinental Railroad helped the farmers deliver the crops quicker and more at once compared to wagons. The farmers would pay for the train to ship things off, the money would go towards the government providing it with money.

Also in the year of 1862, the Homestead Act was passed. This act had a significance in the economy. The Homestead Act was an act providing land in the west for people to cultivate. The Homestead Act primary goal was to get people from the east to move out towards the

Anchor Paper – Thematic Essay—Level 1 – A

west to cultivate the land. Americans government used this tactic to help create and cultivate land. Americans were attracted towards the west with this offer.

The Homestead Act of 1862 have effected the citizens and the country itself. The Homestead Act gave out free land allowing the poor to rise above. This gave the opportunity of growing crops. The Homestead Act help the country by cultivating, improving the land. It was also passed during the Pacific Railway Act was establish allowing the trains to make a profit of it.

United States have passed lots of legislations to improve and reform the nations economy. The Homestead Act provided free land to cultivate and make it a home. The Pacific Railway Act provided crops to ship faster. The economy has shift for the better as each legislation is established. These acts made the United States more successful economically.

Anchor Level 1-A**The response:**

- Minimally develops some aspects of the task for passage of the Pacific Railway Act and the Homestead Act
- Is descriptive (*Pacific Railway Act*: established to help the farmer transport crops from the west to the east; helped the farmers deliver the crops quicker; *Homestead Act*: act providing land in the west; primary goal was to get people from the east to move west; helped the country by cultivating, improving the land); includes faulty analysis (*Pacific Railway Act*: the money would go toward the government providing it with money)
- Includes no additional relevant facts, examples, or details
- Demonstrates a general plan of organization; includes an introduction and a conclusion that calls both acts successful

Conclusion: Overall, the response fits the criteria for Level 1. The response uses repetitive wording with few ideas but recognizes the role of each action in the development of the West.

History has proven that any single action or event can have major implications. Throughout the history of the U.S., there have been countless positive and negative acts. Two actions taken by the U.S. Government that have impacted the national economy were the passage of the Pacific Railway Act in 1862 and the decision to enter World War I. As a result of these decisions, the economy initially flourished, then was destroyed by the questionable entrance of WWI.

Around the mid-1800s, U.S. people began migrating westward. One event that spurred this movement was the approving of the Pacific Railway Act. This was a governmental decision to build a transcontinental railroad, linking the east and west. One of the draws of the building of the railroad was getting paid. Labor on the railroad was remarkably better than that on Southern plantation, and therefore attracted many African American Slaves. The increase in labor opportunities also led to an increase in immigration, especially from Asia. After completion of the railroad, trade between distant cities greatly increased. This certainly strengthened the economy and also helped modernize the nation. All in all, the government's decision to build a railroad proved to be a good one in regards to the effects on the economy.

In contrast, the U.S.'s decision to enter WWI can be labeled as an economic failure. At first, the conclusion of the war led to an economic boom. The stock market shot upwards, and the value of houses, cars and other goods greatly increased. However this quickly evolved into a very high number of people in debt, as well as lots of overextension of credit. All of this eventually resulted in the Great Depression, a time where income was low, and unemployment was high. This resulted in

Anchor Paper – Thematic Essay—Level 1 – B

many homeless people and a stock market crash. Overall, the entrance by the U.S. into WWI led to lots of partying during the 1920's. However, this leisurely lifestyle resulted in the near death of the U.S. and its economy.

The Pacific Railroad Act and the entrance into WWI were two government decisions that directly influenced the U.S. economy. Without a doubt, it can be said that the Great Depression nearly killed the U.S. as a country. Luckily, the country rebounded and was able to survive this questionable choice and tragic event.

Anchor Level 1-B**The response:**

- Minimally develops some aspects of the task for the passage of the Pacific Railway Act
- Is descriptive (*Pacific Railway Act*: build a transcontinental railroad, linking the east and west; increase in labor opportunities also led to an increase in immigration; trade between distant cities greatly increased; helped modernize the nation); lacks understanding (*Pacific Railway Act*: labor on the railroad was remarkably better than that on southern plantations, and therefore attracted many African American slaves)
- Includes no additional relevant facts, examples, or details
- Demonstrates a general plan of organization; includes a weak introduction and conclusion

Conclusion: Overall, the response fits the criteria for Level 1. The response shows a small amount of understanding about the transcontinental railroad. However, the discussion of entrance into World War I as an economic action is simply an overview of the 1920s with no connection to the task.

The United States federal government has issued many acts and programs to improve our economy or to help the economy recover from an economic crisis. Many of the acts have failed to improve the economy and some have even made it worse. There are, however, acts and programs that have helped the economy a great deal. The Pacific Railway Act and the Social Security program are two reforms that have helped the economy.

The Pacific Railway Act of 1862 was created to connect the east and the vast, rather new territory of the west. Territorial gains from the Mexican-American War, Louisiana Purchase, and the Spanish-American War had expanded the United States. Many people had moved to the West coast because of events such as the Gold Rush in California. The land of the Great Plains was largely unsettled with few towns. The Potato Famine had brought Irish immigrants to the United States. The Chinese also emigrated from China after hearing about the findings of gold in California. The Pacific Railway Act was passed in 1862 and led to the first transcontinental railroad. The Chinese with their knowledge of explosives had built the railroad from the Pacific Ocean through the Rocky Mountains while the Irish started from the East and built the railroad through the Great Plains. The two groups of railroad workers met in Utah. The Social Security Program was one of the many programs formed in the New Deal. During the Great Depression, President Hoover and President Roosevelt both sought to improve the economy. President Roosevelt created the New Deal programs to help the economy recover from the depression. The Social Security Program was designed to help senior citizens who had lost their life savings when the banks failed. A small amount of a

worker's pay would be used to create a retirement fund for the worker.

The Pacific Railway Act improved transportation between the east and the west. Goods were now more efficiently transported within America. Industries could spread their products and also pay less to transport their goods from one place to the next. Also products from the East and Midwest were transported by rail to California and then exported to Asia, opening international markets for American producers. The Social Security program helped senior citizens survive without working. Senior citizens and retired workers were now more comfortable to be unemployed. This created more jobs for new workers as people did not feel the need to stay when they were old. The Social Security program is still alive today which shows its success. Many Americans have social security and even though it might be hard to survive on just those monthly checks, they are able to retire knowing they are more financially secure.

The Pacific Railway Act and the creation of Social Security improved the United States economy. While the transcontinental railroad still exists, more people travel on highways now. Social Security, however, still continues to help retired workers.

Throughout the history of United States, the country has gone through periods of wealth and economic booms as well as times of recession or even depression. This was caused by the happenings in the stock market, consumer spending, and other aspects which influence the economic market. The federal government has taken many actions to strengthen or reform the United States economy, varying in success rates. In the mid-seventeenth century the government passed the Sherman Antitrust Act to prevent complete takeover by large businesses. The Social Security System was passed to ensure economic stability to United States citizens.

During the 1800's companies built up economically thereby increasing production which increased consumer spending by placing more products on the market for a lower price. The employers then began to take over small and new businesses creating a monopoly, and were therefore able to raise their prices extremely high. These employers were called 'Robber Barons' as they lived on the money taken from the middle and lower classes, causing the poor to become poorer. The owners believed in 'survival of the fittest' and felt that since they had the ability and strength to take over businesses, they aren't wrong in their actions.

The government, in attempt to help the nation, backed down from their policy of *laissez faire* and implemented acts to end trusts. In 1890, The Sherman Antitrust Act was passed making trusts illegal. This law did not end the monopolies as the employers found loopholes, yet it definitely decreased the affect of the robber barons and their businesses.

When one retires, he or she lives on the money saved up in the past.

Many people didn't put aside money for their elder years. This caused unstable economic conditions for them. Besides for the elderly, special needs people as well as people with disabilities, don't stand a chance of getting a job and means for pay.

In 1935, the Social Security System was created. This provided economic aid through a social securities tax taxed on workers which saved up money for his retirement. Social Security also provides pay for disabled and special needs people. This law was and still is extremely bennifical for all citizens since it helps and provided monetary aid when most needed.

During the United States history, the government has taken actions which benefited the nations economy to various degrees. At some points this went against the policy of Lasseiz Faire-hands off of the business world. Some examples of actions taken by the federal government is the Sherman Antitrust Act and the Social Security System. Both provided benifitts to United States citizens.

The United States government has played an important role in the development of its economy, intervening numerous times through its history. Its decisions have essentially shaped the progress of America's economy. Some of the most important decisions occurred just last century, with the passing of the GI Bill after World War II, and the creation of NAFTA in the 1990's. Many actions were successful in expanding the economy.

During World War II, much like World War I, millions of men left to join the army and war. Many women replaced men in many of the industrial jobs that they had left to join the war. After World War I, veterans were thrown into the job market immediately after leaving the army. Since they often had little training in most fields, they were at a disadvantage in competing for jobs. As a result, many WWI war veterans became impoverished and, during the Great Depression, many veterans even marched on Washington, demanding to be paid their bonuses which they had been promised for the future. This caused much unrest. To prevent similar economic hardships like the Great Depression from befalling the veterans of WWII, congress passed the G.I. Bill. In the bill, many things were promised to veterans. If they desired, they could go to any university paid for by the government. Another thing the bill promised was lenient mortgage loans to veterans, with extremely low rates with payment needed many years after. This encouraged many veterans to buy houses, farms and businesses. This spurred on economic growth into the 1950's. As veterans became educated, trained, and settled, they integrated well into the American professional workforce. This contributed to the rise of a strong middle class. This bill was crucial in strengthening U.S.

consumerism and the baby boom at this time.

As America and the rest of the world developed, they became more and more bound economically to each other in the international market place by the invisible pull of globalism. Companies became multinational, producing inexpensive goods by using cheaper international labor and purchasing and exploiting resources in countries where they were most plentiful. Cheaper goods were consequently produced for American consumers. U.S. businesses faced, and still face, more global competition and many American manufacturing jobs transferred to cheaper destinations worldwide. This dual-edged nature of globalism has created a debate that still rages of whether to follow international policies of “free” trade, or protectionism. Most reviews are usually mixed. America had accepted free trade policies with the creation of NAFTA, the North American Free Trade Agreement. NAFTA vastly reduced trade barriers between America, Canada, and Mexico starting from 1993, its founding date. This reduction of trade barriers helped increase the flow of businesses to find the cheapest labor and resources, to be most economically efficient. Goods traded between the U.S, Canada, and Mexico no longer faced trade barriers like tariffs and quotas which had drastically increased the price of goods. Although economic competition between the three countries decreased and total economic trade between them drastically increased, many U.S. jobs were lost to Mexico. In the 1990’s especially, all 3 countries did relatively well, with America even having a budget surplus during the Clinton Administration for the first time in years. Consumers benefitted tremendously from cheaper prices, buying more. NAFTA had a mixed impact on the

economy of the United States and has once again become a major political issue because many blame NAFTA specifically for the closing of factories in the United States.

The United States government often acts and affects economic development. It tries to expand its economy with the policies it thinks are best at the time. The government has succeeded much of the time, notably with the G.I. Bill after World War II but only partly with NAFTA in the 1990's. The government continues to monitor and regulate the economy today. Government actions are hugely important in the development of its economy.

Throughout United States History, the federal government has taken actions to strengthen or reform the nation's economy. These actions have had varying degrees of success. The government has tried many things to help the economy, but not all of them have worked. Two economic plans I think of are the creation of the National Bank and the passage of the Pacific Railway Act of 1862.

The creation of the National Bank was part of Alexander Hamilton's economic plan. In 1790, new jobs were opening up in factories, and the government needed a place to store the people's money. Hamilton proposed his plan and it was passed, thus the creation of the National Bank.

The Bank was very successful, and it provided a place for people to store their money safely. It lasted for many years until the Stock Market Crash of 1933. The President closed down many banks and declared a "bank holiday" to let the banks economically adjust to the situation. But after the Depression, people continued to use the banks as a safe place for their money, and we still use banks today.

Another government action I think helped the American economy was the passage of the Pacific Railway Act of 1862. The Pacific Railway Act allowed for the creation of a railroad that would stretch across the country from Omaha, Nebraska to Sacramento, California. The Railroad was necessary because it was needed to bind the country together.

The trans-continental Railroad helped the economy by allowing people to move west and expand the country. People moved west and settled down which in turn allowed more money to circulate from across the country. People had more land out west and started farms.

Thematic Essay—Practice Paper – D

This helped the economy even today because there are still people living in the West making money.

Throughout United States history, the federal government has taken actions to strengthen or reform the nation's economy. These actions have had varying degrees of success. This is how the creation of the National Bank and the passage of the Pacific Railway Act contributed to strengthening the nation's economy.

The economy plays an integral role in our society and in our lives. When the economy is good we reap the benefits. However, when it deteriorates we fall into an economic depression. Therefore United States leaders are constantly planning and devising new legislation to keep our economy healthy, and to preserve our status as a Super Power. Two such laws that were passed was the Sherman Anti-trust laws, and the Social Security act.

With the Industrial Revolution taking place during the late 1800's, the United States economy was flourishing and prospering. New industries began cropping up due to the new technological advancements, and discovery of new energy sources. Oil refineries, railroad systems, and mining were among those new industries that emerged at the time. However not all Americans were prospering from these new businesses because many of them were owned by monopolies. These entrepreneurs, such as Rockefeller over the oil refineries, and Vanderbilt over the Rail Roads, created monopolies over their enterprise. This allowed them to create a fixed price and eliminate all competition. In addition they treated their workers poorly and in unsafe conditions.

At first the government encouraged these big monopolies and they practiced a policy of 'Laissez faire'; hands off. Business flourishes best when no government regulations are involved. However as time progressed workers that were employed under these "Robber Barons" began protesting their horrible conditions and their low wages. At the same time the government realized that monopolies and trusts are not as beneficial as they appeared. As a result in 1890 Congress passed a law known as the Sherman Anti-trust laws. This act made the

formation of trusts and monopolies illegal. At first, though, this law was not enforced and many big business found loop holes and evaded the law. This prevailed until Theodore Roosevelt took office, and made it his business to stop all monopolies and big business from ruling the country there by earning himself the title of "Trust Buster".

The 20th century began with a flourishing and prosperous economy, in which everyone believed would never end. Poverty is a thing of the past. However all this prosperity ended on Black Tuesday in 1929, with the Stock Market Crash. After that fateful day the United States economy plunged into the greatest depression in its history. Unemployment was at its highest; rich men became paupers over night; countless Americans were homeless, life at the time was unbearable. President Hoover was the president at the time, although he attempted alleviating the depression by creating building projects, critics said his attempts were too few and too far in between.

Therefore when Franklin D. Roosevelt ran for president 1932, and promised the country a "New Deal" he won with a landslide. Immediately upon entering office F.D.R. began his New Deal Programs. One of his major legislation in the new Deal was the Social Security Act of 1935. This act was passed as a form of recovery for the shaky economy. Social security is a retirement program founded by the government. The purpose was to lower the unemployment rate. Social Security allows citizens over the age of 65 to retire with a substantial pensions, this allows for more job openings for the young members in society. Social Security still plays an important role in our economy and is very useful till today.

The United States economy, is constantly fluctuating. Economist

as well as well as Congress and the government are constantly devising new methodes and legeslation to boost the economy. The Sherman Anti-trust act as well as the Social Security act are two fundamental Acts that shape our economy till today.

Practice Paper A—Score Level 3

The response:

- Develops some aspects of the task in some depth for the passage of the Pacific Railway Act and the creation of the Social Security system
- Is more descriptive than analytical (*Pacific Railway Act*: created to connect the east and the vast, rather new territory of the west; many people had moved to the west coast because of events such as the Gold Rush in California; land of the Great Plains was largely unsettled with few towns; goods were now more efficiently transported within America; products from the East and Midwest were transported by rail to California and then exported to Asia, opening international markets for American producers; *Social Security*: President Roosevelt created the New Deal programs to help the economy recover from the Great Depression; program was designed to help senior citizens who had lost their life savings when the banks failed; a small amount of a worker's pay would be used to create a retirement fund; program is still alive today which shows its success; even though it might be hard to survive on just those monthly checks, they are able to retire knowing they are more financially secure); includes isolated analysis (*Pacific Railway Act*: the potato famine had brought Irish immigrants to the United States)
- Includes some relevant facts, examples, and details (*Pacific Railway Act*: Mexican-American War; Louisiana Purchase; Chinese; explosives; Rocky Mountains; met in Utah; *Social Security*: President Hoover); includes an inaccuracy (*Pacific Railway Act*: Spanish-American War)
- Demonstrates a weakness in organization; includes an introduction that is somewhat beyond a restatement of the theme and a conclusion that states more people travel on highways than railroads

Conclusion: Overall, the response fits the criteria for Level 3. The discussion includes good information about the historical circumstances that led to each government action; however, the success of each action is not discussed in adequate depth. The poor organization of the response detracts from the quality of the discussion.

Practice Paper B—Score Level 2

The response:

- Minimally develops all aspects of the task for passage of the Sherman Antitrust Act and the creation of the Social Security system
- Is primarily descriptive (*Sherman Antitrust Act*: employers then began to take over small and new businesses creating a monopoly and were therefore able to raise their prices extremely high; owners believed in “survival of the fittest” and felt that since they had the ability and strength to take over businesses, they are not wrong in their actions; government, in attempt to help the nation, backed down from its policy of laissez-faire; did not end the monopolies as the employers found loopholes; *Social Security*: when one retires, he or she lives on the money saved up in the past; provided economic aid through a tax on workers; also provides pay for disabled and special-needs people; extremely beneficial for all citizens); includes faulty analysis (*Sherman Antitrust Act*: it definitely decreased the effect of the robber barons and their businesses; *Social Security*: people did not put aside money for their elder years)
- Includes few relevant facts, examples, and details (*Sherman Antitrust Act*: increasing production; poor became poorer; *Social Security*: elderly); includes an inaccuracy (*Sherman Antitrust Act*: mid-seventeenth century)
- Demonstrates a general plan of organization; includes an introduction that states the goals of each action and a conclusion that notes the actions went against the policy of laissez-faire

Conclusion: Overall, the response fits the criteria for Level 2. The response fails to clearly connect the plight of the elderly during the Great Depression to Social Security. The discussion of the Sherman Antitrust Act demonstrates general understanding.

