

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

**UNITED STATES HISTORY  
AND GOVERNMENT**

**Tuesday, June 16, 2015 — 9:15 a.m. to 12:15 p.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.

Base your answer to question 1 on the cartoon below and on your knowledge of social studies.



Source: Paul Fell, *Lincoln Journal Star*, 2004

1 Which statement most accurately expresses the main idea of the cartoon?

- (1) Water pollution threatens public health.
- (2) Farmers fail to understand the water needs of cities.
- (3) Urban development has used all the water needed for farming.
- (4) Conflict is growing over the distribution of scarce water resources.

2 Which title best completes the partial outline below?

I. \_\_\_\_\_

- A. Virginia House of Burgesses
- B. Mayflower Compact
- C. New England town meetings

- (1) Developments in Colonial Self-Government
- (2) Colonial Efforts to Abandon British Rule
- (3) Attempts by Colonial Leaders to Form a National Government
- (4) Colonial Organizations Established by the British Parliament

3 One way that the British government carried out the policy of mercantilism was by

- (1) promoting free trade between its colonies and Europe
- (2) prohibiting the transatlantic trade in enslaved Africans
- (3) encouraging the development of colonial manufacturing and trade
- (4) requiring that most colonial trade occur within the British Empire

- 4 Thomas Jefferson incorporated John Locke's idea of the social contract theory in the Declaration of Independence because this idea
- (1) justified the overthrow of a government that denied individual liberties
  - (2) considered economic rights more important than inalienable rights
  - (3) supported the divine right of kings
  - (4) called for a gradual change of government

Base your answer to question 5 on the passage below and on your knowledge of social studies.

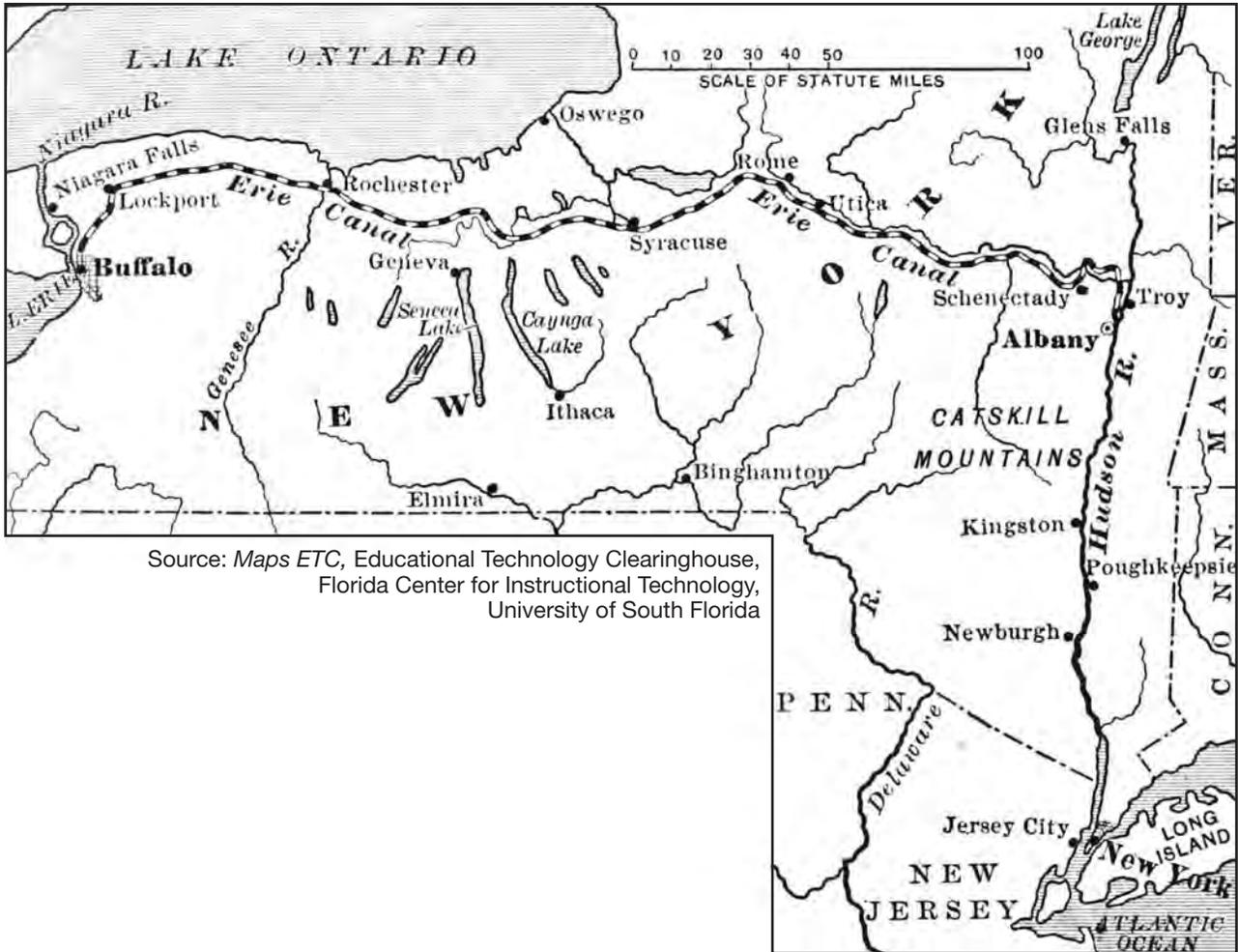
...As to government matters, it is not in the power of Britain to do this continent justice: the business of it will soon be too weighty and intricate to be managed with any tolerable degree of convenience, by a power so distant from us, and so very ignorant of us; for if they cannot conquer us, they cannot govern us. To be always running three or four thousand miles with a tale or a petition, waiting four or five months for an answer, which, when obtained, requires five or six more to explain it in, will in a few years be looked upon as folly and childishness. There was a time when it was proper, and there is a proper time for it to cease....

— Thomas Paine, *Common Sense*, 1776

- 5 What is the main argument Thomas Paine makes concerning the relationship between Great Britain and its American colonies?
- (1) Britain wants to make America a part of the European continental system.
  - (2) America is too distant for Great Britain to govern effectively.
  - (3) America lacks representation in Parliament.
  - (4) American colonial leaders believe British officials want to use them to fight European wars.
- 
- 6 At the Constitutional Convention of 1787, the Great Compromise between the large states and the small states resulted in
- (1) the creation of a bicameral legislature
  - (2) a provision for equal protection of the laws
  - (3) a permanent solution to the slavery issue
  - (4) the guarantee of voting rights for all male property owners

- 7 The framework of government described in the Constitution of the United States (1787) most clearly shows the dissatisfaction of the founders with the
- (1) Albany Plan of Union
  - (2) Northwest Ordinance
  - (3) Articles of Confederation
  - (4) Treaty of Paris
- 8 The term *federalism* is best defined as
- (1) the process of amending a constitution
  - (2) the power of the courts to determine the constitutionality of laws
  - (3) a republican form of government with no hereditary ruler
  - (4) the division of power between the states and the national government
- 9 Which action is an example of the use of checks and balances?
- (1) impeachment of President Bill Clinton
  - (2) choosing a vice presidential running mate by a presidential candidate
  - (3) election of the Speaker of the House by the majority party
  - (4) starting negotiations for a treaty by President George Washington
- 10 The Kentucky and Virginia Resolutions (1798) held that states could nullify the Alien and Sedition Acts because these laws
- (1) repealed the Northwest Ordinance
  - (2) placed an unfair tax on whiskey made by western farmers
  - (3) violated the Constitution
  - (4) established limits on universal suffrage
- 11 The Supreme Court decision in *Marbury v. Madison* (1803) increased the power of the federal courts by
- (1) increasing the number of judges
  - (2) enabling the president to overturn lower-court decisions
  - (3) establishing federal supremacy over state governments
  - (4) establishing the principle of judicial review

Base your answers to questions 12 and 13 on the map below and on your knowledge of social studies.



Source: *Maps ETC*, Educational Technology Clearinghouse, Florida Center for Instructional Technology, University of South Florida

- 12 Based on the map, the Erie Canal and Hudson River contributed directly to the
- (1) decisions to restrict immigration
  - (2) rapid increase in population in upstate New York
  - (3) settlement of New England
  - (4) acquisition of land from Canada
- 13 Completion of the Erie Canal in 1825 encouraged the growth of the Midwest because it
- (1) linked the Great Lakes to the Atlantic Coast
  - (2) helped force the removal of British forts in the Northwest Territory
  - (3) stimulated development of cotton production in the Ohio River valley
  - (4) increased trade with Asia

- 14 A major reason for President Thomas Jefferson's purchase of the Louisiana Territory was to
- (1) eliminate Spanish control of California
  - (2) take possession of all of Florida
  - (3) give the United States control of the Mississippi River
  - (4) provide access to areas east of the Appalachian Mountains
- 15 What was one important geographic reason the United States was able to maintain a foreign policy of neutrality throughout most of the 19th century?
- (1) The Atlantic Ocean provided a buffer from European interference.
  - (2) Extensive mountain ranges along the Pacific coastline prevented invasions.
  - (3) Scarce natural resources discouraged international trade.
  - (4) European immigrants had rapid communication with their homelands.
- 16 President Andrew Jackson used the spoils system to
- (1) stop the westward expansion of slavery
  - (2) strengthen the military for national defense
  - (3) reward loyal political supporters
  - (4) destroy the Bank of the United States
- 17 After the Civil War, which development limited economic opportunities for African Americans in the South?
- (1) creation of military districts
  - (2) establishment of the Freedmen's Bureau
  - (3) use of the sharecropping system
  - (4) ratification of the 14th amendment
- 18 During the 1870s, the Granger movement attracted the support of many western farmers because it proposed that
- (1) the money supply should be deflated by removing paper currency from circulation
  - (2) shipping rates and grain storage fees charged by railroads should be regulated
  - (3) immigrants should be given land on the Great Plains
  - (4) the government should control the development of resources in the West
- 19 Literacy tests, grandfather clauses, and poll taxes were enacted by Southern States to
- (1) limit the movement of African Americans
  - (2) restrict the voting rights of African Americans
  - (3) improve the social status of African Americans
  - (4) expand educational opportunities for African Americans
- 20 What was the primary goal of the Dawes Act of 1887 regarding Native American Indians?
- (1) assimilating Native American Indians into mainstream American life
  - (2) increasing the size of Native American Indian reservations
  - (3) promoting Native American Indian languages and cultures
  - (4) strengthening Native American Indian tribal governments
- 21 During the late 19th century, businesses tried to maximize profits by
- (1) eliminating tariffs
  - (2) supporting labor unions
  - (3) resisting laissez-faire policies
  - (4) creating monopolies

- 22 What was one major impact of industrialization in the United States?
- (1) the disappearance of social class distinctions
  - (2) a rise in the standard of living
  - (3) an increase in the birth rate
  - (4) the elimination of urban tenements
- 23 What was one characteristic of American imperialism in the late 19th and early 20th centuries?
- (1) avoiding involvement with nations in East Asia
  - (2) supporting independence movements in Africa
  - (3) rejecting the use of military force to gain colonies
  - (4) acquiring territory to promote economic and strategic interests
- 24 Which development was a result of the Progressive movement?
- (1) Government increased its regulation of business practices.
  - (2) Women become less active in public life.
  - (3) The influence of the national government was reduced.
  - (4) Congress failed to balance the federal budget.
- 25 The Federal Reserve System was created to
- (1) control the money supply
  - (2) stimulate trade with other nations
  - (3) regulate the stock market
  - (4) fund public works projects
- 26 What was the major cause of African American migration from the rural South to northern cities during World War I?
- (1) offers of free public education
  - (2) availability of factory jobs
  - (3) desire to live in integrated neighborhoods
  - (4) opportunity to gain religious freedom
- 27 After World War I, a “return to normalcy” was most clearly demonstrated by
- (1) opposition to joining the League of Nations
  - (2) ending farm subsidies under the Agricultural Adjustment Act
  - (3) reducing tariff rates on imported goods
  - (4) rejection of disarmament agreements
- 28 The term *Harlem Renaissance* best describes
- (1) state and federal laws passed to end racial discrimination
  - (2) urban renewal efforts in New York City
  - (3) government programs to promote African American businesses
  - (4) a period of African American cultural achievements
- 29 In the 1920s, controversies over Prohibition, the National Origins Act, and the Scopes trial all reflected disagreement over the
- (1) effects of demobilization
  - (2) cultural values of the American people
  - (3) role of the federal government in the economy
  - (4) influence of labor unions on American life

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

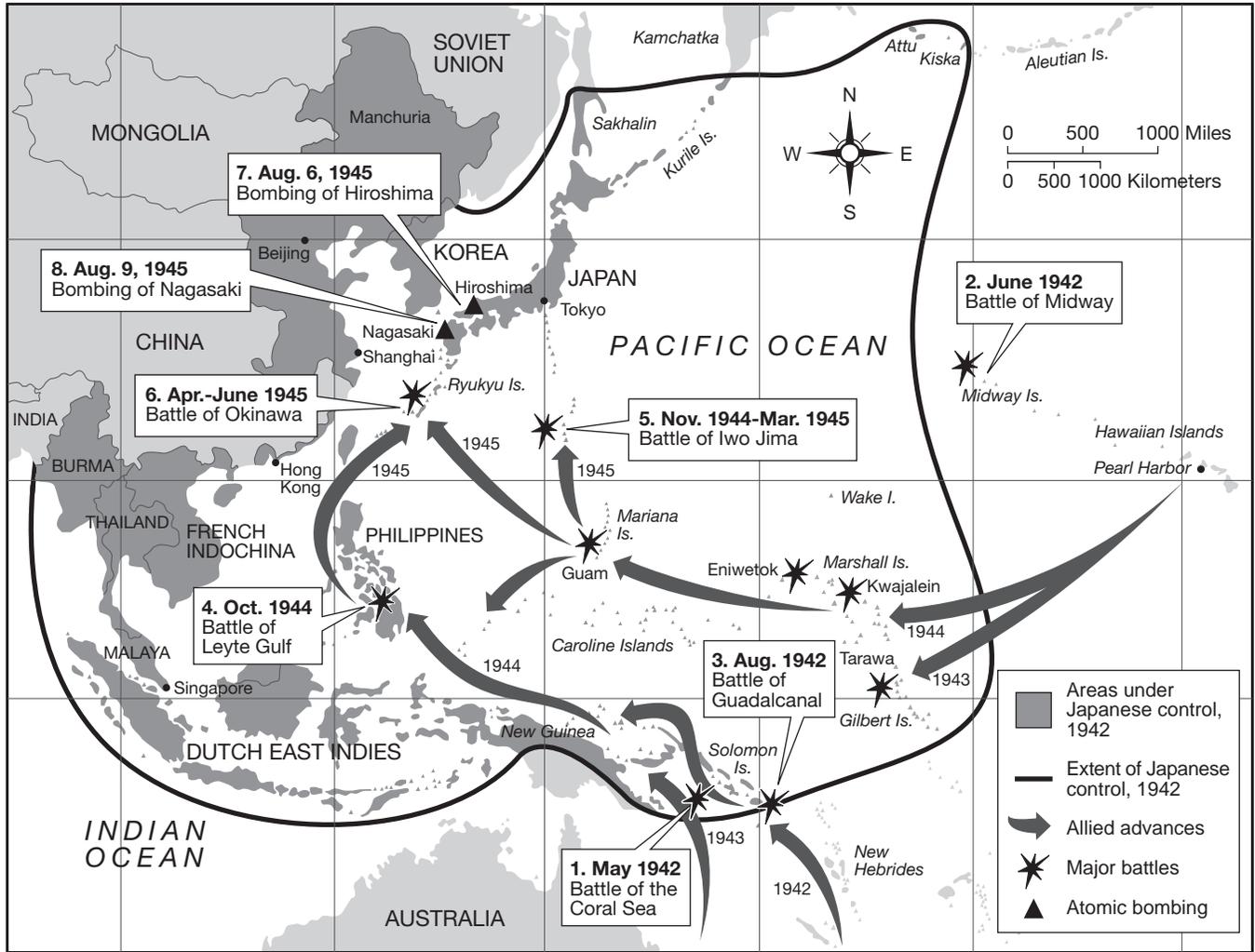
...2. We propose to limit the amount any one man can earn in one year or inherit to \$1 million to the person.

3. Now, by limiting the size of the fortunes and incomes of the big men, we will throw into the government Treasury the money and property from which we will care for the millions of people who have nothing; and with this money we will provide a home and the comforts of home, with such common conveniences as radio and automobile, for every family in America, free of debt....

— Senator Huey Long, 1935

- 30 Based on these statements by Senator Long, one reason for the suffering caused by the Great Depression was the
- (1) failure of President Franklin D. Roosevelt to sign relief legislation
  - (2) overproduction of military equipment
  - (3) uneven distribution of income that favored the rich
  - (4) failure of labor unions to accept shorter work days
- 31 President Franklin D. Roosevelt responded to the circumstances described in this passage by
- (1) renewing New Deal programs to help big business
  - (2) raising taxes to assure a balanced federal budget
  - (3) stressing free market economic principles
  - (4) increasing New Deal efforts for relief and reform
- 32 What was the primary motive behind President Franklin D. Roosevelt's 1937 proposal to add members to the Supreme Court?
- (1) removal of Republican justices from the Court
  - (2) ending the Court's use of judicial review
  - (3) assuring United States neutrality at the start of World War II
  - (4) protection of New Deal programs from unfavorable Court decisions
- 33 Which trend in United States foreign policy is shown by the passage of the Neutrality Act of 1939, the destroyers for bases deal of 1940, and the Lend-Lease Act of 1941?
- (1) withdrawal from overseas colonies
  - (2) expansion of trade with the Axis powers
  - (3) increase in support for the Allied powers
  - (4) reduction in war preparedness
- 34 The internment of Japanese Americans during World War II was initially authorized by
- (1) a constitutional amendment
  - (2) an executive order of the president
  - (3) a proclamation by the governor of California
  - (4) a decision of the Supreme Court

Base your answers to questions 35 and 36 on the map below and on your knowledge of social studies.



Source: Robert A. Divine et al., *America: Past and Present*, Addison Wesley Longman, 1999 (adapted)

35 What is the most accurate title for this map?

- (1) American Imperialism in the 20th Century
- (2) World War II in the Pacific
- (3) Causes of World War II
- (4) Creation of Wartime Alliances

36 The map shows that the Allied forces

- (1) made slow but steady progress in defeating Japan
- (2) conducted most of the battles north of the Hawaiian Islands
- (3) maintained control of the Philippines from the beginning of the war
- (4) had military support from the Soviet Union throughout the war

- 37 One reason the United States supported the creation of the United Nations was to
- (1) determine blame for the start of World War II
  - (2) improve efforts to collect war debts
  - (3) maintain international peace
  - (4) promote the development of nuclear weapons
- 38 The announcement of the Truman Doctrine, the Berlin airlift, and the formation of the North Atlantic Treaty Organization (NATO) were actions taken by the United States to prevent the
- (1) renewal of Nazi fascism in Germany, Italy, and Spain
  - (2) expansion of communism into Western Europe
  - (3) starvation of refugees from Eastern Europe
  - (4) start of an arms race between the United States and the Soviet Union

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

Good evening, my fellow citizens. This Government, as promised, has maintained the closest surveillance of the Soviet military build-up on the island of Cuba. Within the past week unmistakable evidence has established the fact that a series of offensive missile sites is now in preparation on that imprisoned island. The purposes of these bases can be none other than to provide a nuclear strike capability against the Western Hemisphere....

— President John F. Kennedy, Report to the American People, October 22, 1962

- 39 President John F. Kennedy reacted strongly to the situation described in this speech primarily because
- (1) the United States feared an influx of Cuban refugees
  - (2) these missiles could threaten United States oil supplies in South America
  - (3) the location of Cuba would allow the United States little time to respond to an attack
  - (4) the United States and the Warsaw Pact nations had formed a military alliance
- 

- 40 One criticism of the Warren Court's decisions in *Mapp v. Ohio* (1961), *Gideon v. Wainwright* (1963), and *Miranda v. Arizona* (1966) is that the Supreme Court
- (1) limited police powers while expanding the rights of criminal defendants
  - (2) denied the first amendment rights of antiwar protestors and the press
  - (3) forced the desegregation of public transportation
  - (4) restricted the rights of students in public schools
- 41 During the 1960s, the foreign policy of President Lyndon B. Johnson was criticized because it
- (1) failed to support the space program
  - (2) escalated the Vietnam War
  - (3) restricted overseas travel for American citizens
  - (4) eliminated economic aid to African nations
- 42 The decision of the Supreme Court in the case of *United States v. Nixon* (1974) stated that
- (1) President Richard Nixon as commander in chief could extend the Vietnam War into Cambodia
  - (2) executive branch officials could be fired by the president without the Senate's approval
  - (3) executive privilege did not allow the president to withhold recordings that were related to the Watergate affair
  - (4) congressional approval of the War Powers Act of 1973 violated the separation of powers

Base your answers to questions 43 and 44 on the cartoon below and on your knowledge of social studies.



Source: John Darkow, *Columbia (MO) Daily Tribune*, July 3, 2009 (adapted)

- 43 Which statement most accurately expresses the point of view of the cartoonist?
- (1) The United States should increase its imports from China.
  - (2) Many products made in the United States are sold in China.
  - (3) The American economy has become overly dependent on China.
  - (4) Many Americans have had to move to China to find work.
- 44 Many American corporations contributed to the problem shown in the cartoon by
- (1) demanding that Congress increase export taxes
  - (2) establishing manufacturing facilities overseas
  - (3) paying workers lower wages to encourage them to retire
  - (4) lobbying the federal government to increase the minimum wage
-

Base your answer to question 45 on the cartoon below and on your knowledge of social studies.



Source: Jeff Koterba, *Omaha World Herald*, March 15, 2010 (adapted)

- 45 What is considered a major cause of the problem shown in the cartoon?
- (1) Employers pay higher Social Security taxes than employees pay.
  - (2) Most Americans want to end Social Security programs.
  - (3) Wealthy people pay the largest share of the Social Security taxes.
  - (4) The growing number of Social Security recipients are being supported by relatively fewer workers.

- 46 One important goal of the Monroe Doctrine (1823) was to
- (1) reduce trade barriers between the United States and African nations
  - (2) establish United States colonies and naval bases in the Caribbean
  - (3) provide military assistance to help the Philippines gain independence from Spain
  - (4) prevent former colonial powers from taking over Latin American nations

- 47 The Strategic Arms Limitation Treaty (SALT) agreements signed in the 1970s by the United States and the Soviet Union were efforts to
- (1) reduce Cold War tensions
  - (2) establish a worldwide human rights policy
  - (3) increase cooperation in the United Nations
  - (4) negotiate a lasting peace in the Middle East

- 48 **“Troops Break Up Bonus Army Protest”**  
**“FDR Proclaims Bank Holiday”**  
**“Misery Created by Dust Bowl”**

These headlines concern events that occurred during the

- (1) Civil War
- (2) Progressive Era
- (3) Great Depression
- (4) Cold War

Base your answers to questions 49 and 50 on the cartoon below and on your knowledge of social studies.



Source: John Trever, *Albuquerque Journal*

- 49 The opinion expressed by the cartoonist is that the USA Patriot Act allows the federal government to
- (1) set new term limits for federal judges
  - (2) restrict the investigative powers of the police
  - (3) violate freedoms guaranteed in the Bill of Rights
  - (4) eliminate States rights reserved in the 10th amendment
- 50 This cartoon was published in response to federal actions that followed which event?
- (1) passage of the Espionage Act (1917) and the Sedition Act (1918)
  - (2) Supreme Court decision in *Korematsu v. United States* (1944)
  - (3) civil rights march on Washington, D.C. (1963)
  - (4) attacks on the World Trade Center and the Pentagon (2001)

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: Organizations

Throughout United States history, individuals and groups have formed organizations to achieve specific reforms. The reform efforts of these organizations have met with varying degrees of success.

#### Task:

Identify **two** organizations that were formed to achieve a specific reform and for **each**

- Describe the historical circumstances surrounding the formation of the organization
- Discuss the degree to which the organization’s reform efforts were successful

You may use any organization from your study of United States history. Some suggestions you might wish to consider include the American Anti-Slavery Society (1833), the National Woman Suffrage Association (1869), the Woman’s Christian Temperance Union (1874), the American Federation of Labor (1886), the Populist Party (1890), the Anti-Defamation League (1913), the United Farm Workers (1966), and the National Organization for Women (1966).

**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

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## 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:**

Throughout United States history, presidents have taken actions that have had a significant impact on the United States and American society. Three such presidential actions were **Andrew Jackson’s Indian removal policy**, **Theodore Roosevelt’s support for consumer protection**, and **Lyndon Johnson’s support for civil rights**.

**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* presidential actions mentioned in the historical context and for *each*
- Describe the historical circumstances surrounding the president’s action
  - Discuss the impact of the president’s action 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 1

... The Southeastern Indians were particularly vulnerable. The traffic in deerskins, in which they had been intimately involved, had increasingly been replaced by a thriving cotton trade—spurred on by the invention of the cotton gin...[1793]—in which they were at best marginal producers and at worst obstacles to land-hungry whites. Much of their remaining territory was rich farmland, and the more they ‘improved’ it in the hope of turning themselves into acceptable neighbours, the more desirable they made it to would-be plantation-owners. A popular song at the time went:

All I ask in this creation  
Is a pretty little wife and a big plantation  
Way up yonder in the Cherokee Nation....

Source: James Wilson, *The Earth Shall Weep: A History of Native America*, Grove Press, 1998 (adapted)

- 1 According to James Wilson, what was **one** reason Native American Indians in the Southeast were removed from their native lands? [1]

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Score

**Document 2**

President Andrew Jackson had signed the Indian Removal Act on May 28, 1830.

... The consequences of a speedy removal will be important to the United States, to individual States, and to the [Native American] Indians themselves. The pecuniary [financial] advantages which it promises to the Government are the least of its recommendations. It puts an end to all possible danger of collision between the authorities of the General [Federal] and State Governments on account of the Indians. It will place a dense and civilized population in large tracts of country now occupied by a few savage hunters. By opening the whole territory between Tennessee on the north and Louisiana on the south to the settlement of the whites it will incalculably [greatly] strengthen the SW [southwestern] frontier and render the adjacent States strong enough to repel future invasions without remote aid. It will relieve the whole State of Mississippi and the western part of Alabama of Indian occupancy, and enable those States to advance rapidly in population, wealth, and power. It will separate the Indians from immediate contact with settlements of whites; free them from the power of the States; enable them to pursue happiness in their own way and under their own rude [primitive] institutions; will retard [slow] the progress of decay, which is lessening their numbers, and perhaps cause them gradually, under the protection of the Government and through the influence of good counsels, to cast off their savage habits and become an interesting, civilized, and Christian community. These consequences, some of them so certain and the rest so probable, make the complete execution of the plan sanctioned by Congress [Indian Removal Act] at their last session an object of much solicitude [concern]....

Source: President Andrew Jackson, Second Annual Message to Congress, December 6, 1830

2 According to President Andrew Jackson, what were **two** reasons for establishing an Indian removal policy? [2]

(1) \_\_\_\_\_

\_\_\_\_\_

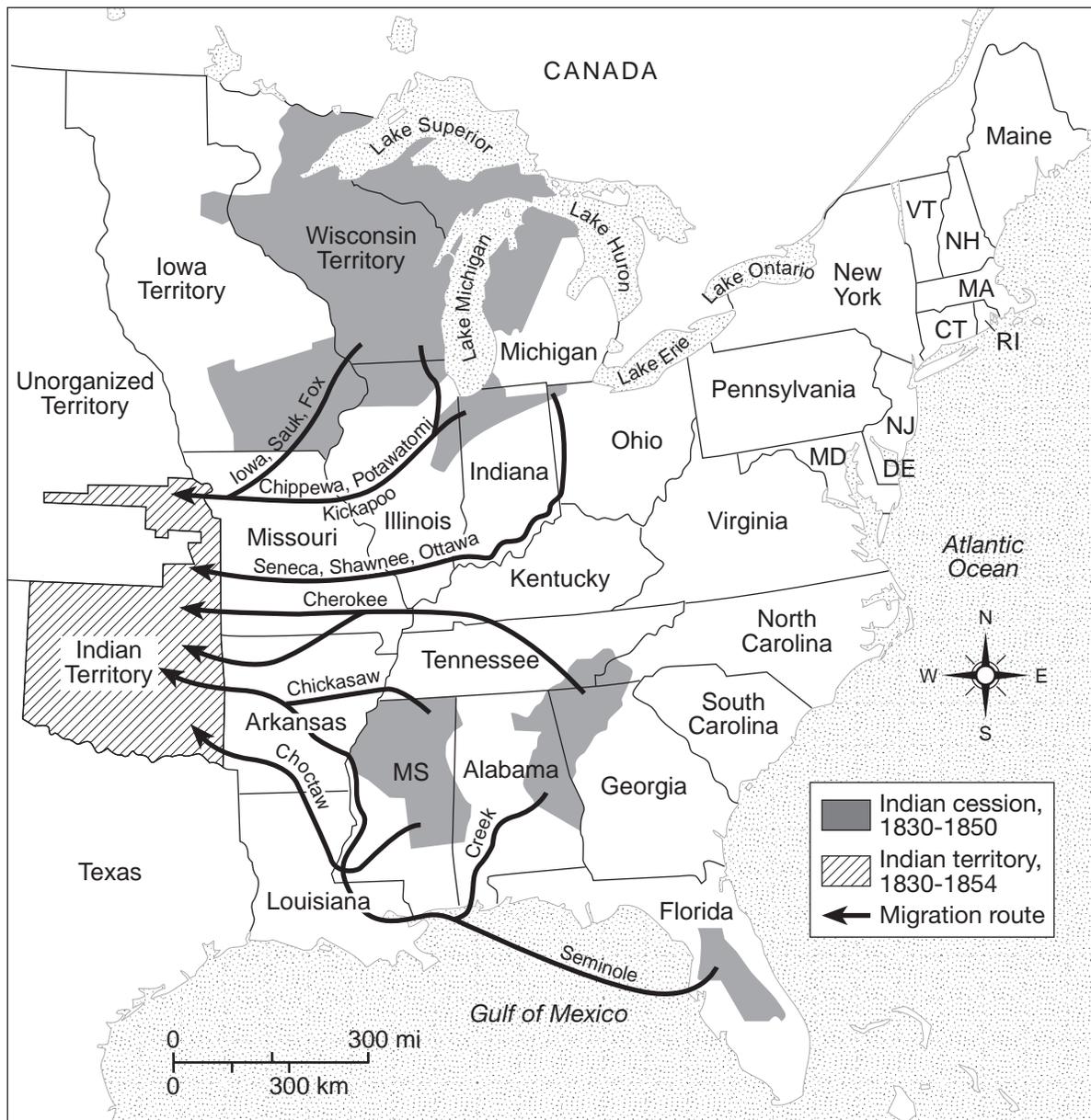
Score

(2) \_\_\_\_\_

\_\_\_\_\_

Score

### Indian Removal, 1830–1854



Source: Irving F. Ahlquist et al., *United States History*, Addison-Wesley, 1984 (adapted)

**Document 3b**

...It was natural, at a time when the national territory seemed almost illimitable [unlimited] and contained many millions of acres far outside the bounds of civilized settlements, that a policy should have been initiated which more than aught [anything] else has been the fruitful source of our [Native American] Indian complications.

I refer, of course, to the policy of dealing with the various Indian tribes as separate nationalities, of relegating them by treaty stipulations to the occupancy of immense reservations in the West, and of encouraging them to live a savage life, undisturbed by any earnest and well-directed efforts to bring them under the influences of civilization.

The unsatisfactory results which have sprung from this policy are becoming apparent to all.

As the white settlements have crowded the borders of the reservations, the Indians, sometimes contentedly and sometimes against their will, have been transferred to other hunting grounds, from which they have again been dislodged whenever their new-found homes have been desired by the adventurous settlers.

These removals and the frontier collisions by which they have often been preceded have led to frequent and disastrous conflicts between the races....

Source: President Chester A. Arthur, Message to Congress, December 6, 1881

3 Based on these documents, what were **two** effects of federal removal policies on Native American Indians? [2]

(1) \_\_\_\_\_

\_\_\_\_\_

Score

(2) \_\_\_\_\_

\_\_\_\_\_

Score

#### Document 4a

In 1906 President Theodore Roosevelt appointed a commission to investigate practices in meatpacking plants. This is an excerpt from the commission's findings that were presented to Congress.

...The results of our observations have already been partly given. Other instances of how products may be made up, and still secure the stamp of government inspection, are here given. In one well-known establishment we came upon fresh meat being shoveled into barrels, and a regular proportion being added of stale scraps that had lain on a dirty floor in the corner of a room for some days previous. In another establishment equally well known, a long table was noted covered with several hundred pounds of cooked scraps of beef and other meats. Some of these meat scraps were dry, leathery and unfit to be eaten; and in the heap were found pieces of pigskin, and even some bits of rope strands and other rubbish. Inquiry evoked the frank admission from the man in charge that this was to be ground up and used in making "potted ham."...

Source: *Locomotive Firemen's Magazine*, July–December, 1906

#### Document 4b

#### A NAUSEATING JOB, BUT IT MUST BE DONE.



Source: *Utica Saturday Globe*, 1906 (adapted)

4 Based on these documents, what is **one** reason President Theodore Roosevelt supported consumer protection laws? [1]

Score

# Postum Cereal Co., Ltd.

## Guarantee on Their Products.

We warrant and guarantee that all packages of Postum Cereal, Grape-Nuts and Elijah's Manna hereafter sold by any jobber or retailer, comply with the provisions of the National Pure Food Law,\* and are not and shall not be adulterated or mis-branded within the meaning of said Act of Congress approved June 30, 1906, and entitled, "An act for preventing the manufacture, sale and transportation of adulterated or mis-branded or poisonous or deleterious foods, drugs, medicines, liquors, and for regulating traffic therein for other purposes."

POSTUM CEREAL Co., LTD.,  
C. W. Post, Chairman,  
Battle Creek, Mich.

Dec. 12, 1906.

Subscribed and sworn to before me this 15th day of December, 1906.

BENJAMIN F. REID,  
Notary Public.

My commission expires July 1, 1907.

Our goods are pure, they always have been and always will be, they are not mis-branded. We have always since the beginning of our business, printed a truthful statement on the package of the ingredients contained therein and we stand back of every package.

**Postum Cereal**                      **Grape-Nuts**  
**Elijah's Manna.**

Source: *New York Times*, December 30, 1906 (adapted)

\*Pure Food and Drug Act

5 Based on this advertisement, state **one** way the Pure Food and Drug Act would protect consumers. [1]

Score

## Document 6

Eight months ago I signed into law the Wholesome Meat Act of 1967. That landmark bill capped a crusade that had begun 60 years ago—[in the presidency of Theodore Roosevelt] to assure American housewives that the meat they served their families was pure, not harmful or dirty or diseased.

Today I am proud to sign a bill that will extend the same coverage to all poultry products. It is the fulfillment of a promise I made to every housewife—in my first consumer message just after I became President.

In the early days of this century, Americans took for granted that there were risks in buying food. They even joked about it in print. One newspaper printed a little poem:

“Mary had a little lamb,  
And when she saw it sicken,  
She shipped it off to packing town,  
And now it’s labeled chicken.”

In 1968, we cannot tolerate the image, or the fact, of unwholesome food:  
—Not when Americans last year consumed more than 12 billion pounds of poultry.  
—Not when a full 13 percent of that supply—or 1.6 billion pounds—was subject to little or no inspection because it didn’t cross State lines....

The Wholesome Poultry Products Act of 1968 will insure that dirty plants will have to clean up or close down....

Source: President Lyndon B. Johnson, Statement Upon Signing the Wholesome Poultry Products Act, August 19, 1968

- 6 Based on this document, how did President Lyndon B. Johnson continue the consumer protection action begun by President Theodore Roosevelt? [1]

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Score

## Document 7

...It ought to be possible, in short, for every American to enjoy the privileges of being American without regard to his race or his color. In short, every American ought to have the right to be treated as he would wish to be treated, as one would wish his children to be treated. But this is not the case....

The heart of the question is whether all Americans are to be afforded equal rights and equal opportunities, whether we are going to treat our fellow Americans as we want to be treated. If an American, because his skin is dark, cannot eat lunch in a restaurant open to the public, if he cannot send his children to the best public school available, if he cannot vote for the public officials who represent him, if, in short, he cannot enjoy the full and free life which all of us want, then who among us would be content to have the color of his skin changed and stand in his place? Who among us would then be content with the counsels of patience and delay?...

Now the time has come for this Nation to fulfill its promise. The events in Birmingham and elsewhere have so increased the cries for equality that no city or State or legislative body can prudently choose to ignore them....

We face, therefore, a moral crisis as a country and as a people. It cannot be met by repressive police action. It cannot be left to increase demonstrations in the streets. It cannot be quieted by token moves or talk. It is a time to act in the Congress, in your State and local legislative body and, above all, in all of our daily lives....

Source: President John F. Kennedy, Radio and Television Report to the American People on Civil Rights, June 11, 1963

7 According to President John F. Kennedy, what is **one** inequality African Americans continued to face in 1963? [1]

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Score

## Document 8

President Lyndon B. Johnson addresses the nation as he prepares to sign the Civil Rights Act of 1964.



My fellow Americans:

I am about to sign into law the Civil Rights Act of 1964. I want to take this occasion to talk to you about what that law means to every American....

Americans of every race and color have died in battle to protect our freedom. Americans of every race and color have worked to build a nation of widening opportunities. Now our generation of Americans has been called on to continue the unending search for justice within our own borders.

We believe that all men are created equal. Yet many are denied equal treatment....

We believe that all men are entitled to the blessings of liberty. Yet millions are being deprived of those blessings—not because of their own failures, but because of the color of their skin.

The reasons are deeply imbedded in history and tradition and the nature of man. We can understand—without rancor or hatred—how this all happened.

But it cannot continue. Our Constitution, the foundation of our Republic, forbids it. The principles of our freedom forbid it. Morality forbids it. And the law I will sign tonight forbids it....

Source: President Lyndon B. Johnson, Radio and Television Remarks upon Signing the Civil Rights Bill, July 2, 1964, Lyndon B. Johnson Library & Museum (adapted)

8 Based on this document, what is **one** reason President Lyndon B. Johnson supported the Civil Rights Act of 1964? [1]

Score

**Document 9a**

...The Civil Rights Act of 1964 also revealed that Congress really can change conditions in the United States if it truly wishes to do so. The act ended virtually immediately and completely all forms of public segregation in the nation, both North and South. The threat of cutting off U.S. funds to government programs and business concerns that discriminate against minorities has made “equal employment opportunity” and “affirmative action in hiring” fixed institutions in American life. The act empowered the attorney general of the United States to sue for the desegregation of schools, a program that has resulted in the use of school busing to achieve racial balance in the nation’s schools. The act was the first national law to guarantee significant equal rights for women, and it set the precedent for using cloture to stop a filibuster on a civil rights bill—a precedent that was used in...[1968] to pass a national law [the Fair Housing Act] guaranteeing equal housing opportunity....

Source: Robert D. Loevy, “A Brief History of the Civil Rights Act of 1964,” in Kozak and Ciboski, eds., *The American Presidency*, Nelson Hall, 1985 (adapted)

9a According to Robert D. Loevy, what were **two** effects of the Civil Rights Act of 1964? [2]

(1) \_\_\_\_\_

\_\_\_\_\_

Score

(2) \_\_\_\_\_

\_\_\_\_\_

Score

## Document 9b

The Voting Rights Act was signed by President Lyndon B. Johnson in 1965.

...The [social and economic] system was working hard, by the late sixties and early seventies, to contain the frightening explosiveness of the black [African American] upsurge. Blacks were voting in large numbers in the South, and in the 1968 Democratic Convention three blacks were admitted into the Mississippi delegation. By 1977, more than two thousand blacks held office in eleven southern states (in 1965 the number was seventy-two). There were two Congressmen, eleven state senators, ninety-five state representatives, 267 county commissioners, seventy-six mayors, 824 city council members, eighteen sheriffs or chiefs of police, 508 school board members. It was a dramatic advance. But blacks, with 20 percent of the South's population, still held less than 3 percent of the elective offices. A *New York Times* reporter, analyzing the new situation in 1977, pointed out that even where blacks held important city offices: "Whites almost always retain economic power." After Maynard Jackson, a black, became mayor of Atlanta, "the white business establishment continued to exert its influence."...

Source: Howard Zinn, *A People's History of the United States*, Harper Perennial, 2003

9b Based on this document, what was **one** effect of the Voting Rights Act of 1965? [1]

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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:

Throughout United States history, presidents have taken actions that have had a significant impact on the United States and American society. Three such presidential actions were **Andrew Jackson’s Indian removal policy**, **Theodore Roosevelt’s support for consumer protection**, and **Lyndon Johnson’s support for civil rights**.

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

- Choose *two* presidential actions mentioned in the historical context and for *each*
- Describe the historical circumstances surrounding the president’s action
  - Discuss the impact of the president’s action 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

# REGENTS EXAM IN U.S. HISTORY AND GOVERNMENT

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REGENTS EXAM IN U.S. HISTORY AND GOVERNMENT

# FOR TEACHERS ONLY

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

## UNITED STATES HISTORY AND GOVERNMENT

Tuesday, June 16, 2015— 9:15 a.m. to 12:15 p.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 ..... 4 .....	13 ..... 1 .....	26 ..... 2 .....	39 ..... 3 .....
2 ..... 1 .....	14 ..... 3 .....	27 ..... 1 .....	40 ..... 1 .....
3 ..... 4 .....	15 ..... 1 .....	28 ..... 4 .....	41 ..... 2 .....
4 ..... 1 .....	16 ..... 3 .....	29 ..... 2 .....	42 ..... 3 .....
5 ..... 2 .....	17 ..... 3 .....	30 ..... 3 .....	43 ..... 3 .....
6 ..... 1 .....	18 ..... 2 .....	31 ..... 4 .....	44 ..... 2 .....
7 ..... 3 .....	19 ..... 2 .....	32 ..... 4 .....	45 ..... 4 .....
8 ..... 4 .....	20 ..... 1 .....	33 ..... 3 .....	46 ..... 4 .....
9 ..... 1 .....	21 ..... 4 .....	34 ..... 2 .....	47 ..... 1 .....
10 ..... 3 .....	22 ..... 2 .....	35 ..... 2 .....	48 ..... 3 .....
11 ..... 4 .....	23 ..... 4 .....	36 ..... 1 .....	49 ..... 3 .....
12 ..... 2 .....	24 ..... 1 .....	37 ..... 3 .....	50 ..... 4 .....
	25 ..... 1 .....	38 ..... 2 .....	

## 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**  
**June 2015**

**Theme: Organizations**

Throughout United States history, individuals and groups have formed organizations to achieve specific reforms. The reform efforts of these organizations have met with varying degrees of success.

- Task:** Identify *two* organizations that were formed to achieve a specific reform and for *each*
- Describe the historical circumstances surrounding the formation of the organization
  - Discuss the degree to which the organization's reform efforts were successful

You may use any organization from your study of United States history. Some suggestions you might wish to consider include the American Anti-Slavery Society (1833), the National Woman Suffrage Association (1869), the Woman's Christian Temperance Union (1874), the American Federation of Labor (1886), the Populist Party (1890), the Anti-Defamation League (1913), the United Farm Workers (1966), and the National Organization for Women (1966).

**You are *not* limited to these suggestions.**

***Scoring Notes:***

1. This thematic essay has a minimum of *four* components (discussing the historical circumstances surrounding the formation of *each* of *two* organizations **and** the degree to which *each* organization's reform efforts were successful).
2. Individuals who were involved in the organization may or may not be included in the discussion.
3. Government agencies may not be used as organizations formed by individuals and groups. However, the degree to which an organization's reform efforts were successful may include a discussion of government agencies and actions, e.g., Populist Party's call for currency reform helped lead to the creation of the Federal Reserve Board.
4. The historical circumstances that led to the formation of the organization may be discussed from a broad or a narrow perspective as long as they are supported by specific facts and details.
5. The degree to which the reform efforts were successful may consider immediate and/or long-term results.
6. The historical circumstances surrounding the formation of the organizations as well as the degree to which their reform efforts were successful may be similar as long as separate and distinct information is included for each organization, e.g., the National Association for the Advancement of Colored People and the Southern Christian Leadership Conference resulted from similar circumstances and had similar success, but the details will differ.
7. The degree to which the reform efforts were successful may be discussed from any perspective as long as the position taken is supported by relevant historical facts and examples.
8. If more than two organizations are discussed, only the first two organizations may be scored.

### Score of 5:

- Thoroughly develops *all* aspects of the task evenly and in depth by discussing the historical circumstances surrounding the formation of *each* of *two* organizations and the degree to which *each* organization's reform efforts were successful
- Is more analytical than descriptive (analyzes, evaluates, and/or creates\* information), e.g., *American Federation of Labor*: connects the intolerable working conditions created during the Industrial Revolution by big business and by laissez-faire policies to the formation of a union of skilled workers that endured a long, slow struggle against entrenched antiunion bias from the public and government until New Deal legislation gave unions the legal right to organize the workplace and established fair wages and hours; *Populist Party*: connects the frustration of western farmers over falling crop prices and debt, and an eastern conspiracy of government, banks, and railroads to the formation of a short-lived third political party whose calls for currency reform, business regulation, and a greater voice in government were enacted by Progressives a decade later and remain in place today
- Richly supports the theme with relevant facts, examples, and details, e.g., *American Federation of Labor*: Knights of Labor; "bread and butter" issues; 12-hour work days; 6-day weeks; industrial accidents; injunctions; use of troops; trade unions; Samuel Gompers; Cigar Makers Union; white, native-born males; collective bargaining; threat of strikes; political action; closed shop; Wagner Act of 1935; National Labor Relations Board; Fair Labor Standards Act; merger with CIO; support for Democratic candidates; declining union membership and power today; *Populist Party*: overproduction; gold standard; tight money; corrupt Senate; short haul/long haul rates; rebates; National Grange; co-ops; Farmers' Alliance; Omaha Platform; bimetallism; graduated income tax; direct election of senators; success in many local, state and congressional elections; William Jennings Bryan; Cross of Gold speech; combined with Democrats; 1896 election; 16th and 17th amendments; Federal Reserve Act; New Deal support for farmers
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

### Score of 4:

- Develops *all* aspects of the task but may do so somewhat unevenly by discussing one aspect of the task less thoroughly than the other aspects *or* by discussing one organization more thoroughly than the second organization
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates\* information), e.g., *American Federation of Labor*: discusses how poor working conditions during the era of big business and laissez-faire policies led to the formation of the American Federation of Labor for skilled workers seeking fair wages and hours and how they faced an uphill struggle against antiunionism by the government and the public that was largely unchanged until the New Deal; *Populist Party*: discusses how western farmers' frustrations with government, banking, railroad practices, and tight money led to the formation of the Populist Party and how the party sought political and economic reforms that were later adopted during the Progressive Era
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

**Score of 3:**

- Develops *all* aspects of the task with little depth *or* develops *at least three* aspects of the task in some depth
- Is more descriptive than analytical (applies, may analyze and/or evaluate information)
- 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 for *one* organization have been thoroughly developed evenly and in depth, 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.**

Throughout the 19th century, organizations with a common goal of reform became popular in just about every issue America had. The 1800's was a time of industrialization for America, so these organizations tried to help ease the growing pains that came with the transition to a more industrial society. The Women's Christian Temperance Union advocated alcohol prohibition while the Populist political party fought for rural reform.

By the late nineteenth century, laissez-faire had allowed for the unregulated growth of business. American farmers felt victimized by greedy railroad barons, ruthless bankers and corrupt government. They complained of an eastern conspiracy that promoted policies which forced them into debt and bankruptcy.

As a common standard, American farmers were almost always in debt, hoping for a bumper crop and better prices. In the 1890's the Populist Party was formed as a way to lobby for legislation for the benefit of farmers. Their most central goal was to convert America's money supply from gold to a gold and silver backed currency. Using bimetallism with plentiful silver would cause inflation. This inflation would actually be good for farmers since it would raise prices and their debts would be easier to repay. In their Omaha Platform, the Populist Party also demanded government control of railroads, a graduated income tax and direct election of senators. Throughout the rural south and west, ordinary people supported Populist candidates who would challenge laissez-faire and give them a greater voice in government. The Populist Party won many state and local contests but was not successful in electing a President. However the organization served as the foundation of ideas for reformers in the

early 1900s, especially the Progressives. Some of their ideas, such as the graduated income tax and direct election of senators became constitutional amendments, the most powerful and permanent changes that can occur in government. Also, the money supply became more flexible when the Federal Reserve System was created. Most importantly, the Populist belief that government should be concerned with the needs of the people became the basis for future economic and political reforms.

Before the reforming Populists, there were many small organizations each fighting a separate problem that plagued America. Due to the 2nd Great Awakening early in the 19th century, many citizens wanted to live a more godly and pure life, and saw drunkenness as an obstacle to obtaining holiness. Women, at this time were seen as having “separate spheres” from men, women saw it as their social duty to promote the moderation of alcoholic beverages. Women, like Frances Willard saw temperance as a feminist issue since they saw alcohol as the major cause of poverty and domestic violence against women and children.

The Women’s Christian Temperance Union along with other temperance societies enjoyed local and regional success and some local & State legislation was passed to ban alcohol such as the “Maine Law.” More importantly, the Women’s Christian Temperance Union set the groundwork for both prohibition and women’s rights, which had great success in the early 20th century with adoption of the 18th and 19th amendments. The WCTU thought it had met its ultimate goal with a Prohibition amendment because temperance reformers thought banning alcohol would solve “big-city” problems like crime,

prostitution and poverty.

Unfortunately, Prohibition was a bitter failure because crime and disrespect for the law drastically increased. Organized crime got its start by providing illegal alcohol to a demanding public. The 1920's became one of the most lawless eras in United States history and in a few years, the "noble experiment" ended with the 21st amendment.

Although the temperance movement failed to eliminate alcohol permanently, it did succeed in motivating women to become involved in other reform movements.

In conclusion, organizations made great strides to social and political reform. Both the Women's Christian Temperance Union and the Populist Party served as the spark to the successful passage of many laws at later dates, mostly occurring during the Progressive Era. Reforming America through many different organizations has kept America strong and responsive to its citizens' needs.

## Anchor Level 5-A

### The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing the historical circumstances surrounding the formation of the Populist Party and the Woman's Christian Temperance Union and the degree to which each organization's reform efforts were successful
- Is more analytical than descriptive (*Populist Party*: American farmers felt victimized by greedy railroad barons, ruthless bankers, and corrupt government; their most central goal was to convert America's money supply from gold to gold- and silver-backed currency; they complained of an eastern conspiracy that promoted policies which forced them into debt and bankruptcy; ordinary people supported Populist candidates who would challenge laissez-faire and give them a greater voice in government; the Populist Party won many state and local contests but was not successful in electing a president; organization served as the foundation of ideas for reformers in the early 1900s; some ideas such as the graduated income tax and direct election of senators became constitutional amendments, the most powerful and permanent changes that can occur in government; Populist belief that government should be concerned with the needs of the people became the basis for future economic and political reforms; *Woman's Christian Temperance Union*: early in the 19th century, many citizens wanted to live a more godly and pure life and saw drunkenness as an obstacle to obtaining holiness; women saw it as their social duty to promote the moderation of alcoholic beverages; they saw alcohol as the major cause of poverty and domestic violence against women and children; some local and state legislation was passed to ban alcohol; set the groundwork for both Prohibition and women's rights, which had great success in the early 20th century; the WCTU thought it had met its ultimate goal with the Prohibition amendment because temperance reformers thought banning alcohol would solve big-city problems like crime, prostitution and poverty; prohibition was a bitter failure because crime and disrespect for the law drastically increased; although the temperance movement failed to eliminate alcohol, it did succeed in motivating women to become involved in other reform movements)
- Richly supports the theme with relevant facts, examples, and details (*Populist Party*: unregulated growth of business; farmers always in debt; bimetallism; inflation; Omaha Platform; government control of railroads; Progressives; Federal Reserve System; *Woman's Christian Temperance Union*: Second Great Awakening; "separate spheres"; Frances Willard; feminist issue; Maine Law; 18th and 19th amendments; organized crime; noble experiment; 21st amendment)
- Demonstrates a logical and clear plan of organization; includes an introduction that states the organizations tried to help ease the growing pains that came with the transition to a more industrial society and a conclusion that observes the organizations greatly affected the Progressive Era

**Conclusion:** Overall, the response fits the criteria for Level 5. In analyzing the degree to which the organizations were successful, the response reveals a good understanding of the achievements of both the Populist Party and Woman's Christian Temperance Union.

America's history has been marked with a variety of groups working to achieve goals and overcome problems in society. These reformers have faced adversity, but all continued to strive to make America a better place to live and grow in. The Woman's Christian Temperance Union and the National Woman Suffrage Association both worked diligently to solve two critical issues plaguing the U.S., which were alcohol consumption and women's right to vote.

The Woman's Christian Temperance Union founded in 1874 was organized to combat the avid consumption of alcohol in America. The union recognized that society was taking a down turn due to alcohol. The temperance movement first sought to protect the home from the evils of drunken husbands. During the 1880s, the surge of immigrants into eastern cities led the WCTU to become part of the nativist reaction. It was a cultural war between middle class, rural Protestants and newer Catholic and Jewish urban groups who were accustomed to drinking wine and beer as part of their cultures. The WCTU thought that eliminating alcohol would "Americanize" new immigrants by emphasizing the old traditional values of hard work and clean living. Alcohol was thought to be a leading cause of families living in poverty and urban slums due to men not bringing paychecks home, instead the money was spent at saloons and bars. Women also noted that domestic abuse within a family rose drastically when men drank because alcohol made them violent and angry. The Woman's Christian Temperance Union noted the changes alcohol caused to a person and the harm suffered by his family and decided to put an end to alcohol consumption. The "wet vs dry" battle reached its peak during the early 20th century. Several states and many towns and counties were already officially dry by the time the

18th Amendment to the Constitution was ratified which banned the sale and purchase of alcohol.

The Woman's Christian Temperance Union did achieve their goal of banning alcohol, but the success was short-lived and met with much resistance. Once the 18th Amendment was adopted a whole new problem arose, the illegal distribution of alcohol. Speakeasies, illicit bars that sold alcohol, began to pop up throughout the country. Rum-running and bootlegging also became prevalent, which are the illegal transport of alcohol and making of homemade liquor, respectively. Even though alcohol was not allowed, the American public found ways to get liquor and circumvent the law.

Crime skyrocketed as ordinary Americans regularly broke the law. The demand for black market alcohol was so great that it gave gangsters like Al Capone a lucrative new business and organized crime gained a foothold in cities like Chicago. The illicit sale of alcohol came to such a drastic increase that the 21st Amendment to the Constitution was ratified in the 1930s, which repealed the 18th Amendment and alcohol became legal again. By passing the 21st Amendment, the American government admitted that it couldn't legislate the morals of the people.

The National Woman Suffrage Association founded in 1869 was developed to help women gain the right to vote. The organization was created at a time when men and women weren't equals in any way under the law and only males could vote. By the early 19th century, some women argued they were entitled to the same rights as men. The Seneca Falls Convention in NY was a meeting organized by Elizabeth Cady Stanton and Lucretia Mott to actively start the women's rights movement. The convention shocked the public by

demanding that women be given the right to vote in elections. After the Civil War, some women were frustrated that the 15th Amendment, which extended suffrage to former slaves, but did not include them. Elizabeth Cady Stanton and Susan B. Anthony founded the National Woman Suffrage Association to address this injustice. Susan B. Anthony was arrested when she boldly cast her vote in the 1872 election. By the end of the century, several western states allowed women to vote, but no Southern state had granted women suffrage. It wasn't until after World War I that the National Woman Suffrage Association was successful in their quest for all women to gain the right to vote. All the hard work of the suffragists' organization paid off with the ratification of the 19th Amendment to the U.S. Constitution. The 19th Amendment gave women in every state the right to vote. Women were finally given more independence and influence in their lives. Women now had the power to elect presidents and local and state officials. Men and women were now equal at least in voting rights. Today women make up over 50% of the electorate and can no longer be ignored. In a century, women have gone from having no influence to holding over 100 seats in Congress.

Both the Woman's Christian Temperance Union and the National Woman Suffrage Association worked to end the evils of alcohol and give women the right to vote, respectively. The amount of success each organization achieved was to different degrees, but each group strove to overcome challenges and make America a better place to call home. Over the course of American history there have been multiple organization who have left their mark upon society, the Woman's Christian Temperance Union and the National Woman Suffrage Association being two of the groups.

## Anchor Level 5-B

### The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing the historical circumstances surrounding the formation of the Woman’s Christian Temperance Union and the National Woman Suffrage Association and the degree to which each organization’s reform efforts were successful
- Is more analytical than descriptive (*Woman’s Christian Temperance Union*: the temperance movement first sought to protect the home from drunken husbands; surge of immigrants into eastern cities led the WCTU to become part of the nativist reaction; the WCTU thought that eliminating alcohol would “Americanize” new immigrants by emphasizing the old traditional values of hard work and clean living; alcohol was thought to be a leading cause of families living in poverty and urban slums; domestic abuse within a family rose drastically when men drank because alcohol made them violent and angry; it could be said that the WCTU did achieve their goal of banning alcohol, but their success was short-lived and met with much resistance; crime skyrocketed as ordinary Americans regularly broke the law; the American government admitted that it could not legislate the morals of the people; *National Woman Suffrage Association*: the organization was created when men and women were not equal in any way under the law and only males could vote; the convention shocked the public by demanding that women be given the right to vote in elections; some women were frustrated that the 15th amendment extended suffrage to former slaves, but did not include them; by the end of the century, several western states allowed women to vote, but no southern state had granted women suffrage; the 19th amendment gave women in every state the right to vote; today, women make up over 50 percent of the electorate and can no longer be ignored; women have gone from having no influence to holding over 100 seats in Congress)
- Richly supports the theme with relevant facts, examples, and details (*Woman’s Christian Temperance Union*: cultural war; middle class, rural Protestants; newer Catholic and Jewish urban groups; wet versus dry; 18th amendment; speakeasies; rum-running and bootlegging; demand for black market alcohol; Al Capone; organized crime; Chicago; 21st amendment; *National Woman Suffrage Association*: Seneca Falls Convention; Elizabeth Cady Stanton; Lucretia Mott; Susan B. Anthony was arrested; 1872 election; suffragists; ratification)
- Demonstrates a logical and clear 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 5. The strength of the response makes a clear connection between temperance and nativism and includes a thorough discussion of the struggle for woman’s suffrage. Furthermore, the response includes ample analysis of the degree to which each organization was successful.

Throughout history, organizations have been formed as a way for people to take action and reform the problems plaguing society. During the late nineteenth century, these groups helped shape political action for social welfare. Following the Gilded Age, a period of superficial greatness, Americans believed that it was time to fix the underlying issues hurting industrial workers and farmers alike. Two groups that had a great impact on the molding of the late nineteenth century and the passage of reform were the Woman's Christian Temperance Union and the Populist Party. Both of these reform organizations stemmed from the need of government intervention in finding solutions for the ills of society and led to the implementation of several reform actions by the government.

The Woman's Christian Temperance Union, founded in 1874, was a female organization that worked toward prohibition as a means to cure the problems society faced. During and after the Second Great Awakening, religious leaders preached about moral behavior and the need for reform. Alcohol was seen as the "Devil's drink" and was thought to be the root of all problems, including broken families, unemployment, and death. These women believed that it was their duty, as people of God, to bring an end to this evil that was destroying society and families, as husbands would abuse alcohol causing them to lose their jobs and beat their wives. The excesses of the Gilded Age were seen as evidence that alcohol caused irresponsible behavior. In the late 1870s, Frances Willard became head of the WCTU with the goal of ending drinking and domestic violence. She prayed on saloon floors and gave speeches in churches. Later, during the progressive movement, prohibition would be an underlying reform goal that

would eventually be fulfilled with the passage of the 18th Amendment, which declared the sale and manufacturing of alcohol illegal. Had it not been for the efforts of the WCTU, prohibition would not have gained such momentum in American society. Not only did this group help the prohibition movement, it also showed the power women possessed and influenced equality for women. Through the actions of the Women's Christian Temperance Union the evils of alcohol were vividly portrayed with demonstrations, posters, and the vandalism of saloons. Prohibition became the law of the land but never captured the support of a majority of the public. Many ignored the law, so the seeming success of the 18th Amendment was only temporary and soon overturned.

Another organization built on the need for reform during the late 1800s was the Populist Party. With the beginning of industrialization, farmers believed that they were not receiving their fair share of prosperity that they deserved. The new economy brought many changes to farmers. They needed new equipment, sent their crops to new markets, incurred more debt, and were charged higher railroad rates. Prior to the formation of the Populist Party, the Grange was created as a way to improve the railroad's treatment of farmers. After the Grange, farmers formed alliances to try to get the government to loan them money against their crops. In order to take more political action to secure the rights of farmers and improve their economic status through government, the Populist Party was formed in 1890. The demands of the Populist Party included graduated income tax, the direct election of Senators, and the use of the silver standard. The graduated income tax was instated during the

progressive movement through the passage of the 16th Amendment. The silver standard was promoted greatly through the Populist Party and William Jennings Bryan in his "Cross of Gold" speech, which declared the need for silver. The debate over the use of silver or gold was a major political issue during the elections of the late 1800s. Using a silver standard would put more money in circulation and raise the price of crops. This would have allowed the farmers to pay their debts more easily. Unfortunately for the Populist Party, Bryan lost and the gold standard was maintained. Today, however, neither standard is used for currency. The government uses monetary policy to increase the money in circulation when the economy is sluggish. The Populist Party was a strong third party in politics that worked for the betterment of the lives of farmers. It called attention to reforms that were later adopted by the Progressives. At its strongest, the Populists, or People's Party was a true grass-roots organization that helped make America more democratic.

The reform movements of the late 1800s were the result of Americans demands for government intervention in order to improve society. Many organizations were created as a result of Americans discontent with current political, economic, and social conditions. The Woman's Christian Temperance Union helped stimulate the prohibition movement and the fight for gender equality. The Populist Party was formed to promote the improvement of the lives of farmers. Today the legacy of reform can be seen in organizations like PETA and Autism Speaks that demand government intervention to solve problems.

## Anchor Level 4-A

### The response:

- Develops all aspects of the task for the Woman's Christian Temperance Union and the Populist Party
- Is both analytical and descriptive (*Woman's Christian Temperance Union*: during the Second Great Awakening, religious leaders preached about moral behavior and the need for reform; these women believed that it was their duty, as people of God, to bring an end to this evil that was destroying society and families; Frances Willard became head of the WCTU with the goal of ending drinking and domestic violence; 18th amendment declared sale and manufacture of alcohol illegal; not only did this group help the prohibition movement, it also showed the power women possessed and influenced equality for women; Prohibition became the law of the land but never captured the support of the majority of the public; *Populist Party*: with the beginning of industrialization, farmers believed that they were not receiving their fair share of prosperity that they deserved; farmers needed new equipment, incurred more debt, charged higher railroad rates; graduated income tax was instated during the Progressive movement; the debate over the use of silver or gold was a major political issue during the elections of the late 1800s; today, neither standard is used for currency; the government uses monetary policy to increase the money in circulation when the economy is sluggish; called attention to reforms that were later adopted by the Progressives; a true grass-roots organization that helped make America more democratic)
- Supports the theme with relevant facts, examples, and details (*Woman's Christian Temperance Union*: "Devil's drink"; Gilded Age; prayed on saloon floors; speeches in churches; vandalism of saloons; *Populist Party*: Grange; railroad's treatment of farmers; William Jennings Bryan; Cross of Gold speech; gold standard maintained; strong third party; People's Party)
- Demonstrates a logical and clear plan of organization; includes an introduction that relates the origins of the organizations to the issues hurting industrial workers and farmers and a conclusion that mentions two modern-day reform organizations.

**Conclusion:** Overall, the response fits the criteria for Level 4. The response incorporates ample discussion and analysis for most aspects of the task. However, a more detailed discussion of the degree to which the Woman's Christian Temperance Union's efforts were successful would have strengthened the response.

Throughout American history, individuals and groups have had the opportunity to change society, politics, and other areas through the influence of an organization. The NAACP was formed in opposition to racial inequality during the 19th century. They protested economic inequality and formed a legal organization in the early 20th century to fight for legal rights of African Americans. The Women's Christian Temperance Union, formed in 1874, protested the abuse and extensive availability of alcoholic beverages. Their husbands would waste a weekly paycheck in a saloon, and leave their family with no money. These two organizations are fine examples of the way groups can influence the course of American history.