Practice Paper C—Score Level 4

The response:

- Develops all aspects of the task for the passage of the GI Bill and ratification of the North American Free Trade Agreement
- Is both descriptive and analytical (*GI Bill*: after World War I, veterans were thrown into the job market immediately after leaving the army; to prevent similar economic hardships like the Great Depression from befalling the veterans of World War II, Congress passed the GI Bill; they could go to any university paid for by the government; as veterans became educated, trained, and settled, they integrated well into the American professional workforce; contributed to the rise of a strong middle class; bill was crucial in strengthening consumerism and the baby boom; *North American Free Trade Agreement*: they became more and more bound economically to each other in the international marketplace by the invisible pull of globalism; companies became multinational, producing inexpensive goods by using cheaper international labor and purchasing and exploiting resources in countries where they were most plentiful; goods traded between the United States, Canada, and Mexico no longer faced trade barriers like tariffs and quotas which had drastically increased the price of goods; although economic competition between the three countries decreased and total economic trade between them drastically increased, many United States jobs were lost to Mexico; NAFTA had a mixed impact on the economy of the United States and has once again become a major political issue because many blame NAFTA for the closing of factories in the United States)
- Supports the theme with relevant facts, examples, and details (*GI Bill*: lenient mortgage loans; low rates; buy houses, farms, and businesses; *North American Free Trade Agreement*: protectionism; budget surplus; Clinton administration)
- Demonstrates a logical and clear plan of organization; includes an introduction that restates the theme and a conclusion repeating that the GI Bill was successful while NAFTA was only partially successful

Conclusion: Overall, the response fits the criteria for Level 4. The response demonstrates a strong understanding of the historical circumstances and success of the GI Bill and a good economic understanding of the benefits and costs associated with NAFTA.

Practice Paper D—Score Level 1

The response:

- Minimally develops some aspects of the task for the creation of the Bank of the United States and passage of the Pacific Railway Act
- Is descriptive (*Bank of the United States*: part of Alexander Hamilton’s economic plan; *Pacific Railway Act*: railroad that would stretch across the country; needed to bind the country together; people had more land out west and started farms); lacks understanding (*Bank of the United States*: needed a place to store the peoples’ money; it lasted for many years until the stock market crash; *Pacific Railway Act*: this helped the economy even today because there are still people living in the west making money)
- Includes few relevant facts, examples, or details (*Pacific Railway Act*: Omaha, Nebraska; Sacramento, California)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that generally restate the theme

Conclusion: Overall, the response fits the criteria for Level 1. The discussion of the Bank of the United States shows little comprehension of the federal government’s action. Although the discussion of the Pacific Railway Act addresses the role of the railroad in linking east to west, it fails to elaborate on its economic impact.

Practice Paper E—Score Level 3

The response:

- Develops some aspects of the task in some depth for passage of the Sherman Antitrust Act and the creation of the Social Security system
- Is more descriptive than analytical (*Sherman Antitrust Act*: new industries began cropping up due to the new technological advancements and discovery of new energy sources; allowed them to create a fixed price and eliminate all competition; at first the government encouraged these monopolies and practiced a policy of laissez-faire; this law was not enforced and many big businesses found loopholes and evaded the law; this prevailed until Theodore Roosevelt took office; *Social Security*: United States economy plunged into the greatest depression in its history; rich men became paupers overnight; immediately upon entering office FDR began his New Deal programs; allows citizens over the age of 65 to retire with a substantial pension; plays an important role in our economy); includes faulty analysis (*Sherman Antitrust Act*: made it his business to stop all monopolies and big business from ruling the country; *Social Security*: poverty is a thing of the past)
- Includes some relevant facts, examples, and details (*Sherman Antitrust Act*: Industrial Revolution; oil refineries; railroad systems; Rockefeller; Vanderbilt; robber barons; low wages; trustbuster; *Social Security*: stock market crash; unemployment; homeless; President Hoover; won with a landslide; retirement program)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that emphasize the efforts of government to maintain the economy

Conclusion: Overall, the response fits the criteria for Level 3. The response offers a concise description of the factors leading to the Sherman Antitrust Act and Social Security system. The extent to which each action was successful is not fully developed.

United States History and Government Specifications

August 2016

Part I Multiple-Choice Questions by Standard

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

Parts II and III by Theme and Standard

	Theme	Standards
Thematic Essay	Economic Systems; Government; Places and Regions; Foreign Policy	Standards 1, 3, and 4: United States and New York History; Geography; Economics
Document-based Essay	Migration; Places and Regions; Civic Values; Presidential Decisions and Actions; Environment	Standards 1, 3, 4, and 5: United States and New York History; Geography; Economics; Civics, Citizenship, and Government

Notes:

Part I and Part II scoring information is found in Volume 1 of the Rating Guide.

Part III scoring information is found in Volume 2 of the Rating Guide.

The *Chart for Determining the Final Examination Score for the August 2016 Regents Examination in United States History and Government* will be posted on the Department's web site at: <http://www.p12.nysed.gov/assessment/> 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.

Submitting Teacher Evaluations of the Test to the Department

Suggestions and feedback from teachers provide an important contribution to the test development process. The Department provides an online evaluation form for State assessments. It contains spaces for teachers to respond to several specific questions and to make suggestions. Instructions for completing the evaluation form are as follows:

1. Go to <http://www.forms2.nysed.gov/emsc/osa/exameval/reexameval.cfm>.
2. Select the test title.
3. Complete the required demographic fields.
4. Complete each evaluation question and provide comments in the space provided.
5. Click the SUBMIT button at the bottom of the page to submit the completed form.

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

VOLUME
2 OF 2
DBQ

UNITED STATES HISTORY AND GOVERNMENT

Thursday, August 18, 2016 — 8:30 to 11:30 a.m., only

RATING GUIDE FOR PART III A AND PART III B (DOCUMENT-BASED QUESTION)

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 at: <http://www.p12.nysed.gov/assessment/> and select the link "Scoring Information" for any recently posted information regarding this examination. This site should be checked before the rating process for this examination begins and several times throughout the Regents Examination period.

Contents of the Rating Guide

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

- A question-specific rubric

For **Part III B** (DBQ) essay:

- 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

General:

- Test Specifications
- Web addresses for the test-specific conversion chart and teacher evaluation forms

Mechanics of Rating

The procedures on page 2 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 Scoring the Regents Examinations in Global History and Geography and United States History and Government*.

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THE STATE EDUCATION DEPARTMENT
Albany, New York 12234

Rating the Essay Question

- (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 are to be scored by one rater.
- (3) The scores for each scaffold question must be recorded in the student's examination booklet and on the student's answer sheet. The letter identifying the rater must also be recorded on the answer sheet.
- (4) Record the total Part III A score if the space is provided on the student's Part I answer sheet.

Schools are not permitted to rescore any of the open-ended questions (scaffold questions, thematic essay, DBQ essay) on this exam after each question has been rated the required number of times as specified in the rating guides, regardless of the final exam score. Schools are required to ensure that the raw scores have been added correctly and that the resulting scale score has been determined accurately. Teachers may not score their own students' answer papers.

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 conversion chart for this examination is located at <http://www.p12.nysed.gov/assessment/> and must be used for determining the final examination score.

United States History and Government
Part A Specific Rubric
Document-Based Question
August 2016

Document 1a

This 1869 poster advertised the different ways people could acquire land in Nebraska.

For particulars address J. H. NOTEWELL, State Sup't of Immigration, Omaha, Neb.

NEBRASKA.

SOLDIERS

Of the war of 1861, come forward and take your Homesteads near some Railroad in

LANDS for the LANDLESS!

Homes for the Homeless!

Millions of Acres almost donated to the brave Pioneers of the World by the generous government of America.

Nebraska,
c/1869
The Garden of the West.

50 MILLION ACRES
OF
GRAIN & GRAZING LAND.

Offered to actual settlers only, for \$1.25 per acre outside of Railroad Land Grant Limits; or \$2.50 per acre inside of such limits, under the pre-emption law, or a

Homestead
Of 80 acres inside of Railroad limits, and of 160 acres outside, for \$18.00 all told.

A SOLDIER
Of 1861 can have 160 inside of Railroad lines, for \$22.00, all fees included. Pre-emptors must reside upon and cultivate the land six months to get a Deed from the United States. Homesteaders must reside upon and cultivate the land five years to get a Deed from the United States.

SIX MILLION
Acres Railroad land, \$2.50 to \$10.00 per acre, cash, or on long credit and low interest.

IMPROVED FARMS nearly none in market.
N.B. Nobody wishes to leave Nebraska's rich plains, limpid waters, bright skies and vital air.

COMMISSIONERS OF IMMIGRATION.

F. W. HOHMANN, Pres., Lincoln, Neb.
I. N. TAYLOR, Sec., Columbus, Neb.
C. F. WALTHER, Arago, Neb.
J. RATH, Danish Consul, Omaha
J. W. PEARMAN, Nebraska City.

Source: The Digital Scriptorium, Duke University Libraries (adapted)

1a Based on this poster, state *one* reason people might choose to move west to Nebraska in 1869.

Score of 1:

- States a reason people might choose to move west to Nebraska in 1869 based on this poster
Examples: Nebraska is the garden of the West; there are 50 million acres of grain and grazing land; land is being offered at a low price; land near the railroad lines is available; it would provide homesteads for landless people; people could get a homestead/land for a small amount of money; homesteads could be had for \$18 all told; land is being offered on long credit/low interest; Nebraska has rich plains/limpid waters/bright skies/vital air; soldiers of the war of 1861 can get land near railroad lines for a low price/\$22 with all fees included; soldiers can get homesteads near some railroads; preemptors would get a deed from the United States after six months residence and cultivation of land; homesteaders would get a deed from the United States if they resided on and cultivated land for five years; Nebraska offered homes for the homeless; Nebraska offered lands for the landless

Score of 0:

- Incorrect response
Examples: there is not much land in the West left for settlers; lots of improved farms available; land is expensive; railroad land is free; there are 80 million acres of grain and grazing land; there was a state superintendent of immigration; there was a war in 1861
- Vague response
Examples: no commissioners of immigration; preemptors must reside; lands donated; generous government
- No response

Document 1b

The rich romantic place names of the big rolling land beyond the Mississippi echoed across the eastern United States. Broad­sides [posters] in all the languages of Europe made the strange Indian names of the faraway country familiar to emigrants long before they reached New York en route to the free lands extending to the “shining mountains” and the Pacific. The slow march of settlement which had followed the Homestead Act of 1862 turned into a stampede during the 1870s and 1880s....

The new settlers used different words to explain why they moved west, but beyond all their words was the old American vision of a better life beyond the far horizon. “We wanted to come to a new country,” said Susan Frances Lomax, “so our children could grow up with the country. We were living on a good farm [in Mississippi]. My husband said he would live ten years longer by coming to a new country. You hardly ever saw a gray headed man. I did not want to come to Texas at all; I dreaded the Indians in those days.... It was a hard time on weman [women]; they staid [stayed] at home and did the work while the men were on their ponies hunting or looking after stock.”...

Source: Dee Brown, *The American West*, Charles Scribner’s Sons, 1994

1b According to Dee Brown, what was *one* reason settlers moved west of the Mississippi River during the 1870s and 1880s?

Score of 1:

- States a reason settlers moved west of the Mississippi River during the 1870s and 1880s according to Dee Brown
Examples: to get free land; broadsides/posters that promoted the land west of the Mississippi to emigrants; European broadsides that advertised land in all the languages of Europe; posters that advertised free lands extending to the “shining mountains” and the Pacific; Easterners/Europeans were attracted to the rich romantic place names of the big rolling land beyond the Mississippi; the Homestead Act of 1862 encouraged settlement; people wanted a better life for themselves/their children; some thought they would live longer in the new territory; they wanted to go to a new country so their children could grow up with the country

Score of 0:

- Incorrect response
Examples: they were afraid of Native American Indians; women would have easier jobs; posters discouraged emigrants
- Vague response
Examples: names were familiar; different words were used; it echoed across eastern United States; there was a stampede
- No response

Document 2

...During the second half of the nineteenth century the direction of American expansion shifted from the countryside to the city. The West was popularly known as the land of wide-open spaces, but by the 1890s the typical westerner lived in an urban oasis like Omaha, Denver, or San Francisco. The American West included the fastest-growing cities in the nation, and by 1890 had become more heavily urban than any other region except the Northeast. When we think of the astounding growth of nineteenth-century American cities, most of us think of the flood of immigration from abroad; yet the single most important source of the expanding population of western cities came from the countryside. With the expansion of the commercial economy, farming and ranching became a significantly more capital-intensive [costly] business. After the Civil War a western settler needed an average of a thousand dollars to purchase land, the equipment necessary to work it, and the transportation to get the family there. Although railroads and land speculators continued to promote the West as a safety valve for the urban working class, as the “free range” disappeared and the number of tenant farmers and hired hands grew larger, it is more accurate to say that it was the cities that provided the safety valve for *rural discontent*. As one historian has put it, for every industrial worker who became a farmer, twenty farm boys moved to the city...

Source: Geoffrey C. Ward, *The West: An Illustrated History*, Little, Brown and Company, 1996

2 According to Geoffrey C. Ward, what was *one* way migration affected the American West?

Score of 1:

- States a way migration affected the American West according to Geoffrey C. Ward
Examples: expansion shifted from the countryside to the cities in the West; the fastest growing cities in the nation were in the West; the West had become more heavily urban than any other region except the Northeast; the expanding population of western cities came from the countryside; as farming and ranching became more capital intensive/costly, farmers and ranchers moved to the western cities; western cities expanded as farmers and ranchers moved to the cities; railroads and land speculators promoted the West as a safety valve for the urban working class; western cities provided the safety valve for western rural discontent; by the 1890s, the typical westerner lived in an urban oasis like Omaha/Denver/San Francisco; western cities grew; migration led to the disappearance of the free range; migration contributed to the growth of the number of tenant farmers/hired hands; farm boys moved to the city

Score of 0:

- Incorrect response
Examples: most of the expanding population of western cities came from immigration; in the West, expansion shifted from city to countryside; fastest growing cities were in the Northeast; West was known as the land of wide-open spaces
- Vague response
Examples: people moved; direction shifted; urban oasis
- No response

Document 3

...As settlers migrated westward [after the Civil War], federal troops systematically subdued Native American tribes and by successive treaties required that they reside on reservations isolated from American settlers. Eastern tribes were [earlier] forced to resettle west of the Mississippi by legal chicanery [trickery] and military force. The Cherokees of Georgia, for instance, were forcibly removed in 1837 and 1838, in a migration known as the “Trail of Tears.” The post–Civil War years saw continued pressure on Native Americans, this time in the plains and mountain states. Despite armed resistance, Native Americans found themselves increasingly relegated [removed] to reservations on the least desirable western lands....

Source: Thomas Dublin, “Internal Migration,” in Foner and Garraty, eds., *The Reader’s Companion to American History*, Houghton Mifflin, 1991

3 According to Thomas Dublin, what was *one* effect of the westward migration of settlers on Native American Indians?

Score of 1:

- States an effect of the westward migration of settlers on Native American Indians according to Thomas Dublin
Examples: federal troops systematically subdued Native American Indian tribes; treaties required that Native American Indians live on reservations isolated from American settlers; eastern tribes had been forced to settle west of the Mississippi; Cherokees had been forcibly removed west on the Trail of Tears; Native American Indians used armed resistance to defend their lands; they were increasingly relegated to reservations on the least desirable western lands; Native American Indians were forced onto reservations; use of military force on them; they engaged in armed resistance; post–Civil War years saw continued pressure on Native American Indians; they lost land due to legal chicanery/military force

Score of 0:

- Incorrect response
Examples: federal troops were systematically subdued; Native American Indians were forced off reservations; they were given the best western lands; Cherokees lived in Georgia; it was known as the Trail of Tears; it happened in 1837 and 1838
- Vague response
Examples: required treaties; it happened in the post–Civil War years; it was in the plains and mountain states; legal chicanery/trickery
- No response

Document 4a

This Langston Hughes poem, written in 1949, is about the migration of African Americans during the first half of the 20th century.

One-Way Ticket

I pick up my life
And take it with me
And I put it down in
Chicago, Detroit,
Buffalo, Scranton,
Any place that is
North and East—
And not Dixie.

I pick up my life
And take it on the train
To Los Angeles, Bakersfield,
Seattle, Oakland, Salt Lake,
Any place that is
North and West—
And not South.

I am fed up
With Jim Crow laws,
People who are cruel
And afraid,
Who lynch and run,
Who are scared of me
And me of them.

I pick up my life
And take it away
On a one-way ticket—
Gone up North,
Gone out West,
Gone!

Source: Langston Hughes, in Rampersad and Roessel, eds., *The Collected Poems of Langston Hughes*, Vintage Classics

Document 4b

...From the early years of the twentieth century to well past its middle age, nearly every black family in the American South, which meant nearly every black family in America, had a decision to make. There were sharecroppers losing at settlement. Typists wanting to work in an office. Yard boys scared that a single gesture near the planter's wife could leave them hanging from an oak tree. They were all stuck in a caste system as hard and unyielding as the red Georgia clay, and they each had a decision before them. In this, they were not unlike anyone who ever longed to cross the Atlantic or the Rio Grande.

It was during the First World War that a silent pilgrimage took its first steps within the borders of this country. The fever rose without warning or notice or much in the way of understanding by those outside its reach. It would not end until the 1970s and would set into motion changes in the North and South that no one, not even the people doing the leaving, could have imagined at the start of it or dreamed would take nearly a lifetime to play out....

Source: Isabel Wilkerson, *The Warmth of Other Suns: The Epic Story of America's Great Migration*, Random House, 2010

4 Based on these documents, state *two* reasons for the migration of African Americans to the North and the West.

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* reason for the migration of African Americans to the North and the West based on these documents

Examples: to start a better life away from Dixie/the South; Jim Crow laws; lynching; sharecropping; sharecroppers were losing at settlement; work was available/typists wanted to work in an office; the cruelty of some people in the South; they were stuck in a caste system/stuck in an unyielding system in the South; fear/feared that a single gesture could leave them hanging from an oak tree; to escape segregation/discrimination; for new opportunities; the First World War

Note: To receive maximum credit, two *different* reasons for the migration of African Americans to the North and the West must be stated. For example, *work was available* and *typists wanted to work in an office* are the same effect expressed in different words. In this and similar cases, award only *one* credit for this question.

Score of 0:

- Incorrect response
Examples: to make a pilgrimage; to follow Jim Crow laws; to move to Dixie; to cross the Atlantic; it would take nearly a lifetime
- Vague response
Examples: there were one-way tickets; make changes; they had a decision to make; to take a train to Los Angeles/Bakersfield/Seattle/Oakland/Salt Lake
- No response

Document 5

...During World War I and in the years just after, a new racial climate began to emerge. Blacks [African Americans] seemed more willing to express their opposition to racial oppression and to act against it. One reason was that the Great Migration increased the number of blacks in the North and West, where they were free to protest and to vote. Changes in employment also had an impact. In their traditional service jobs (servants, waiters, barbers), blacks served individual whites on a personal basis and therefore could not escape close white supervision. But now blacks were moving into factories with thousands of workers, where their relationship to white employers was much less personal. Under these conditions, blacks may have felt less controlled and freer to express themselves. Similarly, as black neighborhoods grew into ghettos, blacks had less contact with whites. For all the evils of the ghettos, they did create an environment in which black pride and self-expression could emerge. Also, many returning black soldiers were ready to claim their rights after having fought in what had supposedly been, after all, a war to make the world safe for democracy....

Source: Michael L. Levine, *African Americans and Civil Rights: From 1619 to the Present*, Oryx Press, 1996

5 According to Michael Levine, what was *one* effect of the Great Migration on African Americans?

Score of 1:

- States an effect of the Great Migration on African Americans according to Michael Levine
Examples: African Americans seemed more willing to express their opposition to racial oppression/to act against racial oppression; it increased the number of blacks in the North/West; African Americans were free to protest in the North/West *or* free to vote in the North/West; it led to a change in their type of employment; blacks took jobs in factories; their relationship to white employers in factories was less personal; African Americans felt less controlled by white supervisors; African Americans felt freer to express themselves; black neighborhoods/ghettos created an environment where black pride *or* self-expression could emerge; returning black soldiers were ready to claim their rights after fighting for democracy; blacks who lived in black neighborhoods/ghettos had less contact with whites; a new racial climate

Score of 0:

- Incorrect response
Examples: they went north for traditional service jobs; it decreased the number of African Americans in the West; African Americans felt more controlled by supervisors
- Vague response
Examples: a new climate; there were changes; it made the world safe for democracy; increased the number of African Americans
- No response

Document 6

The [Great] migration of a million and a half African Americans from the South to the North between 1915 and 1930 initiated a new era in black—and American—political life. Once overwhelmingly southern, the African-American population would become national; once overwhelmingly rural and agricultural, it would become urban and industrial; once overwhelmingly subject to formal and informal repression, coercion, and exclusion, it would find precious new space for civic and political activism. The results would be seen not simply in the extension and reconstitution [rebuilding] of black communities, but also in the changing social and political face of the country as a whole. Many of the landmark political developments of twentieth-century America—electoral realignments, the New Deal, industrial unionism, the Great Society, and, of course, the battle for civil rights—would be difficult to imagine outside of this massive demographic shift that then continued, and accelerated, over the next three decades....

Source: Steven Hahn, "Epilogue: 'Up, You Mighty Race,'" *A Nation Under Our Feet*, Belknap Press, 2003

6 According to Steven Hahn, what was *one* effect of the Great Migration on the United States?

Score of 1:

- States an effect of the Great Migration on the United States according to Steven Hahn
Examples: a million and a half African Americans migrated from the South to the North/there was a massive demographic shift from the South to the North between 1915 and 1930; the African American population became more national/urban/industrial; African Americans found more opportunities for civic/political activism; it contributed to landmark political developments; it contributed to electoral realignments; it contributed to the New Deal; it contributed to industrial unionism; it contributed to the Great Society; it contributed to the battle for civil rights; black communities were extended/reconstituted/rebuilt; it initiated a new era in black and American political life; there was a demographic shift; it accelerated change

Score of 0:

- Incorrect response
Examples: African American population became overwhelmingly rural/became agricultural; more people moved to the South; black communities disappeared
- Vague response
Examples: it was a landmark; people moved; shift accelerated; it took three decades; a reconstitution
- No response

Growth of the Sun Belt

...The trend became crystal clear in the next decade [the 1970s] when the South surpassed the West as a leading migration destination. People moving into the region outnumbered those leaving by 3.5 million during the 1970s, by 3 million in the 1980s, and by more than 2 million in the 1990s. Mostly they were coming from the same northern states that for half a century had been the prime destination for departing southerners. The Mid-Atlantic states suffered an actual population decline in the 1970s, as out-migrants exceeded in-migrants by almost 2 million. The East North Central states [IN, IL, MI, OH, WI] lost 1.3 million more people than they received through migration.

The turnaround seemed more abrupt than in fact it was. The South had been attracting people in growing numbers since World War II, and throughout the second phase of the exodus something of an exchange had been going on between North and South. Mostly blue-collar southerners had been going north, and mostly white-collar northerners had been coming south. The fast-developing economy of the postwar South had been the key. The building of new industries, military facilities, educational institutions, transportation systems, and urban infrastructure had attracted the services of engineers, managers, professors, technicians, and others with high-end skills. Equally important, the region had been attracting capital. Fortune 500 companies had been opening offices and branch plants and sometimes moving whole operations to Florida, Georgia, North Carolina, Texas, and Virginia, which were the key growth nodes [centers] of the new South....

Source: James N. Gregory, *The Southern Diaspora*, The University of North Carolina Press, 2005

7 According to James N. Gregory, what is *one* reason people moved to the Sun Belt after World War II?

Score of 1:

- States a reason people moved to the Sun Belt after World War II according to James N. Gregory
Examples: jobs; the postwar South had a fast-developing economy; the South was building new industries/military facilities/educational institutions/transportation systems/urban infrastructure; engineers/managers/professors/technicians were attracted to jobs in the South; jobs in the South were attracting people with high-end skills; the South was attracting capital; Fortune 500 companies were opening offices/branch plants; companies were sometimes moving whole operations to the South; Florida/Georgia/North Carolina/Texas/Virginia had become key growth nodes that attracted northerners; key growth nodes in the South attracted northerners; white collar northerners went to the South for jobs

Score of 0:

- Incorrect response
Examples: people moving into the region outnumbered those leaving by 3.5 million during the 1970s; most people were coming from the western states; the South had more blue-collar jobs than the North; an exchange had been going on between the North and the South; they were coming from the same northern states; out-migrants exceeded in-migrants
- Vague response
Examples: the trend was crystal clear; South surpassed the West; it was a turnaround; they were outnumbered; attracting growing numbers
- No response

Document 8a

A crucial piece of the Rust Belt's political clout headed south Thursday, as the U.S. Census Bureau released the first numbers from its 2000 count of the nation's population.

The numbers show that, for the first time, the Sun Belt outstrips the Northeast and Midwest in population. And for that reason, starting in 2002, the states stretching south and west from Virginia to California for the first time will have more representatives in the House of Representatives than the Northeast and Midwest.

It's all part of a decades-long trend that has seen the Northeast and Midwest lose 20 percent of their congressional representation since 1970.

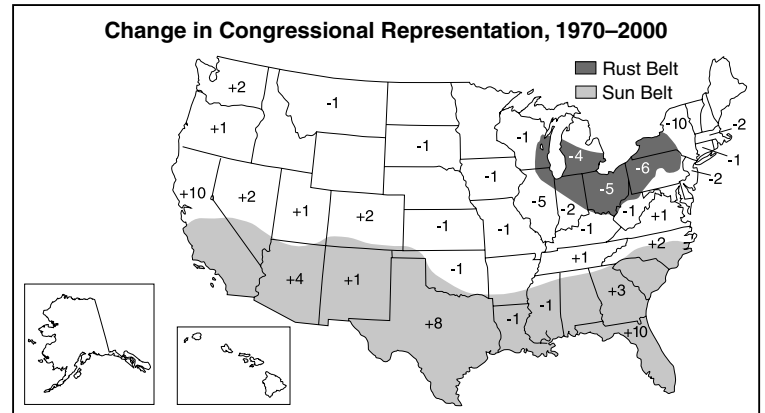
"It is a massive and, I think, unprecedented shift in political power from the Northeast and Midwest to the South and West," said Richard Munson, executive director of the Northeast-Midwest Institute in Washington.

And it's a shift, experts say, that could affect everything from the amount of federal aid coming to Buffalo to the future of policies affecting the Great Lakes.

No state has been hurt more by the shifting population than New York, which has lost 29 percent of its House seats since 1970....

Source: Jerry Zremski, "Sun Belt Gains Political Clout," *Buffalo News*, December 29, 2000

Document 8b



Source: U. S. Census, 2000

Note: Numbers in the map represent seats gained or lost in the House of Representatives.

8 Based on these documents, what is *one* effect of the population shift from the Rust Belt to the Sun Belt on congressional representation between 1970 and 2000?

Score of 1:

- States an effect of the population shift from the Rust Belt to the Sun Belt on congressional representation between 1970 and 2000 based on these documents

Examples: the Rust Belt is losing political clout to the South/Sun Belt states; the Sun Belt gained political clout; the states stretching south and west from Virginia to California have gained more representatives in the House of Representatives; the Sun Belt gained more representation in the House of Representatives; the states in the Northeast and Midwest have lost representatives/20 percent of their congressional representation since 1970; the Rust Belt lost representation in the House of Representatives; Buffalo/New York could lose federal aid because of fewer representatives/fewer House seats; less representation could influence future policies affecting the Great Lakes; New York lost ten representatives while Florida/California gained ten representatives; New York has been hurt the worst by losing 29 percent of its House seats between 1970 and 2000; the shift in congressional seats/representation could influence important federal policies; a massive/unprecedented shift in political power from the Northeast and Midwest to the South and West

Score of 0:

- Incorrect response

Examples: the Northeast and Midwest have gained representatives; New York has gained political power; cities in the Northeast will get more federal aid

- Vague response

Examples: it has been crucial; numbers showed; people moved; there was a trend; the Sun Belt outstrips the Northeast; future policies affecting the Great Lakes

- No response

Document 9a

...The Interior Department's Bureau of Reclamation has issued a new report called "Water 2025," intended to guide local and regional planning for water use in the West. It comes not a moment too soon. The ongoing drought inspired the project, but so has the dramatic population growth in arid regions over the past decade, particularly in Nevada and Arizona. If the West were still sparsely settled, the severity of the drought would be serious enough. Now, the drought is bearing down on an enormous number of people—cattle ranchers, farmers, vacationers and city dwellers alike. Brown lawns aren't the same, in economic impact, as parched rangeland, desiccated [dried-up] farmland or ashen forests, but they make themselves felt nonetheless. What "Water 2025" recognizes is that unless the right plans are made, the potential for future conflict over water rights is very high....

Source: "Dry Prospects," *New York Times*, editorial, July 7, 2003

9a Based on this *New York Times* editorial, what is *one* problem related to population growth in the West?

Score of 1:

- States a problem related to population growth in the West based on this *New York Times* editorial
Examples: there is not enough water for the demands of the population; population is growing and more water is being used; cattle ranchers/farmers/vacationers/city dwellers could suffer from drought; ongoing drought; farmland is desiccated/dried-up; potential for conflicts over water rights; limited water supplies/lack of water means attention needs to be paid to local and regional planning for water use; concerns about water availability in Arizona/in Nevada; a dramatic population growth in arid regions of Nevada and Arizona straining water resources; the need to plan for how water will be used locally/regionally; the Southwest has too little water to support so many people/limited water supplies; lack of water; potential conflicts over water distribution; need to plan use of water effectively to avoid local/regional conflict

Score of 0:

- Incorrect response
Examples: population is decreasing; issue of water rights has been settled; cattle ranchers do not worry about drought; a guide for local and regional planning
- Vague response
Examples: a report was issued; it came not a moment too soon; there are plans; a dramatic population growth; Water 2025
- No response

Document 9b

...Why are people moving to what the media tends to see as a backwater? In part, it's because economic growth in the South has outpaced the rest of the country for a generation and the area now constitutes by far the largest economic region in the country. A recent analysis by Trulia projects the edge will widen in the rest of this decade, sparked by such factors as lower costs and warmer weather...

A portent [indication] of the future can be seen in new investment from U.S.-based and foreign companies. Last year Texas, Louisiana, Georgia and North Carolina were four of the six leading destinations for new corporate facilities.

Some of this growth is centered on the automobile industry, which is increasingly focused on the southern tier from South Carolina to Alabama. The other big industrial expansion revolves around the unconventional oil and gas boom. The region that spans the Gulf Coast from Corpus Christi to New Orleans includes the country's largest concentration of oil refineries and petrochemical facilities. In 2011 the two largest capital investments in North America — both tied to natural gas production — were in Louisiana...

Growth in the South, as elsewhere, is concentrated in their suburban rings but there's also been something of central city revivals in Houston, Raleigh, Atlanta and Charlotte. Increasingly these places boast the amenities to compete with the bastions of hipness in everything from medicine and banking to technology and movies. The new owners of the New York Stock Exchange are based in Atlanta and some financial professionals are moving to low-tax states such as Florida...

Source: Joel Kotkin, "How the South Will Rise to Power Again," *Forbes*, January 31, 2013

9b According to Joel Kotkin, what is *one* way migration has contributed to economic growth in the Sunbelt?

Score of 1:

- States a way migration has contributed to economic growth in the Sunbelt according to Joel Kotkin
Examples: it has provided workers for new industries; it has increased the market for automobiles in the region; migration of population has increased demand; it led to the growth of the automobile industry; it has helped economic growth in the region outpace the rest of the country for a generation; it led United States-based companies/foreign companies to make new investments in the area; Texas/Louisiana/Georgia/North Carolina became leading destinations for new corporate facilities in the Sunbelt; it led to the automobile industry becoming focused on the southern tier from South Carolina to Alabama; it led to the revival of central cities in Houston/Raleigh/Atlanta/Charlotte; increasingly central cities like Houston are boasting amenities; industries/companies have relocated/expanded/built new facilities there; it led to the growth of suburban rings; Houston/Raleigh/Atlanta/Charlotte can now compete in medicine/banking/technology/movies

Score of 0:

- Incorrect response
Examples: United States-based companies/foreign companies are leaving the area; automobile industry is moving to the northern tier; central cities are losing population
- Vague response
Examples: Trulia made an analysis; it is indication of the future; it is in the movies
- No response

United States History and Government
Content-Specific Rubric
Document-Based Essay
August 2016

Historical Context: Large-scale migrations of Americans have occurred throughout United States history. These migrations have had economic, social, and political effects on the nation. These migrations include **the movement of settlers westward during the 1800s, the movement of African Americans to northern cities in the early 20th century, and the movement of people to the Sun Belt since World War II.**

Task: Choose *two* migrations mentioned in the historical context and for *each*

- Describe the historical circumstances that led to the migration
- Discuss effects of this migration on the United States and/or on American society

Scoring Notes:

1. This document-based question has a minimum of *six* components (discussing the historical circumstances that led to *each* of *two* migrations **and** *at least two* effects of *each* migration on the United States and/or on American society).
2. An effect of the migration on the United States and/or on American society may be immediate or long term.
3. The discussion of effects of the migration may be on the United States, on American society, or on both.
4. The effects of the migration on the United States or American society may be discussed from a variety of perspectives as long as the positions taken are supported by accurate historical facts and examples.
5. Any document in this essay question may be used in a response if the information is relevant to the migration being discussed. For example, information in Document 9a may also be used in a discussion of the long-term effects of westward migration. Usage in each case should be evaluated on its relevance.
6. Only two migrations should be chosen from the historical context. If three migrations are addressed, only the first two migrations may be scored.
7. For the purposes of meeting the criteria of using *at least four* documents in the response, documents 1a, 1b, 4a, 4b, 8a, 8b, 9a, and 9b may be considered as separate documents if the response uses specific separate information from each document.

Score of 5:

- Thoroughly develops **all** aspects of the task evenly and in depth by discussing the historical circumstances that led to each of two migrations and *at least two* effects of each migration on the United States and/or on American society
- Is more analytical than descriptive (analyzes, evaluates, and/or creates* information), e.g., *movement of settlers westward during the 1800s*: connects the growth of nationalism and the economic opportunities created by the purchase of Louisiana and the explorations of Lewis and Clark to controversial issues such as the extension of slavery into the new territories and the impact of Native American Indian removal policies caused by westward settlement; *movement of African Americans to northern cities in the early 20th century*: connects the post-Reconstruction second-class status of African Americans in the South and reasons for their optimism about life in the North to the realities of discrimination they faced in the North that inspired political activism and set some of the preliminary groundwork for the civil rights movement
- Incorporates relevant information from *at least four* documents (see Key Ideas Chart)
- Incorporates substantial relevant outside information related to migrations (see Outside Information Chart)
- Richly supports the theme with many relevant facts, examples, and details, e.g., *movement of settlers westward during the 1800s*: Manifest Destiny; role of immigration; advertising; railroads; reservations; destruction of the buffalo herd; Sioux War; passage of the Dawes Act; *movement of African Americans to northern cities in the early 20th century*: sharecropping; crop-liens; Jim Crow laws; voting restrictions; manufacturing jobs; ghettos; race riots; Harlem Renaissance; organization of NAACP
- 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 all aspects of the task for one migration more thoroughly than for the other migration *or* by discussing one aspect less thoroughly than the other aspects
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates* information), e.g., *movement of settlers westward during the 1800s*: discusses the economic opportunities created by the Louisiana Purchase, government policies designed to encourage westward settlement, and the impact the development of the West had on Native American Indian culture and their unsuccessful attempts at armed resistance after the Civil War; *movement of African Americans to northern cities in the early 20th century*: discusses the post-Civil War inequalities faced by African Americans in the South, opportunities they believed were available to them in the North, and their growing political involvement that eventually led to demands for more economic and social equality
- Incorporates relevant information from *at least four* 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 four* 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

Note: If *all* aspects of the task have been thoroughly developed evenly and in depth for *one* migration and if 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
- 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

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

*The term *create* as used by Anderson/Krathwohl, et al. in their 2001 revision of Bloom's *Taxonomy of Educational Objectives* refers to the highest level of the cognitive domain. This usage of create is similar to Bloom's use of the term *synthesis*. Creating implies an insightful reorganization of information into a new pattern or whole. While a Level 5 paper will contain analysis and/or evaluation of information, a very strong paper may also include examples of creating information as defined by Anderson and Krathwohl.