The National Association for the Advancement of Colored People (NAACP) was a huge association of both black and white reformers made to protect the rights of blacks who were the victims of white supremacy in the South after the Civil War. From the time of Reconstruction to the late 20th century, African Americans were denied many of their natural rights, and were subject to a separate set of laws known as Jim Crow laws. State and local laws separated facilities into "colored only" and "whites only." This idea was held constitutional by the Supreme Court in Plessy v Ferguson. The NAACP was formed at the beginning of the 20th century to give economic and legal support to blacks by promoting education, taking on court cases and pressuring the government to pass civil rights legislation. The NAACP was the best way for blacks to find a fair lawyer in that time period when justice was rare and lynching in the South was often the outcome for certain acts of African Americans. In the 1950's, they took on the case of Brown v Board of Education, a case

over whether segregation in schools was constitutional, and won. Because of this landmark decision no public school in the United States can deny an education to someone based on race. The NAACP's success in the Brown case was a critical first step in breaking Jim Crow laws and is seen as the foundation of the modern civil rights movement. The organization took a leading role in the passage of several monumental civil rights acts. The NAACP's moderate and nonviolent tactics have made it the oldest and most respected civil rights organization in the United States. It is still called upon to represent African Americans' perspective on racial matters.

The Women's Christian Temperance Union in 1874, was founded to counteract the excessive amount of drinking they saw, which harmed the home. Their husbands would take their paycheck for the week and spend it all in a local bar, leaving nothing for his family's benefit. At the time, women had fewer rights and no legal protection from abusive husbands, so many banded together in this union to oppose the role of alcohol in the home and gain a political voice outside it. They worked and grew and protested until the 19th Amendment was passed, making the manufacturing and selling of alcoholic beverages illegal within the United States. This time during the early 20th century became known as Prohibition, and for the extreme amount of illegal manufacturing and selling of alcoholic beverages. Prohibition never really worked since the law was unpopular and very difficult to enforce. It was impossible to keep the nation "dry" when thousands of miles of coasts and borders needed to be patrolled and protected from smugglers who brought in a product in high demand. Soon there were more speakeasies than there had been saloons. By the end of the

1930's, the law was redacted by the 21st amendment, declaring alcohol legal to be sold and made again. Though the Women's Christian Temperance Union didn't achieve their overall goal of a sober nation, their effect on the course of history was great indeed, but not in the way they had hoped because Prohibition left America under the threat of organized crime and with less respect for the law.

Private organizations and groups have had an enormous effect on American history. The NAACP defended the rights of exploited African Americans throughout the 20th century. It took on legal cases concerning segregation and racial inequality, and provided economic and financial support for the disenfranchised. The Women's Christian Temperance Union worked to create a nation without the excessive alcoholism they saw everyday. Though the impact of complete sobriety didn't last, their effect on history did. Both these groups changed and effected history and had brought America into a different place than it had been.

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## Anchor Level 4-B

### The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing the National Association for the Advancement of Colored People more thoroughly than the Woman's Christian Temperance Union
- Is both descriptive and analytical (*National Association for the Advancement of Colored People*: huge association of both black and white reformers made to protect the rights of blacks who were the victims of white supremacy in the South after the Civil War; state and local laws separated facilities into "colored only" and "whites only"; justice was rare and lynching was often the outcome for certain acts of African Americans; no public school in the United States can deny an education to someone based on race; NAACP's success is seen as the foundation of the modern civil rights movement; moderate and nonviolent tactics have made it the oldest and most respected civil rights organization in the United States; *Woman's Christian Temperance Union*: husbands would take their paycheck for the week and spend it all in a local bar; women had fewer rights and no legal protection from abusive husbands; many bonded together in this union to oppose the role of alcohol in the home and gain a political voice outside it; Prohibition never really worked since the law was unpopular and very difficult to enforce; impossible to keep the nation "dry"; thousands of miles of coasts and borders needed to be patrolled and protected; effect on the course of history was great indeed; Prohibition left America under the threat of organized crime and with less respect for the law)
- Supports the theme with relevant facts, examples, and details (*National Association for the Advancement of Colored People*: Reconstruction; *Plessy v. Ferguson*; landmark decision; *Brown v. Board of Education*: segregation; Jim Crow laws; monumental civil right acts; *Woman's Christian Temperance Union*: redacted by the 21st amendment; speakeasies); includes an inaccuracy (*Woman's Christian Temperance Union*: 19th amendment made the manufacturing and selling of alcohol illegal)
- Demonstrates a logical and clear plan of organization; includes an introduction that highlights the need for civil rights and temperance reform and a conclusion that notes that the United States was changed in different ways by the organizations

**Conclusion:** Overall, the response fits the criteria for Level 4. The response demonstrates a good understanding of the organizations' goals and their long-term impacts. However, further development of the historical circumstances surrounding the formation of the Woman's Christian Temperance Union would have strengthened the response.

Throughout United States history, there have been a countless number of reforms. These reforms are usually led by individuals or groups that feel passionate about the problems at the root of these reforms. Their ideas are not always popular among the rest of the nation and the reform groups are usually minorities. However, the passionate reformers, no matter how small, when joined together make their voices heard. A specific group who was instrumental about their reforms was the Woman's Christian Temperance movement. Formed in the late 1800s the Woman's Christian Temperance Movement was working toward prohibiting alcohol. A second reform group was the NAACP or the National Association for the Advancement of Colored People. Created at a time when segregation and the mistreatment of African Americans were common, the NAACP worked to end segregation and help African Americans.

In the late 1800s many Christian American women believed that alcohol was evil. Many of their husbands would spend their nights drinking at the bars and come home and sometimes beat their wives. Also many families would also struggle financially because their husbands would spend their money on alcohol, rather than on food for their families. Many women decided to get to the root of this problem and get rid of alcohol once and for all. The temperance movement was a reaction to problems made worse by industrialization and urbanization. The temperance effort began in the late 1800s and quickly gained support from many women. In 1873, the Woman's Christian Temperance Union was created. One very famous woman from this movement was Carrie A. Nation. Carrie A. Nation was infamous for going to bars and wrecking them. She would run in,

throw over the tables, pour out the alcohol, break the bottles of alcohol with her hatchet and completely destroy the bars. The movement reached its peak when the 18th amendment was passed illegalizing the selling and consumption of alcohol. Although their reform led to the passing of a law, it was unsuccessful in that many people continued to drink by making their own liquor or buying bootlegged alcohol. Speakeasies or secret bars had also become common. Within a short time, prohibition was abolished and the selling and transport of alcohol was once again legal. The idea of abolishing liquor had never gained widespread support and ending prohibition was an easy way to create jobs during the Depression. It is impossible to stop people from drinking because it is such a big part of our culture. Some religious groups still try to discourage people from drinking but it's difficult when so many commercials make alcohol seem fun and glamorous.

During the early 20th century not only was segregation common, but it was legal. Segregation is the separation of people based on their ethnicity or background. Since the end of slavery, whites had used segregation to prevent African Americans from being equal. The court case Plessy v Ferguson allowed "separate but equal" to continue. Many African Americans wanted to end segregation but were unsure where to begin. Several activists including W.E.B. DuBois recognized segregation as a problem and wanted to change it. They founded the NAACP or the National Association for the Advancement of Colored People. The NAACP was instrumental in opposing all types of discrimination and segregation. The NAACP even provided lawyers for blacks fighting in court regarding segregation laws. Its greatest victory was when attorney Thurgood Marshall led the fight against

segregation in schools. *Brown v Board of Ed* made “separate but equal” illegal in schools. Later, nine African American children enrolled in a previously all white school in Little Rock, Arkansas. President Eisenhower sent troops to protect them from violent protestors. The NAACP was also successful in lobbying for laws against segregation like the 1964 Civil Rights Act. Today segregation is illegal but it still happens. The NAACP still exists and is very instrumental in using the legal system to safeguard equal rights for blacks.

Reform movements and groups have and forever will play an important role in United States history. Although the temperance reform did not last it left an indelible mark on our history. The NAACP has fought countless battles for equal rights for blacks. Despite the difference in success between both, they both made their voices heard.

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## Anchor Level 4-C

### The response:

- Develops all aspects of the task for the Woman’s Christian Temperance Union and the National Association for the Advancement of Colored People
- Is both descriptive and analytical (*Woman’s Christian Temperance Union*: husbands would spend their money on alcohol rather than food for their families; the temperance movement was a reaction to problems made worse by industrialization and urbanization; Carry A. Nation was infamous for going to bars and wrecking them; the movement reached its peak when the 18th amendment was passed; it was also unsuccessful in that many people continued to drink, making their own liquor or buying bootlegged alcohol; it is impossible to stop people from drinking because it is such a big part of our culture; *National Association for the Advancement of Colored People*: since the end of slavery, whites had used segregation to prevent African Americans from being equal; *Plessy v. Ferguson* allowed “separate but equal” to continue; NAACP was instrumental in opposing all types of discrimination and segregation; its greatest victory was when attorney Thurgood Marshall led the fight against segregation in schools; *Brown v. Board of Education* made “separate but equal” illegal in schools; nine African American children enrolled in a previously all white school in Little Rock, Arkansas; NAACP was successful in lobbying for laws against segregation; NAACP still exists and is very instrumental in using the legal system to safeguard equal rights for blacks)
- Supports the theme with relevant facts, examples, and details (*Woman’s Christian Temperance Union*: alcohol was evil; husbands beat their wives; speakeasies; Prohibition was abolished; created jobs during the Depression; commercials for alcohol; *National Association for the Advancement of Colored People*: early 20th century; W. E. B. DuBois; provided lawyers for blacks; President Eisenhower sent troops; 1964 Civil Rights Act)
- Demonstrates a logical and clear plan of organization; includes an introduction that states that reform groups are not always popular and a conclusion that notes both groups had an impact on United States history

**Conclusion:** Overall, the response fits the criteria for Level 4. The response demonstrates a good understanding of both reform organizations but lacks the depth and analysis of a Level 5 paper.

Since the origins of the United States, settlers decided to establish a democratic state in which each individual has personal freedoms. The founders of our nation also stated that the government ought to reflect the will of the governed. Throughout the history of the United States, people have taken advantage of these rights, and used their power to reform a corrupt or unfair government. These people used their common goals to form societies and organizations that targeted certain injustices. Two of these organizations are the Women's Christian Temperance Union and the Populist Party.

Increasing alcoholism served as the catalyst for the Women's Christian Temperance Union. Men were the main users of alcoholism, which hurt both their families, and the work place. Husbands would waste family savings on liquor, causing economic strain in the domestic sphere, and forcing wives to get factory jobs. In addition to inflicting economic strain, on their families, alcohol-intoxicated men would also inflict physical abuse to wives and children. The negative affects of liquor on family life, caused it to gain the reputation of "Demon Rum." Owners of factories, and bosses shared this view because alcohol led to a faulty workforce, which turned out shoddy products. Both women and factory owners joined forces to combat alcoholism, and decided it must be monitored and limited. The Women's Christian Temperance Union advocated moderation on alcohol to protect the sanctity of domestic life and economic stability. This movement & increasing crime rates however, led to a more radical approach to the issue of alcohol, in which it would be banned completely, "teetotalism." Maine was the first state to prohibit manufacture and sale of liquor and later other states followed its lead.

ultimately, the Eighteenth Amendment was passed which nationalized prohibition. This organization and other temperance societies were not very successful. The passing of prohibition did not end the consumption of alcohol, but led to illegal organized crime in which liquor was smuggled and distributed. Speakeasies could be found on almost every block in major cities, and moonshining and home brewing became popular practices at home. The Eighteenth Amendment was ultimately repealed.

The Populist Party, like the Women's Christian Temperance Union, attempted to combat injustice and elicit reform. The Populist Party emerged from the earlier efforts of the National Grange, a union of farmers in the Midwest who sought to better their conditions. Farmers were caught between a rock and a hard place when it came to their relationship with railroad companies. Because the railroads had limited competition, they were free to raise their rates, and hurt farmers' profits. If the farmers protested, they would let their crops spoil in the cars. Farmers joined together in the Grange and advocated the passage of the Interstate Commerce Act to regulate the railroads. Farmers also suffered the costs of buying expensive machinery, which allowed them to farm more land and produce more wheat and corn. This resulted in bigger harvests and led to lower prices. They also faced environmental inhospitalities such as droughts that plagued the plains, and floods as well. Farmers knew that they could not control the weather, but they knew problems like railroad rates and high interest rates could be fixed. Because they felt slighted by the government policies and felt that these policies favored eastern elite businessmen, farmers formed a political party, The Populist Party, to

advocate farmer-friendly policies. The Populist Party was successful because it allowed the farmer population to be represented in politics, and highlighted the need for laws and reforms that would benefit the farmers. Some of their proposals, like the income tax and direct election of senators, were later passed during the Progressive era.

Both the Women's Christian Temperance Movement and the Populist Party were created in attempt to bring about social reform. While the temperance movement dealt with moderating liquor, the Populist Party advocated reform for farmers. Although they differed in degree of success, both organizations managed to pull a group of people together with the wholesome goal of improving society.

### Anchor Level 3-A

#### **The response:**

- Develops all aspects of the task in little depth for the Woman’s Christian Temperance Union and in some depth for the Populist Party
- Is more descriptive than analytical (*Woman’s Christian Temperance Union*: husbands would waste family savings on liquor causing economic strain in the domestic sphere; alcohol-intoxicated men would also inflict physical abuse to wives and children; this movement led to a more radical approach to the issue of alcohol in which it would be banned completely; prohibition did not end the consumption of alcohol but led to illegal organized crime in which liquor was smuggled and distributed; speakeasies could be found on almost every block in major cities; the 18th amendment was ultimately repealed; *Populist Party*: the Populist Party emerged from earlier efforts of the National Grange, a union of farmers in the Midwest who sought to better their conditions; farmers were caught when it came to their relationship with railroad companies; farmers felt slighted by the government policies and felt that they favored eastern elite businessmen; was successful because it allowed the farmer population to be represented in politics; highlighted the need for laws and reforms that would benefit the farmers; some of their proposals like the income tax and direct election of senators were later passed during the Progressive Era)
- Includes some relevant facts, examples, and details (*Woman’s Christian Temperance Union*: “demon rum”; teetotalism; Maine; Prohibition; moonshining; *Populist Party*: railroad had limited competition; Interstate Commerce Act)
- Demonstrates a satisfactory plan of organization; includes an introduction stating that the founders intended the government to reflect the will of the governed and that organizations can address injustice and a conclusion that observes the organizations differed in their degree of success

**Conclusion:** Overall, the response fits the criteria for Level 3. The response demonstrates a general understanding of the issues that led to the formation of the two organizations, but lacks adequate discussion of the degree of the organizations’ success. Further analysis and historical detail would have strengthened this response.

Throughout American history, the citizens have had to fight for change in order to resolve conflicts and disputes. These ramifications present themselves by means of reform. Although not all reforms are met with total success, they often impact society and government in one way or another. Two reform organizations that left behind a substantial reformative impact was the American Federation of Labor, and the Populist Party; both of which were able to transform the lives of working-class citizens.

In 1886, the American Federation of Labor (commonly referred to as the AFL) was established by a visionist named Samuel Gompers. The AFL was the first truly successful national labor union that sought to achieve better working hours, pay, and safer conditions with America's growing industry. With the failure of previous labor union attempts – such as the Knights of Labor, which tried to organize all workers including the unskilled. The AFL brought some power to the common middle-class, skilled worker by bringing workers together in a communal voice. Gompers insisted on focusing on “bread and butter” issues and enrolled only skilled workers who were not easily replaced. The AFL was composed of a collection of craft unions that employed the technique of collective bargaining or open communication between employer and worker to settle disputes and come to terms on policy. For example, under the AFL, a union was created specifically for carpenters to join the carpenter union; masons to join the masons union, etc. By applying this kind of craft union idea through an umbrella technique, for the first time the lower-class worker was provided with a voice and specific rights against big businesses and industry. Labor unions faced many difficulties, yet the AFL managed

to continue to function. It helped get a few labor laws passed in the early 1900s. Most of its success came through the use of limited strikes to slowly gain pay increases. The success met by the AFL left a prominent impact on the working class of America and set the basis for labor unions of today.

During the late 1800s, farmers played a key role in establishing reform. Throughout history, many farmer's have been trapped into a situation of permanent debt and low compensation. Because a farmer must purchase seed and supplies before they can sell their crops, they automatically place themselves in debt by having to borrow money. Then if there is a drought or investation and the crop does not grow, the farmer has nothing to sell to make a profit and is therefore unable to repay the debt. Fed up with high shipping costs and unfair high interest loans, farmers came together and established the Populist Party in 1890. The Platform of the party sought several major reforms: 1. establishing a cheap money system with silver currency and inflation that would pump more money into the system which would allow farmers to pay off debts, 2. State regulation of grain elevators where crops are stored 3. Direct election of Senators 4. Lower costs on transport of goods (i.e. short haul) through state regulation. The primary goal of the Populist Party was to give farmers a fairer advantage through regulation of business, along with providing a greater voice in government. Some of these platform goals were eventually achieved such as direct election of Senators by the 17th Ammendment and regulation of railroads by Illinois vs Wabash (Wabash Case). Ultimately, however, the third party Populists died out although many of the planks of their platform were incorporated and

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**Anchor Paper – Thematic Essay—Level 3 – B**

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adopted by the Progressives in the early 20th century.  
Overall, both of these groups achieved significant reform and left an imprint of American Society. Because of their efforts America has been molded and shaped through reform and policy to what it is today.

**Anchor Level 3-B****The response:**

- Develops most aspects of the task in some depth for the American Federation of Labor and Populist Party
- Is more descriptive than analytical (*American Federation of Labor*: the first truly successful national labor union that sought to achieve better working hours, pay, and safer conditions; brought power to the common middle class skilled worker by bringing workers together in a communal voice; worker was provided with a voice and specific rights against big businesses and industry; AFL helped get a few labor laws passed in the early 1900s; set the basis for labor unions of today; *Populist Party*: throughout history, farmers have been trapped into a situation of permanent debt and low compensation; the platform of the party sought several major reforms; establishing a cheap money system with silver currency and inflation that would pump more money into the system, which would allow farmers to pay off debts; goal to give farmers a fairer advantage through regulation of business and to provide a greater voice in government; Populists died out although many of the planks of their platform were incorporated and adopted by the Progressives in the early 20th century)
- Includes some relevant facts, examples, and details (*American Federation of Labor*: Samuel Gompers; growing industry; Knights of Labor; bread and butter issues; collection of craft unions; collective bargaining; umbrella technique; big business; *Populist Party*: drought; infestation; high shipping costs; grain elevators; short haul; direct election of senators; 17th amendment; third party) includes an inaccuracy (*Populist Party*: regulation of railroads by *Illinois v. Wabash*)
- Demonstrates a satisfactory plan of organization; includes an introduction that relates both organizations to the lives of working class citizens and a brief conclusion

**Conclusion:** Overall, the response fits the criteria for Level 3. The response demonstrates an understanding of the American Federation of Labor's method of organization and the relative success of its efforts to increase wages, but gives little attention to the historical circumstances that led to its formation. The response does a better job of focusing on the task for the Populist Party.

Throughout U.S. history, individuals and groups have formed organizations to achieve specific reforms. The efforts of these organizations have met with varying degrees of success. The Populist Party and the National Organization for Women (1966) exemplify this theme of organizations as the members saw an issue and called for reform; whether it be political, social or economic.

With the completion of the transcontinental railroad came the spurring of new businesses and reenergizing the economy. The Railroad business boomed and led to the industrialization and the “closing” of the west. Businesses could now easier expand their markets, ship more goods in a faster and cheaper method, and gain more profit. However, not everyone was happy about this exciting new development. The plight of the farmers only worsened with the completion of the Transcontinental railroad. Many railroad companies could charge higher rates for farmers to have their goods shipped while Robber Barrons would receive rebates for their products. The Railroads also took control of the telephone lines, making it more expensive and harder for farmers to contact their markets. Seeing these issues, and the unwillingness of the government to do anything about this, the farmers formed the Granger Movement which eventually turned into the Populist Party. The Populists called for many things such as the direct election of Senators (which would soon become the 17th Amendment), and stricter government regulation of big business (a feeling that was ongoing throughout the Progressive Era). Gaining momentum as these grievances continued, the Populists soon became a third party when it came to National Elections. Unfortunately, none of their candidates won any national level offices, and the party failed

to achieve all their demands. It cannot be forgotten, however, that the party did succeed in promoting the 17th Amendment, and the Hebburn and Elkens Acts. It cannot also be forgotten that many of the party's platforms would soon be picked up by the major political parties of that time.

Now, at the end of WWII, many women were forced to leave their jobs in factories and workshops and return to their "stay-at-home" lives. This cult of domesticity, which was applied to women, was not just simply accepted. Nor was the fact that unequal pay was given to women and men and that women had to live with a perpetual "glass ceiling." To offset these grievances the feminists of the nation created the National Organization of Women a.k.a. N.O.W. With this organization underway, women could now clearly state their demands and lobby the government for equal rights. One major step towards this goal was the Equal Rights Amendment. The Equal Rights Amendment attempted to grant equal pay and political rights to both men and women. It was, however, shot down having been short one state's vote. A definite gain would be Title IX which allowed for funding to be given to females in high school and college athletics. This may appear to be a small act given by the government but it would soon pave the way for further equality for women.

Throughout American History, times have affected individual groups of people. Due to this, people have banded together and called for political and social revolutions that sought to better the lives of everyone.

### Anchor Level 3-C

#### The response:

- Develops all aspects of the task in little depth for the Populist Party and the National Organization for Women
- Is more descriptive than analytical (*Populist Party*: the railroad business boomed and led to the industrialization and closing of the West; seeing these issues and the unwillingness of the government to do anything, the Populists called for the direct election of senators; the party failed to achieve all their demands; the party did succeed in promoting the 17th amendment and the Hepburn and Elkins Acts; many of the party's platforms would soon be picked up by the major political parties; *National Organization for Women*: at the end of World War II, many women were forced to leave their jobs in factories and workshops and returned to their stay-at-home lives; unequal pay was given to women and men; women could now clearly state their demands and lobby the government for equal rights; Equal Rights Amendment was short one state's vote; a definite gain would be Title IX which allowed for funding to be given to females in high school and college athletics); includes faulty analysis (*Populist Party*: the plight of the farmers only worsened with the completion of the transcontinental railroad; farmers formed the Granger movement, which eventually turned into the Populist Party)
- Includes some relevant facts, examples, and details (*Populist Party*: expand their markets; higher rates for farmers; robber barons; rebates; Progressive Era; third party; *National Organization for Women*: cult of domesticity; glass ceiling; feminists); includes several inaccuracies (*Populist Party*: the railroad also took control of the telephone lines, making it more expensive and harder for farmers to contact their markets; none of their candidates won any national level offices)
- 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. A basic understanding of the historical circumstances for the formation of these organizations and for their limited success is demonstrated in descriptive statements and details. However, sweeping generalizations and inaccuracies weaken the effort.

Reform movements have occurred all throughout American history. Organizations were formed to help these specific reform movements. Two groups that formed to reform American society were the Woman's Christian Temperance Union and the National Woman Suffrage Association.

The Woman's Christian Temperance Union was formed in 1874. After the Great Awakening, Americans wanted to cleanse society of its evils. One of these evils was alcohol. Alcohol ruined society in the eyes of many women because it decreased the work ethic of men. It also tore families apart, especially if the father of the family acted violently towards his wife and children or if he died from drinking too much alcohol. Women formed the Woman's Christian Temperance Union to stop the abuse of alcohol in America. The organization's efforts were only somewhat successful. The Eighteenth Amendment was eventually passed and it prohibited the selling & drinking of alcohol. However, speak-easies opened up where men could illegally buy & drink alcohol. Smuggling of alcohol also occurred regularly. In the end, the Eighteenth Amendment was repealed by the 21st Amendment. The Woman's Christian Temperance Union was formed to rid America of "demon rum" but the organization's success was quickly shot down.

Once again, women formed another reform organization. However, this time it was the National Woman Suffrage Association. Again, after the Great Awakening, women believed that everyone was equal in the eyes of God. However, while male American citizens could vote, women could not because they were considered inferior. Also, after slavery was abolished and African-Americans were granted

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**Anchor Paper – Thematic Essay—Level 2 – A**

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citizenship with the 13th and 14th Amendments, African-American males were enfranchised with the passage of the 15th Amendment.

Women now believed it was their turn to gain suffrage. The organization's efforts did pay off. After a long battle for the vote, women got it with the passage of the 19th Amendment in 1920.

Throughout American history, women have formed various organizations to help with reform movements. While the efforts of the Woman's Christian Temperance Union were barely successful, the National Woman Suffrage Association's paid off in the end.

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

- Minimally develops all aspects of the task for the Woman's Christian Temperance Union and the National Woman Suffrage Association
- Is primarily descriptive (*Woman's Christian Temperance Union*: after the Great Awakening, Americans wanted to cleanse society of its evil; alcohol ruined society in the eyes of many women because it decreased the work ethic of men; tore families apart; the 18th amendment was eventually passed; smuggling of alcohol occurred regularly; formed to rid America of "demon rum," but the organization's success was quickly shot down; *National Woman Suffrage Association*: while male American citizens could vote, women could not because they were considered inferior; African American males were enfranchised with the passage of the 15th amendment; women now believed it was their turn to gain suffrage; after a long battle for the vote, women got it with the passage of the 19th amendment)
- Includes few relevant facts, examples, and details (*Woman's Christian Temperance Union*: speakeasies; repealed; 21st amendment; *National Woman Suffrage Association*: 13th and 14th amendments)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that restate the theme

**Conclusion:** Overall, the response fits the criteria for Level 2. The discussion of the historical circumstances for the Woman's Christian Temperance movement is supported by mostly accurate details while the discussion of historical circumstances for the National Woman Suffrage Association relies on broad generalizations. The response could have been strengthened by further developing the degree to which these organizations were successful.

It is visible in history, that when a group of people become dissatisfied with an institution or ideal, they often band together in protest. Such groups most commonly seek to achieve a specific change or reformation. While these organizations work towards the goal of change, their efforts do not always prove to be a success. Two prime examples of dissatisfied peoples joining together to seek change in American history are the National Woman Suffrage Association and the Woman's Christian Temperance Union. In both cases, women across a broad spectrum of social classes and geographic areas came together to fight for a common belief.

Since the creation of the United States, up until the mid to late 1900s voting rights had been a controversial issue only a few people were privileged enough to retain. Originally voting rights were extended only to white of-age males that held property. As time progressed voting laws and requirements became less strigent and more inclusive. One group repeatedly denied their right to this very American institution was women. Women fought for many years to attain this privilege. The fight for suffrage intensified in 1869 when the National Woman Suffrage Association was founded. These women were tired of being subordinate to and oppressed by their male counterparts, and wanted to be able to express their opinions publicly. Women such as Susan B. Anthony and Elizabeth Caddy Stanton were pioneers in the fight for enfranchisement. These women came together at the Seneca Conference in Seneca Falls, NY to rally for their cause. They ultimately proved to be successful when President Wilson passed the 19th amendment in 1919, and these women gained the right that generations before them had fought valiantly to attain.

Another group dedicated to reform was the Woman's Christian Temperance Union. These women became fed up with the cycle of poverty caused by alcohol. In their eyes alcohol caused familial and spousal abuse, high divorce rates, and already poor men and women wasted their money on alcohol. Women came together in the attempt to preserve the institution of marriage and the family dynamic. Their success is arguable in that they did pass the 18th amendment which put prohibition in place and made the purchase, distribution and consumption of alcohol illegal. However the widespread disapproval and violation of the law, in conjunction with its lack of enforcement led to its eventual repeal with the 20th amendment.

Across history, it is visible that many parties come together when they feel that an ideal is in violation of their beliefs or rights. This fact is visible through both of the groups discussed.

## Anchor Level 2-B

### The response:

- Develops some aspects of the task in some depth for the National Woman Suffrage Association and the Woman's Christian Temperance Union
- Is primarily descriptive (*National Woman Suffrage Association*: voting rights were extended only to white, of-age males that held property; as time progressed, voting laws and requirements became less stringent and more inclusive; women were tired of being subordinate to and oppressed by their male counterparts; gained the right that generations before them had fought valiantly to obtain; *Woman's Christian Temperance Union*: women became fed up with the cycle of poverty caused by alcohol; alcohol caused familial and spousal abuse; women came together to preserve the institution of marriage and the family dynamic; their success is arguable in that they did pass the 18th amendment which put Prohibition in place; widespread disapproval and violation of the law, in conjunction with its lack of enforcement, led to its eventual repeal); includes faulty application (*National Woman Suffrage Association*: these women came together at the Seneca Conference; women wanted to be able to express their opinions publicly; *Woman's Christian Temperance Union*: 18th amendment made consumption of alcohol illegal)
- Includes few relevant facts, examples, and details (*National Woman Suffrage Association*: Susan B. Anthony; Elizabeth Cady Stanton; 19th amendment; *Woman's Christian Temperance Union*: divorce; wasted their money on alcohol); includes inaccuracies (in both organizations, the women came together from a broad spectrum of social classes and geographic areas; *National Woman Suffrage Association*: President Wilson passed the 19th amendment; *Woman's Christian Temperance Union*: repeal with 20th amendment)
- Demonstrates a general plan of organization; includes an introduction that is little more than a restatement of the theme and a brief conclusion

**Conclusion:** Overall, the response fits the criteria for Level 2. The response shows a basic understanding of the task and includes a few statements of analysis. However, the response lacks full development, especially the historical circumstances surrounding the formation of the Woman's Christian Temperance Union.

From the initial formation of the United States, groups have been pushing for reform. These groups have often been inspired by the sentiment this country was built on, that all men (and now women) are created equal and possess natural rights that shall not be taken from them. They have addressed numerous issues, including slavery, education and prison reform. Two such groups are the Women's Christian Temperance Union and the American Federation of Labor. Both the WCTU and the AFL fought for reforms, though on different fronts, and both were, to some degree successful.

The Women's Christian Temperance Union was formed in 1874, a result of the Second Great Awakening. During this spiritual revitalization, women were, for the first time, offered a place in society outside of the home, and many grasped quickly and enthusiastically at the opportunity. As the women were eager to utilize this new-found freedom, many took to reform movements, and hence, the WCTU was born. This group fought for the issue of temperance, among other reforms, including slavery. Many of their goals were addressed by Progressive Reforms in the late nineteenth and twentieth centuries. The 13th Amendment abolished slavery, the 14th guaranteed citizenship, and the 15th gave African American males the right to vote, successfully achieving the abolition of slavery, permanently. As for the temperance movement, the 18th Amendment was passed, prohibiting the sale, consumption, and manufacturing of alcohol. Though this was repealed by the 21st Amendment, prohibition lasted for a considerable time, and the group achieved their goal of sobering numerous men. Many men signed petitions promising to keep alcohol out of the home and workplace, boosting the reliability of the workforce and the moral of the family.

Another reform group formed in the late nineteenth century was the American Federation of Labor. The AFL was founded by Samuel Gompers in 1886 in an attempt to gain rights for workers. During this time period, American industries were booming and many labor rights were ignored. Gompers and the AFL pushed for the government to recognize concerns such as minimum wage and the eight-hour work day. Overall, the American Federation of Labor was the most successful labor union of the time. This was because the AFL was not a single union, like the Knights of Labor, which included both skilled and unskilled workers, but rather a coalition of different groups around the country that were working towards the same goal. They, also unlike groups like the Knights of Labor, refused to be associated with radical violent strikes, and therefore did not become covered by a negative stigma and were hence able to make more productive reforms. Ultimately, the AFL was the longest-standing labor union formed during the time, and it was able to achieve numerous gains for its workers.

Both the Women's Christian Temperance Union and the American Federation of Labor pursued reforms during the late nineteenth and early twentieth centuries. The WCTU was successful in achieving prohibition through the eighteenth amendment, and more lastingly through its individual efforts to reform peoples' lives by sponsoring temperance in the home. The AFL was the longest-standing labor union formed in the 1800s and it achieved numerous gains for skilled workers. Both groups' reforms would pave the way for further reforms in society, particularly in the late twentieth century during the Civil Rights Movement.