Movement of settlers westward during the 1800s

Key Ideas from Documents 1–3

Historical Circumstances	<p>Doc 1—Reasons for people to move west to Nebraska in 1869 (lands for landless, homesteads for homeless, cheap land, millions of acres of grain and grazing land)</p> <p>Deed from the United States for preemptors after six months residence and cultivation of land</p> <p>Deed from the United States for homesteaders who resided on and cultivated land for five years</p> <p>Railroad land available to settlers</p> <p>Posters in all European languages to attract emigrants; advertising throughout eastern United States</p> <p>Slow settlement after Homestead Act of 1862; rapid increase during 1870s and 1880s</p> <p>Doc 3—Movement of Native American Indians to reservations</p>
Effects of Migration	<p>Doc 1—Better life for settlers</p> <p>Doc 2—Shift in direction of expansion from countryside to cities in late 19th century</p> <p>Fastest-growing cities in nation in the West (more heavily urban by 1890 than any other region except Northeast)</p> <p>Countryside most important source of expanding population of western cities</p> <p>Expansion of commercial economy (farming, ranching becoming more capital-intensive business with purchase of land and equipment, cost of transportation to move)</p> <p>Promotion of West as safety valve for urban working class by railroads and land speculators (increase of tenant farmers; increase of hired hands; disappearance of free range)</p> <p>Cities providing safety valve for rural discontent (movement of farmers to city)</p> <p>Doc 3—Subduing of Native American Indian tribes by federal troops</p> <p>Signing of treaties requiring Native American Indian tribes to reside on reservations (isolation from American settlers)</p> <p>Continued pressure on Native American Indians in plains and mountain states after Civil War</p> <p>Increasing relegation of Native American Indians despite armed resistance to reservations on least desirable western lands</p>

Movement of settlers westward during the 1800s

Relevant Outside Information (This list is not all-inclusive)

Historical Circumstances	<p>Federal government policies (Louisiana Purchase, Lewis and Clark expedition, acquisition of Mexican Cession after Mexican War, investments in roads and railroads)</p> <p>Desire to pursue religious and cultural missions (Christian missionaries in Oregon and California, Mormons in Utah)</p> <p>Expansion of United States to Pacific Ocean and spread of democracy (Manifest Destiny)</p> <p>Land exhaustion in older Southern tobacco and cotton states</p> <p>Offer by Mexican government of large tracts of land</p> <p>Potential for development of natural resources (furs, gold, silver, lumber)</p> <p>Desire of African Americans to leave South during Reconstruction</p> <p>Opening of transcontinental railroad</p>
Effects of Migration	<p>Spread of market economy across North American continent</p> <p>Congressional debate over expansion of slavery into territories (Missouri Compromise, Wilmot Proviso, Compromise of 1850)</p> <p>Intensification of efforts by Northern abolitionists over issue of slavery in territories (Kansas-Nebraska Act, Dred Scott decision, “Bleeding Kansas”)</p> <p>Great Plains becoming breadbasket</p> <p>Increase of commercial activities with East Asia (development of West Coast harbors)</p> <p>Incessant warfare—Native American Indians on Great Plains defending homelands after Civil War (Battle of Little Big Horn, 1876; Battle of Wounded Knee, 1890)</p> <p>Federal efforts to assimilate Native American Indians (Dawes Act, Carlisle Indian School)</p> <p>Increasing equality for women with role in the economy, family, and community building (right to vote in Wyoming, Utah, Colorado, and Idaho)</p> <p>Environmental destruction from exploitation of natural resources (overproduction of crops, overgrazing, lumber and mining activities)</p> <p>Increase of western political influence (Grangers, Populists, William Jennings Bryan)</p>

Movement of African Americans to northern cities in the early 20th century

Key Ideas from Documents 4–6

Historical Circumstances	<p>Doc 4—Jim Crow laws, lynching, cruelty of people, sharecropping Existence of hard, unyielding caste-like system</p> <p>Doc 5—Close white supervision in traditional service jobs (servants, waiters, barbers) African American veterans ready to claim their rights after fighting in World War I Difficulty earning a living because of racial discrimination (some jobs not available to African Americans)</p>
Effects of Migration	<p>Doc 4—Opportunities for better life (office work)</p> <p>Doc 5—African Americans more willing to oppose racial oppression and act against it Increased number of blacks in North and West Freedom to protest and vote Changes in employment (factory jobs) More freedom of expression with less employer control Limited contact with whites Creation of ghetto environment in which black pride and self-expression could emerge Soldiers ready to claim rights after fighting in World War I</p> <p>Doc 6—New era in African American and American political life with migration of 1.5 million African Americans from the South to the North between 1915 and 1930 Change in African American population (southern to national; rural and agricultural to urban and industrial; being subject to formal and informal repression, coercion, and exclusion to civic and political activism) Extension and reconstitution of black communities Contribution to 20th century political developments (electoral realignments, New Deal, industrial unionism, Great Society, battle for civil rights)</p>

Relevant Outside Information

(This list is not all-inclusive)

Historical Circumstances	<p>Damage to Southern cotton fields (boll weevils, floods, droughts) Opening of Henry Ford’s automobile assembly lines to African Americans New job opportunities from decrease in European immigration and shift in wartime industries (shipyards, stockyards, steel mills) Escape from tenancy and crop liens Restrictions on voting rights in South (poll taxes, grandfather clauses, literacy tests) Availability of railroads to provide transportation north</p>
Effects of Migration	<p>Resentment of Northern whites Acts of violence against African Americans (urban riots, Red Summer of 1919, Ku Klux Klan activities) Establishment of small businesses and commercial activities Increase in political activism (growth of NAACP membership; lobbying for anti-lynching laws; swing vote in local, state, and national elections; support for Democratic Party and President Franklin D. Roosevelt) Movement of jazz into North (urban dance halls, clubs, bars) Inspiration of racial pride by northern, urban artistic community (African American writers, musicians, Harlem Renaissance) Continuation of migration during 1940s to jobs in defense industry Contribution to intensification of de facto segregation after World War II (white flight)</p>

Movement of people to the Sun Belt since World War II

Key Ideas from Documents 7–9

Historical Circumstances	<p>Doc 7—Attraction of fast-developing economy in postwar South (new industries, military facilities, educational institutions, transportation systems, urban infrastructure) Availability of new jobs (engineers, managers, professors, technicians, people with high-end skills) Attraction of capital to region (Fortune 500 companies opening offices, branch plants, whole operations) Doc 9—Lower costs and warmer weather in South</p>
Effects of Migration	<p>Doc 7—More people moving into region than leaving (3.5 million during 1970s, 3 million during 1980s, more than 2 million during 1990s, many from northern states) Population decline in Mid-Atlantic states (almost 2 million during 1970s) Loss of population in East North Central states (loss of 1.3 million more than received through migration) South attracting people in growing numbers since World War II Mostly blue-collar southerners going North, mostly white-collar northerners going South Doc 8—More representatives in the House of Representatives from states stretching south and west Shift in political power from the Northeast and Midwest to the South and West Possible effects on federal aid (Buffalo, policies affecting Great Lakes) New York loss of 10 House seats between 1970 and 2000 (29 percent) Doc 9—Interior Department’s Bureau of Reclamation role in local and regional planning for water use in West (“Water 2025” Report) Dramatic population growth in arid regions (Nevada, Arizona) Impact of drought on cattle ranchers, farmers, vacationers, city dwellers Potential for future conflicts over water rights Economic growth in South outpacing rest of country (largest economic region in country) New investment from United States-based and foreign companies (automobiles, oil refineries, petrochemical facilities, natural gas production) Concentration of growth in suburban rings and central city revivals (Houston, Raleigh, Atlanta, Charlotte) Growth in desired amenities (medicine, banking, technology, movies)</p>

Movement of people to the Sun Belt since World War II

Relevant Outside Information (This list is not all-inclusive)

Historical Circumstances	Assignment of soldiers and families to duty stations in South and West during World War II Movement of wartime workers to shipyards and aircraft factories on West Coast Availability of economic activities (aerospace industry, recreation, real estate development, computer development) Retirees seeking lower maintenance life style (lower taxes, lower heating bills, better climate, improved health) Development of technology (air conditioning) Improved transportation/interstate highway system
Effects of Migration	Stress on existing infrastructure requiring significant investment Decline in services in rural northern areas with lower tax base Fewer economic opportunities in North (relocation/closure of businesses, higher unemployment) Concern of local and state politicians over regional depopulation (lobbying for economic development programs) Potential state-mandated restrictions on water usage (California) Effects of drought (new crops, consumer prices)

All sample student essays in this rating guide are presented in the same cursive font while preserving actual student work, including errors. This will ensure that the sample essays are easier for raters to read and use as scoring aids.

Raters should continue to disregard the quality of a student's handwriting in scoring examination papers and focus on how well the student has accomplished the task. The content-specific rubric should be applied holistically in determining the level of a student's response.

Immigration and migration have been integral parts of the growth and strengthening of the United States from economic, social and political standpoints. When huge waves of migration occur, this can have lasting impact on the way American life develops. One major example of mass migration in America is the westward movement of settlers in the 1800's, inhabiting the free open spaces of the Mid-West and West. Another large scale migration that made an incredible impact was the African American movement to the North, hoping for an escape from the dangerously discriminatory South. Both have had immense effects on our nation, from where they started to how America evolved over time.

The development of America began with the transformation of colonies into states, and the journey from statehood to becoming a united nation. The Louisiana Purchase gave the US a great amount of land, doubling our previous expanse, and contributing to our continual growth. Large areas as far as the Rocky Mountains in the West were opened for settlement and led to the idea of manifest destiny in the 1840s. Manifest destiny was a belief that it was America's God-given right and responsibility to acquire land and expand, to the Pacific Ocean to extend democracy and promote the American Dream. As the North and South continued to grow, there was vast new opportunities in the West for business, farming, and overall, a fresh new start in life. Unfortunately, in the mid-1800s, the issue of slavery complicated western settlement. Slavery was tied to the admission of Missouri, Texas, and California. Only the Civil War removed the issue of slavery and allowed faster settlement to take place. The government in many Western states wanting to grow their

population and economy, advertised cheap land and job opportunities. Advertisements even appeared in European newspapers encouraging immigrants to come to the United States and settle in the West. In 1869 Nebraska advertised cheap land for grain and grazing (Doc 1a). The federal government had passed the Homestead Act to encourage settlers to go west and gave land subsidies to encourage railroad building so people could get to the West. These lands drew farm families from the old Northwestern states and the Northeast, where good land was no longer cheap. Although life in the West primarily focused on farming, there were also opportunities to develop many different natural resources. There were gold rushes and silver rushes that attracted people from all over the United States and the world who were seeking their fortune. These developments had major effects on the growth of the West, Western cities, and the American economy. Huge farms produced wheat and corn in great quantities. Other ranches produced large herds of cattle. The agricultural output of the Great Plains made Americans the best fed people on earth. However, overproduction, too much competition, and high railroad shipping rates made farming less profitable. Small farmers and ranchers often did not have the money to keep going. As farming and ranching became more of an expensive option to invest in, industry and urban life took hold and grew (Doc 2). The cities were offering new, different, and less expensive opportunities. Cities offered unsuccessful farmers and other immigrants the opportunity to develop other skills and become productive members of society. The intense wave of migrants did not come without sacrificing others, as many Native Americans were negatively affected by Western settlement; being pushed out of

their ancestral lands and into reservations (Doc 3). Their subsistence lifestyle based on the great buffalo herds did not fit in well with the development of the West and led to their resisting assimilation.

The overall impact that came from Western migration was a great population boost and economic growth, achieved at the expense of and complete disregard for Native Americans who suffered a population decrease and economic ruin during “a century of dishonor.”

Unemployment and poverty continued into the 20th century and after and so did Native American discontent.

In the early 20th century another wave of people migrated to the North to bring great change. This was a time of uneasy divide between whites and African-Americans throughout the South especially. The harsh differences between the North and South about freedmen became incredibly clear after the Civil War and Reconstruction. These differences were evident through the existence of Jim Crow laws. The ongoing violence, the KKK, the unfairness of voting laws, and the overwhelming Southern support for segregation in almost all areas of society meant African-Americans were living there with little hope of achieving equality. The need for African-Americans to flee the South was very clear as it was for earlier immigrants who had left Europe for a better life in the United States. The event that sparked the migration was World War I and the availability of a huge number of industrial jobs in the North. The African Americans most important goal for moving North was freedom. They wanted their children to be able to live their lives without Jim Crow. They wanted better jobs and Northern factories had a need for cheap labor. They wanted a safer environment, away from the intense racism of the South where no one was safe from

lynching or a corrupt criminal justice systems. They also wanted their citizenship rights. (Doc 4b). Living in New York City's Harlem inspired poets such as Langston Hughes who describes this migration in his poem "One way Ticket", "Any place that is North and West— And not South. I am fed up with Jim Crow laws, people who are cruel... who lynch and run... I pick up my life, and take it away." (Doc 4a). The movement of these southern blacks is referred to as "The Great Migration", and rightfully so, as they brought incredibly revolutionary change in the social, political and cultural landscape of America. The African Americans' newfound northern neighborhoods, the lack of enforced "segregation" and less personal interaction with whites in their new jobs left them with a sense of freedom since they weren't being watched every minute. They had more independence and could experience more personal growth and express their own opinions. They were able to create their own unique American culture (Doc 5). This included creating their own genres of music like jazz with their own performers such as Louis Armstrong. There was a whole vibrant culture based on the black experience that would get national and world wide exposure. The vast northern movement of blacks during the Great Migration ultimately paved the way for a political revolution, permanently changing voting patterns and leading the way to an eventual fight for civil rights that would gain the attention and support of many white Americans. More urban African Americans began to vote and support candidates who supported equal rights. Shifting away from the Republican Party that had helped them after the Civil War, they began to vote for Democrats such as Presidents Franklin Roosevelt, Harry Truman, John F. Kennedy and Lyndon B.

Johnson who promised change. (Doc 6). In the end, the African American migration experience brought more than just a fulfillment of civil and political rights and better jobs, but helped to create a new American culture, and a new political activism that would eventually succeed in achieving racial integration and an overall more equal society. Without the Great Migration and the changes it brought about, it is hard to imagine the election of an African American as President of the United States.

To conclude, the historical impact of the westward migration and the Great Migration of African Americans permeates our history and influenced the shape of today's world. The West is a major landmark in America, a symbol of the power and expanse of our nation. African Americans, in their migration North and West developed a spirit for equality. Altogether, people can create great change in numbers, and it is evident throughout history that the America we live in today is a result of massive migrations and its consequences.

Anchor Level 5-A

The response:

- Thoroughly develops all aspects of the task evenly and in depth for migrations of settlers westward during the 1800s and African Americans to northern cities in the early 20th century
- Is more analytical than descriptive (*settlers*: slavery was tied to the admission of Missouri, Texas, and California; Homestead Act encouraged settlers to go west and gave land subsidies to encourage railroad building; as farming and ranching became more expensive, cities offered new, different, and less expensive opportunities; Native Americans pushed out of ancestral lands and onto reservations; economic growth achieved at expense of and complete disregard for Native Americans; *African Americans*: harsh differences between the North and South about freedmen became clear after the Civil War and Reconstruction; wanted a safer environment away from intense racism of South; less personal interaction with whites in new jobs left them with a sense of freedom; could experience more personal growth and develop own opinions; paved way for a political revolution and led to fight for civil rights; gained attention and support of many white Americans)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates substantial relevant outside information (*settlers*: Manifest Destiny, a belief that it was America's responsibility to expand to Pacific Ocean; issue of slavery complicated western settlement; overproduction, competition, and high railroad shipping rates made farming less profitable; subsistence lifestyle of Native Americans did not fit well with development of West; cities offered the opportunity for farmers and immigrants to develop other skills and become productive members of society; Native Americans suffered population decrease and economic ruin; unemployment and poverty continued into 20th century; *African Americans*: ongoing violence, Ku Klux Klan, unfairness of voting laws, and overwhelming Southern support of segregation in almost all areas of society; poets inspired by living in New York City's Harlem; created unique American culture including genres of music such as jazz; whole vibrant culture based on black experience got national and worldwide exposure; shifted away from Republican Party and began to vote for Democrats who promised change; without Great Migration, it is hard to imagine the election of African American as president)
- Richly supports the theme with many relevant facts, examples, and details (*settlers*: Louisiana Purchase; Rocky Mountains; advertisements in European newspapers; buffalo herds; *African Americans*: Langston Hughes; Great Migration; Louis Armstrong; Franklin Roosevelt, Harry Truman, John F. Kennedy and Lyndon B. Johnson)
- Demonstrates a logical and clear plan of organization; includes an introduction that states settlers migrated west for open spaces and African Americans moved north to escape the discriminatory South and a conclusion that assesses the impact of the westward migration and the Great Migration on today's world

Conclusion: Overall, the response fits the criteria for Level 5. Critical appraisal of document information effectively establishes comparative elements and forms the basis for good conclusions. Analytical and historical references effectively support the discussion of long-term effects for each migration.

The migration in the United States, pre-twenty-first-century, was immense. Large groups of people decided to pack up their lives and start new ones in different regions of the country in hopes of bettering the lives of themselves and their families. Two of these large migrations consisted of settlers moving westward in the nineteenth century and African Americans moving to northern cities during the early twentieth century.

The migration of the settlers to the west in the 1800s was motivated mainly by land opportunities. The purchase of Louisiana by President Thomas Jefferson opened up the opportunity for the United States to expand to the Rocky Mountains. After Lewis and Clark returned with information about their exploration of the West to the Pacific Ocean, Americans became more interested in the possibilities of living on the Great Plains and beyond. A nation of small independent farmers had always been the dream of Jefferson. However, it was some time before the vast areas of the Louisiana territory were needed for settlement. But in 1820 when Missouri applied for statehood, the issue of slavery exploded all over the country. While the Missouri Compromise settled the immediate dispute, the disagreement affected the expansion and political organization of the west. Northerners did not want to compete with slavery on the Great Plains. When the Republican Party took power in 1861, a Civil War began when the South tried to secede. During the war, Republicans passed the Homestead Act in 1862 and a transcontinental railroad act. Soon advertisements from railroads and the Federal government became available about almost-free land in Nebraska. This was enticing to many Americans struggling in the East and veterans of the Civil War. So the new lands in the West

provided many young families a way to build an independent life on rich farmland. Also the large population in some East Coast cities created a cramped and difficult life for those who resided there. Low wages, bad conditions in factories, and crowded tenements made the “limpid waters, bright skies, and vital air” in the west sound appealing. The west was a safety valve for not only farmers and workers but also for African Americans looking for more opportunities after the Civil War and yet again in the early 1900s.

A major effect of this migration was a huge explosion of agricultural production. The Great Plains became known as “the bread basket of the world” as grains, cows, and hogs flowed east, feeding American cities and many others around the world. New technology provided better plows, planters, and reapers, making it possible to farm even more land with fewer people. All these changes increased production and lowered the cost of crops. Westward expansion, however, came with a price. The Native Americans, who had either lived there originally, or had been relocated to west of the Mississippi under the Indian Removal Act, occupied valuable land and now stood in the way of American expansion as the frontier moved further westward. The government now pushed the Native Americans and their traditional culture further aside, to the point of living on smaller patches of land “granted” to them by the government in treaties. Most Plains Indians relied on the buffalo for most necessities of life. Settlers, hunters, and the railroads slaughtered the buffalo herds. Without these great migratory herds, the Native Americans were forced to uproot their lives and be confined to reservations. They continued to be taken advantage of and treated poorly despite government promises and their efforts to

resist. The settlers ultimately reaped the benefits of the land originally owned by the Native Americans. The outmigration from the farms and cities of the East to open land in the West preceeded the future migration of western settlers to urban areas. Due to the cost of maintaining land acquired under the Homestead Act or the failure of farms when drought and insects struck, settlers were forced to find a new safety valve. This migration led to the growth of western cities as tenant farmers, hired hands, and others disappointed with the rural west moved to cities to start over.

The migration of the African Americans from the South to the north had an extremely different set of circumstances as well as a different effect. The African Americans, in the early 1900s, were facing one of the peaks of racial injustice (post-slavery) in the South. Jim Crow laws legally forced them to be separated from whites in every aspect of life. This unfair treatment was ignored by the federal government and upheld by the Supreme Court in Plessy v Ferguson even though their citizenship rights had been guaranteed in the 14th amendment. All their legal rights were curtailed and voting rights were taken away with poll taxes and grandfather clauses. These infringements upon the basic human rights of these American citizens was a major cause of their migration to less hostile and less discriminatory regions of the country. There was less racism in northern cities and less segregation and they also held more job opportunities for African Americans who had been trapped by share cropping in the South. There was an abundance of industrial jobs because factories were producing goods for World War I, giving those who decided to make the journey an opportunity to earn more money

but not equal to the amount earned by whites. However they believed they had a brighter future in the North and having the right to vote might affect their future equal rights. This led to a great cultural explosion, including the Harlem Renaissance. Many aspects of African American life like jazz were absorbed into the larger American culture and helped transform American society. This migration, however led to quite a change in the population in urban centers and the concentration of certain races in certain parts of the cities. There seemed to be a concentration of African Americans in urban centers and large cities, such as New York City and Detroit, leading to their de facto segregation and “white flight”. The white population, many recent immigrants themselves, resented the large number of African Americans moving into their neighborhoods and competing with them for jobs, even soldiers returning from fighting in the war. Whites began to move to new suburban areas outside the center of the city. This population shift was a product of the ability to not live in the city and commute to work through cars and improved public transportation. This ultimately led to the minority becoming the majority in many northern cities. As African Americans became the majority they increased their political power. They joined political parties, usually the Democratic Party, and some ran for office. Some of their children even became mayors of northern cities. White politicians began to care about their votes and their demands for equality.

The migration of both white settlers to the west in the 1800s and of African Americans from the South to the northern cities in the early 1900s both created the basis for monumental change in the United

.States, leading to the society that is present today. There is currently a majority of African Americans in many urban centers. While some African Americans have achieved their dreams, others live in substandard conditions and poverty as displayed recently within cities such as Detroit. The population in the western part of the country continues to increase and puts pressure on water and other natural resources, even as its political power has grown at the expense of the Northeast. The effects of these migrations mentioned are still noticable and relevant today.

Anchor Level 5-B

The response:

- Thoroughly develops all aspects of the task evenly and in depth for migrations of settlers westward during the 1800s and African Americans to northern cities in the early 20th century
- Is more analytical than descriptive (*settlers*: West a safety valve not only for farmers and workers but also for African Americans looking for more opportunities after Civil War; grain, cows, and hogs flowed east, feeding American cities; Native Americans forced to uproot lives and be confined to reservations despite government promises and efforts to resist; outmigration from farms and eastern cities to open land in West preceded future migration of western settlers to urban areas; western cities grew as tenant farmers, and others disappointed with rural west, moved to cities to start over; *African Americans*: infringement upon basic human rights was major cause of migration to less hostile and less discriminatory regions of country; more job opportunities in North for African Americans; believed having right to vote might affect their future equal rights; migration led to concentration of certain races in certain parts of cities; African Americans became majority in many northern cities and increased their political power)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, 6, 7, and 9
- Incorporates substantial relevant outside information (*settlers*: purchase of Louisiana opened opportunity to expand to Rocky Mountains; Lewis and Clark explored West to Pacific Ocean; nation of small independent farmers had been dream of Jefferson; huge explosion of agricultural production; new technology provided better plows, planters, and reapers; Native Americans relocated west of Mississippi under Indian Removal Act; due to expense of maintaining land or failure of farms when drought and insects struck, settlers forced to find new safety valve; *African Americans*: Jim Crow laws legally forced separation; unfair treatment upheld in *Plessy v. Ferguson* although citizenship rights were guaranteed in 14th amendment; aspects of African American life like jazz absorbed into larger American culture; white population resented large number of African Americans moving into their neighborhoods and competing for jobs; African Americans joined political parties; some of their children became mayors of northern cities; white politicians began to care about their votes and their demands for equality)
- Richly supports the theme with many relevant facts, examples, and details (*settlers*: advertisements about land in Nebraska; Homestead Act; bread basket of the world; slaughter of buffalo herds; *African Americans*: poll taxes; grandfather clauses; sharecropping in South; de facto segregation; “white flight”; cultural explosion; Harlem Renaissance; less racism and less segregation in northern cities; Democratic Party)
- Demonstrates a logical and clear plan of organization; includes an introduction that is slightly beyond a restatement of the theme and a conclusion that states the migrations of western settlers and African Americans have created the basis for monumental change in the United States

Conclusion: Overall, the response fits the criteria for Level 5. A thoughtful discussion of each migration is supported by analytic statements and substantive relevant historical details. The interpretation of document information results in conclusions that demonstrate continuity and linkage between different periods of migration.

Throughout history the migration of people has had an impact on society. Westward expansion, and the Great Migration each had affects on [the] people who migrated and the country as a whole. Economy's boomed as people moved west and populations of African Americans in northern cities exploded during these mass movements.

The possibility of westward expansion had many effects on the American peoples. [Doc 1AB] People started to move west during the colonial period because of the vision of the American dream. After the French and Indian War, more Americans wanted to move into the Ohio River valley including planters whose land was becoming exhausted by tobacco growing. The British blocked this migration with the Proclamation of 1763, which created great resentment and temporarily halted the westward march of colonists. When independence was won, selling land in the West became a major way for the national government to raise money. The Ohio valley was settled with areas north of the river not allowing slavery and areas to the south allowing it. While this was agreed to without conflict in the 1780s, later decisions about the territory acquired with the Louisiana Purchase would lead to major disagreements between the North and South. Government policies encouraged people to settle the land west of the Mississippi River. Eventually, roads and canals such as the Erie began to make the west more accessible. The Oregon Trail provided direction for pioneers going not only to Oregon but also to California. Land acts in the early 1800s set the stage for the Homestead act of 1862 which encouraged people to move west by promising 160 acres of land to anyone who "settles" said plot of land for five years and improves it. Some pioneers bought their land in states such as

Nebraska where the national government was “almost donating it.” The people that moved west under these conditions were sometimes disappointed. [Doc 2] Besides being a lonely hard life for families, five years was a long time to try to make a farm that size in the west successful. The effect that this migration had on the United States was also very tremendous. Huge crop surpluses provided cheap food for the rest of the country, but the low prices hurt the farmers. As the Farming industry became more capitalized, it put many small farmers in debt or out of business and created a very unstable situation for them. This land that was settled in the west contained rivers such as the Mississippi River which increased trade links with other countries and increased interstate commerce. [Doc 3] The economy of the west often led to “boom” conditions and sometimes “bust” conditions. Some mining towns became ghost towns but overall added significant wealth to the national economy. But, not everyone was positively impacted by westward expansion. The Native Americans suffered great loss as the “American people” settled the west. The Native Americans were forced from their home land throughout the 1800s and often were mistreated by the white men. As the Cherokee’s were forced along the “trail of tears” in 1837 and 1838 many sickened and died on the way to Indian territory. As more years passed resentment grew among Great Plains Indians and they began to attack white settlements which led to many years of fighting. After “little big horn” and Custer’s death, the army kept after them until it was impossible for Native Americans to fight back.

The Great Migration [and] the Renaissance that took place in Harlem and in other cities such as Chicago had massive effects on

American life. [Doc 5] During and after World wars one and two many African American peoples were discouraged about the attitudes of southerners and were more willing to express their opposition to racial oppression, and acted against it. Many African Americans moved north and west because they had the constitutional right to move where they wanted, to vote, and protest as United States citizens. The Jim Crow laws had suppressed black rights for years in the south and when jobs opened up in the north because of labor shortages and new industries many blacks moved. Some went to work on Henry Ford's assembly line, some took office jobs, and some worked as servants and waiters. They were no longer stuck in a caste system and even if they weren't as successful as they had hoped to be they had faith that their children would be better off. During the Harlem Renaissance black culture was freely expressed in music and the arts and somewhat accepted by whites in urban societies of the north. [Doc 6] Eventually, these contributions became embedded in the general culture. The Great Migration effected American society by causing a growing population of African Americans in northern urban societies, which was not always accepted in white schools and neighborhoods. However politics began to give African Americans an outlet to express their frustration about repression, coercion and exclusion. Their ability to vote made them a valuable part of the Democratic Party, starting with FDR and continuing to today. Although blacks wouldn't gain all the civil rights they wanted in American Society until the 1960's the numbers of African Americans involved in The Great Migrations started a conversation about what needed to be done about civil rights. Thus migration has had a lasting affect on American society. The

Great Migration lead to an increase of black population outside the south and an increase in black pride. Westward expansion lead to an increased farming economy and the suppression of Native Americans. But, none the less the migrations of peoples has continued to influence American life.

Anchor Level 4-A

The response:

- Develops all aspects of the task for migrations of settlers westward during the 1800s and African Americans to northern cities in the early 20th century
- Is both descriptive and analytical (*settlers*: government policies encouraged people to settle west of Mississippi River; five years was a long time to make a farm in West successful; farming industry became more capitalized putting many small farmers out of business; economy of West often led to “boom” conditions and sometimes “bust” conditions; mining towns added significant wealth to national economy; Native Americans forced from homelands and often mistreated; *African Americans*: during and after World Wars I and II, many discouraged about attitudes of Southerners and more willing to express opposition to racial oppression; Jim Crow laws suppressed black rights for years in South; they had faith that children would be better off; politics began to give them an outlet to express frustration about repression, coercion, and exclusion; would not gain all the civil rights they wanted until 1960s; started a conversation about what needed to be done about civil rights)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates relevant outside information (*settlers*: after French and Indian War, more Americans wanted to move into Ohio River valley, including planters whose land was exhausted by tobacco growing; roads and canals began to make West more accessible; increased trade links with other countries and increased interstate commerce; many Cherokee sickened and died on way to Indian Territory; resentment grew among Great Plains Indians and they began to attack white settlements; after Little Big Horn and Custer’s death, army kept after Native Americans until it was impossible to fight back; *African Americans*: Renaissances took place in Harlem and in other cities; many moved north and west because of constitutional right to move where they wanted, to vote, and to protest as United States citizens; during Harlem Renaissance, black culture freely expressed in music and arts and somewhat accepted by whites in urban societies of North; not always accepted in white schools and neighborhoods)
- Supports the theme with relevant facts, examples, and details (*settlers*: Erie Canal; Homestead Act; Nebraska; lonely hard life; Trail of Tears; *African Americans*: Chicago; growing population in northern cities; labor shortages in North; Henry Ford’s assembly line; office jobs; servants and waiters)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that state migrations affected not only those who migrated but also the country as a whole

Conclusion: Overall, the response fits the criteria for Level 4. Relevant outside information supports the discussion of both migrations; however, additional development of effects would have strengthened the discussion. Good analytic statements are scattered throughout the response.

Large-scale migrations of both the 19th and 20th centuries have impacted the U.S. politically, economically, and socially. In particular, the 19th century expansion to the west by farmers and others would have major effects on the development of the modern U.S. Additionally, the Great Migration of WWI would forever reshape the structure of Northern urban areas. Both the westward settlement movement of the 1800s and the WWI Great Migration of African Americans led to major changes in the nation by altering the social foundations of the USA.

The westward settlement movement of the 1800s expanded the US farming area about doubling its size, resulting in an expansion of the nation's agriculture. The westward settlement movement accelerated with the Louisiana Purchase in 1801 under Thomas Jefferson, where the US acquired western territory from the French emperor Napoleon. Farmers who had earlier moved west into Kentucky and Tennessee relied on the Mississippi River to get their crops to market. The purchase of the Louisiana Territory guaranteed our ownership of the Mississippi and would be one of the key reasons for settlement of the Great Plains and far west. After the US explored this area under Lewis and Clark, pioneers began to make their way across the continent to exploit the abundance of fertile and cheap land (Doc 1a). In accordance with the spirit of expansionism, dubbed Manifest Destiny, these Americans sought land to call their own and to expand the country as a whole. Many had good farms along the Mississippi River but going further west to territories such as Texas to raise cattle became a new goal for some. The annexation of Texas and the dream of Manifest Destiny continued to draw people to the Southwest and West

even though Native Americans and other uncertainties might be waiting for them (Doc 1b). Manifest destiny had major economic ramifications, however. Due to increased distance from the primary ports and cities, the cost of rural farming rose due to high transportation costs (Doc 2). Railroad practices charged more for short hauls and giving rebates hurt farmers and benefited big business. Farmers thus became poorer and endured many losses as a result of their high expenses and low profits. Thus, as small independent farmers sunk further into poverty and were the primary inhabitants of the West, the western society on the frontier became less and less equal and more and more separated in terms of economic status as commercial farming spread. This would eventually lead to the Granger and Populist movements to advocate government intervention on farmers' behalves. Populists blamed low prices on the money supply and thought that political power was too much controlled by the wealthy. Additionally, the societal structure of the US continued to become unequal as Native Americans were further moved off their lands and onto reservations. Reservations could not accommodate the culture of the Native Americans. (Doc 3). When they followed the great buffalo herds, they had been free to live as they wanted. With the arrival of the white settlers, the army, and the railroads, the buffalo were killed and the Native Americans lost control of their world. The Native Americans were not considered a valuable part of the USA, but only a hindrance. Western societal structure was altered to exclude them almost completely because they and their buffalo were in the way of settlement. Thus the migrations of the 1800s and the experience of living in the West impacted both the independent social status of

farmers and the world of the Native Americans.

The Great Migration of the WWI-era led to increased status of blacks in U.S. society. The Great Migration occurred as a response to both the Jim Crow Laws in the South and the allure of job opportunities created by the first world war (Doc 4). African Americans were segregated in schools, hospitals, and most public buildings. White southerners considered themselves superior to African Americans and tried to keep them inferior by passing Jim Crow Laws. African Americans in the South struggled under not only discrimination but poor jobs like sharecropping and tenant farming with little hope of advancement. They thus chose to migrate to urban areas in the North like Detroit or New York City. As a result of these migrations, African Americans became increasingly free from direct control under whites (Doc 5). Due to both self-sufficiency of jobs and an increased sense of community with other blacks, they became a more independent, powerful facet of society. Because of shared experiences, blacks were able to bond together to be part of important cultural movements like the Harlem Renaissance to publicly celebrate their culture and challenges. Langston Hughes saw a “one way ticket” to northern and western cities as the way to leave Jim Crow behind. Racial pride was expressed through literature, music, dance, art, and black nationalism (Doc 4a). The Great Migration also eventually led to the Civil Rights Movement of the 1960s (Doc 6). African Americans became increasingly politically active and thus empowered, leading to national movements under individuals such as Martin Luther King Jr. and events such as the March on Washington. Thus, the Great Migrations of the 1900s began to empower African Americans,

leading eventually to a permanent change in the status of blacks in U.S. society that was far removed from their post Reconstruction status.

Although the migrations of both the 1800s and the 1900s had negative consequences as well, overall these two movements led to significant changes in society. The 1800s movement westward by settlers contributed to a growing number of farmers in U.S. society who experienced different degrees of success. The 1900s Great Migration by African Americans led to increased status of blacks in America which is still evolving. Thus, both the 19th century settlement migration and the 20th century Great Migration contributed to the development of the U.S.

Anchor Level 4-B

The response:

- Develops all aspects of the task but discusses migrations of settlers westward during the 1800s more thoroughly than African Americans to northern cities in the early 20th century
- Is both descriptive and analytical (*settlers*: due to increased distance from primary ports and cities, cost of rural farming rose; western society on frontier less and less equal and more separated in terms of economic status as commercial farming spread; societal structure continued to become unequal as Native Americans moved onto reservations; reservations could not accommodate culture of Native Americans; western societal structure altered to exclude Native Americans almost completely; *African Americans*: white southerners considered themselves superior to African Americans and tried to keep them inferior with Jim Crow laws; struggled in South under not only discrimination but also poor jobs like sharecropping and tenant farming with little hope of advancement; due to increased sense of community, became a powerful facet of society; part of important cultural movements which celebrated their culture and challenges; migration eventually led to civil rights movement; change in status of African Americans far removed from post-Reconstruction status)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates relevant outside information (*settlers*: movement accelerated with Louisiana Purchase; farmers who had moved west into Kentucky and Tennessee relied on Mississippi River to get crops to market; purchase of Louisiana Territory guaranteed ownership of Mississippi; annexation of Texas and dream of Manifest Destiny continued to draw people to Southwest and West; railroad practices, such as charging more for short hauls and giving rebates, hurt farmers and benefited big business; Granger and Populist movements advocated for farmers; *African Americans*: segregated in schools, hospitals, and most public buildings; racial pride expressed through literature, music, dance, and other arts and black nationalism; sense of empowerment led to national movement under leadership of Martin Luther King Jr. and events such as March on Washington)
- Supports the theme with relevant facts, examples, and details (*settlers*: Lewis and Clark; Great Plains; high transportation costs; fertile cheap land in West; *African Americans*: Great Migration; World War I; job opportunities in North; Detroit; New York City; Harlem Renaissance; Langston Hughes; “One-Way Ticket”); includes a minor inaccuracy (*settlers*: Louisiana Purchase of 1801)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that state westward migration and the Great Migration led to significant changes in the nation

Conclusion: Overall, the response fits the criteria for Level 4. Recognizing the trend toward inequality as a societal factor on the frontier establishes an analytical context for the discussion of the impact of westward migration. While document interpretation is generally thoughtful, additional supportive outside information would have strengthened the discussion of African Americans.

As such a large country, America has distinct regions and the people have the opportunity to pick up their lives and go to a drastically different place in the same country. Such migrations get classified by historians, grouped by those who migrated, when they did, and to where. The migration of blacks to the North from the South and of people from the North to the South west and south to the sun belt were two such migrations. Although physically the Great Migration and sun belt migrations were opposite, they both affected America significantly politically.

The Great Migration was where southern blacks emigrated to the North and most to urban areas. As shown in documents 4a and 4b, they faced intense racism in the south. The racism seemed to worsen after the Civil War was over as the South was not happy about losing. Working as free men in a sharecropping system did not seem so different than their lives before the war. Few jobs were available in cities or towns for skilled or unskilled African Americans because many businesses discriminated against them. Getting ahead economically was very important to African Americans but it was almost impossible to do in the South. They were always in debt and struggled to get fair prices for crops. There was no way to fix life in the South. African Americans started moving north to take advantage of the industrial jobs available during World War 1. At first it was a trickle and then it became a flood. African Americans believed there was a better life, free from fear of lynching and other cruelties, in the North. As the North was considered by some to be historically less racist than the South, optimism was widespread that the Great Migration would change African American lives for the better. Once there, the new

formed black communities in cities, so called “ghettos” fostered an environment of black pride and culture. Document 5 says that despite the terrible conditions of the ghetto, black culture, like with the Harlem Renaissance, emerged. Another major effect was in political life, as large numbers of African Americans voted. Because of this pride and political involvement, they supported efforts of the NAACP against discrimination. After World War II, leaders such as Rosa Parks and Martin Luther King Jr. worked to create change. They built on the activism that started in the northern black neighborhoods and moved nationwide. They fought for political and social change and were partly responsible for the eventual presidential election of Barack Obama.

The opposite motion occurred in the Sun Belt migration. People moved from the North, the rust belt of the Great Lakes region to the South and West, the Sun Belt. Document 7 says the reason for this was the booming post war economy of the South. The region was also attracting capital. As more people moved to the South, it was a logical place to invest money in construction and consumer industries. Major corporations had built facilities from South Carolina to Alabama. Airlines have developed many more routes throughout the Sun belt. It couldn't hurt that the climate of such areas was rarely cold. Document 9 says that also it is because southern states have lower taxes. Lower taxes have had an appeal for retirees on fixed incomes. With lower corporate and income taxes, businesses are more profitable, and industries like the car manufacturing have shifted south. European and Japanese automakers have set up manufacturing operations in the South creating more jobs and disposable consumer

income for workers. Like the Great Migration, this movement of people has had political effects on America. Document 8b visually shows the shift in population, detailing the number of representatives lost or gained in each state. The states of the rust belt have lost while the sun belt has gained. This affects politics as the make up of the legislative body has changed. This means that the Rust Belt has lost some of its influence in the House of Representatives and might not be as successful in promoting programs that benefit the region.