## Anchor Level 2-C

### The response:

- Minimally develops all aspects of the task for the Woman's Christian Temperance Union and the American Federation of Labor
- Is primarily descriptive (*Woman's Christian Temperance Union*: fought for temperance; the 18th amendment was passed, prohibiting the sale and manufacturing of alcohol; repealed by the 21st amendment; *American Federation of Labor*: founded by Samuel Gompers in 1886 in an attempt to gain rights for workers; during this time period, American industries were booming and many labor rights were ignored; was the most successful labor union of the time; the AFL was not a single union like the Knights of Labor, which included both skilled and unskilled workers); includes faulty application and faulty analysis (*Woman's Christian Temperance Union*: 13th amendment abolished slavery, 14th guaranteed citizenship and 15th gave African American males the right to vote, successfully achieving the abolition of slavery permanently)
- Includes few relevant facts, examples, and details (*Woman's Christian Temperance Union*: goals addressed by Progressive reforms; *American Federation of Labor*: minimum wage; 8-hour work day); includes an inaccuracy (*Woman's Christian Temperance Union*: fought for reforms including slavery; 18th amendment prohibiting consumption of alcohol)
- Demonstrates a general plan of organization; includes an introduction that connects American reforming spirit to natural rights and a conclusion that observes that the American Federation of Labor organized skilled workers

**Conclusion:** Overall, the response fits the criteria for Level 2. Although lengthy, some information in the discussion of the Woman's Christian Temperance Union is not relevant and predates the formation of that organization. While the comparison of the membership and methods of American Federation of Labor to those of the Knights of Labor enhances the discussion, the response should have included more details about the success of this organization's efforts.

Today, many people form organizations. These organizations may be formed to fight for a cause or help certain people. This can be seen in American history as well. Throughout our history many groups have been formed. Many involved women, who fought for equality and respect among men. Two issues that women formed to groups was towards voting rights for women and on the banned of selling alcohol. Both the National Women's Suffrage Association and the Women's Christian Temperance Union was formed to fight for these issues, which resulted in many changes in our Constitution.

The National Women's Suffrage Association was formed during the 1800s. During this time, women were not given the same rights as men. One example of that is that they were not allowed to vote. This Association was created to fight for women's suffrage or women's right to vote. This organization had three goals in which would grant their suffrage. However, only one was successful. This goal was that the constitution would be ratified or create a new Amendment that would give women suffrage. This Association was able to achieve their goal after failing in their other two methods. However, women were still not fully equal despite this change.

Another organization was the Women's Christian Temperance Union. This group was also formed during the 1800s. Women during this era were in the age of staying home, caring for children, and do all the things needed to be done when their husband comes home. However, during this time men would drink alcohol in order to alleviate their stress from work. This resulted in many husbands coming home drunk and then physically hurting their wives in the process. This is what led many women to form this temperance union because they

wish to end the selling of alcohol, so women would not be abused by their spouses. The efforts of the union was successful in achieving temperance on alcohol. This was due to ratifying the U.S. Constitution, which stated the banned on the selling of alcohol. This shows that the women were able to achieve a goal of temperance that allowed them not to face the abuse of their husbands after his day from work.

Women have fought for many issues through history. These issues also included granting women suffrage and getting temperance on alcohol. Both of these issues is what formed the groups known as the National Women's Suffrage Association and the Women's Christian Temperance Union. Both organizations were able to achieve their goals in that both issues were successful by the ratifying the U.S. Constitution. However, even though both groups achieved their goal, the intentions were not fully carried out. One example that women were still not equal to men even with suffrage because they still had to vote for whomever her spouse voted for. Also the passing of temperance on alcohol will not remain in the U.S. Constitution. This is because in the future, the selling of alcohol will be allowed. Women were still able to reach their goal despite what the outcome was. This shows that even women whom were not considered equal to men were able to bring about reforms or some kind of victory after some effort. Plus, the groups can be as strong as any individual in trying to fight for a issue he or she believes in right or must be done.

## Anchor Level 1-A

### The response:

- Minimally develops some aspects of the task for the National Woman Suffrage Association and Woman's Christian Temperance Union
- Is descriptive (*National Woman Suffrage Association*: women were not given the same rights as men; they were not allowed to vote; the goal was that the Constitution would ratify or create a new amendment that would give women suffrage; *Woman's Christian Temperance Union*: this resulted in many husbands arriving home drunk and physically hurting their wives); lacks understanding (*National Woman Suffrage Association*: this organization had three goals which would grant their suffrage; this association was able to achieve their goal after failing in their other two methods; *Woman's Christian Temperance Union*: this was due to ratifying the United States Constitution which stated the ban on the selling of alcohol; this shows that the women were able to achieve a goal of temperance that allowed them not to face the abuse of their husbands after his day from work)
- Includes few relevant facts, examples, or details (*National Woman Suffrage Association*: not fully equal; *Woman's Christian Temperance Union*: in the age of staying home; end the selling of alcohol); includes inaccuracies (*National Woman Suffrage Association*: women still had to vote for whomever her spouse voted for; *Woman's Christian Temperance Union*: in the future, the selling of alcohol will be allowed)
- Demonstrates a general plan of organization; includes an introduction that identifies the groups and their basic goals and a conclusion that notes that even though women were not equal they were able to bring about reforms

**Conclusion:** Overall, the response fits the criteria for Level 1. A minimal understanding of the task is demonstrated in details used to discuss the historical circumstances of these organizations. Repetition and a mix of relevant and irrelevant information weaken the response.

Throughout United States history, individuals and groups have formed organizations to achieve specific reforms. The efforts of these organizations have had success in varying ways. Some organizations are The Woman's Christian Temperance Union in 1874 or The American Federation of Labor in 1913. These organizations are two of many organizations that were formed to achieve specific reforms.

During the 1800s to the late 1900s, people have gotten together to form organizations to achieve one goal. Their efforts have gotten them plenty of success. One organization is The Woman's Christian Temperance Union of 1874. This was part of the temperance movement, to ban alcohol because men took it a little bit overboard. These women got together and protested to ban it. It did become banned for a while, until it was unbanned. So, they were successful but not that successful. Another organization is the American Federation of Labor in 1913. This was when people were working long hours with little pay. Kids were dying because of dangerous machines and all together taken advantage of. These people got together and wanted to lower the hours and get better pay. These people were more successful than, the women of the temperance movement because it worked and their are laws in or about the workplace today.

There are people, throughout history who have gotten together to make a difference and have been successful maybe not more successful than others but it varies. These organizations have achieved their goals in one way or another and that was the point.

## Anchor Level 1-B

### The response:

- Minimally addresses all aspects of the task for the Woman's Christian Temperance Union and the American Federation of Labor
- Is descriptive (*Woman's Christian Temperance Union*: part of the temperance movement to ban alcohol because men took it a little bit overboard; it did become banned for awhile, until it was unbanned; *American Federation of Labor*: this was when people were working long hours with little pay); includes weak application (*American Federation of Labor*: kids were dying because of dangerous machines and taken advantage of)
- Includes very few relevant facts, examples, or details (*Woman's Christian Temperance Union*: protested); includes an inaccuracy (*American Federation of Labor*: 1913)
- Demonstrates a general plan of organization; includes an introduction and conclusion that restate the theme

**Conclusion:** Overall, the response fits the criteria for Level 1. The response shows a limited understanding of the task for these organizations. Overgeneralizations and a lack of clear connections weaken the response.

In the 1800's, new changes in society led to many reforms. The 1800's saw a rise in monopolies, businesses, slavery issues and social issues such as alcoholism. The Women's Christian Temperance Union and the Populist Party were organizations that dealt with different issues. The Women's Temperance Union was a moral crusade that was successful in achieving its goals for a brief time while the Populist Party rose due to lack of financial fairness for farmers. Both organizations were successful in drawing attention to their goals.

During the early 1800s, the second Great Awakening occurred. During this time, the idea of what a person does during their lifetime influences whether they go to heaven or hell. As a result, alcoholism was considered a sin. The women temperance movement arose because many women were abused by their drunk husbands and sought to end their drinking of alcohol in order to bring an end to domestic abuse. During the late 1840s, Irish Catholic immigrants escaping the potato famine, and German immigrants fleeing persecution in the 1850s, arrived in large numbers. Both groups were accustomed to drinking alcoholic beverages like Irish whiskey and German beer.

Before WWI, the WCTU drew its greatest support from the rural heartland of America and it loudly criticized the drinking of immigrants in the cities. During WWI, anti-immigrant feeling, especially anti-German, further incited the movement to ban alcohol. The Women Temperance Union was successful in many ways. The Women Christian Temperance Union was successful in shutting down many saloons where male drinkers gathered. Due to their protest against alcohol, some states prohibited the sale or manufacturing of alcohol. The successful protests and shutting down of saloons by these women was one of the reasons the Progressives were able to get the 18th

amendment passed, which prohibited the sale of alcohol.

Prohibition was doomed to failure. Crime flourished as legitimate manufacturers of alcohol shut down. During the “roaring twenties,” the rich attended “Gatsby-like” parties where bootleg alcohol flowed freely while the poor distilled spirits in their barns and bathtubs. Eventually, during the Great Depression, the 21st amendment repealed the 18th. As a result, the Woman’s Christian Temperance Union was successful in ending the sale and manufacturing of alcohol for only a short while. Today, the 18th amendment’s failure to successfully change moral behavior is used as an argument by supporters of legalizing marijuana. Just as ordinary citizens were made criminals in the 1920s, in recent years our jails have been filled with petty drug offenders.

The populist party was also another group who sought to reform a part of society. During the late 1800s, many railroads began to consolidate into monopolies. One of the most famous robber barons, Cornelius Vanderbilt brought this change in the railroad industry. Many railroad companies were charging farmers in the west high prices to have their goods transported even over short distances. At the same time, railroad companies gave industrialists like John D. Rockefeller rebates for shipping his oil. This led to many farmers going into debt partly because they couldn’t afford to have their goods transported. But they were also victims of their own success. Their huge crop surpluses drove down the price of wheat, corn and cotton. As a result, the Granger Movement occurred in which groups of farmers attempted to seek government regulation of the railroad companies. This led to the rise in the populist party who took ideas from the

Granger Movement such as public ownership of railroads and government establishment of railroad rates. They also demanded a greater voice in government. The Populist Party developed under the circumstances stated above, but it included a broader platform that was deemed radical by the eastern establishment. One of their "radical" ideas included free coinage of silver, which they believed would increase the money supply, making it easier for farmers to pay their debts as inflation would make their crop prices go up. Due to their radical ideas and status as a third party, the populist party wasn't able to immediately meet their goals. One of the most famous populist leaders William Jennings Bryan who ran as a Democrat, and lost the election of 1896 to William McKinley, a Republican who painted the populist Party ideas as too radical. As a result, the federal government often ignored the needs of the farmers. In contrast to the WCTU, the Populist Party failed in the short term, but many of their goals were later adopted by the Progressives. Instead of laissez-faire, most businesses are regulated by the government. Amendments for the direct election of senators and an income tax have been adopted and the Federal Reserve System controls the supply of money. As a result, the populist party, like other third parties, introduced many radical ideas that were later accepted.

Both the Women Christian Temperance Union and the Populist Party struggled with reform. However, the Women Christian Temperance Union was only temporarily successful in limiting the consumption of alcohol through the passage of the 18th amendment. Meanwhile, the Populist Party was unable to immediately meet their goals but many that they demanded are around today.

Throughout the history of the United States individuals and groups have been able to form organizations and achieve specific reforms. The efforts of these organizations have all been met with different degrees of success. Two of these organizations were the National Women Suffrage Association and the Women's Christian Temperance Union.

The National Women Suffrage Association was formed by Susan B. Anthony and Elizabeth Cady Stanton a few decades after the first women's rights' convention was held in Seneca Falls, New York. The women at this convention believed that they deserved equality and the right to vote like the men. At first, states in the west started giving women suffrage because they were working on the farms and doing the same work that their husbands were doing, and were seen as their equal. During the time of World War I, women were able to prove themselves equal to men by taking their jobs while the men were fighting in the war. Women worked in factories and some helped the war effort by becoming nurses for the army. The National Women Suffrage Association used these examples as part of their campaign to gain the vote. In 1919 Congress passed the 19th Amendment that gave women the right to vote. Because of the National Women Suffrage Association women were able to gain national suffrage.

The Women's Christian Temperance Union was another organization that was able to achieve reforms. In the late 19th century and early 20th century many church-going women joined the temperance movement. The temperance movement was a movement's whose goal was to ban the selling and buying of alcohol in the United States. Some of these women thought that the consumption of alcohol caused domestic violence or that it would cause a family to become

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**Thematic Essay—Practice Paper – B**

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poor and starve. Women's Christian Temperance Union members would even go into saloons and bars and broke any bottle that contained alcohol. Eventually Congress passed the 18th amendment that banded the buying or selling of alcohol. Because of this many people tried making their own alcohol the results being bathtub gin and moonshine. The passing of the 18th amendment also increased the amount of organized crime in the United States. Because of this Congress passed another amendment to cancel out the 18th amendment.

Both the National Women Suffrage Association and the Women's Christian Temperance Union were organizations that were able to obtain their goals. The National Women Suffrage Association helped all women in the United States receive the right to vote. The Women's Christian Temperance Union helped get the buying or selling in the United States banded, even though that was later changed. Both organizations were able to achieve their reforms but had very different results.

Reform associations and organizations have played significant roles through the course of history, and they have met with varying degrees of success. Some have been highly successful in their reforms while others have struggled in vain, but all of them are of considerable interest because they represent a combined force of people deliberately seeking changes in their society and government and therefore occupy a special place in history.

One reform movement with a considerable amount of success was the Women's Christian Temperance Union, founded in 1874. The WCTU was formed from a cultural milieu that developed in America in the late 1800s during rapid industrialization and fast growing cities that would culminate in the Progressive Era. It was part of a wider reform movement that sought to create a more perfect society, and alcohol prohibition along with other ideas such as settlement houses and expanding participation in government was a part of this progressive spirit.

The Women's Christian Temperance Union was widely successful in its overall campaign. It drew a great deal of support from middle class, white, Protestant families in rural areas. It gathered together people and mobilized them into action in various ways, up to and including going into saloons and destroying them. Carry Nation, with a Bible in one hand and a hatchet in the other, was a fearsome sight when she entered a saloon and smashed the bottles of alcohol that reminded her of the abuse she had suffered during her marriage to an alcoholic. Much of the effort came from women, who were concerned about poverty, domestic abuse, and the effect on the family. They organized meetings, distributed literature, and petitioned

governments. More and more places (mostly rural areas, small towns, and farm states) passed “dry laws” that prohibited alcohol. Eventually, the WCTU was able to achieve its ultimate goal with the passage of the 18th Amendment which prohibited the production and selling of alcohol. In practice, the prohibition amendment was a dismal failure as people ignored the law and found liquor wherever they could. The “dry” values of the religious rural areas had solid success, but urban America could not be forced to stop drinking. Instead illegal “speakeasies” sprang up and many normally law-abiding Americans broke the prohibition law. Though the 18th Amendment would be repealed a little more than a decade later, the WCTU was able to bring attention to the dangers of alcohol and gain the support of many Americans.

The Populist Party was another reform organization, and it drew from the same rural roots as the WCTU. It came as a result of a marked dissatisfaction with the two major political parties who were concerned only with the interests of big business and industrial growth. There was a growing unity among the farming people mostly in the West, with the rise of the Grangers and later the Alliance movement. The Populists joined together over the issues of tight money, unfair taxation, and discrimination by railroads and banks. The Populist Party sought to represent the traditional Western farmers in the political arena, and it is one of many examples of grassroots movements built around and glorifying the “common” people that we may see in the 99% movement today.

The Populist Party was never successful in electing a president, but it sent many Representatives and Senators to the United States

Congress during the late 1800s. As a third party, it did make the two major parties change their positions and policies so as to attract more voters which is really the most a third party usually accomplishes and is in fact a greater reform than at first sight. During the Progressive Era, the major parties enacted important Populist ideals. The income tax was a more equitable way to raise revenue than a land tax. Senators would now be directly chosen by citizens instead of by state legislatures, making them more responsive to the “common” people.

The Populist Party may have died out, but the term “populist” continues to be used to describe leaders who focus on the needs of everyday people instead of special interest groups.

Reform organizations are important historical specimens, and, successful or not, represent what many people felt was important and should change. It is through this view that we must consider reform organizations. The Women’s Christian Temperance Union represented the aspirations and hopes of people yearning for a more moral and christian society. The Populist Party represented a class-aware and “common”-man ideology that is one of the great moving forces in American history. The success of these organizations shows how well or badly they resonated with the American people.

Throughout United States History many reform groups fought for their own specific desires. This is a continuing theme throughout America's history and various accomplishments were results of said reforms. The Woman's Christian Temperance Union of 1874 and the National Woman Suffrage Association of 1869 both accomplished what they were fighting for through the adoption of two very significant amendments.

The United States never realized women as equals to men, and this was directly connected to women's cult of domesticity. The cult of domesticity was the idea that women would remain at home, take care of the children, and maintain the home. She was denied the right to vote and was not seen as equals to men; therefore the National Woman Suffrage Association was formed. This association was comprised of women that would go around and speak about their grievances in society; unfortunately suffrage was not granted easily. This group actually wrote a Declaration to the Rights of Sentiments, in which it was directly modeled after the Declaration of Independence. They altered the line "all men are created equal" to "all men and women are created equal". This was presented at the Seneca Falls Convention by Elizabeth Cady Stanton, along with many other significant women's suffrage leaders. At the convention they stressed that just because they are of a different gender, does not mean they are inferior. Another leader of this association was Susan B. Anthony, who was a major proponent of women's rights. Eventually, this association of women achieved suffrage with the passage of the 19th amendment. The right to vote did not come easily for women, however they were finally granted suffrage.

Another association lead by women, the Women's Christian Temperance Union of 1874. The women in this reform group pushed for abolition of alcohol because they saw the rising alcoholism within the United States. Their husbands, or men in general, were becoming addicted to alcohol, and it was affecting the everyday lives of society. Labor was not being executed sufficiently and violence and crime broke out. Consequently, women took a stand. They even got young America involved, by having children hand out pamphlets and spread awareness to the mounting and demonic issue. Men were consuming innumerable amounts of alcohol that was evidently causing them to become alcoholics. Women witnessed this disease as being an evil within American society and sought to put an end to it. Eventually, the passage of the 18th amendment banned the sale and consumption of alcohol. However, during the 1920s, speakeasies and illegal sale of alcohol took over and the 18th amendment was overturned with the 21st amendment, which allowed alcohol in America. Regardless, the Women's Christian Temperance Union did achieve abolition of alcohol.

During the history of the United States, various reform organizations sought outcomes that, at first, seemed impossible, but then they defied the odds and achieved incredible accomplishments. The National Woman Suffrage Association was granted the 19th amendment, and the Woman's Christian Temperance Union was granted the 18th amendment.

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Throughout United States history people have banded together to try and get what they want. They formed organizations to push their ideas and tried to get reforms in their favor. Some such groups were the Populist Party of the 1890's and the American Anti-slave society. Both groups became influential in American history through their quest for reforms.

The Populist Party was a third political party founded to help struggling farmers. They pushed for economic reforms to better their conditions especially for inflation of currency and lower railroad rates. Most notably was their push for the silver standard of money to be added to the gold standard. The Party argued that adding silver would help stabilize the economy and help farmers pay their debts. William Jennings Bryan's "Cross of Gold" speech rallied support for the cause but it later failed. The Populist movement did achieve some gains with Anti-trust bills and some other reforms like direct election of Senators. The Populist Party died out when the Democratic Party swallowed them up and adopted a few of their ideas.

The American Anti-Slavery Society was an extension of the British Antislavery society. Like the British group, the American Society wanted to bring an end to slavery. The Society wanted to end the international slave smuggling and bring an end to the buying and selling of African Peoples. The Society held rallies in the Northern States to build support for the movement and to spread information about the horrors of slavery. Speakers like William Lloyd Garrison and Frederick Douglass called for immediate and uncompensated emancipation of all slaves in the United States. Their ideas of radical and immediate abolition brought fear to many southerners that the

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**Thematic Essay—Practice Paper – E**

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North wanted to take away their slaves. This however was not the only idea for emancipation. More conservative anti-slavery reformers favored the idea for gradual emancipation. The movement lasted up until the end of the Civil War when Congress amended the constitution and officially ended slavery in America. African Americans, however, would have to work another hundred years before they were truly accepted into society.

Both the Populist Party and the American Anti-Slave Society became influential in American history. Through their reform movements American made great strides in both economic and social reforms. They both still showed the power of the people to organize for reforms. All in all the Populist Party and the American Anti-slave society were groups formed to achieve the reforms the people of the Nation wanted at their respective times.

## Practice Paper A—Score Level 5

### The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing the historical circumstances surrounding the formation of the Woman’s Christian Temperance Union and the Populist Party and the degree to which each organization’s reform efforts were successful
- Is more analytical than descriptive (*Woman’s Christian Temperance Union*: during this time, the idea of what a person does in their lifetime influences whether they go to heaven or hell; both groups were accustomed to drinking alcoholic beverages like Irish whiskey and German beer; the WCTU drew its greatest support from the rural heartland of America; criticized the drinking of immigrants in the cities; during World War I, anti-immigrant feelings further incited the movement to ban alcohol; the rich attended “Gatsby-like” parties where bootleg alcohol flowed freely while the poor distilled spirits in their barns and bathtubs; the 18th amendment’s failure to change moral behavior is used by supporters of legalizing marijuana; *Populist Party*: during the late 1800s, many railroads began to consolidate into monopolies; charged farmers in the west high prices to have their goods transported even over short distances; took ideas from the Granger movement such as public ownership of the railroads and government establishment of railroad rates; demanded a greater voice in government; included a broader platform that was deemed radical by the eastern establishment; in contrast to the WCTU, the Populist Party failed in the short term, but many of their goals were later adopted by Progressives; instead of laissez-faire, businesses are regulated by the government; amendments for the direct election of senators and an income tax have been adopted; Federal Reserve System controls the supply of money)
- Richly supports the theme with relevant facts, examples, and details (*Woman’s Christian Temperance Union*: Second Great Awakening; domestic abuse; Irish-Catholic immigrants; German immigrants; shutting down of saloons; 18th amendment; Roaring Twenties; Great Depression; 21st amendment repealed the 18th; *Populist Party*: robber barons; Cornelius Vanderbilt; John D. Rockefeller; rebates; free coinage of silver would increase the money supply; third party; William Jennings Bryan ran as a Democrat; lost the election of 1896 to William McKinley, a Republican)
- Demonstrates a logical and clear plan of organization; includes an introduction and conclusion that note that the Woman’s Christian Temperance Union was successful for a brief time while the reforms the Populists demanded still exist today

**Conclusion:** Overall, the response fits the criteria for Level 5. The response thoroughly explores the historical circumstances surrounding the formation of the Woman’s Christian Temperance Union and the Populist Party. The degree of success of these organizations is discussed and then the relationship between the organizations’ efforts and modern day society is noted.

## Practice Paper B—Score Level 3

### The response:

- Develops all aspects of the task in little depth for the National Woman Suffrage Association and the Woman’s Christian Temperance Union
- Is more descriptive than analytical (*National Woman Suffrage Association*: the women at this convention believed that they deserved equality and the right to vote like men; states in the West started giving women suffrage because they were working on the farms and doing the same work that their husbands were doing; during World War I, women were able to prove themselves equal to men by taking their jobs while the men were fighting in the war, *Woman’s Christian Temperance Union*: the consumption of alcohol caused domestic violence; members would even go into saloons and bars and break any bottle that contained alcohol; many people tried making their own alcohol; 18th amendment increased the amount of organized crime in the United States); includes faulty application (*National Woman Suffrage Association*: Congress passed the 19th amendment; *Woman’s Christian Temperance Union*: Congress passed the 18th amendment; Congress passed another amendment to cancel out the 18th amendment)
- Includes some relevant facts, examples, and details (*National Woman Suffrage Association*: Susan B. Anthony; Elizabeth Cady Stanton; Seneca Falls, NY; helped the war effort; nurses for the army; *Woman’s Christian Temperance Union*: many church-going women; bathtub gin; moonshine)
- Demonstrates a satisfactory plan of organization; includes an introduction that restates the theme and a conclusion that briefly reiterates the degree of success of the organizations

**Conclusion:** Overall, the response fits the criteria for Level 3. A general knowledge of the task is demonstrated in the facts and details. However, the historical circumstances for the Woman’s Christian Temperance Union are lightly developed and the degree of success of the National Woman Suffrage Association only mentions that the 19th amendment gave women the right to vote. Understanding of the process by which amendments become part of the Constitution is faulty.

## Practice Paper C—Score Level 4

### The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing the Woman’s Christian Temperance Union more thoroughly than the Populist Party
- Is both descriptive and analytical (*Woman’s Christian Temperance Union*: part of a wider reform movement that sought to create a more perfect society; drew a great deal of support from middle class, white, Protestant families in rural areas; much of the effort came from women who were concerned about poverty, domestic abuse and the effects on the family; mostly rural areas, small towns, and farm states passed dry laws that prohibited alcohol; in practice, the prohibition amendment was a dismal failure as people ignored the law and found liquor wherever they could; rural religious areas had solid success, but urban America could not be forced to stop drinking; many normally law-abiding Americans broke the prohibition law; *Populist Party*: result of a marked dissatisfaction with the two major political parties who were concerned only with the interests of big business and industrial growth; growing unity among farming people mostly in the West, with the rise of the Grangers and the Alliance movement; grassroots movements built around and glorifying the common people seen in the 99% movement today; never successful in electing a president, but it sent many senators and representatives to the United States Congress during the late 1800s; made the two major parties change their positions and policies to attract more voters, which is the most a third party usually accomplishes; during the Progressive Era, the major parties enacted Populist ideals; income tax was more equitable way to raise revenue; senators would now be directly chosen by citizens instead of by state legislatures; the term *populist* continues to be used to describe leaders who focus on the needs of everyday people instead of special interest groups)
- Supports the theme with relevant facts, examples, and details (*Woman’s Christian Temperance Union*: industrialization and fast growing cities; settlement houses; Carry Nation; organized meetings; distributed literature; 18th amendment repealed; *Populist Party*: rural roots; tight money; unfair taxation; discrimination by railroads and banks)
- Demonstrates a logical and clear plan of organization; includes an analytical introduction and a conclusion that summarizes the theme of the essay

**Conclusion:** Overall, the response fits the criteria for Level 4. The response exhibits solid understanding and critical thinking for both organizations. Although the discussion of the Populist Party contains some good analysis, it would have benefited if more details and examples were included.

## Practice Paper D—Score Level 2

### The response:

- Minimally develops all aspects of the task for the National Woman Suffrage Association and the Woman’s Christian Temperance Union
- Is primarily descriptive (*National Woman Suffrage Association*: the United States never realized women as equal to men and this was directly connected to women’s “cult of domesticity”; another leader of this association was Susan B. Anthony, who was a major proponent of women’s rights; this association of women achieved suffrage with the passage of the 19th amendment; *Woman’s Christian Temperance Union*: men were becoming addicted to alcohol and it was affecting the everyday lives of society; they got young Americans involved by having children hand out pamphlets and spread awareness to the mounting and demonic issue; passage of the 18th amendment banned the sale and consumption of alcohol; during the 1920s, speakeasies and the illegal sale of alcohol took over)
- Includes few relevant facts, examples, and details (*National Woman Suffrage Association*: Elizabeth Cady Stanton; *Woman’s Christian Temperance Union*: violence and crime; overturned with 21st amendment); includes an inaccuracy (*National Woman Suffrage Association*: this group actually wrote a declaration to the rights of sentiments)
- Demonstrates a general plan of organization; includes an introduction that states the organizations’ efforts led to significant amendments and a conclusion that states the organizations defied the odds to achieve their goals

**Conclusion:** Overall, the response fits the criteria for Level 2. The response relies on overgeneralizations and repetition to address the task. The discussion of the historical circumstances of the Woman’s Christian Temperance Union is stronger than the discussion for the National Woman Suffrage Association. Constitutional amendments are cited as proof of the success of both organizations, but they are not discussed in any detail.

## Practice Paper E—Score Level 3

### The response:

- Develops all aspects of the task in little depth for the Populist Party and the American Anti-Slavery Society
- Is more descriptive than analytical (*Populist Party*: a third political party founded to help struggling farmers; pushed for economic reforms to better their conditions, especially for inflation of currency and lower railroad rates; argued that adding silver would help stabilize the economy and help farmers pay their debts; William Jennings Bryan’s “Cross of Gold” speech rallied support for the cause but it later failed; did achieve some gains with antitrust bills and some other reforms; died out when the Democratic Party adopted a few of their ideas; *American Anti-Slavery Society*: wanted to end the international slave smuggling and bring an end to the buying and selling of African peoples; held rallies in the northern states to build support for the movement and spread information about the horrors of slavery; called for immediate and uncompensated emancipation of all slaves in the United States; immediate abolition brought fear to many southerners; the movement lasted up until the end of the Civil War when slavery ended; African Americans would have to wait another hundred years until they were truly accepted into society); includes faulty application (*American Anti-Slavery Society*: Congress amended the Constitution)
- Includes some relevant facts, examples, and details (*Populist Party*: gold standard; direct election of senators; *American Anti-Slavery Society*: British Anti-Slavery Society; William Lloyd Garrison; Frederick Douglass; radical)
- Demonstrates a satisfactory plan of organization; includes an introduction and conclusion that are little more than a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 3. The response demonstrates an understanding of the task by describing the most important goals of both organizations. Although the response states why each group ended, it minimally develops the level of success of each organization.

# United States History and Government Specifications June 2015

## Part I Multiple-Choice Questions by Standard

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

## Parts II and III by Theme and Standard

	Theme	STANDARDS
Thematic Essay	Reform Movements; Individuals, Groups, Institutions; Civic Values; Economic Systems; Immigration and Migration	Standards 1, 3, 4, and 5: United States and New York History; Geography; Economics; Civics, Citizenship, and Government
Document-based Essay	Presidential Decisions and Actions; Civic Values; Constitutional Principles; Reform Movements; Places and Regions	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 June 2015 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

Tuesday, June 16, 2015 — 9:15 a.m. to 12:15 p.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 Examination 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**  
**June 2015**

**Document 1**

... The Southeastern Indians were particularly vulnerable. The traffic in deerskins, in which they had been intimately involved, had increasingly been replaced by a thriving cotton trade—spurred on by the invention of the cotton gin...[1793]—in which they were at best marginal producers and at worst obstacles to land-hungry whites. Much of their remaining territory was rich farmland, and the more they ‘improved’ it in the hope of turning themselves into acceptable neighbours, the more desirable they made it to would-be plantation-owners. A popular song at the time went:

All I ask in this creation  
Is a pretty little wife and a big plantation  
Way up yonder in the Cherokee Nation....

Source: James Wilson, *The Earth Shall Weep: A History of Native America*, Grove Press, 1998 (adapted)

**1 According to James Wilson, what was *one* reason Native American Indians in the Southeast were removed from their native lands?**

**Score of 1:**

- States a reason Native American Indians in the Southeast were removed from their native lands according to James Wilson  
*Examples:* the cotton gin had made their land more valuable for cotton production; the cotton gin had helped to increase the cotton trade in which they were marginal producers; they were obstacles to land-hungry whites; they had improved their land, making it desirable; their rich farmland was desirable to would-be plantation owners; traffic in deerskins had increasingly been replaced by the cotton trade; they did not produce much cotton and cotton could be produced on their land

**Score of 0:**

- Incorrect response  
*Examples:* traffic in deerskins had increased; cotton would not grow on their land; their farmland was poor; they were acceptable neighbors; turning themselves into acceptable neighbors
- Vague response  
*Examples:* there was traffic; they were involved; there was a popular song; vulnerable
- No response

## Document 2

President Andrew Jackson had signed the Indian Removal Act on May 28, 1830.

... The consequences of a speedy removal will be important to the United States, to individual States, and to the [Native American] Indians themselves. The pecuniary [financial] advantages which it promises to the Government are the least of its recommendations. It puts an end to all possible danger of collision between the authorities of the General [Federal] and State Governments on account of the Indians. It will place a dense and civilized population in large tracts of country now occupied by a few savage hunters. By opening the whole territory between Tennessee on the north and Louisiana on the south to the settlement of the whites it will incalculably [greatly] strengthen the SW [southwestern] frontier and render the adjacent States strong enough to repel future invasions without remote aid. It will relieve the whole State of Mississippi and the western part of Alabama of Indian occupancy, and enable those States to advance rapidly in population, wealth, and power. It will separate the Indians from immediate contact with settlements of whites; free them from the power of the States; enable them to pursue happiness in their own way and under their own rude [primitive] institutions; will retard [slow] the progress of decay, which is lessening their numbers, and perhaps cause them gradually, under the protection of the Government and through the influence of good counsels, to cast off their savage habits and become an interesting, civilized, and Christian community. These consequences, some of them so certain and the rest so probable, make the complete execution of the plan sanctioned by Congress [Indian Removal Act] at their last session an object of much solicitude [concern]....