Although the Sun belt migration and the Great migration had opposite effects on American population, with the Great Migration being South to North and the Sunbelt migration being North to South, both managed to change the political dynamic of America. The experience of the Great Migration and living in the North made African Americans more independent and willing to stand up and fight the inequalities they faced. They united and helped to start the civil rights movement and worked with the nation's leadership to enact political and social change with the passage of congressional laws in the 1960s such as the Voting Rights Act. The sunbelt led to an increased importance of the South in the politics of America, with the North losing the representatives in the House that the South was gaining. Through these two migrations, it is clear to see that the movement of people within America has an impact, perhaps just as much if not more than those immigrating to the country throughout our history.

Anchor Level 4-C

The response:

- Develops all aspects of the task for migrations of African Americans to northern cities in the early 20th century and people to the Sun Belt since World War II
- Is both descriptive and analytical (*African Americans*: faced intense racism in South which seemed to worsen after Civil War; working as free men in sharecropping system did not seem very different than lives before Civil War; few jobs available in cities or town for skilled or unskilled African Americans because many industries discriminated against them; North considered by some to be historically less racist than South; optimism widespread that Great Migration would change African American lives for better; *Sun Belt*: as more people moved South, money was invested in construction and consumer industries; major corporations built facilities from South Carolina to Alabama)
- Incorporates relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates relevant outside information (*African Americans*: ghettos fostered environment of black pride and culture; after World War II, leaders worked to create change; built on activism that started in northern black neighborhoods and moved nationwide; fought for political and social change and were partly responsible for presidential election of Barack Obama; worked with nation's leadership to enact political and social changes with passage of laws in the 1960s such as Voting Rights Act; *Sun Belt*: airlines developed many routes throughout Sun Belt; does not hurt that climate is rarely cold; lower taxes appeal to retirees on fixed incomes; with lower corporate and income taxes, businesses more profitable; European and Japanese automakers set up manufacturing operations in South creating more jobs and disposable consumer income for workers; Rust Belt lost some influence in House of Representatives and might not be as successful in promoting programs that benefit region)
- Supports the theme with relevant facts, examples, and details (*African Americans*: Harlem Renaissance; Rosa Parks; Martin Luther King Jr.; civil rights movement; *Sun Belt*: Great Lakes region; booming post-war economy of South)
- 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. Good economic understandings are included in the discussion of both migrations. Relevant outside information supports the premise that the African American migration has had a significant political impact; however, the discussion of the Sunbelt's political impact would have benefited from further explanation.

Throughout United States History, people have constantly pursued expanding the country and moving their families. Two mass migrations that occurred in United States history are the movement of settlers westward, for new farming opportunities, and the migration of African Americans from the South to northern cities in the early 1900s. These mass migrations caused economic, social and political effects to the country.

In the 1800s, the government through treaties, wars, and purchases acquired land all the way to the Pacific Ocean. It began offering the promise of new wealth to anyone who settled land in the western territories. Land was sold at cheap prices and settlers would get grain and grazing land, according to the advertisement poster from 1869. Railroad companies would sell land along the railroad for cheap prices to get people to move westward and use their rail lines which would help towns develop along their routes. People scrambled to find enough money to make the trip west where they found many more expenses and hardships, such as Native American attacks, drought, and grasshopper plagues. The need to move cattle long distances to sell meant leaving the women and young children at home, unprotected. As a result women became more independent as they took on more male responsibilities. Women got the right to vote in some western states because of the work they did to make farming and ranching successful. More voting and property rights encouraged more women to move west.

Not too long after post Civil War westward expansion began, people began moving to cities. According to document 2, the American West included the fastest growing cities in the nation. Farming and

ranching had grown more costly. Post Civil War, settlers had to spend thousands of dollars to buy their land and buy the equipment to work the land until it was good enough to plant crops and feed livestock. More and more farmers had began moving to cities as they became disappointed in western farm life.

Another effect of the westward expansion was the encroachment on Native American land. Document 3 mentions the governmental use of force and military troops to subdue the natives and force them onto reservations. The Trail of Tears was the forced movement of the Cherokee nation off of their homeland to land west of the Mississippi hundreds of miles away. After the Civil War, western settlers often had to worry about attacks on their homes because Native Americans, who had always lived on the Great Plains, were angry that they were losing their land and their way of life. Even the buffalo herds that they relied on were being destroyed. Battles between the Native Americans and the Army continued for many years.

Another mass migration was the African American migration in the early 20th century. African Americans moved from their homes in the South to northern cities in hope for a better life. In Langston Hughes poem, (Doc 4a) "One Way Ticket," the speaker talks about picking up his life and moving anywhere but the South. Many people were tired of the injustice of Jim Crow laws and feared for their lives, due to lynch mobs and white Supremacists. Doc 4b talks about African American sharecroppers leaving the South due to them being treated unfairly when they sold their crops. The landowners would take as much profit as they could, often leaving the sharecroppers with little to nothing to live on and a lot of debt that would be hard to pay off.

The mass migration of African Americans to the north sparked a new culture emergence. They felt better about their lives and encouraged more of their families and friends still living in the South to move north. African Americans were mixing their old cultures and beliefs with northern ideas while sections of cities and neighborhoods became segregated. There were more job opportunities in the north where caucasians and African Americans sometimes worked side by side in the factories. There were more workers to deal with and there were less chances for African Americans to be racially discriminated against at least during World War I. After the war, some workers feared that African Americans would keep the jobs they had taken while the soldiers were at war. Competition for jobs and changing neighborhoods made some northern whites angry. Despite prejudice, many African Americans made successful lives for themselves in the North. They overcame many obstacles and made great strides towards ending racial discrimination.

Throughout history, there have been many migrations in the United States. Two mass migrations include the westward expansion of the 1800s and the mass migration of African Americans to northern cities. Both migrations affected the economy, as well as politics and social groups. They left social, political, and economic changes for many years after.

Anchor Level 3-A

The response:

- Develops all aspects of the task with some depth for migrations of settlers and African Americans
- Is more descriptive than analytical (*settlers*: railroads sold land to get people to move west; helped towns develop along railroad routes; need to move cattle long distances meant leaving women and young children at home unprotected; women more independent as they took on more responsibilities; people began moving to cities; became disappointed in western farm life; Native Americans angry that they were losing their land; *African Americans*: moved from homes in South to northern cities in hope of a better life; tired of injustice of Jim Crow laws and feared for lives; mixed old cultural beliefs with northern ideas; sections of cities and neighborhoods became segregated; more job opportunities in north where Caucasians and African Americans sometimes worked side by side in factories; competition for jobs and changing neighborhoods made some northern whites angry; overcame many obstacles and made great strides toward ending racial discrimination)
- Incorporates some relevant information from documents 1, 2, 3, 4, and 5
- Incorporates relevant outside information (*settlers*: in 1800s, government acquired land to Pacific Ocean through treaties, wars, and purchases; found Native American attacks, drought, and grasshopper plagues; women got right to vote in some western states because of work they did to make farming and ranching successful; more voting and property rights encouraged more women to move west; Trail of Tears forced movement of Cherokee nation to land west of Mississippi; battles between Native Americans and Army continued for many years; *African Americans*: landowners often left sharecroppers with little to live on and a lot of debt; after World War I, some workers feared African Americans would keep jobs they had taken while at war)
- Includes some relevant facts, examples, and details (*settlers*: land for cheap prices; grain and grazing land; fastest growing cities in nation; destruction of buffalo herds; *African Americans*: Langston Hughes; “One-Way Ticket”; lynch mobs; white supremacists)
- Demonstrates a satisfactory plan of organization; includes an introduction that is slightly beyond a restatement of the theme and a conclusion that is a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. The strength of the response is in the discussion of the effects of each migration which includes some good analytic statements and details. The discussion of African Americans is framed by document interpretation.

Migration throughout the history of the United States has caused many social, political, and economic effects on the nation. We are able to see how the migration of one group sparks or helps develop people's way of life. The movement of settlers westward during the 1800s and the movement of African Americans to northern cities in the early 20th century are prime examples of how migration has impacted our nation.

To begin, westward expansion has caused many effects on the United States. During the 1800s there were many reasons for people to move out west. To some, the West served as a new adventure where people would be able to acquire a better life. Many people packed their things in a wagon and traveled trails like the Oregon Trail through difficult conditions for days and weeks to get to the West. Although the West offered acres upon acres of land that families could move to in order to farm and make money most family lots were only 160 acres. (Document 1a). Settlers who were new to the West described moving there as "a better life beyond the far horizon." This also helped shaped the role of women as they were more equal partners when it came to doing daily chores. Women were appreciated in a different way in the West as they took care of far more than the home and the children while men were out hunting for food (Document 1b). The expansion out west made farming and ranching a more costly business (Document 2). Farms and ranches had a high overhead and getting produce and cattle to market was never easy. Overcharged by railroads for sending goods short distances, farmers fought back through groups such as the Grange. Even though westward expansion had a lot of positive effects, it left Native Americans in a rough spot.

Native Americans were forced onto reservations and for most, their way of life was ruined (Document 3). Traditions such as hunting for buffalo ended when the white man killed them off in order to use their hides to ship back East. This ruined the nomadic life of the Native Americans. Westward expansion took away the spacious Frontier the Native Americans once knew and loved.

Another example of migration that effected the United States was the movement of African Americans to northern cities in the early 1900s. Even though African Americans were granted freedom from slavery it did not end their fear of the white man. Whether trying to vote or just walking down the street they knew there could be a confrontation. A worse case situation could mean death by lynching without due process. They became fed up with Jim Crow laws which limited the freedom that they had. They could only go to certain schools or movie theaters or drink from certain water fountains. African Americans were starting to look North where they felt they would have better opportunities (Document 4a & 4b). Moving to the North would also help blacks escape the terror of the Klu Klux Klan (otherwise known as the KKK). This group emerged in the South as a way to silence black people and take away their new rights brought about by the 13th, 14th and 15th amendments. Unfortunately they would also find the Ku Klux Klan in some areas of the North. The Great Migration increased the number of blacks in the North and West who were free to protest and vote. Protesting and voting would give them more say in politics and a way to stand up for their rights. In the North blacks would have better paying jobs such as factory workers as well as laborers, servants and waiters. A huge result of this

migration were ghettos (black neighborhoods). These neighborhoods served as a place where black culture could be celebrated, people could express themselves, and African Americans could have a more independent life in the cities. Later on the ghetto would become something different as it became a prime place for violence (Document 5) and poverty. As the African American population grew over decades, increasing numbers of whites left the cities and left behind a decreasing tax base. Opportunities for African Americans became far fewer as many industries moved to the Sunbelt (Document 9).

In conclusion, migrations throughout U.S. history have had major impacts on our societies and nation. The Great Migration as well as westward expansion are great examples of how migration has impacted and shaped America.

Anchor Level 3-B

The response:

- Develops all aspects of the task with some depth for migrations of settlers and African Americans
- Is more descriptive than analytical (*settlers*: West served as new adventure where people were able to acquire a better life; West offered acres of land families could move to and make money; West helped shape role of women as more equal partners when it came to daily chores; *African Americans*: whether trying to vote or just walking down street, they knew there could be a confrontation; worse case situation could mean death by lynching; Jim Crow laws limited freedom; better opportunities in North; Ku Klux Klan in some areas of North; protesting and voting would give them more say in politics and a way to stand up for their rights; would have better paying jobs such as factory work in North as well as laborers, servants, and waiters; ghettos served as places where black culture could be celebrated; opportunities for African Americans have become far fewer as many industries moved to the Sunbelt)
- Incorporates some relevant information from documents 1, 2, 3, 4, 5, and 9
- Incorporates relevant outside information (*settlers*: many people packed their wagon and traveled through difficult conditions for days and weeks to get to West; farms and ranches had high overhead and getting produce and cattle to market was never easy; railroads overcharged for sending goods short distances; traditions such as hunting for buffalo ended when white men killed them off; nomadic life of Native Americans ruined with killing of buffalo; *African Americans*: could only go to certain schools or movie theaters or drink from certain water fountains; moving North would help them escape terror of Ku Klux Klan; Ku Klux Klan emerged in South as a way to silence black people and take away new rights brought by 13th, 14th, and 15th amendments; increasing numbers of whites left cities and left behind a decreasing tax base)
- Includes some relevant facts, examples, and details (*settlers*: Oregon Trail; Grange; reservations; frontier; *African Americans*: granted freedom from slavery; due process)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for Level 3. Although the response includes some good statements focusing on the social and cultural effects of each migration, additional facts and details would have strengthened the discussion. Some good relevant outside information supports document information.

Throughout United States history, there has been many large-scale migrations of American citizens. These migrations have affected the nation in economic, social, and political ways. Examples of these large-scale migrations include the westward movement of settlers during the 1800s and the Northern migration of African Americans during the early 20th century.

During the 1800s, many Americans began settling west of the Mississippi River. This began after the Louisiana Purchase, which doubled the size of the nation. The new land gave new opportunities for many industries, especially railroads. The federal government gave land grants and subsidies to railroads because they were expensive to build. In order to settle the west, railroads such as the transcontinentals were needed to connect the east with the west. These railroads would sell land for a bargain price to encourage settlement inside railroad lines. In Nebraska in 1869, millions of acres of land were almost donated to settlers of the west. (Doc 1a) Immigrants, African Americans, and religious groups such as the Mormons migrated to areas in the west for farming opportunities and a chance to prosper. The effect of this western migration was beneficial to many, but had a negative effect on the lives of Native Americans. Many Native American tribes that inhabited territory east of the Mississippi were removed to west of the Mississippi in the late 1830s and were told they would be safe from white settlement. As settlers moved further west, they weren't safe. They had been forced to migrate and resettle by legal chicanery and military force and they would be forced to move again. Native Americans were increasingly forced onto smaller reservations with the promise that they would be protected. They could

become farmers as the government thought this was important for assimilation. Their children could go to boarding schools where they could be educated to become more like whites. Almost nothing worked out well for the Native Americans. (Doc 3) The westward expansion of settlers effected many settlers positively because of new land, farming, and job opportunities, but had a negative effect on Native Americans that had previously inhabited that land and now were pushed aside.

In the early 20th century, there was an increase in migration of African Americans to the north. There were a few primary causes for this increase in settlement. The Jim Crow Laws that were in place during this time period were a great contributor towards this migration. The Jim Crow Laws were laws in place in the south that legalized and enforced segregation of the races. Many African Americans were fed up with this system of inequality, and began leaving southern states to move north where they felt there was less inequality and these laws were not in place. (Doc 4a) This migration of African Americans had initiated a new era in their political life, along with American political life in whole. An increase in the number of blacks in the north and west, where they were free to protest and vote, increased their involvement in American society. (Doc 5) Many landmark developments of the 20th century were in part also results of this migration. During the Depression many New Deal programs were extended to them which resulted in an electoral realignment toward the Democrats and President Franklin D. Roosevelt. More African Americans would be able to join unions like the CIO and their numbers helped increase membership and power. The

battle for civil rights that began after World War II was an outcome of the massive demographic shift of African Americans to the north as they increased their involvement in causes that were important to them. (Doc 6) Even though the Jim Crow Laws were negative and segregated toward African Americans, they were a great contributor to the northern migration of blacks, which affected the country by promoting more equality and respect for minorities.

The many migrations that have occurred throughout the history of the United States contributed to the making of the modern nation we know today. Some of these migrations had a negative effect on society during that time, but many resulted in positive outcomes for the nation. Without these migrations in the past, the United States would not be the same great world power as it is today.

Anchor Level 3-C

The response:

- Develops all aspects of the task with some depth for migrations of settlers and African Americans
- Is more descriptive than analytical (*settlers*: land gave new opportunities for many industries especially railroads; railroads sold land for bargain price to encourage settlement inside railroad lines; many Native American tribes that inhabited territory east of Mississippi were removed west of Mississippi in late 1830s and told they would be safe from white settlement; Native Americans forced to move again; almost nothing worked out well for Native Americans; *African Americans*: Jim Crow laws in place in the South; increase in number of blacks in north and west where they were free to protest and vote; battle for civil rights that began after World War II was an outcome of massive demographic shift of African Americans; they increased their involvement in causes important to them; migration promoted more equality and respect for minorities)
- Incorporates some relevant information from documents 1, 3, 4, 5, and 6
- Incorporates relevant outside information (*settlers*: federal government gave land grants and subsidies to railroads; transcontinental railroads needed to connect east with west; immigrants, African Americans, and religious groups such as Mormons migrated for farming opportunities and chance to prosper; Native Americans could become farmers as government thought this important for assimilation; Native American children could go to boarding schools where educated to become more like whites; *African Americans*: Jim Crow laws legalized and enforced segregation of races)
- Includes some relevant facts, examples, and details (*settlers*: Louisiana Purchase; reservations; *African Americans*: Depression; New Deal programs; electoral realignment; increased union membership; Franklin D. Roosevelt; CIO)
- Demonstrates a satisfactory plan of organization; includes an introduction that is a restatement of the theme and a conclusion that is somewhat beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. Further development of historical circumstances leading to each migration would have strengthened the response. The discussion of the effects of each migration includes some good references that lack development.

Our entire nation and government began with immigration. People of the European countries came to America in search of a better land and life. Throughout our history many have come and immigrated to our country. However also within our own country people have migrated and moved to other places within The United States. In the 1800 many people began to move westward and in the early 1900 many African Americans began to move up north.

The United States had always had a dream of “Sea to Shining Sea”, of populating and settling the entire United States. This dream began to become a reality in the 1800 when many people from the east began to move west. People moved west because land was being offered for free (or for very cheap) to those willing to move west (Doc. 1a). People also moved because the Transcontinental Railroad was completed in the late 1700 so it became easier to move out west. The railroad also caused new cities to open and people moved west in search of opportunity. As a result of this west migration the Native American Indians suffered a lot. They were forced to give up their land to new settlers and had to move onto reservations (Doc. 3). These reservations were often the least desirable lands that were not suitable for planting which made it hard to live on. The western Americans also disturbed the Indian traditional way of life by often dividing and breaking up tribes, killing their main supply of buffalo and forcing them to assimilate. Another effect of people moving out west was that the west became more urban and city like (Doc. 2). The west changed from being a country like place to becoming a place of economic growth. Many cities began to form in the west such as Omaha, Denver and San Francisco. This expansion succeeded in fulfilling the American dream of “Sea to Shining Sea”.

Another migration within the United States occurred in the early 20th century when many African Americans began to move up north. The African Americans were slaves in the South until the late 1860 when the Civil War was won by the North. However the Southern whites still continued to discriminate the Blacks. They made Jim Crow Laws that would prevent blacks from receiving rights such as voting. Because of this many blacks would move north where they would be treated better (Doc. 4a). Blacks would also migrate to the north in search of better economic opportunity. (Doc. 4). The north was industrialized and had factories that needed cheap unskilled workers and the blacks would end up working there. As a result of the black migration to the north the Blacks were more free and not directly under a white ruler. This enabled them to express themselves more freely than they could in the South. Because of this many blacks began to demand social change and they began taking part of Political life in America (Doc. 6). They would demand, protest and riot to get laws passed to help end segregation in America. This ended up being the basis for The Civil Rights Movement that eventually succeeded in gaining equal rights for all black people.

The history of the United States has been strongly affected by migration. Whether the initial immigration of the colonists coming to the new America in search of a better life, or the people within America moving from one area to another, migration has had resounding affects on American society that have created the history of our nation today.

Anchor Level 2-A

The response:

- Minimally develops all aspects of the task for migrations of settlers and African Americans
- Is primarily descriptive (*settlers*: dream began to become a reality in 1800s when many people from the east began to move west; land being offered for free; railroad caused new cities to open; Native American Indians forced to give up land; reservations often least desirable lands not suitable for planting; Native American Indian traditional way of life often disturbed by western settlers; west became more urban and city like; west changed from being a country-like place to becoming a place of economic growth; *African Americans*: Southern whites continued to discriminate against blacks; blacks migrated in search of better economic opportunities; able to express themselves more freely than in the south; many blacks began to demand social change and began taking part in American political life)
- Incorporates limited relevant information from documents 1, 2, 3, 4, and 6
- Presents some relevant outside information (*settlers*: western settlers often divided and broke up tribes, killed main supply of buffalo, and forced Native American Indians to assimilate; *African Americans*: slaves until late 1860s when Civil War won by North; would demand, protest, and riot to get laws passed to help end segregation; civil rights movement eventually succeeded in gaining equal rights for blacks)
- Includes few relevant facts, examples, and details (*settlers*: formation of Omaha, Denver, and San Francisco; *African Americans*: Jim Crow laws; cheap unskilled workers); includes an inaccuracy (*settlers*: transcontinental railroad completed in the late 1700s)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that state our nation began with immigration

Conclusion: Overall, the response fits the criteria for Level 2. A methodical presentation of relevant document information and occasional references to outside information is the basis of the discussion. The response lacks development and relies on sweeping generalizations.

Throughout history, migration has effected the United States over and over again. Migration has caused political change and economic change in many regions of the U.S. The Great Migration of the African Americans and the movement of settlers westward are only two examples of how the U.S. was affected by migration.

When African Americans moved North, they were trying to escape racism and segregation. In document 4a, the author, Langston Hughes says he moved north because he was “fed up with Jim Crow Laws”. The hatred African Americans faced in the South was almost unbearable. In document 4b, Isabel Wilkerson describes that living in the South was like being stuck in a caste system, like in India they were treated like untouchables. African Americans were scared to even look at the wrong person. When they moved to the North, they found a more accepting place. The blacks found new jobs in factories where they felt less controlled by their white employers. Black neighborhoods grew and so did black pride and self expression. (Document 5). The migration also caused the civil rights movement to be pushed into gear. Document 6 credits the civil rights, the New Deal and industrial unionism to the movement of the African Americans.

The movement of settlers to the west was caused by the promise of a new life. Advertisements such as 1a promised land for those who want or need it. This gave people hope for a new beginning. The major effect of this migration is a little more grim than others. In trying to make the land safe for the settlers, the government forced Native Americans off their own land. The Natives were either forced or using the military or the government used “trickery” to get them to sign treaties (Document 3). Native Americans were killed by our weapons and

desires and forced of their home lands into reservations.

The migration of people always causes a change, weather it be good or bad. For the African Americans there migration improved their lives and caused no real harm. The migration westward gave many people homes and new lifes, but it also ended some lives and created a bad relationship with the people whos land we claimed as our own.

Anchor Level 2-B

The response:

- Minimally develops all aspects of the task for migrations of African Americans and settlers
- Is primarily descriptive (*African Americans*: hatred they faced in the South almost unbearable; living in the South was like being stuck in a caste system; found a more accepting place in North; found new jobs in factories where they felt less controlled by their white employers; black pride and self-expression grew; caused civil rights movement to be pushed into gear; *settlers*: promise of a new life; advertisements promised land for those who wanted or needed it; in trying to make land safe for settlers, government forced Native Americans off their own land; Native Americans were forced off by using the military or government “trickery” to get them to sign treaties; Native Americans killed by our weapons and diseases)
- Incorporates limited relevant information from documents 1, 3, 4, 5, and 6
- Presents little relevant outside information (*African Americans*: treated like untouchables had been in India)
- Includes few relevant facts, examples, and details (*African Americans*: Jim Crow laws; black neighborhoods; *settlers*: reservations); includes an inaccuracy (*African Americans*: Langston Hughes said he moved north because he was fed up with Jim Crow laws)
- Demonstrates a general plan of organization; includes an introduction that is a restatement of the theme and a conclusion that expresses an opinion of the overall effect of these migrations

Conclusion: Overall, the response fits the criteria for Level 2. The response is primarily comprised of document information with minimal explanation. The occasional attempts at analysis lack supporting details and development.

Large scale migrations of Americans have occurred throughout United States history. These migrations have had economic, social, and political effects on the nation. These migration includes, the movement of African Americans to northern cities in the early 20th century and the movement of people to the Sun Belt since World War II.

There were many causes that led to the movement of African Americans to northern cities in the early 20th century. One cause was the Jim Crow laws. African-Americans were fed up with the cruel Jim Crow laws (doc. 4a). Another cause that led to the migration was the fear of whites. Blacks served individual whites on a personal basis and they could not escape close white supervision. The migration allowed blacks to work in factories with thousands of workers where their relationships with white employers was much less personal (doc 5). Another reason that led to this migration was the opportunities blacks would now have up north they would be able to protest and vote (doc 5). This migration had many effects on the United States and American Society. One effect this migration had on the United States was the landmark political developments of 20th century America – electoral realignments, the New deal, industrial unionis, the Great Society and the battle of the Civil rights would be difficult to imagine with the massive demographic shift (doc. 6). Another effect is the African American population would become nation and the world would become more urban and industrial rather than rural and agricultural (doc 6).

There were many causes that led to the movement of people to the Sun Belt since War World II. One cause that led to this migration was

the Mid-Atlantic states suffered an actual population decline in the 1970s as a out-migrant by almost 2 million. (doc 7). Another cause that led to this migration was the building of new industries, military facilities, educational institutions, transportation systems, and urban infra structure had attracted the services of engineers, managers, professors, technicians, and others with high end skills (doc 7). Another cause was Fortune 500 companies had been opening offices and branch plants and sometimes moving whole operations to Florida, Georgia, North Carolina, Texas, and Virginia (doc 7). This migration had many effects on the United States. One effect this migration had on the United States was the region that spans the Gulf Coast from Corpus Christi to New Orleans includes the country's largest concentration of oil refines and petro chemical facilities. This means that the economy will grow more (doc 9b). Another effect was the water 2025. The dramatic population growth in the West region led to a drought. The drought was bearing down on cattle ranchers, farmers, vacationers, and city dwellers alike.

Large scale migrations of Americans have occurred throughout United States history. These migrations have economic, social, and political effects on the nation. These migrations include the movement of African Americans to northern cities in the early 20th century and the movement of people to the Sun Belt since World War II.

Anchor Level 2-C

The response:

- Minimally develops all aspects of the task for migrations of African Americans to northern cities and people to the Sun Belt
- Is primarily descriptive (*African Americans*: served individual whites on a personal basis and could not escape close white supervision; migration allowed them to work in factories where relationships with employers much less personal; in the North they would be able to protest and vote; migration affected landmark political developments of 20th century such as electoral realignments, New Deal, industrial unions, Great Society, and battle for civil rights; *Sun Belt*: new infrastructure attracted services of engineers, managers, professors, technicians, and others with high-end skills; drought bore down on cattle ranches, farmers, vacationers, and city dwellers alike); includes faulty and weak application (*African Americans*: world became more urban and industrial rather than rural and agricultural; *Sun Belt*: Mid-Atlantic states suffering an actual population decline in the 1970s was a cause that led to the movement of people to the Sunbelt)
- Incorporates limited relevant information from documents 4, 5, 6, 7, and 9
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*African Americans*: Jim Crow laws; fear of whites; *Sun Belt*: new industries, military facilities, educational institutions, and transportation systems; Fortune 500 companies); includes an inaccuracy (*Sun Belt*: population growth in West led to drought)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that are a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 2. The response is dominated by direct quotations from the documents and demonstrates a limited understanding of the task. Document information is generally not explained, and as a result, its relationship to the task is not always clear.

Throughout American History, groups of people have migrated to different areas of the country by choice or by force. Two events that had social, political, and economic effects on the nation were the movement of settlers westward during the 1800's, and the movement of African Americans to northern cities in the early 20th century.

In the 1800's, settlers moved westward by choice, trying to obtain a large amount of cheap land to farm. Posters advertised this land with phrases like "Lands for the Landless! Homes for the Homeless!" (Doc. 1a). As a result, cities grew very quickly, which accompanied the quick movement from rural farms to urban areas in the west. According to Geoffrey C. Ward, the migration westward by Americans was the most important migration in its time.

When African Americans were "fed up with Jim Crow Laws" as Langston Hughes was in 1949, they decided to move North (Doc. 4a). They did this to obtain a better life or job. Some were sharecroppers losing at settlement, some were typists wanting to work in an office (doc 4b). As a result of this migration, African Americans were living in areas where their voices would be heard, and they could protest and vote (doc 5).

Many migrations have caused great cultural shifts and changes in America, but two that had a big social, economic and political effect on Americans were the migrations of African Americans moving north and settlers moving west.

Anchor Level 1-A

The response:

- Minimally addresses some aspects of the task
- Is descriptive (*settlers*: in 1800s, settlers moved westward by choice trying to obtain a large amount of cheap land to farm; *African Americans*: moved North to obtain a better life or job; as a result of the migration, African Americans were living in areas where their voices would be heard and they could protest and vote); includes faulty application (*settlers*: cities grew very quickly, which accompanied the quick movement from rural farms to urban areas in the west)
- Incorporates limited relevant information from documents 1, 4, and 5
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*settlers*: posters; “Lands for the Landless! Homes for the Homeless!”; *African Americans*: Jim Crow laws; sharecroppers; typists)
- 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 1. The misapplication of document information indicates a limited understanding of the task. In addition, selected statements from the documents are not supported with facts and details.

Throughout the history of the U.S., many large scale migrations of people have occurred. Two of these migrations include the movement of settlers westward, and the movement of African Americans North. These migrations have caused political, social, and economic changes.

During the 1800's, settlers began moving west to start a new life. People at this time moved west because, the North was becoming crowded with new people and jobs were scarce so people would move west to start farming. Moving west was cheap and anyone could do it. This migration effected the U.S in many ways. As stated in document 2, the west became home to some of the fastest growing cities in the U.S. both socially and economically. Also as stated in document 3, this migration effected the Native Americans. Natives were forced to live on reservations to make room for all the new settlers.

Another migration in U.S. history was the movement of African Americans to the north in the early 1900's. As shown in documents 4a and 4b, the reason African Americans moved North was because of fear of the KKK and they wanted to avoid Jim Crow Laws. As stated in document 5, one effect of this migration on the African Americans is that they can enjoy their rights. Now they can vote without having to pass a test and live free of fear.

The U.S. has been effected in many ways because of migrations of big amounts of people. Social, economic, and physical changes have been caused by these movements on places and groups of people.

Anchor Level 1-B

The response:

- Minimally addresses some aspects of the task
- Is descriptive (*settlers*: West became home to some of fastest growing cities in United States; Native American Indians forced to live on reservations to make room for new settlers; *African Americans*: could enjoy rights in North; they could vote without having to pass a test and live free of fear)
- Incorporates limited relevant information from documents 2, 3, 4, and 5
- Presents little relevant outside information (*African Americans*: they moved north because of fear of the Ku Klux Klan)
- Includes few relevant facts, examples, and details (*settlers*: Native Americans forced to live on reservations; *African Americans*: Jim Crow laws); includes inaccuracies (*settlers*: jobs were scarce in the North so people moved west to start farming; moving west was cheap)
- 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 1. Statements based on document information indicate a limited understanding of the task. The inclusion of few relevant supporting facts and details and some inaccuracies weaken the response.

America has had several massive migrations of people in the past. Migration of this magnitude can significantly change the economic and political power of the Nation. Two examples of such a situation include the movement of African Americans to the North in the early 20th Century and the movement of people to the Sun Belt in the post World War II era.

Even though African Americans had been given their rights after the Civil War in amendments stated in the Constitution they were still segregated and discriminated against especially in the South into the 20th century. Laws such as the Jim Crow laws severely limited the opportunities available to African Americans. Separating the races was a way the white South kept African Americans "in their place." Grandfather clauses and poll taxes discouraged African Americans from voting although they continued to try. It was not an uncommon occurrence for them to be lynched and assaulted after being falsely accused of acts of violence against whites or breaking laws. African Americans were angered by this racism and started to move to the Northern parts of the U.S. Both Langston Hughes poem "One-Way Ticket" and the excerpt from Isabel Wilkerson's work describe discrimination and racism forcing African Americans to leave and make better lives in the North.

Since millions of people migrated North the population increase meant a significant boost to the influence that Northern States had in the House of Representatives and a significant loss of farm workers throughout the South. The most significant impact of the Great Migration was the introduction of a new culture to the society of the North. Since there was not nearly as much discrimination in the

North, African Americans were more free to express themselves, something they could not safely do in the South. In document 5 it states that African Americans developed their own communities in the “ghetto” of northern cities. Even though we know about the social issues faced by people living in the ghettos and the evils that can happen there, they became centers for Black Pride and self expression and “the new Negro” in the 1920s. As African Americans were celebrating their culture and themselves as individuals, intolerance and racism became more widespread in the North as the migration continued. Race riots occurred in cities and Ku Klux Klan activities increased.

Another equally significant Migration was the movement to the Sun Belt in the post WWII era. Some people moved to the suburbs after WWII and others made bigger moves farther away from their home towns to the Sunbelt. The leading cause of the millions heading south was its extremely fast growing economy. Just like the African Americans in the early 20th century who were looking for better jobs, many Americans were looking for better jobs in the Sunbelt after WWII. The interstate highway system built in the 1950s and growing automobile ownership helped make this migration possible. Document 7 accounts for the creation of new industries, military factories, educational institutions, and transportation systems. The South needed laborers and people went where it was easiest to get a job. It started out mostly with white people moving south, but as segregation and discrimination towards African Americans lessened, some of them went South as well because their family roots were there.

As people flocked to the South in the millions as a result of their

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flourishing economy the southern states gained political power as outlined in document 8b and some states lost 6 or more seats in the House of Representatives in the North. Some Southern states gained 8-10 seats. The South was now a political and economic powerhouse with great influence over national policies such as immigration. Several presidents after WWII have come from Sunbelt states. To this day many companies prefer the Sunbelt because taxes are lower. But the Sunbelt migration seems to have slowed a bit and population as well as businesses seem more balanced than it was in the late 20th century.

Large migrations of people particularly in the 20th century have had, and continue to have a huge effect on American society. Events such as the movement of African Americans to the North in the early 20th century and the movement of people to the South in the post WWII era significantly altered the political and economic structure of the country.

America is constantly evolving, primarily because of large scale population changes. All aspects of America: political, economic, and social, are impacted by migrations to and from different regions. Of such migrations, both the movement of settlers westward and the movement of people to the Sunbelt post-World War II have irrevocably changed the dynamic of American society.

The movement of settlers westward had important economic, social, and political implications on not only the West, but on the entire nation as well. With the expansion west of the Appalachian mountains after the acquisition of territory from the Louisiana Purchase, land was made attractive to back country settlers through a series of federal policies. Of them, as the 1869 poster reveals, the Homestead Act granted free land to settlers as long as they agreed to farm it for a minimum number of years. (Doc 1) Such policies attracted a migration of settlers into Western territory that greatly increased the urban population in those states. (Doc 2) This migration had consequences, however, of them being increased conflict with Native American tribes and their eventual removal from ancestral lands. (Doc 3)

The movement of people to the Sunbelt post-World War II also affected America economically, politically, and socially. This migration was brought about by a developing Southern economy, which attracted white-collared workers and skilled professionals, such as engineers, technicians, bankers, and more. (Doc 7) This movement of people subsequently attracted capital investment into the region, with the likes of Fortune 500 companies. This migration certainly changes the political dynamic of the U.S. As the population in the Sunbelt now

Document-Based Essay—Practice Paper – B

exceeds that of the Northeast and Midwest, the Southern states now have greater congressional representation and affect future policies. (Doc 8a)

In conclusion both of these migrations have had a large impact on America's political, economic and social dynamic. Migration westward spurred rapid urban development, but also straining of natural resources as addressed by water 2025. (Doc 9a) Migration south has spurred investment in many industries including natural gas production, technology, entertainment, and banking. (Doc 9b) Clearly, migrations of people reflect the political, economic, and social changes in the United States.

Over the years, America has endured depressions and years of great prosperity. This caused many shifts in migration within the country itself as people kept moving places that helped them financially & provided them with a better life. Two instances where this can be seen is with the Great migration of African Americans and the migration/expansion westward. The migration of African Americans was more influenced by society and the expansion westward was influed by financial needs.

African Americans after years of oppression finally managed to gain there independence however there were still people and laws in the south that prevented them from living a normal life. There was the practice of lynching (Doc 4b) that led to a lot of fear within the African American community and laws like the Jim Crow laws which still limited their participation in the community. This build up of fear and the still continuing unfairness led to the African Americans to migrate out of the south to cities in the North and the south. This migration caused a change in the mentality of the African Americans, they felt more free to express their opposition to oppression. They felt comfortable with holding protest & being more open with their opinions (Doc 5). There was more sense of freedom.

Similar to this was the expansion westward even though this based more on financial situations rather than social situations. Most people felt that moving westward would provide them with more opportunities and a better life (Doc 1b). They had in mind the futures of their children and a better economic situation for them however, this had an effect on those who were already occupying the land. Native Americans who lived there were pushed out of their land treated badly

Document-Based Essay—Practice Paper – C

and were moved to reserves (Doc 3) and example of this is the trail of tears where many Native Americans died when forced to migrate away from their land.

So overall, there have been many instances in the history of United States where people have migrated based on social and financial needs some of which consist of the Migration of African Americans and the Migration westward.

Population has an important role in the prosperity of an area ranging from a small city to half a nation. Throughout the history of the United States of America, perhaps the greatest economic, social, and even political impacts have occurred in areas of flourishing population caused by migrations. Destination areas for settlement have allowed for the development of new industries and jobs, more equality, and more political involvement. The noteworthy beginning of this pattern could easily be the westward-bound pioneers much admired today, but the pattern is also evident in other historic time periods, such as the Great Migration during and following world war I. Both the westward Expansion and the Great Migration represent times of controversy and change for the United States, but each also portray times of prosperity as well.