Source: President Andrew Jackson, Second Annual Message to Congress, December 6, 1830

**2 According to President Andrew Jackson, what were *two* reasons for establishing an Indian removal policy?**

**Score of 2 or 1:**

- Award 1 credit (up to a maximum of 2 credits) for each *different* reason for establishing an Indian removal policy according to President Andrew Jackson

*Examples:* it will be financially advantageous to the government; it will put an end to all possible danger of collision between the authorities of the general and state governments on account of Native American Indians; it will free the Native American Indians from the power of the states; it will open territory to the settlement of whites; it will place a dense and civilized population in large tracts of country occupied by a few hunters; it will strengthen the Southwestern frontier; it will render states adjacent to Tennessee and Louisiana strong enough to repel future invasions without remote aid; it will relieve the state of Mississippi and the western part of Alabama of Native American Indian occupancy; it will enable the state of Mississippi and the western part of Alabama to advance rapidly in population *or* wealth *or* power; it will separate the Native American Indians from immediate contact with settlements of whites; it will enable Native American Indians to pursue happiness in their own way/to pursue happiness under their own institutions; it may help Native American Indians to cast off their savage habits; it may help Native American Indians become a civilized and Christian community; it will slow the progress of decay, which is lessening the number of Native American Indians

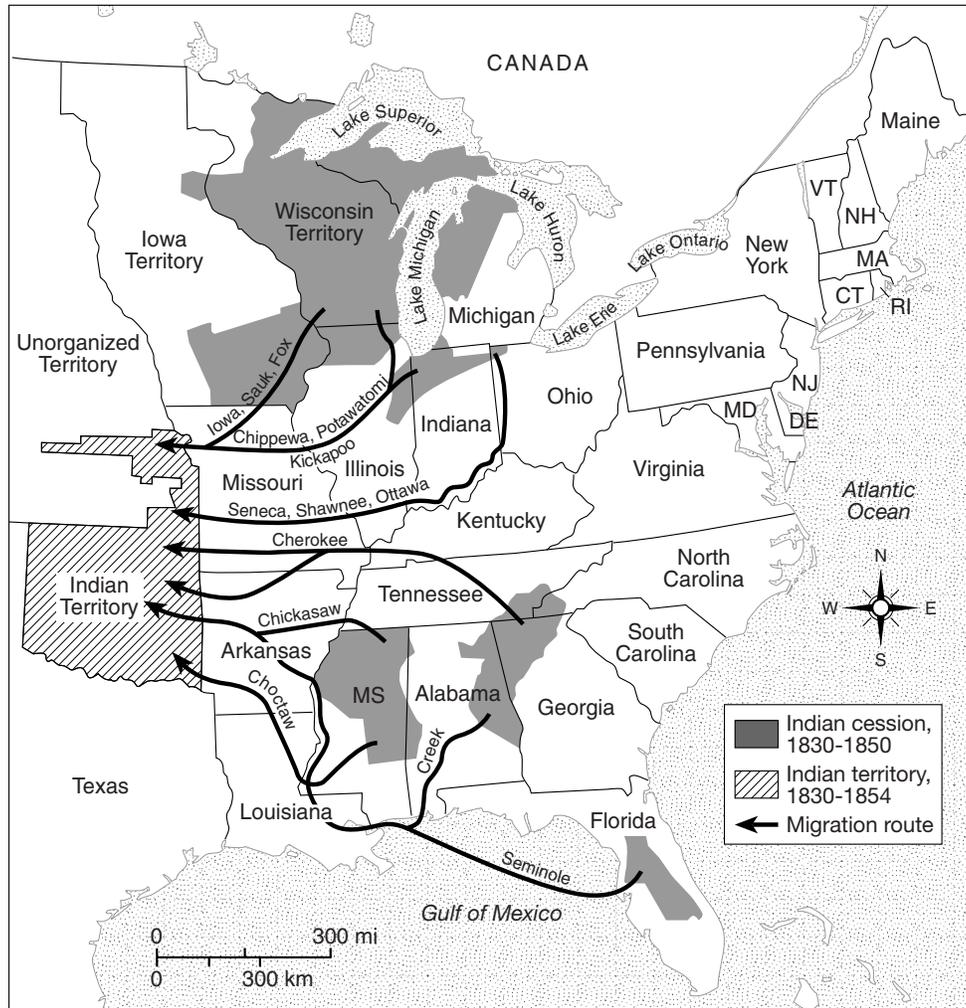
**Note:** To receive maximum credit, two *different* reasons for establishing an Indian removal policy must be stated. For example, *it will be financially advantageous to the government* and *it will give wealth to the government* is the same reason expressed in different words. In this and similar cases, award only *one* credit for this question.

**Score of 0:**

- Incorrect response  
*Examples:* it will increase contact with white settlements; it will put the government in debt; it will increase collision between the general and state governments
- Vague response  
*Examples:* there were consequences; it will be a speedy removal; it will be important; execution of the plan is an object of much concern; the progress of decay; lessening their numbers
- No response

Document 3a

Indian Removal, 1830–1854



Source: Irving F. Ahlquist et al., *United States History*, Addison-Wesley, 1984 (adapted)

Document 3b

...It was natural, at a time when the national territory seemed almost illimitable [unlimited] and contained many millions of acres far outside the bounds of civilized settlements, that a policy should have been initiated which more than aught [anything] else has been the fruitful source of our [Native American] Indian complications.

I refer, of course, to the policy of dealing with the various Indian tribes as separate nationalities, of relegating them by treaty stipulations to the occupancy of immense reservations in the West, and of encouraging them to live a savage life, undisturbed by any earnest and well-directed efforts to bring them under the influences of civilization.

The unsatisfactory results which have sprung from this policy are becoming apparent to all.

As the white settlements have crowded the borders of the reservations, the Indians, sometimes contentedly and sometimes against their will, have been transferred to other hunting grounds, from which they have again been dislodged whenever their new-found homes have been desired by the adventurous settlers.

These removals and the frontier collisions by which they have often been preceded have led to frequent and disastrous conflicts between the races....

Source: President Chester A. Arthur, Message to Congress, December 6, 1881

**3 Based on these documents, what were *two* effects of federal removal policies on Native American Indians?**

**Score of 2 or 1:**

- Award 1 credit (up to a maximum of 2 credits) for each *different* effect of federal removal policies on Native American Indians

*Examples:* Native American Indians were removed to Indian territory/Native American Indians were relegated to reservations in the West/tribes living east of the Mississippi River were moved west/many tribes were moved west of the Mississippi/they migrated west/ they lost their homelands; former Indian lands were claimed by white settlers/by white settlers in Wisconsin/Michigan/Indiana/Illinois/Tennessee/Mississippi/Alabama/Florida/Georgia/North Carolina; different Indian nations/tribes were moved to the same territory; Indians were encouraged to live a savage life/to live undisturbed by any efforts to bring them under the influence of civilization/they have not been civilized; they have been transferred, sometimes against their will, to other hunting grounds; white settlements crowded the borders of reservations sometimes forcing them to move/Native American Indians have been forced to move when their new-found homes were desired by white settlers; they have been involved in frontier collisions; conflicts between races have been frequent *or* disastrous; Trail of Tears; white settlers crowded them out; Indian lands were ceded

**Note:** To receive maximum credit, two *different* effects of federal removal policies on Native American Indians must be stated. For example, *white settlements crowded the borders of reservations sometimes forcing them to move* and *white settlers have forced them to move when their new-found homes were desired* 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:* they stayed east of the Mississippi River; they became separate nationalities; they received all the land in the West; national territory seemed unlimited
- Vague response  
*Examples:* there were millions of acres; there were complications; settlers were adventurous
- No response

#### Document 4a

In 1906 President Theodore Roosevelt appointed a commission to investigate practices in meatpacking plants. This is an excerpt from the commission's findings that were presented to Congress.

...The results of our observations have already been partly given. Other instances of how products may be made up, and still secure the stamp of government inspection, are here given. In one well-known establishment we came upon fresh meat being shoveled into barrels, and a regular proportion being added of stale scraps that had lain on a dirty floor in the corner of a room for some days previous. In another establishment equally well known, a long table was noted covered with several hundred pounds of cooked scraps of beef and other meats. Some of these meat scraps were dry, leathery and unfit to be eaten; and in the heap were found pieces of pigskin, and even some bits of rope strands and other rubbish. Inquiry evoked the frank admission from the man in charge that this was to be ground up and used in making "potted ham."...

Source: *Locomotive Firemen's Magazine*, July–December, 1906

#### Document 4b

**A NAUSEATING JOB, BUT IT MUST BE DONE.**



Source: *Utica Saturday Globe*, 1906 (adapted)

**4 Based on these documents, what is *one* reason President Theodore Roosevelt supported consumer protection laws?**

**Score of 1:**

- States a reason President Theodore Roosevelt supported consumer protection laws based on these documents

*Examples:* bad practices in meatpacking plants had been found by investigators; he learned that in some plants fresh meat was shoveled into barrels with a regular proportion of stale scraps that had lain on a dirty floor; some meat products were made from scraps unfit to be eaten/some meat scraps were dry *or* leathery *or* unfit to be eaten/bad things were being ground up and put in the meat; the commission reported that pieces of pigskin/bits of rope strands/rubbish were found with meat scraps/were ground up to make “potted ham”; to deal with the meat scandal; Roosevelt was nauseated by the meat scandal; he learned poor quality meat was being sold to the public; report of commission investigating meatpacking plants showed terrible conditions

**Score of 0:**

- Incorrect response

*Examples:* to stop the investigation of meatpacking plants; to end government inspection; to issue stamps of government inspection

- Vague response

*Examples:* to complete observations; establishments were well known; a nauseating job; unfit to be eaten; rope strands and other rubbish

- No response

**Postum Cereal Co., Ltd.**  
**Guarantee on Their Products.**

We warrant and guarantee that all packages of Postum Cereal, Grape-Nuts and Elijah's Manna hereafter sold by any jobber or retailer, comply with the provisions of the National Pure Food Law,\* and are not and shall not be adulterated or mis-branded within the meaning of said Act of Congress approved June 30, 1906, and entitled, "An act for preventing the manufacture, sale and transportation of adulterated or mis-branded or poisonous or deleterious foods, drugs, medicines, liquors, and for regulating traffic therein for other purposes."

POSTUM CEREAL CO., LTD.,  
C. W. Post, Chairman,  
Battle Creek, Mich.

Dec. 12, 1906.

Subscribed and sworn to before me this 15th day of December, 1906.

BENJAMIN F. REID,  
Notary Public.

My commission expires July 1, 1907.

Our goods are pure, they always have been and always will be, they are not mis-branded. We have always since the beginning of our business, printed a truthful statement on the package of the ingredients contained therein and we stand back of every package.

**Postum Cereal                      Grape-Nuts**  
**Elijah's Manna.**

Source: *New York Times*, December 30, 1906 (adapted)

\*Pure Food and Drug Act

**5 Based on this advertisement, state *one* way the Pure Food and Drug Act would protect consumers.**

**Score of 1:**

- States a way the Pure Food and Drug Act would protect consumers based on this advertisement  
*Examples:* it would guarantee that all packages of Postum Cereal/Grape-Nuts/Elijah's Manna would not be adulterated *or* misbranded; the manufacture/sale/transportation of adulterated *or* misbranded *or* poisonous *or* deleterious foods *or* drugs/medicines *or* liquors would be prevented; it encouraged Postum Cereal Co. to guarantee that all packages of Postum Cereal/Grape-Nuts/Elijah's Manna met the standards of the Pure Food and Drug Act

**Score of 0:**

- Incorrect response  
*Examples:* only cereal products had to comply with the law; Postum Cereal would not have to meet the standards of the Pure Food and Drug Act; Postum Cereal has always been truthful; they can be sold by any jobber or retailer; it was signed by a notary public; Congress approved it
- Vague response  
*Examples:* it is guaranteed; there are other purposes
- No response

## Document 6

Eight months ago I signed into law the Wholesome Meat Act of 1967. That landmark bill capped a crusade that had begun 60 years ago—[in the presidency of Theodore Roosevelt] to assure American housewives that the meat they served their families was pure, not harmful or dirty or diseased.

Today I am proud to sign a bill that will extend the same coverage to all poultry products. It is the fulfillment of a promise I made to every housewife—in my first consumer message just after I became President.

In the early days of this century, Americans took for granted that there were risks in buying food. They even joked about it in print. One newspaper printed a little poem:

“Mary had a little lamb,  
And when she saw it sicken,  
She shipped it off to packing town,  
And now it’s labeled chicken.”

In 1968, we cannot tolerate the image, or the fact, of unwholesome food:

—Not when Americans last year consumed more than 12 billion pounds of poultry.

—Not when a full 13 percent of that supply—or 1.6 billion pounds—was subject to little or no inspection because it didn’t cross State lines....

The Wholesome Poultry Products Act of 1968 will insure that dirty plants will have to clean up or close down....

Source: President Lyndon B. Johnson, Statement Upon Signing the Wholesome Poultry Products Act, August 19, 1968

### 6 Based on this document, how did President Lyndon B. Johnson continue the consumer protection action begun by President Theodore Roosevelt?

#### Score of 1:

- States how President Lyndon B. Johnson continued the consumer protection action begun by President Theodore Roosevelt according to this document

*Examples:* he signed into law the Wholesome Meat Act of 1967; he capped Roosevelt’s crusade to assure American housewives that the meat they served their families is pure/is not harmful *or* is not dirty *or* diseased; he acted to make sure that unwholesome food would not be tolerated; his bill extended coverage to all poultry products; he insured poultry that does not cross state lines would be inspected; he insured dirty plants would have to clean up; he insured dirty plants would have to close down; he signed the Wholesome Poultry Products Act of 1968

#### Score of 0:

- Incorrect response  
*Examples:* he did not sign the Wholesome Meat Act/Wholesome Poultry Products Act; his bill reduced coverage of poultry products; he put a stop to Roosevelt’s crusade
- Vague response  
*Examples:* capped the crusade; gave a message; the newspaper printed a poem
- No response

## Document 7

...It ought to be possible, in short, for every American to enjoy the privileges of being American without regard to his race or his color. In short, every American ought to have the right to be treated as he would wish to be treated, as one would wish his children to be treated. But this is not the case....

The heart of the question is whether all Americans are to be afforded equal rights and equal opportunities, whether we are going to treat our fellow Americans as we want to be treated. If an American, because his skin is dark, cannot eat lunch in a restaurant open to the public, if he cannot send his children to the best public school available, if he cannot vote for the public officials who represent him, if, in short, he cannot enjoy the full and free life which all of us want, then who among us would be content to have the color of his skin changed and stand in his place? Who among us would then be content with the counsels of patience and delay?...

Now the time has come for this Nation to fulfill its promise. The events in Birmingham and elsewhere have so increased the cries for equality that no city or State or legislative body can prudently choose to ignore them....

We face, therefore, a moral crisis as a country and as a people. It cannot be met by repressive police action. It cannot be left to increase demonstrations in the streets. It cannot be quieted by token moves or talk. It is a time to act in the Congress, in your State and local legislative body and, above all, in all of our daily lives....

Source: President John F. Kennedy, Radio and Television Report to the American People on Civil Rights, June 11, 1963

### 7 According to President John F. Kennedy, what is *one* inequality African Americans continued to face in 1963?

#### Score of 1:

- States an inequality African Americans continued to face in 1963 according to President John F. Kennedy  
*Examples:* lack of equal rights; lack of equal opportunities; African Americans are not able to eat lunch in a restaurant open to the public; they cannot send their children to the best public school available; they cannot vote for public officials who represent them; African Americans are unable to enjoy the privileges of being American; they cannot enjoy the full and free life; they are not treated as we want to be treated; repressive police action

#### Score of 0:

- Incorrect response  
*Examples:* they have no opportunities; they cannot send their children to school; demonstrations have increased; they enjoy the privileges of being American; they should be content with the counsel of patience and delay
- Vague response  
*Examples:* to fulfill a promise; we/they are facing a moral crisis
- No response

## Document 8

President Lyndon B. Johnson addresses the nation as he prepares to sign the Civil Rights Act of 1964.



My fellow Americans:

I am about to sign into law the Civil Rights Act of 1964. I want to take this occasion to talk to you about what that law means to every American....

Americans of every race and color have died in battle to protect our freedom. Americans of every race and color have worked to build a nation of widening opportunities. Now our generation of Americans has been called on to continue the unending search for justice within our own borders.

We believe that all men are created equal. Yet many are denied equal treatment....

We believe that all men are entitled to the blessings of liberty. Yet millions are being deprived of those blessings—not because of their own failures, but because of the color of their skin.

The reasons are deeply imbedded in history and tradition and the nature of man. We can understand—without rancor or hatred—how this all happened.

But it cannot continue. Our Constitution, the foundation of our Republic, forbids it. The principles of our freedom forbid it. Morality forbids it. And the law I will sign tonight forbids it....

Source: President Lyndon B. Johnson, Radio and Television Remarks upon Signing the Civil Rights Bill, July 2, 1964, Lyndon B. Johnson Library & Museum (adapted)

### 8 Based on this document, what is *one* reason President Lyndon B. Johnson supported the Civil Rights Act of 1964?

#### Score of 1:

- States a reason President Lyndon B. Johnson supported the Civil Rights Act of 1964 according to this document

*Examples:* Americans of every race and color have died in battle to protect our freedom; Americans of every race and color have worked to build a nation of widening opportunities; to increase justice/to continue the unending search for justice within our own borders; we/he believed all men are created equal; no one should be denied equal treatment/to be sure that the denial of equal treatment does not continue; because all men are entitled to the blessings of liberty; to ensure that the millions who are being deprived because of the color of their skin get the blessings of liberty; the Constitution *or* the foundations of our Republic forbid denial of equal treatment; principles of our freedom/morality forbid denial of equal treatment

#### Score of 0:

- Incorrect response  
*Examples:* it is not in the Constitution; foundations of our Republic forbid equal treatment; it continues the denial of equal treatment; he wanted to talk about the law
- Vague response  
*Examples:* it is the foundation; it means everything; it cannot continue; deeply imbedded in our history
- No response

## Document 9a

...The Civil Rights Act of 1964 also revealed that Congress really can change conditions in the United States if it truly wishes to do so. The act ended virtually immediately and completely all forms of public segregation in the nation, both North and South. The threat of cutting off U.S. funds to government programs and business concerns that discriminate against minorities has made “equal employment opportunity” and “affirmative action in hiring” fixed institutions in American life. The act empowered the attorney general of the United States to sue for the desegregation of schools, a program that has resulted in the use of school busing to achieve racial balance in the nation’s schools. The act was the first national law to guarantee significant equal rights for women, and it set the precedent for using cloture to stop a filibuster on a civil rights bill—a precedent that was used in...[1968] to pass a national law [the Fair Housing Act] guaranteeing equal housing opportunity....

Source: Robert D. Loevy, “A Brief History of the Civil Rights Act of 1964,” in Kozak and Ciboski, eds., *The American Presidency*, Nelson Hall, 1985 (adapted)

### 9a According to Robert D. Loevy, what were *two* effects of the Civil Rights Act of 1964?

#### Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* effect of the Civil Rights Act of 1964 according to Robert D. Loevy

*Examples:* it ended all forms of public segregation in the nation/it ended all forms of public segregation in the North and the South; government programs that discriminate against minorities face the threat of a cut-off of United States funds; business concerns that discriminate against minorities face the threat of a cutoff of United States funds; equal employment opportunity has become a fixed institution in American life; affirmative action in hiring has become a fixed institution in American life; the attorney general of the United States is empowered to sue for desegregation of schools; desegregation of schools resulted in the use of school busing to achieve racial balance; significant equal rights were guaranteed for women; it set the precedent for using cloture to stop a filibuster on a civil rights bill; affirmative action; the precedent of cloture was used to pass the Fair Housing Act

**Note:** To receive maximum credit, two *different* effects of the Civil Rights Acts of 1964 must be stated. For example, *school desegregation efforts were strengthened* and *school busing was implemented to achieve racial balance* are the same effect since *school busing was implemented to achieve racial balance* is a subset of *school desegregation efforts were strengthened*. In this and similar cases, award only *one* credit for this question.

#### Score of 0:

- Incorrect response  
*Examples:* it increased public segregation in the United States; it ended affirmative action programs; desegregation of schools ended school busing
- Vague response  
*Examples:* it was revealed to Congress; it ended; it guaranteed; threat to funds; racial balance
- No response

## Document 9b

The Voting Rights Act was signed by President Lyndon B. Johnson in 1965.

...The [social and economic] system was working hard, by the late sixties and early seventies, to contain the frightening explosiveness of the black [African American] upsurge. Blacks were voting in large numbers in the South, and in the 1968 Democratic Convention three blacks were admitted into the Mississippi delegation. By 1977, more than two thousand blacks held office in eleven southern states (in 1965 the number was seventy-two). There were two Congressmen, eleven state senators, ninety-five state representatives, 267 county commissioners, seventy-six mayors, 824 city council members, eighteen sheriffs or chiefs of police, 508 school board members. It was a dramatic advance. But blacks, with 20 percent of the South's population, still held less than 3 percent of the elective offices. A *New York Times* reporter, analyzing the new situation in 1977, pointed out that even where blacks held important city offices: "Whites almost always retain economic power." After Maynard Jackson, a black, became mayor of Atlanta, "the white business establishment continued to exert its influence."...

Source: Howard Zinn, *A People's History of the United States*, Harper Perennial, 2003

### 9b Based on this document, what was *one* effect of the Voting Rights Act of 1965?

#### Score 1:

- States an effect of the Voting Rights Act of 1965 based on this document  
*Examples:* blacks voted in large numbers in the South; at the 1968 Democratic convention, three African Americans were admitted into the Mississippi delegation; by 1977, more than 2,000 blacks held office in eleven states; by 1977, blacks who held office included two congressmen/11 state senators/95 state representatives/267 county commissioners/76 mayors/824 city council members/18 sheriffs or chiefs of police/508 school board members; African Americans/blacks held more elective offices than before in the South; Maynard Jackson, a black, became the mayor of Atlanta; the Act contributed to an African American political upsurge

#### Score of 0:

- Incorrect response  
*Examples:* African Americans did not vote; by 1977, only 72 blacks held offices; the white business establishment no longer had any influence
- Vague response  
*Examples:* exerted influence; the social/economic system was working hard; was a dramatic advance; the frightening explosiveness
- No response

**United States History and Government**  
**Content Specific Rubric**  
**Document Based Essay**  
**June 2015**

**Historical Context:** Throughout United States history, presidents have taken actions that have had a significant impact on the United States and American society. Three such presidential actions were **Andrew Jackson’s Indian removal policy, Theodore Roosevelt’s support for consumer protection, and Lyndon Johnson’s support for civil rights.**

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

- Describe the historical circumstances surrounding the president’s action
- Discuss the impact of the president’s action on the United States and/or on American society

**Scoring Notes:**

1. This document-based question has a minimum of *four* components (discussing the historical circumstances surrounding *each* of *two* presidents’ actions **and** the impact of *each* president’s action on the United States and/or on American society).
2. The impact of the president’s action may be on the United States, on American society, or on both the United States and American society.
3. The impact of the president’s action on the United States or on American society may be immediate or long term.
4. The impact of the presidential action on the United States or on 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. Only two actions should be chosen from the historical context. If three actions are addressed, only the first two actions may be rated.
6. For the purposes of meeting the criteria of using *at least four* documents in the response, documents 3a, 3b, 4a, 4b, 9a, and 9b may be considered as separate documents *if* the response uses specific separate facts from each document.

**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.**

### Score of 5:

- Thoroughly develops *all* aspects of the task evenly and in depth by discussing the historical circumstances surrounding each of two presidents' actions and the impact of each president's action on the United States and/or on American society
- Is more analytical than descriptive (analyzes, evaluates, and/or creates\* information), e.g., *Roosevelt*: connects the influence of Progressive reform, the influence of muckraker Upton Sinclair's *The Jungle* on the public, and President Theodore Roosevelt's awareness of lax sanitary and labeling standards in the meatpacking industry to Roosevelt's support for passage of the Meat Inspection Act and Pure Food and Drug Act, establishing a precedent for the expanded and continuing role of the federal government's involvement in promoting food safety and public health; *Johnson*: connects the continuing African American struggles for social, economic, and political equality and the reasons for growing moral and political support for the goals of civil rights activists to President Johnson's Great Society goals and his support for passage of the Civil Rights Act that resulted in the end of segregation in public accommodations, and to the increased momentum for voting rights legislation that led to the passage of the Voting Rights Act of 1965
- Incorporates relevant information from *at least four* documents (see Key Ideas Chart)
- Incorporates substantial relevant outside information related to presidential actions (see Outside Information Chart)
- Richly supports the theme with many relevant facts, examples, and details, e.g., *Roosevelt*: role of Progressives; definition of muckrakers; terms of Wholesome Meat Act of 1967; terms of Wholesome Poultry Products Act of 1968; *Johnson*: leadership of Martin Luther King Jr.; role of James Meredith; description of March on Washington; definition of de jure segregation; role of Freedom Riders; terms of Civil Rights Acts; role of President Kennedy; role of civil rights activists; ruling in *Heart of Atlanta Motel v. United States*; use of school busing; role of Great Society
- 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 presidential action more thoroughly than for the other presidential action *or* by discussing one aspect of the task less thoroughly than the other aspects of the task
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates\* information), e.g., *Roosevelt*: discusses the role played by Upton Sinclair in creating public awareness of lax sanitary and food labeling standards in meatpacking, President Theodore Roosevelt's support for the Meat Inspection Act and the Pure Food and Drug Act, and the expansion of the role of the federal government in promoting food safety and protecting the consumer that continues to the present day; *Johnson*: discusses the political, economic, and social inequalities that African Americans continued to face, the moral and political support for civil rights, the passage of the Civil Rights Act of 1964, the further integration of public schools, and the integration of other public accommodations that resulted in greater opportunities for African Americans
- 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 three* aspects of the task in some depth
- Is more descriptive than analytical (applies, may analyze and/or evaluate information)
- Incorporates some relevant information from some of the documents
- Incorporates limited relevant outside information
- Includes some relevant facts, examples, and details; may include some minor inaccuracies
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that may be a restatement of the theme

**Note:** If *all* aspects of the task have been developed evenly and in depth for *one* presidential action and the response meets most of the other Level 5 criteria, the overall response may be a Level 3 paper.

**Score of 2:**

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

**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.

## Andrew Jackson and Indian Removal Policy

### Key Ideas from Documents 1–3

Historical Circumstances
<p><b>Doc 1</b>—Increases in cotton trade replacing Southeastern Indians’ traffic in deerskins Invention of cotton gin spurring cotton trade Southeastern Indians as marginal producers of cotton and as obstacles to whites wanting land for cotton plantations Improvements of rich farmland of Southeastern Indians making it more desirable to would-be plantation owners</p>

Impact of Action
<p><b>Doc 2</b>—Passage and signing of Indian Removal Act Placing dense and civilized population in large tracts of country, formerly occupied by a few savage hunters Opening of territory between Tennessee and Louisiana to settlement of whites Strengthening of the southwestern frontier and adjacent states, allowing them to repel future invasions without aid Mississippi and western part of Alabama to be relieved of Indian occupancy Separating Native American Indians from immediate contact with settlements of whites and freeing them from the power of the states</p> <p><b>Doc 3</b>—Removal of many tribes to Indian territory west of the Mississippi River Relegating Native American Indians by treaty stipulations to reservations in the West Transfer of Native American Indians to other hunting grounds as white settlements crowded borders of reservations Removal of Native American Indians from new-found homes when land desired by settlers Development of frequent and disastrous conflicts between races because of removals</p>

### Relevant Outside Information

(This list is not all-inclusive.)

Historical Circumstances
<p>Accommodation of Cherokees to “white civilization” (economic self-sufficiency, political self-government, written constitution, alphabet, private property, ownership of slaves) Refusal of Cherokees to sell land to Georgia Georgia legislature declaring Cherokee tribal council illegal President Jackson’s dismissal of <i>Worcester v. Georgia</i></p>

Impact of Action
<p>Refusal to comply with government orders (Cherokees, Creeks, Seminoles, Black Hawk War) Transfer of Cherokees to Oklahoma after time spent in detention camps Death and hardships as result of removal (freezing weather, minimal food supplies, Trail of Tears) Limits for economic self-sufficiency in Indian Territory as a result of western environmental differences (soil, climate, water) Increased dependence of Native American Indians on federal government Violation of removal treaties as settlers move westward Erosion of Native American Indian culture (disease, railroads, warfare, reservation system, destruction of buffalo herds) Continuation of resentment of Native American Indians toward authority of United States government (warfare on Great Plains from 1865 to 1890)</p>

## Theodore Roosevelt and Consumer Protection

### Key Ideas from Documents 4–6

Historical Circumstances
<p><b>Doc 4</b>— Appointment of commission by President Roosevelt to investigate practices in meatpacking plants</p> <p>Issuance of the stamp of government inspection for contaminated products</p> <p>Discovery of fresh meat in barrels with a regular proportion of stale scraps from dirty floor</p> <p>Discovery of scraps of beef and other meats lying on tables; dry, leathery meat scraps unfit to be eaten; pigskin, bits of rope strands, and other rubbish in meat scraps</p> <p>Disgust of President Roosevelt over meat scandal</p> <p><b>Doc 5</b>—Adulteration or misbranding of many products</p> <p>Lack of truthful statements of ingredients</p>

Impact of Action
<p><b>Doc 5</b>—Compliance by Postum Cereal with provisions of Pure Food and Drug Act</p> <p>Prevention of manufacture, sale, and transportation of adulterated or misbranded or poisonous or deleterious foods, drugs, medicines, liquors</p> <p><b>Doc 6</b>—Assurance that meat served to families would be not harmful, dirty, or diseased with signing of Wholesome Meat Act of 1967</p> <p>Extension of Wholesome Meat Act of 1967 to poultry by Wholesome Poultry Products Act of 1968</p> <p>Assurance that Wholesome Poultry Products Act of 1968 would clean up or close down dirty plants</p>

### Relevant Outside Information

(This list is not all-inclusive.)

Historical Circumstances
<p>Threat of European governments to ban American meat products</p> <p>Setting of new precedents in 1890s for federal standards regarding meat inspection</p> <p>Demand by public for government regulation of meatpacking as a result of muckraker publications</p> <p>Influence of Upton Sinclair’s novel, <i>The Jungle</i></p> <p>Support for passage of Meat Inspection Act by President Theodore Roosevelt after confirmation of accuracy of Sinclair’s book</p> <p>Contamination of food and medicines with additives (borax, alcohol, opium, cocaine, arsenic)</p> <p>Misleading information with false product labeling</p> <p>Protection of consumers a goal of Progressive movement</p>

Impact of Action
<p>Support by meatpacking companies for legislation to restore market confidence</p> <p>Court appeal process available to packers for negative meat inspection findings</p> <p>Reduction of bacterial diseases in meat</p> <p>Establishment of federal regulation of interstate business</p> <p>Limitations on regulations with Supreme Court decisions (<i>Schechter Poultry Corporation v. United States</i>)</p> <p>Continuation of concerns (e-coli contamination of meat; use of antibiotics, steroids, and growth hormones in cattle)</p> <p>Improvement of meat inspection standards (expansion of scientific methods for inspection)</p> <p>Expansion of responsibilities of Food and Drug Administration</p> <p>Precedent for further consumer protection legislation</p> <p>Expansion of role of federal government (movement from laissez-faire to more regulation)</p>

## Lyndon Johnson and Civil Rights

### Key Ideas from Documents 7–9

Historical Circumstances
<p><b>Doc 7</b>—Repressive police action Increased demonstrations in the streets Token moves and talks Country facing a moral crisis Equal rights and equal opportunities not afforded to all Americans Inability of African Americans to eat lunch in a restaurant open to the public, send their children to the best public school available, vote for public officials who represent them Increase in cries for equality in Birmingham and elsewhere</p> <p><b>Doc 8</b>—Denial of equal treatment for many Denial of blessings of liberty because of skin color Denial of equal rights despite the Constitution</p>

Impact of Action
<p><b>Doc 8</b>—Signing of the Civil Rights Act of 1964 <b>Doc 9</b>—End of public segregation in the North and South by Civil Rights Act of 1964 Threat to cutoff funds to government programs and business concerns that discriminate against minorities Equal employment opportunity and affirmative action in hiring becoming fixed institutions in American life Attorney general of the United States able to sue for desegregation of schools; using school busing to achieve racial balance in nation’s schools Guarantee of significant equal rights for women Set precedent for using cloture to stop a filibuster on a civil rights bill Voting by African Americans in large numbers in the South Admission of three African Americans to Mississippi delegation at 1968 Democratic Convention Increase in number of African Americans holding office by 1977 but still less than 3 percent of elective offices in South</p>

### Relevant Outside Information

(This list is not all-inclusive.)

Historical Circumstances
<p>Progress toward equality since Civil War (14th amendment, 15th amendment, Civil Rights Act of 1875, desegregation of armed forces and buses, <i>Brown v. Board of Education of Topeka</i> ) Denial of full citizenship for African Americans (de jure segregation, housing restrictions, voter registration, poll taxes, literacy test, Jim Crow laws, <i>Plessy v. Ferguson</i>) Continued struggle for equality by Martin Luther King Jr. in “I Have a Dream,” and “Letter From Birmingham Jail” and by other civil rights activists (James Meredith, Malcolm X, Freedom Riders, Southern Christian Leadership Conference, NAACP) Increase in public support as a result of media coverage (March on Washington, death of Medgar Evers, Selma campaign) Stronger commitment from national political leaders (President Eisenhower’s enforcing integration of Central High School in Little Rock, forced desegregation of University of Alabama, sending United States marshals to protect James Meredith, President Kennedy’s support for stronger civil rights legislation)</p>

Impact of Action
<p>Expansion of voting rights with 24th amendment to Constitution (elimination of poll tax) Desegregation of public accommodations (libraries, parks, restaurants, theaters, <i>Heart of Atlanta Motel v. United States</i>) Supervision of registration procedures, elimination of literacy tests (Voting Rights Act of 1965) Banning of discrimination in housing (Civil Rights Act of 1968) Increase in percentage of African Americans completing high school and college Education and economic opportunities of Great Society programs (Head Start, Job Corps, Equal Opportunity Commission) Continuation of job discrimination, educational inequalities, poverty, racism</p>

The United States has been fortunate to have many presidents that made a significant positive impact on American society. One such president was Theodore Roosevelt and his work with consumer protection laws. Another was Lyndon B. Johnson and his support for civil rights. The actions of both presidents have had lasting impacts in America and changed the nation for the better.

Theodore Roosevelt, a very active president, devoted much of his attention to the growing issue of consumer safety. The industrial revolution was a great advancement for America, but it also brought a new set of problems. Items like meat, medicines, and other household goods were now able to be mass produced in factories. However, sometimes these manufacturing plants were unfit for food preparation. As evidenced in document 4a, the conditions in meat packaging plants were sometimes repulsive, with meat laying on the floor and bits of other materials in the meat. Muckrakers also influenced Roosevelt in his action as the ills of the industry were exposed. One particularly influential piece was Upton Sinclair's "The Jungle", which described in detail the unsanitary practices of the meat industry. Although critical of what he considered exaggerations in "The Jungle" Roosevelt was disturbed by this novel and decided to find out whether Sinclair's fiction was factually based. The "Utica Saturday Globe" published a cartoon, which showed Roosevelt's attitude toward the crisis of filth, strongly suggesting governmental action was needed to regulate the meat packers. Roosevelt was ready to take action. In 1906, the Federal government passed the Pure Food and Drug Act (document 5). This act set a standard for conditions in manufacturing plants by enforcing safe, sanitary conditions wherever food, drugs, and liquor were made.

It also protected consumers by requiring that food products be accurately labelled with their ingredients. Those who read labels on a bottle of medicine could then make a better judgment about whether to buy it. Roosevelt's persuasive actions to get this act passed have had a monumental impact on American society. He set a standard that is still expected in the food and drug industries. He made it clear that the American consumers can expect a certain level of protection in their food and drug purchases. As stated in Document 6, other presidents such as Lyndon B. Johnson later expanded on Roosevelt's Meat Inspection Act with even more safety and even more comprehensive regulations. The Wholesome Poultry Products Act established standards for chicken eaten by many Americans. Lyndon B. Johnson made sure Americans would now know they were not eating "sick lambs from packing town". Today we have the more powerful Food and Drug Administration, which safeguards food and regulates when new drugs are safe to market. President Roosevelt set in motion new standards that have had a growing and lasting impact on the quality of life and safety of Americans.

President Lyndon B. Johnson also left his mark on the United States with his support for civil rights in the 1960's. The 1960's were a tumultuous decade of change, and one of these changes was the appearance of the civil rights movement. Though granted citizenship after the Civil War under the 14th amendment African Americans still faced discrimination in many parts of the country, particularly in the Deep South where racism was still a part of society. When Reconstruction ended African Americans seemed to be forgotten. Blacks faced segregation in many public facilities, including discriminatory

practices in restaurants and public schools (document 7). The facilities designated for blacks were often inferior to those for whites. Even as soldiers during both world wars, blacks were forced to serve in segregated units. Post WWII conditions led to unrest. Black soldiers who had fought bravely for their country came home to continued discrimination and racial prejudices at the polls and in their community. Many black reformers used peaceful civil disobedience tactics like sit-ins and boycotts to make their grievances known. Responses to their protests were not always peaceful. Freedom Riders were beaten and Birmingham protestors were attacked with fire hoses and dogs. Support for civil rights grew when Americans saw this treatment on TV and in newspapers. Johnson was also sympathetic to their cause and believed it was unconstitutional for blacks to be treated as second-class citizens. In 1964, Johnson signed the Civil Rights Act into law (document 8). This law guaranteed the principles of freedoms to everyone, regardless of their skin color. Johnson's actions had a major impact on American society. Today, although discriminatory practices have not entirely disappeared from American society, Congress did change and improve conditions for African Americans. As stated in Document 9a, practices such as "equal employment opportunities" have become an expected fixture of American life. Public education has been further desegregated and restaurants and lunch counters can no longer discriminate. College admission offices are guided by affirmative action. African Americans are treated more fairly at the polls and are not made to take literacy tests or pay poll taxes. Johnson's actions helped the United States to fulfill its promise of liberty to all its citizens including women, Native Americans, Latinos, and gays.

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**Anchor Paper – Document-Based Essay—Level 5 – A**

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Each group has been inspired to stand up for their own equal rights. American Presidents have the opportunity to shape American society for the better. Both Theodore Roosevelt and Lyndon B. Johnson seized that opportunity. Roosevelt's work in the area of consumer safety is still significant today. The effects of Johnson's support for civil rights are easily observed in modern America. Without the actions of these two presidents, America could look much different than it does today.

## Anchor Level 5-A

### The response:

- Thoroughly develops all aspects of the task evenly and in depth for Theodore Roosevelt’s support for consumer protection and Lyndon Johnson’s support for civil rights
- Is more analytical than descriptive (*Roosevelt*: meatpacking plants sometimes repulsive with meat lying on floor and bits of other materials in the meat; *Utica Saturday Globe* published a cartoon strongly suggesting governmental action was needed to regulate meat packers; Pure Food and Drug Act set a standard for conditions in manufacturing plants; American consumers can expect a certain level of protection in food and drug purchases; Johnson expanded Roosevelt’s work with more comprehensive regulations; Johnson made sure that Americans would know they were not eating “sick lambs from packing town”; *Johnson*: facilities designated for blacks often inferior to those for whites; believed unconstitutional for blacks to be treated as second-class citizens; Congress did improve conditions for African Americans; practices such as equal employment opportunities have become fixture of American life; college admission offices guided by affirmative action; African Americans treated more fairly at polls)
- Incorporates relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates substantial relevant outside information (*Roosevelt*: Upton Sinclair’s novel *The Jungle* described in detail unsanitary practices of meat industry; although critical of *The Jungle*, Roosevelt was disturbed and decided to find out if Sinclair’s fiction was factually based; Food and Drug Administration safeguards food and regulates when new drugs are safe to market; *Johnson*: though granted citizenship under 14th amendment, African Americans still faced discrimination in many parts of country; during wartime, blacks fought in segregated units and came home to continued discrimination and racial prejudice at the polls and in their community; many black reformers used peaceful civil disobedience tactics; Freedom Riders beaten and Birmingham protestors attacked with fire hoses and dogs; support for civil rights grew when Americans saw treatment of black protestors on television and in newspapers; public education further desegregated; restaurants and lunch counters can no longer discriminate; women, Native Americans, Latinos, and gays inspired to stand up for their own equal rights)
- Richly supports the theme with many relevant facts, examples, and details (*Roosevelt*: muckrakers; in 1906 Pure Food and Drug Act passed; Pure Food and Drug Act protected consumers by requiring food products be accurately labeled; *Johnson*: supported civil rights in 1960s; blacks faced segregation in many public facilities; Civil Rights Act guaranteed principles of freedoms to everyone regardless of skin color)
- Demonstrates a logical and clear 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 5. A good discussion of historical circumstances provides the context for the actions of both Roosevelt and Johnson. The evaluation of consumer protection and civil rights legislation represents a thoughtful and critical appraisal reflecting an understanding of both their short- and long-term impacts.

Andrew Jackson's Indian Removal Policy and Theodore Roosevelt's support for consumer protection were huge developments in American history. While Jackson's Indian Removal Policy paved the way for expansion into the West, it had the negative effect of removing the Native Americans from their ancestral lands, and the actions of Theodore Roosevelt were revolutionary because they forced American producers to create products that were of certain standards and quality. Both actions altered American society and changed the American people's perception on the power and role of government.

Andrew Jackson had a mixed history in his dealings with the Indians. He formed alliances with Native American tribes to fight the British during the War of 1812 and later fought the Seminoles in Spanish Florida. At this time, advancements in technology such as Eli Whitney's cotton gin increased production and the profitability of cotton, leading to an almost unsatisfiable desire for the rich farmland belonging to Native Americans. This desire to expand the "cotton kingdom" farther westward was displayed in an excerpt from James Wilson's, "The Earth Shall Weep: A History of Native America." Financial interest combined with the perceived disposability of the Native Americans was a major impetus in Andrew Jackson's development of an Indian Removal Policy. Jackson also believed that removal to the West would help Native Americans maintain their culture without white harassment. Indian land would often be trespassed on, creating great conflict between the whites and Native Americans, particularly near the border of the Indian land. Also, dispute over who should be in control of Native American land led to issues between various state government as well as within states such as Georgia. This conflict was

also a major reason for Andrew Jackson's decision to pursue his Indian Removal Policy. The effects of Andrew Jackson's Indian Removal Policy were disastrous for the Native Americans in that they were relocated from their ancestral land to west of the Mississippi and these new lands were unfamiliar and difficult to farm. It ultimately was beneficial to the progress of America, helping cause a desire among the people to expand to the Pacific Coast. However, this expansion of settlement caused a continual cycle of American settlers wanting more land, forcing the Indians to have to move again virtually until there was no where else to move except to undesirable reservations. This cycle was depicted by President Chester A. Arthur in his message to Congress in December 6, 1881. However, while devastating for the Native Americans, this land provided more natural resources for the American economy to grow and eventually industrialize. With this expanding economy, an increase in the strength of this nation ensued. Indian Removal Policy was a step toward manifest destiny, a movement which was a driving force for American expansion and prosperity. It was this subsequent western expansion that led to the creation of better and more efficient means of transportation that would connect American society coast to coast later on. While the Indian Removal Policy was disastrous for the Native Americans, some would say it was ultimately necessary for American progress.

Theodore Roosevelt's support for consumer protection occurred due to public pressure and his view of the power of the presidency. After the impeachment of Andrew Johnson, the power of the president seemed diminished, and it took a strong personality like Theodore Roosevelt to bring the presidency back to a more activist role. Also, Theodore Roosevelt

was president during the Progressive era when many people supported government intervention in order to address and hopefully solve social and economic ills resulting from industrialization. The time period when many people desired reform led to Theodore Roosevelt's goal of using his office to call attention to issues ranging from trust-busting to conservation to consumer protection. The real spark for consumer protection laws came with the reports of muckraking journalists like Upton Sinclair, whose expose about the meatpacking industry in "The Jungle" disgusted Theodore Roosevelt. He met with Sinclair, but also sent out his own investigators. In response to his commission's findings, he demonstrated his commitment to reforming the meatpacking industry. This response was almost immediate because the commission unveiled the lack of quality and even potentially harmful effects to health that meat products created with their chemical preservatives and unusual ingredients. The disgusting conditions that meat was produced in, as shown in the Locomotive Firemen's Magazine in 1906 led to demands that the government intervene in the meatpacking industry to promote a higher quality of goods. The meat scandal even reached Europe and American beef was being rejected. Even though meat packing interests were well represented in Congress, they responded positively to Theodore Roosevelt's insistence for tougher meat inspection guidelines and food and drug regulations. Many big companies preferred being regulated by federal laws instead of varied laws in different states. Another impact of the new laws was the requirement for truthful labeling. Some companies might have been honest about their products as shown by the Postum Cereal advertisement in the New York Times, but after June 30, 1906 all companies would have to obey the National

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**Anchor Paper – Document-Based Essay—Level 5 – B**

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Pure Food Law. Ultimately, the creation of strict federal regulations created more consumer confidence and encouraged improvements and honest business practices throughout the American economy. Presidents Franklin Roosevelt and Lyndon Johnson's support for the public welfare possibly can be traced back to the example Theodore Roosevelt set during his Presidency.

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## Anchor Level 5-B

### The response:

- Thoroughly develops all aspects of the task evenly and in depth for Andrew Jackson’s Indian removal policy and Theodore Roosevelt’s support for consumer protection
- Is more analytical than descriptive (*Jackson*: policy paved way for expansion; removed Native Americans from their ancestral lands; had a mixed history in dealings with Native Americans; advancements in technology increased production and profitability of cotton and desire for rich farmland of Native Americans; financial interest combined with perceived disposability of Native Americans was impetus in development of Indian removal policy; believed removal to West would help Native Americans maintain their culture; expansion caused a continual cycle of settlers wanting more land, forcing Indians to move again; nowhere else to move except to undesirable reservations; *Roosevelt*: actions revolutionary because they forced American producers to create products that met certain standards and quality; support for consumer protection due to public pressure; commission unveiled potentially harmful effects to health created by meat products with chemical preservatives and unusual ingredients; many big companies preferred being regulated by federal laws instead of varied laws in different states; strict federal regulations created more consumer confidence and encouraged honest business practices)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates substantial relevant outside information (*Jackson*: new lands unfamiliar and difficult to farm; Indian removal beneficial to progress of America helping cause desire to expand to Pacific; land provided more natural resources for American economy to grow; Indian removal policy was a step toward Manifest Destiny; subsequent western expansion led to more efficient means of transportation to connect American society coast to coast; *Roosevelt*: president during Progressive Era when many people supported government intervention to address and solve social and economic ills; muckraking journalists like Upton Sinclair’s expose about the meatpacking industry in “The Jungle” disgusted Theodore Roosevelt; meat scandal reached Europe and American beef was being rejected; meat packing interests represented in Congress but Congress responded to insistence for tougher meat inspection guidelines and food and drug regulations; Franklin D. Roosevelt and Johnson’s support for public welfare can possibly be traced to example set by Roosevelt)
- Richly supports the theme with many relevant facts, examples, and details (*Jackson*: decided to pursue Indian removal policy; Indian land often trespassed on creating great conflict between whites and Native Americans; Native Americans relocated from ancestral lands to west of Mississippi; *Roosevelt*: meat produced in disgusting conditions; commission unveiled lack of quality in meat products; Postum Cereal honest about their products before laws passed; National Pure Food Law; stricter federal regulations)
- Demonstrates a logical and clear plan of organization; includes an introduction that states positive and negative effects of Jackson’s and Roosevelt’s actions and lacks a conclusion

**Conclusion:** Overall, the response fits the criteria for Level 5. Outside information supports document interpretation and a strong analytic approach to the task. The treatment of impact reflects a good understanding of the effects of presidential actions of Jackson and Roosevelt and the evolution of government power.

The government of the United States has throughout history had an increasingly active role in the lives of its citizens. Often times this activity has been beneficial to society. As the President holds great sway in national policy, and often the actions and policies of a president can have a positive impact on society. The work of presidents like Theodore Roosevelt and Lyndon Baines Johnson have improved the lives of many through their actions dealing with consumer protection and civil rights.

Theodore Roosevelt's actions to promote consumer protection were of great importance to the Progressive Movement. Before the beginning of the twentieth century, the policy of laissez-faire economics was the most popular economic mindset in America especially among business owners. This philosophy dictated that a free and mostly unregulated market was the most efficient and logical method and that restrictions and regulations of businesses were not in the best interest of the nation or the government. As a result of this philosophy coupled with technological advances of the industrial revolution, laborers were unskilled, factory conditions were poor, and quality control was maintained by the manufacturers themselves. Theodore Roosevelt challenged the old way of doing business when he became president. He started a policy of "trustbusting" against certain monopolies he felt did not benefit the public. He then took specific action against problems that directly hurt the public. Meat processing was perhaps the best known example of a lack of any quality control or concern for the consumer. Unhealthy scraps of waste product meat was often added to the final product (Doc 4). According to muckracker writers the meat was often mislabelled and allegedly could even include floor scraps like rat feces or pieces of rope. These writers led people to believe that

unsafe facility conditions sometimes resulted in the loss of body parts for the operators, and these parts would also be packaged as sellable meat. Muckrackers like Upton Sinclair, writer of *The Jungle*, caused public outrage by exposing the truth of what America was consuming. Theodore Roosevelt began “raking the muck” himself by investigating the Meat Scandal which led to a series of reforms. These reforms led to an increase in consumer protection by the government. Roosevelt supported the Meat Inspection Act which furthered regulation of the Meat packing industry. President Roosevelt also signed the Pure Food and Drug Act in 1906 (Doc 5) which outlawed the sale of mislabelled products. Roosevelt also supported the formation of the Food and Drug Administration which regulated the producers and packagers of these items. His actions set a precedent for government activity and involvement in protecting citizens and regulating business. Although some Americans complain about too many government regulations, almost everyone agrees they want their food supply to be protected from e-coli and other bacteria.

Lyndon Baines Johnson was elected amid the 1960's, a decade where many civil rights restrictions still existed for the African American population of the United States. One hundred years after the Civil War, segregation in public facilities was still legal and widespread in some parts of the country. Many businesses and institutions had separate accommodations for whites and blacks especially in the South. The number of segregation laws had increased after the Supreme Court decision that decided that “separate but equal” facilities on railroads were acceptable, even though the separation of facilities ensured that they were rarely equal. Many “Jim Crow” laws

that restricted the 14th amendment rights of black citizens still existed. Much of the discrimination that many blacks faced was not inflicted by laws though, but by the intolerant attitudes of individuals and groups like the Klu Klux Klan. Lyndon Johnson continued the work for civil rights begun by his predecessor John F. Kennedy, but accomplished more legislatively for civil right expansion and reform. Lyndon Johnson declared that the best way to help honor the memory of the deceased President Kennedy was to support civil rights reform, swaying many grieving Americans to the cause. Johnson worked with many activists like Martin Luther King Jr. and Boyard Rustin to create more public and congressional support for reform. In 1964, he praised the Civil Rights Acts, citing constitutional and moral reasons for its passage (Doc 8). With this act, Johnson accomplished many reforms, including the desegregation of public facilities and guaranteeing more rights for women. (Doc 9). Johnson also worked to eliminate the poll tax, a tool used by many to restrict blacks from voting, through the encouragement of a constitutional ammendment which was adopted. His work to end voter discrimination resulted in a greater representation of African Americans in local and national government. His work to get support for civil rights through public speeches helped to discredit but not eliminate racist groups like the Klu Klux Klan. Johnson's other reforms like the instating of medicare and medicaid also helped many poorer blacks pay for health care. Johnson's actions led to more political, economic, and cultural opportunities for African Americans.

The president has had increasing sway over the national government throughout American history. Theodore Roosevelt used his power to protect consumers, while Lyndon Johnson used his influence to protect

minorities. The actions of a president who is backed by the American public have often caused the greatest change and reform.

**Anchor Level 4-A**

**The response:**

- Develops all aspects of the task for Theodore Roosevelt’s support for consumer protection and Lyndon Johnson’s support for civil rights
- Is both descriptive and analytical (*Roosevelt*: meat processing was perhaps best example of lack of quality control or concern for the consumer; muckrakers felt meat often mislabeled and allegedly could include floor scraps; began “raking the muck” himself by investigating meat scandal which led to series of reforms; some Americans complain about too many government regulations; *Johnson*: many businesses and institutions had separate accommodations for whites and blacks especially in South; much of discrimination blacks faced was not influenced by laws but by intolerant attitudes of individuals and groups; accomplished more legislatively for civil rights expansion and reform than Kennedy; his declaration that best way to honor memory of Kennedy to support civil rights reform swayed many grieving Americans to the cause)
- Incorporates relevant information from documents 4, 5, 7, 8, and 9
- Incorporates relevant outside information (*Roosevelt*: before 20th century, laissez-faire economics was most popular mindset, especially among business owners; as a result of philosophy, coupled with the technological advances, laborers were unskilled, factory conditions were poor, and quality control was maintained by manufacturers themselves; Upton Sinclair’s *The Jungle* caused public outcry by exposing truth of what America was consuming; actions set precedent for government activity and involvement in protecting citizens; *Johnson*: segregation in public facilities still legal in some parts of country; number of segregation laws increased after Supreme Court decided “separate but equal” facilities on railroads was acceptable; many Jim Crow laws restricted 14th amendment rights of black citizens; worked with Martin Luther King Jr. and Bayard Rustin to create more support for reform; worked to eliminate poll tax used to restrict blacks from voting through encouragement of a constitutional amendment; work helped to discredit but not eliminate groups such as Ku Klux Klan)
- Supports the theme with relevant facts, examples, and details (*Roosevelt*: unhealthy scraps of waste product meat added; signed Pure Food and Drug Act in 1906; supported Meat Inspection Act *Johnson*: continued work begun by predecessor; praised Civil Rights Act of 1964 citing constitutional and moral reasons for passage; desegregation of public facilities; guaranteeing more rights for women; greater representation of African Americans in local and national government)
- Demonstrates a logical and clear plan of organization; includes an introduction that discusses the positive impact of Roosevelt’s and Johnson’s actions and a conclusion that states actions of a president backed by the American public has often caused the greatest change and reform

**Conclusion:** Overall, the response fits the criteria for Level 4. A thoughtful analysis of document information leads to some good conclusions that support the premise that the actions of Roosevelt and Johnson resulted in a more active role for the federal government in the lives of its citizens. Additional development of statements concerning the impact of the president’s actions would have strengthened the response.

Throughout United States History, presidents have taken important actions that have helped change the course of American society. Their decisions have had significant impacts, like Theodore Roosevelt's progressive presidency and Lyndon B. Johnson's crusade for civil rights.

Teddy Roosevelt became president during a time of reform. He himself was considered to be part of the Progressive movement, a primarily middle class movement that dealt with urban and other societal problems that were a result of industrialization. They believed the government should be more responsible for improving the lives of the citizens and encouraged greater government intervention rather than the laissez-faire policies of previous presidents. Also under the progressive umbrella during Roosevelt's presidency were writers known as muckrakers. They exposed governmental corruption and unsafe conditions, hoping to bring about change. Jacob Riis exposed the living conditions of the urban poor in photographs and Lincoln Steffans also dealt with government corruption in cities like Chicago and Philadelphia in his book Shame of the cities. Ida Tarbell focused on attacking corrupt trusts and monopolies, specifically Rockefeller's standard oil. Perhaps one of the most famous of these muckrakers was Upton Sinclair who wrote The Jungle, depicting the unsafe and unsanitary working conditions faced by immigrant workers in the meat packing industry. However, unhealthy and exploited workers were not as interesting to his readers as the ingredients in "potted ham". Roosevelt appointed a commission which reported back about how in a "well known establishment we came upon fresh meat being shoved into barrels .....scraps that had lain on a dirty corner of a room for some days previous" (Doc. 4a). This posed a serious threat to public health and safety as well as to the sales of

American beef. Roosevelt worked with Congress to enact the Meat Inspection Act and the Pure Food and Drug Act which regulated the meat packing industry and made sure that companies could not “mis-brand” their products or add anything poisonous to contaminate their products (Doc. 5). Roosevelt’s regulation of the food industry continued on into other presidencies. FDR’s expansion of the Pure Food and Drug Act followed his policies as did Lyndon Johnson, who signed into law more acts that would insure that dirty plants would have to clean up and that people hopefully will know what is in their meat and poultry products.

Another president whose policies had an impact on American society was Lyndon B Johnson and his support for civil rights. Up to his presidency and unfortunately beyond, blacks still had not achieved equality. Despite advancements made under Eisenhower (Brown vs. the Board of Education of Topeka which declared public school segregation unconstitutional and its enforcement at Little Rock) there was still persistent segregation. Jim Crow laws in the South and the Ku Klux Klan severely limited the rights of blacks and racism was still an issue. They were frequently denied their constitutional rights in some areas of the North as well as the South. President Kennedy recognized this inequality (Doc 7) and pleaded to Congress that it was time for action yet still it was slow to happen. Eventually, African Americans who had banded together under the civil rights movement and Martin Luther King, Jr. who advocated nonviolent direct action began to see some progress. Sit-ins which had become increasingly popular (Greensboro for example) and other forms of protest eventually made a difference.

Finally, under Johnson, the federal government took action. He

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**Anchor Paper – Document-Based Essay—Level 4 – B**

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signed the Civil Rights Act of 1964 and the Voting Rights Act of 1965 which reinforced the idea that all men were created equal, regardless of race or color (Doc. 8). These actions helped reverse the course of segregation in American society. It virtually ended segregation in public facilities and empowered the attorney general to sue for the desegregation of schools (Doc. 9a). The Voting Rights Act now made it easier for blacks to vote and many more were eventually elected to public office (Doc. 9b).

Presidents throughout history have taken actions that have had a significant impact on society, especially Theodore Roosevelt and Lyndon Johnson.

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## Anchor Level 4-B

### The response:

- Develops all aspects of the task for Theodore Roosevelt’s support for consumer protection and Lyndon Johnson’s support for civil rights but discusses historical circumstances for both presidents more thoroughly than the impact of their actions
- Is both descriptive and analytical (*Roosevelt*: Progressives encouraged greater government intervention rather than laissez-faire policies; unhealthy and exploited workers not as interesting to Sinclair’s readers as ingredients in “potted ham”; conditions in meatpacking plants posed serious threat to public health and safety as well as to sales of American beef; Acts made certain that companies did not misbrand their products or add anything poisonous to contaminate products; Johnson signed into law more acts to insure dirty plants would have to clean up and people would know what was in meat and poultry products; *Johnson*: up to his presidency and unfortunately beyond, blacks still had not achieved equality; blacks frequently denied constitutional rights in some areas of North as well as South; Kennedy recognized inequality and pleaded to Congress that it was time for action; Voting Rights Act reinforced idea all men were created equal regardless of race or color; segregation virtually ended in public facilities; Voting Rights Act made it easier for blacks to vote)
- Incorporates relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates relevant outside information (*Roosevelt*: Progressive writers exposed governmental corruption and unsafe conditions hoping to bring change; Upton Sinclair’s *The Jungle* depicted unsafe and unsanitary working conditions in meatpacking industry; Franklin D. Roosevelt’s expansion of Pure Food and Drug Act followed his policies; *Johnson*: *Brown v. Board of Education of Topeka* declared public school segregation unconstitutional; Jim Crow laws in South and Ku Klux Klan severely limited rights of blacks and racism was still an issue; African Americans, who had banded together under the civil rights movement, and Martin Luther King Jr., who had advocated nonviolent action, began to see some progress; sit-ins such as Greensboro became increasingly popular; other forms of protest eventually made a difference)
- Supports the theme with relevant facts, examples, and details (*Roosevelt*: muckrakers; commission to investigate conditions in meatpacking plants; worked with Congress; Meat Inspection Act; Pure Food and Drug Act; *Johnson*: Little Rock; Civil Rights Act of 1964; Voting Rights Act of 1965; Attorney General empowered to sue for desegregation of schools; more blacks elected to public office)
- Demonstrates a logical and clear plan of organization; includes an introduction and a brief conclusion that restate the theme

**Conclusion:** Overall, the response fits the criteria for Level 4. The strength of the response lies in the treatment of the historical circumstances and in the outside information. The impact of the actions of Roosevelt and Johnson is document driven and would be strengthened with further explanation.

We remember presidents for different reasons, and sometimes some stand out more than others. Often times, the most memorable are the ones who took the greatest risks to improve the country. Other times, a president may be remembered for a mistake he made or for his unfair treatment of others. Either way, a president will be remembered and forever associated with the decisions he made and the impact those decisions had on the American people. Both Andrew Jackson and Theodore Roosevelt changed American society through the decisions they made and, in some ways, had positive effects on the nation, or in others, had negative effects on the nation.

Andrew Jackson was president during a time when the nation was becoming more and more democratic, at least when it came to white males. Jackson is often regarded as a president that led the way to more democracy among the American people, but in some ways Jackson did not promote true and equal democracy among all members of society. Jacksonian democracy did not mean more rights for women or the abolition of slavery. The Native Americans were treated with disrespect by many whites, especially during the nineteenth century when western expansion and territorial gains for white settlers was more important than treating others humanely. Mainly to appease the whites, and increase economic opportunities for them, Jackson signed into law his Indian Removal Act in 1830, which forced thousands of Native Americans out of their homes in unfair treaties. Native Americans gave up much better land than they got west of the Mississippi. Many Native Americans walked what is known as the Trail of Tears which got its name because of the tragic deaths and pains the Native Americans suffered as they migrated west by force.

Even though many Americans also supported Jackson's idea that moving the Native Americans west would preserve their cultures, Jackson had gone a bit further than some Americans were comfortable with. The Cherokee Indians, who lived mainly in Georgia, were sadly targets of Jackson even though they had made attempts to assimilate into the "white culture". Some became wealthy planting cotton and some owned slaves, and many became Christians. In fact, even in the Supreme court case of *The Cherokee Nation v. Georgia*, the justices ruled that the Cherokees had treaty rights to their land in Georgia that the state of Georgia could not overturn. Jackson ignored this ruling. The Cherokees along with other tribes were removed from their homes by the army as seen in Document 3a. A removal like this had never been tried before and it did not go as well as expected. According to Document 3b, "These removals ... led to frequent and disastrous conflicts between the races" as the frontier moved farther westward. It became almost impossible for Native Americans to "pursue happiness in their own way." White settlers were still not satisfied and their demands for Indian territory continued to selfishly disturb the peace and destroy thousands of Native American lives. The goal of establishing a buffer to keep the Indians and whites apart could not succeed.

While Jackson's decisions had led to disastrous effects and thousands of Native Americans lost their homes and loved ones, Theodore Roosevelt's impact on American Society many years later had bettered the nation. Roosevelt became president during the Progressive movement when Americans were demanding more government regulation to protect the average citizen from businesses taking advantage of them. Although laws were passed in the late nineteenth century to regulate

business they were not always effective. People feared that big business was getting bigger than ever and they were not operating in the best interests of the people who were buying their products. Roosevelt saw the way in which consumers were taken advantage of by trusts and monopolies and became a trustbuster by enforcing the Sherman Antitrust Act against the Northern Securities Company. Also, as stated in Document 4a and depicted in Document 4b, when Roosevelt found out some disturbing information about the meat packing industry, which had been producing an unsanitary product for consumers, he knew something had to be done. Muckrakers, or people who wrote about corrupt business and the ills of American society, made the American people aware of horrors such as this and Upton Sinclair, specifically, made people and Roosevelt aware of the dangerous practices and products of the meat industry in The Jungle. Roosevelt reacted cautiously but quickly by authorizing a government fact-finding commission and then did his job by asking Congress to pass the Meat Inspection Act and the Pure Food and Drug Act which was to “prevent the manufacture, sale, and transportation of adulterated or misbranded ... foods, drugs, medicines ...” (Document 5). Beef and pork would also be inspected by the government before being sold and the USDA stamp would actually mean something. In the 1960s Congress extended inspection requirements for chicken too. In the twenty-first century, government agencies do everything from tracking origins of food-borne illnesses to recalling food products that endanger public health. Inspections of food production companies have expanded. Making certain that the food eaten by the public is safe has become a bigger and more expensive federal responsibility as the economy has grown and more food comes from foreign sources.