Expansion was an early goal of the newly established United States. Even prior to the American Revolution, colonists yearned to extend the power of the thirteen colonies westward and rejected British attempts to keep them east of the Appalachians (OI). Upon Thomas Jefferson's debated purchase of the Louisiana Territory, Manifest Destiny became a very real, achievable goal especially after explorers returned from their treks out west (OI). Gradually the United States' government began attempting to persuade citizens to resettle, west of the Mississippi River with the sale of cheap land. (Docs 1a & 1b). Using the Homestead Act of 1862 and appealing to the conventionally adventurous American spirit, the government made promises of rich farmland and land on which to build homes (Docs. 1a, 1b). Slowly, some Americans became pioneers and the movement gained momentum in the 1870's and 1880's. Assured that the federal

government would organize Western territories and they would eventually become states settlers felt confident about going westward. The growth of the west led to a number of new states, being added to the Union. Pioneers who wanted to be farmers, ranchers, and businessmen alike were moving west and were establishing communities just like the colonists had many years before. The difference was the frontier became the Pacific Ocean far from the Appalachian mountains. (Docs. 1b, 2). To further appeal to pioneers and their sense of security (OI), presidents after Andrew Jackson began to relocate more Native American tribes to smaller plots of land to prevent the hindrance of successful US expansion (Doc 3). The westward migration and massive population growth of that region led to economic boosts for the entire nation due to thriving farms, cattle ranches and new industries such as meat packing. It also promoted nationalism except when it promoted sectionalism in arguments over slavery. (Doc. 2). Unfortunately, the achievement of manifest destiny was not appealing to all. The Native Americans faced harsh and adverse conditions, once again forced to surrender their land and cope with the government's discriminatory regulations. The pioneer days however were times of growing prosperity and national growth, due to the settlement and success of the Western frontier.

The end of World War I initiated one of the United States' most prosperous and all-around celebratory decades: the Roaring Twenties (OI). The entrance of the US into the "Great War" and the launch of the 1920's provided the perfect time for Southern African-Americans to again seek their liberties. Conditions in the South following the withdrawal of Northern military occupants and the termination of

political restrictions returned to the familiar system of white supremacy known to African Americans before the Civil War. (OI). Jim Crow laws, which segregated public facilities and the intimidation of black voters (OI) became a part of Southern life and Black rights were hardly recognized (Docs. 4a, 4b). Southern African Americans became convinced that escaping to the North and west was the only way they could improve their lives. Although it wouldn't be easy at least there was more hope than a life spent in debt and sharecropping. In the North, jobs left behind by soldiers were available even though affordable housing was not. Also there would be more schools in the North. More African Americans would eventually be able to move into the middle class. (Docs 4a, 4b, 5). The blacks could openly use their liberties without fear of Southern retaliation (Doc. 5). Black communities and organizations were established, allowing a new unity within the race (Doc. 5, 6). Shared experiences, living in ghettos, fighting in World War I, and facing continuing discrimination led to demands for new rights. Living in the North made many African Americans think differently about their future and made them more assertive. It prepared them for protests, boycotts, and marches in the 1950's and the 1960's.

Throughout American history, circumstances have led mass migrations to occur. New lands, opportunities and promises of a better life have driven these groups of people to seek out migration. Two major migrations have occurred, one in the 1800's in which people moved westward, and one in the early 20th century where people moved north. There are several push and pull factors for any migration, and there are many affects that are left from these events.

In the early 1800's, America was still a relatively new country, with much of the population settled along the east coast. Geographical obstacles such as the Rocky Mountains and much unexplored land stood in the way of westward movement. As the United States began to get more land, people became interested in moving west. After the Louisiana Purchase and the Mexican American War, the size of the country nearly trippled. Exploration showed the possibilities and potential of the west and people began to make their plans to move westward. One major motivation for people to move to the west was the avaiiability of millions of acres of land to farm. (Document 1a) For years people were asking the government to give free land to farmers who were willing to go west. But not everyone was in favor of this. Finally during the Civil War the government issued the Homestead Act, providing free land to anyone that could productively manage 160 acres of land for five years. Railroads were built to allow for easier movement of people and farm goods, connecting the east and the west. The need for railroads was sparked by the great distances involved as the migration of population shifted from the east to the west. It was important to connect valuable western territories such as far away California to the rest of the country. Railroads helped to create a large

national market for farm goods. Railroads also carried mail so western settlers could stay in contact with the rest of the country. New towns and cities sprang up along major railroads, contributing to urbanization of the west which became even more widespread as hard times hit more homestead farmers in the 1890's. (Document 2)

During the late 1800's and early 1900's, industrialization and urbanization boomed in the north, as factories popped up and big business became common place. In the south, racial prejudice and inequality raged on despite the work of Radical Republicans. Job availability for African Americans was extremely low because of discrimination and the economic losses resulting from the Civil War. Living conditions were harsh not only for sharecroppers but for almost all newly freed men. As the United States approached entry into World War I (WWI) in the mid 1910's, even though we were neutral many industries shifted from producing consumer goods to supplying military necessities. Before the U.S entered the war in 1917, many new jobs were created. African Americans began to migrate north towards hopes of jobs and less racial prejudice. (Document 4a). New neighborhoods known as ghettos rose, as African Americans started settling in northern cities. (Document 6) African Americans felt secure in these ghettos because their churches, schools, and restaurants were there. Because of these new black communities, a new cultural revolution took place, known as the Harlem Renaissance in New York. Almost all northern cities had a cultural experience based on black values. From this came new ideas of art, poetry, literature and music. Many of these artistic expressions revolved around African American life experiences and inspiration. Some writers, like

Langston Hughes, write about moving north to escape racial injustices, to cities such as Buffalo and New York City. (Document 4a) The new styles of music that moved North from the Deep South during the Great Migration called jazz and blues influence our music today.

Mass migrations have influenced and changed America in many ways. Population shifts, cultural changes and political shifts influence many everyday things, even now in the 21st century!

Practice Paper A—Score Level 3

The response:

- Develops all aspects of the task with some depth for African Americans and people to the Sun Belt
- Is more descriptive than analytical (*African Americans*: after Civil War, they were still segregated and discriminated against in South; Jim Crow laws severely limited opportunities available to African Americans; migration meant significant influence in House of Representative for North and significant loss of farm workers throughout South; introduction of new culture to society of North; in North, they were more free to express themselves, something they could not do safely in South; ghettos became centers for black pride and self-expression in 1920s; *Sun Belt*: many Americans looking for better jobs in Sunbelt after World War II; South needed laborers and people went where easiest to get a job; some states in North lost seats in House of Representatives; South become political and economic powerhouse with great influence over national policies)
- Incorporates some relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates limited relevant outside information (*African Americans*: after Civil War, given rights in amendments to Constitution; intolerance and racism became more widespread in North as migration continued; race riots occurred in cities and Ku Klux Klan activities increased; *Sun Belt*: interstate highway system and growing automobile ownership helped make migration possible; started out with white people moving south; as segregation and discrimination toward African Americans lessened, some of them went south because family roots were there; migration to Sunbelt seems to have slowed a bit; population as well as businesses seem to be more balanced than in late 20th century)
- Includes some relevant facts, examples, and details (*African Americans*: grandfather clauses; poll taxes; lynched and assaulted; Langston Hughes; “One-Way Ticket”; *Sun Belt*: new industries; military factories; educational institutions; transportation systems)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that state massive migrations can significantly change the economic and political power of the nation

Conclusion: Overall, the response fits the criteria for Level 3. The discussion of the African American migration integrates some good analytical statements and limited outside information. The discussion of the Sunbelt includes more outside references but less analysis. Conclusions about the African American experience and the effects of Sunbelt political power are thoughtful.

Practice Paper B—Score Level 2

The response:

- Develops some aspects of the task in some depth for migrations of settlers westward and people to the Sun Belt
- Is primarily descriptive (*settlers*: land made attractive to settlers through a series of federal policies; Homestead Act granted land to settlers as long as they agreed to farm it for a minimum number of years; migration greatly increased urban population in western states; migration led to increased conflict with Native American tribes and their eventual removal from ancestral lands; migration westward spurred a strain on natural resources such as water; *Sun Belt*: developing southern economy attracted white-collar workers and skilled professionals; attracted capital investment to region; changed political dynamic of United States; South now has greater congressional representation than Northeast and Midwest; spurred investment in many industries)
- Incorporates limited relevant information from documents 1, 2, 3, 7, 8, and 9
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*Sun Belt*: engineers, technicians, and bankers; Fortune 500 companies); includes an inaccuracy (*settlers*: expansion west of Appalachian Mountains after acquisition of territory from Louisiana Purchase)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that are somewhat beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 2. Document information frames the response. Although an understanding of the task is demonstrated, the response needs additional facts and details to explain broad statements.

Practice Paper C—Score Level 2

The response:

- Develops some aspects of the task in little depth for migrations of settlers and African Americans
- Is primarily descriptive (*African Americans*: people and laws in the South prevented them from living a normal life; practice of lynching led to a lot of fear within the African American community; migration caused a change in their mentality, they felt more free to express opposition to oppression; felt comfortable holding protests; *settlers*: moving westward would provide them with more opportunities and a better life; concerned about the future of their children; Native Americans pushed out of their land, treated badly, and moved to reservations)
- Incorporates limited relevant information from documents 1, 3, 4, and 5
- Presents no relevant outside information
- Includes very few relevant facts, examples, and details (*African Americans*: Jim Crow laws; *settlers*: Trail of Tears)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that state migrations are based on social and financial needs

Conclusion: Overall, the response fits the criteria for Level 2. The development of the task is stronger for the migration of African Americans to the North. A lack of supporting facts and details hampers the development of historical circumstances for the movement of settlers westward.

Practice Paper D—Score Level 4

The response:

- Develops all aspects of the task for migrations of settlers westward during the 1800s and African Americans to northern cities in the early 20th century
- Is both descriptive and analytical (*settlers*: government began attempting to persuade citizens to resettle west of Mississippi; movement gained momentum in 1870s and 1880s; settlers assured that federal government would organize western territories; farmers, ranchers, and businessmen were establishing communities; Native Americans faced harsh conditions, forced to surrender land, and cope with government's discriminatory regulations; population growth led to economic boosts for entire nation; *African Americans*: entrance of United States into Great War provided perfect time for southern African Americans to seek liberties; Jim Crow laws and intimidation of black voters part of Southern life; African Americans convinced escaping north and west only way to improve lives; more hope in North than life spent in debt and sharecropping; jobs left behind by soldiers available even though affordable housing was not; shared experiences, living in ghettos, fighting in World War I, and facing continuing discrimination led to demands for new rights)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates relevant outside information (*settlers*: prior to American Revolution, colonists yearned to extend power of thirteen colonies westward and rejected British attempts to keep them east of Appalachians; with Thomas Jefferson's debated purchase of Louisiana Territory, Manifest Destiny became achievable goal; growth of west led to number of new states being added to Union; presidents after Andrew Jackson began to relocate more Native American tribes to smaller plots of land; promoted nationalism except when it promoted sectionalism in arguments over slavery; *African Americans*: conditions in South following withdrawal of Northern military occupants and termination of political restrictions returned to familiar white supremacy circumstances known to African Americans before Civil War; segregated public facilities; more able to move into middle class; living in North prepared them for protests, boycotts, and marches in 1950s and 1960s)
- Supports the theme with relevant facts, examples, and details (*settlers*: Homestead Act of 1862; promise of rich farmland; thriving farms, cattle ranches, and new industries; *African Americans*: Roaring Twenties; Jim Crow laws)
- Demonstrates a logical and clear plan of organization; includes an introduction that states westward expansion and the Great Migration represent times of controversy and prosperity and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 4. The treatment of westward migration includes some thoughtful statements about the federal government's role in promoting settlement. Document interpretation leads to good analytical conclusions throughout the response; however further explanation would have strengthened the discussion.

Practice Paper E—Score Level 3

The response:

- Develops most aspects of the task with little depth for migrations of settlers and African Americans
- Is more descriptive than analytical (*settlers*: exploration showed possibilities and potential of West; major motivation was the availability of millions of acres of land to farm; free land to anyone who could productively manage 160 acres for five years; railroads built to allow for easier movement of people and farm goods and to connect east and west; urbanization of west became more widespread as hard times hit more homestead farmers in 1890s; *African Americans*: in the South, racial prejudice and inequality raged on; living conditions harsh for almost all newly freedmen; African Americans began to migrate north in hopes of jobs and less racial prejudice; many artistic expressions revolved around African American life experiences)
- Incorporates some relevant information from documents 1, 2, 4, and 6
- Incorporates relevant outside information (*settlers*: geographical obstacles such as Rocky Mountains and much unexplored land stood in way of westward movement; after Louisiana Purchase and Mexican American War, size of country nearly tripled; important to connect valuable western territories to rest of country; railroads carried mail so western settlers could stay in contact with rest of country; *African Americans*: job availability extremely low because of discrimination and economic losses resulting from Civil War; as United States approached entry into World War I, many industries shifted from producing consumer goods to supplying military necessities; almost all northern cities had a cultural experience based on black values; new ideas in art, poetry, literature, and music; new styles of music called jazz and blues influence our music today)
- Includes some relevant facts, examples, and details (*settlers*: Homestead Act; California; new towns and cities; *African Americans*: Radical Republicans; sharecroppers; Harlem Renaissance; ghettos; Langston Hughes; Great Migration)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are slightly beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. Some good analytical statements, found throughout the narrative, are supported by relevant outside information. Although the description of historical circumstances is sufficient, the discussion of effects is lacking full explanation in most cases.

United States History and Government Specifications

August 2016

Part I Multiple-Choice Questions by Standard

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

Parts II and III by Theme and Standard

	Theme	Standards
Thematic Essay	Economic Systems; Government; Places and Regions; Foreign Policy	Standards 1, 3, and 4: United States and New York History; Geography; Economics
Document-based Essay	Migration; Places and Regions; Civic Values; Presidential Decisions and Actions; Environment	Standards 1, 3, 4, and 5: United States and New York History; Geography; Economics; Civics, Citizenship, and Government

Notes:

Part I and Part II scoring information is found in Volume 1 of the Rating Guide.

Part III scoring information is found in Volume 2 of the Rating Guide.

The *Chart for Determining the Final Examination Score for the August 2016 Regents Examination in United States History and Government* will be posted on the Department's web site at: <http://www.p12.nysed.gov/assessment/> 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.

Submitting Teacher Evaluations of the Test to the Department

Suggestions and feedback from teachers provide an important contribution to the test development process. The Department provides an online evaluation form for State assessments. It contains spaces for teachers to respond to several specific questions and to make suggestions. Instructions for completing the evaluation form are as follows:

1. Go to <http://www.forms2.nysed.gov/emsc/osa/exameval/reexameval.cfm>.
2. Select the test title.
3. Complete the required demographic fields.
4. Complete each evaluation question and provide comments in the space provided.
5. Click the SUBMIT button at the bottom of the page to submit the completed form.

The State Education Department / The University of the State of New York
Regents Examination in United States History and Government – August 2016
 Chart for Converting Total Test Raw Scores to Final Examination Scores (Scale 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 those two scores intersect is the student's final examination score. For example, a student receiving a total essay score of 6 and a total Part I and Part IIIA score of 43 would receive a final examination score of 80.

		Total Essay Score										
Total Part I and Part IIIA Score		0	1	2	3	4	5	6	7	8	9	10
	0	0	3	6	9	13	16	20	24	28	33	37
	1	1	4	7	10	14	18	22	26	30	34	38
	2	2	5	8	12	15	19	23	27	31	35	40
	3	3	6	9	13	16	20	24	28	33	37	41
	4	4	7	10	14	18	22	26	30	34	38	43
	5	5	8	12	15	19	23	27	31	35	40	44
	6	6	9	13	16	20	24	28	33	37	41	46
	7	7	10	14	18	22	26	30	34	38	43	47
	8	8	12	15	19	23	27	31	35	40	44	49
	9	9	13	16	20	24	28	33	37	41	46	50
	10	10	14	18	22	26	30	34	38	43	47	52
	11	12	15	19	23	27	31	35	40	44	49	53
	12	13	16	20	24	28	33	37	41	46	50	55
	13	14	18	22	26	30	34	38	43	47	52	56
	14	15	19	23	27	31	35	40	44	49	53	57
	15	16	20	24	28	33	37	41	46	50	55	59
	16	18	22	26	30	34	38	43	47	52	56	60
	17	19	23	27	31	35	40	44	49	53	57	62
	18	20	24	28	33	37	41	46	50	55	59	63
	19	22	26	30	34	38	43	47	52	56	60	65
	20	23	27	31	35	40	44	49	53	57	62	66
	21	24	28	33	37	41	46	50	55	59	63	67
	22	26	30	34	38	43	47	52	56	60	65	68
	23	27	31	35	40	44	49	53	57	62	66	70
	24	28	33	37	41	46	50	55	59	63	67	71
	25	30	34	38	43	47	52	56	60	65	68	72
	26	31	35	40	44	49	53	57	62	66	70	74
	27	33	37	41	46	50	55	59	63	67	71	75
	28	34	38	43	47	52	56	60	65	68	72	76
	29	35	40	44	49	53	57	62	66	70	74	77
	30	37	41	46	50	55	59	63	67	71	75	79
	31	38	43	47	52	56	60	65	68	72	76	80

Total Essay Score												
Total Part I and Part IIIA Score		0	1	2	3	4	5	6	7	8	9	10
	32	40	44	49	53	57	62	66	70	74	77	81
	33	41	46	50	55	59	63	67	71	75	79	82
	34	43	47	52	56	60	65	68	72	76	80	83
	35	44	49	53	57	62	66	70	74	77	81	85
	36	46	50	55	59	63	67	71	75	79	82	86
	37	47	52	56	60	65	68	72	76	80	83	87
	38	49	53	57	62	66	70	74	77	81	85	88
	39	50	55	59	63	67	71	75	79	82	86	89
	40	52	56	60	65	68	72	76	80	83	87	90
	41	53	57	62	66	70	74	77	81	85	88	91
	42	55	59	63	67	71	75	79	82	86	89	92
	43	56	60	65	68	72	76	80	83	87	90	93
	44	57	62	66	70	74	77	81	85	88	91	94
	45	59	63	67	71	75	79	82	86	89	92	95
	46	60	65	68	72	76	80	83	87	90	93	96
	47	62	66	70	74	77	81	85	88	91	94	96
	48	63	67	71	75	79	82	86	89	92	95	97
	49	65	68	72	76	80	83	87	90	93	96	97
	50	66	70	74	77	81	85	88	91	94	96	97
	51	67	71	75	79	82	86	89	92	95	97	98
	52	68	72	76	80	83	87	90	93	96	97	98
	53	70	74	77	81	85	88	91	94	96	97	98
	54	71	75	79	82	86	89	92	95	97	98	98
	55	72	76	80	83	87	90	93	96	97	98	98
	56	74	77	81	85	88	91	94	96	97	98	99
	57	75	79	82	86	89	92	95	97	98	98	99
	58	76	80	83	87	90	93	96	97	98	98	99
	59	77	81	85	88	91	94	96	97	98	99	99
	60	79	82	86	89	92	95	97	98	98	99	99
	61	80	83	87	90	93	96	97	98	98	99	99
	62	81	85	88	91	94	96	97	98	99	99	100