## Anchor Level 4-C

### The response:

- Develops all aspects of the task for Andrew Jackson's Indian removal policy and Theodore Roosevelt's support for consumer protection
- Is both descriptive and analytical (*Jackson*: often regarded as a president who led way to more democracy but in some ways he did not promote true and equal democracy among all members of society; western expansion and territorial gains for white settlers more important than treating others humanely; many Americans supported his idea that moving Native Americans west would preserve their cultures; he went a bit further than some were comfortable with; removal did not go as well as expected; demands for Indian territory continued to disturb peace and destroy thousands of Native American lives; *Roosevelt*: people feared big business getting bigger and not operating in best interests of people; making certain food eaten by public is safe has become a bigger and more expensive federal responsibility as economy has grown); includes faulty application (*Jackson*: *Cherokee Nation v. Georgia*)
- Incorporates relevant information from documents 2, 3, 4, 5, and 6
- Incorporates relevant outside information (*Jackson*: in unfair treaties, Native Americans gave up much better land than they got west of Mississippi; many Native Americans walked Trail of Tears which got its name because of tragic deaths suffered as they migrated west by force; even though Cherokees made attempts to assimilate into white culture, they became targets; Supreme Court ruled Cherokees had treaty rights to their land; Jackson ignored Supreme Court ruling; *Roosevelt*: president during Progressive movement when Americans demanded more government regulations to protect average citizen from businesses; laws passed to regulate business not always effective; saw consumers taken advantage of by trusts and monopolies; became a trustbuster; beef and pork would be inspected by government before being sold and USDA stamp would actually mean something; government agencies do everything from tracking origins of food-borne illnesses to recalling food products that endanger public health)
- Supports the theme with relevant facts, examples, and details (*Jackson*: Native Americans treated with disrespect by many whites; Cherokee Indians lived mainly in Georgia; removals led to frequent and disastrous conflicts between races as frontier moved westward; thousands of Native Americans lost homes and loved ones; *Roosevelt*: meatpacking industry producing unsanitary products; authorized a government fact-finding commission; muckrakers; Upton Sinclair; *The Jungle*; Meat Inspection Act; Pure Food and Drug Act; extended inspection requirements to chicken)
- Demonstrates a logical and clear plan of organization; includes an introduction that discusses why presidents are remembered for their decisions and lacks a conclusion

**Conclusion:** Overall, the response fits the criteria for Level 4. Recognizing the limits of Jacksonian democracy establishes a good context for the somewhat analytical and chronologically redundant discussion of the Indian Removal Act and its effects. The historical circumstances surrounding Roosevelt's action could have been better integrated with the documents and the outside information; however, the integration of 21st-century references in the discussion of its impact is good.

American society has been shaped by the various movements lead by citizens and the actions made by the Presidents responding to these movements. Two of the most significant Presidents who helped shape the United States was President Theodore Roosevelt and President Lyndon Johnson. While Roosevelt protected American consumers from corruption in big businesses and Johnson protected African-Americans from the discriminatory acts during the mid 1900's, both presidents took actions to create a more just country for the American people and had a long-lasting effect on American society.

Theodore Roosevelt is known as a progressive president, for his policies often supported the economic and social needs of society. In the early 1900's meatpacking businesses such as Armour and Swift began to consolidate and form corporations, monopolies and trusts. Not only did these companies' practices harm the average working man by paying low wages and forcing them to work in bad conditions. They also hurt smaller meatpacking businesses making it hard for them to compete. They also followed corrupt practices in their production, transportation, and selling of goods. These companies made rebate deals with the railroads to receive cheaper prices in transporting their goods, they lied about the ingredients of their products to the American people, their formation of trusts took wealth away from the average working class, and they often discouraged the formation of labor unions by threatening their workers. Journalists like Upton Sinclair, and Ida Tarbells exposed these corruptions and greatly influenced President Roosevelt. Realizing the need of regulations on these big businesses, Roosevelt signed many acts through his Square deal to limit corporations' power and protect the average consumer. One of these acts

was the Pure Food and Drug Act, which forced companies to provide the truth about their products on their labels (Doc 5). Another action taken by Roosevelt was appointing a commission to inspect the squalid conditions of the Meat Packing industry and find out if they were as bad as Upton Sinclair said they were and he realized they were. (Doc 4a § 4b). Roosevelt also tried to protect the people by pushing congress to pass the Meat Inspection Act, and took steps to regulate rebates and other consumer related issues in the railroad industry. Roosevelt's actions improved society for the average American consumer, and proved how government intervention can be successful in improving society—a precedent later used by FDR when he created the New Deal to also respond to the needs of the American people during the Great Depression.

Lyndon B. Johnson also improved American society by protecting the rights of African-Americans during the Civil Rights movement. After the Civil War, African-Americans were granted the right to vote, and given citizenship and freed through the 15th, 14th, and 13th amendments. However, the 14th and 15th amendments were not enforced after the time period of American history known as Radical Reconstruction. Poll taxes, literacy tests, § the Grandfather clause prevented blacks from voting, while the Jim Crow Laws and the ruling of Plessy vs. Ferguson legalized segregation and encouraged discrimination. African-American leaders like Martin Luther King Jr., who favored non-violent civil disobedience, and Malcolm X, who favored a more radical approach, were involved in the Civil Rights movement of the 1950's-60's. After the police attacks on protesters that took place at the nonviolent march of Birmingham, Alabama, President Kennedy

realized that America was contradicting its beliefs in equality by discriminating against African-Americans. After Kennedy's death, Pres. Johnson led Congress to pass the Civil Rights Act of 1964 and the Voting Rights Act of 1965 (Docs. 8, 9a, and 9b). Both Acts lead to increased equality and opportunity for African-Americans in public facilities, in education, and in the workforce. President Johnson paved the way for future presidents to support the African-American cause, and established a more just, unified nation.

Presidents Theodore Roosevelt and Lyndon Johnson improved American society through their successful acts and legislations. Roosevelt's support for the consumer instead of big corporations, and Johnson's support for the African-Americans instead of the discriminatory whites illustrates how crucial government involvement is when protecting the needs of a group of people and improving society.

### Anchor Level 3-A

#### The response:

- Develops all aspects of the task with some depth for Theodore Roosevelt’s support for consumer protection and Lyndon Johnson’s support for civil rights
- Is more descriptive than analytical (*Roosevelt*: Americans lied to about ingredients in products; realized regulations needed for big business; wanted to find out if conditions as bad as Sinclair said; actions proved government intervention could be successful in improving society; *Johnson*: after police attacks on protestors in Birmingham, Kennedy realized America was contradicting its beliefs in equality by discriminating against African Americans; both Civil Rights Act and Voting Rights Act led to increased equality and opportunity for African Americans in public facilities, in education, and in workforce)
- Incorporates some relevant information from documents 4, 5, 7, 8, and 9
- Incorporates relevant outside information (*Roosevelt*: in early 1900s, meatpacking businesses such as Armour and Swift began to consolidate and form corporations, monopolies, and trusts; practices of big business harmed average working man by paying low wages and forcing them to work in bad conditions; big business hurt smaller meatpacking businesses making it harder for them to compete; journalists such as Sinclair exposed corruption and greatly influenced him; actions set precedents later used by Franklin D. Roosevelt in creating New Deal; *Johnson*: after Civil War African Americans granted right to vote, given citizenship, and freed through 14th and 15th amendments which were not enforced after Radical Reconstruction; poll taxes, literacy tests, and grandfather clause prevented blacks from voting while Jim Crow laws and *Plessy v. Ferguson* legalized segregation and encouraged discrimination; African American leaders such as Martin Luther King Jr. and Malcolm X involved in civil rights movement of 1950s and 1960s)
- Includes some relevant facts, examples, and details (*Roosevelt*: protected American consumers from corruption in big business; Pure Food and Drug Act forced companies to provide truth about products on labels; *Johnson*: protected African Americans from discriminatory acts during mid-1900s)
- Demonstrates a satisfactory 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 3. The discussion of historical circumstances surrounding these presidential actions uses good outside information, broadening the narrower concepts presented in the documents. The discussion of impact for both presidential actions includes important concepts which would have been strengthened by additional supporting facts and details.

Throughout history American society and the United States have been greatly impacted by the actions of U.S. presidents. Both Andrew Jackson's Indian removal policy, and Theodore Roosevelt's support for consumer protection influenced American society.

The Federal Government of the late 1800's and early 1900s followed a policy of *laissez-faire* which allowed factory owners to run their industries how they wanted with little to no regulations. This led to many factories to disregard sanitation procedures when making their food products. For many years people had concerns about what was in the food they were eating but were kept unaware of what was actually going on within the meat packing industries. One muckraker Upton Sinclair used his novel The Jungle to expose the horrors of the unsanitary conditions within the meat packing industry. Illustrated in his book was the horrors of the workers' job, and the sickening things done to shipped out food. As portrayed in the commission's report in Document 4a bits of rope, pigskin, leathery, dry and unfit to be eaten meat were all being poured into a container and called "potted ham." As a result of the commission's report, as illustrated in document 4b Roosevelt began investigating. Through investigation Roosevelt found that actions needed to be taken to better protect the sanitation of American's foods.

The exposure of wrongdoing and carelessness in meat packing plants could only mean other food industries would have similar problems. This led to the passage of regulations that food industries would have to obey. Some of these measures include the Meat Inspection Act, the Pure Food and Drug Act, and later regulations such as the Wholesome Meat Act, and the Poultry Products Act as displayed in document 6.

The impact of these acts as emphasized in document 5 prevented the sale of mis-branded and harmful products. By passing these laws Americans were ensured that what was written on the package is what they were actually consuming. Roosevelt's actions against the factories unsanitary conditions still impact the lives of Americans today as well. The regulations still require inspections, and a record of ingredients. As portrayed in documents 4 and 6 what was being put into the food was harmful to the Americans health. After the regulations were created eating foods from some industries became much less harmful to their health.

In addition Andrew Jackson's Indian Removal policy impacted the lives of Americans. As a result of the invention of the cotton gin by Eli Whitney, the process of separating seeds from cotton fibers became easier. This led to the Southern plantation owners to want more land. "Cotton [was] king" in the South, and Plantations required lots of land. In the Southeast tensions between Indians and whites concerning land had risen. Cherokee Indians living in Georgia had come to the Supreme court using American ideas of government. Andrew Jackson ignored the Supreme Courts decision and sided with the state of Georgia and called for the Indian Removal act to be enforced. As portrayed in document 3a the Cherokees and others were to be forcibly removed from their homes and moved farther west along the Trail of Tears.

This removal greatly impacted both the Americans and the Indians. Southern plantation owners were able to move further out west to obtain more land for cotton growing to help their prosperity and the nation's. In addition as portrayed in document 2 states such as Alabama and

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**Anchor Paper – Document-Based Essay—Level 3 – B**

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Mississippi were able to become more prosperous and were able to grow. With more cotton plantations there would be more slaves and eventually more slave states.

However as portrayed in document 3b when Indians found their new homes west they were still not safe from American influence. People who wanted this land would force the Indians to move from their lands again and again. Jackson hoped there would be less collisions between general and state governments as a result of the Indians moving west.

Unfortunately there were more collisions between the general government and the Indians since Jackson's removal influenced more American people to move out westward to acquire land. More settlers meant more soldiers to protect them and many years of Indian wars in the west.

Therefore, the decisions of a president can greatly impact the American society.

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## Anchor Level 3-B

### The response:

- Develops all aspects of the task with little depth for Theodore Roosevelt’s support for consumer protection and Andrew Jackson’s Indian removal policy
- Is more descriptive than analytical (*Roosevelt*: many factories disregarded sanitation procedures when making food products; people kept unaware of what was actually going on within meatpacking industries; wrongdoing and carelessness in meatpacking plants could only mean other food industries would have similar problems; laws ensured Americans that what was written on package was what they were consuming; regulations still require inspections and a record of ingredients; *Jackson*: cotton gin led southern plantation owners to want more land; Cherokees and others forcibly removed from homes and moved further west along Trail of Tears; Southern plantation owners able to move further west to obtain more land for cotton growing which helped prosperity; Indians in west still not safe; more collisions between the general government and the Indians since Jackson’s removal influenced more American people to move westward)
- Incorporates some relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates relevant outside information (*Roosevelt*: federal government of late 1800s and early 1900s followed policy of laissez-faire; muckraker Sinclair used his novel *The Jungle* to expose horrors of unsanitary conditions in meatpacking industry; *Jackson*: process of separating seeds from cotton fibers became easier; “Cotton was King” in South and plantations required lots of land; Cherokee Indians living in Georgia had gone to Supreme Court using American ideas of government; Jackson ignored Supreme Court decision and sided with Georgia; with more cotton plantations, there were more slaves and eventually more slave states; more settlers meant more soldiers to protect them and many years of Indian Wars in West)
- Includes some relevant facts, examples, and details (*Roosevelt*: Meat Inspection Act; Pure Food and Drug Act; Wholesome Meat Act and Poultry Products Act; Acts prevented sale of misbranded and harmful products; *Jackson*: Eli Whitney; called for Indian Removal Act to be enforced)
- Demonstrates a satisfactory plan of organization; includes an introduction that is a restatement of the theme and a brief conclusion

**Conclusion:** Overall, the response fits the criteria for Level 3. Document information frames the treatment of Roosevelt. Additional facts and details about the legislation would have strengthened the discussion. Document interpretation combined with outside historical information demonstrates a thoughtful appraisal of the Indian removal policy.

Throughout history, America has had to deal with a plethora of issues, both economic and social. Strong presidents have been able to eliminate or reduce the effects of some of these issues by instituting policies of reform. Presidents Theodore Roosevelt and Lyndon Johnson are both strong leaders who were able to better the country based on their actions towards reform. Roosevelt worked to improve the meatpacking industry, while Johnson worked to improve civil rights for minorities within the country.

President Theodore Roosevelt is very well-known and respected for his many reforms to improve American industry. Prior to his presidency, the meatpacking industry and other food and drug industries were providing American people with products that were potentially bad for their health. Consumers were at the mercy of businesses, who were not acting responsibly. Roosevelt was able to recognize the importance of investigating these issues and worked to fix them. As depicted in The Jungle by Upton Sinclair, meatpacking was vile, unsanitary, repulsive and dangerous. The disclosure of these practices led Roosevelt to institute the Meat Inspection Act, almost immediately after reading the book and getting his commission's report. It became public knowledge that disgusting practices and filth were ruining meat products. When the American people read this information in magazines and books they wanted the government to do something about the situation (Doc 4a). As depicted in the cartoon (Doc 4b) Roosevelt's efforts to reform this putrid industry and help consumers was "nauseating" work but its results were important for the health of the nation. It would also lead to more protections for consumers. He also helped pass the Pure Food and Drug Act to ensure that consumers were

protected on various spectrums of the food and drug industry (Doc 5). Prior to this Act, companies could falsely label products and hide the fact that poisonous or addictive ingredients were present. There are reports of cocaine being present in medicine for children before these reforms were made! Obviously, Roosevelt improved the industry for the better and led to other presidents doing the same to help American society be safe.

President Lyndon Johnson was another great figure who worked to reform in order to help America. He dealt with civil rights issues and improving conditions for African Americans. For many years before Johnson's presidency, many blacks were segregated because of the Jim Crow Laws that were mostly prevalent in the South. Even when segregated institutions such as public schools were declared unconstitutional, there was still social unrest in places such as Little Rock, Arkansas and blacks continued to not be treated fairly. Many black people could not vote because taxes were put on polls and they couldn't afford it. Literacy tests kept other blacks from voting. Johnson attempted to put all of this to a stop. First he signed the Civil Rights Act of 1964 to ensure that blacks got equal protection under the Constitutional law that he strongly supported (Doc 8). Even though civil rights legislation and the 14th amendment had been passed prior, it had not been enough to ensure justice. This new act helped to virtually end established forms of segregation (Doc 9a). Also, many more blacks were able to participate in politics following Johnson's voting reforms that ended discrimination at the polls (Doc 9b). All of his work towards civil rights continued to benefit not only blacks but women and other groups in the country.

Both presidents – Roosevelt and Johnson – were strong politicians

who worked to better our country. Their reforms during times of crisis are what helped shape the nation to be the great place that it is today.

**Anchor Level 3-C**

**The response:**

- Develops the historical circumstances for Theodore Roosevelt’s support for consumer protection and Lyndon Johnson’s support for civil rights in some depth, but only mentions the impact of both presidents’ actions
- Is more descriptive than analytical (*Roosevelt*: well-known and respected for many reforms to improve American industry; meatpacking industry and other food and drug industries providing people with products potentially bad for their health; able to recognize importance of investigating issues and worked to fix them; disclosure of meatpacking practices led him to institute Meat Inspection Act almost immediately after reading book and getting his commission’s report; became public knowledge that disgusting practices and filth were ruining meat products; efforts to reform meatpacking industry and help consumers “nauseating work” but results were important for health of nation; Pure Food and Drug Act ensured consumers protected on various spectrums of food and drug industry; companies could falsely label products and hide presence of poisonous or addictive ingredients; work led to other presidents working to help American society be safe; *Johnson*: signed Civil Rights Act of 1964 to ensure blacks got equal protection under constitutional law; voting reforms ended discrimination at polls; work towards civil rights continued to benefit not only blacks but women and other groups)
- Incorporates some relevant information from documents 4, 5, 8, and 9
- Incorporates relevant outside information (*Roosevelt*: as depicted in *The Jungle* by Sinclair, meatpacking was vile, unsanitary, repulsive, and dangerous; reports of cocaine being present in medicine for children before reforms made; *Johnson*: many blacks segregated because of Jim Crow laws; even when segregated institutions were declared unconstitutional, there was still social unrest in places such as Little Rock, Arkansas; many blacks could not vote because they could not afford poll taxes; literacy tests kept blacks from voting; civil rights legislation and 14th amendment were not enough to ensure justice)
- Includes some relevant facts, examples, and details (*Roosevelt*: led to more protections for consumers; helped pass Pure Food and Drug Act; *Johnson*: worked to improve civil rights for minorities; more blacks able to participate in politics following his voting reforms)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that state strong presidents have been able to improve our country by instituting policies of reform

**Conclusion:** Overall, the response fits the criteria for Level 3. Relevant outside information establishes a historical context for the circumstances surrounding Johnson’s action. The discussion of Roosevelt’s action is more document-driven. However, the impact for both presidential actions is cursory and lacks supporting facts and details.

Many presidents throughout the history of the United States have taken action and created laws that would help better the lives of American people and American society. Theodore Roosevelt's support for consumer protection and Lyndon B. Johnson's support for civil rights are two very important instances in which there were significant impacts on the United States.

Theodore Roosevelt appointed a commission to investigate many meat packing industries. After Upton Sinclair's publishing of his book "The Jungle", which revealed the disgusting practices of meat packing plants, the whole country was disgusted and appalled. No one had known that these horrible things had been going on. Roosevelt's commission found that in many well-known establishments, meat was being shoveled into barrels along with stale scraps that had been laying on the dirty floor for several days. Also, in other establishments, the meat was unfit to be eaten. It was dry, leathery, pieces of pig skin were found in it, rope strands, and other unsanitary items. After discovering all of these facts, Roosevelt felt the need to step in and help change these disgusting practices. Soon enough, The Pure Food and Drug Act was passed through congress. The Act promised that no food would be adulterated or misbranded. This included food, drugs, medicine, and liquor. Because of this act, all foods were to be pure and safe to eat or they could not be sold. Companies could not print lies about what was contained in their products. Also, after Roosevelt's presidency, Lyndon B. Johnson decided to take action and continue Roosevelt's plan.

Lyndon B. Johnson also had support for civil rights in the United States. Up to this point, African Americans were still facing segregation

and inequality. They were not able to enjoy the privileges of others solely because of the color of their skin. African Americans could not eat lunch at white establishments, could not send their kids to public schools, couldn't vote, and couldn't even sit near whites on a school bus. Because of this, people knew it was time to change. In Lyndon Johnson's speech before he signed the Civil Rights Act of 1964, he said that all men were created equal, but were denied equal treatment. He said that this cannot continue any longer because it goes against the Constitution, the Republic, and morality. He signed the Civil Rights Act in hope that this prejudice and inequality would stop. The Act allowed for the desegregation of schools. After the Voting Rights Act was passed in 1965, blacks were beginning to vote in big numbers and were soon being admitted into several delegations. More than 2,000 blacks held office in 1977. Because of the help of Lyndon Johnson, African Americans were getting the freedom, liberty, justice, and equality that they deserved.

Throughout the history of the United States, presidents took initiative to help people.

## Anchor Level 2-A

### The response:

- Minimally develops all aspects of the task
- Is primarily descriptive (*Roosevelt*: commission found meat being shoveled into barrels with stale scraps; meat unfit to be eaten; Act said foods were to be pure and safe to eat or could not be sold; companies could not print lies about what was contained in their products; Johnson continued Roosevelt's plan; *Johnson*: African Americans still facing segregation and inequality; African Americans could not eat lunch at white establishments; signed Act in hope that prejudice and inequality would stop; Civil Rights Act allowed for desegregation of schools; helped African Americans get freedom, liberty, justice, and equality they deserved); includes faulty and weak application (*Roosevelt*: whole country disgusted and appalled; no one had known these horrible things had been going on)
- Incorporates limited relevant information from documents 4, 5, 6, 7, 8, and 9
- Presents very little relevant outside information (*Roosevelt*: Sinclair published *The Jungle* which revealed disgusting practices of meatpacking plants)
- Includes few relevant facts, examples, and details (*Roosevelt*: Pure Food and Drug Act passed by Congress; *Johnson*: after Voting Rights Act, blacks began to vote in big numbers); includes some inaccuracies (*Johnson*: African Americans could not send their kids to public schools, African Americans could not vote)
- Demonstrates a general plan of organization; includes an introduction that is a restatement of the theme and a brief conclusion

**Conclusion:** Overall, the response fits the criteria for Level 2. Relevant document information generally frames the response. Although a basic understanding of the task is demonstrated, some information from document 7 is overstated. The overall discussion lacks supporting facts and details.

Many presidents have made courageous decisions which led to an important impact on the United States and its society. For example, Theodore Roosevelt's support for consumer protection and Lyndon Johnson's fight for civil rights both resulted in new laws promoting change.

Before Teddy Roosevelt's consumer protection laws, producers would not care how the consumer's food was made. According to Document 4A, meat would be mixed in with "stale scraps that had lain on a dirty floor." The meat was "dry, leathery and unfit to be eaten." These terms provide a negative view of food from the late 19th century and early 20th century, which led Roosevelt to pass legislation to fix the problem. Document 5 displays an advertisement which prevented the sale of "mis-branded or poisonous" food. It guaranteed that the food sold would be healthy. In Document 6, Lyndon Johnson describes his content to be expanding on Roosevelt's consumer protection laws. This portrays the influence Roosevelt had on the nation because he set a precedent of protecting consumer goods and Johnson included it in his Great Society.

After consumer protection was enforced, the country still had to face problems regarding civil rights. Segregation still existed in the United States, after being established in *Plessy v. Ferguson* in 1896. Document 7 states different situations which stripped blacks of their civil liberties such as being unable to eat at public restaurants and not being allowed to attend certain schools. Events in Birmingham also caused the civil rights movement to occur. Document 8 also describes how Americans of every color fought to protect US freedom, yet aren't given civil rights. Racism continued as de facto segregation because of the custom of separating blacks from whites. Johnson's actions

towards civil rights ended public segregation and gave blacks an equal opportunity at acquiring certain jobs. The Civil Rights Act of 1964, which Johnson passed resulted in the desegregation of schools, as well as guaranteeing equal rights for women. It eventually served as an example in 1968 to help pass a federal law granting equal housing opportunity, as stated in Document 9A. Blacks gained even more rights with the passage of the Voting Rights Act of 1965. Document 9B maintains that by 1977, over 2,000 blacks were able to hold office, when in 1965, there were only 72. Throughout Lyndon Johnson's administration, he passed laws protecting the rights of African Americans which changed American society for the better.

Presidents have often had to make choices concerning the American people. Theodore Roosevelt's advocacy for consumer protection and Lyndon B. Johnson's support for the civil rights movement became revolutionary as they completely altered the way society worked. Different factors led to each president's actions and they both caused a significant impact on American society.

## Anchor Level 2-B

### **The response:**

- Minimally develops all aspects of the task
- Is primarily descriptive (*Roosevelt*: producers did not care how consumer's food was made; sale of misbranded or poisonous food prevented; Johnson expanded on Roosevelt's consumer protection laws; set a precedent of protecting consumer goods; *Johnson*: blacks unable to eat at public restaurants and not allowed to attend certain schools; Americans of every color fought to protect United States freedom; ended public segregation and gave blacks equal opportunity at acquiring certain jobs; Civil Rights Act served as example to help pass a federal law granting equal housing opportunities); includes faulty and weak application (*Johnson*: segregation still existed in the United States after being established in *Plessy v. Ferguson* in 1896)
- Incorporates limited relevant information from documents 4, 5, 6, 7, 8, and 9
- Presents little relevant outside information (*Roosevelt*: Johnson included protection of consumer goods in his Great Society; *Johnson*: racism continued as de facto segregation because of custom of separating blacks from whites)
- Includes few relevant facts, examples, and details (*Roosevelt*: stale scraps on dirty floor; *Johnson*: Birmingham; equal housing opportunity; Voting Rights of 1965; by 1977, over 2,000 blacks held office); includes inaccuracies (*Johnson*: passed Civil Rights Act of 1964)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and a conclusion that includes an overgeneralization

**Conclusion:** Overall, the response fits the criteria for Level 2. Document information is strung together as the basis of the discussion, demonstrating a basic understanding of the task. Connecting the precedent set by Roosevelt to Johnson's Great Society and the reference to de facto segregation are relevant but lack explanation. Additional details would have strengthened the effort.

Past presidential decisions have had a huge impact on the American people. Andrew Jackson's decision to relocate the Native Americans changed the demographics of the United States and created conflicts, and Theodore Roosevelt's support for consumer protection reformed the food industry and allowed for a healthier America.

Andrew Jackson made many controversial decisions during his presidency, including the Indian Removal Act. Jackson was a supporter of the common man, and worked hard to make his decisions in favor of them. So, when the cotton gin was invented and farmers needed more land, Jackson gave it to them, forcefully moving the Native Americans in the process (Doc 1). Not only was this morally wrong, it also went against the Supreme Court, which declared it unconstitutional.

The effects of this act were tremendous. For example, as seen in Doc. 3a, Native Americans from all over were relocated into one area, resulting in a huge demographic change. And, although this relocation was meant to lessen tensions and conflicts between white settlers and Native Americans, it actually led to more (Doc 3b).

In addition to Jackson's decisions, Theodore Roosevelt's decisions also had a huge impact on American society. During Roosevelt's presidency, a movement, called the Progressive Movement, began. Progressives were people who worked to bring about positive social and economic change. Roosevelt was a great Progressive, and during his presidency worked for consolidation of trusts, conservation, and consumer protection. While working for consumer protection, the Pure Food and Drug Act was passed (Doc 5).

Acts such as the Pure food and Drug Act brought about significant social reform because it promised families cleaner, healthier products.

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**Anchor Paper – Document-Based Essay—Level 2 – C**

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*Before, many meats in factories were unsuitable to sell and eat (Doc 4a). With Roosevelt's help, this was changed.*

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

- Minimally develops all aspects of the task
- Is primarily descriptive (*Jackson*: decision to relocate Native Americans changed demographics of United States and created conflicts; when cotton gin invented and farmers needed more land, Native Americans forcefully moved; relocation meant to lessen tensions and conflicts between white settlers and Native Americans but actually led to more; *Roosevelt*: support for consumer protection reformed food industry and allowed for a healthier America; Pure Food and Drug Act promised families cleaner, healthier products; many meats in factories were unsuitable to sell and eat); includes faulty and weak application (*Roosevelt*: worked for consolidation of trusts)
- Incorporates limited relevant information from documents 1, 3, 4, and 5
- Presents little relevant outside information (*Jackson*: supporter of common man and worked hard to make decisions in favor of them; *Roosevelt*: Progressive movement worked to bring about positive social and economic change)
- Includes few relevant facts, examples, and details (*Jackson*: Indian Removal Act; *Roosevelt*: Pure Food and Drug Act passed); includes an inaccuracy (*Jackson*: decision went against Supreme Court, which declared it unconstitutional)
- Demonstrates a general plan of organization; includes an introduction that is beyond a restatement of the theme and lacks a conclusion

**Conclusion:** Overall, the response fits the criteria for Level 2. The discussion of historical circumstances surrounding the actions of Jackson and Roosevelt is based on the use of document information supported by a few unexplained references to relevant outside information. While good conclusions are made about the impact of both presidents' actions, additional supporting facts and details would have strengthened that effort.

Theodore Roosevelt and Lydon Johnson both made very good decisions that benefitted the citezens of the united States. Both contributing to the advancements of the U.S, they bettered the quality of life for future generations.

About one hundred years ago Theodore Roosevelt gave the American people security in Know that American made food is safe to eat. Before theodore Roosevelt intervened there were very unclean conditions. One of president Roosevelts commissioners noted that in one factory there were "Stale scraps lain of a dirty floor in the corner of a room" (Doc 4a) he also commented that some of the meat was dry, leathery and unfit to be eaten. The first law to be passed was the Pure food and Drug act which gave the food industries certain rules to follow. (Doc 5) later in 1957 the the wholesome Meat act was passed. this would make sure that meat wouldn't be dirty, harmful or diseased (Doc 6)

Lyndon Johnson made his contributions by supporting the civil rights Movement before this Blacks were fighting for equal rights. They wanted voting rights, equal job opportunity and no more segregation. Women also felt entitled to certain rights. in 1964 president Johnson signed the civil rights act. This ended segregation, gave everyone the right to vote, and equal job and housing opportunity.

Both presidents changed our country into what it is now. They helped our nation become a clean and fair nation. Their acts of change is evidence that we will never stop bettering our country.

## Anchor Level 1-A

### **The response:**

- Minimally addresses all aspects of the task
- Is descriptive (*Roosevelt*: gave American people security in knowing that Americans made food safe to eat; Pure Food and Drug Act gave food industries certain rules to follow; Wholesome Meat Act to make sure meat not dirty, harmful, or diseased; *Johnson*: blacks were fighting for equal rights; wanted voting rights, equal job opportunity, and no more segregation; Civil Rights Act of 1964 ended segregation); lacks understanding and application (*Johnson*: Act gave everyone the right to vote, and equal job and housing opportunities)
- Includes minimal information from documents 4, 5, 6, 7, 8, and 9
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*Roosevelt*: unclean conditions; commissioners; stale scraps; meat unfit to be eaten; *Johnson*: supported civil rights movement; Civil Rights Act in 1964); includes an inaccuracy (*Johnson*: Wholesome Meat Act passed in 1957)
- 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. Information selected from documents results in simple but accurate conclusions that demonstrate a basic knowledge about President Roosevelt's support for consumer protection. The overall brevity, generalizations, and lack of development indicate a superficial understanding of President Johnson's impact on civil rights.

Presidents have taken actions that have had a significant impact on the United States and American society, throughout the United States history. Three actions were Lyndon Johnson's support for civil rights, Andrew Jackson's Indian removal policy and Theodore Roosevelt's support for consumer protection.

One action was president Theodore Roosevelt's support for consumer protection. One reason he supported consumer protection laws was because he wanted to make sure that no one was being sold any nasty or poisonous meat. Also the pure food and drug act protected consumers by preventing the manufacture sale and transportation of adulterated or mis-branded or poisonous or deleterious foods drugs, medicines, liquors and for regulating traffic therein for other purposes (documents 4b and 5).

Another action was Lyndon Johnson's support for civil rights. One way he supported it was because he felt that everyone should have the same equal rights because everyone fought for the same freedom (doc 8). The civil Rights act of 1964 had effects on things. Two examples are how it ended all forms of public segregation in the nation, south and north. Another example is how it empowered the attorney general of the United States general to sue for desegregation and unequal rights for blacks (doc. 9a).

Presidents have taken actions that has had a significant impact on the United States and American society, throughout the United States history.

## Anchor Level 1-B

### **The response:**

- Minimally addresses some aspects of the task
- Is descriptive (*Roosevelt*: wanted to make sure no one was being sold any nasty or poisonous meat; Pure Food and Drug Act protected consumers by preventing manufacture, sale, and transportation of adulterated, misbranded, poisonous, or deleterious foods, drugs, medicines, and liquors; *Johnson*: felt everyone should have same equal rights because everyone fought for same freedom)
- Includes minimal information from documents 4, 5, 8, and 9
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*Roosevelt*: supported consumer protection laws; *Johnson*: Civil Rights Act ended all forms of public segregation in nation); includes an inaccuracy (*Johnson*: Attorney General of United States empowered to sue for unequal rights for blacks)
- 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 1. The response lacks any mention of the historical circumstances surrounding the presidents' actions. Simplistic statements using document information indicate a limited understanding of the impact of the actions of both Roosevelt and Johnson.

All throughout history there have been actions set in place by the president that have had a significant impact on the United States as a whole. Some of these actions include Andrew Jackson's Indian Removal Policy and Lyndon B. Johnson's support for African American Civil Rights. Through analyzation of these actions, it can easily be stated that these actions have greatly positively affected the United States through their use of regulation Acts and support.

Although commonly criticized, Andrew Jackson's "Indian Removal" Act held much support and actually reaped many benefits. As stated in the novel "The Earth Shall Weep", the Southern Indians were considered "vulnerable" by many. The Indians had been occupying land that would be of great use to the Southern Whites. At the height of the cotton trade, farmers began seeking more & more rich, fertile land. That of which the Indians controlled. Once cleared, the land became "plantation owned". However, the United States didn't just disregard the Indian's feelings altogether. As stated in "President Andrew Jackson's 2nd annual message to congress", the removal/relocating of the Indians would benefit not only the U.S but the Indians as well. It would strengthen the Southern States, allowing them to grow and prosper quicker while also allowing the Indians the independence from the United States to do their own thing. The act was mutually beneficial, having a great effect on the country as a whole.

Another great presidential action that helped benefit the country was president Lyndon Johnson's support for "Civil Rights" of the African Americans. As stated in "John F Kennedy's Radio & Television to the American People" he was fully aware of the inequalities African Americans faced on a daily basis and was completely against them,

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**Document-Based Essay—Practice Paper – A**

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stating how Equal opportunities should be provided to all man. As stated in "Lyndon B Johnson's Radio & Television report to the American People," he states, in the Constitution it states how all man is equal and that we all deserve the "Blessings of Liberty". Yet he was also aware that many were still denied these basic liberties. Thus the signing of the Civil Rights Act, assuring African Americans with equality. This act went on to be very beneficial. As stated in "A People's History of the United States", African Americans began using their new opportunities to get ahead in the world. Over 2 thousand African Americans held office in over 11 different Southern states, giving more power to them than ever before, thus having a large impact on the United States.

Throughout all of history, Presidential actions and movements have had a very large impact on the country. Some of these movements include Andrew Jackson's Indian Removal Policy & Lyndon Johnson's support and signing of the "Civil Rights Act." Both these movements held very large positive impacts on the country.

Throughout American History, Presidents have made decisions and committed actions that changed the course of the United States and its people, for better or for worse. In the case of two of these Presidents, Theodore Roosevelt and Lyndon B. Johnson, the change was decidedly for the better for the American people. Roosevelt's push for consumer protections greatly increased the quality of American foodstuffs, and forced industry to be accountable for its actions and products and their effects on people. Johnson's unequalled push for Civil rights helped bring an end to Jim Crow and the era of legal segregation, and helped guarantee that the promises of the Constitution would at last be fulfilled.

Concerns about the health of cattle being slaughtered led to the passage of weak inspection laws in the 1890s. Roosevelt's campaign for consumer protection laws began not with him, but with investigative journalists who exposed the nauseating practices of the meat industry; such journalists, known collectively as "muckrakers", saw it as their duty not just to expose to public eyes meat packing abuses but also the corruption of big business in general and they resoundingly succeeded. Roosevelt responded to what some said was sensational reporting in "The Jungle" by appointing a commission in 1906 to investigate the plants with federal authority; what they found was that vast quantities of what was labeled "meat" was "stale scraps...dry, leathery, and unable to be eaten...pieces of pigskin, and even some bits of rope and other rubbish." [Doc 4a]. The earlier meat inspection laws were clearly not working to protect the consumer and the meat packing companies didn't seem to care as long as they were making big profits. Politically Roosevelt and Congress decided to move quickly on this

issue because the public was not happy. By June of 1906 Congress had approved the Meat Inspection Act and the Pure Food and Drug Act, which was intended “for preventing the manufacture, sale, and transportation of...poisonous or deleterious food, drugs...and for regulating traffic therein...” [Doc 5]. These acts were a resounding success of legislative power. A grateful American public even saw Roosevelt as a “muckraker” himself: a 1906 cartoon showed him bravely sifting through the revolting, disease-filled pit of the meat scandal [Doc 4b]. Prior to this action, the era of rampant industrialism during the Industrial Revolution had allowed business and industry to largely get their own way; now, however, Roosevelt had made a firm stand for government being on the side of the public. Roosevelt used his presidential power to stand up for the people. He set an example for later presidents to work with Congress and expand inspections and create higher standards for poultry. Food safety has become a major responsibility of the federal government.

Lyndon Johnson was one of the most adamant supporters of Civil Rights. Granted, he could hardly have afforded not to be; as the decade of the 60s opened and the conservatism of the 1950s had waned from its height, minorities were taking advantage of a growing liberal power base: the baby-boom generation, now in their young adult years, the time when people (particularly college-educated people) are often at their most liberal. Encouraged by the successes of the Montgomery bus boycott and the Brown v. Board of Education decision the Civil Rights movement took off in the 1960s. Many different methods were used by Civil Rights organizers to fight “separate but equal.” Young activists, black and white, took part in the Freedom Rides and marched at Selma

for voting rights. The presidency of Kennedy had been marked by a rampant rise in angry protests, prompting Kennedy to exclaim in 1963: "The events in Birmingham [the site of a major protest] and elsewhere have so increased cries for equality that no city or state or legislative body can prudently choose to ignore them" [Doc 7].

Believing civil rights to be a moral issue Kennedy finally committed himself to push for congressional efforts to promote equality. Johnson himself had barely entered office when he fulfilled that commitment and signed the Civil Rights Act of 1964, proclaiming over the TV and radio as he did: "We believe that all men are created equal. Yet many are denied equal treatment... But it cannot continue" [Doc 8]. The Civil Rights Act was written to end official segregation in America and the Voting Rights Act was written to make it easier for blacks to register and vote. These are widely seen as two of the landmark pieces of legislation in American civil rights history.

Unfortunately civil rights concerns are still with us. De facto segregation continues and minority groups complain about being denied equal protection by the police and other officials. Some women and African Americans are still not treated equally in the work place. Although this legislation has been vital for civil rights, it is difficult to change people's attitudes completely.

It is clear, therefore, that the actions of our Presidents have had outstanding impact on American society, as is shown in Roosevelt's campaign to protect the public from the greed of industry, and Johnson's campaign to create in that same public true equality for all.

Throughout United States history, every president has made decisions that has greatly impacted the country in one way or another. Whether those actions are good or bad is left up to interpretation. Two presidents who took significant actions to better the country, Theodore Roosevelt and Lyndon B. Johnson. With Roosevelt's attack on consumer product quality and Johnson's efforts to further civil rights, the country was deeply impacted.

In the early 20th century, many progressive ideas and people arose in the U.S. in response to muckraking writers who exposed problems caused by the growth of industry. One of those people was Upton Sinclair who exposed the faults of the meat packing industry and the terrible conditions in which animals were slaughtered and processed for sale. Because of Sinclair, Roosevelt decided to investigate the companies as well (4a). What they found, after inspection and investigation, was disgusting and horrifying similar to Sinclair's descriptions in his novel. The shocking information in Sinclair's book and in the investigating committee's report angered the meat packers. However it forced Roosevelt to take matters into his own hands and use his political muscle to get Congress to support reform measures. After the Meat Inspection Act was passed, Congress decided to pass the Pure Food and Drug Act in 1906 to regulate the food and drug industries.

Before this act, companies could put almost anything they wanted onto their product labels without it being true. Now, after the act, they had to put everything that was, truthfully, in their products on the labels (5). This action taken by Roosevelt would impact the United States for years to come. In 1968 Lyndon B. Johnson actually decided to add to the Meat Inspection Act passed over sixty years prior (6).

This new act now took all of the parts of the old one, but now applied them to poultry products as well. Theodore Roosevelt's consumer protection was brought about by the muckrakers of the time and impacted the United States and has now gone way beyond food and drugs. Federal, state, and local governments have set up consumer protection agencies to investigate complaints about fraud and deception, such as credit card and loan scams.

Lyndon B. Johnson was a big advocate of civil rights during his presidency. Ever since the Civil War ended, segregation and other Jim Crow laws had been prevalent, mostly in the South. Although African Americans were granted the right to vote, many of them were not able to, due to state laws (7). Johnson recognized this problem and decided to do something about it. In 1964 he signed into law the Civil Rights Act (8). He did this because he saw the unfair treatment African Americans were facing and did not agree with it. He said that African Americans have fought and died to protect this country so they should have every right that everyone else has. They fought for the Union during the Civil War and for democratic values during World Wars I and II. It was time for African American equality. One major thing that this act did was end segregation in virtually all public places both in the North and South (9a). Before this some areas became unsegregated like busses due to the Montgomery Bus Boycott of 1955 and also schools due to the Supreme Court case *Brown vs. Board of Education* in 1954; but now all public places were forced to integrate. Johnson also did one other major thing while president. He passed the Voting Rights Act of 1965 (9b). This act ended literacy tests and poll taxes on voting in the South. Before the tests and taxes

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**Document-Based Essay—Practice Paper – C**

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prevented many African Americans from voting. Now they had an equal opportunity to vote, just like the whites. Lyndon B. Johnson's action affected the United States by granted civil rights to African Americas that they should have had when the Civil War ended. More African Americans are running for office and in 2008 the United States elected its first African American president.

Both Theodore Roosevelt and Lyndon B. Johnson took monumental actions to better the country they were the president of. Roosevelt left his mark on the consumer protection industry with his Pure Food & Drug Act. Johnson allowed huge milestones to happen in the world of civil rights with his Civil Rights Act of 1964 and Voting Rights Act of 1965. They took situations that hurt the United States before them and turned it around to help.

In the twentieth century, various issues existed in America that hampered its citizens' quality of life. For instance, unsanitary and disease-ridden meat was consumed and the African-American population was still being oppressed. President Theodore Roosevelt and President Lyndon Johnson, respectively, addressed these issues, thus improving American society.

By the early twentieth century the unsanitary conditions of the meatpacking industry had been long established but were still mostly unknown to the American public. At this time, however, various journalists known as muckrackers began to investigate and publish findings of the seedy underside of society. Upton Sinclair is the greatest known muckracker of the meatpacking industry, and his novel *The Jungle* surprised and disgusted many Americans, with descriptions of various animal parts being packaged and meat laying on dirty floors, including President Theodore Roosevelt. He was appalled that the health of Americans had been in jeopardy, yet little was known or done about the issue. As a result, he set up a commission to inspect meat packing establishments, who also discovered horrid conditions. This evidence convinced Roosevelt that the government had to step in and make sure the meatpackers cleaned up their meat and their plants. The government inspection of meat forced the offenders to amend their practices [Document 4a]. Furthermore, he passed the Pure Food and Drug Act to ensure that food was unadulterated and labeled truthfully [Document 5]. What resulted was the availability of healthier food without dangerous additives for Americans to consume with peace of mind that their food was safe to eat. Their peace of mind was reinforced in the years since with poultry inspections and stricter sanitation

rules for meat packing plants. [Document 6]

In the 1960s, African-Americans were oppressed and often poverty stricken because of the various laws passed to discourage their advancement in society. These included Jim Crow laws to segregate them as well as poll taxes and literacy tests to prevent them from voting. Even though the Supreme Court ruled that schools had to be desegregated, many schools refused. In some southern states there were few blacks who voted in national elections. Presidents had paid little attention to these issues, but Lyndon Johnson made guaranteeing citizenship rights and improving the lives of blacks a high priority. To combat remaining Jim Crow laws, he worked hard to get Congress to pass the Civil Rights Act, outlawing segregation in public facilities and enforcing school desegregation policies [Document 9a]. To address African American disenfranchisement, he passed the Voting Rights Act outlawing literacy tests in voting (the poll tax was eliminated with a constitutional amendment). As a result, African American began to have a voice in politics. They voted for people that represented them and had their best interests in mind, namely other African Americans [Document 9b] and the vote gave them power to change their conditions. For the first time, blacks began voting in the South on mass and by the end of the 1960s a significant number of African Americans had been elected to office and were moving into the middle class. Overall the policies of President Johnson improved the lives of African Americans.

Both President Johnson and President Roosevelt observed an issue facing the American public and took action to help eliminate that issue. Roosevelt wanted to protect the health of Americans by making the meat

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**Document-Based Essay—Practice Paper – D**

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packing industry safer and sanitary. Johnson believed that African Americans deserved equal treatment and signed laws to end the many barriers they faced. The result of these actions was an improved society, healthier consumers and a happier African American population.

Throughout the history of the United States, a number of presidents have led the nation through eras of social progress. Theodore Roosevelt led the way for American consumer products to be safe for consumption and making the country a healthier place to live in. Lyndon B. Johnson expanded the civil rights of African Americans and other minorities during his tenure in office.

President Theodore Roosevelt held office from 1901 to 1909, and was considered the first Progressive president because he agreed the time had come for federal regulation of business. The Progressives were reformers who eventually organized a political party with the desire to fix American society at its core. Roosevelt was known to be a “trust buster” who distinguished between “good” and “bad” trusts. His efforts to halt corruption in business were helped when the Supreme court ruled against the Northern Securities Company. Consumer protection was another primary theme of his presidency. Businesses that took advantage of consumers would not be tolerated. Throughout the Gilded Age American government had a mostly laissez-faire attitude towards big business and developed few restrictions on them. Due to this lack of restriction, magazines like the Locomotive Fireman’s Magazine published the findings of the commission that was appointed by Theodore Roosevelt in reaction to muckraker Upton Sinclair’s book, The Jungle. Sinclair’s book included descriptions of the horrors of the meat-packing industry. The president’s commission saw fresh meat being packed with rank, old meat. They saw cooked meat on the same tables as pigskin, rope and other assortments of garbage. Reports like these which supported Sinclair’s work, incited public outrage and caused President Roosevelt to sign into law the Meat Inspection Act. Even though meat-packers

originally opposed the legislation the public demanded it. Next he signed into law the Pure Food and Drug Act. This law created the Food and Drug Administration, a government agency dedicated to upholding sanitary conditions for producers of food and banning dangerous additives to patented medicines. Some businesses like Postum Cereal claimed they were already on par with the new laws about truthful labeling in order to preserve their consumer base but many businesses were not. The American people continued to demand higher standards for the production of food and drugs. The fight to achieve those demands would extend into the 1960s when Lyndon B. Johnson signed into law the Wholesome Meat Act of 1967, which extended Roosevelt's efforts to clean up America's food. Johnson expanded Roosevelt's efforts beyond livestock and red meat to poultry when he signed the Wholesome Poultry Products Act of 1968. The Food and Drug Administration also took on more responsibility for the safety of our food supply and for extensive testing of new drugs before they could be sold. In the 1960s interest in consumer protection would expand into areas such as automobile safety led by Ralph Nader. President Theodore Roosevelt led America into a better future by responding to society's demands for more government regulation to keep them safe.

Following the assassination of President John F. Kennedy, Lyndon B. Johnson took office. Johnson had a plethora of foreign and domestic issues to deal with including: the escalation of the Vietnam War, increasing opposition to the Vietnam War as well, and a continuing and aggressive demand for civil rights for African-Americans. During the 1960s various groups using different methods and strategies affected presidents and their thinking about civil rights.

Groups like the NAACP and SCLC followed Martin Luther King Jr's ideals of non-violence in order to obtain their civil rights goals. They staged acts of civil disobedience like sit-ins to call attention to injustices of segregation and gain the support from blacks and whites alike. After James Meredith's experience at the University of Mississippi, the protests in Birmingham, and Medgar Evers' death, President Kennedy believed the time had come for the nation to fulfill the promise of the 14th and 15th amendments. He stated the importance of granting long overdue civil liberties in his Radio and Television Report to the American People on Civil Rights. President Johnson continued to lobby Congress and the American public for civil liberties promised to African-Americans after the Civil War. His leadership led to the passage of the Civil Rights Act of 1964 on the grounds that Thomas Jefferson's "all men are created equal" should mean equal rights especially in a democratic nation governed by the United States Constitution. This act ended virtually all forms of public segregation, provided more equal employment opportunities and more equal education opportunities by further desegregating schools. This helped to fulfill the promise of the 14th amendment. Johnson extended minority rights with the Voting Rights Act of 1965 which helped fulfill the promise of the 15th amendment. It enfranchised African-Americans by ending literacy tests which allowed for an increase in the number of blacks as voters and public office holders. Despite these gains discrimination and economic inequality could not be eliminated. However Lyndon B. Johnson helped guide our country through his actions into a more equal nation for all races.

Although the fight for their goals were not finished in their

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**Document-Based Essay—Practice Paper – E**

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presidencies, Johnson and Roosevelt started two major movements for the development of our nation. Roosevelt's fight for clean food was extended by others into the 1960s, and one could argue that the battle for equal rights for African-Americans is still not completely over. These two presidents exemplified leadership of American society through challenging times and achieved real progress.

**Practice Paper A—Score Level 2****The response:**

- Minimally develops all aspects of the task
- Is primarily descriptive (*Jackson*: Indian Removal Act had much support and actually reaped many benefits; southern Indians considered vulnerable by many; at height of cotton trade, farmers began seeking more and more rich, fertile land; Indian removal would strengthen Southern states by allowing them to grow and prosper; *Johnson*: President Kennedy aware of inequalities African Americans faced on a daily basis; stated that equal opportunities should be provided to all; according to Constitution, all are equal; many still denied basic liberties); includes weak application (*Jackson*: allowed Indians to do their own thing)
- 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 (*Jackson*: Indians occupied land that would be of great use to Southern whites; *Johnson*: Civil Rights Act; by 1977, more than two thousand African Americans held office in eleven states); includes an inaccuracy (*Jackson*: *The Earth Shall Weep* is a novel)
- 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. Literal interpretation of document information used in the discussion demonstrates a limited understanding of the task and a lack of historical knowledge. The attempt to draw conclusions is generally unsuccessful because of the narrow interpretation of the documents.

## Practice Paper B—Score Level 4

### The response:

- Develops all aspects of the task for Theodore Roosevelt’s support for consumer protection and Lyndon Johnson’s support for civil rights
- Is both descriptive and analytical (*Roosevelt*: forced industry to be accountable for its actions and products and their effects on people; investigative journalists exposed nauseating practices of meat industry; earlier meat inspection laws clearly not working to protect consumer; meatpacking companies did not seem to care as long as making big profits; he and Congress decided to move quickly on issue; a grateful American public saw Roosevelt as a muckraker himself; era of rampant industrialization allowed business and industry to get their own way; set an example for later presidents to work with Congress, expand inspections, and create higher standards for poultry; *Johnson*: helped guarantee that promises of Constitution would at last be fulfilled; one of most adamant supporters of civil rights; Kennedy believed civil rights a moral issue; Voting Rights Act written to make it easier for blacks to register and vote; although legislation is vital for civil rights, it is difficult to change people’s attitudes completely)
- Incorporates relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates relevant outside information (*Roosevelt*: concerns about health of cattle being slaughtered led to passage of weak inspection laws in 1890s; muckrakers saw it as their duty to expose to public eyes corruption of big business in general; responded to what some said was sensational reporting in *The Jungle*; food safety become a major responsibility of federal government; *Johnson*: helped bring end to Jim Crow and era of legal segregation; success of Montgomery bus boycott and *Brown v. Board of Education* decision brought encouragement to civil rights movement; many different methods used by civil rights organizers to fight “separate but equal”; young activists took part in Freedom Rides and marched at Selma for voting rights; presidency of Kennedy marked by rise in angry protests; de facto segregation continues; minority groups complain about being denied equal protection by police and other officials; some women and African Americans still not treated equally in workplace)
- Supports the theme with relevant facts, examples, and details (*Roosevelt*: commission in 1906; Meat Inspection Act; Pure Food and Drug Act; *Johnson*: congressional efforts to promote equality; Civil Rights Act of 1964; Voting Rights Act; end of official segregation in America)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that discuss the positive impact of Roosevelt’s and Johnson’s actions

**Conclusion:** Overall, the response fits the criteria for Level 4. The response includes carefully selected information from the documents to address the task, accurately interprets it, and then integrates some good relevant outside information. The inclusion of contemporary references enhances the treatment of the impact of Roosevelt’s and Johnson’s actions.

## Practice Paper C—Score Level 3

### The response:

- Develops the historical circumstances for Theodore Roosevelt and Lyndon Johnson in some depth, but the impact of both president's actions is less developed
- Is more descriptive than analytical (*Roosevelt*: investigators found disgusting and horrifying conditions similar to descriptions in Sinclair's novel; findings of investigating committee forced Roosevelt to use his political muscle to get Congress to support reform measures; before Food and Drug Act, companies could put almost anything on labels without it being true; Act meant everything that was in their products had to be on the labels; Johnson applied all parts of Meat Inspection Act to poultry; *Johnson*: said African Americans had fought and died to protect our country so they should have same rights as everyone else; Civil Rights Act virtually ended segregation in public places in North and South; actions granted civil rights to African Americans that they should have had when Civil War ended)
- Incorporates some relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates relevant outside information (*Roosevelt*: progressive ideas arose in response to muckraking writers who exposed problems caused by growth of industry; Upton Sinclair exposed faults of the meatpacking industry and terrible conditions in which animals slaughtered and processed for sale; shocking information in Sinclair's book and in investigating committee's report angered meatpackers; federal, state, and local governments have set up consumer protection agencies to investigate complaints about fraud and deception, such as credit card and loan scams; *Johnson*: since Civil War ended, segregation and other Jim Crow laws had been prevalent mostly in South; although African Americans granted right to vote, many not able to vote because of state and local laws; literacy tests prevented many African Americans from voting; in 2008, the United States elected its first African American president)
- Includes some relevant facts, examples, and details (*Roosevelt*: attacked consumer product quality; Meat Inspection Act passed; Congress passed Pure Food and Drug Act in 1906 to regulate food and drug industries; *Johnson*: made efforts to further civil rights; signed the Civil Rights Act into law in 1964; more African Americans ran for office); includes some minor inaccuracies (*Johnson*: he passed the Voting Rights Act of 1965; Voting Rights Act ended poll taxes)
- Demonstrates a satisfactory 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 3. Document interpretation frames the overall response. The discussion of the actions of Roosevelt and Johnson employs good outside information. Although the treatment of the impact of each presidential action is limited, references demonstrating the continuing impact of those actions into the 21st century are included.

## Practice Paper D—Score Level 3

### The response:

- Develops some aspects of the task with some depth for Theodore Roosevelt’s support for consumer protection and Lyndon Johnson’s support for civil rights
- Is more descriptive than analytical (*Roosevelt*: unsanitary conditions of meatpacking industry had been long established but still mostly unknown to public; commission’s evidence convinced him government had to step in and make meatpackers clean up their meat and plants; government inspection of meat forced offenders to amend practices; resulted in healthier food without dangerous additives; peace of mind reinforced with poultry inspections and stricter sanitation rules for meatpacking plants; *Johnson*: in 1960s African Americans oppressed and often poverty stricken because of laws passed to discourage advancements; made guaranteeing citizenship rights and improving lives of blacks high priority; to combat remaining Jim Crow laws, he worked hard to get Congress to pass Civil Rights Act outlawing segregation in public facilities and enforcing school desegregation; as result of Voting Rights Act, African Americans began to have voice in politics; vote gave African Americans power to change their conditions)
- Incorporates some relevant information from documents 4, 5, 6, 9a, and 9b
- Incorporates limited relevant outside information (*Roosevelt*: muckrakers began to investigate and publish findings of underside of society; Sinclair, greatest known muckraker of meatpacking industry; *The Jungle* surprised and disgusted many with descriptions of various animal parts being packaged and meat lying on dirty floors; *Johnson*: Jim Crow laws to segregate African Americans; poll taxes and literacy tests to prevent them from voting; though Supreme Court ruled schools had to be desegregated, many refused; in some Southern states, few blacks voted; Voting Rights Act outlawed literacy tests; amendment passed to eliminate poll tax)
- Includes some relevant facts, examples, and details (*Roosevelt*: commission set up to inspect meatpacking establishments discovered horrid conditions; Pure Food and Drug Act ensures food unadulterated and labeled truthfully; *Johnson*: by end of 1960s, a significant number of African Americans elected to office); includes some minor inaccuracies (*Roosevelt*: passed Pure Food and Drug Act; *Johnson*: passed Voting Rights Act)
- Demonstrates a satisfactory 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 3. The discussion of historical circumstances surrounding the actions of Roosevelt and Johnson includes some outside information that supports document interpretation. Further development of the impact of Roosevelt’s action would have strengthened the response.

## Practice Paper E—Score Level 5

### The response:

- Thoroughly develops all aspects of the task evenly and in depth for Theodore Roosevelt’s support for consumer protection and Lyndon Johnson’s support for civil rights
- Is more analytical than descriptive (*Roosevelt*: led way for American consumer products to not only be safe for consumption but also make country a healthier place; even though meatpackers originally opposed to legislation, public demanded it; Postum Cereal claimed they were already on par with law but many businesses were not; Johnson extended Roosevelt’s efforts beyond livestock and red meat to poultry; *Johnson*: during 1960s, various groups using different methods and strategies affecting presidents’ thinking about civil rights; felt Jefferson’s “all men are created equal” should mean equal rights especially in a democratic nation governed by Constitution; Voting Rights Act allowed increase in number of blacks as voters and office holders; despite gains, discrimination and economic inequality could not be eliminated)
- Incorporates relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates substantial relevant outside information (*Roosevelt*: businesses that took advantage of consumers would not be tolerated; throughout Gilded Age, American government mostly laissez-faire attitude toward big business; muckraker Upton Sinclair; Pure Food and Drug Administration dedicated to upholding sanitary conditions and banning dangerous additives to patented medicines; Food and Drug Administration took more responsibility for extensive testing of new drugs; *Johnson*: dealt with a continuing and aggressive demand for civil rights for African Americans; acts of civil disobedience such as sit-ins staged to call attention to injustices of segregation and gain support; after Meredith’s experience, protests in Birmingham, and Medgar Evers’ death, Kennedy believed time had come for nation to fulfill promise of 14th and 15th amendments; Johnson continued to lobby Congress and American public for civil liberties promised to African Americans after Civil War; Voting Rights Act ended literacy tests)
- Richly supports the theme with many relevant facts, examples, and details (*Roosevelt*: consumer protection was another primary theme of presidency; appointed a commission to investigate horrors of meatpacking; investigating commission saw fresh meat being packed with old meat and cooked meat on same tables as pigskin, rope, and other assortments of garbage; signed Meat Inspection Act; signed Pure Food and Drug Act; Johnson signed Wholesome Meat Act of 1967 and Wholesome Poultry Products Act of 1968; *Johnson*: expanded civil rights for African Americans and other minorities; Kennedy stated importance of granting long overdue civil liberties; Civil Rights Act helped fulfill promise of 14th amendment)
- Demonstrates a logical and clear plan of organization; includes an introduction that mentions the impact of Roosevelt and Johnson’s actions and a conclusion that states the impact of Roosevelt’s and Johnson’s actions extended beyond their presidencies

**Conclusion:** Overall, the response fits the criteria for Level 5. A discussion of document information highlighting the historical circumstances provides context for the actions of Roosevelt and Johnson. The treatment of the impact of those actions is analytical and thoughtful, demonstrating a good understanding of the task.

# United States History and Government Specifications June 2015

## Part I Multiple-Choice Questions by Standard

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

## Parts II and III by Theme and Standard

	Theme	STANDARDS
Thematic Essay	Reform Movements; Individuals, Groups, Institutions; Civic Values; Economic Systems; Immigration and Migration	Standards 1, 3, 4, and 5: United States and New York History; Geography; Economics; Civics, Citizenship, and Government
Document-based Essay	Presidential Decisions and Actions; Civic Values; Constitutional Principles; Reform Movements; Places and Regions	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 June 2015 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 – June 2015**

**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 44 would receive a final examination score of 80.

**Total Essay Score**

		<b>Total Essay Score</b>										
		0	1	2	3	4	5	6	7	8	9	10
<b>Total Part I and Part IIIA Score</b>	0	0	3	6	9	12	16	20	24	28	32	36
	1	1	4	7	10	14	17	21	25	29	33	37
	2	2	5	8	11	15	18	22	26	30	34	39
	3	3	6	9	12	16	20	24	28	32	36	40
	4	4	7	10	14	17	21	25	29	33	37	42
	5	5	8	11	15	18	22	26	30	34	39	43
	6	6	9	12	16	20	24	28	32	36	40	44
	7	7	10	14	17	21	25	29	33	37	42	46
	8	8	11	15	18	22	26	30	34	39	43	47
	9	9	12	16	20	24	28	32	36	40	44	49
	10	10	14	17	21	25	29	33	37	42	46	50
	11	11	15	18	22	26	30	34	39	43	47	52
	12	12	16	20	24	28	32	36	40	44	49	53
	13	14	17	21	25	29	33	37	42	46	50	55
	14	15	18	22	26	30	34	39	43	47	52	56
	15	16	20	24	28	32	36	40	44	49	53	57
	16	17	21	25	29	33	37	42	46	50	55	59
	17	18	22	26	30	34	39	43	47	52	56	60
	18	20	24	28	32	36	40	44	49	53	57	62
	19	21	25	29	33	37	42	46	50	55	59	63
	20	22	26	30	34	39	43	47	52	56	60	65
	21	24	28	32	36	40	44	49	53	57	62	66
	22	25	29	33	37	42	46	50	55	59	63	67
	23	26	30	34	39	43	47	52	56	60	65	68
	24	28	32	36	40	44	49	53	57	62	66	70
	25	29	33	37	42	46	50	55	59	63	67	71
	26	30	34	39	43	47	52	56	60	65	68	72
	27	32	36	40	44	49	53	57	62	66	70	74
	28	33	37	42	46	50	55	59	63	67	71	75
	29	34	39	43	47	52	56	60	65	68	72	76
	30	36	40	44	49	53	57	62	66	70	74	77
	31	37	42	46	50	55	59	63	67	71	75	79

**Total Essay Score**

		<b>Total Essay Score</b>										
		0	1	2	3	4	5	6	7	8	9	10
<b>Total Part I and Part IIIA Score</b>	32	39	43	47	52	56	60	65	68	72	76	80
	33	40	44	49	53	57	62	66	70	74	77	81
	34	42	46	50	55	59	63	67	71	75	79	82
	35	43	47	52	56	60	65	68	72	76	80	83
	36	44	49	53	57	62	66	70	74	77	81	84
	37	46	50	55	59	63	67	71	75	79	82	85
	38	47	52	56	60	65	68	72	76	80	83	87
	39	49	53	57	62	66	70	74	77	81	84	88
	40	50	55	59	63	67	71	75	79	82	85	89
	41	52	56	60	65	68	72	76	80	83	87	90
	42	53	57	62	66	70	74	77	81	84	88	91
	43	55	59	63	67	71	75	79	82	85	89	92
	44	56	60	65	68	72	76	80	83	87	90	93
	45	57	62	66	70	74	77	81	84	88	91	94
	46	59	63	67	71	75	79	82	85	89	92	95
	47	60	65	68	72	76	80	83	87	90	93	96
	48	62	66	70	74	77	81	84	88	91	94	97
	49	63	67	71	75	79	82	85	89	92	95	97
	50	65	68	72	76	80	83	87	90	93	96	98
	51	66	70	74	77	81	84	88	91	94	97	98
	52	67	71	75	79	82	85	89	92	95	97	98
	53	68	72	76	80	83	87	90	93	96	98	98
	54	70	74	77	81	84	88	91	94	97	98	98
	55	71	75	79	82	85	89	92	95	97	98	98
	56	72	76	80	83	87	90	93	96	98	98	99
	57	74	77	81	84	88	91	94	97	98	98	99
	58	75	79	82	85	89	92	95	97	98	98	99
	59	76	80	83	87	90	93	96	98	98	99	99
	60	77	81	84	88	91	94	97	98	98	99	99
	61	79	82	85	89	92	95	97	98	98	99	99
	62	80	83	87	90	93	96	98	98	99	99	99
	63	81	84	88	91	94	97	98	98	99	99	100